

## **Evaluating the Effectiveness of Modern English Language Teaching Strategies: Learners' Perceptions of CLT, TBLT, CLIL and CLL**

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### **Abstract:**

This study explores the impact of English communication skills on students' academic performance and participation. Using observational methods across government and private schools, it assesses LSRW competencies and the effectiveness of CLT, TBLT, CLIL and CLL Strategies. Findings reveal enhanced engagement and performance in environments with modern teaching strategies, emphasizing the need for communicative approaches in language education.

**Key words**-Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Community Language Learning (CLL), Effectiveness

### **Introduction:**

English is a global language that is widely used in academia, business and social interactions. It is considered the lingua franca of the modern world and its importance cannot be overstated. The ability to communicate effectively in English is essential for students to succeed in the 21st-century world, where global communication and collaboration are increasingly becoming the norm. In this essay, we will explore the impact of English communication on students, including the benefits of English communication skills, the challenges faced by students in developing these skills and the strategies that can be used to enhance English communication abilities. The ability to communicate effectively in English can provide numerous benefits to students, including: Increased Career Opportunities: English is the most widely spoken language in the world and the ability to communicate effectively in English can open up a wide range of career opportunities for students. Many multinational companies require employees

who can communicate in English and proficiency in English can be a valuable asset in today's global job market. Improved Academic Performance: Many academic disciplines, including science, technology, engineering and mathematics (STEM), require students to have a strong command of English. Students who can communicate effectively in English tend to perform better in academic courses, as they can understand and engage with the course materials more effectively. Enhanced Social Interactions: The ability to communicate effectively in English can also enhance students' social interactions with people from diverse cultural and linguistic backgrounds. Students who can communicate in English can build relationships with people from different parts of the world, learn about their cultures, and share their own experiences and perspectives. Challenges Faced by Students in Developing English Communication Skills:

Despite the numerous benefits of English communication skills, many students face challenges in developing these skills. Some of the common challenges include: Lack of Exposure to English: Students who do not have regular exposure to English outside of the classroom may struggle to develop their English communication skills. Exposure to English-language media, such as TV shows, movies and music, can help students improve their listening and speaking skills. Fear of Making Mistakes: Many students are afraid of making mistakes when communicating in English, which can hinder their ability to practice and improve their English skills. Teachers can create a supportive

learning environment that encourages students to take risks and make mistakes without fear of judgment. **Limited Vocabulary:** Students who have a limited vocabulary in English may struggle to express themselves effectively. Teachers can help students expand their vocabulary by providing regular opportunities to learn new words and practice using them in context. **Strategies to Enhance English Communication Abilities:** To enhance students' English communication abilities, teachers can use a range of strategies, including: **Integrated Skills Approach:** Teachers can use an integrated skills approach that focuses on developing students' listening, speaking, reading and writing skills simultaneously. This approach can help students develop a holistic understanding of the English language and enhance their ability to communicate effectively in real-world situations. **Communicative Language Teaching (CLT):** CLT is a teaching strategy that focuses on developing students' communicative competence in the language being learned. Teachers can use CLT strategy such as pair and group work, role-plays and simulations, to provide students with opportunities to practice their English communication skills in authentic contexts.

**Language Exchange Programs:** Language exchange programs can provide students with opportunities to practice their English communication skills with native speakers. These programs can also help students learn about different cultures and gain valuable insights into the customs and traditions of other countries. The ability to communicate effectively in English is essential for students to succeed in today's globalized world. English communication skills can provide numerous benefits, including increased career opportunities, improved academic performance and enhanced social interactions. However, many students face challenges in developing these skills.

### **Theoretical Background & Literature Review:**

LSRW stands for Listening, Speaking, Reading and Writing. It is a crucial part of language learning, and mastering these skills can help students become proficient in the language. In this essay, I will discuss the learning outcomes of students in the respect of LSRW.

#### **Listening:**

Listening is the first and foremost skill required in the process of language learning. Listening enables the learners to understand the language being spoken, recognize the accent, intonation, and pronunciation. A good listener can grasp the meaning of the conversation and respond accordingly. Students who are proficient in listening can understand lectures, interviews, and other types of oral communication in a better way.

The learning outcomes of students in the respect of listening include:

**Improved comprehension of spoken language:** Students who develop good listening skills can understand the spoken language with ease. They can easily follow conversations, understand lectures, and comprehend oral instructions.

**Better retention of information:** Students who listen attentively can retain information for a longer time. They can easily remember details and facts that they have heard, and this helps them in their studies and other activities.

**Enhanced communication skills:** Good listeners can communicate effectively. They can respond appropriately to questions, express their ideas, and interact with others in a meaningful way.

#### **Speaking:**

Speaking is the second skill that learners need to develop to become proficient in a language. Speaking enables the learners to express their thoughts, ideas, and feelings in the language being learned. A good speaker can communicate fluently and effectively with others, and this helps in building confidence and self-esteem.

The learning outcomes of students in the respect of speaking include:

**Improved pronunciation and intonation:** Students who practice speaking can improve their pronunciation and intonation. They can learn to speak fluently and correctly, which makes their communication more effective.

**Increased confidence:** Speaking practice can help students overcome their fear of speaking in public. As they become more confident, they can express themselves freely and effectively.

**Better communication skills:** Good speakers can communicate effectively with others. They can express their ideas, thoughts, and feelings in a clear and concise manner, and this helps in building better relationships.

### **Reading:**

Reading is the third skill required in the process of language learning. Reading enables the learners to understand written language, recognize vocabulary, grammar, and syntax. A good reader can comprehend a text, understand the writer's intent, and interpret the message conveyed.

The learning outcomes of students in the respect of reading include:

**Improved comprehension:** Students who practice reading can improve their comprehension skills. They can understand the meaning of the text, recognize the context, and interpret the message conveyed.

**Increased vocabulary:** Reading enables students to learn new words and phrases. They can improve their vocabulary and use these words in their speaking and writing.

**Better writing skills:** Good readers can become good writers. They can learn how to structure their sentences, use grammar and punctuation correctly, and develop their writing style.

### **Writing:**

Writing is the fourth skill required in the process of language learning. Writing enables the learners to express their thoughts, ideas, and feelings in written form. A good writer can communicate effectively through writing, and this helps in building better relationships.

The learning outcomes of students in the respect of writing include:

**Improved writing skills:** Students who practice writing can improve their writing skills. They can learn how to organize their ideas, use appropriate vocabulary and grammar, and express themselves in a clear and concise manner.

**Increased creativity:** Writing practice can help students become more creative. They can explore their imagination, write stories, poems, and essays and express themselves in a unique way.

**Enhanced communication skills:** Good writers can communicate effectively through writing. They can write letters, emails, reports and other types of written communication that are clear, concise.

An individual's approach to organising and making use of a certain set of abilities in order to acquire knowledge or complete activities in a manner that is both more effective and efficient is referred to as a learning strategy. When it comes to learning any language, learning techniques are really necessary. When it comes to learning a language, it is necessary to use a variety of learning strategies that stem from a variety of cultural origins [1]. One piece of research [2] found that college students' use of cognitive, metacognitive, and compensatory methods all had significant roles in their English language acquisition.

Because there is a disparity between understanding a theory and actually putting it into practice, teacher education needs to be developed before any learning strategies can be implemented. Additionally, the quality of teachers' education must continue to be maintained in accordance with core practises and evaluation processes [3].

It is necessary to make use of videos, outlined lesson plans, learner work examples, assessment sample, and many instructional aspects. Students are better able to develop their own knowledge and have a deeper understanding when they participate in formative and proactive assessment [4].

Because of developments in both globalisation and technology, a growing number of students from different parts of the world are using the Internet to further their education and learn new things. Students who choose to attend an international business school are afforded the opportunity to participate in a diverse array of instructional formats. A flipped classroom is one example of this type of technology [5].

The importance of receiving training in corporate communication was highlighted in a report that looked at the perspectives of management students in India [6]. According to the perspectives of business leaders as well as students, improved communication skills are critical for the development of businesses and are essential for working successfully in any career. Yet, not all business school students are successful in acquiring the necessary knowledge and abilities in an adequate manner. In point of fact, several business schools are not adequately transmitting the necessary abilities to their students. The efforts that are being put in to overcome this setback are restricted. Hence, it is beneficial to both the students and the teachers to cultivate an atmosphere that is pleasant towards one another in order to achieve success in the process of language acquisition. In a similar vein, this improves the bonds that exist between students and their respective professors.

A significant number of recent graduates enter the workforce each and every year. If they have not developed sufficient talents, it is possible that they will not be successful. Thus, it is vital to conduct competence assessments on students before they graduate from college. To do this, it is required to develop a new curriculum that is both sustainable and has a significant impact on the skill sets of students [7].

Speaking and writing are the two most important abilities for effective communication, and as a result, they demand additional focus while learning any language. It is necessary for students to digest their own words both orally and in writing. In the current research, both oral and written communication abilities were rolled into one category and given the label productive competence [8]. In a setting that emphasises productivity, the ability to effectively communicate one's ideas and to do it in a manner that is both professional and casual is very necessary. According to the findings of study, having strong speaking abilities leads to greater work opportunities [9].

Receptive competence was defined as having the ability to read and listen to information.

Listening is the only way for learners to correctly understand the information presented to them. The process of extracting and creating meaning from a book is what we mean when we talk about reading comprehension [8]. Reading and listening are vital skills for processing any kind of information. According to the findings of a study, reading and listening are intertwined. The researchers emphasised how important it is to simultaneously evaluate phonological information, syntactic information, and semantic information, in addition to cognitive processing [10]. According to the findings of another research [11], the use of technology assists in the development of responsive (reading) and verbal (listening) abilities, as well as other skills.

The following observations are noteworthy in relation to the goal of English instruction in India: "What an Indian student at the secondary school stage requires is competence in the language of a degree that would enable him to use the language with a fair amount of command and ease in all of the domains where he needs to use it." These are the kinds of skills that an Indian student at the secondary school stage needs. Consequently, the major goal of teaching English should be to assist students in acquiring a practical command of the language so that they can make use of it in their day-to-day lives. [12]

The National Curriculum Framework from 2005 states that the goals of a curriculum for learning a second language are "twofold: attainment of a basic proficiency, such as is acquired in natural language learning, and the development of the language into an instrument for abstract thought and the acquisition of knowledge through (for example, literacy)."

[13] When we consider all of the factors discussed above, including the relevance of teaching English and the primary objective of doing so, the first question that naturally arises is: how should English be taught to students? What approaches and strategies are utilised in the English language classroom?

In this context, it is important to have a solid understanding of both the meaning of the terms "technique" and "method." To put it another way, "the way something is done in a class is called a technique." [14]. According to Anthony, a method is anything that is "implementational," meaning that it is something that is really done in a classroom. It is a specific manoeuvre, scheme, or device that is devised with the intention of achieving a short-term goal. [15] In order to gain an understanding of the differences between the terms and how they are intertwined, it is helpful to consider the following interpretation, which is worth mentioning: "Various theories about the way language works and how languages are learned (the approach), imply multiple ways of language teaching (the strategy) and different methods make use of various types of classroom (strategies)." [16]

### **Research Methodology:**

This study adopts a quantitative observational research design to explore learner perceptions of various modern English language teaching strategies, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL) and Cooperative Language Learning (CLL). The primary instrument for data collection was a structured Class Observation Schedule, carefully designed to capture relevant insights across these English Language Teaching strategies (Appendix).

### **Sampling and Participants:**

A stratified random sampling technique was employed to select participants for the study. Initially, the sample included 400 students—150 from 15 government schools and 250 from 25 private/public CBSE-affiliated schools located within the NCR. Following data cleaning procedures, the final sample comprised 383 students. This sampling strategy was carefully designed to ensure representation across different school types and to capture demographic diversity.

### **Data Collection Process:**

Observations were carried out during regular classroom sessions to ensure the natural flow of teaching remained uninterrupted. Throughout the data collection process, strict adherence to confidentiality and ethical guidelines was maintained.

### **Reliability and Validity Testing:**

The reliability and validity of the instrument were evaluated using multiple approaches.

**Indicator reliability** was assessed by calculating the squared outer loadings, ensuring that each item effectively measured its respective construct.

**Internal consistency reliability** was examined through Cronbach's alpha and composite reliability scores, with values exceeding the 0.70 threshold considered acceptable.

**Construct validity** encompassed both convergent and discriminant validity: convergent validity was established with outer loadings above 0.70 and Average Variance Extracted (AVE) values greater than 0.50, while discriminant validity was assessed using the Fornell-Larcker criterion.

Lastly, **content validity** was determined using the Content Validity Ratio (CVR) method proposed by Lawshe (1975), which involves a linear transformation of expert agreement on whether an item is "essential." CVR was calculated based on the proportion of panel members designating each item as essential.

$$CVR = \frac{n_e - (\frac{N}{2})}{\frac{N}{2}}$$

where CVR is the content validity ratio,  $n_e$  is the number of panel members indicating “essential,” and  $N$  is the total number of panel members. The final evaluation to retain the item based on the CVR is depends on the number of panels.

Table blow shows the guideline for the valid value of CVR for the evaluated item to be retained

TABLE 1 : MINIMUM VALUE OF CVR,  $P = .05$ , SOURCE: (LAWSHE, 1975)

No. of Panellists	Minimum Value
5	.99
6	.99
7	.99
8	.75
9	.78
10	.62
11	.59
12	.56
13	.54
14	.51
15	.49
20	.42
25	.37
30	.33
35	.31
40	.29

### Data Analysis:

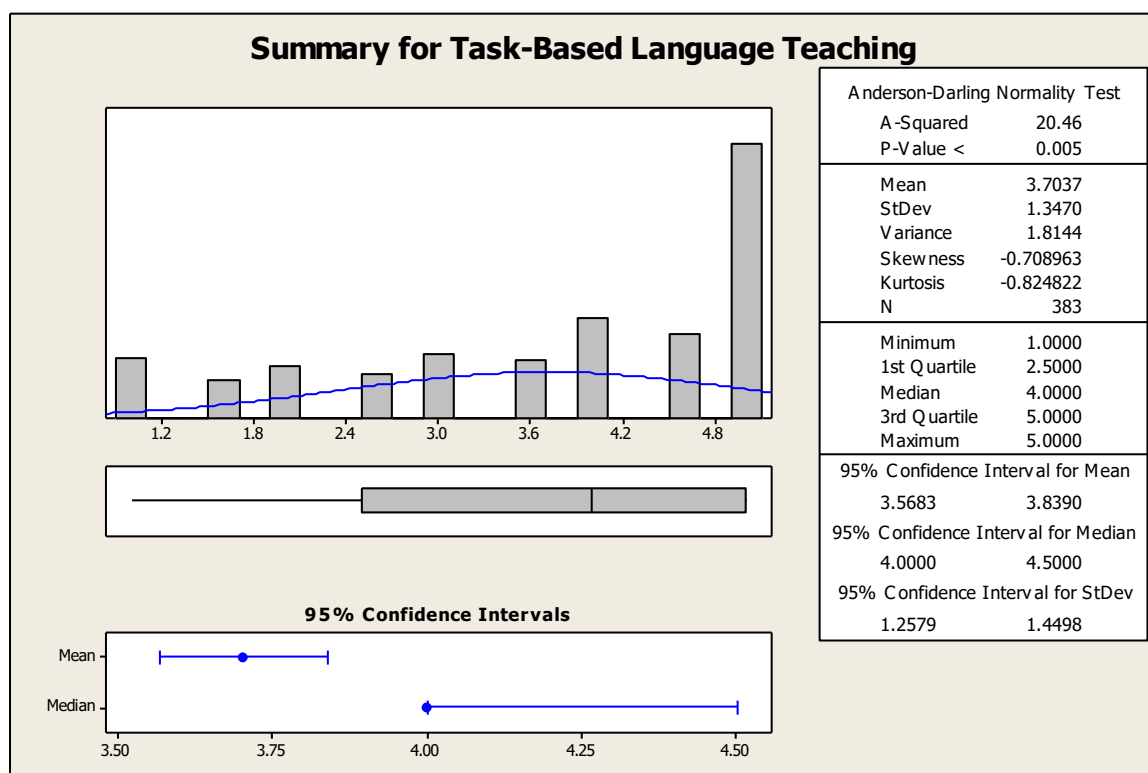
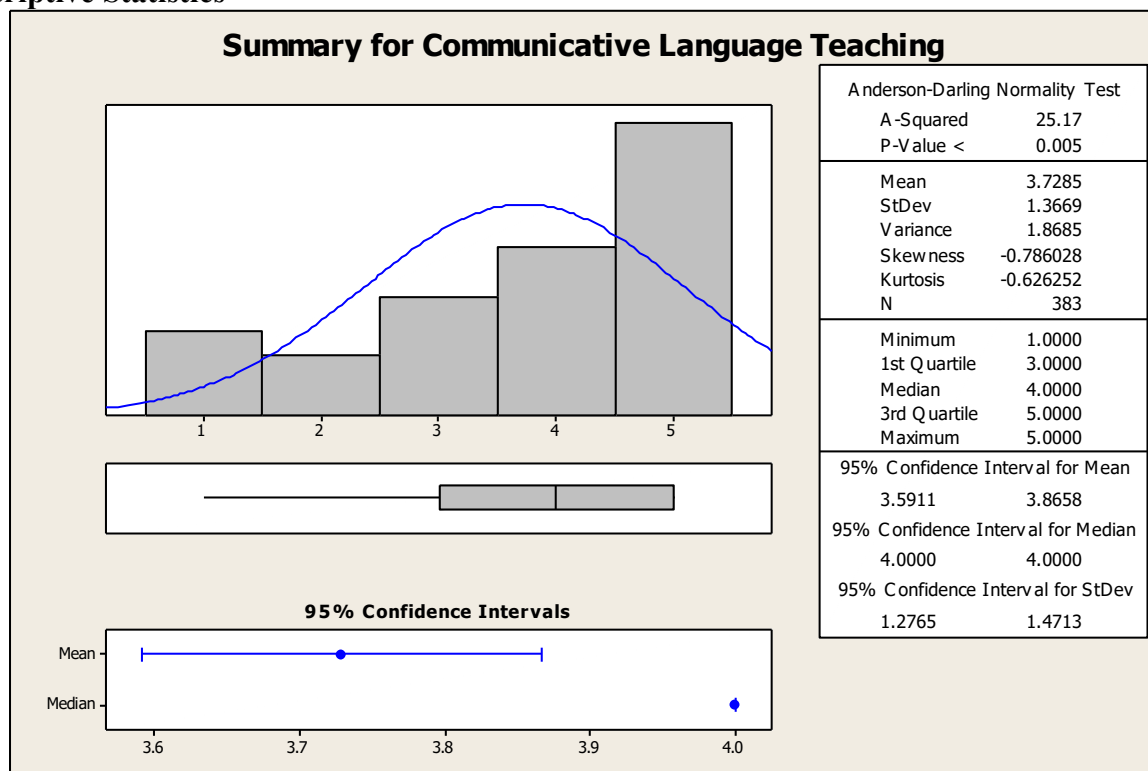
Quantitative analysis was conducted using both descriptive and inferential statistical methods.

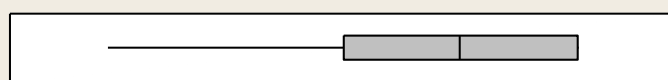
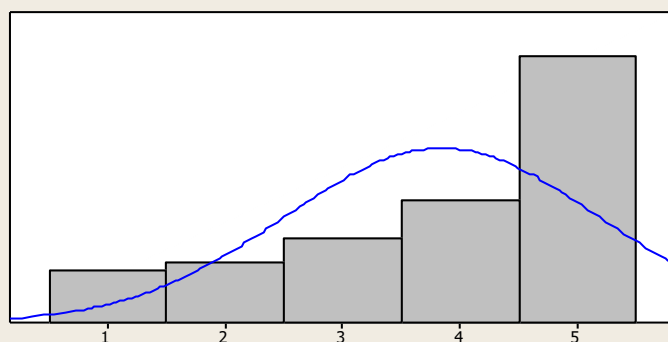
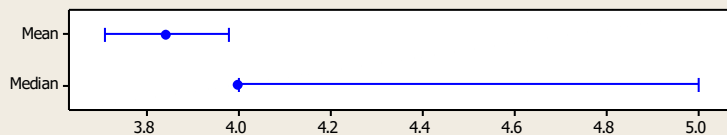
Mean scores and standard deviations were computed for each observation item to summarise central tendencies and variability. The rigorous assessment of reliability and validity ensured that the results were trustworthy and could be interpreted with confidence. These findings contribute meaningfully to the broader understanding of CLIL-based English language instruction.

### Distribution of Student Sample from Government and Private/Public Schools (Post Data Cleaning)"

S.No	Item	Government Schools	Private/Public Schools	Total	Sample size after data cleaning
1	Number of Schools	15	25	40	(Krejcyce ad Morgan Formula)
2	Affiliation	CBSE	CBSE	-	
3	Class Level	Class VIII	Class VIII	-	
4	Students per School	10	10	-	
5	Total Students	$15 \times 10 = 150$	$25 \times 10 = 250$	400	383

## Descriptive Statistics



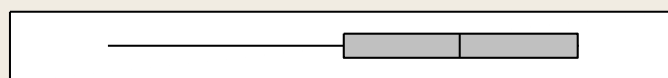
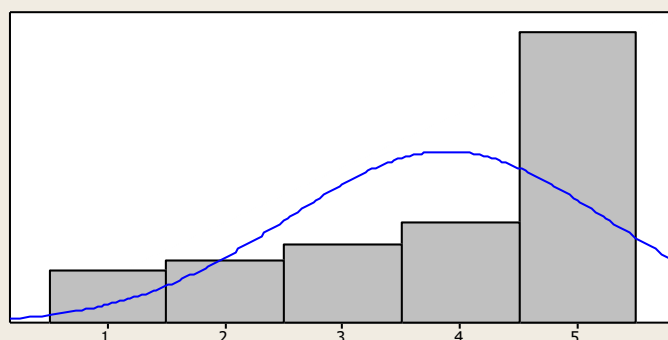
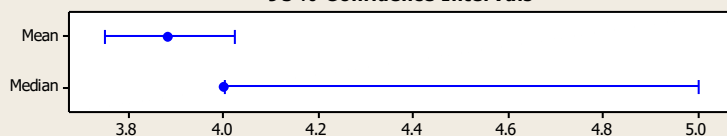
**Summary for Content and Language Integrated****95% Confidence Intervals****Anderson-Darling Normality Test**

A-Squared 29.49  
P-Value < 0.005

Mean 3.8433  
StDev 1.3368  
Variance 1.7869  
Skewness -0.867819  
Kurtosis -0.513880  
N 383

Minimum 1.0000  
1st Quartile 3.0000  
Median 4.0000  
3rd Quartile 5.0000  
Maximum 5.0000

95% Confidence Interval for Mean  
3.7090 3.9776  
95% Confidence Interval for Median  
4.0000 5.0000  
95% Confidence Interval for StDev  
1.2483 1.4388

**Summary for Cooperative Language Learning****95% Confidence Intervals****Anderson-Darling Normality Test**

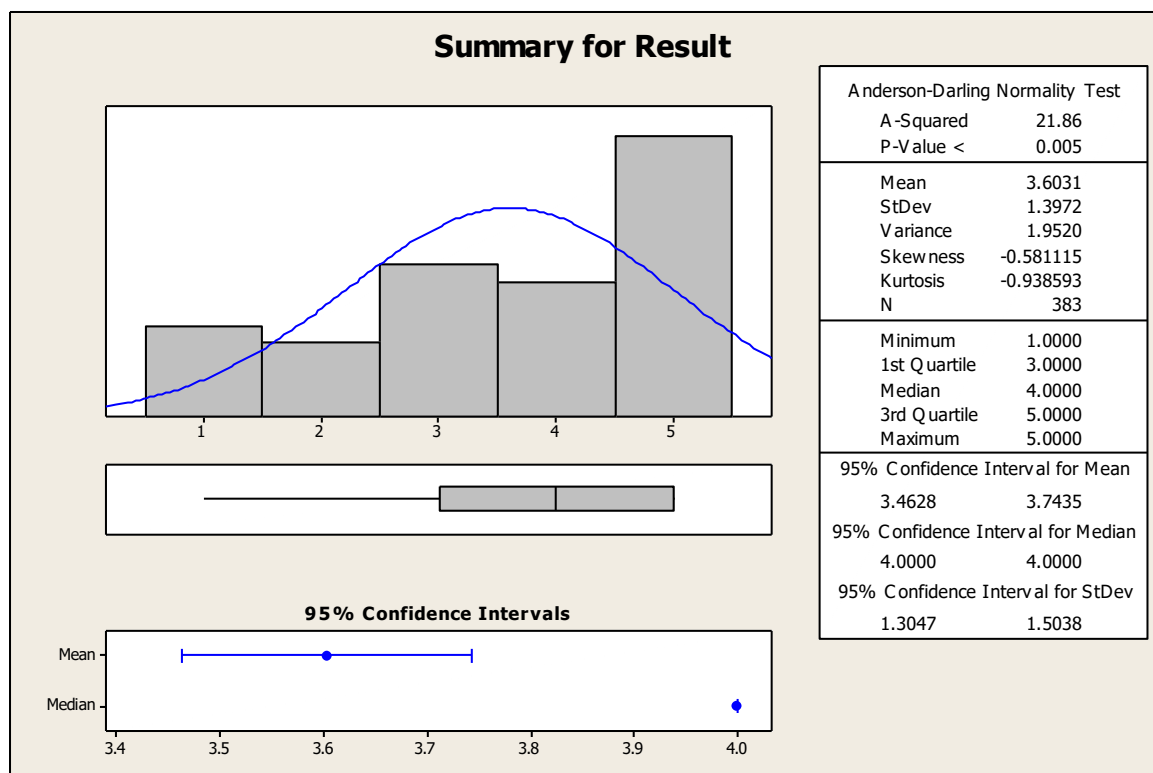
A-Squared 34.18  
P-Value < 0.005

Mean 3.8851  
StDev 1.3604  
Variance 1.8506  
Skewness -0.900781  
Kurtosis -0.539111  
N 383

Minimum 1.0000  
1st Quartile 3.0000  
Median 4.0000  
3rd Quartile 5.0000  
Maximum 5.0000

95% Confidence Interval for Mean  
3.7484 4.0218  
95% Confidence Interval for Median  
4.0000 5.0000  
95% Confidence Interval for StDev  
1.2704 1.4642





### Content Validity - English Language Teaching Strategies and Their Effectiveness in Learning INITIAL

Question	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Judge 6	Judge 7	Judge 8	Judge 9	Judge 10	Judge 11	Judge 12	Judge 13	Judge 14	Total Count	Content Validity Ratio (CVR)
CLT 1	1		1	1	1	1	1	1		1	1	1	1		11	0.571428571
CLT 2	1	1	1		1	1	1	1	1	1	1		1	1	12	0.714285714
CLT 3	1	1		1	1	1		1	1	1	1	1	1		11	0.571428571
CLT 4	1		1		1	1	1	1	1		1	1			8	0.142857143
CLT 5	1		1	1	1	1	1		1	1	1	1		1	11	0.571428571
CLT 6	1	1	1	1	1	1	1	1	1		1	1	1	1	13	0.857142857
CLT 7	1	1	1	1		1		1		1	1	1	1	1	11	0.571428571

C LT 8	1	1	1	1		1		1	1	1	1	1	1	1	12	0.7142857 14
TB LT 1		1	1	1	1		1	1	1	1	1		1	1	11	0.5714285 71
TB LT 2	1	1	1	1	1	1	1		1	1	1	1		1	12	0.7142857 14
TB LT 3	1	1		1	1		1	1	1	1		1	1	1	11	0.5714285 71
TB LT 4	1	1	1	1	1		1	1	1	1	1	1	1		12	0.7142857 14
TB LT 5	1	1	1	1	1	1		1	1	1	1	1	1	1	13	0.8571428 57
TB LT 6	1		1	1	1	1	1		1	1	1	1		1	11	0.5714285 71
C LI L1	1	1	1		1		1	1	1				1	1	9	0.2857142 86
C LI L2	1		1	1	1	1	1		1	1	1	1	1		11	0.5714285 71
C LI L3	1		1	1	1	1	1	1	1		1	1	1	1	12	0.7142857 14
C LI L4	1	1	1	1	1		1	1		1		1	1	1	11	0.5714285 71
C LI L5		1	1	1	1	1	1	1	1	1	1		1	1	12	0.7142857 14
C LI L6	1		1	1		1	1	1	1	1		1	1	1	11	0.5714285 71
C LI L7		1	1	1		1	1	1	1	1		1	1	1	11	0.5714285 71
C LL 1		1	1			1		1	1	1			1	1	8	0.1428571 43
C LL 2	1	1	1	1	1	1	1		1	1	1	1	1	1	13	0.8571428 57

<b>CLL3</b>	1	1		1		1		1	1	1	1	1	1	1	11	0.571428571
<b>CLL4</b>	1	1	1		1		1	1		1	1	1	1	1	11	0.571428571
<b>CLL5</b>	1		1	1	1	1	1	1	1	1		1	1	1	12	0.714285714
<b>CLL6</b>	1	1	1	1		1	1			1	1	1	1	1	11	0.571428571
<b>CLL7</b>	1	1	1			1	1		1	1	1	1	1	1	11	0.571428571

All CVR except **CLT4**, **CLIL1** and **CLL1** are greater than the threshold limit of 0.51 and so content validity of “English Language Teaching Strategies and Their Effectiveness in Learning” could not be established

**CLT4**, **CLIL1** and **CLL1** were removed,

**CLT4: CLT makes English classes more fun than grammar-based teaching.**

**Reason for Deletion:**

This question is subjective, comparative, and vague. It introduces a biased comparison and does not objectively assess CLT's specific attributes. “Fun” is a relative term, and comparing CLT to another method (grammar-based teaching) invites personal preference rather than constructive feedback on CLT itself.

**CLIL 1:CLIL helps students learn science better than a science teacher can.**

**Reason for Deletion:**

This question is misleading and confusing. It compares pedagogical methods across professional roles (language vs. content teachers), which is not the purpose of CLIL. It may also insult subject teachers and confuse respondents, thereby reducing the academic credibility of the questionnaire.

**CLL: CLL works best only if students are already friends with each other.**

**Reason for Deletion:**

This statement is based on assumptions and social dynamics that may not be universally applicable. It doesn't evaluate the methodology itself but rather introduces a condition that may vary widely and doesn't reflect the pedagogical intent or core structure of CLL.

Accordingly question numbers/ indicator sequence was revised and content validity was rechecked.

#### Content Validity:

Question	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Judge 6	Judge 7	Judge 8	Judge 9	Judge 10	Judge 11	Judge 12	Judge 13	Judge 14	Total Count	Content Validity Ratio (CVR)
<b>CLT1</b>	1		1	1	1	1	1	1		1	1	1	1		11	0.571428571
<b>CLT2</b>	1	1	1		1	1	1	1	1	1	1		1	1	12	0.714285714

<b>C LT 3</b>	1	1		1	1	1		1	1	1	1	1	1		11	0.5714285 71
<b>C LT 4</b>	1		1	1	1	1	1		1	1	1	1		1	11	0.5714285 71
<b>C LT 5</b>	1	1	1	1	1	1	1	1	1		1	1	1	1	13	0.8571428 57
<b>C LT 6</b>	1	1	1	1		1		1		1	1	1	1	1	11	0.5714285 71
<b>C LT 7</b>	1	1	1	1		1		1	1	1	1	1	1	1	12	0.7142857 14
<b>TB LT 1</b>		1	1	1	1		1	1	1	1	1		1	1	11	0.5714285 71
<b>TB LT 2</b>	1	1	1	1	1	1	1		1	1	1	1		1	12	0.7142857 14
<b>TB LT 3</b>	1	1		1	1		1	1	1	1		1	1	1	11	0.5714285 71
<b>TB LT 4</b>	1	1	1	1	1		1	1	1	1	1	1	1		12	0.7142857 14
<b>TB LT 5</b>	1	1	1	1	1	1		1	1	1	1	1	1	1	13	0.8571428 57
<b>TB LT 6</b>	1		1	1	1	1	1		1	1	1	1		1	11	0.5714285 71
<b>C LI L1</b>	1		1	1	1	1	1		1	1	1	1	1		11	0.5714285 71
<b>C LI L2</b>	1		1	1	1	1	1	1	1		1	1	1	1	12	0.7142857 14
<b>C LI L3</b>	1	1	1	1	1		1	1		1		1	1	1	11	0.5714285 71
<b>C LI L4</b>		1	1	1	1	1	1	1	1	1	1		1	1	12	0.7142857 14
<b>C LI L5</b>	1		1	1		1	1	1	1	1		1	1	1	11	0.5714285 71

<b>CLL6</b>		1	1	1		1	1	1	1	1		1	1	1	11	0.571428571
<b>CLL1</b>	1	1	1	1	1	1	1		1	1	1	1	1	1	13	0.857142857
<b>CLL2</b>	1	1		1		1		1	1	1	1	1	1	1	11	0.571428571
<b>CLL3</b>	1	1	1		1		1	1		1	1	1	1	1	11	0.571428571
<b>CLL4</b>	1		1	1	1	1	1	1	1	1		1	1	1	12	0.714285714
<b>CLL5</b>	1	1	1	1		1	1			1	1	1	1	1	11	0.571428571
<b>CLL6</b>	1	1	1			1	1		1	1	1	1	1	1	11	0.571428571

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**CLIL 1:CLIL helps students learn science better than a science teacher can.**

***Reason for Deletion:***

This question is misleading and confusing. It compares pedagogical methods across professional roles (language vs. content teachers), which is not the purpose of CLIL. It may also insult subject teachers and confuse respondents, thereby reducing the academic credibility of the questionnaire.

**CLL: CLL works best only if students are already friends with each other.**

***Reason for Deletion:***

This statement is based on assumptions and social dynamics that may not be universally applicable. It doesn't evaluate the methodology itself but rather introduces a condition that may vary widely and doesn't reflect the pedagogical intent or core structure of CLL.

Accordingly question numbers/ indicator sequence was revised and content validity was rechecked

**Content Validity - English Language Teaching Methodologies and Their Effectiveness in Learning\_FINAL**

Question	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Judge 6	Judge 7	Judge 8	Judge 9	Judge 10	Judge 11	Judge 12	Judge 13	Judge 14	Total Count	Content Validity Ratio (CVR)
CLT 1	1		1	1	1	1	1	1		1	1	1	1		11	0.571428571
CLT 2	1	1	1		1	1	1	1	1	1	1		1	1	12	0.714285714
CLT 3	1	1		1	1	1		1	1	1	1	1	1		11	0.571428571
CLT 4	1		1	1	1	1	1		1	1	1	1		1	11	0.571428571
CLT 5	1	1	1	1	1	1	1	1	1		1	1	1	1	13	0.857142857
CLT 6	1	1	1	1		1		1		1	1	1	1	1	11	0.571428571
CLT 7	1	1	1	1		1		1	1	1	1	1	1	1	12	0.714285714
TBLT 1		1	1	1	1		1	1	1	1	1		1	1	11	0.571428571
TBLT 2	1	1	1	1	1	1	1		1	1	1	1		1	12	0.714285714
TBLT 3	1	1		1	1		1	1	1	1		1	1	1	11	0.571428571
TBLT 4	1	1	1	1	1		1	1	1	1	1	1	1		12	0.714285714
TBLT 5	1	1	1	1	1	1		1	1	1	1	1	1	1	13	0.857142857
TBLT 6	1		1	1	1	1	1		1	1	1	1		1	11	0.571428571
LI L1	1		1	1	1	1	1		1	1	1	1	1		11	0.571428571
LI L2	1		1	1	1	1	1	1	1		1	1	1	1	12	0.714285714

<b>C LI L3</b>	1	1	1	1	1		1	1		1		1	1	1	11	0.5714285 71
<b>C LI L4</b>		1	1	1	1	1	1	1	1	1	1		1	1	12	0.7142857 14
<b>C LI L5</b>	1		1	1		1	1	1	1	1		1	1	1	11	0.5714285 71
<b>C LI L6</b>		1	1	1		1	1	1	1	1		1	1	1	11	0.5714285 71
<b>C LL 1</b>	1	1	1	1	1	1	1		1	1	1	1	1	1	13	0.8571428 57
<b>C LL 2</b>	1	1		1		1		1	1	1	1	1	1	1	11	0.5714285 71
<b>C LL 3</b>	1	1	1		1		1	1		1	1	1	1	1	11	0.5714285 71
<b>C LL 4</b>	1		1	1	1	1	1	1	1	1		1	1	1	12	0.7142857 14
<b>C LL 5</b>	1	1	1	1		1	1			1	1	1	1	1	11	0.5714285 71
<b>C LL 6</b>	1	1	1			1	1		1	1	1	1	1	1	11	0.5714285 71

All CVR are greater than the threshold limit of 0.51 and so content validity of “English Language Teaching Strategies and Their Effectiveness in Learning” was established.

**Convergent Validity - Outer Loadings and Average Variance Extracted (AVE)**

<b>Indicators</b>	<b>Outer loadings</b>
<b>CLIL1</b>	0.366
<b>CLIL2</b>	0.547
<b>CLIL3</b>	0.645
<b>CLIL4</b>	0.767
<b>CLIL5</b>	0.964
<b>CLIL6</b>	0.969
<b>CLL1</b>	0.271
<b>CLL2</b>	0.510
<b>CLL3</b>	0.612
<b>CLL4</b>	0.746
<b>CLL5</b>	0.852
<b>CLL6</b>	0.988
<b>CLT1</b>	0.736
<b>CLT2</b>	0.844
<b>CLT3</b>	0.889
<b>CLT4</b>	0.901
<b>CLT5</b>	0.896
<b>CLT6</b>	0.844
<b>CLT7</b>	0.782
<b>TBLT1</b>	0.724
<b>TBLT2</b>	0.893
<b>TBLT3</b>	0.920
<b>TBLT4</b>	0.912
<b>TBLT5</b>	0.872
<b>TBLT6</b>	0.799

Outer loadings of all variables are greater than 0.70 with following acceptions:

Outer loadings of CLL1 <- Cooperative Language Learning, CLIL1 <- Content and Language Integrated Learning are less than 0.40 and so were deleted.

Outer loadings of CLL2 <- Cooperative Language Learning, CLIL2 <- Content and Language Integrated Learning, CLL3 <- Cooperative Language Learning, CLIL3 <- Content and Language Integrated Learning are less than 0.70 and more than 0.40 . Their AVE, Chronbach Alpha and Rho<sub>a</sub> meet the threshold values. So they wer retained



**NOTE:** Since CLL1 and CLIL 1 were deleted numbering of CLL and CLIL were revised

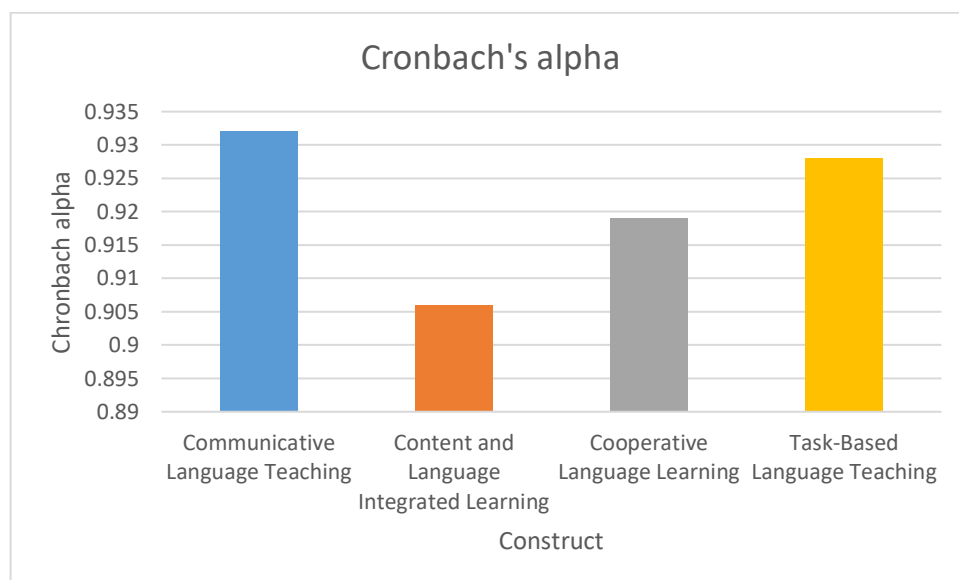
<b>Indicator</b>	<b>Loadings (<math>\lambda</math>)</b>
<b>CLT1</b>	0.736
<b>CLT2</b>	0.844
<b>CLT3</b>	0.889
<b>CLT4</b>	0.901
<b>CLT5</b>	0.896
<b>CLT6</b>	0.844
<b>CLT7</b>	0.782
<b>TBLT1</b>	0.724
<b>TBLT2</b>	0.893
<b>TBLT3</b>	0.92
<b>TBLT4</b>	0.912
<b>TBLT5</b>	0.872
<b>TBLT6</b>	0.799
<b>CLIL2</b>	0.589
<b>CLIL3</b>	0.674
<b>CLIL4</b>	0.785
<b>CLIL5</b>	0.959
<b>CLIL6</b>	0.969
<b>CLL2</b>	0.573
<b>CLL3</b>	0.681
<b>CLL4</b>	0.793
<b>CLL5</b>	0.878
<b>CLL6</b>	0.993

**(a) Outer Loadings**

1. The outer loading value of CL1&CLIL1 was less than 0.40. Therefore these questions were deleted.
2. Accordingly the questions of CL1&CLIL1 was re-numbered.

**(b) Average Variance Extracted**

<b>Construct</b>	<b>AVE</b>
<b>Communicative Language Teaching</b>	0.7118
<b>Task Based Language Teaching</b>	0.7330
<b>Content &amp; Language Integrating Learning</b>	0.655
<b>Corporate Language Learning</b>	0.6355



All AVEs' are greater than 0.50

Thus, with a and b above Convergent Validity is established.

#### Discriminant (Divergent) Validity - Fornell- Larcker criterion

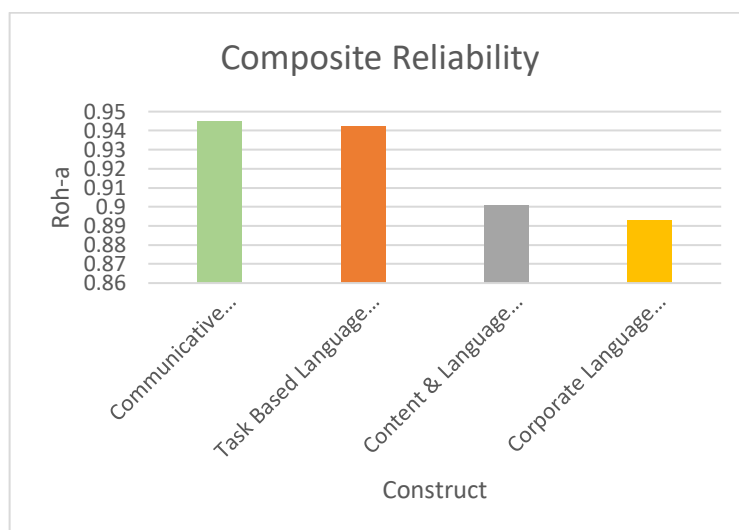
	Communicative Language Teaching	Task Based Language Teaching	Content & Language Integrated Learning	Corporate Language Learning
Communicative Language Teaching	0.843			
Task Based Language Teaching	0.002	0.856		
Content & Language Integrated Learning	0.002	0.774	0.809	
Corporate Language Learning	0.131	0.043	0.042	0.7972

It can be seen that along the diagonal each value is largest in its row and in its column thus meeting the Fornell Larcker Criterion for convergent validity.

#### Composite Reliability- rho\_a

Indicator	Composite Reliability CR-Rho_a
Communicative Language Teaching	0.945
Task Based Language Teaching	0.942
Content & Language Integrating Learning	0.901
Corporate Language Learning	0.893

All values of rho\_a are greater than 0.70



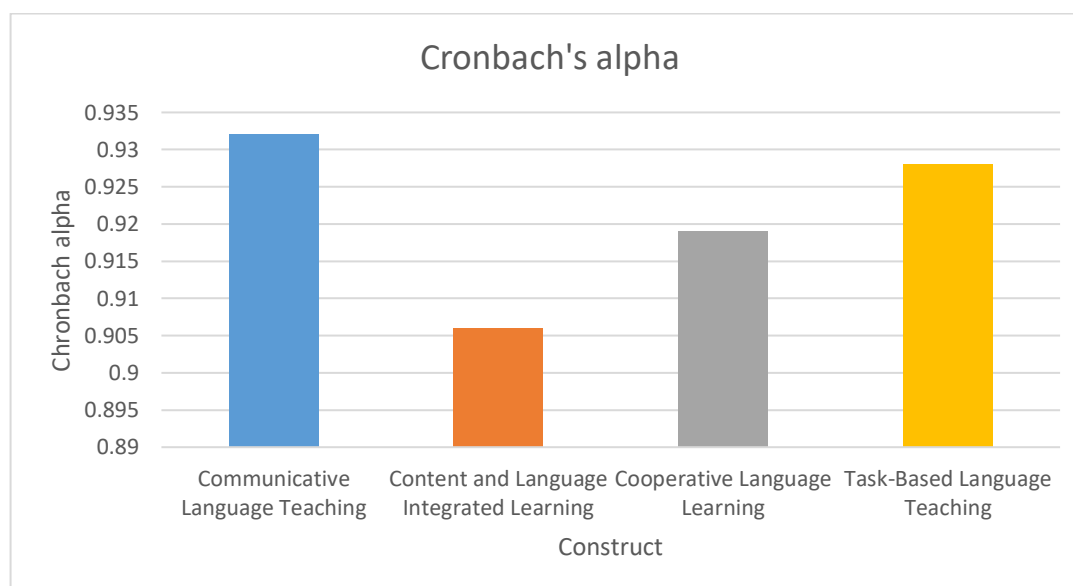
### Indicator Reliability- Square of Outer Loadings

Indicator	Loadings ( $\lambda$ )	Loading Sq ( $\lambda$ Sq)
CLT1	0.736	0.541696
CLT2	0.844	0.712336
CLT3	0.889	0.790321
CLT4	0.901	0.811801
CLT5	0.896	0.802816
CLT6	0.844	0.712336
CLT7	0.782	0.611524
TBLT1	0.724	0.524176
TBLT2	0.893	0.797449
TBLT3	0.92	0.846463
TBLT4	0.912	0.831744
TBLT5	0.872	0.760384
TBLT6	0.799	0.638401
CLIL2	0.589	0.346921
CLIL3	0.674	0.454276
CLIL4	0.785	0.616225
CLIL5	0.959	0.919681
CLIL6	0.969	0.938961
CLL2	0.573	0.328329
CLL3	0.681	0.463761
CLL4	0.793	0.628849
CLL5	0.878	0.770884
CLL6	0.993	0.986049

All squared outer loadings are greater than 0.50 , with following exceptions CLIL2, CLIL3, CL2,CLL3.However their AVE, Chronbach Alpha and Rho\_a values met the threshold limits, these were retained in the model.This establishes Indicator reliability.

### Chronbach Alpha

Construct	Cronbach's alpha
Communicative Language Teaching	0.932
Content and Language Integrated Learning	0.906
Cooperative Language Learning	0.919
Task-Based Language Teaching	0.928



### Findings:

The present study aimed to evaluate the effectiveness of modern English language teaching strategies—specifically Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL) and Cooperative Language Learning (CLL)—through a rigorous quantitative analysis of learner perceptions. The study employed both descriptive and inferential statistical tools to ensure reliability and validity in its findings.

Descriptive statistics, including mean scores and standard deviations, provided initial insights into learner responses, while a robust process of content validation established the relevance and appropriateness of the questionnaire items. Content Validity Ratios (CVRs) exceeding the 0.51 threshold across most items confirmed the strong content validity of the scale after the removal of ambiguous and biased indicators. This step reinforced the credibility of the measurement tool.

Convergent validity was examined through outer loadings and Average Variance Extracted (AVE), with most items demonstrating loadings above the recommended threshold of 0.70. Two indicators with loadings below 0.40 (CLL1 and CLIL1) were eliminated, while items with moderate loadings (between 0.40 and 0.70) were retained based on acceptable AVE, Cronbach's Alpha, and Rho\_A values. These measures ensured that the constructs accurately reflected the theoretical dimensions they were intended to assess.

Furthermore, the internal consistency of all four constructs—CLT, TBLT, CLIL, and CLL—was confirmed through Cronbach's Alpha values ranging from 0.906 to 0.932, all surpassing the acceptable threshold of 0.70. This underscores the reliability of the data collection instrument and supports the coherence of student perceptions across the sampled schools.

Overall, the results affirm that modern strategies like CLT and TBLT are perceived positively by learners, with high outer loading scores suggesting strong agreement with their pedagogical effectiveness. CLIL and CLL, though exhibiting some weaker indicators, still demonstrated acceptable reliability and convergent validity, indicating nuanced but generally favorable learner perceptions.

### Conclusion:

This Research significantly contribute to the understanding of contemporary English language teaching practices in Indian middle school contexts. They highlight the necessity of refining instructional strategies in alignment with student perceptions to enhance classroom engagement, contextual understanding, and language acquisition. The study offers practical implications for curriculum designers, educators, and policymakers in promoting evidence-based language teaching frameworks aligned with learner needs and perceptions.

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### English Language Teaching Strategies and Their Effectiveness in Learning

**Introduction:** This study aims to understand learner perceptions of different modern English language teaching methodologies including Communicative Language Teaching (CLT), Task-Based

Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Cooperative Language Learning (CLL). There are no right or wrong answers — we are interested only in your personal opinions. All responses will be kept confidential and used solely for academic research purposes. Thank you for your valuable participation!

## Section: A

### Demographic Details

Name	
Age	
Gender	
School name	
Area/Location	

**Instructions:** Please rate your level of agreement with the following statements.  
(Please ☒ the appropriate box)

| 1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree |

### Section B: Communicative Language Teaching (CLT)

#	Statement	1	2	3	4	5
CLT1	CLT effectively promotes real-life communication skills.					
CLT2	CLT adequately prepares learners for real-world language use.					
CLT3	CLT provides sufficient opportunities for oral communication.					
CLT4	CLT is suitable for learners of all levels.					
CLT5	CLT effectively develops all four language skills (listening, speaking, reading, and writing).					
CLT6	CLT adequately addresses the cultural aspects of language learning.					
CLT7	CLT effectively promotes learner autonomy and independence.					

### Section C: Task-Based Language Teaching (TBLT)

#	Statement	1	2	3	4	5
TBLT1	TBLT effectively develops communicative competence.					
TBLT2	TBLT promotes learner autonomy and independence.					
TBLT3	TBLT is suitable for learners of all levels.					
TBLT4	TBLT effectively develops critical thinking and problem-solving skills.					
TBLT5	TBLT provides ample opportunities for creative language use.					
TBLT6	TBLT is an enjoyable and motivating approach for learners.					

**Section D: Content and Language Integrated Learning (CLIL)**

#	Statement	1	2	3	4	5
CLIL1	CLIL effectively enhances students' language proficiency.					
CLIL2	CLIL fosters critical thinking and problem-solving skills.					
CLIL3	CLIL promotes intercultural understanding and global citizenship.					
CLIL4	CLIL increases students' motivation to learn the target language.					
CLIL5	CLIL improves students' academic achievement in content subjects.					
CLIL6	CLIL is suitable for all subjects and grade levels.					

**Section E: Cooperative Language Learning (CLL)**

#	Statement	1	2	3	4	5
CLL1	CLL enhances learner motivation and engagement.					
CLL2	CLL fosters language development and collaborative learning.					
CLL3	CLL improves overall language proficiency.					
CLL4	CLL helps learners develop critical thinking and problem-solving skills.					
CLL5	CLL promotes learner autonomy and independence.					
CLL6	CLL is beneficial for all students.					

**Final Note:** Thank you for taking the time to complete this questionnaire. Your feedback is invaluable to us.