

# Pospects And Challenges Of Communicative Teaching Approach In Pakistani EFL Context

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## ABSTRACT

This study examines the impact of large EFL classes on communicative instruction. The English language is influenced by a number of elements in the EFL setting, despite being a global language and a language used in various domains of education, technology, trade, and politics. Every person has to be able to communicate in English, hence it is taught as a foreign language among many nations across the world. Since discovering the value and necessity of conversing in English, several EFL countries have changed their curricula to emphasize communicative learning strategies. However, there is still a controversy between classroom procedures and curricula in schools. This study investigates the effects of large EFL classes on CLT as well as other possible teaching and learning difficulties. It investigates the barriers that prevent EFL teachers from using CLT in secondary school settings as well as the viability of this approach in Pakistani EFL context. Four portions of a single survey instrument were employed. A written questionnaire was given to eight respondents in order to conduct this survey properly. The results showed that a number of factors, including a lack of understanding of CLT, a traditional grammar-based teaching approach, teachers' English proficiency and lack of CLT training, large classes, a lack of funding to support CLT, and a lack of CLT interaction in society and at school, affected the implementation of CLT in secondary local schools. Finally, this study recommends that when adopting or adapting CLT and its practical use in schools, policymakers keep in mind the social environment.

**Key Words:** EFL (English as a Foreign Language), ESL (English as a second Language), CLT (Communicative Language Teaching).

## Background of the Study

Communication skills in English language teaching are welcomed anywhere in the world. This need for good communicative language skills has created a huge demand for teaching English language around the world. In spite of luxury in today's world, learning and teaching a second language has become an important need in a multilingual World. Its value has risen to follow the rapid development in various areas (Denkci-Akkas, 2016). Millions of people have knowledge of the English language but they do not find themselves to use it effectively in their mutual communication while travelling or to study abroad.

Teaching of English has always been a priority in Pakistani educational system. In Pakistani context, English serves as a foreign language because after acquisition of mother language, people come toward social language; Urdu

as second language. So, the rank of English in Pakistani schools is as a foreign language. It is a matter of prestige to send children in English medium schools. Early education of a child gets started in a foreign language; he starts to learn English at an early stage of education. But after reaching a higher level in education, students feel reluctant to communicate effectively in their foreign language. However, one of the most serious educational problems that after learning many years, learners can only achieve a little grammar but almost no communication skills. For development of competent communication skills, a communicative teaching approach is considered as a milestone for practical communication.

A number of non-elite schools are getting open to educate the people without having much space and without support from the government. They try to manage them in large classes. It is believed that it is very problematic to overcome the entire situation in class when the number of students escalates from a certain limit (Kennedy & Kennedy, 1996). The huge size of classes discourages the teacher-student interaction. The frequently used method in large classes is the traditional lecture method. For language learning, students' interactive activities are a prime requirement. Without interaction, desired level of language proficiency and skills cannot be achieved. It is proposed by the pioneer of communicative teaching approach; foreign language can be learnt effectively by adopting this approach. Communicative skills can be better developed when learners feel motivated and get an opportunity to express their individuality. Littlewoods (1981) states as " If we look at foreign language learning as it occurs in the natural environment, it also becomes clear that these processes can work without any teacher at all, so long as the environment provides the necessary stimuli and experience". This study will help to put light on the effects of Large EFL classes on the communicative teaching approach, either large EFL classes get in contact with the communicative teaching approach or contradiction lies between both of their implementations.

### **Statement of Problem**

Around the world, communicative language teaching methods have been adopted to help students develop these skills even at the elementary school level. The use of CLT is, however, hampered by a number of contextual issues (Li, 1998; Nunan, 2003); (Pham, 2007). Class size, the grammar-based assessment system, a lack of professional skill, teaching resources and facilities with constrained class time, and a propensity for novel approaches like CLT are a few factors related to the educational system that have been discovered in the research investigations. Therefore, scholars strongly advise that these aspects be considered before to the introduction of CLT (Li, 1998); (Rao, 1996). Large class sizes were seen in nearly all of the studies examining the challenges and opportunities of implementing CLT in EFL environments, according to the literature on CLT implementation. (Li, 1998); (Anderson, 1993); (Savignon J. , 2002); (Hu, 2002).

### **Purpose of the study**

As the CLT approach fosters learners' communicative skills, numerous studies have been done to examine the attitudes of EFL teachers and students toward the CLT approach and determine its applicability and implementation issues in the EFL environment. (Anderson, 1993); (Savignon J., 2002); (Li, 1998); (Hu, 2002). Despite claims, CLT is promoted and put into practice in many non-Western nations (EFL context). According to numerous research, there are various barriers to the implementation of CLT, including the educational system, high class sizes, time constraints, a lack of resources, teacher and student attitudes toward the CLT approach, and a low level of practical foreign language use in everyday situations.

### **Significance of the study**

In Pakistan, the majority of students attend government and private vernacular schools, yet to the best of researcher's knowledge not a single research study has been conducted regarding class size effect on CLT at school level. It is important in this respect that the literacy level is growing better but English language communicative competence of learners is at stake. After passing out school, learners confront the lack of communicative competence as well

proficiency while entering in colleges or universities. It's necessary to incline the attention of authority to pay heed toward this phenomenon. This study argues that all the segments of society should get advantage from modern approaches of teaching and learning. To advocate theoretical development of CLT is not enough; understanding among practitioners should be enhanced. Teachers should have clear conceptualization and factual understanding of the new innovation.

This study would help to find out whether teachers are confident or confused to implement its methods, procedures and techniques practically in real life context. Although the current textbooks are designed to develop communicative skills in learners, either teachers have competence to conduct in a large classroom context or there is any assessment system in the recent annual examination process. Interaction among students and teacher to students is a base of CLT that paves way for social interaction. A proper assessment system may lead to its functional acceptance in classroom context. Therefore, this study may provide important information for school education department to pay attention toward vernacular schools, teachers' practical use of CLT and place the assessment of communicative skills in annual examination system in Pakistan where large EFL classes hinder learners to learn a foreign language, adhere teachers to traditional teaching methods to cover up the given syllabus in limited given time to pass examination. It also adds to existing literature on school education in Pakistan.

### **Research Questions**

- 1.4.1. To what extent CLT is fashion in Pakistani vernacular schools?
- 1.4.2. How do the large EFL classes affect the communicative teaching approach?
- 1.4.3. What are the vernacular school teachers' attitudes toward CLT?
- 1.4.4. How far does the annual examination system assess CLT?

## **LITERATURE REVIEW**

### **2.1. Bases of Communicative Teaching Approach**

A new and developing teaching strategy is the "communicative teaching approach," which aims to help students improve their ability to communicate both in the classroom and outside of it. According to Abate (2014), communicative language education is a diverse methodology that first appeared in the 1970s. According to Richard (2001), the changes in British situational language teaching methodology that began in the late 1960s are what gave rise to the communicative teaching approach. These European councils of experts were fully aware of these changes (Richard & Rodgers, 2001). According to Savignon (1991), in the 1960s in Europe and the United States, a push towards a communicative approach began as a result of the realisation by educators, applied linguists, and other stakeholders that the prevailing language approach was Psycholinguistic and socio-cultural theories are the main sources of inspiration for the communicative teaching methodology. It placed a strong emphasis on communicating meaning and enhancing learners' communication skills (Savignon, 2002). Hymes coined the phrase "communicative competence" for the first time in the middle of the 1960s. The idea of communicative competence emphasises the capacity to communicate with other speakers in certain social circumstances through meaning (Brown H. , 2007). Grammar proficiency, sociolinguistic proficiency, and awareness of language usage conventions are all components of social context (Canale, D. & Swian, D., 1980).

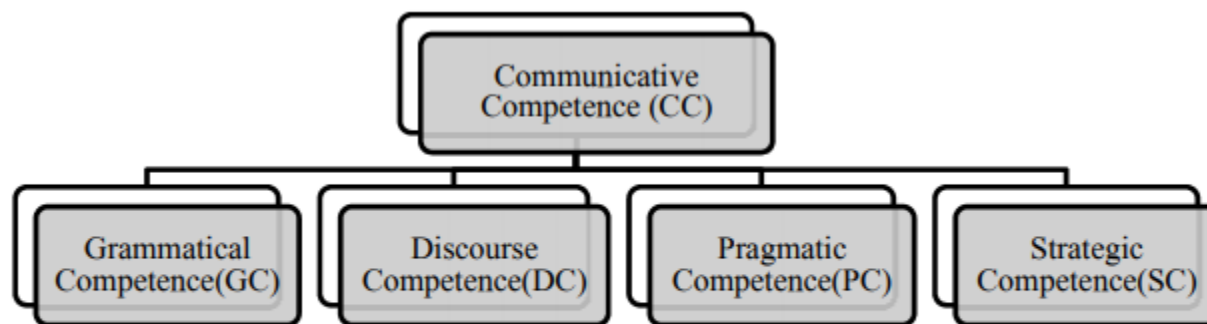


Figure 1: Canale and Swine's model of communicative competence

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### 2.2.1. Communicative Competence

To the theoretical underpinnings and practical application of the communicative method to language teaching, many academics and researchers have contributed. In contrast to Noam, an American sociolinguist named Dell Hymes brought up this topic. To the theoretical underpinnings and practical application of the communicative method to language teaching, many academics and researchers have contributed. In contrast to Noam Chomsky's language proficiency, an American sociolinguist named Dell Hymes brought up this topic. According to Chomsky, "Speaker's Linguistic Competence" refers to an abstract rule system that improves speakers' knowledge of the grammar of the languages they use. He asserted, however, that native speakers also have a more complex set of rules known as "Communicative Competence" (Abate, 2014).

### 2.6. Adoption of CLT in EFL contexts and Teachers' Attitudes toward CLT

The proponents of CLT claim to prove its efficacy in ELT. They favor the CLT approach in an EFL classroom. A number of studies have been implemented in different EFL countries around the World. Due to local conditions, EFL countries are facing a lot of problems in implementing CLT. EFL context was not considered when CLT was introduced (Chowdhry, 2010). A study was conducted in India, Ramanathan (1999, 212) stated that the most popular study i.e. CLT

“ Observing the gap between the theories of communicative competence and the task confronting EFL teaching and learning, most of the research studies conclude that EFL countries should carefully study their English teaching situations and decide how CLT can best serve their needs and interests” (Wei, 2011).

“The teachers believed that it was not feasible to adopt CLT because China had its special characteristics. These are; the teachers' inability to teach communicatively and grammar-focused examination pressure. It may be that China is a vastly different English language teaching environment from the one that helps to nurture the communicative approach” (Hird, 1995).

Researchers like Guangwei Hu (2005) says

“Despite a lack of consensus among researchers regarding the appropriateness of CLT for China, the Ministry of Education was impressed by the high profile that the methodology enjoyed internationally and was convinced that it would provide the best solution for the widespread problem of students’ low competence in using English for communication even after years of formal instruction in the language” (Hu, 2005).

In this regard, Vasilopoulos (2008) writes that

“Many years have passed since the introduction of the CLT approach in Korea, however despite curriculum reform and passage of time, many remain skeptical of the effectiveness of communicative methodology in Korean English Language” (Vasilopoulos, 2008).

In Pakistani perspective, an experimental study was conducted to know the importance of introducing the communicative approach in ELT in teacher training programs. Akram & Mehmood (Akram, M. & Mehmood, A., 2011, p. 175) reports as

“CLT enhances the learners’ confidence and it gives a sense of satisfaction to the teacher as well as in the sense that he/she is successful in making the students use the foreign language in their conversation. CLT gives clarity to the expression. Communicative approach is better than all the other methods of language teaching in general and Grammar Translation Method (GTM) in particular because the GTM is more concerned with teaching about language rather than language itself whereas communicative approach establishes a direct bond between the experience and the expression” (Akram, M. & Mehmood, A., 2011).

### **Large EFL classrooms**

It is highly effective in teaching language but it is not effective in large class sizes. Sakui (2004) claims the application of this approach in developing countries is rare. He further says that it is rare because it reflects the western principles and values; it comes in contrast with the local environment of developing countries (Sakui, 2004). Although a large number of students can be taught at the same time with limited facilities, it affects the quality of language production. (Panwar, A.H, B. Shanaz, K.Sanam, 2017). This approach enables students to learn rules of language but fail to communicate a foreign language in social settings. Large EFL classes can’t be defined in a single way; it varies from context to context because there is no numerical determination about the shape of a large class (Hayes, 1997).

It is assumed by Hess (2019) that a class consisting of 30 students or more is considered as a large class but in Saudi context or in Asian countries including Japan, China, Pakistan and India, a class consisting of 80 students and more is taken as a large class (Hess, 2001).

On the other hand, a communicative teaching approach takes place effectively in small classes because certain activities can be conducted and students can get individual attention; also get solutions to their problems individually and collaboratively. Teachers are able to pay attention to their students and the results get high and activities become beneficial for students (Bahanshl, 2013). Miller (2003) supports this idea by saying that succession of communicative approach in small classes raises the teacher’s spirit and decreases discipline issues. It also helps teachers to identify problems and provide remedial solutions (Miller-Whitehead, 2003).

Large EFL classes influence the language teaching and learning process in vernacular schools in developing countries from different dimensions. Xu (2011) highlights the basic problems that affect the language learning process that are physical, psychological and technical. He further explains that teachers may feel physically exhausted in large EFL classes; they tend to speak louder and move in a longer distance to get an access to students to solve their problem. Psychologically, teachers feel reluctant to teach large or overcrowded classes without knowing who and how their students are. Students are just faces not people for them to whom they have to teach. Technically, it is difficult to monitor the attendance and grading the assignments accurately and timely (Xu, 2011).

A report by British Council (2015) states one of the challenges of EFL large classes is to maintain good discipline. Large classes deal with different ages of children having different abilities, aptitudes and speed of learning. They become an obstacle in giving each child an individual attention. So, absence of teaching and learning aids affect learning a new language (British, 2015).

Large EFL classes discourage the use of a communicative approach because learners' environment affects the foreign language, on the other hand classroom environment does not give ample space for students to interact and communicate a foreign language effectively. Large EFL classes are a source of discomfort that hinder the successful implementation of sound instructional approach (Karim, 2004); (Mustafa, 2001); (Hailom, 1993). Bahanshal (2013) supports the view that in large classes there is no task based communication.

### **Grammar based Examination**

The grammar base examination system impacts the integration of CLT in EFL classrooms. Li (1998) stated that many kinds of tests or examinations focus especially on the knowledge of specific linguistic items. (Qoyyimah, 2009).

The grammar base examination system not only pressurizes the teachers as well as students. Even though students are aware of the importance of communicative activities but having pressure of grammar base examination, majority students just focus on learning grammar and vocabulary to go through the exams. They lost interest in communicative activities and preferred to learn sentence structure and content related to examination.

One of the student in Rao's research (2002) shows the student's perception

"I know it is very important to be able to communicate in English. But if I want to graduate from university, I have to pass all kinds of examinations, which are all grammar-based. That is why I like to work more on English grammar, and some students in his study claimed that they did not learn anything if they did not learn new words and grammar in class" (Rao, 2002) (Kustati, 2013); (Ho, 2002).

## **3. RESEARCH METHODOLOGY**

This chapter presents and discusses the research methodology used in this study.

The present study is designed to answer the following research questions:

To what extent CLT is fashion in Pakistani vernacular schools?

How do the large EFL classes affect the communicative teaching approach?

What are the vernacular school teachers' attitudes toward CLT?

How far does the annual examination system assess CLT?

### **3.1. Research Design**

Both qualitative and quantitative methodologies were used to facilitate the research and improve data collection. For the gathering and analysis of data, a mixed method approach was adopted. In a single study or a multi-phase programme of inquiry, the researcher gathers, analyses, and combines both quantitative and qualitative data, according to John Creswell (Johnson, R. Bruke, Anthony J. Onwuegbuzie and Lisa A Turner, 2007). The use of the mix method methodology facilitates thorough data analysis. It broadens the study's perspective and aids the researcher in putting together a more comprehensive knowledge of the relevant fact. Due to this, it is increasingly being used in research practises and is replacing the third method.

### 3.2. Participants

The researcher chose eight people at random to complete the survey. All of the participants were English language instructors from various Punjab, Pakistani schools. They taught English at the primary and secondary levels and came from local (public and private) schools. The participant was approached by the researcher to complete a survey questionnaire because of the COVID-19 pandemic issue. There were four men and four women among the eight participants.

*Table 1: Age distribution of survey participants/*

<b>Age</b>	<b>Female</b>	<b>Male</b>
25-35	3	1
36-45	0	1
45-55	1	1
Above 55	0	1
<b>Total</b>	<b>4</b>	<b>4</b>

Due to their extensive experience teaching languages, they were all very mature and knowledgeable. The teachers are arranged in the following table by age range.

*Table 2: Teaching experience of survey participants/*

<b>Experience level</b>	<b>Female</b>	<b>Male</b>
1-5 years	3	0
5-10 years	0	2
10-15 years	0	0
15-20 years	1	2

### 3.5. Data Collection Procedure

Data was collected from both private and public secondary school teachers. The participants of this research were Eight English Language teachers of vernacular schools and the questionnaire was used as a tool. Convenient sampling of Non-Probability techniques was used by researchers on her convenience.

Due to the pandemic situation of COVID 19, the schools were closed. For data collection, the researcher contacted the English Language teachers of certain schools of her contacts which allow the researcher to gain data more conveniently. The researcher contacted them to know their willingness to be part of her research study. They gave a positive response and were ready to be part of the study voluntarily. By seeking their willingness, the researcher shares questionnaires via their email addresses. The teachers were given as much time as they needed.

## 4. DATA COLLECTION AND ANALYSIS

Collected data will be analyzed thoroughly considering the responses of participants. The data will support this idea that communicative teaching approaches are rare in developing countries (Sakui, 2004). They may also incline the attention that if a teacher tends to use this approach, he needs to translate the sentences again and again because

students do not respond except a loud “Yes”. Students have linguistic competence but their communicative competence is at stake (Abate, 2014).

#### 4.1. Section I

The questionnaire will be discussed sequentially part by part. While discussing every part, the main theme of the questions will be discussed. The first part of the questionnaire is involved with the demographic information of the participants. The second part of the questionnaire will be discussed initially. They may help to clarify the actual place of the communicative teaching approach and how this approach gets affected because of large classes.

#### 4.2. Section II

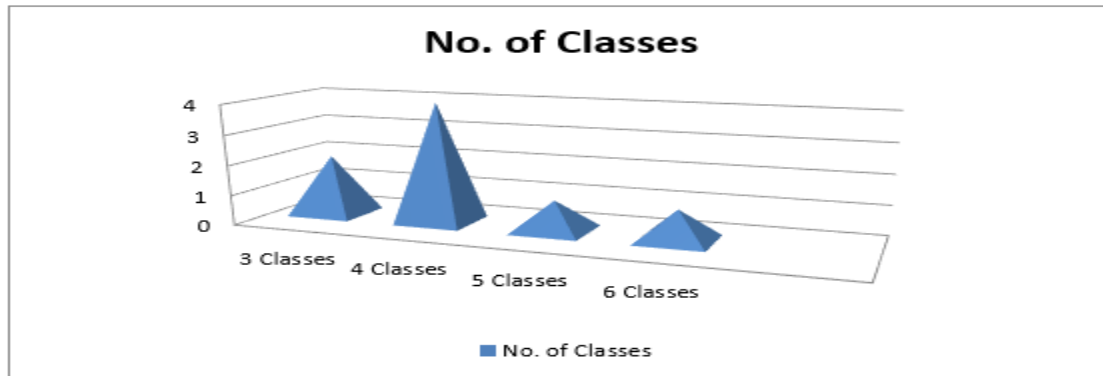
The second part of the questionnaire draws out the following themes:

Workload and working hours

Dealing with huge number of students

Workload and working hours:

The success and failure of a learning process heavily depends upon the teacher’s workload and working hours. Most of the teachers responded that they are teaching more than two classes this year. The following graph shows the number of classes the participants have taken.



*Figure 1: Number of classes taken by every participant each year*

As the graph shows that two teachers are taking 2 classes and two teachers are taking 5 and 6 classes. Four teachers are taking 4 classes a year. As they teach secondary and higher secondary levels.



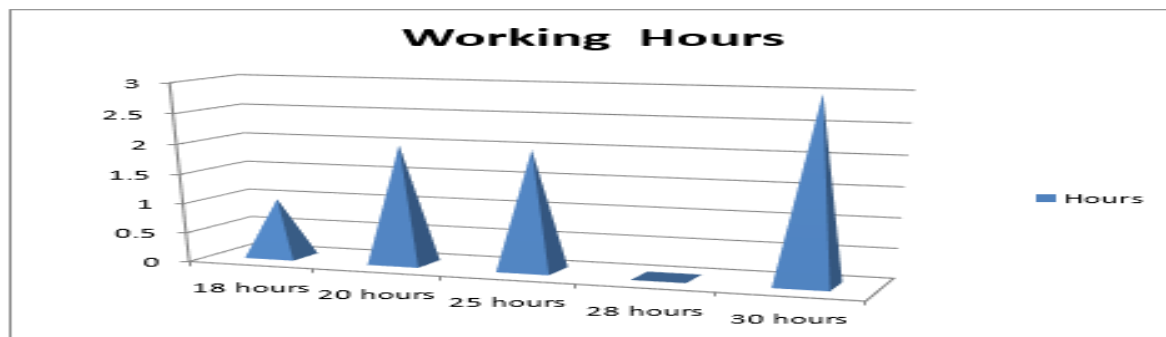


Figure 2: The range of hours the participants have to work in a week.

Only the time they spend in school is included in the working hours displayed in the graph above. Therefore, the time spent at home reviewing assignments and exam papers is not counted in this calculation. This shows that they don't have enough time left even if they want to find authentic resources for their students in every class. They are unable to venture outside of the boundaries of the textbooks, as is to be expected.

#### Dealing with the huge number of the students:

The majority of the volunteers, according to their comments, are responsible for 50 to 60 kids. As an illustration, four professors mention that they have to manage more than 60 kids. There are two teachers and between 30 and 50 students. Only two professors reported having between 20 and 30 pupils per class.

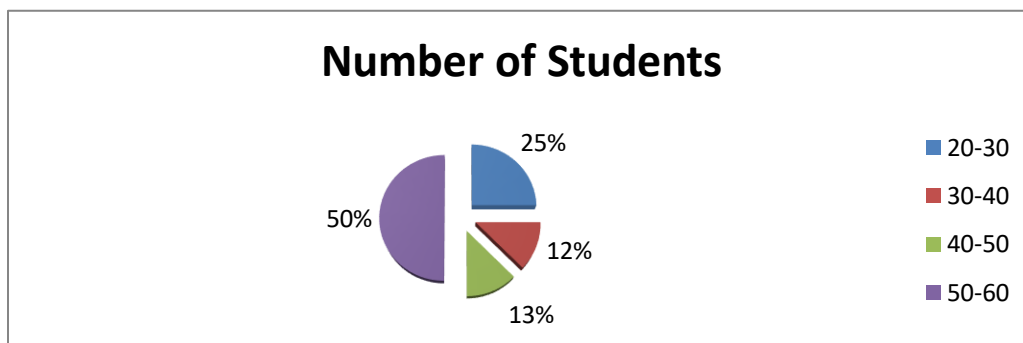


Figure 1: Number of students, participants has to teach

### 4.3. Section III

#### 4.3.1. Language teaching methodology

This part inquired about their view of CLT. This part helped them to review the methodologies they are practicing in real settings and also those they have just read about. So the interpretations are:

#### Implementation of methods in classes:

In this part of the questionnaire, the participants were asked about their methods they are practicing in their classes. Are they practicing Grammar Translation Method (GTM), Audio Lingual Method (ALM), Direct Method (DM), Communicative Language Teaching (CLT), Silent Way (SW) or Total Physical Response (TPR)? Following interpretations clarify how many teachers are using which method.

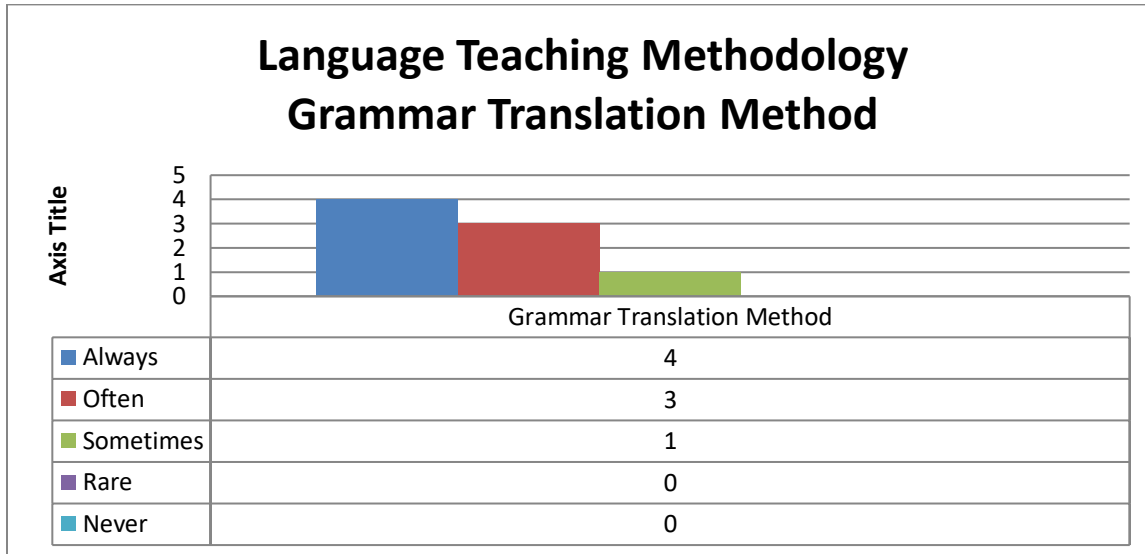


Figure 2: Language Teaching Methodology GTM

Majority teachers are using Grammar translation methods due to the large size of classes and to cover up the syllabus in a given time. Some teachers' responses show that they are using this method on and off.

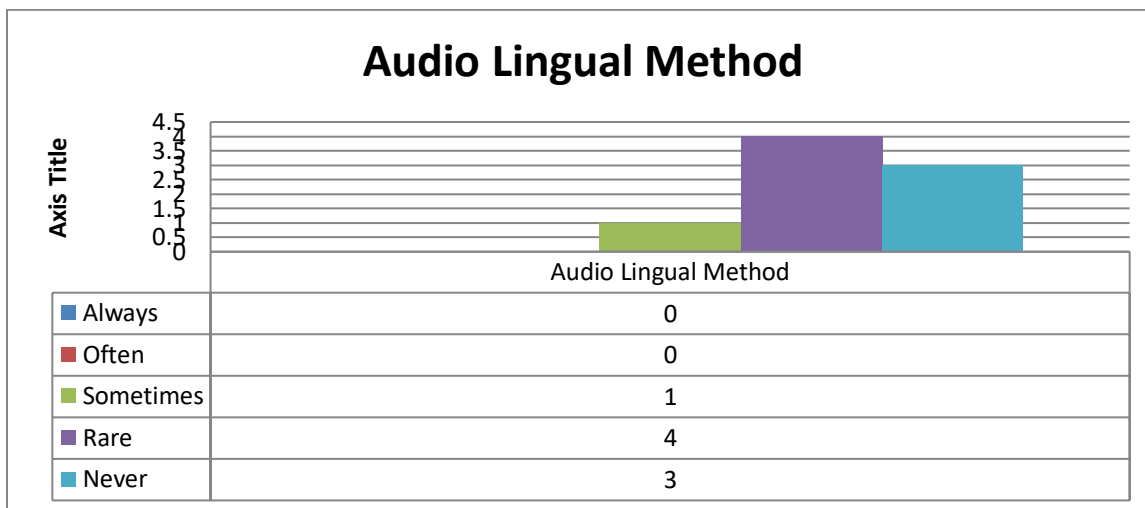


Figure 3: Audio Lingual Method

Above graph shows that ALM is not suitable to our teaching pattern. It is rarely used. For ALM the proper gadgets and teachers training are required. Administrative support is crucial for the conduction of audio lingual methods. But the scenario of school is not as such to utilize electronic gadgets having certain learning and administrative pressures. For the adoption of this method, a cooperative team is required to facilitate the teachers and the students. The presence of technical staff is missing in vernacular school and also considers it an extra burden on school's funds. Above graph indicates that the majority of the teachers have never implement ALM in their classrooms. Only a teacher checked it as sometimes. So it is not adaptive to our learning settings.

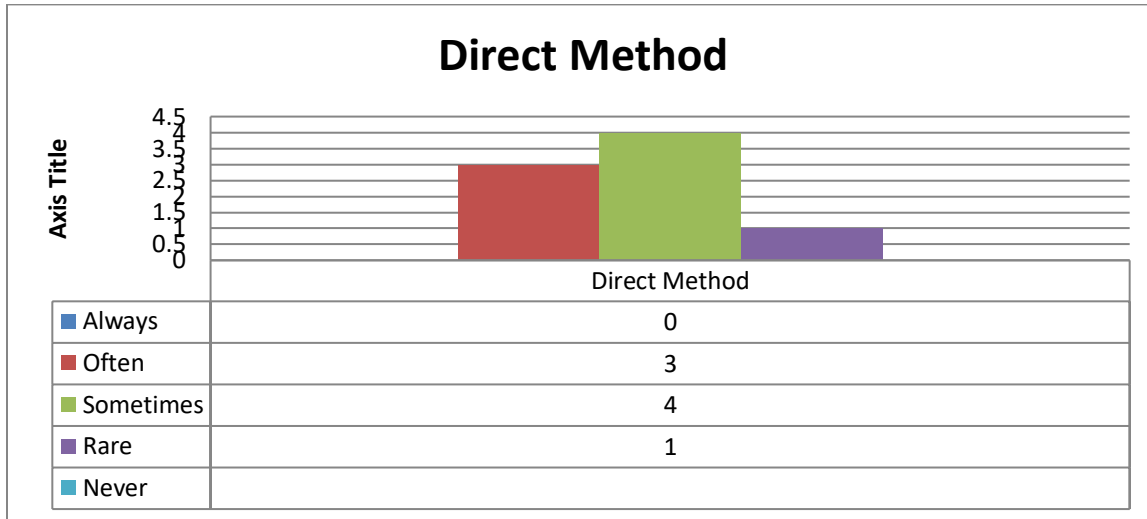


Figure 4: Direct Method

Direct method is not always used by every teacher because it needs proper understanding of method. Teachers are using this method according to students' needs. Direct method is a natural method to teach and learn a foreign language. It makes the language learning process easy if the teacher has fluent knowledge to conduct its activities.

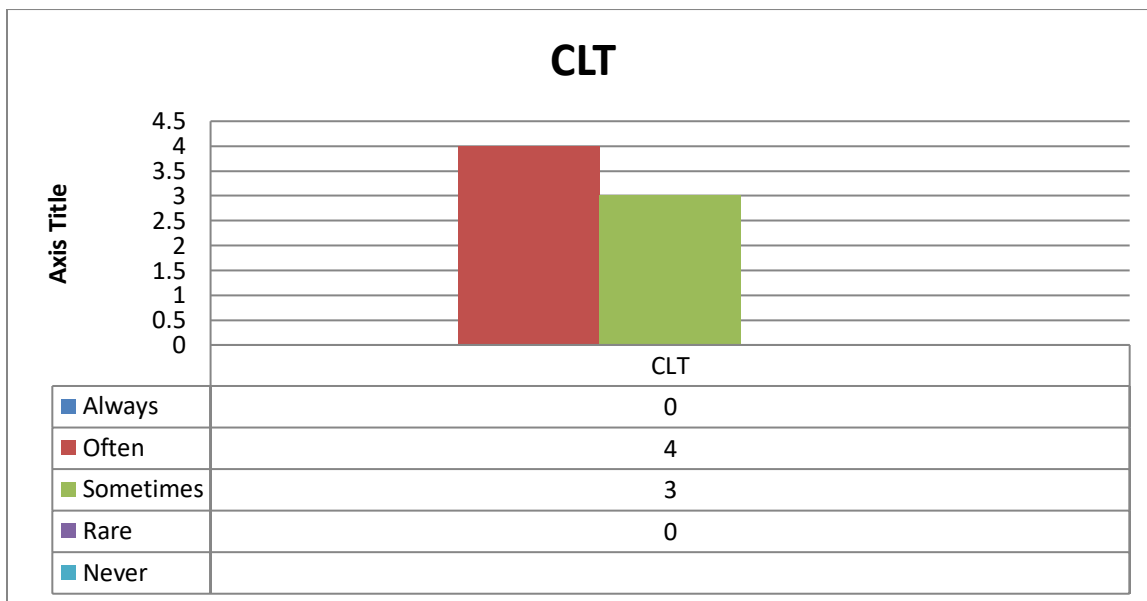


Figure 5:CLT Method

CLT requires a small class size. It also requires the motivation of students as well as teachers. It helps to develop communication in students in a natural way. Responses show that it is not implemented in class, Teachers try to use it but its regular implementation brings fruit. The graph shows that the teachers are facing a lot of challenges such as work load, teaching hours, large size of classrooms, unable to know about the individual differences, short time of period, marathon of examination marks and cultural influences.

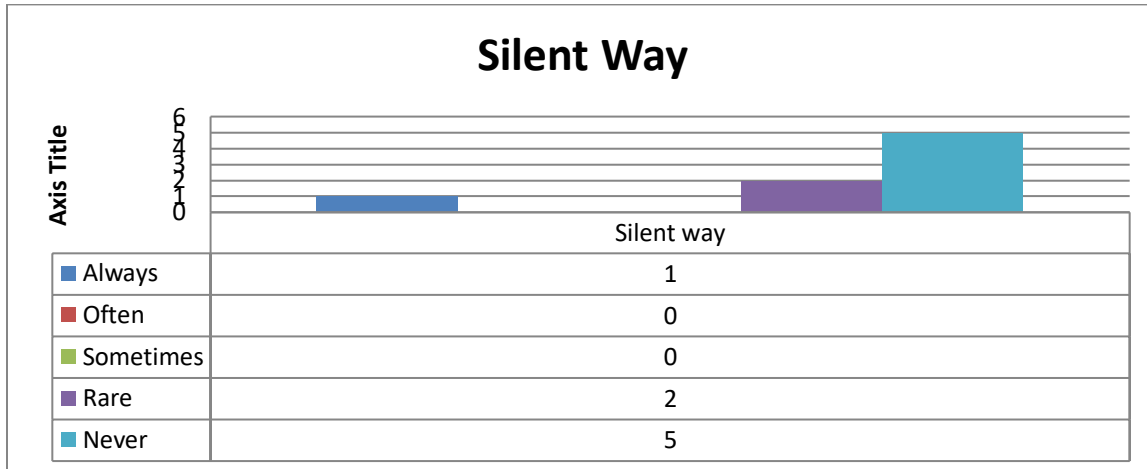


Figure 6: Silent way method

Teaching is not a silent process; it is actually an engaging process. It is never used by the participants.

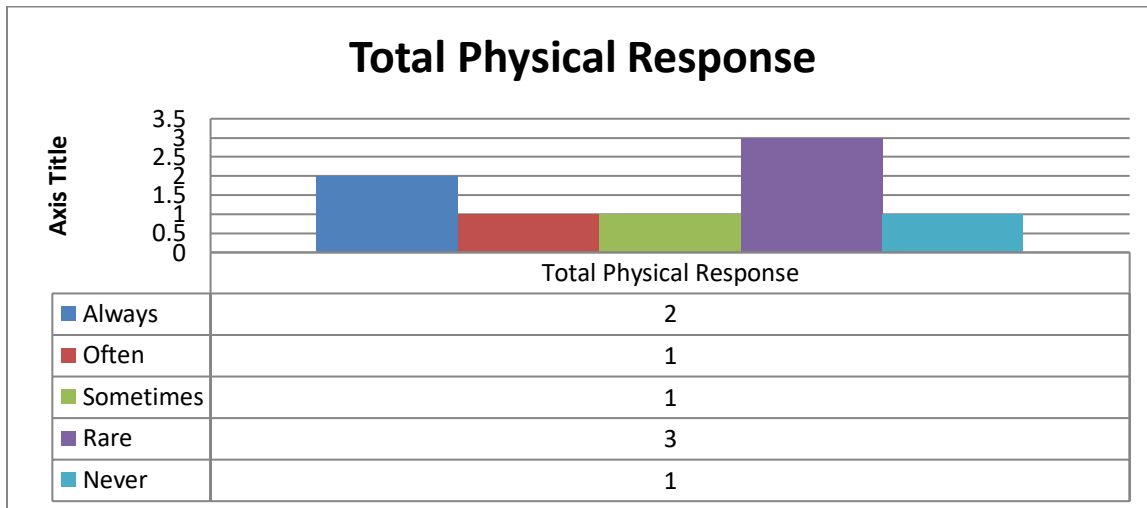


Figure 7: Total Physical Response method

There is diversity in using TPR. It is rarely used by the participants. Two participants responded that they always use it. They engage the students in learning process actively and capture their attention as much as they need. They conduct different activities and engage the students in different projects. Other participants do not use it because they are dealing large classes with small place for conduction of different activities.

#### Characteristics of CLT in the view of teachers

The responses of participants were as:

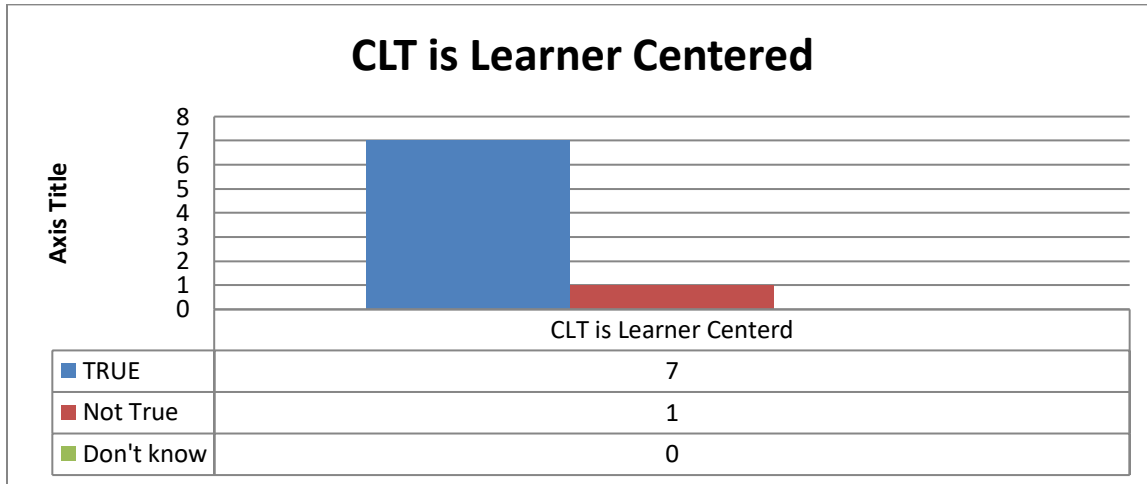


Figure 8: CLT is Learner Centered

CLT defines the teacher’s role as a facilitator not a dictator. It prefers the students’ needs and value the students’ existence. The ultimate purpose of CLT is to make the learners able to communicate in a natural way. It prefers the learner and put behind all other mechanism.

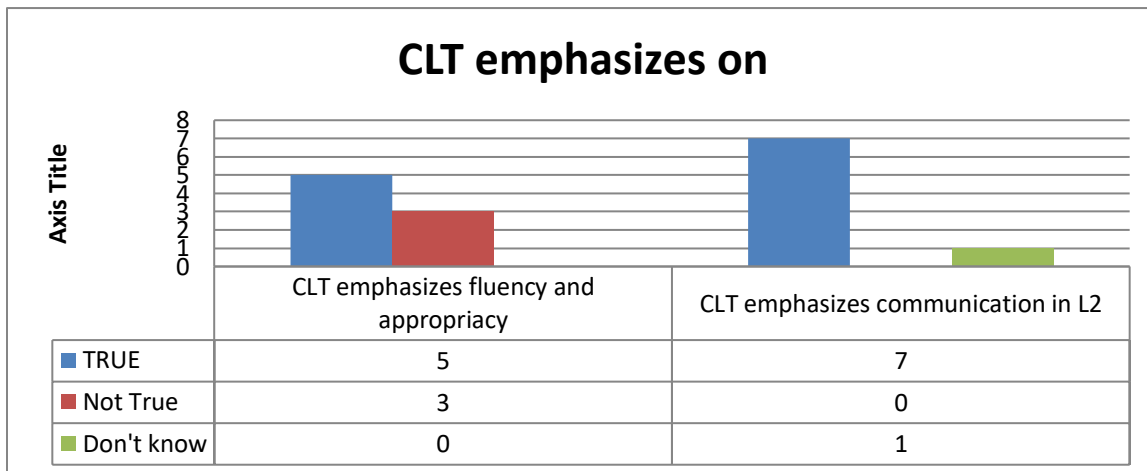


Figure 9: CLT emphasizes on

Majority of the participants responded positively that CLT emphasizes communication in the target language. They respond that CLT is designed to help the learner to learn L2 in a natural way. Learners feel easy to learn L2 and activities motivate them to step ahead confidently.

Most of the teachers selected the feature that CLT gives importance to fluency and appropriacy over accuracy. Appropriateness of response and fluency over language is given importance in communicative approach. As far as accuracy, it makes the learner to be over conscious to use L2. It caters reading and writing skills and other two skills e.g. listening and speaking skills get ignored. That’s why, communication skills are left behind in the whole teaching learning process.

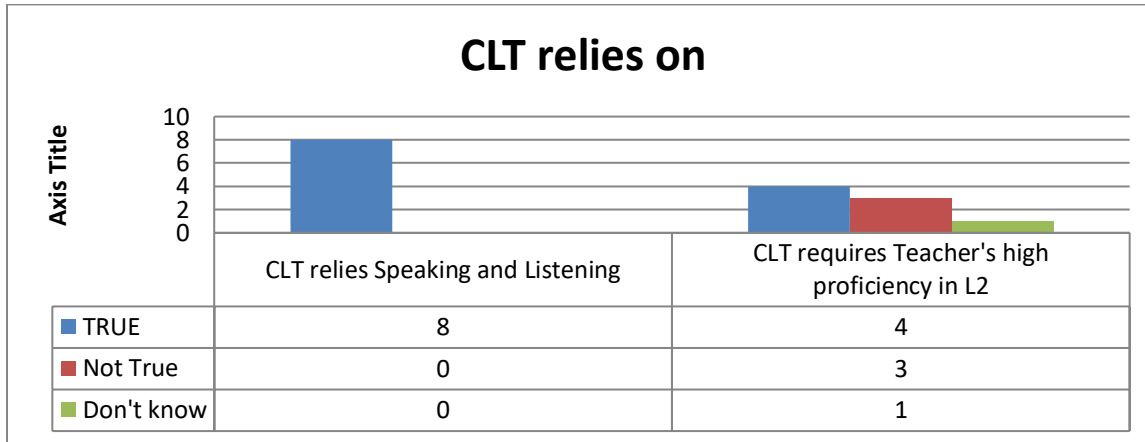


Figure 10:CLT relies on

The participants also respond that CLT relies heavily on speaking and listening skills. It doesn't heavily stress on reading and writing skills. It prefers active skill in contrast to passive skills.

Teachers need to be proficient in the target language because they must know about the conduction of techniques and methods according to their students' needs. Due to this proficiency, he/she will be able to incline the students toward communicative activities to get set goals.

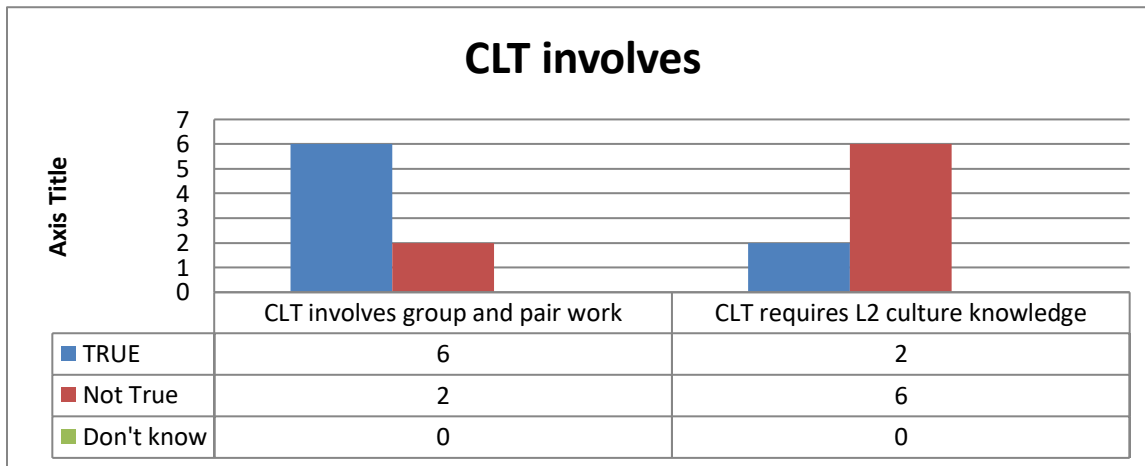


Figure 11: CLT involves

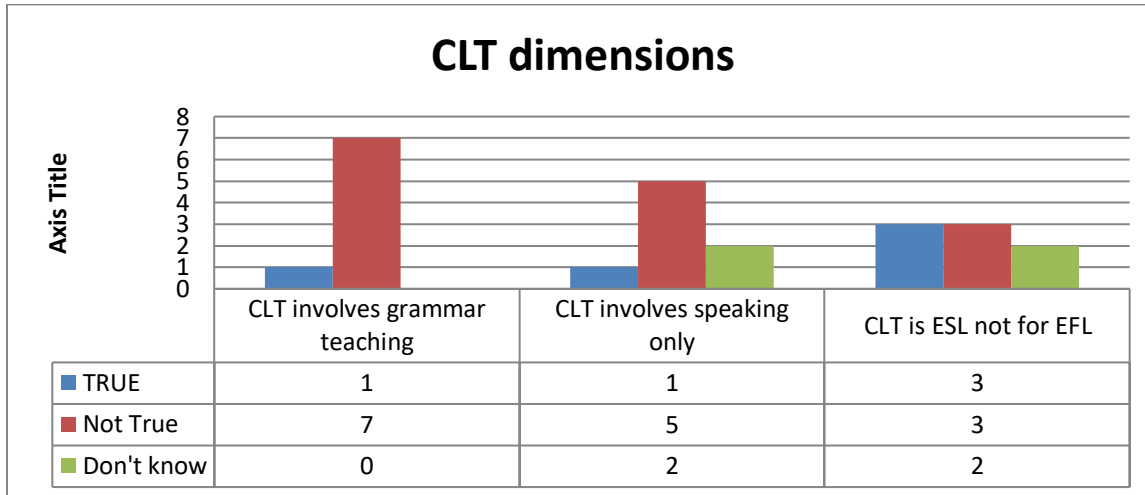


Figure 12: CLT dimensions

Majority participants' response reflects that CLT does not involve grammar teaching. It focuses on developing communication in a natural way.

CLT doesn't stress on speaking only but it focuses on the four skills of communication; Listening, Speaking, Reading and Writing. So, it may be concluded that the majority of the teachers have the correct perception and understanding of CLT.

#### Difficulties and challenges related to educational system

This part of the study is concerned with the challenges present in the educational system of our country. In this part, four major issues came forth:

##### Unavailability of authentic materials

Authentic material is the key ingredient of successful implementation of CLT. Unavailability of authentic material and its proper use is a major challenge in our country. One of the eight participants opted for it as a major challenge. Three teachers had chosen the unavailability of authentic material as a challenge. Further three teachers had labeled it as a minor challenge and one participant selected it as not a challenge at all. The graph shows the figures and facts.

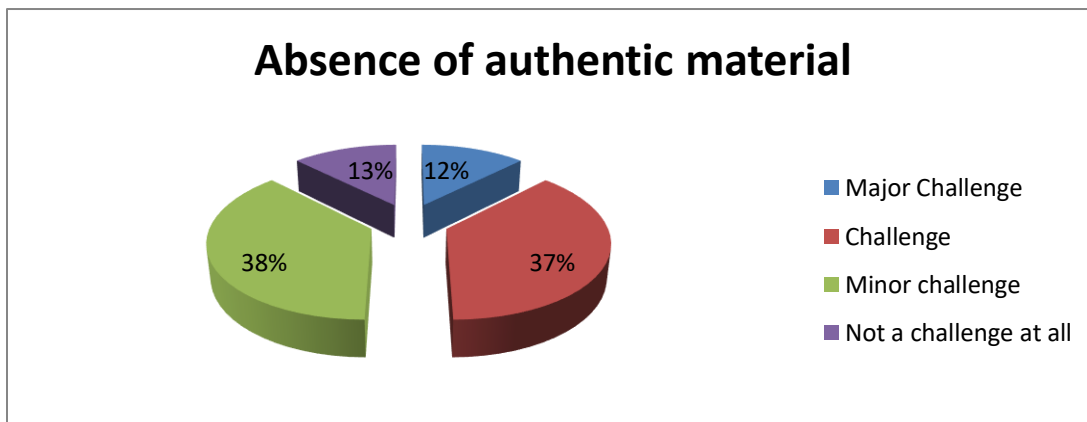


Figure 13: Absence of authentic material

### Lack of support

The biggest problem in implementing CLT is lack of support from administration in our country. It just focuses on the mark sheet and wants to be the winner of marks getting race.

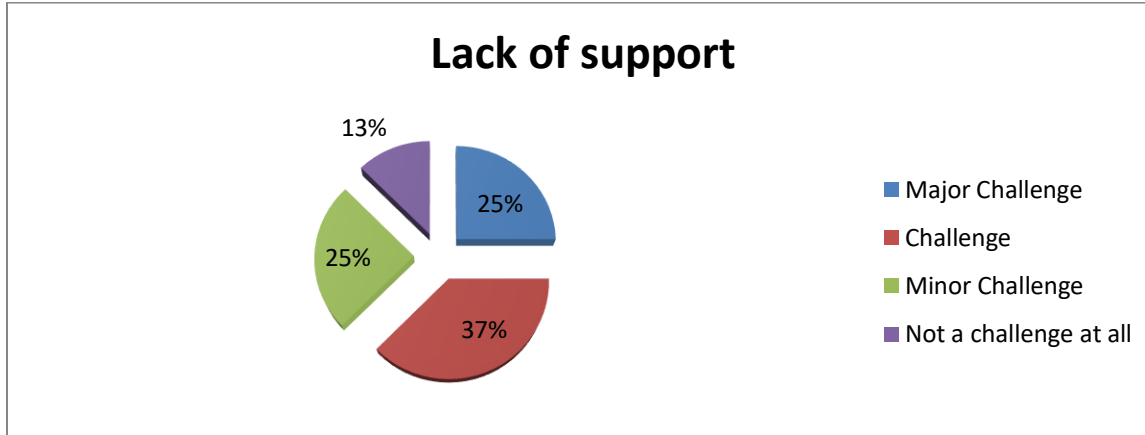


Figure 14: Lack of support

Three participants had chosen it as a challenge. Two participants found it a major challenge while the other two selected it as a minor challenge. Only one participant opted for it, not a challenge at all.

### Teacher and Learners' compatibility with CLT

The compatibility of teachers and learners with CLT is crucial for adoption of this method. Other than that, it doesn't benefit the learners and participants.

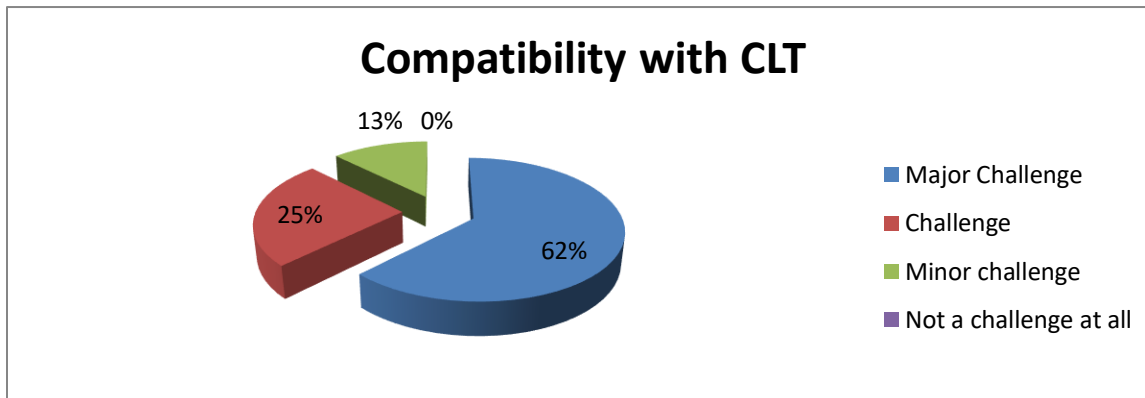


Figure 15: Compatibility with CLT

Five participants responded that compatibility of learners and teachers with CLT is a vital part of this method. It is a major challenge for both of the participants in actual implementation of this method. Two participants labeled it as a challenge and one participant labeled it a minor challenge. No participant selected it, as not a challenge at all.

### Large classes

Almost every teacher in the vernacular schools is facing the problem of large classes. Six of the participants had chosen that the challenge of large classes is high for them. On the other hand, one participant marked it as a challenge



and one marked it as not a challenge at all. The participant, who took it as not a challenge, is teaching a standard classroom of English medium school. No participant opted for it as a minor challenge.

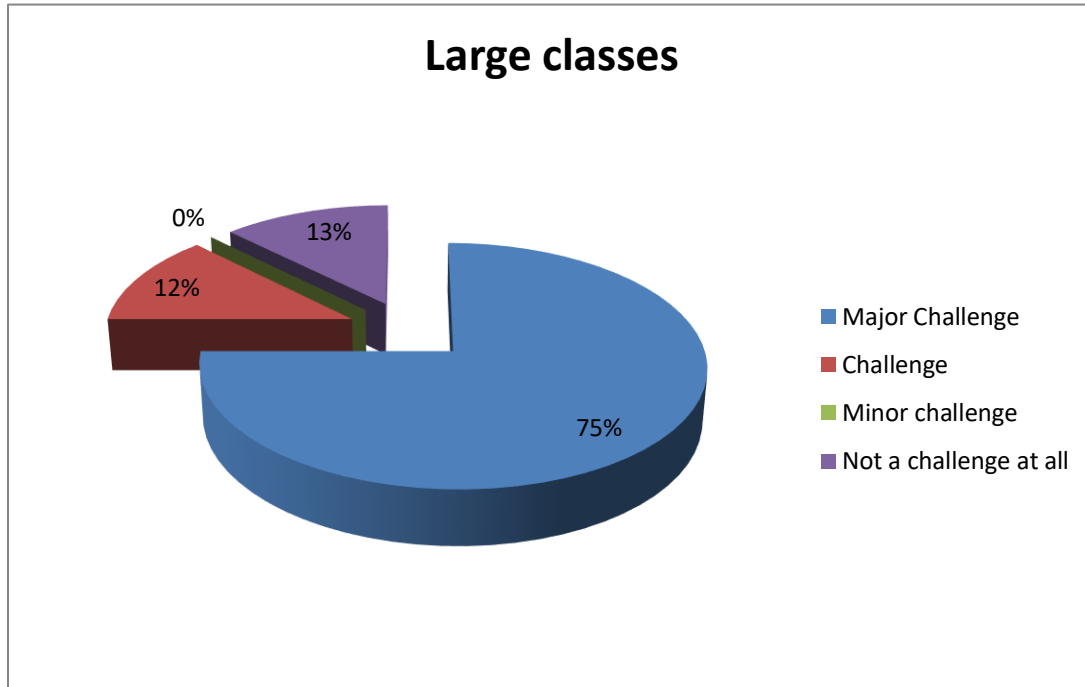


Figure 16: Large classes

### Other potential challenges and difficulties

The responses of participants are:

The phenomenon of large class sizes is a big hurdle in implementation of CLT. The teachers face large classes that affect the activities. They have to handle class administrative activities within 40-45 minutes. In large classes, the activities make the class a chaotic place. The noise of class may affect the learning environment and teachers may suffer the pressure from administrations.

Prescribed course focuses on language skills. There is stress to cover syllabus, not on language learning.

The teachers need to be trained to implement CLT in classrooms. Due to insufficient knowledge about CLT, they are unable to conduct different activities. Majority of teachers' learning background is from literature not from linguistics.

Teaching is an updated profession. Different researches are being conducted for a better future and a number of approaches are coming forth. Disharmony and non compliance with the latest research create a gap between actual teaching and learning processes.

Students lack basics of language, they are not motivated and reluctant to speak and get confused too to listen to the content.

Worldwide horror of unemployment makes students hopeless and dull.

Low paid teaching staff in vernacular schools is another issue. There is insufficient support from administrations in conducting activities. There is also no appreciation and incentive from authorities.

## CONCLUSION

This chapter summarizes the research and discusses the answers to the research questions.

### 5.1. How do the large EFL classes affect the communicative teaching approach?

Large EFL classes affect the new emerging communicative approaches because there is no space for conduction of activities, with the administrative stress to complete the syllabus in a given time. Noise creates panic situations in large EFL classes and the main motive of the development of communication skills left behind. Most of the time is wasted in handling the class management issues by using a native language.

### 5.2. What are the vernacular school teachers' attitudes toward CLT?

The teachers were asked which method they had experienced as a learner. Majority of participants responded that they experienced a grammar translation method. Now the scenario is not much different from the earlier times, the attitudes of teachers toward CLT are as:

Social background is a hurdle in learning language skills.

Learners' hesitation and lack of vocabulary also lack in implementation of CLT.

Learners feel a burden to attend workshops and activities.

English is taught as a subject not as a language. Teachers are compelled to cover subject content during academic sessions which is mostly based on reading and writing activities. Teachers experienced a passive learning style of learning in a language class. The students do not respond actively therefore the teacher is bilingual. Large classes, unsuitable prescribed syllabus and absence of administrative support is a major obstacle in implementation of CLT. CLT is not possible in school without administrative cooperation.

### 5.4. How far does the annual examination system assess CLT?

Examination system does not provide a place for development and assessment of communicative skills in spite of part of the syllabus. Due to the lack of assessment tools, it is much difficult to develop such things quickly. CLT is culture specific while Pakistan is a multilingual country where the place of English is foreign language. The annual assessment system just evaluates the comprehension and knowledge level of students and ignores the practical skills that may help the learners to succeed in life. The annual examination system will assess CLT when English language would be taught as a language in our classrooms instead of as a subject.

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