Middlesex University

A NEEDS ANALYSIS OF PAKISTANI STATE BOARDING SCHOOLS SECONDARY LEVEL STUDENTS FOR ADOPTION OF COMMUNICATIVE LANGUAGE TEACHING

By

HAMID ALI KHAN

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SUPERVISORS: CLARE O'DONOGHUE/ JULES WINCHESTER

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ABSTRACT

English language teaching has become very important because of the global status of English and people all over the world are learning this language. Communicative Language Teaching Methodology, being a modern and effective method of language teaching, has been implemented in many contexts of ESL/EFL teaching. This implementation has not been without problems in many Asian countries as CLT has been in clash with local cultures of learning. Pakistan is still following a traditional approach to English language teaching. This study was an effort to discover the learning needs of Pakistani state boarding schools students to assess the implementation of CLT in these schools at secondary level.

Questionnaire and informal telephonic conversation were used as an instrument of data collection. The data revealed that those students' learning needs and styles supported the adoption of Communicative Language Teaching Method. Teachers' attitude towards CLT was also investigated and the presence of a positive attitude was established. Subsequently, certain factors which do not allow the practice of CLT in classes are identified and recommendations are made which can help in initiating a shift towards CLT.

ACKNOWLEDGEMENT

PREFACE

This study of students' learning needs in Pakistani state boarding schools (PSBS) is probably the first of its kind as despite the best efforts and use of all means of search no published literature related to this specific context could be discovered. The aim of the study was to establish the presence of a favourable environment for modernising English language teaching in these institutions by implementing CLT as a method of language teaching. This modernisation is important to make ELT more effective in these schools as one mission of these schools is to provide the country and its civil/ military institutions with a leadership which is competent in English language. This is because of the role of which English plays in material achievements of an individual. A person with good English language skills in Pakistan can hope for a good start in practical life. Chapter one of this study is introductory chapter which introduces the international role of English language, its role in Pakistan, the education and ELT profile of Pakistan, the PSBS and the situation of ELT in these schools. Chapter two is concerned with the concept of communicative competence, CLT and problems related to its implementation, the role of needs analysis in this context and a framework of needs analysis for the purpose of establishing the acceptance of CLT in a particular context. Chapter 3 reintroduces the research topic, parameters for this particular

needs analysis, information regarding research method, research participants, data analysis, findings and conclusions in the light of data analysis. The chapter culminates on a presentation of teachers' attitude, opinion and beliefs regarding CLT. Chapter four identifies factors which hinders the practice of CLT in the classroom and suggests recommendations for initiating introduction of CLT in PSBS context. The chapter also evaluates, briefly, the limitations of this particular study and possibilities of further research in this specific context.

This study must be suffering from many imperfections, as it has been completed in a very short period of three months. This was imperative because it was an in-service course for the author and the condition for sponsorship was to complete this postgraduate degree within the specific period allocated before returning back to normal teaching duties. However, the study provides a useful insight regarding the learning needs of teenagers in PSBS. It can be regarded as the first step towards involving school children in the process of curriculum designing in an underdeveloped country like Pakistan. It also draws attention to the fact that an existing imposed curriculum may not be satisfying the learning needs of the students and listening to students' voices is always important to make teaching and learning more effective.

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CHAPTER ONE: BACKGROUNG

English language plays a vital role globally, and in Pakistan, though Urdu is the lingua franca, the status of English is that of L2 and official language. Pakistani State Boarding Schools (PSBS) are playing an important role by grooming the potential civil and military bureaucracy elite, and leadership. One role of these schools is to develop English language proficiency of their students to enable them to secure good employment and also to prepare them for future professional development as English is a key to both. This chapter presents a perspective on the global role of English, its role in Pakistan, information regarding education and ELT profile of Pakistan, and an introduction to PSBS. The chapter culminates on a discussion of ELT situation in PSBS.

1.1 . ENGLISH AS AN INTERNATIONAL LANGUAGE

Communication is the basic attribute of human life (Thompson 2003:1) and language is the main tool of human communication (Clark et. al. 1994:1). Initially this communication was within societies and communities at local level but it took a new dimension as people from various societies, communities and nations started interacting with each other. The period following the 1950s saw a tremendous increase in the need for communication among the people of the world in various spheres of international contact like politics, academics, economics, technology and culture. The world has started becoming a global village. This gave birth to the need and pressure of adopting a common lingua franca for this global

village to facilitate communication and make it more practical for the people of various linguistic backgrounds (Crystal 1997:10). This phenomenon led to the emergence of an international language. English was accorded this privilege and it became the language of international communication or international language. Whatever may be the political or economic reasons and factors responsible for entrenching English in this position, the reality is that these reasons and factors can not diminish the importance of English and its pervasive use in international affairs. Presently, English is the language of international economic system. It is a language which has secured a place for itself alongside local languages in multilingual communities and is also learnt by all classes of the society. Its acquisition can guarantee the availability of opportunities to employment, travelling, higher education, and even better life. These are some of the characteristics which according to Brutt-Griffler (cited in Mackay 2002:12) make an international language. Following are some of the evidence which can be presented to support the position of English as a global language and a language of wider communication.

➢ MacKay (2002:17) states that over 85 per cent international organisations in the field of international relations make some official use of English. In Asia and the Pacific 90 percent of the organisations use only English for their official proceedings (ibid). Thus English is playing a vital role in political, social, educational, and economic concerns of the nations. English is the language of

popular culture in the form of being the language of English films and music which entertain people all over the globe (ibid). The travel and tourism industries also rely on English as a common language of communication. The knowledge of English is also essential to access printed and electronic information and higher education as higher education is dependent on English in many countries (ibid). Thus "knowledge of English is necessary for accessing many discourses at a global level from international relations to popular culture to academia" (MacKay 2002:18).

➢ A huge industry of language teaching exists in many countries of the world. This includes private language teaching institutions as well as private and state schools (Mackay 2002:14).The number of the people who have some familiarity with English is growing and macro-acquisition of the language is also increasing (MacKay 2002).Macro-acquisition means acquisition of the language by various levels of society both at individual level and in groups. Individually more and more people are learning it, and it is also finding a place in the academic curricula in various countries. The phenomenon can be explained by citing Crystal (1997:3) who states that English is now taught over 100 countries and is emerging as the chief foreign language being learnt and displacing other language in the process.

Graddol (1997:8) specifies the following domains of English in the international arena:

1)   English is the working language of international organisations and conference.

2)   English is the international language of science and technology.

3)   English is used in international banking, economic affairs and commerce.

4)   Advertising for global brands is done in English.

5)   English is the language of audio-visual and cultural products.

6)   English is the language of international tourism.

7)   English is the language of tertiary education.

8)   English is the language of international safety in the fields of aeronautics and sea.

9)   English is the language of international law.

10)   It is a relay language in interpretation and translation.

11)   It is the language of technology transfer.

12)   It is the language of internet communication.

It is an ample indication that English is being used as a lingua franca in all spheres of international activity and it can be claimed that, internationally English has developed a 'special role that is recognised in every country' (Crystal 1997:2).

Kachru (1992) has presented a concentric model to conceptualize the role which English serves in various countries. His model represents the "types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts" (Kachru 1992:356).

Three Concentric Circles of Englishes

The Expanding Circle e.g.,

China   Caribbean Countries   Egypt
Indonesia   Israel   Japan
Korea   Nepal   Saudi Arabia
South Africa   South America   Taiwan
CIS   Zimbabwe

The Outer Circle e.g.,

Bangladesh   Ghana   India
Kenya   Malaysia   Nigeria
Pakistan   Philippines Singapore
Sri Lanka   Tanzania   Zambia

The Inner Circle

USA   UK   Canada
Australia New Zealand
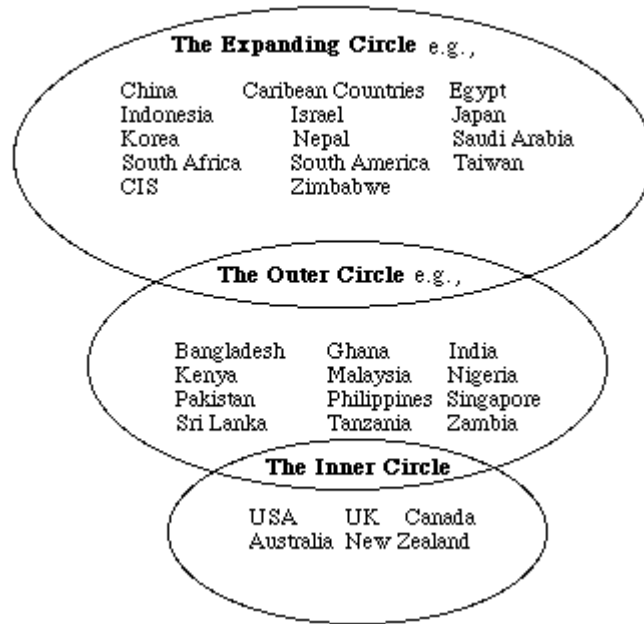
(ibid)

The inner circle represents the countries where English is the primary language. These countries are 'traditional cultural and linguistic bases of English' (ibid).The outer circle represents countries where English is second language and has spread as a result of British colonialism and the expanding circle represents countries where English dominates the foreign language learning and is spreading as a result of foreign language teaching. MacKay (2002:9) criticizes this categorization of Kachru on the basis that many countries of the expanding circles have more English-speaking people than countries of the outer-circles. The truth of MacKay's opinion is evident if demographic figures and the expanding number of learners and language users in the outer circle are considered. The number of English language users in the expanding circle was 750 million in 1997 as compared to 375

million in the inner circle and the same number in the outer circle (Nunn 2005).

1.2. ENGLISH LANGUAGE IN PAKISTAN

The position of Pakistan in this international scenario can be understood by its position in Kachru's concentric model. Pakistan falls in the outer-circle and English has the status of L2 in the country (Crystal 1997:43). University Grants Commission (1982) in its "Report on the Teaching of Language" in the context of the role of national language, English language and various regional languages, terms English as 'the language of knowledge, technology, and international communication, as an important second language'. The report further states regarding the future of English in Pakistan:

"English would continue to be used in the foreseeable future as the language of technology and of international communication. English is increasingly becoming the equivalent to a universal lingua franca and is essential for international intercourse. There is no scope for any country in the world from learning English well and thoroughly and it would be very unwise, in fact, almost suicidal for Pakistan to destroy by neglect all the advantages we already possess in respect of past knowledge of English." (UGC 1982:14)

This statement amply highlights the importance of English for Pakistan and the implied role which the language should have in the national affairs. The importance of English in the country has increased since the publication of the report. The evidence is the

decision of the Government of Pakistan to introduce English in all government schools from the year one (MoE 2007), whereas previously the teaching of English in these schools would start in grade 6 (i.e. sixth year of schooling). In its capacity as an official and a second language, Abbas (1993:148,149) states the following functions of English in Pakistan:

➢ It is used in the civil administration and bureaucracy both in the four provincial and the federal governments.

➢ English is the language of legal system and is firmly established in this national institution. The court proceedings are conducted in English and court orders are also issued in English.

➢ English is the language of the defence forces of Pakistan. It is the language of communication for all official purposes in these institutions.

➢ It is the language of media in Pakistan. The country has four major national English newspapers with wide circulation. A wide variety of magazines is also printed in English and television broadcasts English programmes and movies. CNN and BBC are available in local channels.

➢ English is used as a medium of instruction in English-medium institutions across the country. Higher education and professional colleges use English exclusively as medium of instruction.

➢ English is also used in trade and commerce along with Urdu.

This indicates that English is the language of communication in all important institutions and also the important role which English

language plays in all spheres of national activity. In individual context English is considered as empowering (Rahman 2005:24) and 'people all over the country are ready to invest in it for the future of their children' (ibid).International Crisis Group (2004:13) in its report states, *"its [English] international primacy makes proficiency in English arguably the most fundamental advantage for Pakistani youth seeking attractive employment abroad and in Pakistan. English proficiency also helps an individual rise in the armed forces and civil service"*. This highlights the importance of English for individual not only in national context but also in international context. Generally, in Pakistani society there is a demand for English among the students, their parents and members of the professional middle class (Rahman 2001:242). Rahman (ibid) refers to a survey conducted by The Society for Pakistani English Language Teachers about the teaching of English, in which 90% responses were in favour of teaching English because it is an international language.

All these factors underscore the important and pervasive role which English plays in the country at official and individual level. In this context it is pertinent to provide a perspective of the prevailing English language teaching (ELT) scenario of Pakistan.

1.3. EDUCATION & ELT PROFILE OF PAKISTAN

English is an integral part of the curriculum in Pakistan. Following is an educational and ELT profile of Pakistan (source: Abbas 1993:152):

There are four levels of education in Pakistan.

➢ Primary Level: This level spans grades 1-5 and age group is 3-11. Until recently the medium of instruction for this level, in schools under the federal government, was Urdu, and in schools under the provincial governments was one of the regional languages. As mentioned earlier recently the government has announced its intentions to introduce English at primary level across the country (MoE 2007).

➢ Secondary Level: There are two stages of secondary level: middle school, covering grade 6-8, and higher school, covering grade 9-10. The age group for this level is 11-18. There is a terminal, public, secondary school certificate examination (SSC) at the end of the 10th grade. The curriculum at this stage begins to specialise. The two features of the curriculum at this level are; a strong leaning towards the sciences, and offering a large number of technical and vocational subjects. The medium of instruction at this level depends on the type of institution, which is Urdu in Urdu-medium institutions and English in English-medium institutions. English is taught as a compulsory subject. Some of private institutions are offering the Cambridge Local Examination Syndicate exam 'Senior Cambridge' or the London University 'O levels'. The exam is treated as equivalent to the SSC examination by the local authorities.

➢ Higher-Secondary Level: This level includes grades 11-12 and age group is 18-19. It culminates on higher secondary school

certificate examination (HSSC). It is a pre-bachelor certificate; the successful completion of the level is a prerequisite for university education. English is the medium of instruction at this level and also a compulsory subject.

➢ Tertiary Level: This is the stage for B.A. and B.Sc. studies and age group is 20+. English is compulsory subject, except some humanities subjects all subjects are taught in English and English is also available as an elective subject at this stage.

➢ Post-graduate Level: A wide range of subjects is available. English is the medium of instruction with some humanities subjects optionally available in Urdu.

1.4. THE STATE BOARDING SCHOOLS

The teaching of English in the education system of Pakistan to a greater extent relies on English-medium schools. There are three types of English-medium schools in Pakistan (Rahman 2001:243):

a) State elitist public schools

b) Private elitist schools

c) Non-elitist schools

Among these three types the role of type 'a' (the state elitist public schools) is very important. These are government funded boarding schools, established on the pattern of British public schools (Rahman 2001:244), and serve not only as training schools of the future leaders of the country but are also meant to produce the military and civilian administrative elite (GoP 1966:18). These schools have excellent facilities and teachers in the schools are

postgraduates in their specific subjects of teaching. The students find themselves in an immersion situation as English is the medium of instruction for all subjects in these schools and also a medium of communication in outside class student-student and teacher-student interaction. Admission is through a highly competitive examination in which English plays an important role. All boarding schools provide education at secondary and higher secondary level. Secondary level comprise grade 8-10 in these schools and higher secondary level includes grade 11-12.

Having a look at the function and role of English in various institutions of the country and the role of these schools as nurseries for providing well-equipped future civil and military leadership who are competent in English (Rahman 2007:20), it can be concluded that one role of these schools is to provide good English language teaching and learning environment to students as English proficiency is not only a key to good employment but also plays a role in career development of the individual and ensures his efficient performance of day to day professional and official duties. Lack of competence in English can be a handicap in professional career. To contribute to a better future of students these schools should play their role well by modernizing their English language teaching programme.

1.5. THE SITUATION OF ELT IN PSBS

These Pakistani State Boarding Schools (PSBS) apart from sharing many things with other types of schools, being part of the same

Pakistani society, share the same method of English language teaching. English language teaching is regarded as being far from satisfactory in the country, not conducive to learning the language (Warsi 2004). English language teaching is part of a wider local education context and following are the characteristics of this local education context:

➢ Lack of deep approaches to learning; meaning, thereby, lack of connection to personal, experience of the learner, conceptualisation and integration. For language learning it has the implication of memorizing facts about language and lack of contextualized, authentic use of the target language with a focus on meaning.

➢ Curriculum based teaching and learning.

➢ An emphasis on rote memorisation.

➢ Emphasis on transfer and assessment of factual knowledge rather than assessment of critical thinking and analytical skills.

(Rehmani 2003:3)

This, by implication, means a traditional approach to English language teaching. The elements of a traditional approach to English language teaching are mentioned below:

Area	Model
View of learning	Transmission of knowledge
Power relation	Emphasis on teacher's authority
Teacher's role	Providing frontal instruction
Learner's role	Passive / individual work
View of knowledge	Presented as 'certain'

View of curriculum	Static; predefined content and product
Learning experience	Knowledge of facts, concepts & skills; focus on content and product
Control of process	Teacher structured learning
Motivation	Extrinsic
Evaluation	Product oriented: achievement testing; criterion referencing

(Nunan 1999:7)

This approach has a focus on the view of language as a structured system of grammatical patterns, with a trend for formal and bookish language, with the aim to have students producing formally correct sentences and in terms of skills, an emphasis on reading and writing (Nunan 1988:26, 27). Whereas there has been a surge of research and development in ELT world in the areas of language acquisition and teaching methodology, Pakistan could not benefit from these developments and modernisation and 'the obsolete [grammar] translation method is still being adopted by most language programmes' (Warsi 2004) and language teaching programmes have aspects which are not relevant to the needs of learners/students (ibid). There is a requirement, emerging as a consequence of international and national role of English and the developments in English language teaching methodology, to make ELT more relevant and meaningful for Pakistani students by understanding their needs (Mansoor 2002).

Tudor (1996:66) states, that, the desire to make language teaching more responsive to learners' needs has been a consistent feature of

both writing and practical experimentation in language teaching since the 1960s. In this context he draws attention to the following facts:

➢ It allows learners to 'play a fuller, more active and participatory role in their language study'.

➢ It makes language teaching more effective as teaching is more attentive to the needs, characteristics and expectations of learners.

He further contends that the "pressing need for a variety of language skills within a rapidly evolving social and economic context made it essential for the language teaching profession to develop appropriate tools for identifying learner's communicative needs and for translating them into coherent course structures" (Tudor 1996:8). This assertion gains more relevance and importance generally in the case of Pakistan by virtue of the role of English in material benefit of the individual, and more specifically in the case of Pakistani State Boarding Schools (PSBS) as these are vanguards of English language teaching in public education system and the students of the institutions are educated to play an active, leading, and constructive role in a society where English is not only an official and second language but plays a vital role in career progression. Thus ELT in Pakistan and in PSBS should be more directed towards satisfying the present and future needs of learners and in this manner they can be well equipped for the future challenges of life where role of English is involved.

1.6 . CONCLUSION

English language has firmly established its position and role as an international lingua franca. In Pakistan also, English is accorded a special role as an official and important second language. PSBS by virtue of the key educational role assigned to them in the society and being at the forefront of ELT institutions need to explore the possibility of adopting an effective ELT approach responsive to the language learning needs of its students. The present project is an attempt in this direction.

CHAPTER TWO: CLT AND NEEDS ANALYSIS

Development of learners' communicative competence should be the aim of any language teaching approach as it is this ability which helps in establishing successful communication. Communicative Language Teaching (CLT) is a widely used approach in the field of ELT as its focus is the development of this ability. However, implementation of CLT has not been successful in many contexts as it was in conflict with local learning culture. One way to avoid this difficulty is to conduct a needs analysis before introducing CLT in an ELT context. This can help in finding means for constructive interaction of CLT and contextual constraints. This chapter tries to evolve this viewpoint.

2.1. COMMUNICATIVE COMPETENCE

As stated in the previous chapter communication is a basic attribute of human social life. Successful communication requires the interlocutors, involved in any form of communication, to be communicatively competent. Communicative competence enables the interlocutors to ascertain whether what they are trying to do with a particular language performance is possible and feasible, they also know whether their language use is appropriate in a particular context and whether that particular language performance has been successful in achieving the purpose for which it was employed (Hymes 1972:281). This concept can possibly be termed as the knowledge and ability of the interlocutors related to the strategic use of language in communicative situations. Savignon (2001:15) aptly

characterizes it as 'interpretation, expression and negotiation of meaning' among the interlocutors which they try to achieve through language in all mundane situations. The effective strategic use of language is vital to enabling people to make it perform certain functions for them. Communicative competence can help in making language perform the following functions:

➢ Language can be put to instrumental function. Thus one can use language to get things.

➢ It can perform regulatory function, thus enabling the user to control the behaviour of other people.

➢ It can have an interactional function by creating interaction with others.

➢ Language can also perform personal function when being used as a tool for expression of personal feelings and meanings.

➢ Language can be utilised for performing heuristic function as it helps in learning and discovering.

➢ Language can also have an imaginative function as a world of imagination can be created only through language.

➢ The representational function of language helps in communicating information.

(Halliday 1975: 11-17)

Therefore, it can be maintained that in everyday life language is an instrument for accomplishing various communicative functions and tasks and communicative competence is a pre-requisite for successful accomplishment of these. It helps in interacting

successfully with the members of a speech community. Communicative competence has the following four dimensions:

Linguistic competence: It is also referred to as grammatical competence. It is concerned with 'knowledge of the language itself, its form and meaning' (Hedge 2000:46). This competence enables the language user to identify the lexical, morphological, syntactic and phonological features of language (Savignon 2001:17) and is related to what is formally possible (Richards & Rodgers 2001:160). This competence is demonstrated by using rules in interpreting, expressing or negotiation of meaning (Savignon 2001:17). This competence enables one to make judgements whether a linguistic performance is possible or not.

Discourse Competence: It is concerned with the interconnectedness of a series of utterances, written words, and phrases to form a text, a meaningful whole and helps in interpreting the overall meaning of a text (ibid).

Strategic Competence: It refers to the strategies employed by the interlocutor to start, conclude, maintain, repair, and redirect communication (Richards & Rodgers 2001:160). It is 'how to cope in an authentic conversation situation and how to keep the communicative channel open' (Canale & Swain 1980:25). This aspect of communicative competence helps when one lacks the ability to say what he/she wants to say either because of the lack of other communicative resources or inability to use these resources successfully (Hedge 2000:52).

Pragmatic Competence: It refer to the knowledge and ability of 'understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purposes for interaction' (Richards & Rodgers 2001:160).

These four dimensions of communicative competence involve what forms communication in natural day-to-day situations and encompasses both knowledge and skills required for such situations. It entails knowledge of not only grammar, vocabulary, phonology but also a shared knowledge among the interlocutors in the form of a shared culture or background. It also involves the use of paralinguistic skills to maintain conversation, the knowledge of the mechanism of turn- taking, the importance of being intelligible for others and the ability to mean what one wants to mean and also the skill to know whether the communication has taken place or not.

2.2. COMMUNICATIVE LANGUAGE TEACHING

Having said that linguistic communication performs various kinds of functions (ibid) and that the performance of these functions can not be realised without communicative competence the question emerges as to what are its implications for language teaching and learning. The purpose of any second or foreign language leaning should be to enable the learner to acquire communicative competence in the target language so that he can employ the target language for performing the same functions which it performs for the members of the target speech community in everyday life. This

view of language learning and teaching emerged in the 1970s and has taken the form of Communicative Language Teaching (CLT). Until this period language learning and teaching favoured teaching and learning of language as a system of rules and the learners were supposed to internalize these rules (Nunan 1999:9). This approach, also referred to as traditional approach or grammar-translation method, gave centrality to grammar. But the fact is, as demonstrated above through the concept of communicative competence, language ability involves more than just learning grammar (Richards 2007:9). Grammar and other aspects of language need to be used suitably and meaningfully for different communicative purposes (ibid). Thus the focus in language learning and teaching should be on learning to use language and not on the knowledge of language (ibid). CLT helps the learner to 'learn to communicate by communicating' (Larsen-Freeman 1986:131). To elaborate the difference between the focus of traditional approach and CLT an analogy of learning driving can be presented. Detailed explanations and description of various parts of the engine of a vehicle can not help a learner to drive a car unless he is actually put to driving the car by using these various parts of the engine and coordinating the functions of all parts of the engine.

The goal of CLT is to develop communicative competence of the learner by doing the following:

➢ It helps learner in developing skills for the spontaneous and flexible use of the linguistic system of the target language to express his meanings.

➢ It helps him in distinguishing and mastering the communicative functions of the linguistic forms of the target language.

➢ Learner develops skills and strategies for effective communication of his meanings.

➢ Learner learns the social meaning of the language forms of the target language and can put his language to appropriate use.

(Littlewood 1981:6)

Thus learner, in learning language through CLT, learns the meaning, functionality and use of the target language and these are the aspects which play an important part in using the language as ' an instrument for social interaction' (ibid:7) and functions.

To realize this goal of developing learner's communicative competence CLT works on the following principles:

Communication Principle: This principle holds that learner's participation in activities which involve real communication assists learning of the target language (Richards & Rodgers 2001: 161). The implication for the classroom practice is that every thing done in the classroom should involve some kind of communication leading to the use of language. This can be realized by involving learners in activities like role play, games and problem-solving tasks. To be truly communicative these activities should have the qualities of information gap, choice, and feedback (Larsen-Freeman 1986:132). These qualities generate the need for communication for the learners and brings into play the abilities and skills which can

ultimately culminate in the development of the communicative competence in the target language.

Task Principle: This states that activities in which language is used for executing meaningful tasks promote learning (Richards & Rodgers 2001:161). Tasks are carried out after language is processed and understood (Richards et al. 1986:289). Tasks are important as they provide a purpose for the activities (ibid) mentioned under the communication principle and focuses the attention of the learner on the meaning of the language rather than on the structure of the language (Nunan1989: 10). In real life situations among native speakers of a language it is meaning of an utterance which is important not the structure of that utterance. Same structure of the utterance can have different meanings in different communicative situations.

Meaningfulness Principle: Language that is meaningful to the learner supports the learning process (Richards & Rodgers 2001: 161). This implies meaningful and authentic language use reflecting the communicative situations in which one engages in routine life and the kind of language being used in such situations.

The application of these basic principles of communicative language teaching to a language class means a class where learners are involved in communicative activities using meaningful and authentic language. These activities should be of two types: functional communication activities and social interaction activities (Littlewood 1981:20). The former is instrumental in developing the

functional aspect of the communication of the learners in the target langue. Thus they may be asked to solve a problem with what ever language they have. This prepares learners for dealing with the demands of the communicative situations and they acquire functional effectiveness in the target language (ibid). The social interaction activities help learner in using language appropriately in various social situations.

 Looked from the viewpoint of traditional approach the predominance of activities in CLT classroom suggests an active and central role for the learners and marginal and passive role for the teacher which possibly has a negative implication in traditional approach where learners are considered as receptacles of knowledge provided by the teacher and the suggestion is that learning probably may not be very effective if the teacher's role is marginalised. However, Richards & Rodgers (2001:161) observe that the kind of communicative activities mentioned above 'address the conditions needed to promote second language learning'. Hedge (2001:62) also reiterates that 'many communicative tasks involve learners in face-to-face encounters in the classroom. Interaction in work in small groups.... provide a basis for language acquisition. It also gives students practice in communicating and negotiating meanings in establishing positive rapport, in maintaining a conversation with appropriate turntaking conventions and, at the same time, allows them to establish how well they can understand and make themselves understood.' The implication in this quotation is that

communicative activities in the classroom develops various aspects of communicative competence in the target language of the learners and this supports the stance maintained in this chapter so far that the effective use of language is dependent on communicative competence and communicative language teaching effectively develops this ability of the learners.

2.3. ROLE RELATIONSHIP IN CLT

A classroom practice based on the principles of communicative language teaching suggests a redefining of role relationship of learner and teacher vis-à-vis traditional approach.

The role of the learner in the CLT is central and teacher is a facilitator, guide and manager of learning. The analogy of learning driving can again be aptly applied here. To learn driving the learner has to be in the driving seat and not the instructor, the instructor gets involved by using the dual control under his feet only when there is a need to do so. It is the learner doing things most of the times, under the guidance of the instructor. Same is the role relationship in the CLT language classroom.

The role of the learner in a CLT classroom is envisaged in the following way:

'the role of the learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much

as he gains, and thereby learn in an independent way' (Breen &
Candlin 2001:19).

This view of the language learner suggests a learner who interacts
mainly with other learners in the group and learns through
cooperation with other learners (Richards & Rodgers 2001:166)
with less reliance on teacher, and actively engages in negotiating
meaning. He is responsible for his own learning and to take
responsibility of one's own learning has the implication that the
motivation level should be higher in such a case.

'The role of the teacher is 'to facilitate the communication process
between all the participants in the classroom, and between these
participants and the various activities and texts. The second role is
to act as an independent participant within the learning-teaching
group………. These roles imply a set of secondary roles of the
teacher; first, as an organizer of resources and a resource himself,
second as a guide within the classroom procedures and
activities……. A third role for the teacher is that of researcher and
learner, with much to contribute in terms of appropriate knowledge
and abilities, actual and observed experience of the nature of
learning and organizational capacities' (Breen & Candlin 2001:17).
Hence a multidimensional role of the teacher in the CLT as
compared to traditional approach where teacher is a source of
knowledge and his role in the classroom is to transfer this
knowledge to the learner.

The implication of this complex and multidimensional role in the CLT classroom is a greater demand both on the learner and teacher. Learner may feel baffled by such a role if his learning style does not match with the one required for successful learning in the CLT class or he is unable to adjust to this new role relationship. For teacher it can result in a perception of his role where teacher is a person of 'extraordinary abilities: a multidimensional, high-tech, Wizard-of-Oz-like superperson' (Medgyes 1986:107). But the reality is that many teachers and learners are coping successfully with this new role relationship as is evident by the widespread adoption of CLT and in the decades following its birth it has become a dominant and established practice in classrooms in the western world and it is viewed as a modern, ideal, and the most productive approach to language teaching (McKay 2002:103, 107). The success of CLT can also be attributed to the fact that 'it derives from multidisciplinary perspective that includes, at a minimum, linguistics, psychology, philosophy, sociology, and educational research' (Savignon 2001:16). Its widespread is also linked to the fact that it has served as a corrective to the shortcomings present in the preceding method like grammar-translation method and audio-lingual method (Bax 2003:278).

2.4. IMPLEMENTATION OF CLT

Despite the fact that CLT captures the essence of language use for communicative situations of everyday life and having the development of communicative competence as its goal and to enable

the learners to deal with the demands made by communicative situations, and despite all the favourable characteristics listed in the previous paragraph, its implementation in certain contexts has not been without problems. Apart from other factors, such as political reasons, language policy, attitude towards modernity, administrative, logistical, infrastructural, and economic considerations, responsible for these problems, probably a fundamental problem in the implementation of CLT is its conflict with local culture of learning (Tudor 1996:129). Culture of learning can be defined as a 'framework of expectations, attitudes, values, and beliefs about what constitute good learning, about how to teach or learn, whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education' (Cortazzi & Jin 1996:169). Thus culture of learning is interplay of various social and educational factors which affect what is going into the classroom, the role of teacher and learner, the styles of learning and what is the status of language teaching in the broad spectrum of local educational context. For example CLT will be in conflict with a culture which favours a dominant role for the teacher in the classroom and which expects its students to be docile and passive in the classroom. Such a culture may find grammar-translation method more favourable for its language classrooms as this method is more teacher-centred as opposed to CLT which is more learner-centred. Same can be true for a culture which favours rot learning as compared to active learning

and learning through doing. In all such situations the response to CLT may be one of rejection both by the teachers and learners or the implementation of this method, despite all its proven strengths, may hinder learning instead of promoting language learning. ELT literature offers many such examples where implementation of CLT was questioned because of its being at conflict with the prevailing local culture of learning.

Medgyes (1986) shows her reservations regarding the implementation of CLT in Hungary. The main point of opposition posed by Medgyes is that the practice of CLT is very burdensome for non-native teachers as they have guide and encourage students who have no obvious reasons for learning English, organize and prepare authentic material which is difficult in a country in which such material is not readily available and motivate students to communicate in target language whereas all of them are monolingual. Medgyes is of the opinion that audio-lingual teacher's job was easier as compared to a communicative teacher.

Burnaby and Sun (1989) reports the views of 24 Chinese (People's Republic of China) teachers of English on the appropriateness and effectiveness of CLT. Those Chinese teachers thought that CLT is effective for only those students who are going to English speaking countries. They also expressed their views regarding constraints in the implementation of CLT in china. Apart from their own communicative competence in English mainly in the dimensions of sociolinguistic and strategic competence as a constraint, other

constraints also included traditional teaching methods and attitude towards a communicative teacher which is less favourable as compared to a teacher who focuses more on teaching the analytical skills as these teachers were of the opinion that a communicative teacher is not accorded the importance which an analytical teacher is given. This unfavourable attitude of the learners towards a communicative teacher has the implication that Chinese learners prefer a more teacher-centred class where the role of the learner is passive and learning through doing is not approved and knowledge is transferred rather than acquired.

Ellis (1996) investigated the adoption of CLT by Vietnamese teachers and came to the conclusion that Vietnamese teachers resisted the adoption of CLT because in doing so they have to change some basic cultural beliefs. Ellis recommends that to be acceptable in Asian context, CLT needs to be attuned to the local culture.

Li (1998) presents a study involving a group of South Korean teachers. It was revealed that these teachers faced difficulty in adopting CLT because of the conflict between western and South Korean cultures of learning.

In Pakistan, Shamim (1996) made an experimental use of CLT. Her university students resisted the change from a traditional method of teaching to this new method. They resisted her adopting a more learner-centred approach and assuming a less authoritarian role as a teacher. The attitude of her learners finally impelled Shamim to

abandon her experiment and resume teaching through traditional approach.

All these illustrations highlight the fact that implementation of CLT has caused alienation not only among teachers but also learners and though a modern and comprehensive method still it has great potential to be an inappropriate method in certain contexts. Halliday (1994) tries to offer an explanation for this phenomenon. He distinguishes between two types of countries, i.e. BANA and TESEP. BANA represents Britain, North America, and Australia and TESEP comprise all those countries where ELT is part of tertiary, secondary and primary education. Holliday (1994:4) presents the following characteristics of BANA group:

➢ Language teaching has evolved in 'a private language school ethos' which has great autonomy to develop methodology precisely suitable to the needs of the learners.

➢ The approach to teaching is commercially driven and 'instrumentally oriented'. There are favourable classroom conditions and a presence of good teaching and learning facilities.

➢ An ideal learning group ideal is present with two complementary principles, first that group and pair work are effective ways of learning and, second that group and pair work can best be realised in small classes.

The characteristics of TESEP group are:

➢ ELT is part of a wider curriculum and is bound by wider educational, institutional and community constraints.

➤ ELT has to share resources with other subjects and has to work within the logistics of the education system.

➤ The approach adopted by other subjects and the expectations of the stakeholders places restrictions on ELT.

Holliday states that technology of ELT is developed by the BANA group and takes for standard the conditions, facilities and organisational structures of the private language schools situated in the BANA countries and no attention has been paid to the limitations and deficiencies present in TESEP group and when transfer of methodologies happens from BANA to TESEP, it results in problems caused by different attitudes towards learning or lack of resources in the second group. Therefore, the conclusion can be that learning occurs in socially and culturally situated contexts (Sakui 2004:155) and a set of teaching methods developed in one part of the world when used in another part can be problematic (Hiep 2007:193).

Nevertheless, implementation of CLT can not be dismissed because of this conclusion. Larsen-Freeman (2000:67) very aptly observes when cautioning against the rejection of imported methods, 'we may fail to understand the cause of the problem and run the risk of overacting and losing something valuable in the process' and in the same context Hiep (2007:196) also presents the following argument, 'CLT originates in the West, but to decide a priori that this teaching approach is inappropriate to a certain context is to ignore developments in language teaching, and this might lead to de-

skilling teachers………CLT theory proposes a focus on learning; it holds that learning is likely to happen when classroom practices are made real and meaningful to learners. CLT sets the goal of language learning….. to use the language effectively for [learners'] real communication needs……..This goal is consistent with the long-term goal if not the immediate goal, of English language instruction in many contexts of the world……. Thus, while teachers in many parts of the world may reject the CLT techniques transferred from the West, it is doubtful that they reject the spirit of CLT'.

This scenario, developed through the arguments presented above, strengthens the position of CLT as a very effective method of language teaching and consequently advocates its implementation rather than a complete rejection. In this context the argument of linguistic imperialism (Pennycook 1989:611) appears to be diluted and the transfer of CLT to TESEP countries seems more of a transfer of technology (Holliday 1994a:13) under 'modernization theory' (Tollefson 1991) where western experts are repositories of knowledge and skills and these are passed on to 'elites who will run modernized institutions' (ibid:97). Therefore, the effort to implement CLT in TESEP countries can be viewed as a help to modernize English language teaching in these countries (McKay 2002:109). In this context it would be suitable to suggest that a weak version of CLT would be more appropriate for TESEP countries. Weak version of the CLT has the underlying principle of providing opportunities to learners to use English for

communicative purposes and strong version has the underlying principle of acquiring English through communication (Howat cited in Richards & Rodgers 2001:155). The weak version of CLT is less demanding for teachers as it allows principles of eclecticism, and where English is a part of wider education system, it is easier to design a product syllabus and a standardised examination which is easier to administer and grade. The strong version of CLT favours a more process syllabus.

Probably one of the important factors in the successful implementation of any change or innovation is its acceptance and ownership by the end-users (in the case of language teaching and learning it can be teachers and learners) (Waters & Vilches 2001:133). One method suggested for this purpose is to analyse a range of needs of the end-users and the technique of needs analysis can be utilized for analysing needs of the learners and thus establishing ownership and acceptance. This does not imply that needs analysis should be taken as a remedy for all social, cultural, educational and physical constraints which may make the implementation of CLT problematic. Nevertheless it can provide an insight into the beliefs, opinions and views of the learners and teachers and can help in making a language programme more attuned to the needs of the learners and can also help in establishing the ownership of a change and innovation among the teachers because it is finally a response at these two levels of teachers and learners, which can determine the acceptance or rejection of any

change or innovation and thus success or failure of a change or innovation.

2.5. NEEDS ANALYSIS

Needs analysis (NA) is an information gathering process. West (1994:1) states that the term 'analysis of needs' first appeared in India in 1920. However, needs-based curriculum planning in modern times probably owes its genesis to the legacy of public aid to education programmes in the USA in the 1960s when identification of needs was a legislative requirement for receiving finances for activities carried out by publicly funded educational and service-providing agencies (Berwick 1989:51). Another factor which contributed to the appearance of needs analysis as educational technology was the behavioural objective movement which emphasised precision and accountability in educational system by insisting on specification of goals in measurable form (ibid). Thus, in this regard needs analysis (NA) is not exclusive to language teaching (Dudley-Evans & Johns 1998:122). Its emergence in language planning can be traced back to the 1970s and its widespread proliferation in the domain is attributable to its adoption by The Council of Europe's modern language project (Nunan 1988:43). Tudor (1996:66) opines that the development of a perception of need within communicative language teaching (CLT) in the 1970s had a widespread influence on needs analysis work.

NA is considered as a basic principal of ESP (Robinson 1991:7) and most of the information on NA initially came from ESP (West

1994:2). This is probably due to the fact that an NA approach is more useful when learners' needs are linked to a 'discrete set of communicative situations' (Tudor 1996:70). This factor diminishes the utility of NA approach for General English (GE) teaching as the needs of the learners' in GE are not specifiable (Hutchinson & Waters 1987:53). However, Hutchinson & Waters (ibid) advocates the use of NA for GE on the grounds that in the case of language learning there is always a perceptible need of some kind. Tudor (1996:70) also shares the same opinion and argues that even if the 'needs are less specific, choices still have to be made' and that 'course content should be based on an analysis of the situations in which the learner will be required to use the language, whether these situations and the language needs which arise out of them can be specified with precision or only in terms of a general orientation'. Thus the implication is that NA has an importance in all kinds of language learning and teaching situations whether for specific purposes or general purposes and makes a learning programme more relevant to the real life needs of the learners. Richards (1990:2) considers NA as 'fundamental' to the planning of general language courses and in language curriculum planning NA can be utilized as a means to a number of things, i.e.:

1) It can serve as a device for gathering an extensive range of input into the content, design, and implementation of language programme through involving all the stakeholders (Richards 1990:1).

2) It can help in setting goals, objectives and content for a language programme by determining general and specific language needs (ibid:2).

3) NA can be instrumental in providing data which can be used for reviewing and evaluating an existing programme (ibid).

4) It can help teachers in understanding the local needs of the students and making decisions in pedagogy and assessment for further improvement (Tarone & Yule 1989 cited in Iwai et al. 1999:10).

All these uses of NA refer to the fact that NA can be used for a range of purposes. It can be helpful in determining whether a programme should be implemented by finding out if it matches the goals and objectives of the learners for learning a language and at the same time used as part of a programme can help in improving various components of the programme and making these more oriented to the needs of the learners. NA can also help in evaluating an existing programme and if found deficient can help in establishing the need for introducing a change and what kind of change may appropriately match the needs of the learners and simultaneously be acceptable to teachers. This is the type of utilization of NA which can help in determining whether a positive attitude towards implementation of CLT exists among teachers and learners and whether CLT is more attuned to the kind of existing learning needs.

NA, despite a wide scope of its functionality, has been criticized for its limitations (Nunan 1988:43). Widdowson (cited in Nunan 1988:43) is of the opinion that syllabuses based on precise needs and specific ends can result in insufficient and limited competence, without developing learners' ability to spontaneous communication. He argues that syllabuses with general purposes are process-oriented, more educative in function and lead to general competence. Nunan (1988:45) dispels this criticism of NA based syllabuses by Widdowson as logico-deductive and having no empirical grounds. Nunan (ibid) further strengthens the position of NA by suggesting that courses based on NA can result in more meaningful and interesting learning experiences as they are more relevant to the potential purposes of learners' language use. He attributes this criticism to a failure, on part of these critics, 'to appreciate the significant shift which has occurred over the years, and still tend to equate needs analysis with the sort of narrow-band ESP approach'. This shift has been manifest in 'a broadening scope of NA to encompass the full educational process − the determination of objectives, contents and curricula, for the production and testing of new materials, for the development of autonomous learning, assessment by the learner, feedback for the conduct and reorientation of the project, teacher education and re-education and for running an entire system' (West 1994:12). The stance adopted by Nunan and West seems to hold ground. A learning programme which is not relevant to the needs of the learners cannot result in

productive learning experience because need is also linked to motivation and motivation has an effect on learning. Thus learning experiences not matching the needs of the learners can de-motivate learners. NA can play a vital part at all stages of the execution of a programme as it provides a tool for assessing the needs, and measures can be adopted to meet them and thus keep motivation sustained by bringing in relevance and giving the learning experience more precision. NA, in the case of change or innovation, may not be rejected because of the fear that it may result in a programme with narrow goals or objectives rather it can help in pre-empting the 'hit and miss' situation where a programme was implemented but did not succeed because it was conflicting with the learning culture

The shift, mentioned in the previous paragraph, from a narrow approach to broadening the scope of NA has resulted in a range of frameworks for NA. These frameworks have been categorised as target situation analysis, deficiency or present situation analysis, strategy analysis, learning-centred approaches, means analysis and language audit (West 1994:8-12, Jordan 1997:23-28).

Target situation analysis framework has been proposed by Munby and focuses on the needs of the learners at the end of a language course (Robinson 1991:8). Deficiency or present situation analysis tries to establish what the students know at the beginning of the language course (Jordan 1997:24). Strategy analysis focuses on gathering information about the preferred learning styles and

strategies of the learners (ibid). Learning- centred approach has been presented by Hutchinson & Waters (1987). It advocates that learning is determined by the learner and this framework encompasses target needs which include necessities, lacks and wants, and learning needs which denotes what the learners needs to do in order to learn (ibid). Means analysis approach takes into account information regarding contextual constraints which include cultural attitudes, resources, materials, equipment and methods (Jordan 1997:27). Language audit tries to define language needs for companies, regions or countries (ibid).

However, NA conducted for the purpose of evaluating learners' and teachers' attitudes, opinions and beliefs towards a proposed or intended change or innovation should have the following frame work (adopted from Dudley-Evans & ST. John 1998:125):

➢ Information about the learners related to their purpose of pursuing a learning programme. Their attitude to leaning English language, their previous learning experiences, cultural background should also form a part of this information gathering process. This information can be gathered through various sources including institutional and through the learners themselves.

➢ Present situation analysis which may provide information about the effectiveness of the prevailing programme vis-à-vis future and present needs of the learners.

➢ Information regarding the preferred styles of learning or learning needs

➢ Information regarding the importance of particular skills for the learners and their preferences for learning those skills.

➢ Information regarding the role relationship between teacher and learners.

➢ Information regarding the preferences for teaching learning activities.

Once all this information is available then it can be matched against an approach of language teaching and decisions can be made whether a positive attitude towards acceptance or ownership of a certain approach exists.

The underlying philosophy for such a NA should be democratic philosophy (Brown 1995:38). This philosophy defines need as any change that is desired by majority of the group involved and such a philosophy leads to gathering information about the leaning most desired by the chosen group (ibid). NA, embracing democratic philosophy can help in choosing a methodology which suits the type of learning and teaching public (West 1994:2). The concern in such a case should be that the learners will learn best 'what' and 'the way' they want to learn (Jordan 1997:26).

This approach may be useful for gathering information regarding attitude, belief and opinion, however, any change or innovation entails more than these factors. It needs a comprehensive evaluation of all the contextual factors and in such a situation probably a more comprehensive approach which has the elements of all the approaches is recommended.

2.6. CONCLUSION

To conclude, communicative competence being the enabling force for successful communication in all mundane situations and language being a medium, in all its forms, through which this ability is manifested, the aim of language teaching should be to develop communicative competence. CLT is the methodology which aims at developing communicative competence but in its implementation in various contexts it has been revealed that it is at conflict with local cultures of learning but this factor cannot be a justification for abandoning CLT. One way to deal with the problem is to conduct a needs analysis to gather information about the beliefs, attitude and views of the learners and teachers towards CLT. This information can also be helpful in attuning CLT to the local culture of learning if found conflicting with it. Needs analysis can be limited to gathering information about the attitudes, beliefs and opinion of the learners and teachers and concurrently a more comprehensive NA can be conducted to gather information about all contextual factors.

CHAPTER THREE: DATA ANALYSIS AND FINDINGS

This chapter introduces the research topic, parameters within which this study is conducted, the research method adopted, information regarding research participants, research process and data collection. The data of students' NA is analysed and subsequently findings and conclusions are presented and interpreted into an approach followed by a presentation of the pattern of responses to teachers' questionnaire by teachers of PSBS.

3.1. RESEARCH TOPIC

The title of this study is: '*A needs analysis of PSBS secondary level students for adoption of CLT*'. Thus by implication two tasks are to be accomplished; firstly, the assessment of the learning needs (Hutchinsons &Waters 1987:60) of the secondary level students of PSBS, and secondly, to establish whether these needs can be satisfied by CLT. In a Pakistani secondary school English language teaching scenario this is probably the first study of its kind. The motive is to know these students as language learners and users and to know what route (ibid) they prefer for their English language learning, and therefore to understand how language learning can be exploited to the optimum for these students.

The hypothesis is that students in PSBS have the type of learning culture which favours adoption of CLT and teacher are ready for the ownership and acceptance of this change.

The original topic suggested in the thesis proposal was: '*An investigation into the English language learning needs of Pakistani*

state boarding school students at secondary level and adoption of an appropriate teaching approach'. The idea then was to investigate the language learning needs of the students and suggest an EAP/ESP approach. The hypothesis was that students of these schools need English language skills limited to academic use of English and English as a tool to education. This hypothesis proved wrong after initial results of NA as students rejected an English language syllabus based on science topics and preferred learning all four skills of language and their preference for learning styles matched CLT.

3.2. PARAMETERS OF THE STUDY

The parameters for this particular study are explained. First, the study embraces the democratic philosophy of needs analysis. Thus the study would aim to gather information from the representative group of PSBS secondary level students and will recommend the kind of learning most desired by the majority of this group (Brown 1995:39). Second, the NA is not an exact science (Richards 1990:3). The needs statements represent subjective perception of the analyst regarding the areas to be analysed in a needs analysis (ibid). Thus the findings are not absolute; rather they are relative not only to the analyst but also to the group of learners for whom NA is carried out. NA is based on individual view of the world, attitudes and ideals (Robinson 1991:7). Thus the findings of this NA of PSBS students are only relevant to this group. The needs of other students in other type of schools, for example where Urdu is the medium of

instruction, may be different. Third, NA is an ongoing process as needs keep on changing (Robinson 1991:15), thus the process of NA needs to be repeated. This can not only help in evaluating the success of a language teaching approach but can also help in attuning the approach, after initial implementation, further to the needs of the learning public. Fourth, if the needs analyst is an insider, he will be familiar with much in the present situation and should be able to make relatively quick and informed decisions (ibid:11). Thus many choices in this particular NA are based on subjective decisions as an insider and personal observations and experiences played a role.

These are the parameters which confine this NA of English language learning of PSBS secondary level students.

3.3. RESEARCH METHOD

This study has employed quantitative data collection techniques supported by personal observation, experience of five years teaching in PSBS, and feedback from other colleagues and students in PSBS. The main data collection instrument was questionnaires for the students and teachers. The students' questionnaire was arranged in multi-option question pattern and where the assessment of attitude and beliefs was required a limited number of scaled questions were included to achieve this end. The teachers' questionnaire had only scaled questions. The questionnaire is 'useful for surveying a lot of people in many different locations' (Wray & Bloomer 2006:158). This was the main reason for choosing questionnaire as the aim was

to involve maximum number of students and teachers from almost all of the PSBS.

The students' questionnaire aimed at gathering information related to the following areas:

➢ The present and future domains of language use and thus reasons for studying English

➢ The students' attitude towards the place and role of English in the school curriculum

➢ Learning preferences in terms of language skills

➢ The importance of particular language skills

➢ Preferred learning styles and strategies

➢ Patterns of learner to learner interaction

➢ Role relationship

➢ Preference for teaching activities

The aim of this NA is also to establish the need of a change in the way learners experience the learning process and the proposed change aims at introducing a modern approach, which is CLT, as an alternate to traditional approach which is currently in practice. Correspondingly, the questions in the students' questionnaire had choices ranging from elements of the traditional approach to the elements of the modern approach. The intention was to explore their choices between the elements of modern approach and traditional approach related to the areas of role relationship, learning preferences, skills, pattern of interaction and activities.

The questionnaire for the teachers aimed at investigating the attitudes, perception, and beliefs of the teachers about the elements of modern approach and the prevailing traditional approach. The purpose was to establish the ownership and acceptance of CLT, as in the case of any ELT innovation the successful adoption, apart from other factors, requires the support of teachers and it is difficult for people to accept something they do not feel involved in (Stephenson 1994:231).

3.4. RESEARCH PARTICIPANTS

The participants in this research were the students and teachers of PSBS. There are nine PSBS in the country and a list of the names can be found in Rahman (2001:244).The heads of three institutions declined to participate in the survey both at the teachers and students level stating it against their institutions' policy. A total of 300 students were invited from rest of the six institutions to participate in the survey to get a truly representative sample of the students (Wray & Bloomer 2006:154). However, the total number of responses received by the deadline was 157. This number of participating population is 52% of the number of the distributed questionnaires.

The number of teachers invited to participate in the survey was 45 and 30 questionnaires were received by the deadline. All these teachers are well qualified in Pakistani terms. They possess postgraduate degrees in English language and literature and have teaching experience ranging from four to five years.

3.5. PROCESS OF DATA COLLECTION

The questionnaires (see appendices 2,3) were sent to Pakistan via an electronic mail to a colleague who, using official channel, forwarded the photocopies to the nine institutions accompanied by the researcher's covering letter and the instructions for administration. The questionnaires were collected back by the same colleague and sent to UK via mail. The covering letter made it clear that no guidance is to be provided in completion of the questionnaires and interference of any kind is to be avoided.

Institution-wise Participation of Students

Institution	Number of questionnaires returned
Institution A	20/50
Institution B	18/50
Institution C	37/50
Institution D	24/50
Institution E	35/50
Institution F	23/50
Total	**157/300**

Institution	Number of questionnaires returned
Institution A	7
Institution B	3
Institution C	6
Institution D	4
Institution E	5
Institution F	5
Total	**30**

3.6. ANALYSIS OF STUDENTS' NEEDS

The analysis of responses is organised area-wise related to areas of present and future domains of language use, their attitude towards the place and role of English in the school curriculum, learning preferences, styles and strategies, classroom interaction and learning activities, and role relationship. In addition, where necessary personal experience of teaching, personal observations, and feedback from teachers and students of PSBS, received through informal telephonic conversations, are also mentioned.

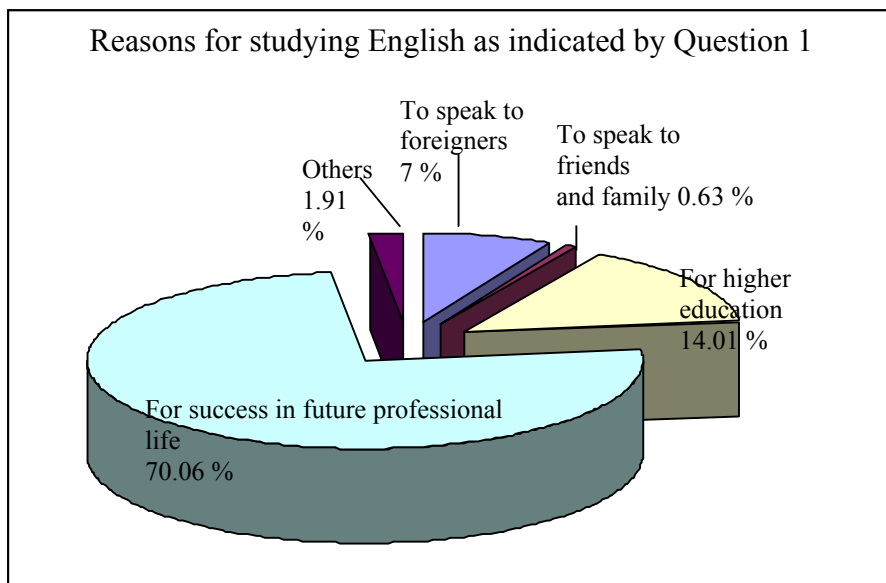### 3.6.1. Domains of Language Use & Reasons for Studying English

The questionnaire contained questions with multiple-choices to help in determining the present and future domains of language use. The present use of language was also a consideration, as being students they not only need to continue further language learning in the

remaining years of schooling but at the same time are required to use the language learnt so far according to academic, social and other demands of day to day life.

The questions related to this area and the responses are presented below:

➢ Question 1 (Why do you need to study English?): The intended purpose of this question was to discover the students' perception of their reasons for studying English as part of school curriculum. A majority of the students, which is 70.06 %, considers success in future professional life as their reason for studying English.

Figure 3.1

Reasons for studying English as indicated by Question 1

To speak to foreigners 7 %

To speak to friends and family 0.63 %

Others 1.91 %

For higher education 14.01 %
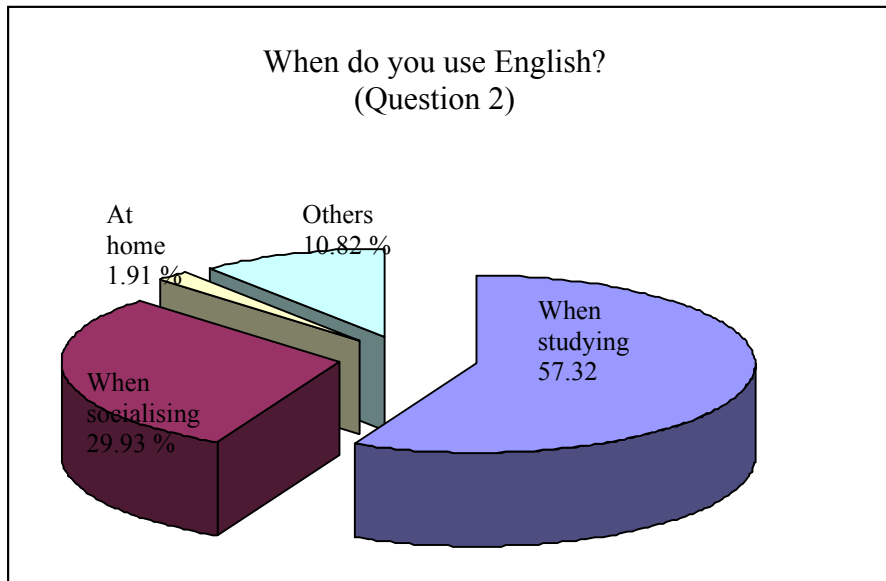
For success in future professional life 70.06 %

➢ Question 2 & 3 ('When do you use English?' & 'You use English more for?'): These questions aimed at eliciting response from the students about their present domain of English language use. The questions, though having identical multiple options, served as internal validity instrument as the same option in question

number 2 & 3 has gathered highest number of responses. The present domain of language use, opted by 57.32 % in question no 2 and 68.15 % in question no 3, is for academic purposes.

Figure 3.2
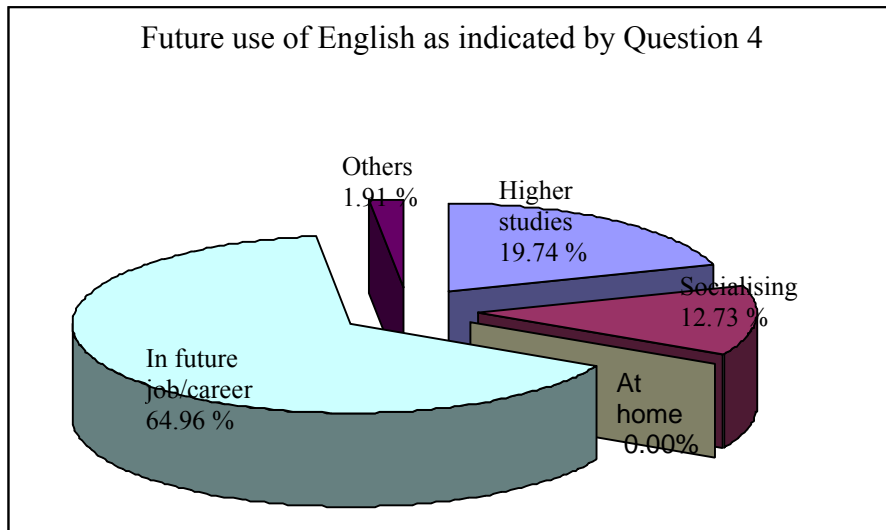
When do you use English?
(Question 2)

At home 1.91 %

Others 10.82 %

When socialising 29.93 %

When studying 57.32

Figure 3.3

You use English more for (Question 3)

At home 1.91 %

Others 3.82 %

Socializing 26.11 %

Studying 68.15 %
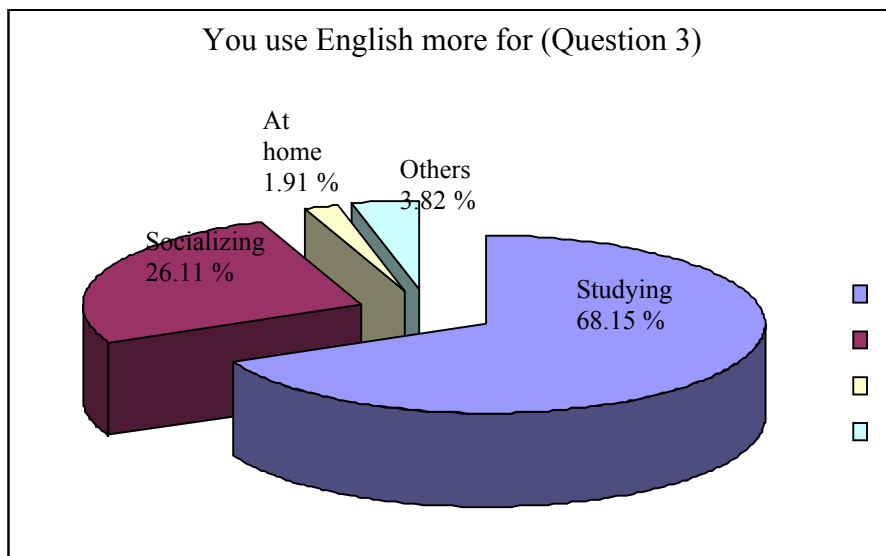
> Question 4 (In future I shall be using English more for?): The aim of the question was to establish the future domain of English language use.64.96% thought it will be in the domain of their future job or career.
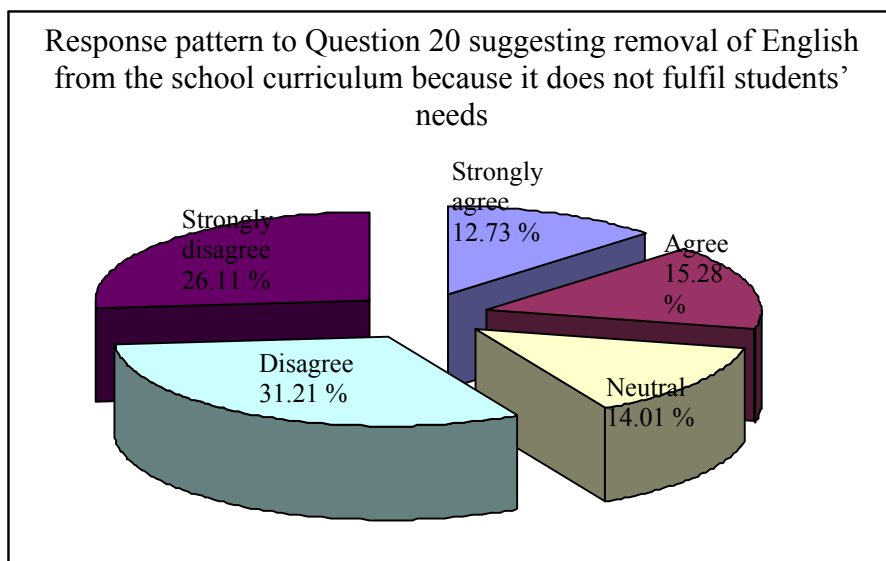
Figure 3.4

Future use of English as indicated by Question 4

Others
1.91 %

Higher studies
19.74 %

Socialising
12.73 %

In future job/career
64.96 %

At home
0.00%

3.6.2. Role of English in the School Curriculum and Future Life

The questionnaire contained questions which intended to judge students' attitude towards the role of English in the present school curriculum and in future life. The questions were in multiple choice forms and also in scaled form. These were questions no 7, 8,9,10 and 20 in the questionnaire. Following is a pattern of responses to these questions which is helpful in establishing students' attitude towards the role of English in their academic and future life.

> Question 20: Question 20 aimed at probing the opinion of the students about the place of English in the school curriculum. The question was in the scaled form and the percentage of students who 'strongly disagreed' and those who 'disagreed' is 26.11 % and 31.21

% respectively. Thus 57.32 % opposed the idea of removing English from the school curriculum even if it is not fulfilling their needs. This helps in establishing the importance attached to the study of English by these students.

Figure 3.5

Response pattern to Question 20 suggesting removal of English from the school curriculum because it does not fulfil students' needs

Strongly agree 12.73 %
Agree 15.28 %
Neutral 14.01 %
Disagree 31.21 %
Strongly disagree 26.11 %

➤ Questions 7, 8, 9 and 10: The purpose was to know the possible role of English in the present academic and future life of the students. Question 7 tried to determine the effect of English language proficiency on the academic performance of the students. 82.91 % thought that it can have a detrimental effect on students' academic performance if the proficiency level in English is not good (Table 3.1).

Table 3.1

Do you think if a student's level of English is not good it can have:		
Options	**Number of students choosing the option** (n=157)	**Percentage**
A good effect on his academic performance	14	8.91 %
A bad effect on his academic performance	129	82.16 %
No effect at all on his performance	14	8.91 %

Question 8 and 9 investigated the students' opinion about the future role of English in the fields of higher education and progress in future career. 92.99 % are of the opinion that proficiency in English will play a vital role in the successful completion of higher education and in making a good progress in their future career.

English is also a medium of instruction for science subjects in PSBS and personal observation and experience suggests that students having insufficient proficiency in English face difficulty in delivering good performance in science subjects. The same feedback was also provided by a colleague:

'*When I discuss the performance of some of the weak students with their science subjects teachers we come to the conclusion that those weak in English are also weak in science subjects*'.

A student made the following comments in an informal telephonic conversation (translated from Urdu):

'*I can not understand when the teacher delivers lecture in English in the classroom and what is written in books I can not understand*

because of my poor English. When he (teacher) explains things to me in Urdu I have no problem in comprehending. I think it is not that I dislike science subjects but if they were in Urdu'.

Thus it was considered necessary to know the students' beliefs about the association between performance in science subjects and proficiency in English. Following are the results which give an indication of the beliefs of the students:
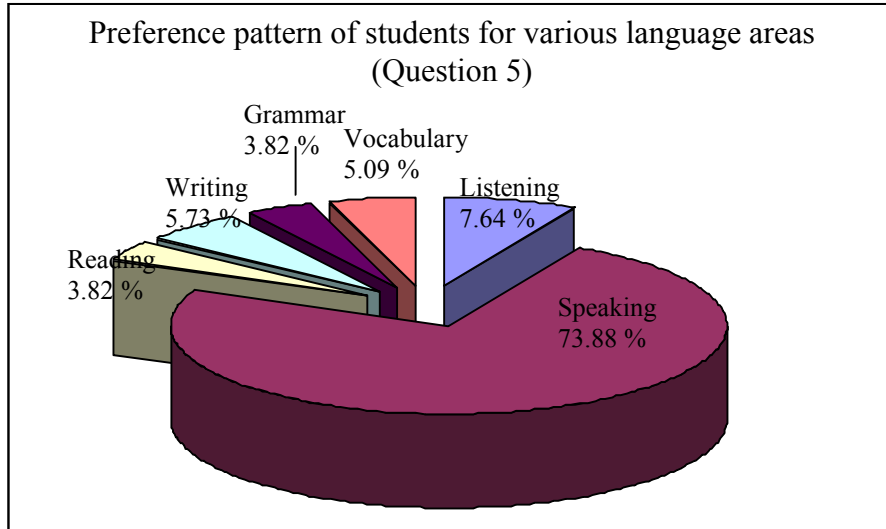
Table 3.2

Do students in your class face difficulty in studying subjects like physics, chemistry, maths, and computer studies because of their poor English?		
Options	**Number of students choosing the option (n=157)**	**Percentage**
Many face a lot of difficulty	49	31.21 %
Many face a little difficulty	77	49.04 %
They face no difficulty	28	17.83 %
No answer	03	1.91 %

3.6.3. Learning Preferences in Language Skills

Question 5 and 6 were focused on finding students' learning preferences for language skills. Question 5 intended to investigate the skills which students want to develop more. The options also contained the areas of grammar and vocabulary as these are the focus of teaching in the presently prevailing curriculum. Teaching of grammar focuses on telling the students about language and its rules resulting in learning the facts about language (Nunan 1999). Vocabulary in the presently prevailing curriculum is presented in the

form of de-contextualized isolated items. Majority of the students expressed their desire for improving their speaking skills:
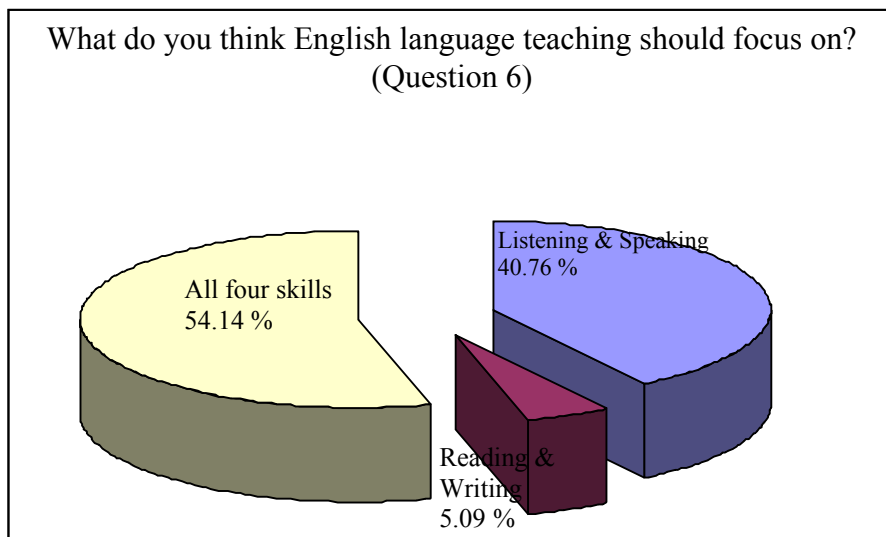
Figure 3.6

Preference pattern of students for various language areas (Question 5)

Grammar 3.82 %
Vocabulary 5.09 %
Writing 5.73 %
Listening 7.64 %
Reading 3.82 %
Speaking 73.88 %

The responses in favour of 'speaking' can probably be interpreted as a result of the reaction against the prevailing traditional approach which does not prioritize the development of learners' speaking skills, and Robison's (1995:105) explanation regarding the importance of speaking skills for students that 'in many students' opinion oral proficiency is the best indication of mastery of a language' seems to be very valid in this context also. A student replicated this phenomenon in the following words (translated from Urdu):

'*My cousins, when I meet them in vacations, expect me to speak to them in English because I study in an elite English medium institution but I can not speak more than a couple of sentences and they jeer at me. Though they know that a couple of my essays have been printed in the school magazine but they say that I do not know any English because I can not speak*'.

Question 6 investigated students' belief about the focus of English language teaching on skills and 54.14 % expressed the opinion that English language teaching should focus on the teaching of all four skills.
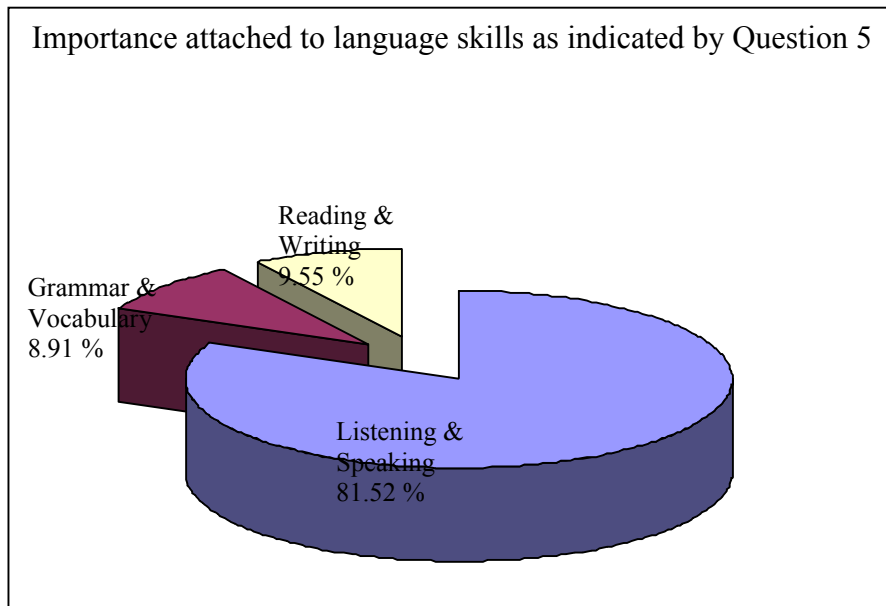
Figure 3.7

What do you think English language teaching should focus on?
(Question 6)

All four skills
54.14 %

Listening & Speaking
40.76 %

Reading &
Writing
5.09 %

3.6.4. Importance of Language Skills

Question 5 and 6 also provided an insight in students' beliefs about the importance of certain language skills for them. The options in question 5 presented the four language skills and also grammar and vocabulary as additional options. These two areas are presently the focus of ELT in PSBS curriculum. Listening and speaking together were opted by 81.52 % of all the respondents as compared to reading and writing with 9.55 % of responses together, and grammar and vocabulary with 8.91 % of the responses (Figure 3.8).

Figure 3.8

Importance attached to language skills as indicated by Question 5

Reading &
Writing
9.55 %

Grammar &
Vocabulary
8.91 %

Listening &
Speaking
81.52 %

Similarly, in question 6, the responses to the option of listening and speaking are 40.76 % as compared to 5.09 % of the responses for reading and writing. Thus indicating a greater importance attached to the skills of listening and speaking by the students.

Figure 3.9

Importance attached to listening & speaking compared to reading & writing as indicated by Question 6

Reading &
Writing
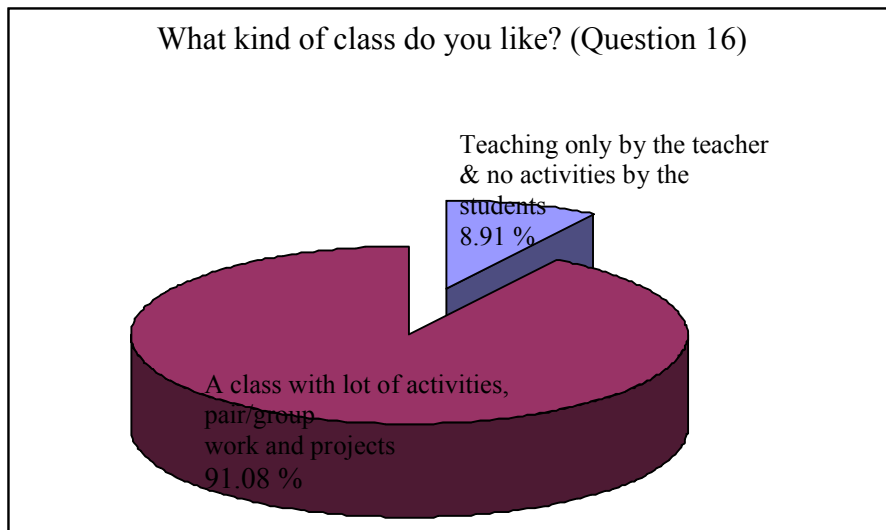5.09 %

Listening &
Speaking
40.76 %
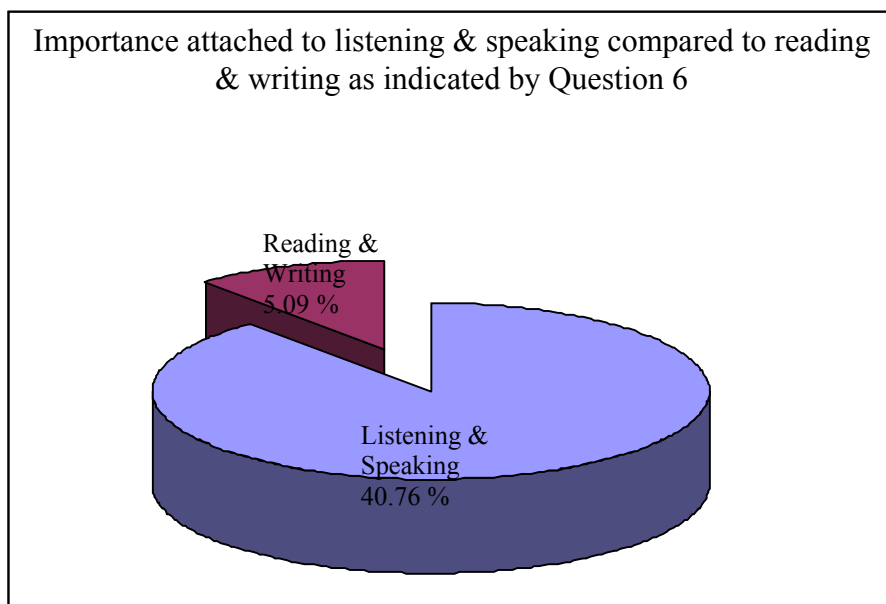
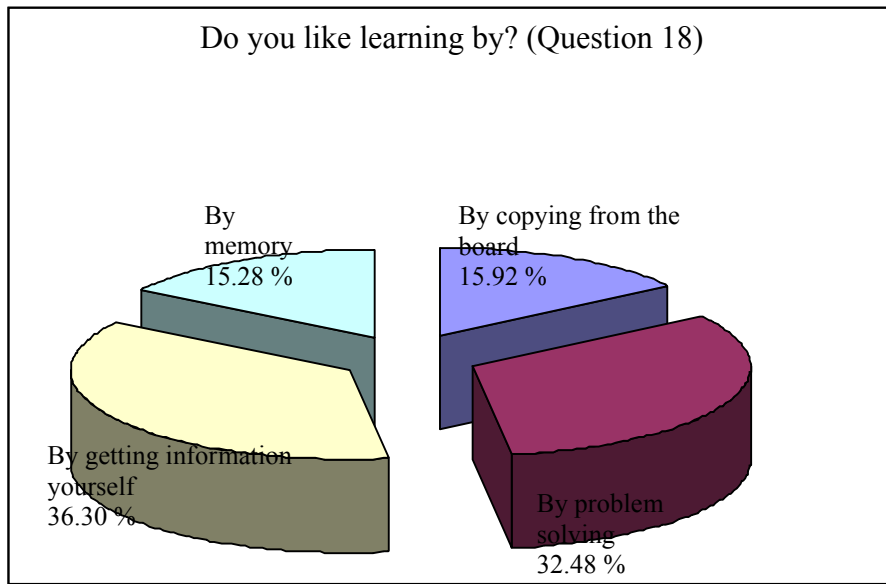### 3.6.5. Preferred Learning Styles & Strategies

Question 16 and 18 intended to find out students' preferred learning styles and strategies. 91.08 % of the students preferred their active role in the class room by participating in a lot of learning activities, pair work/group work, games and projects as compared to 8.91 % who preferred a passive role and a class with no activities.

Question 18 elicited 32.48 % of responses for a learning style involving problem solving and 36.30 % of responses for a learning style where the learner prefers to get information for himself. 15.28 % preferred learning by memory and 15.92 % preferred copying from the board.

Figure 3.10

What kind of class do you like? (Question 16)

Teaching only by the teacher & no activities by the students 8.91 %

A class with lot of activities, pair/group work and projects 91.08 %

Figure 3.11

Do you like learning by? (Question 18)

By memory
15.28 %

By copying from the board
15.92 %

By getting information yourself
36.30 %

By problem solving
32.48 %

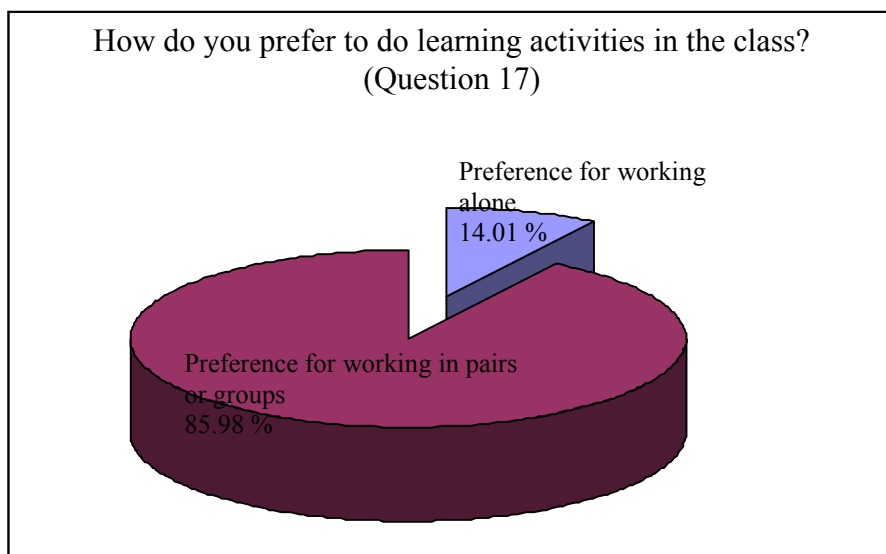### 3.6.6. Patterns of Learner-learner Interaction

Question 17 investigated the preference for classroom interaction patterns. 85.98 % of the students preferred pair and group work interaction pattern as compared to working alone.
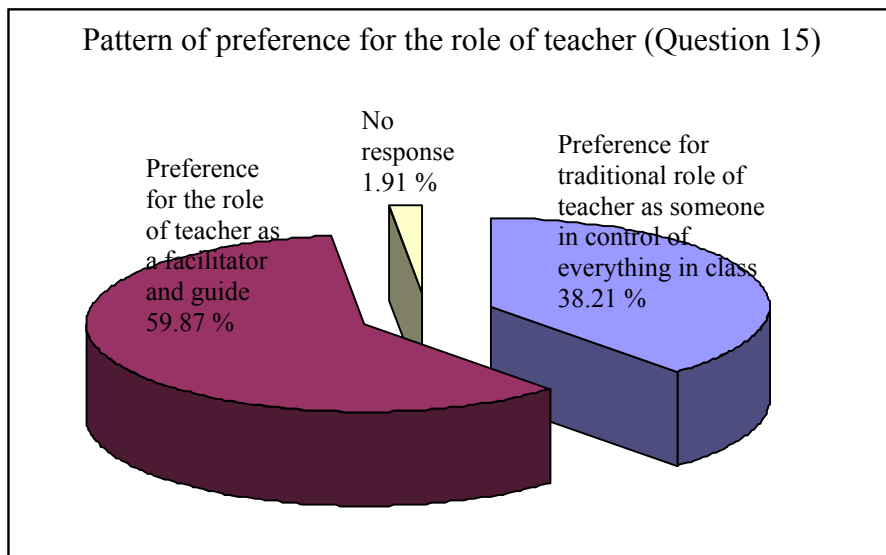
Figure 3.12

How do you prefer to do learning activities in the class? (Question 17)

Preference for working alone
14.01 %

Preference for working in pairs or groups
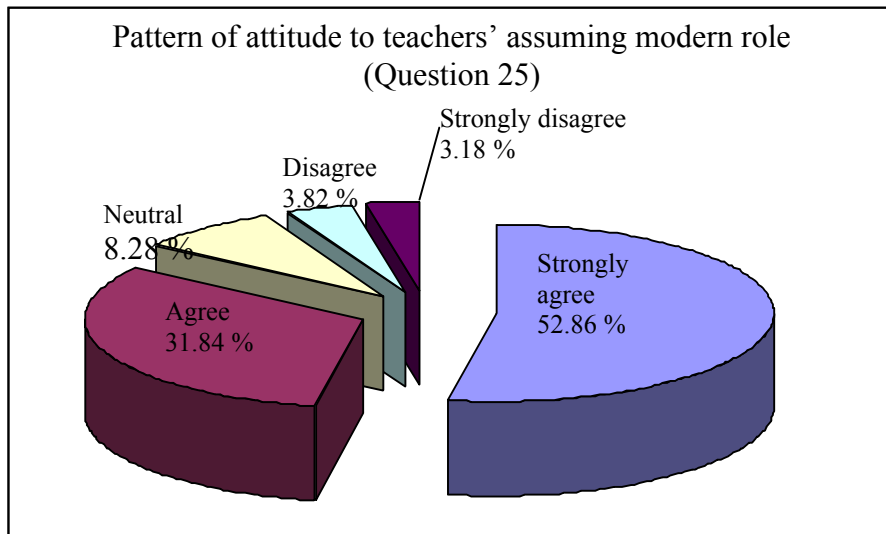85.98 %

3.6.7. Role Relationship

Questions 15 and 25 examined students' preferences for the role of the teacher in the classroom. Question 15 was in the form of multiple-choice and question 25 was in scaled form and was aimed at finding students' attitude towards teacher's giving up his traditional role. A total of 59.87 % respondents to question 15 opted for the role of teacher as guide and facilitator.

Figure 3.13

Pattern of preference for the role of teacher (Question 15)

No response 1.91 %

Preference for the role of teacher as a facilitator and guide 59.87 %

Preference for traditional role of teacher as someone in control of everything in class 38.21 %

Responses to question 25 established students attitude to the traditional (up-front and in control) and modern (facilitator and guide) role of the teacher. 52.86 % 'strongly agreed' and 31.84 % 'agreed' that the teacher should abandon his traditional role (Figure 3.14).

Figure 3.14

Pattern of attitude to teachers' assuming modern role
(Question 25)

Strongly disagree
3.18 %

Disagree
3.82 %

Neutral
8.28 %

Strongly
agree
52.86 %

Agree
31.84 %

3.6.8. Preference for Teaching Learning Activities

Question 16 established the pattern of students' preference for teaching/learning activities. 91.08 % preferred activities like role play, games, and projects as compared to passive learning and no activities by the students in the class (Figure 3.10).

Students' preference for the kind of classroom interaction which involves a lot of activities, where students are involved in tasks, where teacher relinquishes his control and an opportunity for student-student interaction is generated has also been supported by personal observation, experience and telephonic conversation with colleagues in PSBS.

Personal observation is that whenever students were involved in tasks they displayed greater degree of enthusiasm and participation and learning would improve.

A colleague made the following comment in this context (translated from Urdu):

'From time to time I try to generate some kind of activity in the classroom in which they (students) are required to carry out some task. I feel that it suddenly results in a totally new atmosphere in the classroom. Even, otherwise the most passive and dull students brighten up and become very active to my surprise. This is not like this when I am teaching from the front of the classroom and they are just listening to me and taking notes. It is like going through a bore ritual and many of them just try to go through the motion without really learning anything'.

3.6.9. Attitudes, Beliefs and Diagnostic Questions about Present Curriculum

The questionnaire also posed certain questions to get an insight into students' attitudes, beliefs and some diagnostic questions.

These questions were included in the questionnaire to find the truth or otherwise of certain assumptions which emerged during telephonic conversation with PSBS teachers carried out for the purpose of the preparation of the questionnaire. These assumptions were:

➢ Students find the contents of the course book boring and easy as compared to the course book used in the middle school (grade 6-8) and this results in a plunge of interest both in the English classroom and towards English as part of the curriculum despite the fact that students are fully aware of the importance of English (also proven above Figure 3.5). The course book used at secondary level is a locally prepared textbook which is also a text book used in

vernacular-medium schools where the level of students' English is quite low as compared to the students of PSBS students. The course book used during middle school years is authored by an ELT expert D.H. Howe and printed by Oxford University Press and has material suitable for Pakistani education context.

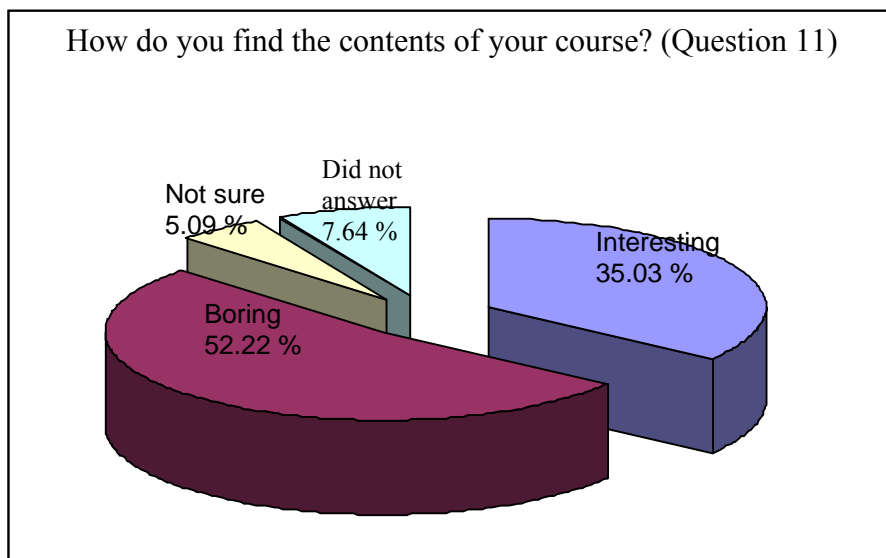➢ Loss of interest and decline in the quality and level of contents result in little improvement of the language.

➢ English, being a medium of instruction for science subjects, has an effect on the students' performance in these subjects. Thus one way to improve interest in the study of English language is to teach it as a tool for the study of science subjects and thus take ELT in PSBS to the domain of ESP and include topics and contents related to science subjects.

➢ Interest can also be improved if the prevailing traditional approach is discarded and modern approach is introduced which may be more compatible with the needs of the students.

Thus, Question 11 asked students' opinion about the contents of the present English course.52.22 % expressed the opinion that these are boring. Here it merits mention that English course in Pakistan is a jargon phrase used for English textbook. An effort was made to further probe the reasons for students' reasons for considering contents of English textbook boring. Informal telephonic conversation with six students (one each from the participating institutions) revealed the following factors leading to this conclusion on part of the students:

➤ The contents are not very relevant to the needs and use of the students. These are much below the present level of language proficiency of the students and thus pose no challenge for them.

➤ All lessons follow a monotonous pattern. There is no variety in lessons or exercises. All lessons focus on vocabulary and grammar. Teachers just talk while delivering their lessons and there is little participation by the students.

➤ Printing is drab.

➤ There are no activities involved in the lessons or exercises.

Figure 3.15

How do you find the contents of your course? (Question 11)
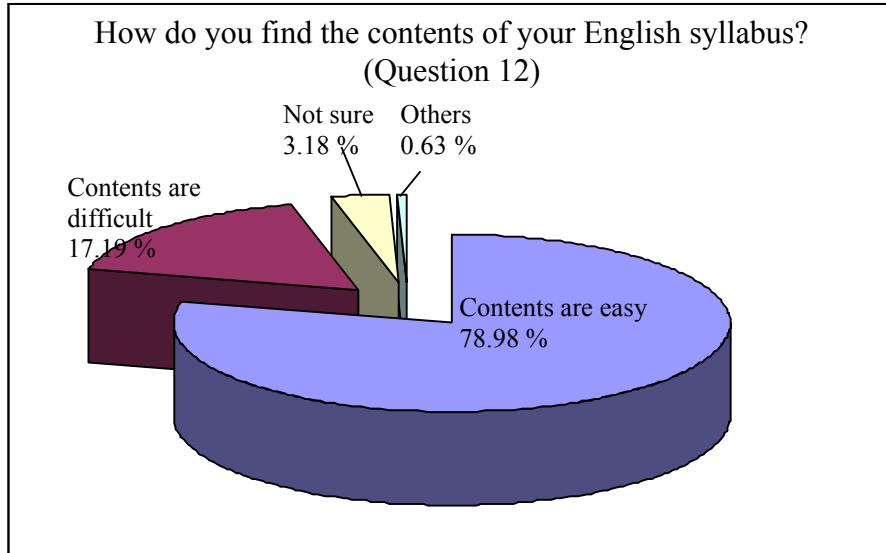
Not sure 5.09 %
Did not answer 7.64 %
Boring 52.22 %
Interesting 35.03 %

Question 12 asked students' opinion about the difficulty or otherwise of the secondary school English syllabus as compared to middle school English syllabus. 78.98 % were of the opinion that the contents are easy. 17.19 % were of the opinion that the contents
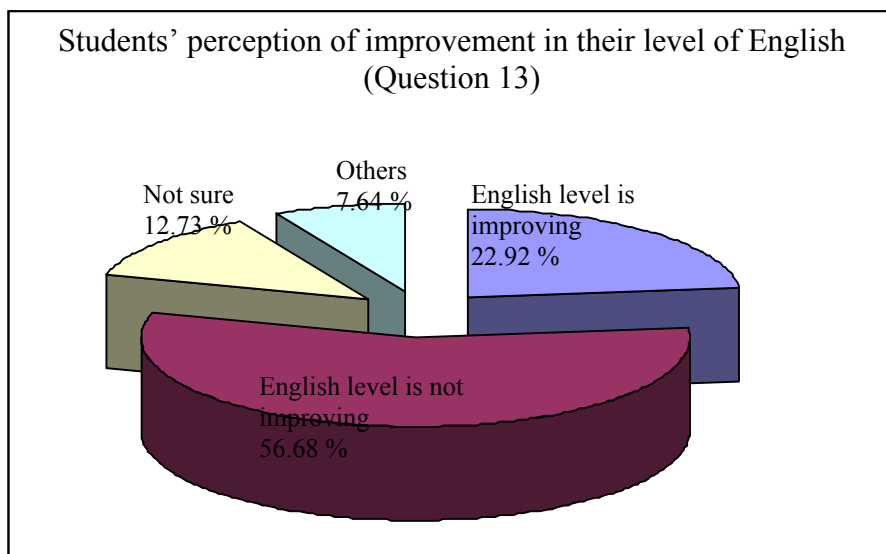
are difficult. Thus, the assumption that the contents of English course do not pose any challenge for the students, proved to be true.

Figure 3.16

How do you find the contents of your English syllabus?
(Question 12)

Not sure 3.18 %
Others 0.63 %
Contents are difficult 17.19 %
Contents are easy 78.98 %

Question 13 was aimed at knowing students perception of improvement or otherwise of their English proficiency. 56.68 % thought that it is not improving. This proved the assumption that present English syllabus is not improving the desired proficiency students to their desired level.
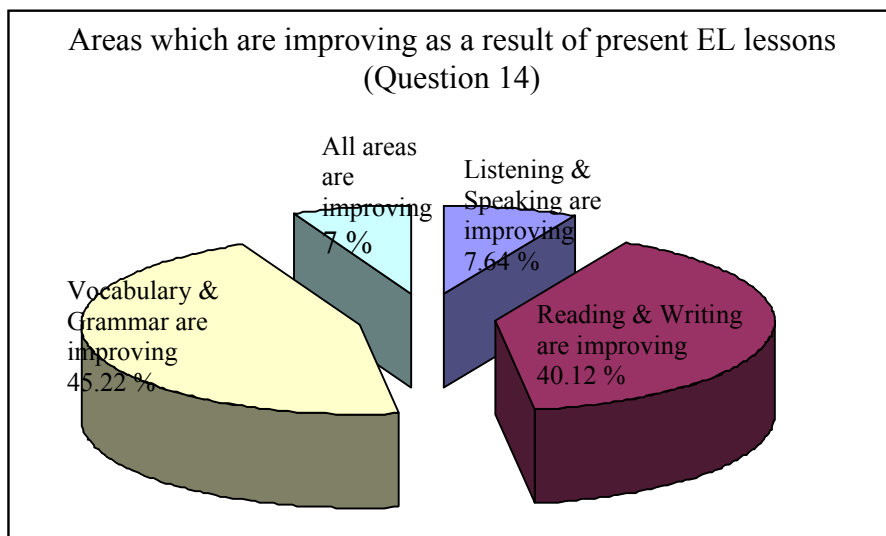
Figure 3.17

Students' perception of improvement in their level of English
(Question 13)

Others 7.64 %
Not sure 12.73 %
English level is improving 22.92 %
English level is not improving 56.68 %

Question 14 investigated students' opinion about the areas of language learning which is being improved as a result of learning under the present ELT lessons. 45.22 % were of the opinion that it is improving their grammar and vocabulary, whereas 40.12 % thought that it is improving their reading and writing. This is contrary to students' desire that they wish to improve their speaking skills and the importance they attach to speaking and listening skills as compared to grammar/vocabulary and reading/writing (Figures 3.6, 3.8, 3.9).
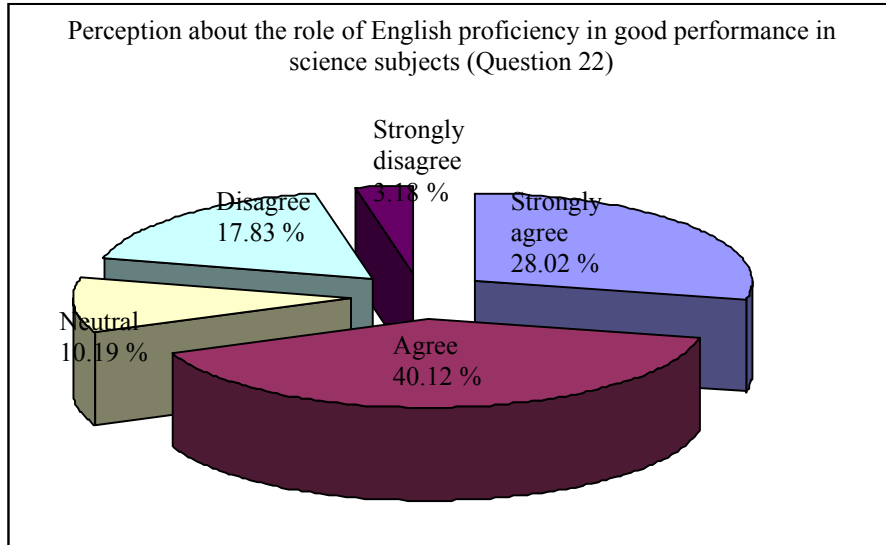
Figure 3.18

Areas which are improving as a result of present EL lessons (Question 14)

All areas are improving 7 %

Listening & Speaking are improving 7.64 %

Reading & Writing are improving 40.12 %

Vocabulary & Grammar are improving 45.22 %

Question 22, posed in a scaled form, investigated students' belief about the role of English in the study of science subjects and the relation of English proficiency level to performance in these subjects. 28.02 % and 40.12 % 'strongly agreed' and 'agreed'
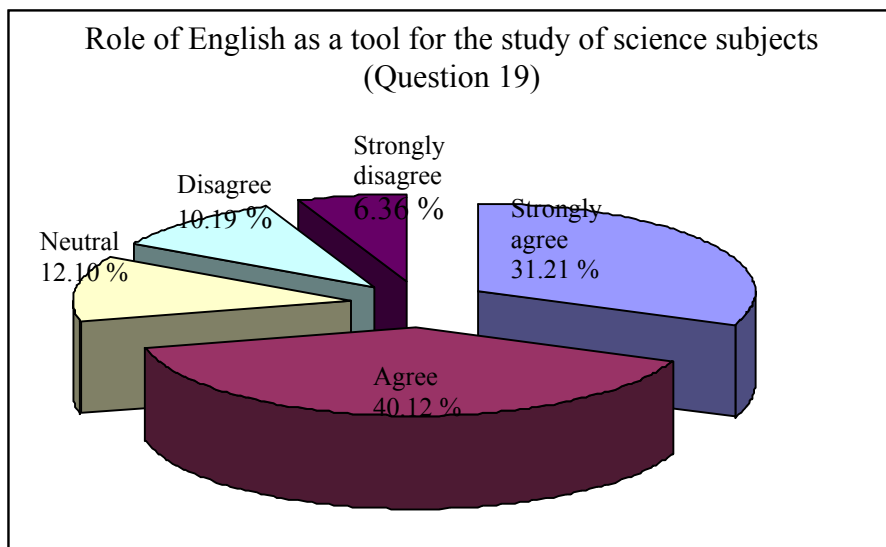
respectively that proficiency level in English plays a role in performance in science subjects.

Figure 3.19

Perception about the role of English proficiency in good performance in science subjects (Question 22)

Strongly disagree
3.18 %

Disagree
17.83 %

Strongly agree
28.02 %

Neutral
10.19 %

Agree
40.12 %

Question 19 examined students' attitude to the role of ELT as a tool for the study of science subjects.31.21 % and 40.12 % 'strongly agreed' and 'agreed' respectively that it should have a role. This manifested the presence of a positive attitude.

Figure 3.20

Role of English as a tool for the study of science subjects (Question 19)

Strongly disagree
6.36 %

Disagree
10.19 %

Strongly agree
31.21 %

Neutral
12.10 %

Agree
40.12 %

However, students' attitude, to the inclusion of topics from the fields of science subjects as course contents, proved to be negative as indicated by the responses mustered by question 21 and this is contrary to the assumption that it will contribute to increasing students' interest in EL learning.

Figure 3.21

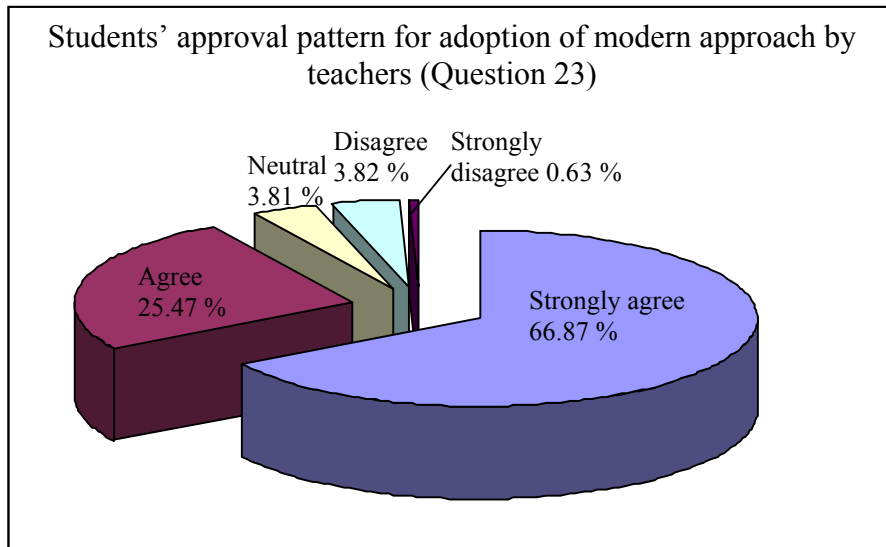Attitude to inclusion of science topics as course contents (Question 21)
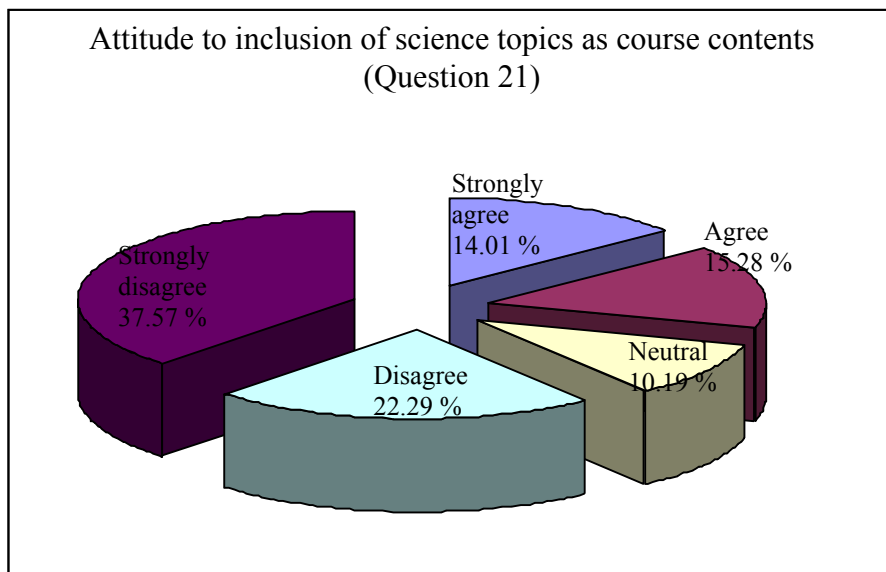
Question 23 and 24 tried to establish students' attitude to teaching through a modern approach. The aim was, also, to assess the readiness of the students for a change in the teaching approach.

Students were asked their opinion regarding the adoption of a modern approach by the English Language (EL) teachers (Question 23). 66.87 % expressed their strong opinion for adoption of a modern approach whereas 25.47 % agreed to the suggestion (Figure 3.22).
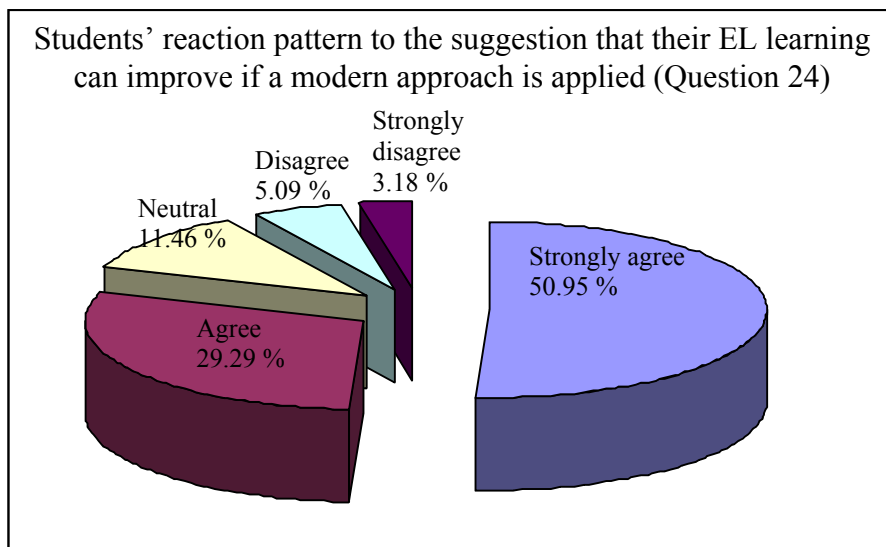
Question 24 elicited response from the students about their belief regarding the role of modern approach in contributing to the

improvement their English proficiency. 50.95 % 'strongly agreed' and 29.29 % 'agreed' that their English language learning can improve if taught through a modern approach as compared to traditional approach (Figure 3.23).

Figure 3.22

Students' approval pattern for adoption of modern approach by teachers (Question 23)

Figure 3.23

Students' reaction pattern to the suggestion that their EL learning can improve if a modern approach is applied (Question 24)

3.7. FINDINGS OF NEEDS ASSESSMENT

The purpose of this study was to discover the EL learning needs of the students of PSBS and then suggest an appropriate approach in the light of these needs and students' attitude, beliefs and opinion. The response pattern to the questionnaire helps in interpreting them in certain needs of the students.

The findings are presented in two parts, firstly the needs of the students are established and then these needs are matched against the elements of the traditional approach and communicative approach to find out which approach is more conforming to the needs of the students.
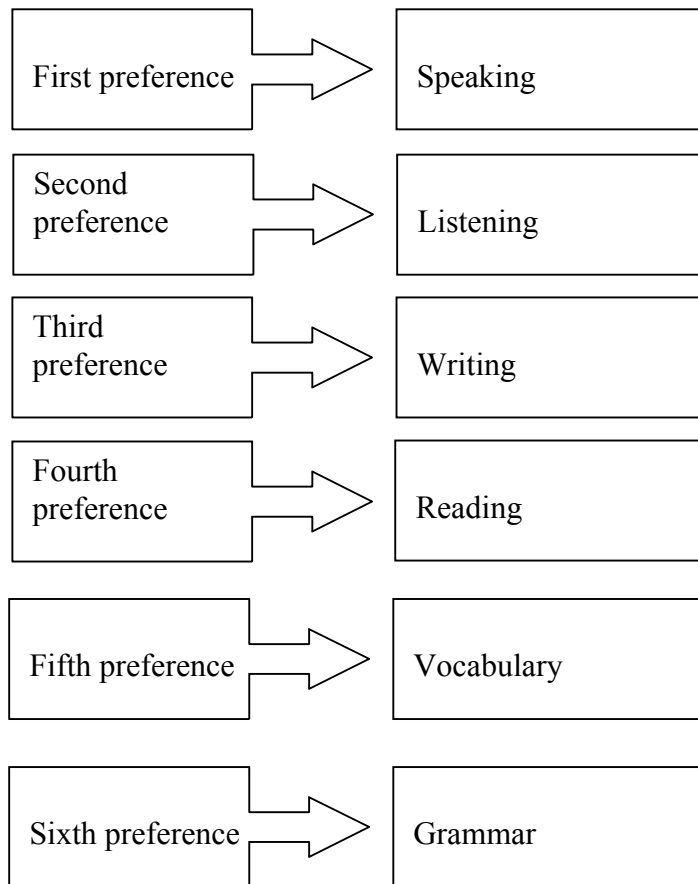
The conclusions related to interpretations about the needs of the students are presented in the core areas of present and future domains of language use, learning preferences, learning styles, classroom interaction and learning activities, and role relationship.

Conclusion 1: The present and future domains of language use are school curriculum and advancement in future professional life (Harmer 1991:1) as suggested by the results presented in Figures 3.1, 3.2, 3.3, and 3.4. Thus it can be inferred that the 'mastery of language' is considered instrumental (ibid:4) in making good progress in studies (thus present needs) and in getting a good job in future and also making good progress in future career (thus target situation needs) (suggested by the results in Table 3.1, 3.2 and Figures 3.1, and 3.19). This factor suggests that the motivation for EL learning among these students is extrinsic.
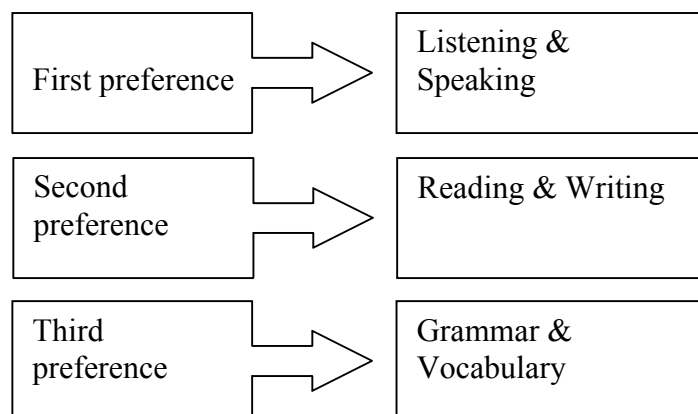
Harmer (1991:4) suggests that in the case of extrinsic motivation external factors can have an effect on students' motivation for language learning in a negative way, and language learning environment needs to be supportive and encouraging to the students in order to help students view language learning experience in a positive way. It will not be amiss to include needs-appropriate-approach as one of the factors and thus establishing the need for an approach which is more consistent with learning needs of the students. This will help in making EL learning more pleasant because *the atmosphere in which a language is learnt is vitally important: the cold greyness of institutionalised education must be compensated for in some way if it is not to have a negative effect on motivation*" (Harmer 1991:5) and also because "*learners bring preconceptions of what teaching and learning should be like. These constitute a set of learning, which when unrealized can lead to learner confusion and resentment*" (Richards & Rodgers 2001:166)

Conclusion 2: The students need to learn all the four skills of language as compared to grammar and vocabulary. Speaking is more preferred as compared to the skills of listening, reading and writing (Figure 3.6). Greater importance is attached to the skills of listening and speaking (Figure 3.8). Thus an order of learning preferences for language skills can be established individually and in pairs (Figure 3.24, 3.25).

Figure 3.24   (Learning Preferences for Language Skills)

First preference →	Speaking
Second preference →	Listening
Third preference →	Writing
Fourth preference →	Reading
Fifth preference →	Vocabulary
Sixth preference →	Grammar

Figure 3.25 (Learning preferences for Paired Language Skills)

First preference →	Listening & Speaking
Second preference →	Reading & Writing
Third preference →	Grammar & Vocabulary

The order of preferences indicates a need for developing communicative abilities of the students firstly in the areas of

speaking and listening and secondly in the areas of reading and writing.

Conclusion 3: Students need a classroom environment which is supportive to their active participation by introducing pair and group work, and activities like games, role play, and projects. They need to learn language by solving problems and getting information for themselves and actively using language (Figure 3.10, 3.11)

Conclusion 4: Students need a change in role relationship and their status. They need a class where they are at the centre and the role of the teacher is that of a facilitator and guide (Figures 3.10, 3.11, 3.13, 3.14).

Conclusion 5: They need course material in the field of general English. The course material needs to be interesting to these students by incorporating variety in material, integrating the four skills, tasks and activities in the form of an illustrated course-book. It should contribute to the improvement of their language proficiency by focusing on the development of communicative ability and higher than their present level of English proficiency (Figures 3.6, 3.7, 3.8, 3.15, 3.16, 3.17, 3.18, and 3.21).

Conclusion 6: Students attach great importance to the study of English. They believe that present approach and course material is not contributing to the improvement of their English. They have a favourable opinion to the suggestion that a modern approach can be helpful in improving their learning of English and that it should be adopted (Figures 3.5, 3.19, 3.22, 3.23).

3.8. INTERPRETATION OF NEEDS INTO AN APPROACH

The following table is presented to help in matching the needs of the students with the elements of communicative approach and traditional approach. This will also help in interpreting these needs in an appropriate approach suiting the kind of learning desired by the majority of the students who participated in data collection.

Table 3.3

Elements of Traditional Approach (TA)	Elements of Communicative Approach (CA)	Students' Needs	Which approach matches needs: CA or TA
Content & methodology is decided with reference to the classroom rather than with reference to students' real communicative-nees. (Nunan 1999)	Content & methodology match learner needs within the classroom and beyond classroom. (Nunan 1999)	Students need an approach matching their needs in the class and beyond classroom to make language learning more relevant thus promoting interest and learning (conclusion 1).	CA
Learners are passive and facts about language are taught (ibid).	Learners are actively involved in language use (ibid)	Students need to participate actively in learning activities and language use (conclusion 3)	CA

The focus is on grammar and vocabulary and little use of the target language for communication (Celce-Murcia 2001). Grammar taught is restricted to the sentence level (Tickoo 2003).	Grammar and vocabulary are taught communicatively so learners can use the grammar to express different communicative meanings thus developing communicative competence (Nunan 1999).	Students need to develop communicative competence (conclusion 2 & 5)	CA
Classes are teacher-centred thus suggesting the role of teacher as some one who guarantees learning ((Tickoo 2003) and a role of the teacher in control of every thing in the class.	Teacher is facilitator and guide (Breen & Candlin 1980)	Students need the role of teacher where he is in the class as a facilitator and guide (conclusion 4)	CA
Memorisation is encouraged. Learners work alone sitting in rows facing teacher (Nunan 1999).	Problem solving tasks are a key feature (Richards & Rodgers 2001). Learners work in small groups and pairs (Nunan1999).	Students need to be involved in problem solving tasks and work in pairs and groups (conclusion 3)	CA
Classes are without any kind of activities.	Students often engage in various kind of activities (Celce-Murcia 2001) like role play, games and projects	Students need to participate in activities and language learning games (conclusion3)	CA
Of the four skills reading is given priority (Tickoo 2003).	Skills are integrated and all four skills receive attention (Celce-Murcia 2001)	Students need a focus on all four skills (conclusion 2)	CA

Learners have to rely only on the text-book as an aid to language learning (Nunan 1999)	Learners use a specially written, well illustrated book (Nunan 1999).	Students need a well illustrated course book having a variety of material, tasks and activities (conclusion 5)	CA

Thus in the light of this comparison the approach, consistent with the needs of the students, is Communicative Approach.

3.9. TEACHERS' ATTITUDE TO CA

Teachers and their attitude play a crucial role in determining the implementation of any approach (Karava-Doukas 1996:188). This is due to the fact that the implementation of a new approach will be in competition with well-established theories of language teaching and learning, which are the product of previous teaching and learning experiences, prejudices and beliefs (ibid). Thus in the context it is suitable to present the results of the survey conducted among the teachers of PSBS to get an insight in their attitudes and beliefs about CA. The survey was in the form of a scaled questionnaire and results are presented without being subjected to any statistical analysis but these still help in forming a judgement about the attitude of the teachers as favourable or unfavourable. The questions related to CA tried to investigate the attitude of the teachers in various areas like error correction, group and pair work, fluency and accuracy, and role relationship.
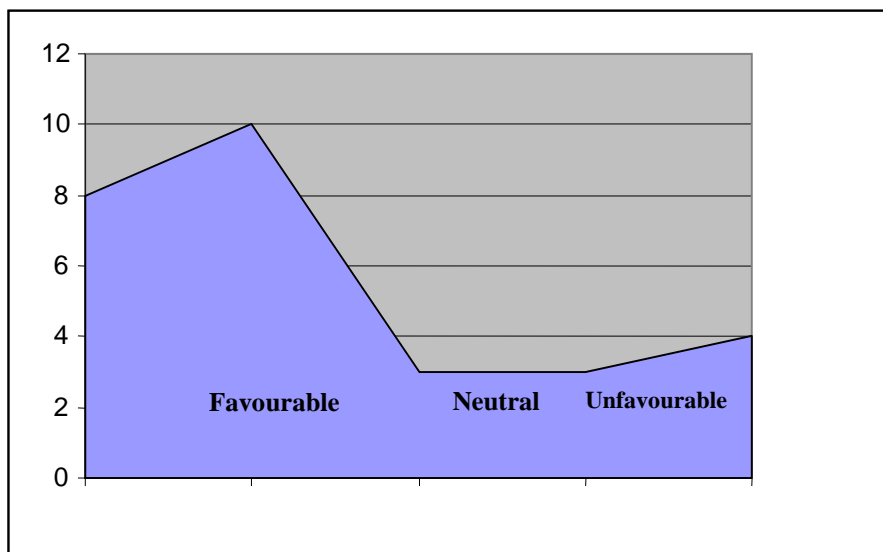
3.9.1. Teachers' Response Pattern

The following presentation, though brief in nature clearly demonstrates the attitude of the majority of the teachers to communicative approach. The aim is to discover whether teachers have a favourable attitude to CLT and to ascertain the acceptance or otherwise of CLT by these teachers. The responses under 'strongly agree' and 'agree' are gathered under 'favourable' responses and those under 'disagree' and 'strongly disagree' are gathered under 'unfavourable' for presentation in charts below.

Question 1

| Teaching should focus on fluency rather than accuracy.				
Strongly agree 8/30 responses	Agree 10/30responses	Neutral 3/30 responses	Disagree 4/30 responses	Strongly disagree 4/30 responses

No response: 1

Question 2

Student should be at the centre of knowledge transmission. Teacher should be their facilitator.				
Strongly agree 16/30 responses	Agree 12/30responses	Neutral 01/30 responses	Disagree 00/30 responses	Strongly disagree 00/30 responses

No response: 1
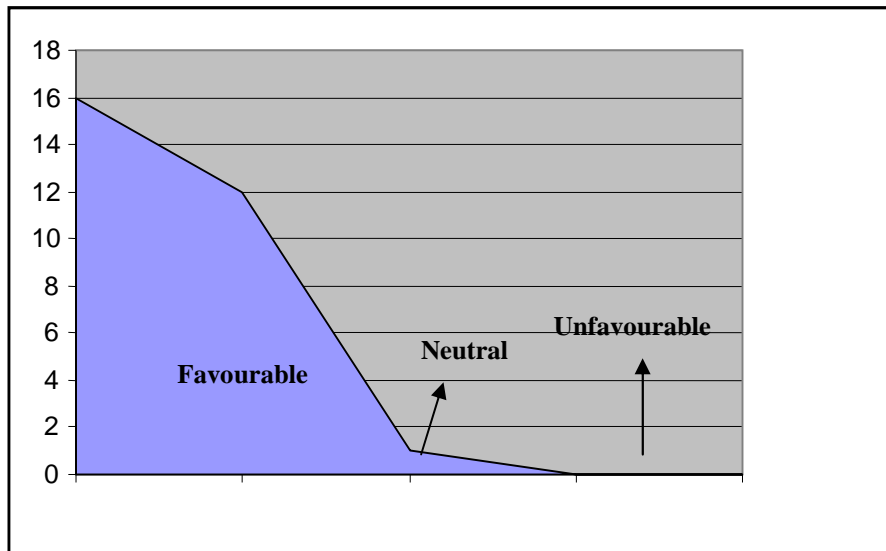
Question 3

Teacher should strongly encourage the students to learn by themselves through struggling to communicate.				
Strongly agree 15/30 responses	Agree 12/30 responses	Neutral 01/30 responses	Disagree 02/30 responses	Strongly disagree 00/30 responses
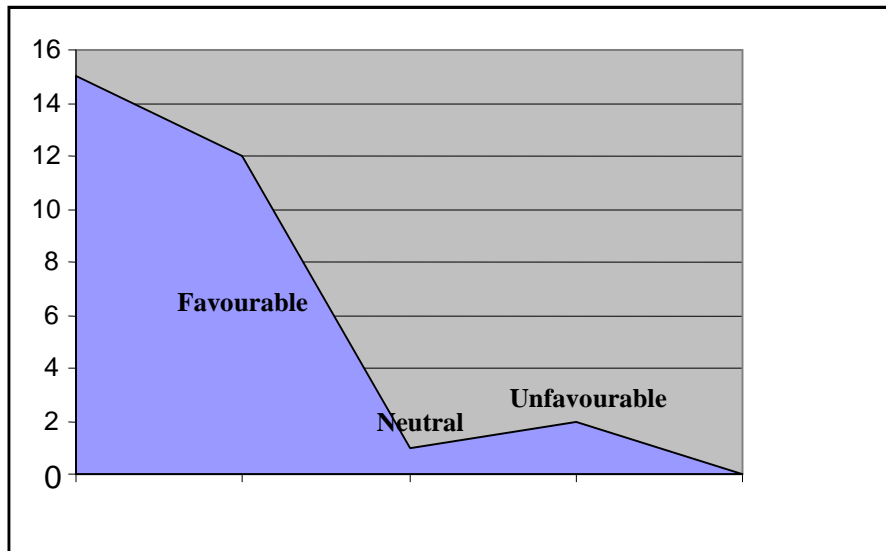
Question 4

Teacher should spend a lot of time on role play/ games for learning/ group and pair work instead of just teaching and students only listening.				
Strongly agree 11/30 responses	Agree 17/30responses	Neutral 00/30 responses	Disagree 02/30 responses	Strongly disagree 00/30 responses

Question 5

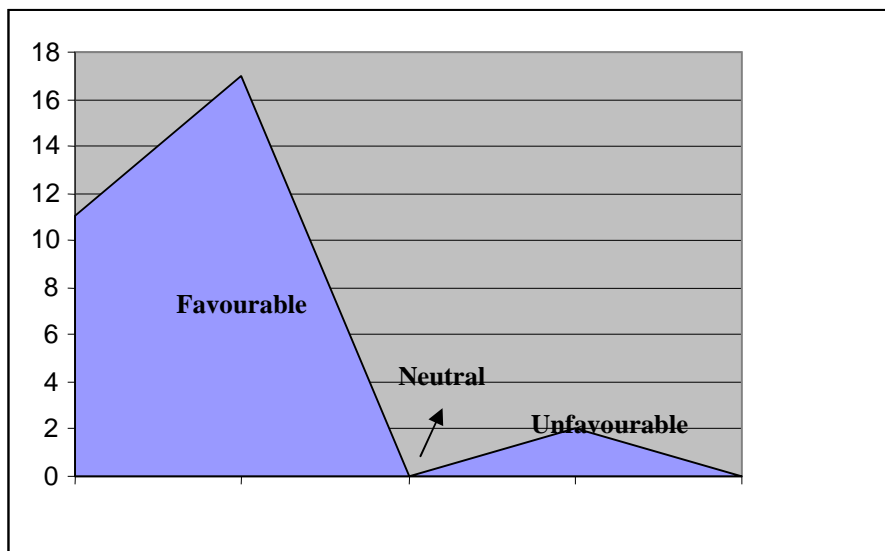| Teacher should not correct students' mistakes unless these cause communication breakdown				
Strongly agree 03/30 responses	Agree 11/30 responses	Neutral 02/30 responses	Disagree 11/30 responses	Strongly disagree 02/30 responses

No response: 1

Question 6

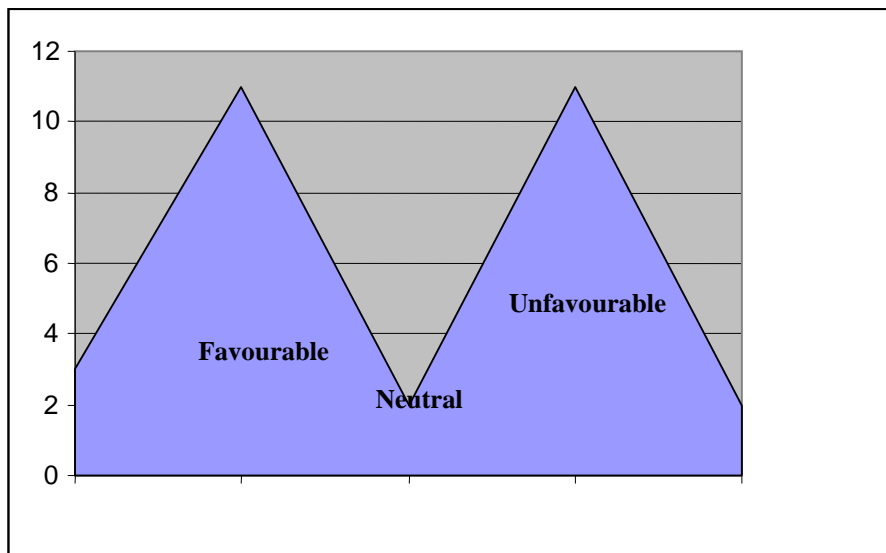| Communicative language teaching is the best approach for your students.				
Strongly agree 13/30 responses	Agree 14/30 responses	Neutral 02/30 responses	Disagree 00/30 responses	Strongly disagree 01/30 responses

Question 7

ELT and syllabus should focus on developing all four skills.				
Strongly agree 16/30 responses	Agree 14/30 responses	Neutral 00/30 responses	Disagree 00/30 responses	Strongly disagree 00/30 responses

Question 8

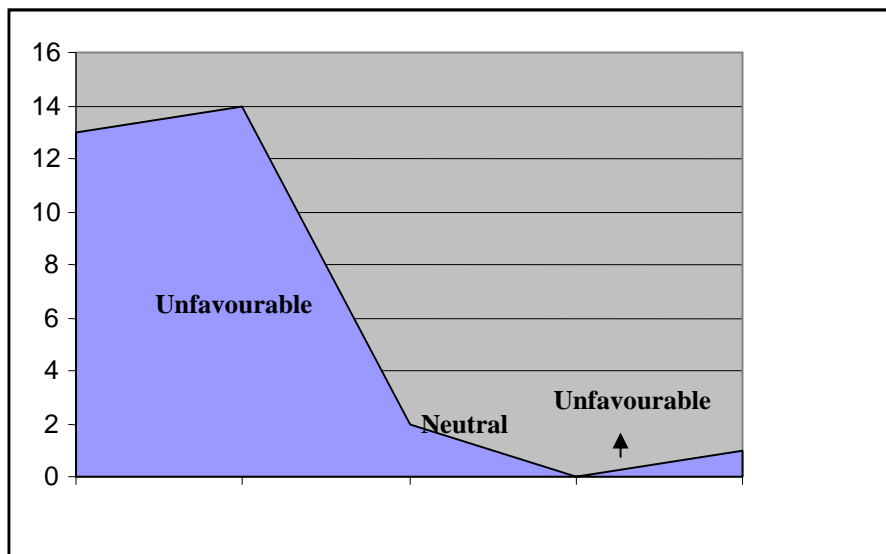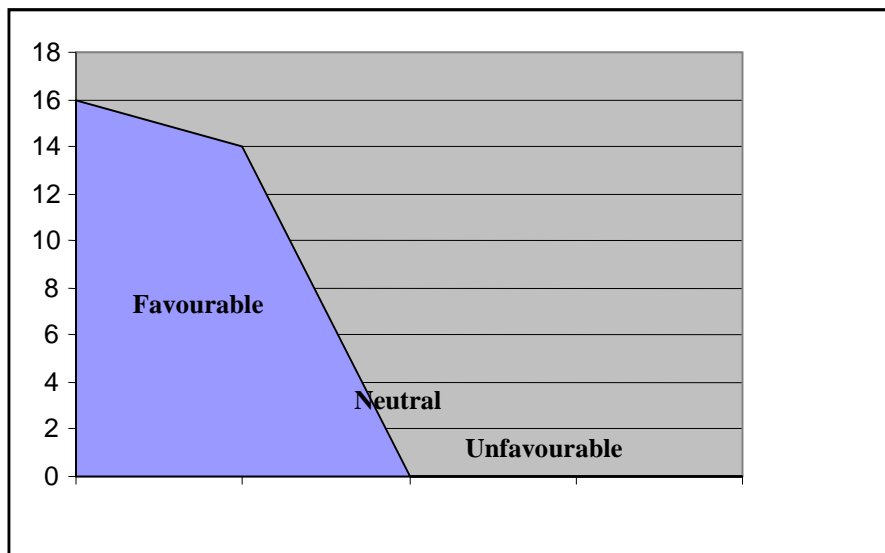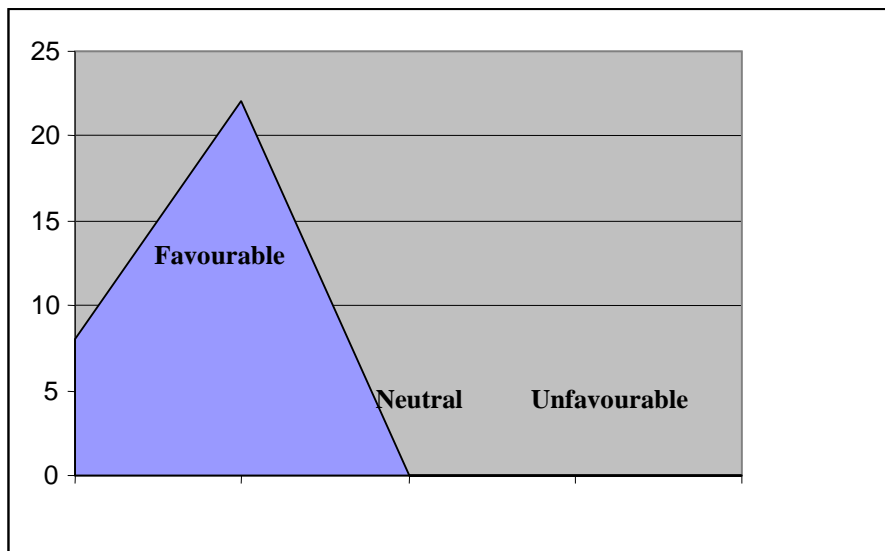| English classes should be full of activities like role play, games, projects, pair/group work.				
Strongly agree 08/30 responses	Agree 22/30 responses	Neutral 00/30 responses	Disagree 00/30 responses	Strongly disagree 00/30 responses

The responses of the teachers lead to a conclusion that majority of them favours the features of communicative approach and one can assume that CLT if implemented in PSBS will find the kind of

ownership among these teachers necessary for successful initiation of implementation of any change or innovation.

3.10. CONCLUSION

The analysis of data collected through a sample group of PSBS students and teachers has clearly indicated that there is strong and homogeneous bias towards CLT. The students desire the kind of learning culture which CLT can provide and teachers also favour the elements of CLT. Therefore the initiation of implementation of CLT may not be accompanied by the kind of problems which characterised its implementation in other Asian countries. Accordingly the hypothesis made at the beginning of this chapter proves to correct. However, these conclusions are limited to a specific group of students and teachers in a specific context of PSBS, therefore the conclusion may not taken as an indication of acceptance and ownership by students and teachers in other systems of school education prevailing in Pakistan. A separate study may be required for this purpose.

CHAPTER 4: RECOMMENDATIONS

This chapter tries to investigate the reasons behind teachers' not practising CLT despite having a positive attitude towards it. The findings of this investigation form the basis for making recommendations for facilitating the practice and introduction of CLT in PSBS. The chapter closes on taking account of limitations of this study and a conclusion of the whole study.

4.1. FACTORS HINDERING THE PRACTICE OF CLT

As concluded in the last chapter the results of needs analysis manifested a strong and homogeneous bias for CLT both by students and teachers. Consequently, there is a need for making a shift from 'inflexible' and 'rigid' curriculum and learning prevailing in Pakistan (ICG 2004:3,17) to a learner-centred approach, which 'implies taking into account the needs and expectations of all the parties involved in the learning process when designing courses and selecting methodology' (Hutchinson & Waters 1984:108). To achieve this end in ELT in PSBS, CLT probably can be an instrument.

However, the question emerges that having a positive attitude towards CLT, why teachers do not practice communicative teaching in the classroom and therefore a need to determine the factors which hinder teachers from adopting communicative methodology in the classroom. To find an answer to this question again telephonic conversation with teachers in PSBS was used as an instrument. Effort has been made to get views of teachers from all participating

institutions. Following are representative excerpts from the conversation held with various teachers to determine the factors which are hindering these teachers from practising teaching communicatively (translated from Urdu).

Teacher 1

'*I do not have any formal training in teaching communicatively. So I feel diffident in resorting to teaching through a less teacher controlled way because it may cause classroom management problems for me.*'

Teacher 2

'*I do not want my students to score less in the examination. In exam it is only writing, so why should I do things in the classroom which has no link with the exam. If they get less (score) because I teach them the way which has nothing to do with the exam they will suffer all their life and curse me*'

Teacher 3

'*The annual exam tests their knowledge of the textbook only and how well they have done the exercises at the end of each chapter. There is nothing in the textbook which demands teaching through communicative method. I do not see any scope of teaching through a new method with a textbook like this. It is mostly memorisation which can help my students in getting a good knowledge of the textbook and thus they can get good marks in the examination.*'

Teacher 4

'The time in the timetable for English class is very short; you have only 40 minutes to finish your lesson. If I try to conduct activities I need more time to finish my lesson in the same class for the same day. I do not want to take the risk of not finishing my syllabus.'

Teacher 5

'I do not know what communicative techniques are, I saw my teachers teaching me like this so I adopted the same model, I go to the class deliver the lesson and then solve exercises for my students on the board which they copy, give them some homework to do and that's all.'

Teacher 6

'I think the problem for me is the book. There are no activities, no exercise to practice the speaking or listening skills, only one or two exercises for pronunciation how can you expect someone to do CLT when federal board has prescribed a book like this.'

Teacher 7

'You know yourself that in boarding schools apart from teaching in the morning we have many other things to do. I have three sections daily to teach, then I am also a housemaster and thus in the evening I am busy with this job, how can I teach through communicative method when I do not have time to prepare my lessons for the next day. I teach the way I do now because I do not have to prepare anything special for my lessons.'

These excerpts help in identifying the problems which, despite the teachers' having a positive attitude, pose a challenge for them to adopt CLT. Following is a list:

➢ The elements of examination and textbook do not support the practice of CLT.

➢ The time for English classes in the school timetable is not sufficient.

➢ The teachers do not have the required training to practice communicative methodology.

➢ English language teachers have non-teaching responsibilities also and thus do not have enough time to prepare their lessons.

4.2. RECOMMENDATIONS

Having identified the above mentioned problems, which are typical of any situation where a change from traditional approach to communicative approach is under consideration, the following recommendations are made for the implementation of CLT in PSBS.

Changing the Textbook: Textbook is a universal element of ELT teaching (Hutchinson & Torres 1994:315). Textbooks are responsible for creating a kind of dependency culture among teachers and learners (Littlejohn cited in Hutchinson & Torres 1994:315). This influence of textbook on the classroom practice is manifest in PSBS as reflected through some of the excerpts quoted above.

The textbook used in PSBS is prescribed by Federal Board of Intermediate & Secondary Education, Islamabad (FBISE), which is

responsible for devising curriculum and conducting examination throughout the country (Christie & Afzal 2005:2). A lesson from the textbook is included in the appendix 4. The textbook pattern is based on the principles of grammar-translation method and therefore has a bearing on the classroom teaching method of the teachers. The emphasis is on reading comprehension of the given lessons, de-contextualised vocabulary items learning and grammar. Speaking and listening or interactive reading and writing is ignored.

The textbook to be adopted needs to be based on communicative principles of language teaching. The contents of the book should be such as to facilitate teaching and learning through communicative approach. This will have a direct effect on the classroom procedures. The teachers may adjust their method of conducting their classes according to the principles followed in the designing of the textbook. This will also result in the adoption of a textbook which is in harmony with the needs of the students and they may find its contents more interesting as contrary to the present textbook.

<u>Examination Reforms:</u> The influence of testing on teaching and learning is known as backwash (Hughes 1989:1). If the content and technique of a test are at variance with the objectives of the course such a backwash is known as harmful backwash (ibid). It is an important factor in classrooms in the contexts where examinations play a dominant role (Prodromou 1995:13). 'Many teachers, trapped in an examination preparation cycle, feel that communicative and humanistic methodologies are luxuries they cannot afford' (ibid: 14).

The truth of this statement is clearly reflected in the views of some of the PSBS teachers quoted above. The objectives defined by FBISE, of English syllabus support a communicative practice and are focused on developing all four skills (FBISE 2007). The examination, however, is textbook based and mainly on the questions at the end of each chapter (Shah & Afzal 2004:3), therefore by implication an exam based on the a textbook which is designed on the principles of grammar-translation method. There is no segment in the examination paper to test speaking, listening or even writing and reading skills in the true sense. Though the document of FBISE (2007) stating the objectives of the English syllabus also has one objective as developing the ability of the students to 'Communicate fluently in English in simple authentic situations' followed by twenty-four objectives related to development of listening and speaking skills but in the textbook as well as in the examination no provision is made for teaching and then testing these skills (Khan 2007). Therefore, FBISE apart from devising course materials supportive of CLT practice in the classroom should also reform the examination and bring it in line with principles of communicative language testing and the laid down objectives of English syllabus. The following examination assessment package is suggested:

Component 1	Objective paper testing discrete points of grammar, vocabulary, usage etc. Answer on optically scanned sheets.
Component 2	Test of reading and writing Section 1 Reading tasks Section 2 Writing tasks
Component 3	Listening test (using pre-recorded texts on audiotape or via broadcast)
Component 4	Test of speaking through interviews with interlocutor

(The World Bank Group cited in Khan 2007)

Training of Teachers: The ability of teachers to give a shape to a methodology in practice can probably play an important role in the implementation of a new methodology. CLT places certain demands on teachers in his role as a guide, manager and facilitator. Teacher has to involve him/herself in a wider range of roles (Hedge 2000:63). H/she has to manage learning by 'setting up activities, organizing material resources, guiding students in groupwork, encouraging contributions, monitoring activities, and diagnosing the further needs of students' (ibid). All these demands means a well trained teacher who has good understanding of CLT and is well adept in practicing CLT techniques in the class thus being able to satisfy all the demands of a communicative teacher's role. For successful initiation of the implementation of CLT in PSBS in-service training needs to be arranged for those teachers who have no training in teaching through CLT. This should be followed by a period of supervision, observation and mentoring by trainee teachers for all teachers of English language.

Training of Learners: Learners, in a CLT class, have to develop more responsibility and show more initiative in their learning process (Bassano 1986:13). This is in contrast to a traditional approach where learner is dependent, for most of his learning, on teacher. In a shift from teacher-centred approach to a learner-centred approach this can result in unproductive learning experience for the learners as this new style of learning may be in conflict with the previous learning style of the learners. There is a need to prepare learners for such an experience where they can take control of their own learning. Thus, apart from training teachers for teaching through CLT, students of PSBS should also be trained to assume their new role as learners and can take responsibility for their own learning.

Administrative Measure: Some measure need to be taken by the administration of PSBS to facilitate practice of CLT in English language classes. The time for English classes needs to be extended reasonably as 40 minutes are insufficient for setting activities, groupwork and pair work. Instead of having a class of English daily, it can be arranged twice or thrice a week. This will help in lengthening the time for English class, and provide teachers more time for preparing their lessons, planning activities, and arranging materials. Wherever possible, English language teachers should not be encumbered with non-teaching activities. Rooms, where English language teaching classes are taught should be furnished with proper furniture, necessary equipment like OHP, cassette players, TV and

VCP or DVD player. If possible they should be at a location slightly removed from the main stream classes so that other classes are not disturbed if there is a noise during pair and groupwork. This noise can be anticipated because the learners are teenagers and they may feel excited during certain activities. However, this factor can be countered by training the students for participation in pair and groupwork.

Version of CLT: Initially an eclectic approach and weak version of CLT may be adopted, slowly and gradually changing it to a strong version. This is to pre-empt any difficulties that teachers who are new to CLT may face, as a strong version of CLT is more demanding for the teachers as well for conducting and designing a standard examination.

Continuous Needs Analysis: The process of NA should be repeated at intervals. This will provide a feedback on the effects of the change to CLT on learners and teachers and concurrently help in attuning the language teaching programme further to the needs and expectations of learners and teachers.

4.3. LIMITATIONS OF THE STUDY

Any study which involves an evaluation of attitudes, perceptions and beliefs there is a possibility that people may answer questions with an intention to save face. The same possibility also exists for this study. This study has probed the choices of the students and attitude, beliefs and perception of teachers. To know whether the responses are true or just an effort to save face, there is a need to use

multiple sources for collecting data to verify the responses. This could not be done because of the time span available and the spatial distance between UK and Pakistan.

This study has revealed students choice for the elements of CLT and teachers' positive attitude towards the same. These are very crucial factors; however, the implementation of change is a very complex affair, which involves many other factors apart from the choice of the learners and attitude of the teachers. Therefore, prior to introducing any change or innovation, the influence and interaction of all these contextual factors need to be taken into account. The role of learner and teacher is limited to classroom only but classroom is a part of social and cultural context (Tudor 1996:134). The systems which influence classrooms are cultural, political, administrative, educational and institutional (Kennedy 1988:332) and it may not be possible to introduce any innovation in the classroom unless that innovation works constructively with these systems (Tudor 1996:134). This implies a need to study and evaluate the interaction of these factors with intended innovation. In the case of PSBS, these schools are part of education system run by Ministry of Education of the Government of Pakistan. They are following a national curriculum. Thus the elements, other than the choices of the students and views of the learners, which need to be evaluated, are educational and institutional. The view and opinion of the decision makers need to be evaluated whether they are ready for an innovation in ELT in PSBS. Further, instructional culture

existing within each of these schools also needs to be taken into account. The effect of adopting CLT for English language teaching classes on other subjects and their classes should also need to be considered. It may have an effect on students' expectations from teachers of other subjects which these teachers may not be ready to satisfy.

Another issue is that of resources. Being part of larger educational system, on macro level PSBS have to share resources available within the education budget of the government of Pakistan and on micro level ELT has to share resources with other subjects within the schools. Will the government be ready to allocate special and increased amount in the budget for the English language teachers training, provision of necessary equipment, library material and other required facilities, is also a question.

Apart from this the motivation of the teachers also need to be considered, whether they are ready to practice CLT with all its demands, which it places on a teacher, with present salaries because expressing a favourable view for an ideal practice is different from actual application of that practice.

Further, the question whether it will be possible for FBISE to introduce a separate ELT syllabus and examination system within the national curriculum for PSBS also needs to be investigate.

Therefore, a detailed means analysis involving all these educational, institutional, administrative, political and cultural factors before introducing a change to CLT in PSBS is recommended. The means

analysis should have the underlying principle of not taking the above stated difficulties as constraints but as local features and how to introduce CLT in a way where it interacts constructively with these local constraints (Holliday 1994a).

4.4. CONCLUSION

This study has probed the possibility of implementing CLT in PSBS in the backdrop of status of English internationally and in Pakistan, and the developments in the field of ELT. The data analysed revealed that the learning needs of the students can be satisfied by CLT and teachers also has a positive attitude towards CLT. Finally agents of change have been identified and recommendations for initiating this innovation made. However, the study of attitude, opinion, and beliefs at these two levels is not enough as implementation of any change in a wider education system is a complex affair involving many elements and levels. Therefore, there is a further need for studying and probing the interaction of these elements and factors with the intended change and suggesting ways where this interaction can be constructive.

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APPENDICES

APPENDIX 1

STUDENTS' QUESTIONNAIRE

Please read the questions and response options carefully and put a cross in front of your response.

1-Why do you need to study English?	
To speak to foreigners in Pakistan/abroad	
To speak to your friends and family	
To pass exams	
For higher education	
For success in future professional life	
others	

2-When do you use English?	
When studying	
When socialising	
At home	
Others	

3-You use English more for	
Studying	
Socialising	
At home	
Others	

4-In future I shall be using English for	
Higher studies	
socialising	
At home	
In my future job/career	
others	

5-Which of the following areas do you wish to develop more?	
Listening	
speaking	
reading	
writing	
Grammar	
Vocabulary	

6-What do you think English language teaching should focus on?	
Listening & speaking	
Reading & writing	
All	

7-Do you think if a student's level of English is not good it can have	
A good effect on his academic performance	
A bad effect on his academic performance	
No effect at all on his academic performance	

8-My knowledge of English	
Will help me in successful completion of higher education	
Will not help me in successful completion of higher education	
Will play no role at all	

9-My knowledge of English	
Will help me in making a good progress in my future career	
Will not help me in making a progress in my future career	
Will play no role at all	

10-Do students in your class face difficulty in studying content subjects like physics, chemistry, maths, and computer science because of their poor English?	
Many face a lot of difficulty	
Many face a little difficulty	
They face no difficulty	

11-How do you find the contents of your English course?	
Interesting	
Boring	
Not sure	
Other	

12-How do you find the contents of your present English syllabus as compared to your middle school syllabus?	
Easy	
Difficult	
Not sure	
Others	

13-Do you think the present English syllabus is helping in improving your English language any further?	
It is improving	
It is not improving	
Not sure	
Other	

14-My lessons in English language teaching mainly focus on improving	
My listening and speaking skills	
My reading and writing skills	
My vocabulary and grammar	
All	

15-What kind of role do you like your teacher to have?	
As a person in control of everything in the class	
As some one who does not control every thing but helps and guides you in learning	

16-What kind of English class do you like?	
Teacher just teaching, students listening and no activities by the students	
Students are actively participating and are involved in a lot of learning activities like role play/games leading to learning/group and pair work/projects	

17-How do you prefer to do learning activities in the class?	
Alone	
With a friend or group of friends	

18-Do you like learning?	
By memory	
By problem solving	
By getting information yourself	
By copying from the board	

19- Do you think English language teaching should serve as a tool in helping you to study your content subjects like physics, chemistry, maths, computer science? Circle one from the following.

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

20-Would you like English to be taken away from school curriculum because you do not find the present syllabus and the way of classroom teaching helpful in fulfilling your needs of English? Circle one from the following.

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

21-Will you find your English language course more interesting if it has lessons with topics from the areas related to subjects like physics, chemistry, maths, computer science and business studies? Circle one from the following.

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

22-Do you think students in your class can perform better in their science subjects if their English language, relevant to the areas of content subjects like physics, chemistry, maths, computer science improves? Circle one from the following.

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

23-Our teachers should adopt a modern method of English language teaching. Circle one from the following

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

24-I can learn English better if taught through a different and new method by my teacher. Circle one from the following.

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

25-My teacher of English should give up his/her traditional role and adopt a new and modern role. Circle one from the following.

Strongly agree/ agree /neither agree nor disagree/ disagree/ strongly disagree

TEACHERS' QUESTIONNAIRE

<u>PLEASE ENCIRCLE YOUR RESPONSE</u>

Question 1

Teaching should focus on fluency rather than accuracy.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question 2

Student should be at the centre of knowledge transmission. Teacher should be their facilitator.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question 3

Teacher should strongly encourage the students to learn by themselves through struggling to communicate.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question 4

Teacher should spend a lot of time on role play/ games for learning/ group and pair work instead of just teaching and students only listening.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question 5

Teacher should not correct students' mistakes unless these cause communication breakdown				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question6

Communicative language teaching is the best approach for your students.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question 7

ELT and syllabus should focus on developing all four skills.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question 8

English classes should be full of activities like role play, games, projects, pair/group work.				
Strongly agree	Agree	Neutral	Disagree	Strongly disagree