Understanding ESL Lecturers' Beliefs and Teaching Methodologies in the Context of Communicative Language Teaching (CLT) in Karachi

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Abstract

This research study examines the beliefs of Pakistani ESL lecturers about Communicative Language Teaching (CLT) and how these beliefs are reflected in their teaching practices within Communication and Presentation Skill (CPS) courses. The study utilized semi-structured interviews, classroom observations, and field notes for data collection. The research involved ten (10) English lecturers from various universities who participated in interviews, while their classroom teaching practices were observed in three public sector universities located in Karachi, Pakistan. Participants were selected using a purposive sampling method, and the data was analyzed through an interpretive lens and thematic analysis. The results indicate that the lecturers held strong beliefs that largely aligned with CLT principles, particularly due to the advantages gained in enhancing students' communicative competence. While the lecturers implemented the CLT approach in their teaching, they applied only some of the CLT principles. The teaching practices of the lecturers did not fully correspond with their beliefs about CLT, impacted by several factors related to the local teaching environments which have shaped their practices.

Keywords: ESL Lecturers, Lecturers' Beliefs, Teaching Practices, Communicative Language Teaching (CLT)

1. INTRODUCTION

Employed worldwide across several sectors such as media, business, education, and travel, English enhances students' employment opportunities through proficiency. In a perpetually evolving world, individuals with proficient English skills will possess a distinct advantage. Consequently, English literacy is essential for empowering students to excel in their future careers and compete effectively in the job market. Although Pakistani students have engaged in English studies for several years, numerous studies indicate that their proficiency levels are inadequate (Darasawang & Watson Todd, 2012; Noom-ura, 2013; Wiriyachitra, 2002), thereby limiting the effectiveness of English Language Teaching (ELT) in Pakistan. The reliance of instructors on conventional teaching methods has been a primary factor contributing to this shortcoming (Noom-ura, 2013). Consequently, the efficacy of English Language Teaching (ELT) and students' language learning outcomes can be significantly affected by the pedagogical tactics employed by educators.

The Communicative Language Teaching (CLT) approach has been incorporated into Pakistan's educational system to enhance English Language Teaching (ELT), as its implementation is seen essential for fostering students' communicative skills. To enhance the English proficiency of ESL students in Pakistan, Communicative Language Teaching (CLT) was introduced in the early 1980s (Boonkongsaen, 2018; Kwangsawad & Yawongsa, 2009; Saengboon, 2002). According to official government policy, Communicative Language Teaching (CLT) is likely the favored instructional method for ESL educators in Pakistan (Kwangsawad & Yawongsa, 2009; Methitham, 2009). The implementation of the CLT strategy has not been effectively executed in Pakistani ESL classes to improve students' communicative abilities (Promtara, 2016; Teng & Sinwongsuwat, 2015). Increasing evidence suggests that entrenched beliefs can affect teachers' perceptions of their students, their values, worldviews, lesson planning, decision-making, and classroom practices (Pajares, 1992; Xu, 2012).

Xu (2012) asserts that educators' perspectives significantly influence their conduct towards pupils. Instructors are likely to modify their pedagogical methods and strategies to enhance students' learning outcomes upon recognizing their students' English proficiency levels. Numerous studies have examined educators' perspectives on Communicative Language Teaching (CLT) and pedagogical approaches in various contexts, particularly in Asian nations (e.g., Kim, 2014; Maestre & Gindidis, 2016; Nishino, 2009; Rahman et al., 2018; Setyaningrum, 2018). Researchers and scholars in Pakistan have increasingly focused on educators' perspectives regarding English Language Teaching (ELT) and Communicative Language Teaching (CLT). Nevertheless, limited research has examined the correlation between educators' perceptions of Communicative Language Teaching (CLT) and their ESL instructional practices in Pakistan (e.g., Kaweian, 2018; Saengboon, 2002; Tayjasanant & Barnard, 2010). Previous study has emphasized the disparity between educators' understanding of Communicative Language Teaching (CLT) and their actual instructional methodologies, as the perspectives of instructors significantly impact their teaching methods. This has initiated research on academics' perceptions of CLT and its application in university Communication and Presentation Skills (CPS) courses in Pakistan. The study aims to investigate the correlation between teachers' perceptions of Communicative Language Teaching (CLT) and its implementation in the classroom. This study seeks to elucidate how lecturers' perceptions of CLT principles are reflected in their pedagogical practices using observational analysis in their instructional environments.

1.2 Problem Statement

Though there is a global emphasis on Communicative Language Teaching (CLT) as an effective approach for language instruction, its implementation varies according to teachers' attitudes, institutional constraints, and cultural settings. The opinions and classroom practices of ESL teachers on CLT have not been investigated in depth in Karachi. Although CLT encourages a student-centered approach and genuine communication, factors including traditional teaching methods, limited resources, and different student competency levels could hinder its effective application. This study aims to investigate the link between teachers' views and their teaching strategies, hence identifying the key obstacles and enablers influencing CLT adoption in ESL classes in Karachi.

1.3 Objectives of the Study

This study aimed to address the following research objectives

- To explore Pakistani English lecturers' beliefs about the Communicative Language Teaching (CLT) approach in a Pakistani university context.
- To examine how these lecturers apply CLT principles in their teaching practices to develop students' communicative skills.

1.4 Research Questions

This study aimed to address the following research questions:

2. What are Pakistani English Lecturers' beliefs about Communicative Language Teaching in a Pakistani university context?
3. How do the lecturers apply the CLT approach in their teaching practices to develop students' communicative skills?

2. REVIEW OF LITERATURE

In the sections the researcher of the present study discusses the literature review;

2.1 Lecturers' Beliefs

Lecturers have opinions on their instruction, and they can affect their behavior. Examining lecturers' opinions on teaching and learning, researchers have expressed interest in the field of teacher education and the recognition of teachers (Erkmen, 2012). Though educational academics have increasingly looked at beliefs in the last ten years, a clear knowledge of these beliefs still eludes them. Describing beliefs as "a proposition that an individual may consciously or unconsciously hold, evaluative in nature, accepted as true by the individual, thus accompanied by emotional commitment; moreover, it acts as a guiding principle for thought and behavior," Borg (2001, p. 186) Beliefs are especially important in language teaching since they reflect "the driving force behind the decisions people make throughout their lives" (Kumaravadivelu, 2012, p. 60). views have been classified by academics into several areas including those connected to English teaching, teacher-student relationships in classrooms, curriculum planning viewpoints, and views about English acquisition (Chu, 2014).

As teachers base their approaches on their views, language education is greatly influenced by those beliefs. Studies show that teachers' beliefs can influence their professional development, behavior, lesson planning, and instructional decisions inside the classroom (Erkmen, 2012; Farrell & Lim, 2005; Richards et al., 2001). Lecturers' beliefs can affect their goals and techniques, teaching materials, models of classroom engagement, roles, student relationships, and workplace dynamics (Kuzborska, 2011). In schools, these ideas can influence language instruction approaches and instructional strategies (Farrell & Bennis, 2013). They can influence the implementation of teaching strategies, the decisions made in the classroom, and the teaching processes, hence guiding lecturers' development results and students' performance.

2.2 Communicative Language Teaching

Originally presented by British and American academics in the early 1970s, CLT was meant to improve second language (L2) instruction by use of communication skills (Richards & Rodgers, 2014). Although CLT was viewed as a reaction to the audiolingual approach prevalent in the 1960s, its main goal of developing students' functional communicative competence in L2 acquisition corresponded with the basic aim of the audiolingual approach (Dörnyei, 2009). According to Brown (2007, p. 378), CLT is "an approach to language teaching that emphasizes authenticity, interaction, learner-centered education, task-oriented activities, and communication for real-world and meaningful goals." To improve students' capacity to use the target language in actual situations, it is seen as one of the most successful approaches in English language education (ELT) (Ansarey, 2012; Celce-Murcia, 2001; Ellis, 2003; Larsen-Freeman & Anderson, 2011; Nguyen, 2010). Moreover, it seeks to enhance teaching methods over the four language skills, hence acknowledging the interdependence of language and communication. There has been discussion on whether students pick up language via speech; nonetheless, according to Richards & Rodgers (2014), meaningful interactions offer a better chance for language acquisition than grammar-oriented approaches.

Both second and foreign language teaching have seen significant use of the CLT approach. It helps to go from grammar-focused instruction to more participatory exercises. Unlike conventional approaches such as Grammar-Translation, CLT motivates students to acquire a language and participate in meaningful communication. Rather than just involving students in the right repetition and memorization of sentences and grammatical rules, activities in communicative classrooms require a negotiation of meaning—a cooperative effort meant to attain shared understanding—and promote meaningful interactions that improve students' language fluency (Richards & Rodgers, 2014).

3. RESEARCH METHODOLOGY

This study used a qualitative method. According to Moleong (2024), a qualitative approach comprises several elements including data collecting, processing, and presenting of descriptive results. Descriptive research, according to Seliger and Shohamy (2021), is a set of tools used to describe, characterize, or explain spontaneously occurring events without need for the alteration of experimental environment.

3.1 Targeted Population

The targeted papulation of the study is ESL Lecturers from different universities of Pakistan.

3.2 Sample Size

The sample size of the present study is ten ESL Lecturers from three public sector universities in Karachi.

3.3 Sampling Techniques

. The selection of participants was conducted via a purposive sampling technique,

3.4 Data Collection Tools

Researcher of the present study used data collection methods were semi-structured interviews, classroom observations, and field notes.

3.5 Data Analysis Tools

Data analysis technique was thematic and interpretive

4. RESULTS AND DISCUSSION

The qualitative findings from this study are outlined below. First, the beliefs of lecturers concerning the principles of CLT are discussed, followed by an examination of their teaching practices and the implementation of CLT-based methodologies in GE classrooms.

4.1 Lecturers' Beliefs about CLT Principles

The results show that the lecturers backed the ideas of CLT depending on their thoughts about CLT principles. Although all the professors agreed on the need of grammar, they did not consider it the main emphasis of CLT-based teaching. Knowing grammatical norms helped kids to grasp sentence patterns and express themselves correctly. Five presenters underlined the teaching of "tense" knowledge. According to one lecturer, L2, students' ability to build sentences improving their communicative performance depended on grammatical knowledge. Grammar teaching could be the basis for the correct use of language forms for efficient communication, as one participant, L8, expressed: "If we ignore to teach grammar rules to students, they will find it difficult to know when to use past or present simple tense in their speech." Grammatical

training should so go along with subject understanding. Regarding CLT-based teaching in GE classrooms, the lecturers also felt that group and pair work activities offered notable benefits for students' language acquisition since they promoted genuine language practice.

With respect to CLT-based instruction in GE classrooms, the lecturers also felt that group and pair work exercises offered notable possibilities that benefited students' language acquisition since they promoted genuine language practice. Students might participate in important exchanges and talks that mirrored real-life situations. Furthermore, the events encouraged self-directed learning and showed kids how to work together and assume greater responsibility for group projects. When practicing English via role plays, students had the opportunity to negotiate meaning with peers. As L10 put it: Role-plays help pupils to be autonomous learners outside the classroom. Given their meager 2-3 hours in the classroom, I urge them to study English outside of class. Once they realize they have a task, though, they know how to get ready for their parts. On the efficacy of error correction, the teachers felt it was absolutely necessary to provide students comments since their language acquisition would stagnate without them. They fixed students' errors in two separate ways: by rewording phrases using the appropriate grammatical forms and by whole-class comments. They thought one-on-one comments might shame kids and scare them while using English. They felt that mistakes in language during communicative exercises were natural for the language acquisition process. The teachers believed that by studying from their mistakes, students would improve their language proficiency. To prevent disrupting the flow of communication, which would lower the students' confidence in using English, they agreed on fixing students' errors only after discussions had ended. While most teachers gave the students' communicative skills and fluency top priority, they nevertheless recognized the need of correctness in relation to balancing accuracy and fluency in language. L10, for example, said that exact grammar was especially vital in corporate English communication inside companies. Likewise, L5 stated her opinion on the need of language correctness: I would like kids to have right pronunciation even if their accents vary from one another. It's not easy to have the same accent as native speakers. At the very least, they should say words correctly. I also consider spelling and punctuation, including the usage of capital and lowercase letters. Regarding the duties of lecturers, eleven of them (L1, L2, L3, L4, L5, L7, L8, L9, and L10) believed their primary duty was as facilitators helping students to enhance their English by providing direction and support across several tasks. L9 said further: Students are probably going to learn the material using the teaching tools if teachers plan lessons or take on the role of facilitators guiding the activities' processes. This would be quite helpful. This would be quite useful.

Designing a varied spectrum of activities was also seen as a key duty of teachers to improve pupils' capacity to learn English. Three professors (L2, L09, L10) felt that teachers should create a friendly and encouraging learning environment since this would motivate students to participate more in class. Lecturers had to assist students who struggled with language acquisition.

The teachers admitted that the learning process's student roles were vital since they may affect how well the pupils learned. CLT-based teaching in CPS classrooms calls for proactive students who are ready to look for knowledge on English courses outside of class hours. Active learning helps you faster and more efficiently acquire the target language. Furthermore, many of the respondents felt that pupils should have self-learning autonomy so they could drive their English education. To enable pupils to practice on their own, they recommended several online tools including YouTube and several mobile apps. By interacting with music, movies, games, and news from a wide range of internet sources, students could enhance their English skills. One may study English wherever and anytime. Interestingly, many teachers said that motivated, effective language students would learn and practice English on their own. Especially, L2 mentioned her opinion on how crucial students' interest is in improving their English level as follows:

My teaching philosophy aims to ignite students' enthusiasm in English and enable them to see its relevance in their daily life. People are more inclined to prefer the language if they see its value and know

the motivations for studying it. As a result, they work to learn English and get interested. Regarding the teaching materials used in classrooms, all lecturers agreed that authentic resources like commercial textbooks and instructional media could improve students' learning performance.

All teachers believed that real resources including commercial textbooks and instructional media could improve students' learning performance when it comes to the teaching materials utilized in classrooms. Such resources might increase students' desire and drive to study. Through conversations included in these materials, they might investigate actual situations. Three teachers noted that certain websites include material reflecting real-life circumstances, which motivates students to study English. L10 said: "I would rather they use visual tools to participate in real communication conversations since they are more interesting than textbooks. Visual aids inspire students's creativity and increase their excitement. They get eager to know and grasp what is going on. They grow eager to know and grasp what is going on."

Audio-visual tools so assisted to engage pupils' attention. Furthermore, they thought the language of instruction in CLT-based classrooms should include both English and Pakistani, as well as the Isan dialect when appropriate. The CLT method should also comprise all four linguistic abilities, hence including.

4.1.2 Teaching Practices in GE Classrooms

Outlined here is how instructors in nine GE classrooms use the CLT method. The findings are grouped into seven main categories: English teaching method, classroom activities, teaching resources, professors' responsibilities, students' roles, error correction, and language use.

Regarding the English teaching strategy, most professors mostly used lecture-based education and a teacher-centered approach, with many of them actively involved in classroom activities. A mix of teaching techniques—including CLT and Grammar-Translation—clearly was used. Grammar training was given priority; almost all classrooms showed clear grammar instruction since students had to learn the grammatical knowledge required for exam success. Many lecturers said that grammar-oriented tests or test-oriented education affected their teaching since they had to match their lessons with the particular goals of every course. Of the ten speakers, five often used PowerPoint slides and sometimes whiteboards to clarify grammatical rules; two used just whiteboards; the last two did not emphasize grammar instruction. Two professors had students getting ready for tests the next week, thus associated instructional material had to be finished during the observation time. Most used text-based teaching techniques following the order specified in the textbooks. Most courses usually contained vocabulary explanations and translations. Starting classes, the professors explained grammatical structures and directions, asked students questions, and showed how grammar or vocabulary was applied by means of translation. They liked to run the class from the front, trying to include pupils to encourage interaction and engagement. Though there weren't enough chances to practice speaking skills because of too few teaching hours, all four language skills were given top priority. The teachers stressed class attendance.

With respect to classroom activities, the professors often used whole-class teaching. Classroom activities were rarely assigned during the observation period, therefore there was little chance for students to participate in communicative practice with their peers through pair or group work; such activities were rarely assigned. Just one teacher gave group projects and duo work (role play). Group work was used in one of the classrooms to help pupils express their ideas on building correct sentences. Most of the activities were textbook-based since textbooks were the main teaching tool. Lecturers designed exercises emphasizing question-and-answer structures. In one class, for example, every student was expected to come up with a question for a visiting American native-English speaker. Students asked the guest in turn after writing their questions. Lecturers also had students watch video clips on PowerPoint presentations and educational materials obtained from YouTube in almost all courses. Students were provided chances

to listen to audio recordings several times and to repeat them to improve their listening and speaking abilities. Lack of audio-visual tools forced some pupils to imitate professors' pronunciation. Students worked on their writing abilities by means of activities employing the appropriate tense forms. Focusing on correct use, we taught grammatical structures connected to the simple present tense, past continuous tense, and past simple tenses. By use of these exercises, pupils recalled the appropriate forms and spoke via conversations. Most teachers gave their pupils in-class assignments and homework.

Regarding teaching materials, the main source for teaching CPS topics was commercial textbooks from reputable publishers. Comprising several tasks like fill-in-the-blank exercises, matching, multiple-choice questions, and responding prompts, the exercises in the textbooks motivated students to practice all four abilities. Eight instructors used the PowerPoint slides included with the supplied software to increase the degree of involvement in their classes. These slides showed real-world situations in video and audio-visual content. Realistic teaching tools including interesting video snippets from interactive websites like YouTube, as well as worksheets and flashcards, were also used to inspire student interest in language acquisition and to help CLT-based instruction be implemented. By comparison, three professors had no extra teaching tools and depended only on textbooks. They read the dialogues out loud throughout the listening exercises, therefore encouraging student repetition.

Regarding the responsibilities of the lecturers, almost all of them took an authoritative approach in teaching students, hence acting as leaders, teachers, and knowledge carriers. From designing instructional strategies to developing lessons or activities to running the class, they were actively involved in all facets of teaching. The lecturers designed all activities, hence they were in charge of teaching, task assignment, and controlling classroom conduct. Though sometimes they promoted student interactions, they stayed the center of attention for students during the whole teaching time. The instructional method mostly consisted of lectures, as previously noted, which took up a considerable amount of their time. Sometimes they played the part of facilitators helping pupils struggling with exercises or learning. They gave pupils thorough explanations on every subject during the classes and asked them to repeat sentences. The professors specified assigned tasks and provided guidance. Sometimes they encouraged pupils to ask questions; if they hesitated or replied wrong, they restated and explained the right answers. Listening to talks or watching movies, all instructors encouraged student involvement by means of questions and worked to create a good learning environment.

Regarding the function of students, they were supposed to follow their professors' directions. Students didn't seem especially proactive or autonomous in their education. Many students neglected to be ready for classes before going, hence participation in class activities was sometimes low. Many of the General English (GE) students came from different degrees with different degrees of English competence, so it was seen that many lacked self-assurance. Rather, they usually were quiet, shy, and humble. They seldom voiced their opinions or debated with their teachers or colleagues. While teachers sometimes called on students by name, some of them freely answered questions from the lectures. Though most showed little engagement unless specifically asked by their professors, several students in five classrooms showed active learning behaviours throughout class activities. Some of the pupils showed little desire to learn and were therefore not particularly focused.

Regarding error correction, it was observed that teachers occasionally fixed pupils' errors. They provided comments right after pupils finished their spoken answers. For example, one instructor told pairs of pupils to participate in a question-answering activity; when she saw mistakes, she quickly fixed them and recommended suitable language use. Most of the time, comments were aimed at the whole class. Sometimes, if teachers saw pronunciation problems or faulty enunciations, they would say the words or sentences using the proper syntax to assist pupils identify their errors. As required, they fixed spelling mistakes and mispronunciations in students.

Regarding language use, the teaching tool was often code-switching between Urdu and English. Except for one, practically all classrooms spoke the native Urdu language. During general English (GE) classes, five lecturers taught in Urdu (60%) and English (40%). Usually, the teachers spoke in English to provide directions, read dialogues, and some grammar words. When explaining grammatical rules and exercises, they turned to Urdu. Sometimes, especially on how to finish activities, instructions were given in Urdu. Of the nine lecturers, eight translated the meanings of words, sentences, or dialogues into Urdu; one teacher always taught in English, utilizing basic English terminology to clarify the courses and the meanings of new words. To make the courses more fun and interesting, some teachers also sometimes spoke an Isan accent, hence improving student focus.

5 DISCUSSION

With the exception of the importance of grammar, the lecturers indicated support for the CLT ideas with respect to the first research question, which examined their beliefs regarding Communicative Language Teaching (CLT). The results were therefore mostly in line with the CLT ideas described by several academics in the literature study (e.g., Larsen-Freeman & Anderson, 2011; Nunan, 1993; Richards & Rodgers, 2014; Savignon, 2006). The teachers gave grammar teaching top priority in the framework of English as a Second Language (ESL) since they believed that knowing grammatical structures would enable pupils to build sentences for communication. Research by Chang (2009), Chang and Goswami (2011), and Saengboon (2002) indicates that studying grammar helps pupils understand language patterns and apply them for communication. For ESL students who did not learn English at an early age, this strategy could be a shortcut. Students also had to do well in grammar-based tests using a conventional multiple-choice format; so, grammar teaching is still crucial in English classes in Pakistan. Moreover, knowing grammar helps to establish a strong basis and increases pupils' confidence in using English.

The lecturers saw themselves as facilitators helping students learn English in CLT-oriented classrooms. As CLT-based education uses a learner-centered method where students participate in idea exchange and speaking practice, rather than just depending on the teacher, it appears their function has changed away from being authoritative people. Still, as students acquired a language using CLT approaches, professors gave error correction top priority. They thought that ignoring mistakes would impede learning and would cause fossilization (Rahman et al., 2018). Concerning learning activities, teachers admitted that, while CLT-based classrooms demand significant practice to grow communicative competence, students could practice using English with peers via pair work and group work. Given the present educational scene in Pakistan, it is reasonable to claim that ESL teachers have preferred teaching method the CLT approach.

The second study question looked at how teachers included the CLT technique in GE classes. Every instructor tried to use CLT to improve the communicative abilities of their students. Regarding their general English teaching methodologies, most professors used a mixed teaching strategy that included both CLT and Grammar-Translation, while mostly following a teacher-centered approach. Strictly implementing pure CLT across the whole course was not practical given the considerable time constraints of CLT-based instruction and the difficulties presented by big class numbers.

The teachers had to make sure students understood grammar depending on the university syllabus and course goals; so, it was crucial for them to teach grammar explicitly. Clearly, the teachers were more familiar with the Grammar-Translation approach (Kwangsawad & Yawongsa, 2009), which has historically been employed in English lessons. Moreover, the Pakistani ESL teachers are aware of a traditional teaching approach called teacher-fronted style (Saengboon, 2002). Many years have passed since this methodology was first used; the professors' direct grammatical instruction throughout their English education as youngsters influenced their present teaching practices.

Furthermore, the Ministry of Education's policies affected their teaching methods. The long-standing structure of national exams like the Ordinary National Educational Test (O-NET) and the Advanced National Educational Test (A-NET) at primary and secondary levels, for example, is made up of multiple-choice questions, therefore students are used to this format and teachers have to match their evaluations. Evaluating students' progress and including Communicative Language Teaching (CLT) methods were not in sync. Instead of judging their grammar knowledge with multiple-choice questions, oral tests should be included to gauge students' communicative skills (Li, 1998). Furthermore, limited classroom hours meant that communication activities such group or pair work rarely happened. Lecturers under pressure to follow the set teaching timetable and curriculum may find this to be true as they finish them in the allocated time. Moreover, grammar education took a lot of time, therefore teachers changed their scheduled classes to suit the circumstances. Lecturers usually found it difficult to create and design classroom activities given the time-consuming nature of creating teaching materials (e.g., Chang & Goswami, 2011; Li, 1998; Sakui, 2004). Often, lecture-based teaching was used to finish the course outline; students were expected to participate in activities including learning grammatical structures, doing drills, repeating exercises, reading the textbook chorally as a class, and practicing dialogues several times. These results correspond to the studies done in various settings by Nonkukhetkhong et al. (2006) and Sakui (2004).

The lesson structure was suitably designed to fulfill the course goals meant to improve all four language abilities while engaging students, thereby using textbooks and genuine teaching materials. Lecturers seem to have mostly followed a teacher-centered model, guiding the lessons. Specifically, teachers assumed the role of authority, planning, designing, and supervising classroom activities while they taught courses. They were in charge of teaching since pupils had to pass tests and fulfill the university curriculum criteria.

As for the children, their experiences of learning English through traditional techniques in primary school have shaped their learning patterns. As a result, they often be passive students used to teacher-centered environments depending on lectures and direct instruction. They anticipate getting knowledge from professors without seeking self-directed study or acting on their own. A lack of drive to study and an unsupportive English learning environment can cause pupils to underestimate the need of English education. Lecturers often control the classroom dynamic in the Pakistani education system as well, which causes pupils to be quiet, obedient, and appreciative to teachers (Nonkukhetkhong et al., 2006). Especially during class conversations with peers, Pakistani students tend to be shy, silent, and sometimes refrain from voicing their views. These dynamics could have added to the difficulties experienced by teachers attempting to apply the CLT method in General English classes.

The teachers kept focusing on correcting student mistakes and guaranteeing precision, both in their pronunciation and spelling. Aiming for students to understand the appropriate vocabulary and sentence structures as vital instruments for communication, they clearly kept their attention on both the accuracy and fluency of students' language. Their motivation for this could be that linguistic correctness allows students to meaningfully and effectively communicate in English. Setyaningrum (2018, p. 158) claims that correct use of grammar results in "meaningful and appropriate" communication. The teachers taught in both Urdu and English since the pupils' English language competency differed. Including native Urdu could help certain pupils grasp the lectures more clearly, hence boosting their confidence? Given that pupils in these environments showed little desire to study, using both languages could improve class participation and concentration. Students were fascinated by the use of a dialect like the Isan since it may draw their attention and make the class more fun. Language use should not be limited just to the target language since students lacked a strong foundation in English; the lecturers' employment of various kinds of Urdu, English, and dialects could improve the efficacy and success of CLT-based instruction in these settings.

The results of this research revealed that the beliefs held by lecturers regarding CLT did not align with their teaching methodologies; similar observations have emerged in prior studies (e.g., Karavas-Doukas, 1996; Kaweian, 2018; Li, 1998; Maestre & Gindidis, 2016; Nishino, 2009; Rahman et al., 2018; Sakui, 2004; Setyaningrum, 2018; Tayjasanant & Barnard, 2010). Though the teachers firmly believed in the values of CLT, they could only use a small number of these ideas in their General English courses. Many factors could contribute to this, including curriculum objectives, limited teaching hours, big class sizes, students' lack of desire to learn, a grading system emphasizing grammar-based tests or instruction, and an unhelpful learning environment, all of which help to clarify the difference between the professors' views and their teaching strategies. Lecturers combined the CLT method with traditional Grammar-Translation strategies to fit their local classroom reality, a fact well recognized. For many years, the Urdu educational system has used Grammar-Translation techniques. Moreover, both the teachers and the pupils were used to this conventional approach, which made change difficult. The previously stated challenges also made moving to a strictly CLT approach problematic. For many years, Pakistani ESL teachers have been used to a teacher-centered model in which they control and exercise power in the classroom. The professors' approaches were also greatly shaped by the direct instruction of grammar, which they went through throughout their early English learning in childhood. Considering the ESL setting, the outside environment for learning English is unhelpful and hence any use of the CLT method has to be modified to suit the local teaching situation.

6. CONCLUSIONS

The teachers, on the whole, strongly supported the tenets of Communicative Language Teaching (CLT). Still, clear grammar training is important since it helps students acquire grammatical knowledge and properly use the language for communication, which CLT-oriented education often underappreciates. Participating in group or pair activities helped students to improve their English in real-life situations. Giving comments on mistakes took top priority in helping pupils learn a language; nonetheless, this was done following the communication process. Both teachers and students can help to promote good English learning and encourage learner autonomy. Using real instructional resources might increase student motivation and achievement in their studies. Concerning the application of CLT ideas, although teachers tried to use them in General English classes, the final result was unsuccessful and ineffectual. The teachers did not make full use of the whole spectrum of the CLT method, hence requiring a combination with conventional techniques to fulfill class learning goals quickly and fit their particular classroom environment. Teachers should motivate their pupils to be self-directed learners so they may use online tools or mobile apps to study English outside the classroom. They also had to motivate kids to see the significance of English in their life so they might take pleasure in studying the language. The CLT method showed promise and might help to improve pupils' ability to communicate. Since CLT comes from Western settings, its application should be carefully modified to fit Pakistani culture and the traits of Pakistani ESL students. Beliefs of teachers are really important since they can affect student learning results, teaching strategies, and teacher performance. The results of this study showed a discrepancy between teachers' beliefs and their practices, with differences probably resulting from different educational environments. Rather than just depending on the finest teaching practices of teachers, this study sought to investigate how teachers may properly apply the CLT methodology to fit the reality of Pakistani classroom environments and for the pragmatic use of English.

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