

Pakistani Government Secondary Schools Students' Attitudes towards Communicative Language Teaching and Grammar Translation in Quetta, Balochistan

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Abstract

Students' attitudes towards an English language teaching approach play an important role for its implementation success or failure. This study measured Pakistani government school students' attitudes towards Communicative Language Teaching (CLT) and Grammar Translation (GT). A survey instrument was used to assess students' attitudes. Data were collected from students at two government secondary schools located in Quetta, Balochistan, Pakistan. A total of 204 students (102 females and 102 males) participated in this present study. Overall, students showed favorable attitudes towards CLT. In contrast, students showed either less favorable attitudes or a neutral stance towards GT. Finally, this study suggests that policy makers consider adopting or adapting CLT to teach English in the aforementioned schools. Recommendations for future research are also suggested.

Keywords: communicative language teaching, grammar translation method

1. Introduction

Government secondary schools in Balochistan, Pakistan are public Urdu-medium schools that provide free education to students. Hence, majority attends public schools. Most importantly, English is taught through grammar translation using Urdu and other local languages in the public schools in Pakistan (Shamim, 2009). As a result, students learn the grammar rules of the language but they cannot learn to communicate in the language. Celce-Murcia (2014) rightly states that a major disadvantage of using grammar translation is learners are unable to communicate in the target language.

However, possessing the ability to communicate in English is the key to executive jobs and academic success in Pakistan. For example, in Pakistan, all the national merit-based examinations such as central superior services examinations (CSS), provincial services examinations, and others are conducted in English. This means that unless students are proficient in English, they cannot access the jobs. Moreover, students also need to be proficient in English so that they can gain academic success because after grade 10 English is the medium of instruction in the country. Therefore, I would argue that the purpose of English language teaching and learning in government secondary schools should be to build students' communicative ability rather than merely teaching the grammar rules of the English language.

Learners' attitudes towards the type of teaching and learning approach play important role to its implementation successes or failure. Hence, the main purpose of this study is to measure the students' attitudes towards communicative language and grammar translation method. As mentioned above, in Balochistan, the majority of the students attend government secondary schools, yet, to the best of the researcher's knowledge not a single research study has been conducted regarding the teaching and learning of the English language in the aforementioned school settings. This is the first time a study is being conducted in a setting like Balochistan, which is the least developed province in Pakistan and is far behind the other provinces in the field of education.

2. Literature Review

Language learning takes place when the learners are engaged in the meaningful interaction in the target language rather than simply teaching the grammar rules (Richards, 2006). Savignon (1972) conducted a study to investigate the benefits of communicative-based activities on second language learning. The participants were

university students of different proficiency levels who were learning French. It was found that those who were taught with the communicative-based activities performed better in both fluency-and accuracy-based tasks than those who were taught with only a structural- based approach (as cited in Savignon, 2001). Likewise, Littlewood (2010) conducted a study to measure students' perceptions towards three different types of English language classroom activities: control-oriented teaching, communicative-oriented teaching, and form-oriented teaching. The participants were 410 tertiary students in four Asian countries (Hong Kong, Japan, Mainland China and Singapore). They were asked to fill out an online survey, which was developed on the basis of exploratory interviews. Except for Japanese students, it was found that students in Hong Kong, Mainland China, and Singapore showed positive inclination towards communicative-based teaching than control-oriented teaching and form-oriented teaching. Similarly, Saeed and Rao (2013) conducted an experimental study to assess the usefulness of CLT at intermediate level (12th grade students) in Punjab, Pakistan and found that CLT is better approach of teaching English than GT.

3. Research Questions

- 1) What are the government secondary school students' attitudes towards GT in Quetta, Balochistan, Pakistan?
- 2) What are the government secondary school students' attitudes towards CLT, in Quetta, Balochistan, Pakistan?

4. Assumption

This study was based on the assumption that the students most likely wanted to be taught English with the communicative approach than simply rely on GT. Therefore; it was assumed that they most likely show positive attitudes towards CLT.

5. Methodology

5.1 Participants

Purposive sampling was employed. After approval from IRB, data were collected from students at two government secondary schools located in Quetta, Balochistan, Pakistan. Student data were collected in an all girls high school and an all boys high school. There were 204 student participants: 102 girls and 102 boys. Eighty-eight percent of the students were 10th graders and 12% were 9th graders. Their ages ranged from 12 to 20 years. The average was age about 16 years old (15.6).

5.2 Instrument

A survey instrument (*Appendix A*) was used to assess students' attitudes towards English language teaching and learning. To develop the survey instrument, the researcher reviewed some of the existing attitudinal questionnaires, which measured learners' or teachers' attitudes towards CLT. The survey instrument that was used by Li (1998) and Karim (2004), for example, provided insight and ideas for the development of the survey instruments in the present study. In addition, the researcher also reviewed and adapted the list of strategies measured on *Strategy Inventory for Language Learning* (Oxford & Burry-Stock, 1995).

The surveys were piloted with 10 students in an MA in TESOL program at California State University, Los Angeles. Based on their comments, minor changes were made to the questionnaire. One native speaker of Urdu then translated the student questionnaire from English to Urdu (*Appendix B*). Additionally, Google translator was also used to look up some technical words. To check the validity of the instrument, two experienced English language lecturers then translated the Urdu version of the student questionnaire back into English. No major differences were found.

5.3 Data Analysis

The 18 survey questionnaire items used to measure students' attitudes towards the CLT and GT English language instruction methods were factor analyzed. A Maximum Likelihood extraction method and Varimax rotation was used. An eigen-value of one criterion was used to determine the number of factors present for the above-mentioned construct. Factor analysis confirmed the presence of two underlying factors: CLT and GT.

The Statistical Package for the Social Sciences Version 12.0 (SPSS V. 12.0) was used for the data analysis. Descriptive statistics were performed. Mean, standard deviation, and correlation were computed. Exploratory factor analysis was used to identify underlying constructs. Two sample independent t- tests were computed to determine if attitudes toward CLT, and GT differed by gender.

The survey instrument for students was in Urdu, therefore, their open-ended responses were translated into English and then transcribed. The transcribed comments were then reviewed to identify major themes.

6. Results

Students' attitude mean ratings on the CLT and Grammar Translations (GT) items are presented in Table 1. The CLT items "Teacher should act as a guide in teaching English language" (4.70); "The aim of English language teaching should be to help students communicate in English" (4.66); "Ordering scrambled sentences is a good language classroom activity" (4.65), and "English newspapers should be used for improving learners reading skills" (4.58) had the highest student mean ratings. However, the items "The aim of English language teaching should be to help individuals to learn grammar rules of English;" "Group work should seldom be used in the language teaching" had the lowest mean ratings 3.23 and 3.25, respectively. Based on a rating scale where 3 represents neither agree nor disagree the students seem to be expressing a neutral stance on these two grammar translation items. In examining Table 1, it is evident that in the CLT items the students showed more favorable ratings than the grammar translation items.

Table 1. Mean rating and standard deviations on the students' attitudes towards English language teaching items (n = 204)

Item	Mean	SD
CLT		
1) The teacher should act as a guide in teaching English language.	4.70	0.57
2) The aim of English language teaching should be to help students to communicate in English.	4.66	0.79
3) Ordering scrambled sentences is a good language classroom activity.	4.65	0.69
4) English newspapers should be used for improving learners reading skills.	4.58	0.77
5) Group discussion is an effective activity in the language classroom.	4.30	1.21
6) To improve English listening skills, audiotapes should be used in the language classroom.	4.29	1.02
7) Group work is an effective language teaching strategy.	4.23	0.99
8) Students should be made responsible for their learning.	4.20	1.08
9) Speaking English in pairs should be done in the classroom.	4.14	1.06
GT		
1) The teacher should provide all the information to the English language learners.	4.21	1.24
2) English newspapers should seldom be used for improving Learners' reading skills.	3.57	1.57
3) To improve English listening skills, audiotapes should seldom be used in the language classroom.	3.51	1.43
4) Speaking English in pairs should seldom be done in the classroom.	3.43	1.38
5) Group discussion should seldom be used in the classroom.	3.41	1.47
6) Ordering scrambled sentences should seldom be done in the language classroom.	3.40	1.47
7) Students should seldom be made responsible for their learning.	3.36	1.48
8) Group work should seldom be used in the language teaching.	3.25	1.41
9) The aim of English language teaching should be to help individuals to learn grammar rules of English.	3.23	1.39

Note. Likert scale 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly agree; CLT = Communicative language teaching, GT= Grammar translation.

6.1 Exploratory Factor Analysis of CLT and Grammar Translation Items

The questionnaire contained several items designed to measure students' attitudes towards CLT and GT. These

items were factor analyzed to determine if they were separate factors. Exploratory factor analysis with Maximum likelihood extraction and Varimax orthogonal rotation (assumes the factors are not correlated) were computed. An Eigen value of one criterion was used to identify the number of factors. The factor analysis identified two factors: GT and CLT. Exploratory factor analysis results are presented in Table 2. As shown in the Table 2, overall, all factor loadings were .30 or above. Factors loadings for the grammar translation were relatively higher than the CLT loading. Two factors loadings on the CLT items were less than .30. The items “Students should be made responsible for their learning” and “Speaking English in pairs should be done in the classroom” had a loading of .196 and .265, respectively.

Table 2. Exploratory factor analysis results for the CLT and GT items (n = 204)

Item	Factors	
	GT	CLT
1 Students should seldom be made responsible for their learning.	.665	
2 Group work should seldom be used in the language teaching.	.734	
3 To improve English listening skills, audiotapes should seldom be used in the language classroom.	.780	
4 Ordering scrambled sentences should seldom be done in the language classroom.	.840	
5 Speaking English in pairs should seldom be done in the classroom.	.770	
6 The aim of English language teaching should be to help individuals to learn grammar rules of English.	.698	
7 The teacher should provide all the information to the language learners.	.349	
8 Group discussion should seldom be used in the classroom.	.800	
9 English newspapers should seldom be used for improving learners’ reading skills.	.768	
10 The aim of English language teaching should be to help students to communicate in English.	-.261	
11 The teacher should act as a guide in teaching English language.		.404
12 Group discussion is an effective activity in the language classroom.		.590
13 English newspapers should be used for improving learners’ reading skills.		.408
14 Ordering scrambled sentences is a good language classroom activity.		.542
15 Students should be made responsible for their learning.		.196
16 Group work is an effective language teaching strategy.		.656
17 To improve English listening skills, audiotapes should be used in the language classroom.		.305
18 Speaking English in pairs should be done in the classroom.		.262

Note. CLT = Communicative language teaching, GT = Grammar translation.

6.2 Mean Comparisons

Based on the factor analysis, the items that loaded on the CLT factor were summed to create a total scale score. The items that loaded on the GT factor were summed to create a total scale score. Two-sample independent t-tests were computed to determine if there was a significant difference between male and female attitudes towards CLT and GT. Mean differences and t-statistic are presented in Table 3. As shown in Table 3, there was no statistically significant difference between male’s (21.45) and female’s (22.29) ratings on the GT composite total scale score. In addition, both male and female’s average scores on the GT composite score were relatively low (the highest rating possible on the scale was 45). This appears to indicate that both male and female rated the GT approach less favorable than CLT. On the other hand, there was a statistically significant difference between male’s and female’s rating on the CLT composite scale. Female participants rated the CLT items (39.24) significantly higher than male (37.81). This indicates that women had significantly higher favorable ratings on

the CLT approach than men.

Table 3. Mean rating and t-statistic on the CLT and GT composite score by gender (n = 204)

	Mean	SD	t
CLT			
Male	37.81	5.21	-2.02*
Female	39.24	4.85	
Total	38.52	5.07	
GT			
Male	21.45	21.45	-0.65
Female	22.29	9.70	
Total	21.88	9.18	

Note. GT = Grammar translation. * $p < .05$.

A summary of students' responses to the open-ended question ("What are some other characteristics of a good English language learner?") is presented in Table 4. The participants expressed their responses in various ways. Some of them addressed the question whereas others expressed solely their attitudes towards English language and its role and importance in the world in general and in particular in Pakistan. Some of the participants provided recommendations. As shown in Table 4, overall 50% of the students in general stated that a good English language speaks English. Of the fifty percent, 20% of the students stated that a good English language learner speaks English in the class, nearly eighteen percent (17.8%) stated that a good English language learner does not hesitate to speak, and slightly over five percent (5.17%) stated that a good English language learner initially speaks regardless of whether they speak correctly or incorrectly English. Slightly over six percent (6.32%) stated that a good English language learner tries to speak English. Nearly 10% (9.77%) of the student participants stated that a good English language learner is motivated and interested in learning the English language.

Table 4. Summary of the participants' responses to the characteristics of a good English language learner with percentage (n = 174)

Good English Language Learner	Description of opinions	Percent
Speak English	▪ Speak English in the class	20.68%
	▪ Not hesitate to speak English	17.81%
	▪ Try to speak English	6.32%
	▪ Speak English whether correct or incorrect	5.17%
Use Resources	▪ Read English newspaper	10%
Have Positive Attitudes towards English Language	▪ Expressed positive attitudes towards English language	10%
Are Motivated and Interested	▪ Motivated to learn English	9.77%
	▪ Interested in learning English	
Believe Importance of English	▪ English is very important	9%

Recommendations	<ul style="list-style-type: none"> ▪ Teachers should speak English in the class 	
	<ul style="list-style-type: none"> ▪ Group work should be conducted in the class 	10%
	<ul style="list-style-type: none"> ▪ Teachers should provide opportunities for speaking English. 	
	<ul style="list-style-type: none"> ▪ A topic should be discussed once in a week in the class at least. 	
	<ul style="list-style-type: none"> ▪ Take admission in English language center. 	
	<ul style="list-style-type: none"> ▪ Establish English language center. 	
	<ul style="list-style-type: none"> ▪ Not translate words for words in the native language. 	
Total		100%

In summary, overall students showed favorable ratings towards CLT. In contrast, students showed either less favorable attitudes towards GT or neutral rating.

7. Conclusion

This study measured students' attitudes towards CLT and grammar translation. Overall, the results of this study showed that students (Mean = 38.52) had positive attitudes towards CLT. On the other hand, students (Mean = 21.88) showed less favorable or neutral attitudes towards grammar translation. Moreover, there were no gender differences. Both male (Mean = 37.81) and female (Mean = 39.24) student participants had more positive attitudes toward CLT than the grammar translation approach. Therefore, it may be possible that a hybrid type of teaching or curriculum, which integrates CLT with grammar translation as suggested by (Jin & Cortazzi, 2011; Li, 1998; Pham, 2007; Rao 1996) needs to be considered in government secondary schools in Quetta, Balochistan.

No treatment or any kind of demonstration was given to the participants regarding CLT-based English language instruction or activities. Thus, in the future, the participants may be given a treatment or a demonstration. Then, their attitudes could be measured towards CLT. Moreover, private school students and government schools students' attitudes may also be measured and compared. In future, college and university level students' attitudes could also be measured in Balochistan, Pakistan.

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APPENDIX A

Survey Instrument

Pakistani Students' Attitudes towards English Language Learning

Section A

Background Information

Instructions: Please answer the following questions.

1. What is your age?.....
2. What is your gender?
 Male Female
3. In what class are you studying?
 8th Class 9th Class 10th Class
4. Have you completed a diploma in English from any local private English language institution?
 Yes No
5. Are you currently studying English in any local private English language institution?
 Yes No

If yes, then please mark the level that best applies.

If no, then please skip to the question 6.

Section B**Learners' Attitudes towards English Language Teaching**

Instructions: Please read each statement and circle the number, which best represents your view.

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

		SA	A	N	D	SD
6.	The aim of English language teaching should be to help students to communicate in English.	1	2	3	4	5
7.	The teacher should act as a guide in teaching English language.	1	2	3	4	5
8.	Students should seldom be made responsible for their learning.	1	2	3	4	5
9.	Group work should seldom be used in the language teaching.	1	2	3	4	5
10.	To improve English listening skills, audiotapes should seldom be used in the language classroom.	1	2	3	4	5
11.	Group discussion is an effective activity in the language classroom.	1	2	3	4	5
12.	Ordering scrambled sentences should seldom be done in the language classroom.	1	2	3	4	5
13.	English newspapers should be used for improving learners' reading skills.	1	2	3	4	5
14.	Ordering scrambled sentences is a good language classroom activity.	1	2	3	4	5
15.	Speaking English in pairs should seldom be done in the classroom.	1	2	3	4	5
16.	The aim of English language teaching should only be to help individuals to learn the grammar rules of English.	1	2	3	4	5
17.	The teacher should provide all the information to the language learners.	1	2	3	4	5
18.	Students should be made responsible for their learning.	1	2	3	4	5
19.	Group work is an effective language teaching strategy.	1	2	3	4	5
20.	Group discussion should seldom be used in the classroom.	1	2	3	4	5
21.	To improve English listening skills, audiotapes should be used in the language	1	2	3	4	5
22.	English newspapers should seldom be used for improving learners' reading skills.	1	2	3	4	5
23.	Speaking English in pairs should be done in the classroom	1	2	3	4	5

Section C**Learner's Overall English Language Ability**

24. How well can you do the following in English:

Instructions: Please circle the number, which best applies.

Very Well (VW); Well (W); Somewhat well (SW); Not well (NW);

Not applicable (NA)

		VW	W	SW	NW	NA
(a).	Speak English	1	2	3	4	5
(b).	Read English	1	2	3	4	5

APPENDIX B

Questionnaire in Urdu for student participants

APPENDIX C
سوالنامہ

انگریزی زبان کی تعلیم کی طرف پاکستانی طالب علموں کا رویہ

اس سروے کا بنیادی مقصد انگریزی سیکھنے کی طرف پاکستانی طالب علموں کے رویوں کو سمجھنے کیلئے ہے۔ میں کیلی فورنیا اسٹیٹ یونیورسٹی لاس اینجلس سے ایم۔ اے۔ اے۔ (TESOL) مقالہ کے ساتھ کر رہا ہوں۔ یہ سروے اس کا ایک حصہ ہے آپ کا بہت شکر گزار ہوں کہ آپ اس سروے کو پُر کر رہے ہیں۔

سکیشن (الف)

پس منظر کی معلومات

ہدایات: برائے مہربانی مندرجہ ذیل سوالات کے جواب دیں۔

- 1- آپ کی عمر کیا ہے؟ -----
 - 2- آپ کی صنف کیا ہے؟
مرد عورت
 - 3- آپ کس جماعت میں پڑھ رہے ہیں؟
آٹھویں جماعت نویں جماعت دسویں جماعت
 - 4- کیا آپ نے کسی مقامی نجی انگریزی زبان کے ادارے سے انگریزی میں ڈیپلوما مکمل کیا ہے؟
ہاں نہیں
 - 5- کیا آپ فی الحال کسی مقامی نجی انگریزی زبان کے ادارے میں انگریزی کی تعلیم حاصل کر رہے ہیں؟
ہاں نہیں
- اگر نہیں تو سوال نمبر چھ کی طرف جائیں۔
- اگر ہاں تو مہربانی فرما کر نشان لگائیں مندرجہ ذیل levels میں سے کسی ایک پر۔

Beginners	<input type="checkbox"/>	Level one	<input type="checkbox"/>	Level Two	<input type="checkbox"/>
Level Three	<input type="checkbox"/>	Level Four	<input type="checkbox"/>	Level Five	<input type="checkbox"/>
Level Six	<input type="checkbox"/>	Advanced	<input type="checkbox"/>		

Appendix B continued

سیکشن (ب)

انگریزی زبان کی تعلیم کی طرف کیے گئے کارویہ

ہدایات: برائے مہربانی ہر جملے کو پڑھیں اور دائرہ اس نمبر پر لگائیں جو آپ کے خیالات کی بہترین نمائندگی کرتا ہو۔

مطلوبہ طور پر اختلاف	اختلاف	غیر جانبدار	متفق	مطلوبہ طور پر متفق	
۵	۴	۳	۲	۱	6- انگریزی زبان کی تعلیم کا مقصد طالب علموں کو انگریزی میں بات چیت کرنے میں مدد کیلئے ہونا چاہیے۔
۵	۴	۳	۲	۱	7- استاد کو انگریزی زبان کی تعلیم میں ایک رہنما کے طور پر کام کرنا چاہیے۔
۵	۴	۳	۲	۱	8- طالب علموں کو شاذ و نادر ہی پڑھائی کا ذمہ دار ٹھہرانا چاہیے۔
۵	۴	۳	۲	۱	9- زبان کی تعلیم میں گروپ میں کام کرنا شاذ و نادر ہی استعمال کیا جانا چاہیے۔
۵	۴	۳	۲	۱	10- انگریزی میں سننے کی مہارت کو بہتر بنانے کیلئے audiotapes شاذ و نادر ہی کلاس میں استعمال کرنے چاہئیں۔
۵	۴	۳	۲	۱	11- انگریزی زبان کی کلاس میں گروپ میں بحث کرانا ایک موثر سرگرمی ہے۔
۵	۴	۳	۲	۱	12- انگریزی کی کلاس میں بے ترتیب جملوں کو ترتیب میں کرنا شاذ و نادر ہی ہونا چاہیے۔
۵	۴	۳	۲	۱	13- انگریزی میں پڑھنے کی مہارت کو بہتر کرنے کے لیے انگریزی اخبارات استعمال کرنے چاہئیں۔
۵	۴	۳	۲	۱	14- کلاس روم میں بے ترتیب جملوں کو ترتیب میں لکھنا ایک اچھی سرگرمی ہے۔
۵	۴	۳	۲	۱	15- جوڑوں میں انگریزی بولنا شاذ و نادر ہی کلاس میں کیا جانا چاہیے۔
۵	۴	۳	۲	۱	16- انگریزی زبان کی تعلیم کا مقصد صرف افراد کو انگریزی گرامر کے قواعد و ضوابط یاد جانے کیلئے ہونا چاہیے۔
۵	۴	۳	۲	۱	17- انگریزی زبان سیکھنے کی تمام معلومات استاد کو فراہم کرنی چاہیے۔
۵	۴	۳	۲	۱	18- طالب علموں کو ان کی پڑھائی کا ذمہ دار ٹھہرانا چاہیے۔
۵	۴	۳	۲	۱	19- زبان کی تعلیم میں گروپ میں کام کرنا ایک موثر حکمت عملی ہے۔
۵	۴	۳	۲	۱	20- انگریزی کلاس میں گروپ میں بحث شاذ و نادر ہی استعمال کیا جانا چاہیے۔
۵	۴	۳	۲	۱	21- انگریزی میں سننے کی مہارت کو بہتر بنانے کیلئے audiotapes استعمال کرنے چاہئیں۔
۵	۴	۳	۲	۱	22- انگریزی میں پڑھنے کی مہارت کو بہتر بنانے کیلئے انگریزی اخبارات شاذ و نادر ہی استعمال کرانے چاہئیں۔
۵	۴	۳	۲	۱	23- جوڑوں میں انگریزی بولنا کلاس میں کیا جانا چاہیے۔

Appendix B continued

سیکشن (ج)

طالب علموں کی مجموعی انگریزی زبان کی صلاحیت

24- مندرجہ ذیل آپ انگریزی میں کتنی اچھی طرح کر سکتے ہو۔

ہدایت: برائے مہربانی اس نمبر پر دائرہ لگائیں جو آپ پر لاگو ہوتا ہے۔

بہت اچھی طرح سے	اچھی طرح سے	کچھ اچھی طرح سے	اچھی طرح سے نہیں	اطلاق نہیں ہوتا
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵

سیکشن (د)

ایک اچھے انگریزی زبان کے طالب علم کی خصوصیات

ہدایت: برائے مہربانی ہر ایک جملے کو پڑھیں اور نشان لگائیں اس نمبر پر جو آپ کے خیالات کی بہتر نمائندگی کرتا ہے۔

مکمل طور پر متفق	مکمل طور پر متفق	مکمل طور پر متفق	مکمل طور پر متفق	مکمل طور پر متفق
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵
۱	۲	۳	۴	۵

