COMMUNICATIVE TEACHING FOR IMPROVING FUNCTIONAL VOCABULARY IN SLOW LEARNERS

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ABSTRACT

The primary goal of the research is to determine how communicative language teaching (CLT) affects vocabulary instruction for the early slow learners in Rawalpindi. A quasi-experimental design was used to conduct the experimental investigation on 68 early-grade students from public schools. The participants in the experiment received communicative lessons, and pre- and post-test data were gathered. SPSS was used for the analysis of the data. The results demonstrated that teaching communicative language enhanced vocabulary acquisition for slow learners in early grades, suggesting that communicative language instruction be used to teach vocabulary.

Keywords: Communicative Teaching, Functional Vocabulary, Slow Learners, Early Grades.

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Introduction

Pakistan offers English as a foreign language course. This indicates that everyday speech does not frequently employ English. Both teachers and students' learning and teaching activities are impacted by this. To put it another way, learning English is difficult for Pakistani English learners. Vocabulary is a means of thought, artistic expression, transcription, and conversation when learning a language. According to Hornby in (Yuliawati, 2018), vocabulary is a catalog of words and their definitions that is crucial to comprehending a language in its whole. Vocabulary is crucial to any language learning process. According to renowned linguist Wilkins, without language, people could convey nothing, yet with grammar they could describe very little (Yiwei, 2017). Vocabulary is crucial for oral and written interaction when learning a foreign language.

The state of language instruction in Pakistan is deplorable. Students' language proficiency is inadequate for doing any kind of written assignment. In public schools, the primary goal of instruction is to prepare students for exams; proper, spirit-filled methods are not employed in this regard. All the kids are doing is reading and memorizing the information in order to finish the assignment. According to Ahmad (2011), there is no English language instruction in Pakistan, and the functional components of the language are given little attention, which has led to the current and projected continuing decline of English. The entire development of language is not given much consideration during conventional language instruction Shafi & Scholar (2016) reported that the majority of GTM's use in English language instruction was by teachers since it was thought to be practical, time-efficient, and simple to fulfill exam requirements. Because traditional methodology only focused on grammatical proficiency and ignored the other competencies necessary for an active conversation, it was subject to a great deal of scrutiny and criticism. Pupils must work very hard to develop their language skills, and writing is a crucial ability that is needed for most everyday tasks in life to be completed accurately and precisely to communicate effectively (Nasir, Naqvi, & Bhamani, 2013). Writing is given more attention in English instruction than other subjects since it is necessary for students to communicate during class activities and when taking test and other exams, even though there is a lot of emphasis on English, kids still have a lot of challenges when learning language skills like reading, speaking, listening, and writing (Dar & Khan, 2015). People always need to write for a variety of reasons as part of their communication, and they require writing skills to complete the chores of daily living. Letters, applications, memoranda, business orders, supplies, and invites are frequently required of people, and skilled writers also have to create reports, letters, demands, and queries. Writing is also widely used in offices for coordination, communicating, enforcing rules, and maintaining employee engagement in relation to their jobs. Writing is important since it is used in communication for reports and summaries of many life events. In Alramini (2007). The reader is the most crucial component of writing, and it is important to keep their reading level in

mind while starting on any job. The primary goal of business correspondence is to communicate ideas and make positions apparent to the reader. The message is difficult to understand and ambiguous, which leads to misunderstanding and distortion. Written communications influence the intended audience to accept the writer's position and respond. Writing ability is not something that can be taken for granted; it takes constant work, beginning in school. Effective layout does not happen by accident, according to researchers, and when designing a classroom, the requirements of the students should come first (Rogers, 2005). According to Boals (2012), writing is a sequence of actions that results in text and meaning making. These activities include coming up with, developing, and organizing ideas into sentences as well as drafting, shaping, rereading, editing, and rewriting text. Because it involves personally exploring and communicating a person's thoughts, it is referred to as the creative process. A well-written essay should follow standard grammar and syntax, utilize appropriate word choice and mechanical devices, organize paragraphs logically, and have pertinent content. It should also have a clear writing process, a purpose that is communicated effectively, and no breaks in meaning. There have always been issues with second language acquisition, which requires work on the parts of both teachers and students (Kustati & Yuhardi, 2014). Due to their lack of fluency and understanding of language, including vocabulary, grammar, spelling, and punctuation, students often struggle with writing, which lowers their motivation to study the language.

When studying English, there are a lot of aspects that need to be modified because the language structure and vocabulary are very different from Urdu. "Learning a second language is a tedious and intricate undertaking," claims Brown (2017). Your entire being is impacted as you strive to transcend the limitations of your native tongue and adopt a new language, culture, and way of believing, feeling, and doing. Complete dedication, complete engagement, and a complete physical, mental, and emotional response are required to effectively send and receive messages in a second language. Furthermore, according to (Yuliawati, 2018), vocabulary mastery is the ability to use terms and their meanings correctly in spoken language. As Brown said, it is emphasized that many things need to be altered, beginning with the adaptation of the native tongue to the foreign language that is being studied, followed by difficult adjustments to societal ways of thinking, emotions, and behaviors. Additionally, according to Brown, learning a foreign language is a lifelong process, and it is uncommon for non-native speakers to become fluent in the language if their exposure is restricted to classroom activities.

Therefore, without mastering some fundamental communicative skills, such as linguistic skills like phonology, grammar, and vocabulary, as well as pragmatic skills like functions, variations, and interactional skills, an individual learning a language will not be able to communicate with others or understand

messages written or spoken. Put differently, the ability to communicate, understand, and negotiate meaning is what makes a speaker successful (Yasin, Aziz, & Jannah, 2017Junior high school English language instruction begins with a vocabulary introduction since vocabulary is a crucial component of language proficiency; the more terms you and your child have, the more fluent they will be in the language they are learning. Because it's crucial to teach them, the ages of 12 to 15 are when English vocabulary develops and becomes proficient. The child's brain will process each phrase he reads or learns extremely swiftly. Hurlock (2019) asserts that vocabulary is a component of children's speech development, hence introducing vocabulary necessitates a comprehension of meaning and sound.

Nurgiyantoro (2011) offered an alternative viewpoint, stating that vocabulary is the collection of phrases or anything that belongs to a language. Learning a vocabulary requires more than just knowing a word's meaning on its own; one must also be able to comprehend a word when it is used in an expression or in a larger context. even capable of using these terms correctly in written and spoken statements. The use of vocabulary is crucial when communicating concepts and ideas. According to Lewis (2013), learning vocabulary is the primary goal of second language acquisition, because vocabulary is necessary for speaking, reading, writing, and translating in addition to listening. Furthermore, Kusmaryati (2018) noted that vocabulary is a crucial aspect of language that all people need to comprehend word meanings and convey ideas. Kusmaryati (2018) stated that teaching vocabulary in English is crucial and involves more than just introducing students to new words. Acquiring knowledge of words involves more than just memorization; students must also comprehend the meaning of each word in context and its usage.

As a result, most English teachers use well-liked strategies and tactics like the situational methods, grammar-translation method, and communicative language teaching (Galton, 2015; Sihabuddin, 2019). The approach, which in this case is communicative language teaching (CLT), is appropriate for a variety of tasks. CLT involves students in active learning, such as reading a text and then deducing the meaning of terms that are foreign or whose meaning is unclear. Using an active learning process, students will have a more formal, structured, and sensitive understanding of their English language proficiency. Activities in the classroom are frequently created with the goal of having students' complete tasks that need language mediation or that require them to negotiate and share information. The attitudes of educators and learners also have an impact on how CLT is implemented. The beliefs of teachers are crucial because they influence what and how they teach (Hien, 2021). As a result of the issues, some students continue to struggle with learning English vocabulary, particularly when it comes to accurately grasping the literal meaning of phrases and word memorization. It is anticipated that with the appropriate approach, pupils' grasp of English vocabulary will grow without becoming monotonous. Understanding a word's meaning when it appears in a sentence, or a larger

context, is just as important to mastering vocabulary as knowing it alone and independently. even capable of using these terms correctly in written and spoken statements.

A variety of language abilities, such as speaking, listening, reading, and writing, depend in large part on vocabulary, which reflects the unity of sentiments and ideas that can be employed in its application. Nurgiyantoro (2011) offered an alternative viewpoint, stating that vocabulary is only what a language owns. According to the description, mastery of vocabulary is the ability to comprehend a word in its entirety, or that vocabulary is an example of the wholeness of ideas and sentiments that may be applied to its application. Robbani (2016) asserts that teaching pupils new vocabulary using games is a useful strategy for optimizing parts of early childhood language development. In this instance, mastering vocabulary equates to language development. A person with a large vocabulary will also have good speaking and communication skills. Thus, it is possible to maximize kids' language development by trying to present and teach terminology in an approachable and enjoyable manner.

On the other hand, a teacher's role as an actor is to ensure that students learn vocabulary in the classroom. It implies that the instructor should design a stimulating and successful teaching-learning environment in the classroom by applying the proper techniques to address those issues. Communicative Language Teaching (CLT) is one type of language teaching methodology that aims to help students effectively master some vocabulary through in-class activities where they work in pairs, groups, and individually. Furthermore, one of the alternate methods of teaching vocabulary is using the CLT in English language instruction. Students must participate in CLT activities and be motivated to communicate meaningfully using the language form they have learned (Firiady, 2018). CLT emphasizes the necessity for students to use a language more frequently and produces spontaneous language use without the requirement for teachers to fix students' grammar (Lumy, 2018). Theoretically, however, the CLT asserts itself as one of the best approaches for teaching and acquiring foreign languages in communication since it enhances students' communicative competence as well as their language learning and usage (Kapurani, 2016).

Regarding a more general topic related to Caneo's (2011), Savignon and Wang (2013) examined whether communicative language teaching (CLT) is viewed as challenging, successful, or unsuitable. Reports on its application have mostly relied on teachers' assessments of the effectiveness of CLT (Natividad & Batang, 2018). "One of the most typical features of communicative language teaching (CLT)," according to Littlewood (2012), is that it pays systematic attention to both the functional and structural aspects of language, combining these into a more comprehensive understanding of language structure and communication because these two aspects are distinct and fully interactive.

Thus, learning CLT is a concurrently related way to become proficient in a language, particularly in vocabulary. Conversation may play a significant role in CLT since it emphasizes communicative language and employs "authentic communication" from the start of the lesson (Horwitz, 2018 referenced in Yuliawati, & Aprillia, 2019).

Additionally, Richards and Rodgers (2011) stated that the CLT approach follows five principles, which are as follows: (1). To communicate, one must learn a language; (2). The objectives of classroom lessons include integrity and the significance of communication; (3). One crucial aspect of communication is fluency (4). The incorporation of the four language acquisition skills into communication is included in (5). Instead of relying solely on trial and error, learning is a creative process. Finally, research on CLT has been conducted by various scholars, including Kapurani (2016), whose findings indicate that employing CLT in the classroom influences students' motivation to learn English by fostering a sense of security based on working together and communicating with the teacher and other students. Along with teaching kids' vocabulary, syntax, and roles as well as effective interaction and communication techniques, CLT also has an impact on language accuracy and fluency. One crucial aspect of communication is fluency (4). The incorporation of the four language acquisition skills into communication is included in (5). Instead of relying solely on trial and error, learning is a creative process. Last but not least, research on CLT has been conducted by various scholars, including Kapurani (2016), whose findings indicate that employing CLT in the classroom influences students' motivation to learn English by fostering a sense of security based on working together and communicating with the teacher and other students. Along with teaching kids vocabulary, syntax, and roles as well as effective interaction and communication techniques, CLT also has an impact on language accuracy and fluency. Therefore, teachers need to consider the real situation at their school to have effective implementation of CLT classes.

Communicative Competence

Instead of using the phrase "grammatical competence," Hymes coined the term "communicative competence," which refers to all other competencies, including linguistic sociology, performance, and grammatical proficiency. Teachers and linguists around the world embraced this novel concept, which received widespread praise. Even if learning language grammar and sentence structure are now the primary focus, all other components of learning are equally crucial and should receive equal attention if one wants to succeed as a learner. Traditional approaches were unable to provide this kind of holistic development, thus the trend moved toward the effective CLT approach, which offers comprehensive learning for the learner by presenting the best chances through an atmosphere of adaptability and management. The adaptability of this strategy to the local climate and cultural norms is what makes it so beautiful.

Grammar principles and their situational application are used in communicative language training to promote the use of communicative language. It's an inductive approach that encourages professors to give instances so that students can deduce rules rather than having students memorize grammar rules by heart. The latter, known as the "deep end" approach to CLT, describes how grammar is unintentionally picked up in conversational situations without any prior, explicit instruction. Unfortunately, this strategy falls short because most teachers are reluctant not to teach grammar for communication objectives and because learners' competency is affected by a lack of correctness and fluency. Furthermore, rather than concentrating on grammar at the sentence level, research on the instruction and acquisition of EFL/ESL has contributed to the current understanding of grammar as one of the components of communicative competence and as a tool to nurture both written and oral communication for communicative purposes. Teaching communicative grammar, then, entails assisting students in internalizing rules and patterns to fulfill social roles in situations, either implicitly or logically, while keeping in mind the needs of the students, their goals, their educational background, their learning preferences, error correction strategies, successful communicative activities, and real-world tasks Larsen-Freeman (1991). Teaching writing skills should be viewed as a communication objective that may be applied in a variety of social, work, and academic contexts. According to Hedge (2005), teaching writing skills involves assisting students in producing a piece of writing by connecting it to the concepts and reasoning for specific readers. As a result, several elements must be present in order to produce an output that can function as a compact communicative component, including a high level of organization, precision, grammatical components, specific vocabulary, and sentence structure that the intended audience can understand. If any of these elements are lacking, it may be difficult to develop the written message. Teaching writing skills should consider each of these factors. The pedagogical implementation of Communicative Language Teaching (CLT) is diverse, and there is still a lack of agreement on optimal approaches. CLT is a gesture towards an undefined range of conceivable forms and relationships that people constantly develop and instantiate through experience, according to Woods and Çakir (2011). According to this definition, the teaching strategy is a flexible idea that doesn't preclude or demand certain classroom procedures. Regarding whether explicit vocabulary education helped students achieve communicative competence and fit into a CLT model, practitioners couldn't agree. On the one hand, specific (form-focused) vocabulary instruction is completely avoided, while for some teachers, CLT "means less than a combination of morphological and functional teaching," according to their observations. This essay examines how much this pedagogical tension still exists over thirty years later by examining how modern educators see the function of language education.in a CLT approach.

Statement of the Problem

Due to a lack of vocabulary control, students' abilities in Pakistani schools are insufficient, making it difficult for them to use language in various contexts as needed, such as when writing a resume, letter, request, dialogue, or filling out forms. The primary cause of this challenge is a lack of suitable methodology, and the conventional teaching approach now in use is unable to address this problem. The goal of the current study was to investigate how vocabulary may be improved using communicative language instruction.

Objective of the Study

To find out the effect of Communicative language teaching on improving vocabulary at early slow learner's level.

Hypotheses

The data analysis will help to accept or reject following hypotheses.

Ho1 There is no significant effect of CLT on the improvement of vocabulary in early slow learners.

H1 There is a significance effect of CLT on the improvement of vocabulary in early slow learners.

Significance of the Study

This study's significance stems from its intense concentration on English language instruction, which in Pakistan lacks the newest, most cutting-edge, and most goal-oriented approaches and methodologies. Pupils lack the command of language and are unable to apply their functional writing skills to complete everyday activities. The primary goal of the research is to determine how communicative instruction affects the application of functional writing abilities. Nonetheless, the stakeholders would also benefit from the study's findings. The expansion of the corpus of knowledge may help learners' knowledge and comprehension for the language's practical application. Additionally, it will help in the process of teaching and learning languages can also be enhanced by using their own experience and understanding while teaching through different activities. By facilitating social linguistics interaction and optimizing their function instead of restricting students' learning to memorization, this major change in language instruction will also benefit the teachers' ability to assist students become more communicative. Utilizing CLT, which stresses utilizing the language in everyday circumstances and gives learners greater chances to use the target language, will also help learners accomplish the objective of meaningful communication (Thamarana, 2014). The findings of this study will also be useful information for English curriculum designers and syllabus specialists as they plan communicative curricula and

textbooks for early slow learner's school pupils. It might also aid researchers who wish to investigate high school English language instruction.

Delimitations

The study is limited to 9th grade boys of public early slow learners and teaching of communicative vocabulary.

Literature Review

When it comes to communicating ideas and thoughts during interaction activities, vocabulary is crucial. The primary goal of acquiring a second language is expanding one's vocabulary. Numerous theoretical investigations have explored the different categories of vocabulary knowledge associated with word familiarity (Richards (2016); Nation (2020); Carter (2021), etc.). Richards (2016) attempted to enumerate the various forms of knowledge required to completely understand a word for the first time. Rather than trying to offer a methodical framework for characterizing or accounting for the term knowledge, he was more interested in its applicability to the teaching profession (Meara, 2016). There is no effort to differentiate between receptive and useful vocabulary in the word knowledge list. Nation expanded on Richards' list by listing the many kinds of vocabulary knowledge that one needs to have to be completely proficient with a word, both attentively and effectively:1. A word's spoken form (R (receptive): How does the word sound? / P 15 (productive): What is the pronunciation of the word? 2. a word's printed form (R: How does the word appear? /P: How should the term be spelled and written? 3. The word's grammatical patterns (R: Which patterns does the term appear in? / P: How should we use the word in certain patterns?) 4The word's collocational behavior (R: what words or word kinds should be anticipated either prior to or after the word?/P: Which words or categories of terms are required when using this word?) 5. the word's frequency (R: How prevalent is the word? /P: How frequently ought to one use the word?) 6. the suitability of a word (P: Where can this word be used? R: Where might we anticipate meeting this word?) 7. The word's semantic significance (R: What does the word mean? What term would be appropriate to convey this meaning, P? 8. The relationships a word has with other words that are similar (R: Other terms that come to mind when we hear this word? P What alternative terms might we employ in place of this one?) According to Nation (2011), one can categorize their understanding of a word into four categories: content, role, situation, and style (spoken/written). Therefore, a term cannot be classified as either known or unknown. There are many different levels of word knowledge, ranging from understanding a word's specific form to possessing knowledge of all four of the components. Both second language learners and native speakers are subject to these word knowledge levels. Apart from Richards and Nation, several academics have proposed their own classification scheme for word knowledge, similar vocabulary knowledge categories, including sound, spelling, grammatical

characteristics, syntactical traits, collocations, relationships, and senses, have been established by Carter (1992). According to Laufer (1997), word knowledge is divided into several categories, including form, organization, significance, semantic pattern within phrases and sentences, common collocations, and the word's lexical relationships with other words, including synonym, antonym, and hyponym, as well as typical combinations. Despite the fact that different academics have categorized vocabulary knowledge in different ways, they all agree that vocabulary knowledge is a complex system made up of multiple categories of vocabulary knowledge in addition to meaning and form. It should be the goal of any research that focuses on vocabulary acquisition to examine the many forms of word knowledge and, above all, the connections and interactions that exist between them (Schmmit and Meara, 2017).

The use of vocabulary is crucial when communicating concepts and ideas. According to renowned British linguist Wilkins (2016), without words, people could not express themselves, although they could describe very few things. According to Widdowson (2017), native English speakers are better able to comprehend linguistic information if the vocabulary is accurate, but the grammatical rules are not as precise than if the grammar rules are perfect, but the vocabulary is not as precise. According to Lord, "because vocabulary has thousands of different meanings, it is by far the most significant and uncontrollable element in learning any language, whether for a foreign or one's mother tongue." The Lord (2013). According to Lewis (2012), learning vocabulary is the primary goal of acquiring a second language, and vocabulary is necessary for all language abilities, including speaking, listening, reading, writing, and translating. The teaching of vocabulary has advanced significantly since the 1980s. At that time, several specialists and linguists started to focus on vocabulary instruction. For instance, Terrel developed the Natural Approach in the 1980s, emphasizing meaningful and intelligible input over grammatically accurate output. Allen (1983) discusses how practical strategies are presented and shown in the instruction of vocabulary. Later, in 1985, Ruth Gairns and Stuart Redman state the principles of vocabulary teaching. In 1997 Sokmen discusses the current trends in teaching second language vocabulary. He points out that current research would suggest that it is worthwhile to add explicit vocabulary to the usual inferring activities in the for-language classroom.

In the view of Nation (2011) learning vocabulary is indispensable for language learning as compared to the other skills speaking, reading, and listening. Language acts as a bridge for combining the ideas and thoughts and feelings of people for the benefit of society. Social and cultural gathering and interaction make the people progress in their life getting benefit from each other. People shall have a strong communicative ability to perform all such tasks which benefit each other. such mutually beneficial tasks. Writing in an elegant manner is a skill that is learned via experience rather than something that can be learned (Myles, 2002). This issue arises from the teachers' poor use of improper

teaching approaches, such as preparing ahead and taking lessons out of context (Fauziah, 2011). According to Fauziah (2011), the majority of students make mistakes while using the past tense in grammar because they don't pay attention to the form that is appropriate for the time and context. These mistakes are caused by both intra- and interlingual context. Fauziah (2011) found that most students make mistakes while employing the past tense in grammar because they dislike the form It is employed in accordance with the situation and time, and it was discovered that these mistakes are caused by the intra- and inter lingual context. Additionally, Abbas (2017) found that learners had difficulty with grammar, word choice, and writing mechanics, which lowers their willingness to write.

According to Ariyanti and Fitriana (2017), EFL learners have a lot of challenges when it comes to using language skills when writing, such as missing words, not using enough acceptable vocabulary, and having trouble connecting sentences, all of which make it difficult to write fluently. In Pakistan, English is regarded as one of the most challenging disciplines, and test scores reflect this. It has been discovered by studies that there are no easy and seamless circumstances for either teachers or students. It is an indisputable fact that connecting with other people is necessary to provide an ideal and linguistic setting for teaching a language. Linguists have written a great deal to help us understand and identify the most effective strategies to teach language in a natural setting. One of the best results of these efforts is the teaching of communicative languages. Fiillerin (2010) conducted a series of experimental experiments to examine the communicative approach to teaching grammar. The study's findings indicate that communicative instruction is particularly useful in teaching phrasal verbs, which can be challenging to teach through other popular approaches. As a result of the communicative teaching approach's emphasis on student participation, learners' language skills have improved and are now easier for them to employ in their writing and input to overcome their weaknesses. In general, due to their meanings being distinct from their parts, phrasal verbs are challenging to teach. Translation into one's native tongue alone only serves as a short-term remedy. However, during the study, when phrasal verbs were taught using CLT, which involved fostering a discussion and having students infer meanings from context, the students picked them up quickly. The CLT technique has been embraced as a teaching strategy in many nations where English is taught as a second language due to tests and implementation of the approach conducted throughout the world, which has demonstrated that the system produces better results. The aim of teaching English as a communication tool to raise learners' proficiency in interacting with foreigners and performing a variety of tasks is shared by scholars and even educators in their daily life. It's also a truth that traditional approaches failed to address the need for a flexible approach to teaching English, which has emerged as the main issue in emerging nations. Only a successful instructional approach can make learning effective. While traditional approaches have come under fire for failing to match the

demands of contemporary language instruction, aspirations for CLT have skyrocketed as a result of its efficacy. Both teachers and students benefit from CLT since it helps them become more efficient and goal-oriented in their instruction. CLT has been used in many nations and is highly regarded for its creative approaches to fostering communicative abilities worldwide. Its adaption in China is likewise not coincidental; rather, it has undergone several stages of assessment following the resolution of numerous issues, culminating in a satisfactory state following the removal of conventional methods' inconsistencies. Ju (2013) assessed CLT's work to determine its importance in language instruction and discovered that CLT had a greater impact on language instruction when it was continually adjusted in conjunction with the test system, the learners' and teachers' educational and cultural backgrounds, and the surroundings. The student's achievement and educational process demonstrated that CLT is a superior strategy to the conventional ones. Although CLT is a component of many developing nation curricula, its application in Pakistan has not progressed much, despite its potential and significance in teaching English. Researchers have attempted to identify the reasons behind this. According to a study by Panhwar (2017), situational language teaching (CLT) is a highly helpful strategy. Despite challenges with applying, it in the classroom due to several situational barriers, its use shouldn't be disregarded and should be modified to improve language acquisition over the conventional way. In a 2013 study, Ahmad & Rao compared the efficacy of CLT with GTM and examined how Pakistani teachers felt about it. They discovered that CLT produced better results than GTM when it came to teaching English Instructors in Pakistan have also shown a desire to adopt it in the classroom because of its beneficial effects on improving students' enthusiasm to study and their capacity for communication. The importance of implementing the communicative approach in ELT in teacher training programs in Pakistan was also explored in a research investigation by Akram and Mehmood (2011). This study demonstrated that CLT is more effective than traditional methods, which focus more on teaching language usage than language learning, and that it also helps teachers and learners feel more confident and satisfied. China has also embraced CLT and is aware of its achievements. Ju (2013) assessed CLT's work to determine its importance in language instruction and discovered that through constant adjustment and consistently CLT in combine with test system, the learners' and teachers' educational, cultural, and environmental backgrounds have become increasingly important in language instruction. Mehtab (2012) conducted a second survey study to see whether CLT could replace traditional English teaching methods in classrooms with more up-to-date, creative, and useful approaches. According to the survey, teachers and students are very excited about teaching English to pupils for communication purposes. However, the administration, educators, and administrators face a tremendous problem in putting this passion into practice in the classroom. The huge class sizes and teachers' lack of preparation for encouraging pupils to participate in

communicative activities all have a significant impact on the CLT's output teachers' conventional approach to CLT, students' reluctance, and grammar-based assessments. Although CLT is widely regarded by educators and curriculum designers as an efficient and goal-oriented method for developing communication skills, there are still issues with its practical application in the classroom. The primary stakeholders in CLT's operation prior to its introduction are teachers. The happiness of teachers needs to be taken into account. Training is crucial in enabling people to embrace it wholeheartedly, and it is necessary for them to receive training in order to assume the role of instructing CLT in a new setting. Johan (2019) investigated the effectiveness of CLT in the classroom since it was included in Bangladesh's curriculum reforms. He found a discrepancy between the curriculum's intended and actual practices because of teachers' adherence to conventional teaching philosophies, which amply demonstrates how poorly CLT was incorporated into the curriculum and how it needed to be modified to account for contextualized adaptation.

Instead of studying about language, which refers to language teaching from various angles and can be summed up in the simple phrase "using language for learning," the primary goal of CLT is the development of communicative competence through the use of language during the teaching process through establishing a setting of active engagement of learners for the development of their trust and command over language use. According to Hosen (2015), CLT is an inclusive, inventive, and improvisatory approach that includes all the practical techniques needed to develop communicative competence. Traditional techniques prioritized certain skills above others, while CLT does not limit its instruction to just one language competence. This is the finest way to teach speaking, writing, listening, and reading. By giving kids additional time to write in the classroom, teachers can help them expand their writing skills from vague to regular format. Within a school day, students should be exposed to a variety of writing scenarios where they can write with specific goals in mind for readers who are already in the audience. For students to become proficient writers, they must follow the real instructions. Allowing students to make connections between various writing portions is a good idea. In order to assess the efficacy of the techniques employed to improve writing abilities, written feedback is necessary. Students who are exposed to as many positive writing environments as possible outside of their grade level may see improvements in their current writing deficits. Give students a variety of writing assignments so they can have opportunities to write for various audiences. The viewpoint of the teacher toward writing makes it difficult to implement various methods for teaching writing at the early slow learner's level. Samiullah (2018) provided a thorough analysis, arguing that writing is a basic task completed for a goal in education. Students can accumulate, memorize and measure their learning through writing. Remarkable considerations arise about learners' writing in all grades. It was observed that students' competency in writing is at a lower level than required

for a grade. Motivation has a remarkable position to polish up the writing skills of students who estrange from writing. They also examined that teachers in universities claim that students are deprived of writing skill at higher level of education. Students cannot write periodicals, reports, and descriptions at higher levels of education due to lack of proper care and attention towards improving the writing skill of students in school level education. It is demand of the present age to assimilate the writing in curriculum in genuine and significant manner. Samiullah (2019) conducted a study at early slow learners' level to find out the effect the communicative language teaching on creative writing skills, reported that CLT has positive impact on learning of creative writing skill. In another study Samiullah (2019) studied the impact of the communicative language teaching on descriptive writing skills and found that CLT has significant effect on the improvement of descriptive writing skills of early slow learners level students. Proposal writing is a very difficult task for students at higher level and many students either quit the studies or couldn't make their marks as distinction and lose their capability for just not having writing skills.

Studies on how language instructors handle vocabulary in their courses are becoming more and more numerous. Among these, the following are a few tactics that are pertinent to the research:

Because there is so much to learn about each word that a single encounter is insufficient to acquire this knowledge, repetition is crucial for vocabulary learning. Additionally, vocabulary items need to be well-known in order to be accessed fluently (Nation, 2011:74). Another helpful method for developing vocabulary is through gestures. It is simple to explain in a classroom. Simple dramatic presentations can be used to illustrate word meanings. Teachers are even able to mimic certain movements and behaviors accurately enough to understand the meanings of words (Allen, 1914:38). Every word has a context specific to its use. If a teacher explains vocabulary in a vague and boring way, students will not learn the words from the specific scenario. It is challenging to learn terminology when there is no context. In general, words that are taught separately are not retained. As a result, when teaching vocabulary, word background information is crucial. According to Coady (2017), prior knowledge could make up for some syntactic shortcomings. Pupils pay close attention to the material and exhibit a strong interest in background information. Certain words that are connected are strongly and efficiently recalled.

In order to help students learn the target language efficiently, a classroom can include a variety of activities like games, music, dramatic stories, funny stories, etc. One type is role-playing. Students learn more efficiently and are able to communicate and use the target language more freely when they role-play. Role-playing is defined as mutual teaching and learning with the goal of developing students' abilities. It is capable of realizing the "teacher plays an important part while pupils play a key role" teaching model (Littlewood, 1981:56).

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Method and Procedure

The Detail is given as the following:

Design

The design was used as quasi-experimental study. The design of the study is a pre-test, non-equivalent control group design.

Sample

There were 68 participants taking part in this experimental study.

Instrument

The test was used as instrument collecting the data which was same for pre-test and post-test. The reliability of the test was measured as 0.830 and validity of the test was determined by the expert's opinion.

Scoring Rubrics

The scoring rubrics were used to analyze the writing skills. There were four tasks included in the writing test and the scoring range was used from 0 to 5 and each component carries 20% weightage.

Data Analysis

Data was analyzed based on hypotheses by using SPSS software to compare the results of pre-test and post-test.

Overall Results

The overall results are of the research showed the comparison of pre-test and posttest of the experimental and control group to analyze the effect of the communicative language method of learning of grammar.

Table 1

Overall comparison

Overall	Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	df	t-value	Sig (2 tailed)
Vocab(Control)	18.25	4.53	26.65	10.42	08.40	2.64	34	4.795	0.01
Vocab(Experimental)	27.25	11.87	43.27	9.72	16.02	4.36	34	15.25	0.00

Table 1 indicates that control group has mean score of 18.25 in pre-test whereas the mean score of control group is 26.65 in the post-test. The gain in scores of

control group is 8.40 with effect size 4.79. The experimental group students were ahead in pretest average scores due to pretest posttest nonequivalent control group design, and they got a mean of 27.25 in pre-test and mean scores of 43.27 in post-test. In the experimental group of overall comparison of pre-test and posttest gain score was 21.58 and effect size is 4.36. The difference of pre-test and posttest of control and experimental is significant as shown by the t-values 4.79 and 15.25 with df (68) as significance level(p<0.05). The above data shows that the gain score of the experimental group is more than the control group which shows that experimental group has performed better than the control group in functional writing skills reflected from overall results.

Task Wise Comparison

Table 2

Task wise comparison of results of control & experimental groups.

Tasks	Pre-Test Mean	SD (Pre-Test)	Post-Test Mean	SD (Post-Test)	Gain	Effect Size	df	t-value	Sig (2 tailed)
Vocab (Control)/Task 1	1.64	0.59	1.2	1.47	0.50	0.7	34	2.6	0.02
Vocab (Experimental)/Task 1	1.78	1.2	4.74	0.34	2.96	2.1	34	8.4	0.00
Vocab (Control) Task 2	0.59	0.37	1.5	1.38	0.91	0.83	34	3.60	0.00
Vocab (Experimental) Task 2	0.19	0.41	3.61	0.63	2.70	4.68	34	20.98	0.00
Vocab (Control) Task 3	0.29	0.68	1.24	1.35	0.95	0.67	34	3.42	0.00
Vocab (Experimental) Task 3	0.81	1.25	3.61	0.71	2.80	2.20	34	8.85	0.00
Vocab (Control) Task 4	1.03	0.37	2.43	1.66	1.40	0.36	34	1.56	0.01
Vocab (Experimental) Task 4	0.19	0.61	5.11	0.70	4.92	4.45	34	18.77	0.00

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The above table indicates the performance of vocabulary in Functional writing skills by the results of all four tasks of the average values in pre-test and posttest of control group and experimental groups are 1.64, 1.78, 0.59, 0.19, 0.29, 0.81, 1.03 and 0.19 and in post test average scores are 1.20,4.74, 1.5, 3.61, 1.24, 3.61, 2.43, and 5.11, whereas the gain in scores of control group 0.50, 0.91, 0.95, 1.40, with effect size 0.70, 0.83, 0.67,0.63, 0.67 Similarly gain score of experimental group in grammar are 2.96, 2.70, 2.80, 4.92 with effect size 2.1, 4.68, 2.20, 4.45. The experimental group gain scores of all tasks are more than the control group which are significant with significant values (p<0.05). The performance of experimental group in vocabulary is better than the control group which is shown by the gain score that indicated that communicative language teaching method is better than traditional methodology.

Findings

Data showed that the group participating in the experiment had a significant difference in mean scores between the pre-test and post-test gain scores of the control and experimental groups, as indicated by the significant t-value for the comparison. The experimental group's gain score was 16.02, while the control group's gain score was 8.40. The experimental group's mean difference had an effect size of 4.36 times greater than the control group's 2.64 times greater. In comparison to the control group, the experimental group's post-test results show enhanced vocabulary compared to the pre-test.

Conclusion

The experiment's findings demonstrated that Communicative Language Teaching (CLT) has a positive impact on the vocabulary taught in functional writing skills. As a result, it can be said that CLT is superior over conventional methods when it comes to teaching vocabulary in functional writing skills to early slow learners school students in Pakistan.

Discussion

Scholars have examined the benefits of using communicative language instruction to enhance the teaching and learning process. According to a 2012 study by Sadaf Fatima, the application of communicative language education has also been found to have a positive impact on BBA students' functional writing skills. Through a questionnaire, Ahmad and Bajwa (2015) also documented the favorable responses from teachers regarding the use of communicative language teaching in EFL classrooms. Samiullah (2015) discovered that communicative language instruction had a beneficial impact on students' functional writing skills at the early slow learners . The study examined the impact of CLT on the development of creative writing skills at the early slow learners with a reliability factor of 0.868Similar findings about the benefits of communicative language instruction were published by Ali & Javed (2004).

Fatima and Zubaida (2009), as well as Iqbal (2011), investigated the benefits of employing communicative language instruction to enhance narrative writing.

Hypothesis Proved or not Proved.

The t-values of all four functional writing tasks for analyzing improvement of vocabulary remained significant with level ($p<0.05$) which proved the disproved hypothesis Ho1 and consequently proved hypothesis H1 that there is a significant effect of CLT on improvement of vocabulary in functional writing skills.

Conclusions

The following conclusion is made from the findings and data analysis.

It is determined that when teaching functional writing skills to early slow learners' pupils in Pakistan, the communicative language education approach performs better than conventional approaches. In contrast to standard methods of teaching functional writing skills, the communicative language teaching approach increased vocabulary in functional writing abilities more.

Recommendations

The following recommendations are put out in light of the study's observations:

1. Since every level is equally crucial for the development of functional writing abilities, research on the impact of communicative language instruction at lower study levels, such as primary and elementary school, is necessary to integrate instruction at every level.
2. It is important to compare the effectiveness of communicative language instruction with alternative approaches.
3. The communicative language teaching approach should be used in teacher preparation programs.
4. It's important to research how teaching communicative languages affects other abilities like speaking, listening, and reading.
5. It's important to research the obstacles to implementing communicative teaching methods in the classroom.
6. Textbooks for instruction ought to be created using a communicative approach.

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