



Recognized by: Higher Education Commission (HEC), Government of Pakistan

## Investigating the Readiness of English Language Teachers' Instructional Practices, Teaching Approaches and Technology Integration in Karachi, Pakistan

**Dr. Zahid Ali**

HM, School Education & Literacy Department Govt. of Sindh, Karachi, Pakistan

[drzarajput@gmail.com](mailto:drzarajput@gmail.com)

**Dr. Rizwan Azam**

Assistant Professor, GDBC Nishtar Road Karachi, Pakistan

[professorrizwanazam@gmail.com](mailto:professorrizwanazam@gmail.com)

**Dr. Syed Gul Muhammad Shah**

Assistant Professor in English, Government Boys Degree College Nawab Shah, Sindh

[syedgul.shah77@gmail.com](mailto:syedgul.shah77@gmail.com)

### ABSTRACT

This study investigates English language teachers' preparedness and preferences regarding instructional methods and approaches through technology integration in teacher education programs at private universities in Karachi, Pakistan. The primary objective of this study was to discover the usage and perception of four key English language teaching methods, Grammar-Translation Method, Direct Method, Audio-Lingual Method and Communicative Language Teaching. A descriptive survey design was employed, and data was collected from 130 English language teachers through a structured questionnaire. The findings revealed that all four methods received a high level of agreement among respondents. Communicative Language Teaching received the highest overall mean score ( $M = 4.465$ ), indicating a strong preference due to its focus on real-life communication. It was followed by the Audio-Lingual Method ( $M = 4.253$ ), Direct Method ( $M = 4.239$ ), and Grammar-Translation Method ( $M = 4.153$ ). The results suggest a shift toward more interactive and student-centered teaching approaches. The study recommends professional development and teacher readiness programs focusing on CLT and technology integration to enhance communicative competence in English language classrooms.

**Keywords:** Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching

## INTRODUCTION

English language teaching practices have experienced major transformations throughout several decades due to developing educational techniques as well as linguistic findings and technological developments. Each of the classical methods including Grammar-Translation Method (GTM) and Direct Method and Audio-Lingual Method (ALM) and the Structural Approach brought their distinctive approaches to language education. ELT practices have undergone complete transformation due to recent technological integrations which established new educational approaches. As one of the original language learning approaches Grammar-Translation Method focuses on both text translation and explicit grammar instruction. Reading and writing skills have received strength through this method yet critics point to its lack of preparation for everyday conversation abilities. Students who learned English using GTM at secondary level institutions in Pakistan faced difficulties with simple conversational English according to Mazher et al. (2015) which demonstrates GTM's failure to develop communicative competence adequately.

As an answer to GTM weaknesses the Direct Method presented a language learning method which teaches directly through the target language without using the learner's native language. Oral communication stands first in this method which focuses on inductive grammar instruction using real-life contexts (Akmalevna, 2025). The research shows that Direct Method builds strong speaking and listening abilities but does not solve reading and writing proficiency challenges. Zokirjonova (2025) explains that although Direct Method delivers improved oral skills it needs additional instruction methods for students to build complete language capabilities, professional development through effective leadership skills (Ahmad & Hamid, 2021; Ahmad, Sewani & Fatima, 2025).

Repetition combined with pattern drills stands at the core of the Audio-Lingual Method since behaviorist theories guide its instructional approach. The method depends on dialogue and mimics exercises to teach linguistic structures toward achieving automatic language performance. The teaching method faces criticism because it fails to concentrate on meaningful language interaction while heavily depending on memorized repeating of words (Yeh, 2025).

The Structural Approach follows a methodological approach dedicated to teaching grammatical structures because structure knowledge serves as the base for language proficiency acquisition. The method requires teachers to select appropriate sentence patterns while arranging their difficulty levels to create oral language practice opportunities which help students develop automatic linguistic patterns. Elaborate systems based on English language learning use this approach to build foundational learning which benefits orderly progression path in certain learning environments. Language laboratory technology from the Audio-Lingual Method now exists as technologically advanced software that conducts immediate assessments and generates adaptive learning sequences. Technological tools create opportunities for students to study authentic source materials which develop learning environments that mirror the Direct Method model (Awan & Nawaz, 2015; Ahmad et al., 2024; Ali

et al., 2023).

Through virtual platforms teachers can give their students the chance to practice their speaking skills even though Grammar-Translation Method traditionally does not include such opportunities. Online gamification technology allows for the improvement of Structural Approach pattern drills through fun and engaging applications which guide students in their repetitive practice (Wulantari et al., 2023). Through modern educational technology teachers have the capability to create specific teaching materials that adjust learning content according to their students' educational requirements. So, this study examined the perceptions of English language teachers' views about methods, approaches, and incorporation of technology in Karachi, Pakistan.

#### **Research Objectives**

- To examine the perceptions of English language teachers about instructional practices, teaching approaches and technology integration from their demographics in Karachi, Pakistan.
- To evaluate the English language teachers perceptions about instructional practices, teaching approaches and technology integration in Karachi, Pakistan

#### **Research Questions:**

- 1) What are the perceptions of English language teachers about instructional practices, teaching approaches and technology integration from their demographics in Karachi, Pakistan?
- 2) What are the English language teacher's perceptions about instructional practices, teaching approaches and technology integration in Karachi, Pakistan?

### **LITERATURE REVIEW**

The effectiveness of language instruction depends greatly on English language teachers who demonstrate readiness to implement different teaching methods. Ali, Javaid, Ali, Akram, and Haq (2019) teachers of English Language Teaching (ELT) must demonstrate mastery of conventional teaching techniques as well as modern educational approaches. The review of literature investigates teacher readiness for different teaching approaches in English language contexts while identifying obstacles and proposing actions for readiness improvement (Park & Son, 2022).

The Grammar-Translation Method teaches text translation while teaching grammar rules explicitly yet it concentrates on reading and writing abilities (Richards & Rodgers, 2001). Teachers have used this pedagogical approach effectively yet its restrictions in developing communicative competence capabilities among students are now widely known. The use of Grammar-Translation Method makes it difficult for teachers to meet modern student communication needs in their classrooms (Elmayantie, 2015).

Under the Direct Method teachers provide language-based instruction devoid of native language interaction while focusing on oral communication and grammar discovery (Richards & Rodgers, 2001). The teacher needs to master both real-life context creation and spontaneous language facilitation skills for this approach to work

successfully (Ashraf, Khan & Atta, 2024; Arshad, Khan & Afzal, 2024; Akhtar & Khan, 2021). Direct Method implementation depends on teacher proficiency with the target language and their talent for handling changing classrooms.

The Audio-Lingual Method (ALM) implements behaviorist theories by using repetition and pattern drills toward developing automatic language responses (Larsen-Freeman 2000). The direct outcomes of accurate language attainment from ALM fail to produce full communicative competence. Teachers who use ALM need to coordinate teacher-led drills with exchanges that promote full language system development among their students (Imran & Akhtar, 2023).

The Structural Approach teaches grammatical elements in a structured order because students need to master structures as a basis for language proficiency through motivation and counseling (Akram, Fatima & Ahmad, 2024; Ahmad, Sewani & Khoso, 2024). Teachers implementing this approach need detailed knowledge about language structures alongside proven capabilities to structure their educational sequence. Excessive focus on structure education by itself hinders learners' capacity to communicate effectively (Rahman & Ahmed, 2017; Oad et al., 2024).

The core teaching principle of CLT centers on communication because it serves both as a method to learn language and as the end objective (Savignon, 2002; Pirzada, Tabassum & Ahmad, 2024). In TBLT teaching practice teachers must create authentic language tasks and endorsing their effective management to enable students' progression and wellbeing (Ellis, 2003; Akram, Ahmad, & Sewani, 2024). Teacher ability to develop student-centered classrooms and measure communicative skills plays a vital role in executing these (Haq, 2012).

Validation from research indicates that numerous English language teaching professionals lack the appropriate skills to implement a variety of pedagogical approaches correctly. Park and Son (2020) discovered through their research that Hong Kong pre-service teachers demonstrated insufficient readiness for computer-assisted language learning (CALL) showing inadequacies in education programs for future teachers. Alwadi et al., (2020) revealed that Bahrain educators became stronger professionally through participatory lesson study thus recommending teacher development through group initiatives.

### **Grammar Translation Method**

GTM functions as a basic teaching model for English language education by implementing text translation along with explicit grammar instruction. GTM emerged in the 19th century to instruct Latin and Greek by requiring thorough vocabulary and grammar study for developing reading and writing capabilities (Richards & Rodgers, 2001; Ahmad et al., 2023).

The primary feature of GTM involves language instruction through learners' native language while paying less attention to speaking and listening skills development. Educational practice based on GTM includes literary text translation followed by vocabulary memorization and written exercise application of grammatical rules (Kurniawan, Miftah, & Qamariah, 2021; Dilshad, Shah & Ahmad, 2023)). The success of GTM for improving student reading skills and grammar proficiency remains under scrutiny because of its constrained ability to teach communication skills.

Students' reading comprehension and motivation received assessment through a GTM implementation evaluation in their quasi-experimental design. Students showed improved reading comprehension results and boosts in motivational levels as a result of using GTM in learning environments according to research findings. This study accepted GTM's inability to develop students' skills in real-life communication despite its primary focus on reading and writing through effective assessment, professional development and motivation (Ahmad, Noorani & Sewani, 2025; Ali et al., 2023; Ahmad, Bibi & Imran, 2024).

A research team at Mazher et al., (2015) evaluated GTM practice for secondary-level students located in Pakistan. The researchers established GTM proved effective for student grammar and vocabulary improvement yet no substantial development occurred regarding speaking and listening abilities. The exclusive use of GTM resulted in struggling students developing insufficient conversational English abilities according to the research assessment. The critics of GTM believe memorization along with translation exercises make it difficult for students to build true communication skills. The rules and vocabulary in GTM create a tiresome process for memorization that requires students to translate difficult to use written texts correctly (Richards & Rodgers, 2001; Ahmad, Mankash & Sewani, 2024). According to their argument GTM does not possess a substantial theoretical base and it remains deficient in tackling actual language practice.

GTM continues operating in educational contexts especially those institutions which prioritize standardized testing and academic performance results. The systematic method of grammar education combined with reading skills development makes GTM a critical platform for students who want to succeed in standardized examinations. Today educators acknowledge that Grammar-Translation Method needs communication activities for learners to obtain a wholesome language acquisition experience (Vireak & Bunrosy, 2024; Ahmad, Sewani & Ali, 2024). The GTM continues to be a considerable yet debatable teaching method for English language instruction (Azhar, 2024; Azhar, et al., 2022). The combination of improved language accuracy with reading comprehension through the Grammar-Translation Method should be complemented with communication-oriented approaches for developing speaking and listening abilities. Future studies must develop combination teaching approaches which unite GTM advantages with interactive communication methods to optimize students' complete language competence (Rahman & Ahmed, 2017).

### **Direct Method**

Under Direct Method (DM) students learn English language through total immersion while speaking only in the language for instructional purposes. The Direct Method (DM) appeared during late 19th century as an opposition to Grammar-Translation Method to boost students' speaking and listening skills through direct target language-meaning connections alongside minimizing translation and explicit grammar instruction (Richards & Rodgers, 2014; Ahmad, Noorani & Ali, 2024). The DM's supporters claim it promotes natural language acquisition because it matches how students learn during normal linguistic acquisition thus developing automatic

comprehension along with fluency Haq, Bilal, and Qureshi (2020). The teaching method, according to Mart (2013), advances both lexical development and inductive grammar teaching to strengthen students' communication abilities particularly their speaking and listening performance.

However, the effectiveness of the DM is contingent upon several factors, notably the teacher's proficiency and pedagogical skills. Larsen-Freeman and Anderson, (2000) asserts that successful implementation of the DM requires teachers to be highly proficient in the target language and adept at creating supportive, immersive environments. Educational professionals should use visual tools and specific sample situations combined with appropriate clothing items to help students learn without relying on their first language. According to the Azhar, Iqbal and Imran (2025) teachers require creativity and resourcefulness as they deliver their content because translation services are unavailable. The DM approach shows strengths but has specific weaknesses which affect the learning of reading and writing abilities (Ali, Khan & Atta, 2024; Choudary, Khan & Atta, 2024; Afzal, Khan & Sikandar, 2023). According to Richards and Rodgers (2014) the method leads to impressive oral competency results yet it lacks capability to teach advanced academic language which is needed for literacy development (Rehan, et al., 2024). The teaching method depends heavily on instructor competence because poor or beginner teachers struggle to deliver quality instructions which reduces student engagement and slows learning progress according to Larsen-Freeman (2000).

The effects of Methodology on language learning have been analyzed through multiple research investigations. Sitorus and Silitonga (2018) performed a quasi-experimental examination to study students' speaking skills both at the start and end of their DM-based implementation period. The experimental method showed effectiveness according to statistical results and students achieved important gains in their speaking abilities during these assessments. According to Dakhalan and Tanucan (2024) research synthesis across multiple educational environments shows that the DM improves short-term speech quality and listening ability although it needs further techniques to enhance full language mastery.

The appropriateness of using the DM approach has received assessment in non-English speaking dominant environments. Silva et al. (2024) examined TESOL undergraduate students who used the DM to instruct English to Brazilian primary school children (Shah, et al., 2025; Imran, et al., 2023). The evaluation showed that teachers faced difficulties because of their insufficient teaching skills although it unveiled creative problem-solving approaches and the requirement of using students' social-cultural backgrounds within educational content. The research determines that the Direct Method demonstrates its usefulness in various linguistic environments through appropriate adaptation processes. The Direct Method serves to develop English language oral skills efficiently in learners who are novices and intermediate speakers.

### **Audio-Lingual Method (ALM)**

The Audio-Lingual Method (ALM) first appeared in the mid-twentieth century because of behaviorist learning theories and structural linguistics. Stimulus-response

reinforcement guides the method's pattern practice drills and repeated exercises which form language habits in order to develop correct language usage. The method found notable use in training World War II military forces to acquire foreign languages as part of their war efforts because it targeted oral proficiency for immediate use (Richards & Rodgers, 2001). Language learning through ALM approaches depends heavily on the principle that students need to develop automatic language habits. The repetition and mimicry exercises for learners include many techniques such as repetition drills and substitution drills alongside transformation drills and dialogue memorization. By following these activities learners develop an automatic response to language use through the process of structure and vocabulary integration (Kakunta & Kamanga, 2020). Through their role in ALM the teacher offers illustrative models while making quick corrections to stop the learners from retaining mistakes.

A variety of educational settings have been studied through empirical investigations of the effectiveness of Audio-Lingual Method. Wullur et al. (2021) delivered research at an Indonesian junior high school demonstrating that ALM enhanced student English learning motivation levels together with achievement outcomes. The step-by-step method structure enabled learners to understand requirements while receiving prompt feedback that boosted their participation and boosted their self-assurance. ALM has received negative feedback for its scarce ability to help students develop necessary communicative competence abilities. The emphasis on mechanical repetition together with memorization in ALM receives criticism because experts state this approach produces surface-level learning whereas deep understanding alongside creativity for real-life language use remains insufficient (Brânzilă, 2023). ALM imposes strict limits that prevent teaching professionals from being creative while making their curriculum rigid to accommodate varied learner requirements.

Remediation efforts exist to evaluate the method's practice of focusing on accuracy more than fluency. The development of pronunciation alongside grammatical precision through ALM does not extend to complete pragmatic language use which includes discourse competence alongside sociolinguistic appropriateness. Amir Alvi, Hussain Chughtai, and Ul Haq (2015) the method produces successful speakers of grammatically correct sentences yet these students face difficulties in spontaneous communication and contextual understanding of language (Abduh, 2016). Learning within ALM environments is limited by the dominant role of teachers because it restricts student autonomy. Under this approach students accept all information from their teacher then seek correction from him or her. The resulting system interferes with student growth of critical thinking abilities while blocking their capacity to detect and fix their own errors which form the essential basis for language proficiency and lifelong learning (Shah, Ali & Ahmad, 2024; Kolachi et al., 2024).

Several aspects from ALM have shaped the current educational methods which teachers practice today. The technique of drilling voice sounds remains part of pronunciation instruction along with communicative methods to strengthen language system understanding. Today's educators modify Audio-Lingual Method approaches

to help language learning based on Richards & Rodgers' recommendation (2001) to provide meaningful language practice in real-life contexts. The Audio-Lingual Method holds historical importance to language instruction through its structured system to teach linguistic accuracy. Audio-Lingual Method remains influential for language instruction through its principles although its standalone use has declined because it lacks development of communicative competence and learner autonomy. An ideal language teaching approach combines the proven techniques of Audio-Lingual Method inside a communicatively-focused and student-centered instructional design.

### **Communicative Approach**

The Communicative Language Teaching (CLT) approach has significantly influenced English language instruction by emphasizing the development of learners' communicative competence. The theories of Hymes (1972) and Canale and Swain (1980) serve as the basis for CLT which develops learner proficiency in real-life language use and appropriate application. Teaching through this approach chooses authentic communication along with language usage capabilities above memorizing grammatical principles. Multiple research efforts confirm that CLT improves language speaking abilities among students. Lumy (2018) studied the speaking ability of students at Manado State University through his quantitative research design that showed participants using CLT-based teaching methods outperformed those in traditional settings. The interactive nature of CLT creates a better learning environment to advance students' oral communication abilities according to Ghafar et al., (2023).

The implementation of CLT depends greatly on teachers' understanding and perspective of the method. The Sudanese secondary school teachers who teach English language evaluated CLT favorably because its approach proves effective for student speaking development according to Abdelmageed and Omer (2020). The teachers reported that big class enrollments along with insufficient genuine sources in education materials created significant obstacles in implementing CLT successfully. CLT shows its value by being able to fit into different educational settings. Students in Lahore Pakistan showed significant enhancement of communicative competence after Prasad (2013) applied CLT in his study.

All of CLT's benefits exist alongside possible critical weaknesses. Some critics believe that focusing on fast teaching skills leads to declined accuracy in grammar in certain educational situations. Teachers must be highly skilled at conducting interactive exercises and guiding flexible classroom dynamics since these elements present obstacles in situations that face resource limitations or have many students per class. The Communicative Language Teaching approach serves as a complete method to develop English language competency through speaking skills in learners. The teaching method supports modern education objectives through its genuine communication methods and student-directed instruction format (Savignon, 2001).

## METHODOLOGY

This academic field covers all aspects from research instrument techniques to population sampling size and sample procedure as well as design and information gathering methods and data processing methodologies. The study gathered information through a questionnaire distributed to Private University students who are prospective teachers at Karachi institutions. The authors employed a quantitative method to collect data (Ahmad & Hamid, 2021; Akram et al., 2022). The researchers developed the research tool aimed at collecting responses about the investigated subject and distributed questionnaire surveys as part of their descriptive survey design. Research investigated teachers of English opinions regarding their instructional methods and techniques for teaching English in classrooms that utilize technology. A questionnaire containing eighteen statements served as the main assessment tool for examining how English teaching faculties use technology integration to educate English subjects. 150 questionnaires were distributed among teachers for careful statement reading while answering using the five-point Likert scale with 1 indicating severe disagreement. The questions in the survey have a scale from five through strongly agree to two through strongly disagree. Section two gathered all the information in the study's research design questionnaire. The researchers examined the background information of the English language teachers in the initial portion of their study. We conducted an inquiry about teaching techniques along with their application of technology in English language instruction through the second section of the study. The research obtained 130 responses while some participants decided against participating in this study. The research study obtained feedback from 87% of participants. A pilot test ran prior to data collection showed that the scale demonstrated reliability with Cronch's Bach Alpha of 0.734. The dependability measure of the scale appears in Table 1.

*Table 1 Cronbach's Alpha:*

No of Items	Cronbach's Alpha
18	0.822

### Data Analysis of Study

The data was input into SPSS version 22 to conduct screening and ascertain the frequency and percentage distribution. Descriptive statistics, frequency distributions, and percentage distributions were among the numerous methodologies employed in the data analysis.

## DATA ANALYSIS AND RESULTS

### Demographics

In Table 2, you can see details about the teachers who took part in the study, such as their gender. The table shows that 58.4% of female English teachers and 41.6% of male teachers took part in this study.

**Table 2 Demographic Information**

Demographics		Frequency.	Percent.
Gender	Male	54	41.6%
	Female	76	58.4%
	Total	130	100%

**Table 3 Grammar-Translation Method (GTM)**

S. No	Items	N	Mean	Std. Deviation
1.	GTM1	130	4.244	0.845
2.	GTM2	130	4.132	0.868
3.	GTM3	130	4.122	0.877
4.	GTM4	130	3.925	0.934
5. C	GTM5	130	4.342	0.823
Grammar-Translation Method (GTM) Overall		130	4.153	0.857

In Table 3, the information reveals the English language teachers' opinions on how they use grammar translation method in the class to teach English in Karachi, Pakistan. The item, called "GTM5," got the highest score of 4.342 from the survey respondents of English Language teachers. This is followed by GTM1 (4.244), GTM2 (4.132), GTM3 (4.122), and at the lowest was GTM4 with the mean score of 3.925. The overall mean score for the grammar translation method was 4.153, which indicates that English language teachers emphasis that grammar translation method is the most common and important method in English classroom teaching at university level.

**Table 4 Direct Method (DM)**

S. No	Items	N	Mean	Std. Deviation
1.	DM1	130	4.126	0.789
2.	DM2	130	4.412	0.772
3.	DM3	130	4.064	0.942
4.	DM4	130	4.356	0.764
Overall Direct Method (DM)		130	4.239	0.764

Table 4, shows that perception of prospective teachers regarding importance of direct method in English language classrooms. English language teachers put the item "DM2" is put at the top level by the English language teachers, with a mean score of 4.412. This is followed by DM4 (4.356), DM1 (4.126), and DM3 (4.064). There was a mean score of 4.239 for the overall opinion of the English language teachers regarding teaching through direct method.

**Table 5 Audio-Lingual Method (ALM)**

S. No	Items	N	Mean	Std. Deviation
1.	ALM_1	130	4.218	0.812
2.	ALM_2	130	4.454	0.724
3.	ALM_3	130	4.162	0.787
4.	ALM_4	130	4.364	0.736
5.	ALM_5	130	4.068	0.794
	Audio-Lingual Method Overall	130	4.253	0.712

Table 5 displays the perceptions of prospective teachers about the audio-lingual method technique they use in language classroom. The item "ALM2" was put at the highest by English language teachers, with a mean score of 4.454. It was followed by "ALM4," with a score of 4.364, ALM1 (4.218), ALM3 (4.162), and ALM5 was at the lowest level by English language teachers with mean score of 4.068. Overall English language teachers' perception about audio-lingual method in the English language classroom teaching was with a mean score of 4.253.

**Table 6 Communicative Language Teaching (CLT)**

S. No	Items	N	Mean	Std. Deviation
1.	CLT1	130	4.642	0.715
2.	CLT2	130	4.368	0.775
3.	CLT3	130	4.286	0.788
4.	CLT4	130	4.564	0.725
	Communicative Language Teaching Overall	130	4.465	0.704

Table 6, describes the English language teachers perceptions about the communicative language teaching method which they use in the English language classroom teaching. English language teachers gave the item "CLT1" the highest score with the mean score of 4.642, followed by CLT4 (4.564), CLT2 (4.368), and CLT3 (4.286). Overall perceptions of teachers are about communicative language teaching methods, with a mean score of 4.465.

**Table 7 Factor wise Corporal Punishment**

S. No	Factors	N	Mean	Std. Deviation
1.	Grammar-Translation Method Overall	130	4.153	0.857
2.	Overall Direct Method (DM)	130	4.239	0.764
3.	Audio-Lingual Method Overall	130	4.253	0.712
4.	Communicative Language Teaching Overall	130	4.465	0.704

Table 7 shows the perspective of English language teachers regarding the instructional approaches, methods they use to teach English in class through technology integration. With a mean score of 4.465, English language teachers put the factor "Communicative Language Teaching" at the top of the list. It was followed by "Audio-Lingual Method" (4.253), "Direct Method (DM)" (4.239), and "Grammar-Translation Method" (4.153).

## DISCUSSION

The study reveals that English language teacher at Pakistani universities that are enrolled in educational programs choose the Communicative Language Teaching (CLT) method because it achieves the highest mean score of 4.465. The strength of teachers' preference for CLT matches the increasing global acceptance of this approach to develop language learners' communicative abilities. Research by Thamarana (2015) demonstrates that CLT should be used in remedial English classes since it effectively improves student communicative competence. A research study by Jahanzaib and Zeeshan (2017) in Quetta, Balochistan demonstrated wide support for CLT among both teaching staff and students because of better student involvement and language mastery through effective leadership strategies by the language teachers (Ahmad, Thomas & Hamid, 2020; Khoso, Oad, & Ahmad, 2023).

Research indicates the Audio-Lingual Method (ALM) remains significant for language education because participants assigned it 4.253 mean points. The pattern-dominant structure of Audio-Lingual Method might help learners retain language forms better during their first language acquisition period. Analysis in the literature demonstrates problems with this method because it focuses on memorized repetition instead of communicative competence (Richards & Rodgers, 2014).

The Direct Method received an average score of 4.239 from teachers which demonstrated their positive view on the approach. The approach of Direct Method which features authentic language-intensive classes without native language interference matches modern language teaching beliefs about direct language access. DM implementation faces obstacles which stem from large classroom populations together with scarce educational materials (Freeman & Anderson, 2000).

The Grammar-Translation Method (GTM) secured the least average rating of 4.153 yet maintained robust teacher support about its practicality. GTM establishes rules for grammar together with translation tasks which offers value for reading and writing competence acquisition. Students attending the university through Khan, Mansoor, and Manzoor, (2016) evaluated GTM as successful for learning complex grammatical forms successfully. The research has discovered various weaknesses in the GTM approach when it comes to building speaking and listening competence despite its notable value (Nasreen et al. 2024).

### Recommendations

The researchers made following recommendations according to the revealed results of the study :

1. Academic institutions should set CLT as their top language teaching method because teachers highly prefer this method and because it leads to improved communicative competence.
2. The educational program should blend CLT with teaching components from ALM and DM and GTM to create a unified language education approach which suits all learning types.
3. Schools must design continuous professional development sessions which teach teacher effectiveness in implementing diverse teaching methods with a special focus on learning through practical language activities.

4. Institutions must provide sufficient resources for implementing their preferred teaching approaches especially regarding CLT because authentic materials and reduced classroom sizes are needed.
5. Future research needs to investigate the effectiveness of these teaching approaches throughout multiple proficiency levels in multiple educational settings as part of creating the best possible teaching practices.

## REFERENCES

- Abdelmageed, N. A. T., & Omer, M. A. A. (2020). THE EFFECTIVENESS OF USING COMMUNICATIVE LANGUAGE TEACHING APPROACH (CLT) IN DEVELOPING STUDENTS' SPEAKING SKILLS FROM TEACHERS' PERCEPTIONS. *European Journal of English Language Teaching*, 5(3), 88-102. <http://dx.doi.org/10.5281/zenodo.3786139>
- Abduh, N. B. (2016). The use of Audio-lingual method in teaching listening comprehension at the second year students of SMK YAPIP Makassar Sungguminasa. *Exposure*, 5(1), 43-52.
- Afzal, A., Khan, M. L., & Sikandar, F. (2023). An Exploration into the University Quality Assurance Practices for Maintaining the Students' Retention. *Global Sociological Review*, VIII(II), 184-191.
- Ahmad, N., & Hamid, S. (2021). An analysis of instructional leadership practices of primary school head-teachers on teacher effectiveness: A qualitative study of teachers' perceptions. *PAKISTAN LANGUAGES AND HUMANITIES REVIEW*, 5(2), 193-209. [http://doi.org/10.47205/plhr.2021\(5-II\)2.16](http://doi.org/10.47205/plhr.2021(5-II)2.16)
- Ahmad, N., Ali, Z., Saba, F., Yaqoob, N., & Ullah, N. (2023). Teachers' Perceived Knowledge of Self-Concept and Its Influence on Their Teaching Practices. *International Journal of Multicultural Education*, 25(2), 152-166.
- Ahmad, N., Bibi, N., & Imran, M. (2023). EFFECTS OF TEACHER'S MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE AT PUBLIC SECONDARY SCHOOLS IN KARACHI PAKISTAN. *AITU Scientific Research Journal*, 1(2), 20-32.
- Ahmad, N., Iqbal, S., Ali, Z., Jabeen, R., & Imran, M. (2024). Bridging the Gap: Secondary School Teachers' Perspectives on Behavioral Barriers to Academic Success. *Al-Qanṭara*, 10(2), 144-162
- Ahmad, N., Mankash, M. A., & Sewani, R. (2024). The Dynamic Link between Teacher Effectiveness and Student Success in Secondary Education in Karachi. *Journal of Social & Organizational Matters*, 3(2), 14-26. <https://doi.org/10.56976/jsom.v3i2.61>
- Ahmad, N., Noorani, Z. & Ali, Z. (2024). Factors Influencing on Job Satisfaction of Secondary School Teachers in Karachi Pakistan . *Research Journal for Societal Issues*, 6(2), 138-152. <https://doi.org/10.56976/rjsi.v6i2.213>
- Ahmad, N., Noorani, Z. & Sewani, R. (2025). Exploring Feedback and Assessment Practices: Perspectives from Prospective Teachers. *The Critical Review of Social Sciences Studies*, 3(1), 953-966. <https://doi.org/10.59075/c39z2h90>
- Ahmad, N., Sewani, R., & Ali, Z. (2024). The use of Smartphones in Shaping of

- Students' Academic Performance at Secondary School level. *Journal of Social Sciences Development*, 6(2), 128–141. <https://doi.org/10.53664/JSSD/03-02-2024-11-128-141>
- Ahmad, N., Sewani, R., & Fatima, H. (2025). School Heads as Instructional Leaders: Enhancing Educational Outcomes at Secondary Level. *Annual Methodological Archive Research Review*, 3(4), 125–145. <https://doi.org/10.63075/d54k3525>
- Ahmad, N., Sewani, R., & Khoso, F. J. (2024). Assessing Secondary School Teachers' Perceptions of Counseling and Guidance in Karachi, Pakistan. *Global Social Sciences Review*, IX(I), 134–144. [https://doi.org/10.31703/gssr.2024\(IX-I\).12](https://doi.org/10.31703/gssr.2024(IX-I).12)
- Ahmad, N., Thomas, M., & Hamid, S. (2020). Teachers' Perceptions Regarding the Effect of Instructional Leadership Practices of Primary School Head-teachers on Teacher Effectiveness. *Journal of Research and Reflections in Education*, 14(2), 231–248.
- Akhtar, S., & Khan, M. L. (2021). Receiver Operative Characteristics Analysis for Validation of Parental Expressed Emotions Scale. *Webology Online Journal*, 18(6), 5301–5308.
- Akmalevna, Z. A. (2025). TEACHING GRAMMAR FOR COMMUNICATIVE COMPETENCE. *Global Science Review*, 2(1), 186–192.
- Akram, M., Ahmad, N., & Sewani, R. (2024). Comparing Special Education Teachers' Psychological Wellbeing Based on their Demographics. *International Journal of Social Science Archives*, 7(3), 23–32.
- Akram, M., Fatima, S. A., & Ahmad, N. (2024). Comparing Students' Science Motivation and their Achievement in Science Subjects at Secondary Level. *Global Social Sciences Review*, IX(II), 72–83. [https://doi.org/10.31703/gssr.2024\(IX-II\).08](https://doi.org/10.31703/gssr.2024(IX-II).08)
- Akram, M., Khan, A. Y., & Ahmad, N. (2022). Exploring Influence of Learning Management System On Management Functions Of E-Leadership. *Webology*, 19(2), 9550–9575.
- Ali, A., Khan, M. L., & Atta, N. (2024). Role of Parental Neglect in Shaping Resilience Among Individuals with Substance Use Disorder. *Journal of Development and Social Sciences*, 5(2), 186–198. [https://doi.org/10.47205/jdss.2024\(5-II\)19](https://doi.org/10.47205/jdss.2024(5-II)19)
- Ali, W., Javaid, R., Ali, S., Akram, Y., & Haq, A. U. (2019). Influence Of Life Events On The Financial Satisfaction Of Individuals. *IBT Journal of Business Studies (JBS)*, 15(1), 123–137.
- Ali, Z., Ullah, N., Ahmad, N., Yaqoob, N., & Saba, F. (2023). Teachers' Perceptions of Curriculum Change and the Need of Professional Development for Effective Teaching Practices. *Multicultural Education*, 9(1), 83–90.
- Ali, Z., Younis, S., Ahmad, N., Saba, F., & Ullah, N. (2023). Teachers' Perspective of Technology Integration Effects on Students Learning At University Level. *GRADIVA*, 62(5), 29–38.
- Alwadi, H. M., Mohamed, N., & Wilson, A. (2020). From experienced to professional practitioners: A participatory lesson study approach to strengthen and sustain English language teaching and leadership. *International Journal for Lesson*

- and Learning Studies*, 9(4), 333–349. <https://doi.org/10.1108/IJLLS-10-2019-0072>
- Amir Alvi, M., Hussain Chughtai, S., & Ul Haq, A. (2015). Co-movement of Pakistan stock market with the stock markets of major developed countries which have portfolio investment in Pakistan. *Management Studies and Economic Systems*, 2(1), 72-84.
- Amir, M., Haroon, S., Ahmad, S., Ashraf, S., Munir, M., & Asghar, Z. (2022). Communicative Language Teaching In Language Teaching Institutes Of Lahore, Pakistan. *Webology*, 19(2).
- Arshad, M., Khan, M. L., & Afzal, S., (2024). Marital Satisfaction, Emotion Regulation and Self-Efficacy in Women with Postpartum Depression. *Research Journal for Societal Issues*, 6(2), 28–43. <https://doi.org/10.56976/rjsi.v6i2.204>
- Ashraf, A., Khan, M.L., Atta, N. (2024). Permissive Parenting, Self-Regulation and Risk-Taking Behavior among Adolescents. *Global Social Sciences Review*, IX(I), 89-101 [https://doi.org/10.31703/gssr.2024\(IX-I\).09](https://doi.org/10.31703/gssr.2024(IX-I).09)
- Awan, A. G., & Nawaz, A. (2015). Comparison of GTM and Direct Method of teaching English at Elementary level in Pakistan. *Global Journal of Management and Social Sciences*, 1(1), 17-30.
- Azhar, Z. (2024). Blockchain as a Catalyst for Green and Digital HR Transformation: Strategies for Sustainable Workforce Management. *Open Access Library Journal*, 11(9), 1-22
- Azhar, Z. (2024). The Role of Chatbots in Enhancing Job Seekers' and Employee Experience: A Case Study on CV Warehouse. *The Journal of Social Sciences Research*, 10(4), 23-35.
- Azhar, Z., Iqbal, T., & Imran, M., (2025). The Role of Ethical Leadership in HRM-driven Corporate Social Responsibility (CSR). *Journal of Management & Social Science*, 2(1), 158–176.
- Azhar, Z., Nawaz, H., Malik, A. S., & Zaidi, M. H. (2022). Strategic Impact of Cloud Computing on HR Transformation. *International Journal of Social Science & Entrepreneurship*, 2(2), 546–576. <https://doi.org/10.58661/ijssse.v4i4.336>
- Bahodirova, X., & Shermamatova, Z. (2023). Embracing Language Learning: The Direct Method and Its Advantages in Fostering Effective Communication. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 1(4), 223-227. <https://doi.org/10.1997/24pn0k95>
- Brânzilă, C. (2023). Modern international approaches to english as a foreign language. In *Science and education: new approaches and perspectives* (pp. 197-203). DOI: 10.46727/c.v3.24-25-03-2023.p197-203
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Choudary, S. S., Khan, M. L., & Atta, N., (2024). Emotional Distress, Communication Patterns and Relationship Dissatisfaction among Married Couples. *Research Journal for Societal Issues*, 6(3), 01–22. <https://doi.org/10.56976/rjsi.v6i3.257>
- Dakhalan, A. M., & Tanucan, J. C. M. (2024). The Direct Method in Language Teaching: A Literature Review of Its Effectiveness. *Lingeduca: Journal of*

- Language and Education Studies*, 3(2), 130-143.
- Dilshad, S. A., Shah, R., & Ahmad, N. (2023). Implementation of Single National Curriculum at Primary Level: Problems And Practices In District Khushab. *Journal of Positive School Psychology*, 7(4), 465–476.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Elmayantie, C. (2015). The use of grammar translation method in teaching English. *Journal on English as a foreign language*, 5(2), 125-132.
- Freeman, D. L., & Anderson, M. (2000). Techniques and principles in language teaching.
- Ghafar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023). Impact of communicative language teaching method on students' speaking and listening skills: A review article. *International Journal of Linguistics, Literature and Translation*, 6(1), 54-60.
- Haq, A. U. (2012). Satisfaction towards Customer Loyalty in Auto-Mobile Industry of Pakistan. *Int. J. Manag. Bus. Res*, 2(4), 363-371.
- Haq, A., Bilal, M., & Qureshi, S. A. (2020). Moderating effect of corruption in relationship of cash holding and corporate governance with firm's performance: Evidence from Pakistan. *Journal of Managerial Sciences*, 14(3), 14-26.
- Hymes, D. (1972). On communicative competence. *Sociolinguistics. Eds. Pride, JB y J. Holmes*, 269-293.
- Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan. *Academy of Education and Social Sciences Review*, 3(2), 172-181. <https://doi.org/10.48112/aessr.v3i2.505>
- Imran, M., Ahmad, N., Al-Harthy, A. A. Q., & Jat, Z. G. (2023). Early Identification and Intervention: Amplifying the Voice of Slow Learners. *AITU Scientific Research Journal*, Volume. 1, Issue. 4,
- Jahanzaib, R., & Zeeshan, M. (2017). University teachers' and students' beliefs about grammar translation method and communicative language teaching in Quetta, Balochistan, Pakistan. *International Journal of English Linguistics*, 7(2), 151-157.
- Kakunta, K., & Kamanga, W. (2020). Microteaching: Audio-lingual method. *Journal Educational Verkenning*, 1(1), 25-30.
- Khan, A. B., Mansoor, H. S., & Manzoor, S. (2016). The effectiveness of grammar translation method in teaching and learning of English language at intermediate level. *International Journal of Institutional & Industrial Research*, 1(1), 22-25.
- Khoso, F. J., Oad, L., & Ahmad, N. (2023). Exploring Teachers' Perspectives on Effective Leadership Styles at Secondary Level in Karachi, Pakistan. *Voyage Journal of Educational Studies*, 3(4), 209–226. <https://doi.org/10.58622/vjes.v3i4.104>
- Kolachi, I. A., Shah, S. G. M., Ahmed, I., Ali, Z. & Ahmad, N. (2024). Factors Affecting English Language Teachers' Participation in Professional Development at Private Universities in Karachi, Pakistan. *Journal of Policy Research*. 10(2),

- 697–705. DOI: <https://doi.org/10.61506/02.00287>
- Kurniawan, R., Miftah, M. Z., & Qamariah, Z. (2021). Grammar-translation method affects students' reading comprehension and motivation. *International Journal of Research on English Teaching and Applied Linguistics*, 1(1), 7-15.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
- Lumy, J. (2018). Enhancing students' speaking skill using communicative language teaching method. *Journal of English Language and Literature Teaching*, 3(01), 359-378.
- Mart, Ç. T. (2013). Teaching grammar in context: Why and how?. *Theory & Practice in Language Studies (TPLS)*, 3(1), 124-129. doi:10.4304/tpls.3.1.124-129
- Mazher, U., Ahmed, M., & Aslam, M. (2015). Grammar Translation Method in ELT: Hindering the development of communicative skills at secondary level. *Journal of literature, languages, and linguistics*, 6(1), 65-72.
- Nasreen, S., Zahid, Z., & Ramzan, S. (2024). Implications of Grammar Translation Method on Speaking Skills of the EFL Learners: A Study Conducted at BS Level in Rahim Yar Khan. *Journal of Development and Social Sciences*, 5(2), 693-701. [https://doi.org/10.47205/jdss.2024\(5-II\)64](https://doi.org/10.47205/jdss.2024(5-II)64)
- Oad, L., Shah, R., Sewani, R., Ahmad, N., Akhtar, N., & Imran, M. (2024). Empowerment of Artificial Intelligence in Learning Optimisation Student Perceptions in Karachi, Pakistan. *INTERNATIONAL JOURNAL OF EDUCATIONAL SCIENCES*, 47(2), 34-44. DOI: 10.31901/24566322.2024/47.02.1374
- Park, M., & Son, J. B. (2022). Pre-service EFL teachers' readiness in computer-assisted language learning and teaching. *Asia Pacific Journal of Education*, 42(2), 320-334. <https://doi.org/10.1080/02188791.2020.1815649>
- Pirzada, G., Tabassum, R., & Ahmad, N. (2024). WHY IS TVET NOT WORKING IN PRISONS? AN EXPLORATION OF PRISONS-BASED VOCATIONAL TEACHERS' PERSPECTIVES. *JOURNAL OF SOCIAL SCIENCES DEVELOPMENT*, 3(3), 165–178. <https://doi.org/10.53664/JSSD/03-03-2024-14-165-178>
- Prasad, B. B. N. (2013). Communicative language teaching in 21st century ESL classroom. *English for Specific Purposes World*, 14(40), 1-8.
- Rahman, A. M., & Ahmed, M. S. (2017). Approaches to the Teaching of Grammar: Methods and Strategies. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(5), 123-129. <http://dx.doi.org/10.20431/2349-0381.0405015>
- Rehan, F., Zaidi, S. S., Imran, M., Akhtar, S., Shah, A., & Hameed, S. (2024). Exploring the Efficacy of Music-Based Pedagogies in Developing Communication Skills: Perspectives of Early Childhood Educators. *Al-Qanṭara*, 10(2), 79-98.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

- Savignon, S. J. (2001). Communicative language teaching for the twenty-first century. *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.
- Shah, S. G. M., Ali, Z., & Ahmad, N. (2024). Analytical study of Awareness of Metacognitive Reading Strategies and Reading Comprehension among College Students. *Voyage Journal of Educational Studies*, 4(1), 34–46. <https://doi.org/10.58622/vjes.v4i1.120>
- Shah, S. M. A., Qamar, M. R., Ahmed, S., & Imran, M. (2025). Nepotism and Favoritism in HR Practices: Implications for Organizational Politics in Pakistan. *Journal of Management & Social Science*, 2(1), 177-194.
- Silva, A. B., Liu, J. R., Metzger, S. L., Bhaya-Grossman, I., Dougherty, M. E., Seaton, M. P., ... & Chang, E. F. (2024). A bilingual speech neuroprosthesis driven by cortical articulatory representations shared between languages. *Nature Biomedical Engineering*, 8(8), 977-991.
- Sitorus, N., & Silitonga, H. (2018). THE IMPLEMENTATION OF DIRECT METHOD TO IMPROVE STUDENTS' ABILITY IN SPEAKING. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 6(2), 79-84.
- Thamarana, S. (2015). A critical overview of communicative language teaching. *International Journal of English Language, Literature and Humanities*, 3(5), 90-100.
- Vireak, K., & Bunrosy, L. (2024). Exploring language teaching methods: An in-depth analysis of grammar translation, direct method, and audiolingual method: A literature review. *International Journal of Advance Social Sciences and Education (IJASSE)*, 2(2), 151-168.
- Wulantari, N. P., Rachman, A., Sari, M. N., Uktolseja, L. J., & Rofi'i, A. (2023). The Role Of Gamification In English Language Teaching: A Literature. *Journal on Education*, 6(01), 2847-2856.
- Wullur, A., Liando, N. V., & Rorimpandey, R. (2020). IMPROVING STUDENTS' MOTIVATION IN STUDYING ENGLISH USING AUDIO-LINGUAL METHOD. *Journal of English Language and Literature Teaching*, 5(1), 19-30.
- Yeh, H. C. (2025). The synergy of generative AI and inquiry-based learning: transforming the landscape of English teaching and learning. *Interactive Learning Environments*, 33(1), 88-102.