

**DEVELOPING COMMUNICATIVE
COMPETENCE THROUGH LINGUISTIC
LANDSCAPE: AN EXPERIMENTAL STUDY
OF PRIMARY LEVEL STUDENTS**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
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By

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ABSTRACT

Title: Developing Communicative Competence through Linguistic Landscape: An Experimental Study of Primary Level Students

Authentic material in English Language Teaching (ELT) is crucial as it makes the learning process engaging and motivating for learners, while at the same time exposing them to real-life application of language. Therefore, applied linguists recommend the incorporation of authentic material from the real world into ELT. This is where linguistic landscape becomes important since it contains innumerable examples of authentic language in use. This study aimed to apply the linguistic landscape in ELT at the primary level in Pakistan to assess its effectiveness in improving the communicative competence of the students. The study's conceptual framework centers on three key concepts: communicative competence, the use of authentic materials within communicative competence, and the role of the linguistic landscape as a form of authentic material used in communicative competence. The study employed a true experimental design in which participants were divided into the control and experimental groups. As quantitative instruments, pre and post-tests were used to analyze the effectiveness of LL in the process of language learning. The analysis of data revealed that the experimental group showed improvement in performance levels in post-test, as compared to the control group. The findings thereby indicate a considerable level of positive impact of linguistic landscape as authentic material on the development of communicative competence. The findings of the study have implications for ELT in Pakistan.

TABLE OF CONTENTS

THESIS AND DEFENSE APPROVAL FORM.....	ii
AUTHOR'S DECLARATION.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
ACKNOWLEDGEMENT.....	x
DEDICATION.....	xi
1. INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Problem Statement.....	3
1.3 Hypothesis.....	3
1.4 Delimitations of the Study.....	4
1.5 Significance of the Study.....	4
1.6 Chapter Breakdown.....	5
1.7 Conclusion.....	5
2. REVIEW OF LITERATURE.....	7
2.1 An Overview of Language Teaching Methodologies.....	7
2.2 Communicative Language Teaching.....	8
2.3 Communicative Competence.....	9
2.4 Authentic Material in CLT.....	11
2.5 Linguistic Landscape.....	13
2.6 English in the Linguistic Landscape.....	14
2.7 Different Perspectives on LL.....	15
2.7.1 Sociological Perspective.....	15
2.7.2 Communicative Ethnolinguistic Perspective.....	16
2.7.3 Language Policy Perspective.....	16
2.8 ELT in Pakistan.....	22
2.9 Conclusion.....	23
3. RESEARCH METHODOLOGY.....	25
3.1 Research Design.....	25
3.2 Conceptual Framework.....	26
3.3 Operational Framework.....	28
3.4 Data Collection.....	28
3.5 Research Participants.....	30
3.6 Research Variables.....	31
3.7 Selection and Utilization of Linguistic Landscape Photographs.....	32
3.8 Procedure of the Experiment.....	32
3.8.1 Formation of Groups.....	32
3.8.2 Administration of Pre-test.....	33
3.8.3 Tool for Assessment of Pre-test and Post-test.....	33

3.8.4 Treatment Procedure.....	33
3.9 Duration of the Experiment.....	34
3.10 Pre and Post-Test Items.....	36
3.10.1 Grammatical Competence.....	36
3.10.2 Sociolinguistic Competence.....	37
3.10.3 Discourse Competence	37
3.10.4 Strategic Competence.....	38
3.11 Validity and Reliability.....	38
3.12 Data Analysis.....	39
3.13 Ethical Considerations.....	40
3.14 Conclusion.....	40
4. RESULTS & DISCUSSION.....	41
4.1 Inferential Statistics.....	41
4.2 Comparison of Mean Scores before Treatment.....	41
4.2.1 Grammatical Competence.....	42
4.2.2 Sociolinguistic Competence.....	42
4.2.3 Discourse Competence.....	43
4.2.4 Strategic Competence.....	43
4.2.5 Overall Comparison.....	44
4.4. Treatment of Experimental Group.....	45
4.4.1 Grammatical Competence.....	45
4.4.2 Sociolinguistic Competence.....	47
4.4.3 Discourse Competence.....	48
4.4.4 Strategic Competence.....	49
4.5 Comparison of Mean Scores after Treatment.....	50
4.5.1 Grammatical Competence.....	50
4.5.2 Sociolinguistic Competence.....	51
4.5.3 Discourse Competence.....	51
4.5.4 Strategic Competence.....	52
4.5.5 Overall Comparison.....	53
4.6 Mean Scores Comparison of Control Group before and after Treatment.....	53
4.6.1 Grammatical Competence.....	54
4.6.2 Sociolinguistic Competence.....	54
4.6.3 Discourse Competence.....	55
4.6.4 Strategic Competence.....	55
4.7 Mean Scores Comparison of Experimental Group before and after Treatment.....	56
4.7.1 Grammatical Competence.....	56
4.7.2 Sociolinguistic Competence.....	57
4.7.3 Discourse Competence.....	57
4.7.4 Strategic Competence.....	58
4.8 Overall Comparison of Pre-Test and Post- Test Scores of Control Group.....	59
4.9 Overall Comparison of Pre-Test and Post-Test Scores of Experimental	60

Group.....	
4.10 Conclusion.....	64
5. CONCLUSION	65
5.1 Summary of Main Findings.....	65
5.2 Discussion.....	67
5.3 Recommendations for Future Research.....	71
5.4 Recommendations for Policy and Practice.....	72
5.5 Conclusion.....	73
REFERENCES.....	74
APPENDICES.....	84

LIST OF TABLES

Table 3.1:	Grading scale for learners.....	28
Table 3.2:	Categorization of Linguistic Landscape Photographs Ben Rafael et al. (2006).....	29
Table 3.3:	Sample Representation of the Study.....	30
Table 3.4:	An outline of two- months of extensive lesson planning.....	34
Table 3.5:	Reliability.....	38
Table 4.1:	Grammatical Competence.....	42
Table 4.2:	Sociolinguistic Competence.....	42
Table 4.3:	Discourse Competence.....	43
Table 4.4:	Strategic Competence.....	44
Table 4.5:	Comparison of Pre-test scores.....	44
Table 4.6:	Grammatical Competence.....	50
Table 4.7:	Sociolinguistic Competence.....	51
Table 4.8:	Discourse Competence.....	52
Table 4.9:	Strategic Competence.....	52
Table 4.10:	Comparison of Post-test scores.....	53
Table 4.11:	Grammatical Competence.....	54
Table 4.12:	Sociolinguistic Competence.....	54
Table 4.13:	Discourse competence.....	55
Table 4.14:	Strategic Competence.....	56
Table 4.15:	Grammatical Competence.....	56
Table 4.16:	Sociolinguistic Competence.....	57
Table 4.17:	Discourse competence.....	58
Table 4.18:	Strategic Competence.....	58
Table 4.19:	Pre-Test and Post Test Scores of Control Group.....	59
Table 4.20:	Overall comparison of pre-test and post test scores of control group.....	60
Table 4.21:	Overall comparison of pre-test and post test scores of experimental group.....	61
Table 4.22:	Pre-Test and Post Test Scores of Experimental Group.....	61
Table 5.1:	Hypothesis summarized results.....	67

LIST OF FIGURES

Figure 1:	Model of communicative competence (Canale, 1983).....	27
Figure 2:	CEFR Model.....	28
Figure 3:	Experimental Design.....	35
Figure 4:	Comparison of Pre-test results.....	45
Figure 5:	Photographs for Grammatical Competence.....	45
Figure 6:	Photographs for Grammatical Competence.....	46
Figure 7:	Photographs for Sociolinguistic Competence.....	47
Figure 8:	Photographs for Sociolinguistic Competence.....	47
Figure 9:	Photographs for Discourse Competence.....	48
Figure 10:	Photographs for Strategic Competence.....	49
Figure 11:	Comparison of Post-test results.....	53
Figure 12:	Pre-Test and Post Test Scores of Control Group.....	60
Figure 13:	Pre-Test and Post Test Scores of Experimental Group.....	62

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DEDICATION

This thesis is dedicated to my parents,

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whose unwavering support, encouragement, and love have been my constant source of strength. I am eternally grateful for everything they have done for me.

CHAPTER 1

INTRODUCTION

In both spoken and written forms, language remains integral to human life. The social nature of humans demands that they interact with each other; language works as a medium for this interaction in a social context. While the spoken form may seem primary, a cursory look at a street in a city exposes us to billboards, flyers, advertisements, shops, and shirts that have language exhibited on them. These symbols and signs speak to us, inform us, entertain us, persuade us, and help us make sense of the world around us (Cenoz & Gorter, 2023). Collectively, these signs are referred to as the Linguistic Landscape (LL). LL is almost entirely composed of languages in the environment. When it comes to language teaching in educational institutions, however, we tend to focus on texts produced in the form of books and mostly disregard the texts available in the environment. The languages used in LL, the composition of these languages, the domains in which they appear, and their multilingual and multimodal nature, all contribute to the diverse meanings that LL conveys for human consumption (Alsaif & Starks, 2021). Of late, therefore, increasing research interest has been shown in how LL, and the mode and manner in which languages are used in LL, can be creatively brought into the language classroom to provide learners a practical orientation of language in use in our surroundings and help them build their pragmatic and sociocultural competencies (Hewitt-Bradshaw, 2014). The proposed study is an effort in this direction: the extent to which LL, when creatively applied to the discipline of language teaching in one specific case of primary-level students, can enhance the different dimensions of language learning.

1.1 Background to the Study

The inherent social nature of humans requires that they interact with each other; language works as a medium for this interaction in a social context. The notion behind the communicative movement is based on the belief that an increased focus should be placed on the way language is used in the real world as well as the learners' needs to acquire a language (Howatt & Widdowson, 2004). The concept of communicative competence subsumed four types including grammatical, sociolinguistic, strategic, and discourse competence. The notion of communicative competence acts as a foundational cornerstone for the development of CLT (Communicative Language Teaching). CLT

advocates the utilization of authentic materials for language learning. Authentic materials provide learners an opportunity to engage with a real language exposure along with its practical application according to the context. It is believed that authentic material contributed to the benefit of learners' learning experiences. One substantial type of authentic material is Linguistic Landscape. LL is composed almost entirely of the languages that we come across in our surroundings. The landscape, and perhaps more broadly the 'environment', offers a fascinating field for humanistic classification and labeling. Just as the languages exhibited in LL are important, so is the mode and manner in which these languages are depicted (Cenoz & Gorter, 2008, p. 267). LL thus constitutes a linguistic area that has garnered considerable attention on its own and raises issues that are important to language research in general (Burenhult & Levinson, 2008, p. 141).

LL embodies the linguistic diversity of a community. Furthermore, a place is defined by the people who live and interact with one another. It is not an ethnically defined region but is shaped by locals, migrants, and community members who create a dynamic environment. LL encompasses linguistic objects that mark the public area. According to Alsaif and Starks (2021), the languages used, their composition, the signs' medium, the domains in which they appear, and whether they are monolingually or multilingually expressed, all contribute to the meaning of Linguistic Landscape.

There are various ways in which Linguistic Landscape can be categorized. One such categorization of LL, used in this study, is made by Ben Rafael et al (2006). Different studies on LL point out the difference between top-down and bottom-up signs. Top-down signs include government and official signs to educate or aware citizens, e.g. street names, road signs, government buildings, etc. On the other hand, bottom-up signs include private signs like shop names, names of private offices, advertisements on billboards, etc. (Ben Rafael et al, 2006).

The use of LL for pedagogical purposes offers exciting opportunities. Scholars and researchers agree that LL can be used for language learning and teaching (Gorter & Cenoz, 2006). Linguistic Landscape attracted many researchers to explore the theme of teaching beyond the classroom, for instance task-based teaching, linguistic landscape and language learning, acquisition of language, pedagogical perspective of public and commercial signs for linguistic purposes (Sayer & Marten, 2022). Using linguistic landscape as a pedagogical resource proposed by Sayer (2010), addresses cross-cultural

and intercultural uses of English Language. The main reason for this is that LL comprises authentic material, which is defined as “the use of spoken and written material that has been produced for purposes of communication not for purposes of language teaching” (Nunan, 2004, p.4). In the words of Shohamy and Gorter (2008), LL works as “a powerful tool for education, meaningful language learning, [and] towards linguistic activism” (p. 326). To sum up, LL is particularly a significant resource within other forms of authentic material. Therefore the study aims to highlight its effectiveness in providing learners with an immersive learning environment that not only enhances their understanding of the language but only improves communicative competence.

1.2 Problem Statement

In the context of Pakistan, English Language Teaching relies significantly on the textbooks as resource. These textbooks instill linguistic competence however, their role in inculcating communicative needs remains questionable. Learners' ability to respond to real life scenarios, showcasing sociolinguistic abilities and strategic aspects of language use, does not improve. The field of Applied Linguistics places strong emphasis on the integration of relevant and practical resources to foster communicative competence among learners. These resources include the materials that learners encounter every day. The linguistic landscape, that learner has been placed in, carries a fundamental role in the case. However, limited research has been carried out to analyze the impact of Linguistic Landscape on communicative competence in the context of English language teaching and learning at primary level in Pakistan. The current study proposes to assess the effectiveness of Linguistic Landscape in relation to the communicative competence of learners of English as second Language at primary level.

1.3 Hypothesis

It is hypothesized that:

- The incorporation of Linguistic Landscape into English language teaching has a positive impact on the communicative competence of Grade-V students.
- Four sub-hypotheses of the present study are:
- The incorporation of LL has a significant impact on the improvement of the grammatical component of communicative competence.

- The incorporation of LL has a significant impact on the improvement of the sociolinguistic component of communicative competence.
- The incorporation of LL has a significant impact on the improvement of the discourse component of communicative competence.
- The incorporation of LL has a significant impact on the improvement of the strategic component of communicative competence.

Null Hypothesis:

The incorporation of Linguistic Landscape into English language teaching has no significant impact on the communicative competence of Grade-V students.

1.4 Delimitations of the Study

The data collection is delimited to the linguistic landscape of Islamabad only. The rationale behind the selection is that Islamabad is the capital of Pakistan, and so most of the signboards are in English. In addition to that, the selected school is also located in Islamabad. Also, the researcher herself is a resident of Islamabad, which makes it more feasible to collect the data. Additionally, the current study is also delimited to students of Grade-V enrolled at Pak-Turk Maarif International Schools and Colleges, Islamabad. Another delimitation relates to the use of the theoretical model of communicative competence. Although several models exist, and have differing numbers of competencies, this work focuses on four types of communicative competence as propounded by Canale (1983). The study is further delimited based on concepts chosen for each competence. This study utilizes an instrument that includes a specified representative range of grammatical aspects i.e. vocabulary, parts of speech, auxiliary verbs more specifically ‘do’ and ‘does’ usage. For discourse competence, it intends to focus only on conjunctions and the overall coherence of the text.

1.5 Significance of the Study

The field of LL has gained the interest of numerous educators in the past few years. This study is significant for the teaching and learning process, as LL provides authentic material that can be integrated into English language learning. It may arouse a sense of motivation on the part of students. Another significance of the study is that students can relate directly with real-world language usage in a range of situations when linguistic landscape (LL) is incorporated into language education, which

advances their comprehension of real language use and cultural sensitivity. An additional importance of the research is that although there are some international research studies on the use of LL as a pedagogical resource, research specifically in the Pakistani context remains unexplored. In the Pakistani context, LL studies have been explored through the lens of language policy and choices perspective. Given this context, another significance of the study is that it explores the effectiveness of LL in developing communicative competence among primary-level learners with a focus on grammatical, sociolinguistic, discourse, and strategic dimensions of language use. The study is significant as it highlights the importance of collaborative efforts of curriculum designers and teachers to incorporate various aspects of this new area while formulating a scheme of study. The study aims to demonstrate that language teachers and curriculum designers need to work together to include LL in the curriculum of school programs for language education and linguistics, considering the primary educational values.

1.6 Chapter Breakdown

This study comprises five chapters. A comprehensive overview of the entire study is provided in the first chapter, entitled Introduction. The literature review in Chapter Two provides a chronological review of all earlier studies. Additionally, earlier theories with a specific focus on pedagogical implications of Linguistic Landscape are examined along with how they relate to the current study. The entire process of data demand, data generation, and data analysis is covered in detail Chapter Three, entitled Research Methodology. A detailed account of the practicality of the linguistic landscape for pedagogical purposes is analyzed in Chapter Four, Data Analysis. The main conclusions of this study, the accomplishment of the objectives, and recommendations for the field's future research with potential avenues are elaborated in Chapter Five, which is titled Conclusion.

1.7 Conclusion

In this chapter, the study is introduced by stating the background with the description of the language and linguistic landscape context underlying the research. Firstly, readers are provided with information on Linguistic Landscapes to explicate and establish the research problem. It also includes the problem statement that is stated along with the research hypothesis. Moreover, the significance and rationale of the

study is also elaborated. Along with that, this chapter also outlines the delimitations of the study. Finally, it provides the organizational structure of the thesis, outlining the components of each chapter.

CHAPTER 2

REVIEW OF LITERATURE

The analysis of signs dates back to the 1970's in the field of semiotics and advertising. However, academic studies in the field of linguistic landscapes is comparatively a new area of development that has flourished and made notable progress in the last two decades (Cenoz & Gorter, 2023). This chapter details some of the relevant literature, in the area of research, thereby providing a nuanced understanding of the object of study. Starting with the overview of language teaching methodologies, the discussion delves into the onset of Communicative Language Teaching (CLT). The utilization of authentic material in CLT is discussed for this purpose. Following this, the chapter presents the concept of Communicative Competence, outlining different models. After that, the concept of Linguistic Landscape is explained in general with a historical account of the development of the LL field. Further to this, the use of English language in Linguistic Landscape, along with different perspectives on LL is discussed in this chapter. Moreover, the chapter deals with the use of Linguistic Landscape as a pedagogical resource for language learning by drawing on both theoretical and empirical research. Finally, implications of the reviewed literature are discussed.

2.1 An Overview of Language Teaching Methodologies

The historical roots of language teaching lie in the evolution of theoretical grounds of linguistics as well as the education philosophies, alongside societal needs and wants. One of the early used methods includes Grammar Translation Method (GTM) which mainly focused on the memorization of fixed structures and rules. A loophole in the method was that it prioritized reading and writing over listening and speaking. This method used native language as a medium of instruction. However, GTM is criticized for its clear lack in emphasis on communicational skills rather than memorization of rules (Cook, 2003). The late 19th century saw another emerging approach to language teaching, the Direct Method. It signaled the beginning of “methods era” (Richards, 2001, p.14). Students from various backgrounds needed to learn language for practical use, with the focus on spoken and written language skills. In Direct Method, student's first language was completely banished from the classroom. Contrary to GTM, Direct Method promoted speaking and listening,

fostering communicative competence among its learners. This approach emphasized the use of target language as the medium of instruction. Inductive methods of teaching was used to instill grammatical rules rather than explicit instructions. The direct method was also “criticized for not working well with large classes and less motivating students” (He, 2021, p. 216) which became one of the notable obstacles to its widespread implementation. Based on the perspectives of Cook (2003), due to changes in societal, geopolitical and academic circumstances, these teaching methods kept on evolving, each followed by a better one.

The fall of Direct Method was followed by the rise of Audio-Lingual Method (Cook, 2003). This approach was mainly influenced by the notions of structural linguistics and psychological approaches of behaviorists’ school of thought. The main goal of this approach included fluency gains and formation of linguistic habits. In order to achieve the set goals, it focused on repetitive drills and set pattern practices. With increased emphasis on drills and practices, its aim shifted to rote learning. Like previously criticized methods, audio-lingual method also opened doors to criticism due to its failure to instill communicative competence (Cook, 2003). The criticism to the approaches led to the onset of Communicative Language Teaching.

2.2 Communicative Language Teaching

Linguists’ dissatisfaction with the traditional methods resulted in the origination of Communicative Language Teaching (CLT) in the 1970s. Traditional methods emphasize grammar with the view that language is an interlocked set of grammatical, lexical and phonological rules. However, with the emergence of CLT, language was considered as a tool of expressing meaning, having a pivotal role in its application in social context (Cook, 2003). The evolution of CLT signified a notable shift in the theory of language from grammar rules to communication rules. Therefore, CLT proponents contend that language instruction must focus on fostering students’ communicative competence to enable learners to communicate in a language (Rambe, 2017). This change demands a necessary shift in language instruction away from the lecture of grammar rules and towards the performance of communication tasks in the classroom. Soon, CLT was adopted by linguists and became one of the dominating paradigms in the world of language teaching. Consequently, the aim of language teaching changes from mastery of grammar to the development of communicative competence among learners. CLT, not only a phenomenon, but a universal effort serves

as an inspiration as well as the direction in the interaction of initiative, in various contexts (Savignon, 1987; Savignon, 2002). CLT has a range of flexibility and provides opportunities for learners and teachers to put learning into practice periodically (Kennedy, 2002). The latter quarter of the 20th century saw significant cases where language learning was not up to the demands of learners due to the use of traditional concepts being taught (Baugh, 1933). Language learning doesn't merely mean knowledge but rather the ability to communicate. Communicative Language Teaching approach is thus the center of language teaching in order to instill and make learners able to communicate using the target language (Krashen, 1982).

Various scholars and researchers in the field of applied linguistics have worked in expanding the meaning and definition of communicative competence. Dell Hymes' contribution remains significant. Hymes considers this terminology as a reference to the knowledge that a learner must have in order to use the language in a group (Hymes, 1972).

2.3 Communicative Competence

The social nature of humans demands that they interact with each other; language works as a medium for this interaction in a social context. Durkheim's idea that society shapes individual behavior supports the notion that language use is socially constructed (Durkheim, 1964). The notion behind the communicative movement is based on the belief that greater emphasis should be placed on the usage of the language in the real world as well as the learners' needs to acquire a language (Howatt & Widdowson, 2004). The term communicative movement originated as a reaction to Chomsky's (1965) notion of linguistic competence. According to Chomsky (1965), linguistic competence is the speaker's knowledge of grammatical rules and thus an ability to formulate "well-formed sentences" (Thornbury 2006, p. 37).

In reaction to Chomsky's notion of linguistic competence, an American sociolinguist, Hymes (1972) coined the phrase communicative competence. From his point of view, communicative competence "enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc." (Hymes, 1972, p. 13). In contrast to Chomsky (1965), Hymes believed that language encompassed more than just a set of grammatical, lexical, and phonological rules. Chomsky's definition is argued by Hymes, because, in his words, it "omits almost

everything of sociocultural significance" (Hymes, 1972, p. 280). It takes more than knowing how to construct grammatically sound sentences to be recognized as communicative competence. Hymes's (1972) framework for communicative competence revolved around four important components: possibility, feasibility, appropriateness, and attestedness. The purpose of a comprehensive theory of competence is to "show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret occurring cultural behaviour" (Hymes, 1972, p. 286).

Teaching a particular language in class is not just about language knowledge. The practical application of learning language includes mastery over language aspects as well development of different competencies. Some other notable scholars theorized the concept of communicative competence. Canale and Swain (1980) claimed that communicative competence included linguistic, discourse, sociocultural, and strategic competence.

To evaluate the theoretical implications for language learning and teaching, Canale and Swain (1980), proposed a model for communicative competence where they talked about three major components (1) Grammatical Competence, (2) Sociolinguistic Competence, (3) Strategic Competence. Canale and Swain's model of communicative competence not only talks about grammatical competence and the ability to use the language according to the social context, but it also talks about a combination of utterances according to the principles of discourse i.e. discourse competence. Further to this, they devoted their attention to strategic competence. Most commonly, communication breakdown occurs in authentic speech as the result of communicative failure and the speaker needs to compensate for it by using different strategies so that the intended message gets communicated appropriately (Thomas, 1983). Thus, the ability to overcome communication breakdown using different strategies e.g. paraphrasing, repetition, etc., is defined as strategic competence.

Canale (1983) reevaluated the communicative competence stance that he and Swain took in 1980. He elaborates on his revised theoretical framework and addresses philosophical concerns of actual communication. Communicative competence is composed of three competences that comprised their 1980 framework (Canale & Swain, 1980, p. 27). Since discourse rules were included in the sociolinguistic competence component of the 1980 framework, Canale (1983) adds discourse

competence as an added component of communicative competence (Canale & Swain, 1980, p. 30).

Many researchers pointed out that teaching linguistic and lexical features is the part of English teaching curriculum, despite growing awareness (Brubaek, 2013). Most of the time, little attempts are made to teach and assess other types of competence. Eisenchlas (2011) stated some reasons for it being ignored: lack of adequate instructional strategies, time constraints, inadequate instructional strategies and fabricated nature of classroom activities. It is often seen that English language is taught formally in many educational setups where the focus is on theoretical understandings (Eisenchlas, 2011). However, the linguistic landscape may compensate the lack of an English language environment by providing means for the development of learners 'communicative competence (Aladjem & Jou, 2016).

2.4 Authentic Material in CLT

Apart from the selection of appropriate ELT methods, one of the crucial tools in teaching and learning is the selection of materials or resources utilized in the classroom. Language learners' motivation and desire to learn are influenced by the materials. In simpler terms, teaching materials serve as input received by a learner and thus are essential elements in language teaching. Ampa, et al. (2013) say that these are frequently the most concrete part of the teaching and learning process. Further, the quality of language input and practice in the classroom is indicated by them. The activities in the classroom, that are presented either for communicative interaction or language practice, are mostly fueled by learning materials. One of the materials is authentic resources that has history extending back to 1980s. Authentic material is classified in three groups as audio materials, visual materials, and printed materials. Authentic material can be characterized as any educational resources that are not created for teaching purposes (Thornbury, 2006). This idea is very much relevant to Nunan's quote (2004) regarding authentic material which is defined as "the use of spoken and written material that has been produced for purposes of communication, not for purposes of language teaching" (Nunan, 2004, p.4). Different scholars presented the advantages of using authentic material in the classroom. Tamo (2009) presented some of the advantages of using authentic materials in language teaching: a) exposure to real-world b) increased motivation c) updated knowledge of social surroundings d) fosters a sense of achievement in students. He asserts, that the use of authentic material

makes learners aware of language change. Research suggests that both the careful selection of authentic materials and their effective use can improve attention spans and overall learning outcomes (Hussain, 2015). Rehman and Perveen (2021) found that most teachers appreciate the use of authentic materials, however, they face challenges due to curriculum constraints, recommended textbooks, the examination system, and administrative pressures.

For communicative competence, the utilization of authentic materials is crucial. Authentic materials provide learners an opportunity to engage with a real language exposure along with its practical application according to the context. It is believed that authentic material contributed to the benefit of learners' learning experiences. Furthermore, Richards and Rodgers (2001) asserts that the communication of the real world is stimulated by the communication that takes place in the classroom.

Non-authentic materials are typically aligned with learning objectives and outcomes. The materials used in the classroom are specially created by English language subject experts to meet the needs and specifications of the students. Even though these materials offer standardized information, they are boring (Islam, 2015). The lack of situational or real-world language in resources, created by subject matter experts, to motivate student's results in, teacher burnout. We are surrounded by the environment of the language, and language learning happens when someone makes us notice and engage us in doing things with the surrounding languages (Oura, 2001).

Peacock (1997) asserts that students including struggling ones, feel more motivated in using authentic material. Additionally, he also advocates that authentic resources tend to be more directly related to the needs of the students, as they bridge a gap between classroom language and external world. According to Rahman (2014) and Ahmed (2004), our students concentrate only on the required materials and curriculum. Any behavior outside of these could result in an increased feeling of insecurity. They consider authentic texts superfluous and needless additions to the real books. They may feel bewildered when forced to participate actively in their learning because they have spent years receiving directive instruction. (Rahman, 2014).

In the context of interdisciplinary learning, it is obvious that LL can be used as one legitimate teaching resource to teach not only English but also other topics like economics, social concerns, and politics. Students can study English grammar and reading techniques that need them to comprehend both the literal and figurative

meanings of street signs (de Silva, 2018). Students can learn that depending on their cultural, social, and linguistic backgrounds, different readers may interpret the same sign in different ways. Students can also learn about how words, colors, images, fonts, and language are used in combination to convey different messages to different audiences. In the realm of education, they should be able to read their surroundings and other texts they receive critically (De Silva, 2018).

2.5 Linguistic Landscape

Language is exhibited in the physical space that entails the relationship between languages and people. For communication, language is considered as a crucial tool that can be used to communicate with people in a social context. Thus manifested language on billboards, flyers, advertisement boards, and public and commercial signs can be used to extract information. If we look at our surroundings, language is visible in public spaces, and written text is termed as Linguistic Landscape. Landry and Bourhis' (1997) studies defined Linguistic Landscape as "The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region or urban agglomeration" (p. 25)

Over the years, Linguistic Landscape studies have emerged as a growing field all over the world. Hispanic linguists, Castillo and Rivera (2013) call Linguistic Landscape as "a new sociolinguistic discipline" (p. 9). It is to be noted that visual language does not simply come out of nowhere. Furthermore, anyone can choose to interact with the public space. Language may appear in conventional ways in the form of traffic signs, branding, posters, etc. Each person or group who actively employs visual language in a space infuses it with values based on their unique objectives or attitudes. A person or group may internalize the visual language used in a public setting to the point where the representational elements of a linguistic landscape are given legitimacy. A language that is used frequently and for a variety of purposes, for instance, can be thought of as having a higher value as a linguistic resource than one that is used less frequently or just for certain purposes (Rodriguez, 2009).

After providing a general definition of the linguistic landscape with regard to its locations, and the various implications attached to street signs, the focus is on one of its two standout characteristics, namely, the linguistic objects connected to it. The

linguistic objects that make up a linguistic landscape are regarded as its key element and most crucial component, as was previously mentioned. In fact, the presence of a linguistic landscape is indicated solely by the presence of linguistic objects, excluding other modalities. The definition of linguistic objects according to Backhaus (2007) is "any piece of written text within a spatially definable frame" (p. 96). Others contend that the inquiry of textual content on public objects, or linguistic objects, define and mark public spaces (Ryan, 2011).

In the past few years, even some less common public items, like scooters and housing developments, have started to carry language intended for ornamentation that denotes cool or cosmopolitan style (Chern & Dooley, 2014). Generally speaking, the linguistic objects that make up a linguistic landscape delineate public spaces, allowing the people who inhabit them to look at the world from sociolinguistic lens who question the various ways that language is used on linguistic objects to portray peoples' identities (Barrs, 2017). Taking into consideration the second key aspect of linguistic landscapes, which are the public areas that linguistic objects are housed in as they are transformed into linguistic landscapes. Public space is, by definition, a place for socializing that is open to the general public. A public space, in the eyes of those who use it, is a place where people move regardless of their gender, age, ideology, or race (Rupa, 2015). According to Daniel (2016), the definition of public space is that it is a notion that lends itself to different interpretations with both normative and descriptive connotations. Public spaces, as previously discussed, include places in the community that are accessible to the general public, such as, parks, offices, shops, streets and billboards (Shohamy, 2008).

2.6 English in the Linguistic Landscape

English is no doubt one of the most commonly spoken and utilized languages in the entire world. It is the language of science and technology, and it is becoming more widespread in many regions where English has not historically been spoken. English serves as the primary language of globalization and popular trends (Cenoz & Gorter, 2008). English consistently appears in all research findings on multilingualism in the global linguistic landscape, albeit in various forms and to varying degrees. One interesting fact is that English primarily plays two roles in the linguistic landscape of urban places. English is frequently used in governmental and official signage because it is a lingua franca. To help tourists and immigrants who do not speak the national

language, public and official signage in the country's official language is frequently translated into English. English also serves a symbolic purpose in the linguistic landscape, especially when it is used in bottom-up messaging like store signs and commercials. Even in countries, where just a small portion of the population speaks English, the connotational and symbolic importance of the language is nevertheless clear. Additionally, in this scenario, a few unique English words on a business sign are sufficient to provide the impression of prestige and global appeal (Rodriguez, 2009).

2.7 Different Perspectives on LL

In Linguistic Landscape research various perspectives exist and they are often connected to other academic disciplines (He, 2021). One is sociological perspective in which the focus is on multilingualism, exploring power dynamics. Another is communicative ethnological perspective that emphasizes on patterns of ethnology by understanding and gathering data through participant observation and communication. The third one is language policy perspective on how policies shape linguistic landscapes. (He, 2021). Detailed description of different perspectives on linguistic landscape found in literature is given below.

2.7.1 Sociological Perspective

From a sociological perspective, the focus is more on language and the power associated with it. Following this perspective, Backhaus (2007) led a survey on the usage of official and unofficial language in the Tokyo landscape. He analyzed 2321 signs present in different areas. Predominantly, English was found in most of the signs that truly reflected the power behind discourse. The obvious criteria in linguistic landscape construction from a sociological perspective include power relation, subjectivity, and collective identity (Backhaus, 2007). A detailed multimodal analysis of the multilingual signs and advertisements observed in public places of Pakistan was carried out by Afzal et al. (2022). The results show that Urdu, English, and occasionally Punjabi are given preference for use on street signs. Additionally, English was used in the business sections, but Urdu was preferred in the tourist destinations. The Pakistani linguistic landscape is typically described in terms of language and signs. A subsequent study was conducted by Ahmed et al., (2024) in which the language of shop names was analyzed. Observation sheets and interviews were used to gather the data. It was found that the use of English was a common trend, with the exception of computer shops as

the owners claimed their incompetence to translate computer- related terms into Urdu. While observation sheets and interviews can offer valuable insights, combining these methods with a quantitative analysis (e.g., frequency of English usage across different shop categories) could strengthen the study. Additionally, the study doesn't seem to explain whether the interviews involved any probing questions about sociolinguistic factors like social class, education, or target market, which might impact the use of English versus Urdu.

2.7.2 Communicative Ethno linguistic Perspective

It focuses on the communicative behavior of the language group. Participant observation holds great importance in ethnology. Trumper-Hecht (2010) bifurcated linguistic landscape into three major spaces typically known as physical space, conceived space and living space. Conceived space is an abstract space shaped by how people perceive and think of their physical surroundings. Physical space is the actual tangible space in the surroundings. Living space refers to the space for residents thus emphasizing the importance of participant observation. The purpose is to identify residents' attitudes and views about a particular landscape (Trumper-Hecht, 2010).

2.7.3 Language Policy Perspective

This perspective can be better understood by analyzing bottom-up and top-down signs in a particular landscape. It points out the planning, designation and the social status of a language. The occurrence of a specific language in most of the signs is due to two reasons, politics and economy. Amin (2020) investigated the various roles played by language choices in various domains in the Khyber Pakhtunkhwa linguistic landscape, as well as the motivations and justifications for those decisions. The study used a mixed methodology. Three different techniques were used to gather the data: photovoice approach, semi-structured interviews, and snapshots of linguistic signs posted in specific public places in KP. The data were analyzed by means of a framework based on Cook's (2003) theories of language functions as well as Kress' (2010) Social Semiotic Theory. The results showed that the main languages spoken in KP are Urdu and Pushto with Urdu being the most widely spoken of them, thus disproves the widely held belief that English dominates Pakistan's linguistic landscape. Another study was carried out by Jamil & Kausar (2021) in which Linguistic Landscape of Islamabad and Lahore was examined by applying Pakistan's Constitution language

policy. In order to study the competing roles of Urdu and English language, top-down LL were analyzed. The study revealed that Urdu was preferred language with that was frequently mixed with English, thereby underlining state's failure in implementing national language fully. The study could also benefit from exploring public attitudes towards language mixing to determine whether Pakistanis accept the use of English in public spaces or view it as a challenge to the country's national identity.

The relevance and significance of the linguistic landscape in pedagogy is that it provides an additional opportunity for teachers and educators to create a practical and fruitful learning environment (Bradshaw, 2014). Some uses of Linguistic Landscape are enlisted by Hewitt Bradshaw (2014) as

- a. Authentic pedagogical resource: It enriches their literacy development by not just limiting them to the classrooms but rather moving beyond classroom walls.
- b. Hewitt Bradshaw (2014) conducted a study on LL and summarized his result that the use of LL as an authentic resource in the classroom has strengths in the development and improvement of three major areas of language learning: communicative competence, language awareness, and increased level of motivation and interest for learners.
- c. Knowledge of language use in social domains – LL contains various texts in diverse formats. Consequently, LL as teaching material allows students to advance their knowledge of language use in social fields. Linguistic Landscape is a package of different and diverse texts; therefore, it creates a learning opportunity to enhance their knowledge of multiple genres.
- d. LL helps to understand the socio-historical context of the community – Texts in Linguistic Landscape represent different dimensions of identities like individual, social or collective identity. Thus when students are exposed to Linguistic Landscape text they are able to interpret it in a better socially responsive way.
- e. Research by Landry and Bourhis (1997) suggests that there are two key roles of the linguistic landscape; the first is informational and the other one is symbolic function. Informational function is to convey and communicate relevant information to the audience. It is to inform, guide, direct, convey and warn them. The foregrounded language may represent symbolic function by conveying the

social status and prestige of a language and its speakers (Landry & Bourhis, 1997).

According to Gorter and Cenoz (2023), a potential direction in LL studies consists of the analysis of LL in semi-public institutional contexts, such as government buildings, libraries, museums, hospitals, and schools. They argue that “how some of the signs that passersby find in the street can be useful as authentic input” and “can change the perceptions, motivations, and attitudes of the learners involved” (Gorter & Cenoz, 2023. p.312). Drawing on their views, the linguistic landscape can be distinctly notable for the development of communicative competence.

Linguistic Landscapes can generally be used to teach language skills like reading, writing, and speaking skills. Balog and Gonzales (2021) studied the potential of LL as a teaching resource in rural areas of Quezon. The two places Lucena Grand Central Terminal and Atimonan Feeder Port were chosen purposively as the study locale for research. The study employed a mixed method approach, the quantitative method focused on the distribution of signs while the qualitative method focused on content analysis of interview answers from teachers. The results revealed that despite having limited knowledge of LL, teachers recognized its potential in the teaching and learning process. Furthermore, Linguistic Landscapes can be utilized to teach various language aspects like vocabulary, compound words, etc. Sayer conducted research on the Linguistic Landscape undertaken in the EFL community in the Mexican context. To understand social motivation and intentions, he analyzed public signs. He highlighted innovative and iconic uses of English, along with the distinction between intercultural and intracultural usage. It may serve as a classroom-based project that instructors may implement for teaching purposes. It can be used as a pedagogical tool in order to engage students so that they can make a connection between a classroom and a street. Written text is a Linguistic Landscape that affects language ideology, discourse, revitalization and practices. Thus, these languages contribute to the construction of the social realities that exist in this shared public space (Sayer, 2010). Language is all around us in textual form as it is displayed on posters, shop windows, commercial signs, traffic signs, official notices, etc. (Gorter, 2023). We are surrounded by the environment of the language, and language learning happens when someone makes us notice and engages us in doing things with the surrounded languages. Drawing on insights of Gorter (2023) and other researchers LL provides an opportunity

to connect the classroom with authentic language usage in society. Concurrently, the linguistic landscape offers potential avenues for language development and learning about languages that are pedagogically applicable (Gorter, 2023).

Linguistic Landscape attracted many researchers to explore the theme of teaching beyond the classroom, for instance, task-based teaching, linguistic landscape and language learning, acquisition of language, and pedagogical perspective of public and commercial signs for linguistic purposes (Sayer & Marten, 2022). Using linguistic landscape as a pedagogical resource proposed by Sayer (2010) addresses cross-cultural and intercultural uses of the English Language. Furthermore, he investigated sub-uses of such features. He used public signs to analyze the different social meanings that different signs of the English Linguistic Landscape uphold. He brought the linguistic landscape into play by initiating student-led creative and critical projects, where students are prompted to bring the material into the classroom from their diverse surroundings. He aimed at building the connections between the world inside the classroom and the world outside the classroom (Sayer, 2010).

The educational role of Linguistic Landscape has attracted the interest of many scholars. According to Shang (2016) Linguistic Landscape can be utilized as a pedagogical resource in order to improve English learning methodology. Furthermore, he asserts that the absence of an English language setting can be a drawback in a learning environment, and thus linguistic landscape may compensate for this deficiency (Shang & Guo, 2016). An extramural way of studying the English language is through the Linguistic Landscape. Learners can recapitulate whatever their teacher taught them in the premises of a classroom. In addition, they may relate the existing knowledge with new English words, phrases, slogans, and aphorisms with that of public signs. Students may note down new words they are not familiar with and then discuss with their peers and English teacher in the class afterwards. “From a direction sign in a cultural center one can learn the English phrases: VIP room, auditorium, audiovisual room, briefing room” (Cenoz & Gorter, 2008, p. xx).

Besides, development of different English related skills like listening or speaking is typically related to English language learning. Language in the environment can improve students’ learning and can arouse their interest too. These two elements may be influenced by Linguistic Landscape concurrently. One of the scholars, Rowland (2013) talks about six major pedagogical benefits of linguistic

landscape. He pointed out the following pedagogical benefits, a chance of improvement and enhancement in pragmatic competence, symbolic competence, incidental learning, multimodal literacy skills, critical skills and multicompetencies. He conducted a linguistic landscape project with university students. Students collected pictures from the Japanese linguistic landscape and critically analyzed the status of English and Japanese in Japan. This proposed activity positioned learners as researchers. Since not only analyzed signs but were indulged in the critical examination of signs, thus they were no more learners but rather sociolinguists. Instead of giving superficial descriptions they critically examined the status of a target language, like the role of English and for whom it was (Rowland, 2013).

Some definite questions were raised by Gorter and Genoz (2008), such as ‘How is the linguistic landscape perceived by L2 users?’, ‘What is the role of the linguistic landscape as an additional source of language input in SLA?’ ‘What attitudes do these L2 users have towards the linguistic landscape? (Cenoz & Gorter, 2008, p.7). They concluded that the LL or aspects of the LL may have an impact on our understanding of language as well as its use. Additionally, they critically examine the LL's functions in terms of adding to the input, fostering pragmatic competence, reading skills, and multicompetence, as well as exhibiting metaphorical and affective functions.

Language functionality is considered as one of the most central aspect of the linguistic landscape in content. Meaning can be constructed and manipulated through language and linguistic landscape provides this kind of construction. The function of a Linguistic Landscape is to convey information. In general, the linguistic landscape's primary purpose is to enable different forms of information to be communicated in a variety of contexts by using words to do so. Having a considerable influence on the study of LL for educational reasons, (Huebner, 2006) discovered that people can improve their literacy skills by being in a language-rich environment. Hence, it is expected that students will speak English words frequently as they will commonly see and find English words in their surroundings, as their unintentional interactions with the outer world help to strengthen their language awareness (Huebner, 2006).

Aladjem & Jou (2016) explored four different Turkish clothing websites. They selected websites on the basis of a criterion that all the websites were typically preferred by people of the middle and high class. They analyzed titles, product names, and their descriptions. They found out that even local Turkish websites showed a tendency

towards choosing English language as a marketing strategy over Turkish language (Aladjem & Jou, 2016). Views of young children on displayed written texts and LL surrounding them differ from adult learners. A longitudinal study was carried out by the data collected from Montreal and Vancouver, where the connection between language and environment became an object of interest. By means of Linguistic Landscape, young learners showed a great deal of progress in an advancement of critical and analytical ability (Dagenais et al., 2009).

Further to this, Hayik (2020) conducted a research on the use of Linguistic Landscape for improving writing skills. Students critically analyzed photos and signs in their surroundings by voicing under-representation of their minority language i.e. Arabic as well as its effect on life quality of minorities. Linguistic Landscape was used as a stimulus to voice their critical views using a tool named 'PhotoVoice'. Thus, students not only described whatever they have seen in photos or signs around them but they also developed critical skills by raising their voices (Hayik, 2020). Most of the signs had transliterated names displayed next to the English name. Linguistic text manifested in physical space serves as an educational setting, where every site, shop, advertisement board, sound, building, mall, structure, and outdoor screen is to be seen and read critically. The reason is that they are embedded with deeper and complex meanings, having intricate historical, political, cultural, and humanistic interrelations. They stated the idea that Linguistic Landscape serves as a great means for connecting language education and the public sphere. Gorter in 2008 conducted research on Linguistic Landscape as the approach of multilingualism featuring Spanish context. In Spain, multiple languages like Basque, Spanish, English, Turkish Arabic, Berber, Bulgarian, Chinese, Rumanian were brought to the classroom. Cenoz and Gorter analyzed the linguistic landscapes of San Sebastian shopping street and compared it with the Leeuwarden shopping street (Cenoz & Gorter, 2008). Kim and Chestnut (2020) used virtual linguistic landscapes such as Google Street View and digital photographs for pedagogical purposes in South Korea. Their purpose was to develop trans-lingual and transcultural competence among EFL learners by focusing on different types of vocabulary including recycling vocabulary and supermarket vocabulary. They suggested different activities like linguistic landscape tour guide activity, city activity, etc. in which digitally created spaces as a pedagogical resource were utilized for the development of different types of competencies (Kim & Chesnut,

2020).

Sayer (2010) believed that using Linguistic Landscape as a pedagogical resource is like a “real- world experience” for learners. He states: “As an EFL teacher I often struggle to find ways to connect the content of my language lessons in the classroom to the real- world, students encounter outside the classroom.” (Sayer, 2010, p. 143). Another important study was conducted by Curtin (2009), where he analyzed Taiwanese Linguistic Landscape focusing on Business English, Vogue English, and Creative English. They extracted linguistic signs displayed by different international businesses like Pizza Hut, McDonalds and Starbucks. Thus, linguistic Landscape aids in learning a second language. (Cenoz & Gorter, 2008). The research presented in this section of chapter presents a myriad of findings in using LL as a pedagogical resource.

2.8 ELT in Pakistan

In Pakistan, the English language holds the status of an official language, particularly in government institutions, private educational sector, and business organizations. However, mostly, teachers are not aware of different teaching strategies, thereby disregarding the participation and creativity of learners (Teevno, 2017, p.2). At elementary and primary levels the most practiced methods in ELT revolve around the traditional grammar approach (Anwar, 2016). Thus ELT in Pakistan lacks the use of new pedagogical approaches by simply following the Direct Method and Audio-lingual Method at the tertiary and secondary levels (Khurshid, et. al 2014).

In general, these methods have drawbacks like, memorization and monotonous learning, thus rendering passive learners with no creativity (Liu, 2011). He adds that this passive learning hinders their ability to understand contextually appropriate grammar usage. According to Ahmadi (2017), one of the significant fundamentals of learning is a teaching methodology, a teacher uses in his class to anchor the language learning process. The selection of the right teaching approach or method is crucial to achieving the learning objectives, which include developing students' vocabulary, improving their communication skills, and improving their reading and writing abilities, among other skills. In most institutions of Pakistan, students are only able to develop writing skills due to teaching design centered on assessment (Alam & Uddin, 2013). Thus, in English language pedagogy, teachers' selections of the mode of instruction are crucial. Therefore, introducing modern pedagogical frameworks that

could address both teachers and learners has become necessary in the present time (Ahmadi, 2017).

Linguistic Landscape is a relatively new field of interest for researchers, especially when is used for language teaching and learning. Though there are some international research studies on the use of LL as a pedagogical resource, however in this regard the studies in the Pakistani context remain unexplored. In the Pakistani context, LL studies have been explored through the lens of language policy and choices perspective. While LL has been considered as an impactful tool for improving the language skills of students, there is limited empirical evidence to endorse its direct integration into language learning in Pakistan. This gap creates a potential for further research into how LL can be utilized in Pakistani classrooms to improve communicative competence. Given this context, the study under consideration attempts to fill the gap by exploring the effectiveness of LL in developing communicative competence among primary-level learners with a focus on grammatical, sociolinguistic, discourse, and strategic dimensions of language use.

2.9 Conclusion

The chapter begins with a variety of perspectives on what it means to be communicatively competent, outlining communicative models proposed by different scholars. A detailed description of Communicative Language Teaching has been provided in this chapter. Authentic Material, which is one of the most important components of Communicative Language Teaching is then discussed. Within authentic material comes Linguistic Landscape. Subsequently, the reviewed literature provides a detailed description of the Linguistic Landscape, including different perspectives on it. Considering the perspective of using LL as a pedagogical resource, different research studies have been outlined. Finally, the section ends with a description of already done studies on ELT in Pakistan. Implications of the reviewed materials suggest that, although LL may be employed in ELT classrooms to good effect, Pakistani English teachers have not utilized this branch of study much because it is relatively new.

Though scholars provide preliminary efficacy of LL as a teaching resource, there is a lack of studies in the Pakistani context. Therefore, the study in hand investigates the impact of the Linguistic Landscape, in improving the communicative competence of students, thereby addressing the significant gap in this field.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter is structured to review the research methodology of the current study. This study determining the effectiveness of Linguistic Landscape in the development of communicative competence of students adopted an Experimental design, detailing with a discussion and justification of data collection, research participants, research variables, and techniques employed for the study. Moreover, the explication of the conceptual framework is also included in this chapter. Subsequently, it also comprises a description of pre and post-test activities, a description of the Common European Framework of Reference (CEFR) model for assessment, and illumination of the process of data analysis. Finally, it wraps up with a discussion of ethical considerations for the study.

3.1 Research Design

This study aims to apply linguistic landscape in English language teaching at the primary level in Pakistan to assess its effectiveness in relation to communicative competence. To determine if LL activities help improve students' communicative competence in English, this study has employed an experimental method within a quantitative approach under a scientific realism philosophical framework (Lodico et al., 2010). This method determines a cause-and-effect relationship using concrete facts and numbers. The results can be shown in statistics, tables, graphs as well as charts (Creswell, 2009). True experimental design is utilized for this study.

According to Shadish et al. (2002), experimental research typically deals with the administration of a treatment to observe its effects. It is considered one of the most rigorous research designs (Maheshwari, 2017). There are two groups in this paradigm: the control group and the experimental or treatment group (Seltman, 2013). With the use of a control group that does not receive treatment, this design enables a comparison of the before and after effects of the intervention or treatment on the experiment group (Creswell, 2009).

Before the intervention, the experimental group and the control group are compared. Using this methodology, it is possible to determine whether the intervention

caused any noticeable differences between the two groups. Assessment models like pre-tests and post-tests have been conducted to measure the learning outcomes of both groups. The aim of this research was to find out if the utilization of LL enhances students' understanding of language aspects and the development of grammatical, discourse, strategic, and sociocultural competencies.

3.2 Conceptual Framework

The study's conceptual framework is built on three key concepts: communicative competence, the use of authentic materials within communicative competence, and the role of the linguistic landscape as a form of authentic material. Communicative competence models incorporate multiple frameworks that delineate knowledge, skills, and expertise for effective communication.

Different scholars have stated communicative competence in diverse ways. Some of the notable theorists include Hymes (1972), Canale (1983), Bachman (1990), and Celce- Murcia et al. (1995). It is important to contextualize this within the framework of a positivist ontological perspective, particularly in relation to my quantitative research study on using linguistic language for the development of communicative competence. Positivism ontology posits that reality is objective and exists independently of human perceptions or interpretations.

In this framework, knowledge is derived from measurable and observable phenomena, emphasizing quantifiable data as the foundation for understanding the world. Each of the scholars offers a unique perspective on communicative competence, thereby exemplifying the versatility of language proficiency. The study in hand uses the model of communicative competence theorized by Canale (1983). The main reason for choosing this model stems from the fact that Canale (1983) connected it to concrete competencies that could be focused on in English language teaching. Canale's (1983) comprehensive framework of communicative competence comprises four major components (Figure 3.1): grammatical competence includes mastery of vocabulary, grammar, and, rules of a language; sociolinguistic competence involves the ability to use the language with regard to social situation; discourse competence pertains to the ability to produce unified texts based on the principles of discourse; and strategic competence denotes

the ability to convey messages using diverse strategies such as non-verbal cues.

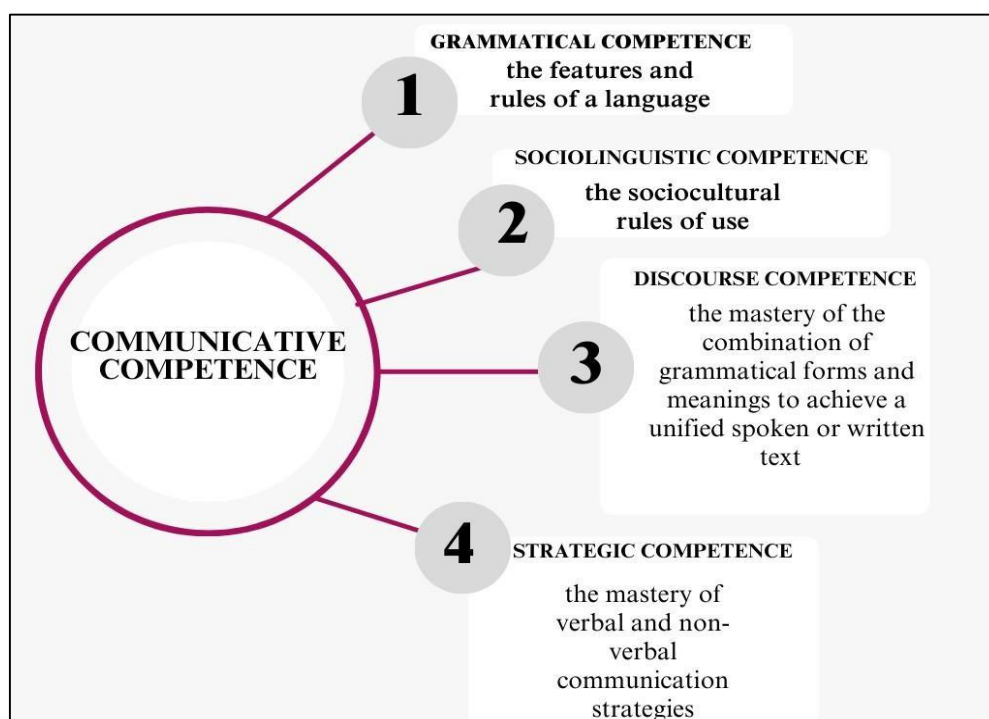


Figure 1: Model of communicative competence (Canale, 1983)

For communicative competence, the utilization of authentic materials is crucial. Authentic materials provide learners an opportunity to engage with real language exposure along with its practical application according to the context. (Oura, 2001). One considerable type of authentic material is Linguistic Landscape. It broadly refers to all forms of public signage, including signs that list locations, streets, institutions buildings, and places (Landry & Bourhis 1997). It also includes signs on billboards, shop signs, and even food and clothing (Ben Rafael et al, 2006). Several scholars, for example Sayer (2010), Shang (2016). Rowland (2013), and Hayik (2020), have shown how LL can be used as an effective pedagogical resource. The current study incorporates the perspectives of Gorter and Cenoz (2023) on using LL as a pedagogical resource, emphasizing its potential to be used as an authentic resource for language learning. This study utilized Ben Rafael et al. (2006) categorization of signs in choosing LL data. For linguistic landscape research, signs are an important object of study. Backhaus (2007) asserts that a “sign is any piece of the written text within a spatially definable frame” (p.66). Two primary types of LL include Top-Down and Bottom-up signs. Top-down signs are official signs that include government signs and public notices. On the other hand, bottom-up signs are non-official signs that include private business signs, shops such as clothing, food, advertisement and private notices.

3.3 Operational Framework

Learner's different types of competencies have been analyzed based on the Common European Framework of Reference for Languages (CEFR) founded by the Council of Europe in 2001. This framework discusses the criteria of each level ranging from Pre A1 to C2. According to the Council of Europe, competency cannot be evaluated straightforwardly.

Learners were granted scores according to the following scale:

Table 3.1

Grading scale for learners

CEFR Level	Score (Out of 20)
Pre-A1	1-5
A1	6-10
A2	11-15
B1	16-20

This table illustrates the breakdown of scoring for each CEFR level. Scores ranging from 1-5 were given if students demonstrated Pre-A1 level according to CEFR. Scores ranging from 6-10 were given if students demonstrated A1 level. Scores ranging from 11-15 were given if students demonstrated A2 level. Scores ranging from 16-20 were given if students demonstrated B1 level. The Common European Framework (2001) suggests some of these components for different types of competencies and the scales related to them. Students were assessed according to the benchmark criteria given by CEFR. (Appendix F)

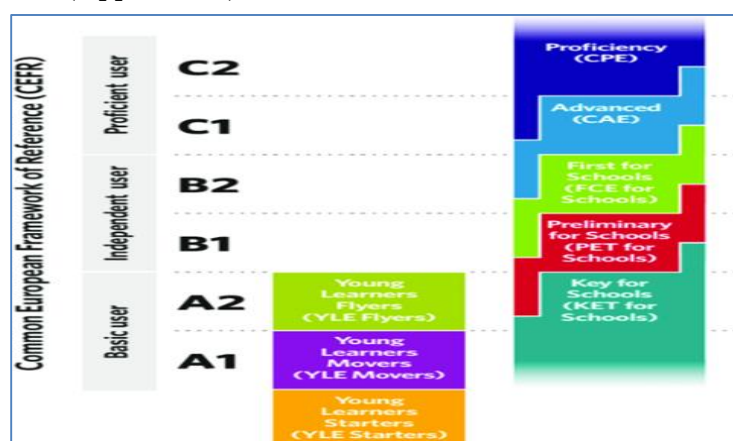


Figure 2: CEFR Model

3.4 Data collection

As a first step of data collection, LL data was collected from different areas of

Islamabad, such as schools, hospitals, restaurants, and T-shirts that included both top-down and bottom-up signs. The number of bottom-up LL photographs was more, as they were readily accessible to students in their immediate surroundings. Thus, students were able to easily capture bottom-up signs and bring authentic material into the classroom, thereby resulting in the more immersive and interactive learning experience. However, the data collection process also brought forth a portion of top-down signs. This was due to the researcher's purposeful visits to different sites, such as public spaces, schools, and government buildings, to gather data for teaching purposes.

Data was then categorized in different groups according to the language aspect to be taught. The inclusion criteria was that the only photographs directly related to the concept or lesson were chosen to support the teaching material. The grouped LL data has been attached as Appendix B. Like any other data source, photographs embody sufficient details related to textual elements, color, language, surroundings, placement, and materials (Ben Rafael et al., 2006). Written words, phrases, or signs on T-shirts are also related to the Linguistic Landscape considering the wearer's body as a landscape. Also, restaurant names, taglines, and menus serve as an important tools for communicating information as well as marketing purposes. Understanding food labels can assist consumers in making smart choices. Food packages convey overall meaning to consumers, only when all the modes are taken into consideration like shapes, symbols, colors, text and materiality. Thus, they were utilized for pedagogical purposes. Linguistic landscape photographs were utilized as an important origin of input that bridges a space in the second language classroom by fostering the development of communicative competence.

Table 3.2

Categorization of Linguistic Landscape Photographs Ben Rafael et al. (2006)

Total Photographs	Category	Type	Each	
120	Top-Down	Public Institutions	03	15
		Public signs of general interest	05	
		Public announcements	07	
		Signs of street names	00	
	Bottom-up	Clothing, Food etc.	51	105
		Private signs	25	
		Private announcements	25	
		Graffiti	04	

3.5 Research Participants

For the intent of this research, the 5th grade students enrolled in one of the renowned private institutes in the capital city at Pakturk Maarif Chak Shahzad Boys Campus, Islamabad were selected. The school is primarily a boys' campus, however for the primary years, girls are also enrolled. The study in hand is focused on Grade V students, which comprises both boys and girls, with the number of girls being fewer. Grade V learners are particularly suitable participants for this experiment because they are at a critical transitional stage between primary and secondary education. The transition, which usually takes place between the ages of twelve and fourteen, is thought to be crucial in an individual's academic performance (Mackenzie et al., 2012). At this point, students are typically exposed to more advanced levels of English, making it an ideal time to assess their development of communicative competence. In contrast, research involving younger students, such as those in Grade 1, may not yield the same insights, as they may lack the necessary linguistic foundation to engage with more complex competencies.

Table 3.3

Sample Representation of the Study

Total Participants	Age Group	Group	Gender	Frequency	Percentage
45	(10-11)	Control	Girls	4	18.18%
			Boys	18	81.81%
			Total	22	100%
		Experimental	Girls	5	21.7%
			Boys	18	78.2%
			Total	23	100%

The selected institute serves the purpose of conducting experimental research in terms of the number of students, teachers, and physical facilities required to conduct the study. Since almost all private schools in the capital work in a similar learning setting, the study can be generalized to a considerable extent.

For the random assignment of classes into experimental and control groups, the coin flipping technique can be used (Lodico et al., 2010). The flip coin technique was therefore used for the random assignment of groups. It was decided that, if the coin lands head up, group A would be the experimental group, and if the tail lands head up, group

B would be assigned to the experimental treatment. . One section with N=23 was selected as the experimental group and the other with N=22 as the control group. The rationale behind random assignment is “to produce comparison groups that are similar on all possible factors at the beginning of the experiment” (Johnson & Christensen, 2014, p. 365) This is crucial because if the research participants differ significantly at the outset, it turns out to be impossible to attribute any observed changes in behavior exclusively to the intervention (Gribbons & Herman, 1997).

3.6 Research Variables

Owing to the experimental nature of research, there are two variables dependent and independent. The independent variable is the one that affects the dependent variable, while the dependent variable is the one that gets affected (Seltman, 2013). Throughout the study, an independent variable is linguistic landscape. The dependent variable consists of learner’s scores on the pre-test and post- test evaluating their communicative competency. Teaching methodology is a constant variable throughout the study. The teaching methodology is Communicative Language Teaching, and for both groups, it is the same except for using LL as an authentic resource as a treatment.

In experimental research, one or more independent variables are manipulated to observe the effect on one or more dependent variables, with the control on confounding variables that may affect the result of treatment (Johnson & Onwuegbuzie, 2004). Homogeneous sample enhances the depth of understanding for particular phenomena being studied (Creswell & Clark, 2011). However certain variables i.e. school, age, learning environment, time, peer influence, external environment teacher’s experience, and qualification were controlled to ensure that they do not affect the result of the experiment study. The study is conducted within a specific school that makes sure that educational settings like classroom environment and resources are the same, thereby reducing variations. Age is a controlled variable as well as the study is focused on a specific age range (10-11 years). The teacher of a specific gender i.e. female is involved, which helps in controlling the influence of the teacher’s gender on the results. Additionally, the teacher’s experience and qualification level are also controlled.

Keeping in view the natural variability and practical constraints, some of the uncontrolled variables include gender and family background. Gender is an

uncontrolled variable, meaning that the study does not exactly balance the gender distribution among participants. The school is primarily a boys' campus, however, for the primary years, girls are also enrolled and it was not administratively possible to exempt girls. The study in hand is focused on Grade V students, which comprises both boys and girls, with the number of girls being fewer. Consequently, researchers must control for any extraneous variables that could influence the outcome, to the greatest extent possible, to establish a valid cause-and-effect relationship (Sheppard, 2020).

3.7 Selection and Utilization of Linguistic Landscape Photographs

In order to teach experimental group, LL photographs were selected as an authentic material. Almost 150 photographs were gathered initially. However, to validate that the data is relevant and appropriate for the language aspect to be taught, the irrelevant photographs were removed. Then selected photographs were categorized according to the competency to be taught. For grammatical competence, photographs that featured new vocabulary items, parts of speech, and the auxiliary verbs "do" and "does" were selected. For sociolinguistic competence, photographs with contextual references were chosen to illustrate appropriate language use in different situations. For discourse competence, images that displayed a narrative structure were used, while for strategic competence, photographs that emphasized communication strategies were included. For each aspect, a modeled activity was conducted, using LL photograph for communicative purposes at the beginning of the lesson. Afterward, students begin practicing different CLT activities with LL as a major primary resource.

3.8 Procedure of the experiment

The subsequent procedure was adopted to investigate the effectiveness of LL in the development of students' communicative competence. The following procedure was adopted to conduct the study as described below:

3.8.1 Formation of Groups

Before the pre-test, two groups were formed for the present study: an experimental group and a control group with equal number of participants i.e. $n=23$ in each group. However one student took withdrawal in the beginning of the session before pre-test conduction. Thus control group consisted of 22 students while the experimental group comprised 23 students. The experimental group was taught using Communicative

Language Teaching with LL as a pedagogical resource, while the control group was taught using the CLT without Linguistic Landscape. To ensure equity so that the results are part of the intervention and not due to pre-existing differences, it was attempted to equalize both groups of the experiment based on the pre-test.

3.8.2 Administration of pre-test

Pre-tests of both groups were conducted before the treatment. The pre-test scores of both experimental and control groups were used as baseline data. The pre-test consisted of four parts for each competency. Four parts were further divided into sub-parts. Pre-test has been attached as Appendix B.

3.8.3 Tool for Assessment of Pre-test and Post-test

Some of the pre-test components were taken from Cambridge Assessment English which is linked and mapped according to the Common European Framework of Reference for Languages (CEFR). Also, some other questions were added to assess the competencies that are part of the current study. The validity and reliability of these tests were maintained as the major portion of both tests has been taken from past papers and practice series of Flyers level (Class-V) issued by Cambridge University Press. Pre- Test and Post-Test are given in Appendix B. As far as the face validity of this research study is concerned, it utilizes research instruments that are issued by Cambridge University Press.

3.8.4 Treatment Procedure

The treatment was conducted over two months. Topics covered along with time allocation are discussed in section 3.10. Also, detailed lesson plans for both control and experimental groups are attached as Appendix E. The Communicative Language Approach was employed for both the control and experimental groups and included several interactive activities to foster students' communicative competence across all four skill areas (grammatical, discourse, strategic, and sociolinguistic). The sole difference that existed in teaching methodology between both groups was the use of LL for the teaching and learning process. For instance, the experimental group received treatment in which one additional authentic resource Linguistic Landscape was used. Thus, by comparing the performance of both groups, this research seeks to explore the hypothetical implications of LL on the improvement of students' communicative competence. Each period was scheduled for 50 minutes, and it was utilized fully without

any time wastage including, grammatical, sociolinguistic, strategic, and discourse competence using LL to the treatment group. While the other group was taught the same contents using a communicative language approach of teaching without using LL as an authentic resource. Altogether total teaching duration for each group was 12 hours, during which contents were delivered and practiced. Detailed lesson plans have been attached in Appendix E for both groups.

3.9 Duration of the Experiment

A total time of 2 months was utilized for experimentation. Firstly, an orientation session was arranged for both groups. Each week, two classes of fifty minutes (50) were conducted to teach different components of communicative competence

Table 3.4

An outline of two- months of extensive lesson planning

PRE-TEST			
SN	Communicative Component	Topics Covered	Duration of each lesson
1.	Grammatical	1. Vocabulary	50 Minutes
		2. Parts of Speech	50 Minutes
		3. Auxiliary verbs : Use of do and does	50 Minutes
2.	Sociolinguistic	1. Speaking Scenario based Questions	50 Minutes
		2. Role Play	50 Minutes
		3. Speaking Scenario based Questions	50 Minutes
3.	Discourse	1. Sequencing Picture Description	50 Minutes
		2. Information Extraction from Text	50 Minutes
		3. Story Chain Writing	50 Minutes
4.	Strategic	1. Descriptive Charades	50 Minutes
		2. Collaboration- planning a party	50 Minutes
		3. Conversation Analysis	50 Minutes
POST-TEST			

The Communicative Language Approach was employed for both the control and experimental groups and included several interactive activities to foster students' communicative competence across all four skill areas (grammatical, discourse, strategic,

and sociolinguistic). The sole difference that existed in teaching methodology between both groups was the use of LL for the teaching and learning process. For instance, the experimental group received treatment in which one additional authentic resource Linguistic Landscape was used. Thus, by comparing the performance of both groups, this research seeks to explore the hypothetical implications of LL on the improvement of students' communicative competence.

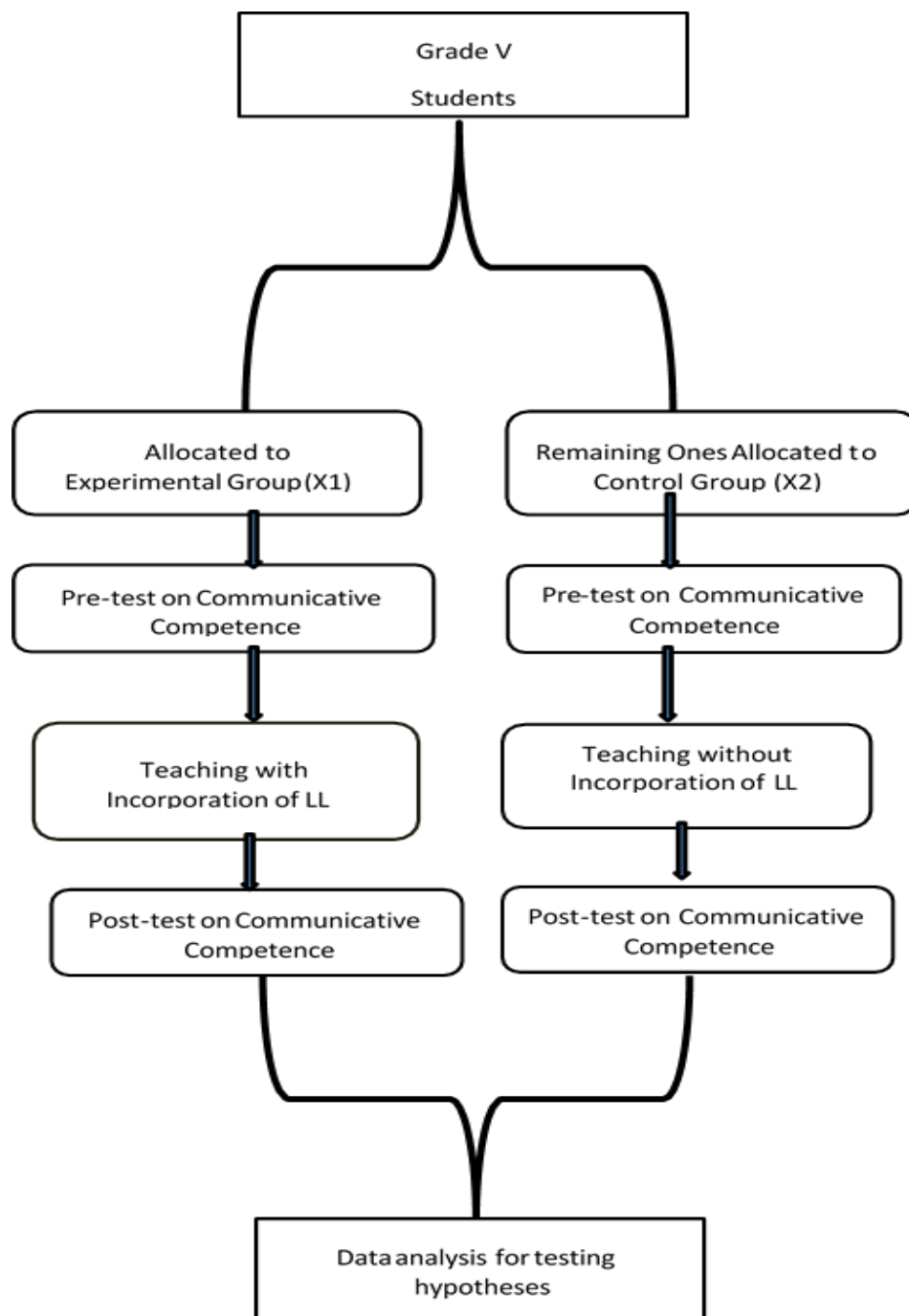


Figure 3: Experimental Design

Participants may experience a change naturally due to psychological or physiological changes in longer term studies. (Johnson & Christensen, 2014) However, if the time is shortened, the participants may experience boredom or fatigue and thus may not be affected by the experiment (Martin, 2008). Researchers claim that the appropriate timeframe for experimental treatment is 8-10 weeks (Cavanaugh, et al., 2004; Gersten & Edyburn, 2007). It took more than 2 months to conduct an intervention in the present study, thereby indicating that it was neither too extensive to be affected by natural maturation nor too limited.

3.10 Pre and Post-Test Items

Both pre and post-test followed the same pattern. The details of each subsection of tests are given under the following subheadings.

3.10.1 Grammatical Competence

a) Vocabulary Quiz

The first component of both pre and post-test was grammatical competence. The first task was the Vocabulary Quiz. In this task, learners were provided some blanks along with jumbled-up vocabulary words. To evaluate their ability to apply grammatical structures and vocabulary in context, students were required to fill in those blanks with the most appropriate and relevant vocabulary. This quiz aimed to estimate students' mastery of the use of correct vocabulary for effective communication, with a focus on both speaking and writing skills.

b) Awareness of Tenses (Auxiliary verbs)

It was observed that Grade V students typically make mistakes when using auxiliary verbs, specifically 'do' and 'does.' Therefore, this aspect was included in the experimental study. The second task was about the use of correct auxiliary verbs, 'do' and 'does' in various grammatical contexts. In this task, learners were provided with a set of sentences with blanks. They were required to fill in either with 'do' or 'does' according to verb conjugation and tense. This quiz aimed to estimate students' ability to produce grammatically correct sentences for real-life communication, with an emphasis on both speaking and writing skills.

c) Identification of Parts of Speech

The third task of the grammatical competence section was about the

identification of parts of speech. In this task, learners were provided with a series of sentences. They had to identify and label the part of speech as nouns, verbs, adverbs, adjectives, prepositions, conjunctions, and articles for each word of the sentence. This quiz aimed to estimate students' knowledge and ability to categorize words according to their grammatical function. Together these tasks can assess their understanding as well as the ability to apply grammatical knowledge in real-life communication.

3.10.2 Sociolinguistic Competence

The second component of both pre and post-tests was typically designed to assess students' sociolinguistic competence, which is defined as the ability to use language appropriately according to the social context (Canale, 1983). To stimulate real-life situations, students were provided with scenario based questions that required them to speak orally on the given situation. The above-mentioned task was to estimate students' competence to apply language in a socially appropriate and effective manner, as well as taking in account the tone, register, and cultural shades, with a focus on speaking skills.

3.10.3 Discourse Competence

a) Picture Description

The third component of both pre and post-tests was typically designed to assess students' discourse competence, which is defined as the ability to produce and decipher meaningful text for effective communication. The first task of this component was 'Picture Description', where students were provided with a visual sequence of three images. They were required to describe the scene in their own words. This written task aimed to gauge students' ability to bring together their thoughts, use suitable language and grammar, and create a well-organized coherent text that successfully communicates their ideas, with a focus on both speaking and writing skills.

b) Information Extraction from the text

The second task to assess discourse competence was about the extraction of information from the given discourse. Students were provided with multiple-choice questions (MCQs) requiring students to choose the most appropriate option based on their understanding of the text. The task aimed to estimate students' ability to read and

comprehend the text, thereby demonstrating their understanding of discourse structures and conventions.

3.10.4 Strategic Competence

The fourth component of the test is the strategic competence section. In this task, students were provided with a small piece of paper having a name of an object like ‘a telescope’, ‘microscope’, ‘helicopter’, ‘submarine’, ‘lighthouse’, ‘chessboard’ or an action like ‘slouch’, ‘nod’, ‘shrug’ etc. written on that. Students were not allowed to state the name directly, therefore they used different communication strategies, gestures, and analogies to describe the word. Meanwhile, the peers jotted their guesses for all the words, attempting to decipher the clues. The task aimed to estimate students’ ability to utilize contextual cues, rephrasing, as well as non-verbal cues, with emphasis on enhancing speaking skills.

3.11 Validity and Reliability

To ensure the content validity of the lessons prepared for the intervention, the following steps were taken like the lesson content was closely aligned with the learning objectives or goals of the intervention. Further to this, the lesson was reviewed by three subject-matter experts to ensure it covered all relevant aspects of the subject. Their feedback helped ensure that the lesson content was comprehensive and accurate. The reliability of a test refers to the consistency and stability of the test results (Johnson and Christensen, 2014). Reliability can be established by measuring internal consistency of the measurement test. This is measured using statistical methods like Guttman Split-Half Coefficient, which assesses whether all items on the test measure the same underlying concept. A value 0.884 as shown in the table indicates that the test items are consistent in what they measure.

Table 3.5

Reliability

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.783
		N of	14 ^a
		Items	
	Part 2	Value	.781
		N of	14 ^b
		Items	

	Total N of Items	28
Correlation Between Forms		.795
Spearman-	Equal Length	.886
Brown	Unequal Length	.886
Coefficient		
Guttman Split-Half Coefficient		.884

a. The items are: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14.

b. The items are: D15, D16, D17, D18, D19, D20, G1, G2, G3, G4, G5, G6, G7, G8.

3.12 Data Analysis

Scores of pre-test and post-test were assembled on Microsoft Excel. Data was converted to descriptive statistics. Mean, median, mode, percentages, and standard deviation are calculated and then analyzed.

Results of pre-test and post-test were analyzed quantitatively using SPSS (Statistical Package for Social Sciences) Version 26. This analysis involves the comparison of pre- test and post-test scores of control and experimental groups before and after intervention. Their scores are analyzed using the t-test as a measure of the difference found in two different study groups. Furthermore, a paired sample t-test has been applied to compare the mean scores of the same group. Independent sample t-test and paired sample t-test, tell whether results are statistically significant or not. However, the effect size tells us the size of the impact (Muijs, 2004). Therefore, to measure the effect size Cohen's D has been applied. Levene's test quantifies the significance value (p). If the test gives a significance value less than 0.05, it means that the mean scores of both groups are statistically significant. However, if the test gives a significance value greater than 0.05, it shows that the variation between mean scores of both groups is not statistically significant. Another crucial aspect is that if the significance value is greater than 0.05, an upper value from the t-test significance column is taken. On the other hand, if the significance value is less than 0.05, less value from the t-test significance column is considered (Muijs, 2004, p.134). According to Glass, (1976) statistical significance does not hold much importance, until the size of that impact is measured. The effect size defined as the measure of practical significance is regarded as one of the key findings of quantitative study (Sullivan & Feinn, 2012). There are three effect size categories as suggested by Cohen. If the result ranges from value (0-0.20), it hints that the effect size is weak. If the result ranges from value (0.21-0.50), it shows that the effect size is modest.

If the result ranges from value (0.51-1.00), it indicates that the effect size is moderate. If the result ranges from a value (>1.00), it implies that the effect size is strong (Muijs, 2004, p.135). Therefore, this study utilized a formula using SPSS.

For an independent samples t-test, Cohen's D is computed as

$$D = \frac{M_1 - M_2}{S_p}$$

Where:

- M1 denotes the mean score of the first group
- M2 denotes the mean score of the second group
- Sp denotes the pooled estimated standard deviation S_p (Cohen, Manion, & Morrison, 2011).

The above-mentioned formula was applied to compare the scores of both groups.

3.13 Ethical Considerations

Johnson and Christensen (2014) summarized ethical considerations for researcher as informed consent, freedom to withdraw, protection from mental and physical harm, confidentiality, and anonymity. Special attention has been given to ensure that ethical considerations are adhered to. An advance Letter of Consent was obtained from the Head of the relevant educational institution before collecting the data. The participants' consent was also obtained. Parental consent form for research participation of their child has been attached as Appendix G. The experiment's participants were able to withdraw whenever they wanted. Moreover, the data's confidentiality was confirmed. To prevent the data from being used against the respondents or for any other reason, the names of the research participants have not been disclosed.

3.14 Conclusion

This chapter explained thoroughly the research methodology adopted for the investigation of the effectiveness of linguistic landscape for the development of communicative competence. Along with that, it described data collection tools and methods in light of the scope of the study and the conceptual framework selected. The next chapter covers a discussion on the process of data analysis and interpretation of results.

CHAPTER 4

DATA ANALYSIS AND FINDINGS/DISCUSSION

This chapter deals with the data analysis of the experimental research, utilizing SPSS software to perform statistical tests and interpret the results. This experimental study aims to investigate the effectiveness of an intervention based on using Linguistic Landscape, to develop the communicative competence of primary-level students. The pre and post-test scores of each group are provided in separate sections, with each table underlining the statistical comparison and effect size for that specific component. In the first section comparison of mean scores before treatment is detailed, along with the graphical representation of the data. The statistical analysis of scores of each competency has been presented separately. The second section details the treatment of the experimental group. It also presents some LL images that were utilized for teaching various concepts. A description of derived concepts taught to the students is also given with images. Furthermore, in the next section the comparison of mean scores after treatment is detailed, along with the graphical representation of the data. Finally, it ends with a summary of the findings.

4.1 Inferential Statistics

Inferential statistics attempt to test hypotheses based on the collected data. Inferential statistics are a powerful tool for researchers that “explores the in-depth relationship between variables” and is a “powerful way of asking questions of numerical data” (Barnes & Lewin, 2005, p.226). Inferential statistics involve different types of statistical methods like hypothesis testing (z-test, t-test) and regression analysis of nominal, linear, and ordinal data (Luz, et. al, 2024). The current study has used Levene’s t-test for analysis. Independent sample t-test and paired sample t-test, tell whether results are statistically significant or not. However, the effect size tells us the size of the impact. Therefore, to measure the effect size Cohen’s D has been applied.

4.2 Comparison of Mean Scores before Treatment

The comparison of mean scores before treatment for each control and experimental group is presented below. This analysis covers four key aspects: grammatical, sociolinguistic, strategic, and discourse. By examining these scores,

initial differences between the groups were analyzed.

4.2.1 Grammatical Competence

Table 4.1 presents the analysis of the independent sample t-test applied to a control group with pretest scores of the grammatical competence section and the experimental group with pretest scores of the grammatical competence section. T-test values for the pre-test control group (Mean= 9.86, SD= 3.65, SE Mean= 0.77) are approximately equal to the pre-test experimental group (Mean= 9.82, SD= 2.63, SE Mean= 0.55). T-value (0.04) is used to examine the difference.

Table 4.1

Grammatical Competence

Groups	N	Mean	SD Score	SE Mean	t- value	Sig.	Effect Size
Pre-test Control	22	9.86	3.65	0.771	0.04	0.969	0.01
Pre-test Experimental	23	9.82	2.63	0.55			

The p-value (0.96) with a **weak effect size** (0.01) is more than the significant level (0.05) thus the variance between the two groups is **statistically insignificant**. The performance of Control group and Experimental group in the pre-test is almost the same. Therefore, the outcomes indicate that no noticeable difference exists in the pre-test scores of both groups.

4.2.2 Sociolinguistic Competence

Table 4.2 presents the analysis of independent sample t-test applied to control group with pretest scores of sociolinguistic competence section and experimental group with pretest scores of sociolinguistic competence section. T-test values for pre –test control group (Mean= 6.95, SD= 2.03, SE Mean= 0.43) are approximately equal to pre-test experimental (Mean= 7.13, SD= 2.54, SE Mean= 0.53). T-value (0.18) is used to examine the difference.

Table 4.2

Sociolinguistic Competence

Groups	N	Mean	SD Score	SE Mean	t- value	Sig.	Effect Size
Pre-test	22	6.95	2.03	0.433			

Control					0.189	0.85	0.07
Pre-test	23	7.13	2.54	0.54			
Experimental							

The p-value (0.85) with a **weak effect size** (0.07) is more than the significant level (0.05) thus the variation between the two groups is **statistically insignificant**. The performance exhibited by the Control group and Experimental group in pre-test is almost the same. Therefore, the statistics show that there isn't any noticeable difference in the pre-test scores of both groups.

4.2.3 Discourse Competence

Table 4.3 presents the analysis of the independent sample t-test applied to the control group with pretest scores of the discourse competence section and the experimental group with pretest scores of the discourse competence section. T-test values for Pre –Test control group (Mean= 9.27, SD= 2.11, SE Mean= 0.45) are approximately equal to the pre-test Experimental (Mean= 9.04, SD= 3.28, SE Mean= 0.68). T-value (0.27) is used to examine the difference.

Table 4.3

Discourse Competence

	N	Mean	SD Score	SE Mean	t- value	Sig.	Effect Size
Groups							
Pre-test Control	22	9.27	2.11	0.45	0.277	0.78	0.08
Pre-test Experimental	23	9.04	3.2	0.68			

The p value (0.78) with weak effect size (0.08) is more than the significant level (0.05) thus the variance between two groups is statistically insignificant. The achievement of the Control group and Experimental group in the pre-test is almost the same. Therefore, the statistical analysis reveals that no noticeable difference exists in pre-test scores of both groups.

4.2.4 Strategic Competence

Table 4.4 presents the analysis of independent sample t-test applied on control group with pretest scores of strategic competence section and experimental group with pretest scores of strategic competence section. T-test values for Pre –Test control group

(Mean= 7.18, SD= 2.42, SE Mean= 0.51) are approximately equal to pre-test Experimental (Mean= 7.04, SD= 2.47, SE Mean= 0.51). T-value (0.18) is used to examine the difference.

Table 4.4

Strategic Competence

Groups	N	Mean	SD Score	SE Mean	t-value	Sig.	Effect Size
Pre-test Control	22	7.18	2.42	0.516	0.189	0.851	0.05
Pre-test Experimental	23	7.04	2.47	0.516			

The p-value (0.85) with a **weak effect size** (0.05) is more than the significant level (0.05) thus the variance between the two groups is **statistically insignificant**. The performance metrics of the Control group and Experimental group in the pre-test is nearly the same. Consequently, the statistical analysis indicates that there isn't any noticeable difference in pre-test scores of both groups.

4.2.5 Overall Comparison

Table 4.5 presents the analysis of an independent sample t-test applied on a control group and an experimental group with pretest scores. T-test values for pre –test control group (Mean= 33.27, SD= 8.07, SE Mean= 1.72) are approximately equal to pre-test Experimental (Mean= 33.04), SD= 6.31, SE Mean= 1.31). T-value (0.10) is used to examine the difference.

Table 4.5

Comparison of Pre-test scores

Groups	N	Mean	SD Score	SE Mean	t-value	Sig.	Effect Size
Pre-test Control	22	33.27	8.07	1.72	0.10	0.916	0.03
Pre-test Experimental	23	33.04	6.31	1.31			

The p value (0.91) with **weak effect size** (0.03) is more than the significant level (0.05) thus the variance between two groups is **statistically insignificant**. The performance metrics of the Control group and Experimental group in pre-test is found almost the same. Therefore, the outcomes indicate that there is no discernible difference in pre-test scores of both groups. The results have been graphically represented. The

visual representation of bar graphs show that height of bars is almost same, representing that pre-test scores of both groups for each competency are similar.

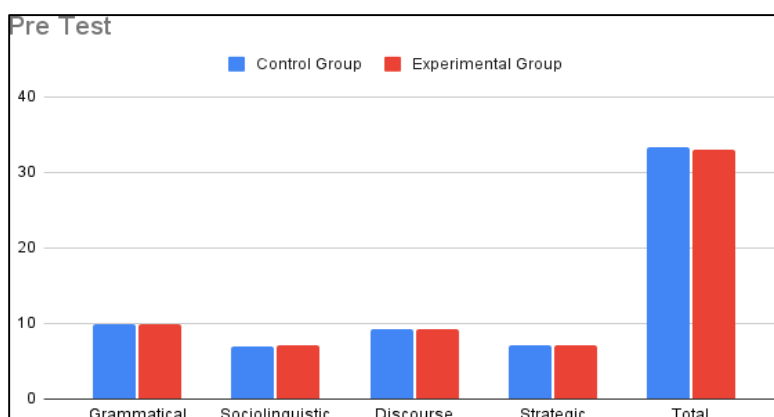


Figure 4: Comparison of Pre-test results

4.4. Treatment of Experimental Group

This details the treatment of the experimental group. It also presents some LL images that were utilized for teaching various concepts. A description of derived concepts taught to the students is given below with images.

4.4.1 Grammatical Competence

In grammatical competence, a specific range of concepts including vocabulary, parts of speech and auxiliary verbs (do and does) were selected. In order to teach grammatical competence, the following photographs were utilized. Keeping in consideration the above-mentioned language aspects to be taught, LL was selected carefully that aligns with learning objectives. The teacher displayed a photograph to the students. A set of guided questions were asked before and during the lesson.

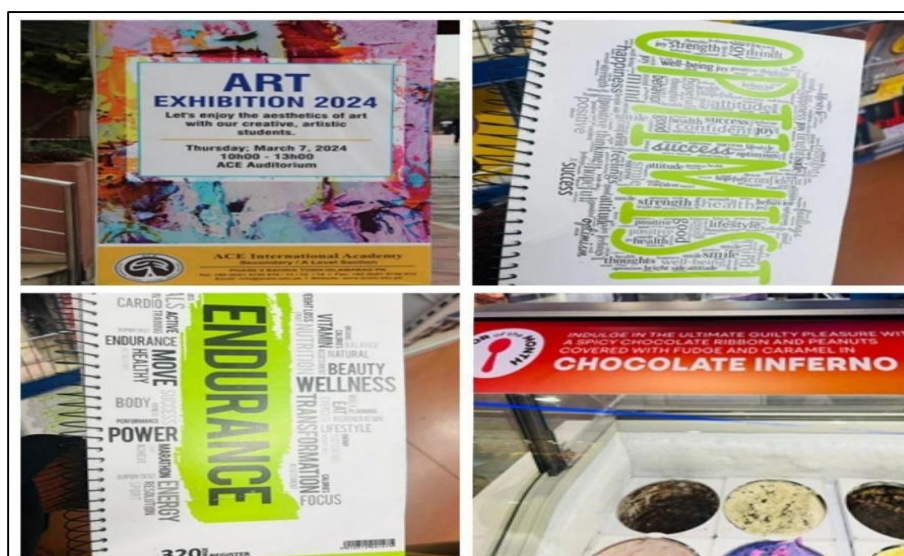


Figure 5: Photographs for Grammatical Competence

Questions included: What details do you see in the photograph? What vocabulary words are there in the text? What do these words mean, and how are they used in context? How do the images support the vocabulary words? The picture was seen through a different lens that enhanced their understanding of the language and learning experience.

As in the first picture, new words like ‘aesthetics’ ‘artistic’, ‘pleasing’, ‘pretty’, and exhibition were examined. As visible in the second picture, students encountered and comprehended new vocabulary like ‘optimist’, positivity, and success. From the next photograph words like ‘persistence’, ‘lifestyle’, ‘endurance’, ‘transformation’, and ‘cardio’ were examined with a focus on context. In the next LL, words like “indulge” and “inferno” were introduced.

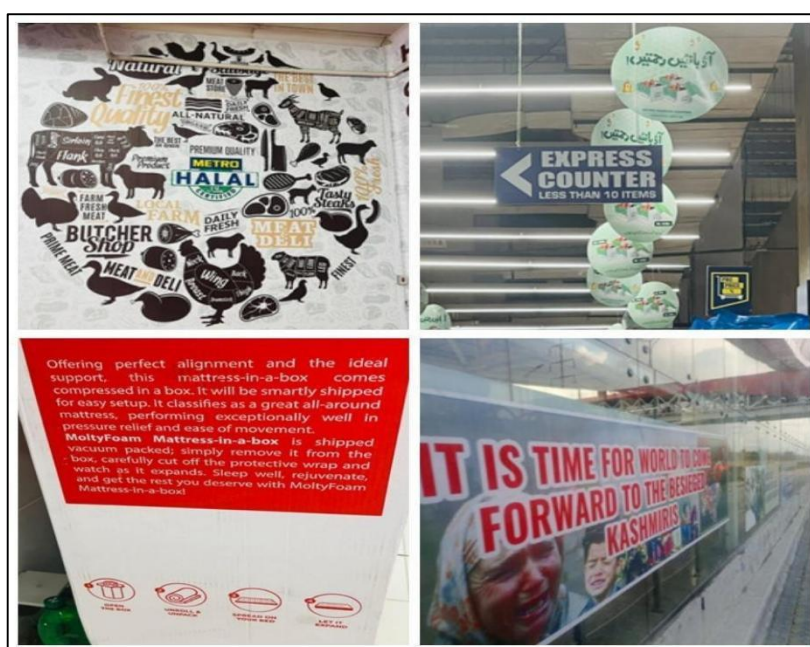


Figure 6: Photographs for Grammatical Competence

In the first picture, prime (adjective), meat (noun), premium (adjective), finest (adjective) were identified. In the next picture, parts of speech like sleep (verb), soundly (adverb), stay (verb), convenient (adjective), and (conjunction), be (verb), well (adverb), supported (adjective), on (preposition), mattress (proper noun), in (preposition), a (article), box (noun) were analyzed.

From the next photograph, express (adjective) and counter (noun) were identified. In the same manner, it (pronoun), time (noun), for (preposition), the article (Definite), world (noun), come (verb), forward (adverb), to (preposition), besieged (adjective), Kashmiris (noun) were identified.

4.4.2 Sociolinguistic Competence



Figure 7: Photographs for Sociolinguistic Competence

The LL photograph of the school corridor featuring the anti-bullying pledge opened doors for students to explore themes like kindness and compassion. They discussed their own behavior patterns with the class and how they interacted with one another. From a sociolinguistic perspective, they talked about creating a positive environment for their peers and how words can brighten someone's day. In Pakistani culture, the phrase "boys don't cry" echoes traditional expectations that men should be strong, avoiding the display of emotions like crying. The belief arises from the idea that men are protectors and providers, roles related to strength. However, this can lead to emotional suppression and negatively impact mental health. With the cross on don't it shows a shift towards accepting that it's okay for boys and men to express their emotions openly.



Figure 8: Photographs for Sociolinguistic Competence

For the sociolinguistic competence class, a handout on the set of guiding questions was provided to learners. Some of the questions included: What are the settings of the photograph? On Mother's Day, they changed the box's color to pastel colors depicting love and warmth for mothers. Also the heartfelt caption "She Makes Us Believe in Magic" depicts her unconditional love which often feels like magic. Students came up with their own interpretations with a focus on context. Similarly, the green cake box is from Independence Day celebrations. It reflects the nation's spirit and love for their country by turning a simple cake to a symbol of patriotism. The caption: "Sweet Taste of Freedom" opened the doors for students to understand the image from a variety of perspectives. Similarly, the light green cake box is from Eid-ul-Fitr and has the caption "This is better than Eidi". Students talked about their own Eid experiences. They discussed about their favorite Eid treats, and how they celebrate, and receive Eidi. Thus LL not only made them familiar with their culture but also enhanced their communicative competence by encouraging them to express their thoughts and experiences clearly and confidently. The second picture holds a powerful message. The statement "Clothes aren't going to change the world, but the women who wear them will" carried different implications for students. They talked about the empowerment of women who can make a difference in the world. Some other LL photographs were also discussed in the class, with some assigned as home assignments too. (Attached as Appendix B).

4.4.3 Discourse Competence



Figure 9: Photographs for Discourse Competence

For the discourse competence class, these LL photographs were shown to students. Through these photographs, students got to know about cohesion and coherence by analyzing the text. In the first photograph causal connectives like "Yet" and "That's why" signal relationships between ideas, show contrast, and provide reasons. Also, there is a logical progression of ideas as the text begins by stating a concern ("Our future is in doubt") and follows with a statement about the desired change ("The world needs the change young people want"). These sentences logically lead to the issue of low youth electoral and political representation, which serves as a reason for seeking improvement in electoral processes. In the second photograph, "conjunction words" (and, or), "pronouns" and "reference terms" (these, it, they) that refer back to previously mentioned items are used. Sequential Instructions guide the reader through the policies step by step. In the third LL photograph, discourse markers like "this," "it," and "simply" guide the reader through the text, connecting ideas and instructions. The text is primarily informational and persuasive. Direct instructions like "remove it from the box" and "cut off the protective wrap" guide the reader's actions. In the last photograph, conjunctions connect sentences smoothly (e.g., "Young people have a vital part to play in the decisions that affect us all"). Pronouns: "Us" and "we" create a sense of inclusivity and shared responsibility. The text follows a certain pattern, it begins with a factual statistic to highlight an issue. It ends with a motivational statement (e.g., "Be seen be heard"). At the end, there is an organizational attribution (The Body Shop, PILDAT) to establish credibility. This practical analysis helped students in developing their discourse competence by analyzing how language works in real- context.

4.4.4 Strategic Competence



Figure 10: Photographs for Strategic Competence

For the strategic competence class, different LL signs were displayed. At the beginning of the lesson some questions like: “How would you explain the importance of these signs to someone who is not familiar with it?” “What communication strategies would you adopt to communicate the meaning of these signs?” “What could be the possible settings for it” were posed. Students analyzed symbols and colors and came up with their interpretations. The teacher taught them various communication strategies, such as using simple language while avoiding technical jargon, employing visual aids, and using analogies to effectively express their message. Yellow color is connected with increasing visibility suggesting caution and warnings. The first photograph featuring the text “No Spitting” with a visual is easily recognizable that it is prohibited to spit in public spaces to maintain a hygienic and germ-free environment. In the next LL, the “Fire Exit” sign includes a running figure with an arrow that shows a particular direction for an emergency exit. In the next photograph, the symbol with the text “Silence Please” refers to a place where noise could be a distraction, for example, a library, school corridors, shared spaces, or hospitals. In the last photograph, it’s a school zone sign. Students then interpreted and used different communication strategies to communicate the meaning of the text.

4.5 Comparison of Mean Scores after Treatment

The comparison of mean scores after treatment for each control and experimental group is presented below. This analysis covers four key aspects: grammatical, sociolinguistic, strategic, and discourse. By examining these scores, post-treatment differences between the groups were analyzed.

4.5.1 Grammatical Competence

Table 4.6 presents the analysis of an independent samples t-test applied to the control group's post-test scores and the experimental group's post-test scores in the **grammatical** competence section. The values of post-test control (Mean= 13.1, SD= 2.35, SE Mean= 0.50) are nearly equal to post-test experimental group (Mean= 14.08), SD= 2.21, SE Mean= 0.46). T-value (1.3) is used to examine the difference.

Table 4.6

Grammatical Competence

Groups	N	Mean	SD Score	SE Mean	t- value	Sig.	Effect Size
Post-test	22	13.1	2.35	0.50			

Control					1.3	0.17	0.42
Post-test	23	14.08	2.21	0.461			
Experimental							

The p value (0.17) with **weak effect size** (0.42) is more than the significant level (0.05) thus the contrast between two groups is **statistically insignificant**. Hence, the statistics indicate that the experimental group achieved similar results when measured against the control group. Consequently, the statistical analysis indicates that there is a minute difference in post-test scores of both groups.

4.5.2 Sociolinguistic Competence

Table 4.7 presents the analysis of an independent samples t-test applied to the control group's post-test scores and the experimental group's post-test scores in the sociolinguistic competence section. T-test values for post –test control group (Mean= 9.09, SD= 2.84, SE Mean= 0.60) are less than post-test experimental group (Mean= 13.2), SD= 2.75, SE Mean= 0.57). T-value (5.0) is used to examine the difference.

Table 4.7

Sociolinguistic Competence

Groups	N	Mean	SD Score	SE Mean	t-value	Sig.	Effect Size
Post-test Control	22	9.09	2.84	0.60	5.0	0.000	1.47
Post-test Experimental	23	13.2	2.75	0.57			

The p value (0.00) with **strong effect size** (1.47) is less than the significant level (0.05) thus the gap between two groups is **statistically significant**. Thus, the statistics indicate that the experimental group outperformed in posttest when measured against the control group. Consequently, the data indicates that there is a noticeable difference in post-test scores of both groups.

4.5.3 Discourse Competence

Table 4.8 presents the analysis of an independent sample t-test applied to the control group's post-test scores and the experimental group's post-test scores in the **discourse** competence section. T-test values for post –test control group (Mean= 9.27, SD= 3.23, SE Mean= 0.69) are less than post-test Experimental (Mean= 12.1), SD= 3.80, SE Mean= 0.79). T-value (2.7) is used to examine the difference.

Table 4.8

Discourse Competence

Groups	N	Mean	SD Score	SE Mean	t-value	Sig.	Effect Size
Post-test Control	22	9.27	3.23	0.69	2.7	0.01	0.80
Post-test Experimental	23	12.1	3.80	0.79			

The p value (0.01) with **moderate effect** size (0.80) is less than the significant level (0.05) thus the variance between two groups is **statistically significant**. Hence, the statistics indicate that the experimental group outperformed in posttest relative to the control group. Consequently, the statistical analysis indicates that there is a noticeable difference in post-test scores of both groups.

4.5.4 Strategic Competence

Table 4.9 presents the analysis of an independent sample t-test applied to the control group's post-test scores and the experimental group's post-test scores in the **strategic** competence section. T-test values for post –test control group (Mean= 9.18, SD= 3.14, SE Mean= 0.66) are less than post-test experimental group (Mean= 11.69), SD= 3.19, SE Mean= 0.66). T-value (2.65) is used to examine the difference.

Table 4.9

Strategic Competence

Groups	N	Mean	SD Score	SE Mean	t-value	Sig.	Effect Size
Post-test Control	22	9.18	3.14	0.66	2.6	0.01	0.76
Post-test Experimental	23	11.6	3.19	0.66			

The p value (0.01) with **moderate effect size** (0.79) is less than the significant level (0.05) thus the difference of scores between two groups is **statistically significant**. Accordingly, the statistics indicate that the experimental group outperformed in posttest relative to the control group. Consequently, the data shows that there is a noticeable difference in post-test scores of both groups.

4.5.5 Overall Comparison

Table 4.10 presents the analysis of independent sample t-test applied on control group and experimental group with post test scores. T-test values for pre –test control group (Mean= 40.68, SD= 8.62 SE Mean= 1.83) are less than post-test experimental group (Mean= 51.1), SD= 7.76, SE Mean= 1.61). T-value (4.2) is used to examine the difference.

Table 4.10

Comparison of Post-test scores

Groups	N	Mean	SD Score	SE Mean	t-value	Sig.	Effect Size
Post-test Control	22	40.68	8.62	1.83	4.2	0.000	1.27
Post-test Experimental	23	51.1	7.76	1.61			

The p value (0.000) with **strong effect size** (1.27) is less than the significant level (0.05) thus the difference of scores among two groups is **statistically significant**. Thus the statistics indicate that the experimental group outperformed in posttest in relation to the control group. The results have been graphically represented. The visual representation of bar graphs show that post-test scores of both groups for each competency vary remarkably. Each bar represents the mean value of each competency.

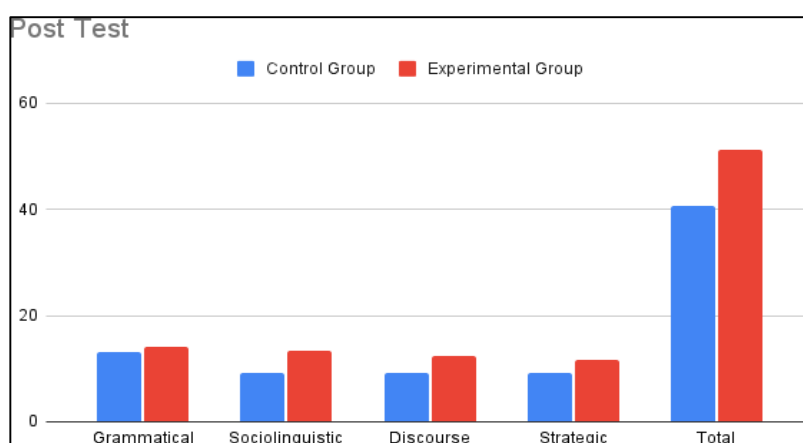


Figure 11: Comparison of Post-test results

4.6 Mean Scores Comparison of Control Group before and after Treatment

The mean scores comparison of control group before and after treatment is presented below. This analysis covers four key aspects: grammatical, sociolinguistic, strategic, and discourse. By examining these scores, pre and post-treatment differences

between the groups were analyzed.

4.6.1 Grammatical Competence

Table 4.11 shows the comparative statistical analysis of post and pretest scores in grammatical competence section of control group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=22, Mean= 13.1, SD Score=2.3, SE Mean= 0.5) (N=22 Mean =9.86, SD Score =3.655, SE Mean=0.7).

Table 4.11

Grammatical Competence

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	
						M	SD	SEM	Sig.	
Post	22	13.1	2.3	0.5	0.62	3.2	2.8	0.61	5.35	0.00
Pre	22	9.86	3.6	0.7						

The measure of correlation ($r=0.62$) $p=0.000 < 0.05$ also shows **statistically significant** relation between pre-test and post test scores in grammatical competence section of control group. Paired differences of pre-test and post test scores is as follows: Mean= 3.2 SD= 2.8 SE Mean=0.61. Consequently, results for control group indicate a difference in the performance levels in both tests.

4.6.2 Sociolinguistic Competence

Table 4.12 shows the comparative statistical analysis of post and pretest scores in sociolinguistic competence section of control group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=22, Mean= 9.09, SD Score= 2.84, SE Mean= 0.60), (N=22 Mean =6.772, SD Score = 2.13, SE Mean= 0.45).

Table 4.12

Sociolinguistic Competence

Test	N	Mea n	SD	SE Mean	Correlat ion (p)	Paired Difference			t (p)	
						M	SD	SEM		Sig.
Post	22	9.09	2.84	0.606						

					0.289	2.13	2.9	0.63	-3.3	0.00
Pre	22	6.77	2.13	0.45						

The degree of correlation ($r=0.34$) $p=0.001 < 0.05$ also shows **statistically significant** relationship between pre-test and post test scores in sociolinguistic competence section of control group. Paired differences of pre-test and post test scores is as follows: Mean= 2.13 SD= 2.91 SE Mean=0.63. Accordingly, results for control group indicate a modest difference in the performance levels in both tests.

4.6.3 Discourse Competence

Table 4.13 shows the comparative statistical analysis of post and pre-test scores in discourse competence section of control group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=22, Mean= 9.99, SD Score= 3.239, SE Mean= 0.69), (N=22 Mean = 9.27, SD Score = 2.911, SE Mean= 0.45).

Table 4.13

Discourse competence

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)
						M	SD	SEM	
Post	22	9.99	3.23	0.690					
					0.883	0.00	1.69	0.36	0.00 1.00
Pre	22	9.27	2.11	0.451					

The correlation value ($r=0.88$) $p=1.00 > 0.05$ shows statistically insignificant relationship between pre-test and post test scores in discourse competence section of control group. Paired differences of pre-test and post test scores is as follows: Mean= 0.00 SD= 1.69 SE Mean=0.36. Accordingly, results for control group indicate a slight difference in the performance levels in both tests.

4.6.4 Strategic Competence

Table 4.14 shows the comparative statistical analysis of post and pre-test scores in the strategic competence section of control group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=22, Mean= 9.18, SD Score= 3.14, SE Mean= 0.66), (N=22 Mean = 7.18, SD Score = 2.42, SE Mean= 0.51).

Table 4.14

Strategic Competence

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	22	9.18	3.14	0.66	0.853	2.0	1.6	0.35	-5.6	0.00
Pre	22	7.18	2.42	0.51						

The measure of correlation ($r=0.85$) $p=0.00 < 0.05$ also shows **statistically significant** relationship between pre-test and post test scores in strategic competence section of control group. Paired differences between pre-test and post test scores is as follows: Mean=2.0, SD=1.6 SE Mean=0.35. Accordingly, results for control group indicate a modest difference in the performance levels in both tests.

4.7 Mean Scores Comparison of Experimental Group before and after treatment

The mean scores comparison of experimental group before and after treatment is presented below. This analysis covers four key aspects: grammatical, sociolinguistic, strategic, and discourse. By examining these scores, pre and post-treatment differences between the groups were analyzed.

4.7.1 Grammatical Competence

Table 4.15 shows the comparative statistical analysis of post and pretest scores in grammatical competence section of experimental group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=23, Mean= 14.08, SD Score= 2.21, SE Mean= 0.46), (N=23 Mean = 9.82, SD Score = 2.63, SE Mean= 0.55).

Table 4.15

Grammatical Competence

Test	N	Mean	SD	SE Mean	Correlatio n (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	23	14.08	2.21	0.46	0.30	4.2	3.9	0.81	5.2	0.00
Pre	23	9.82	2.63	0.55						

The correlation coefficient ($r = 0.30$) $p = 0.00 < 0.05$ also shows **statistically significant** relationship between pre-test and post test scores in grammatical competence section of experimental group. Paired differences of pre-test and post test scores is as follows: Mean= 4.2 SD= 3.9 SE Mean=0.81. Accordingly, results for experimental group indicate a greater difference in the performance levels in both tests.

4.7.2 Sociolinguistic Competence

Table 4.16 shows the comparative statistical analysis of post and pretest scores in sociolinguistic competence section of experimental group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=23, Mean= 13.26, SD Score= 2.7, SE Mean= 0.57), (N=23 Mean = 7.1, SD Score = 2.5, SE Mean= 0.53).

Table 4.16

Sociolinguistic Competence

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	23	13.26	2.7	0.57	0.294	6.1	3.1	0.65	9.32	0.00
Pre	23	7.1	2.5	0.53						

The measure of correlation ($r = 0.294$) $p = 0.00 < 0.05$ also shows **statistically significant** relationship between pre-test and post test scores in **sociolinguistic** competence section of experimental group. Paired differences of pre-test and post test scores is as follows: Mean= 6.1 SD= 3.1 SE Mean=0.65.

Accordingly, results for experimental group indicate a considerably greater difference in the performance levels in both tests, thereby indicating a considerable level of impact on the development of sociolinguistic competence.

4.7.3 Discourse Competence

Table 4.17 shows the comparative statistical analysis of post and pretest scores in discourse competence section of experimental group.

Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=23, Mean= 12.1, SD Score= 3.80, SE Mean= 0.79), (N=23 Mean = 9.04, SD Score = 3.28, SE Mean= 0.68).

Table 4.17

Discourse competence

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	23	12.1	3.80	0.79	0.73	3.08	2.62	0.54	5.63	0.00
Pre	23	9.0	3.28	0.68						

The correlation coefficient ($r = 0.73$) $p = 0.00 < 0.05$ also shows **statistically significant** relationship between pre-test and post test scores in **discourse** competence section of experimental group. Paired differences of pre-test and post test scores is as follows: Mean= 3.08 SD= 2.62 SE Mean=0.54. Accordingly, results for experimental group indicate a greater difference in the performance levels in both tests.

4.7.4 Strategic Competence

Table 4.18 shows the comparative statistical analysis of post and pre-test scores in strategic competence section of experimental group. Paired sample T- Test has been applied, to measure the test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=23, Mean= 11.69, SD Score= 3.19, SE Mean= 0.66), (N=23 Mean = 7.04, SD Score = 2.47, SE Mean= 0.51).

Table 4.18

Strategic Competence

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	23	11.69	3.19	0.66	0.55	4.65	2.70	0.5	8.1	0.00
Pre	23	7.04	2.47	0.51						

The correlation value ($r = 0.55$) $p = 0.00 < 0.05$ also shows **statistically significant** relationship between pre-test and post test scores in strategic competence section of experimental group. Paired differences of pre-test and post test scores is as follows: Mean= 4.65 SD= 2.70 SE Mean=0.57. Accordingly, results for experimental group indicate a greater difference in the performance levels in both tests, thereby indicating a considerable level of impact on the development of strategic competence.

4.8 Overall Comparison of Pre-Test and Post Test Scores of Control Group

This particular section presents the pre-test and post-test scores of control group along with percentage differences. Along with that, the data of both groups is also presented graphically.

Table 4.19

Pre-Test and Post Test Scores of Control Group

SN	Participants	Pre-test Scores		Post test Score		Difference
		Marks (Out of 80)	%age	(Out of 80)	%age	
1	C1	24	30%	34	42.5%	12.5
2	C2	26	32.5%	30	37.5%	05
3	C3	28	35%	28	35%	00
4	C4	37	46.2%	46	57.4%	11.2
5	C5	45	56.2%	51	63.7%	7.5
6	C6	45	56.2%	49	61.2%	5.0
7	C7	31	38.7%	38	47.5%	8.8
8	C8	31	38.7%	40	50%	11.3
9	C9	33	41.2%	45	56.2%	15
10	C10	36	45%	48	60%	15
11	C11	43	53.7%	56	70%	16.3
12	C12	50	62.5%	57	71.2%	8.7
13	C13	41	51.2%	50	62.5%	11.30
14	C14	25	31.2%	32	40%	8.8
15	C15	30	37.5%	38	47.5%	10
16	C16	27	33.7%	40	50%	16.3
17	C17	41	51.2%	42	52.5%	1.3
18	C18	21	26.2%	33	41.2%	15
19	C19	31	38.2%	35	43.7%	5.5
20	C20	36	45%	41	51.2%	6.2
21	C21	25	31.2%	33	41.2%	10
22	C22	26	32.5%	29	36.2%	3.7
Mean		33.27	41.5%	40.68	50.8%	9.3

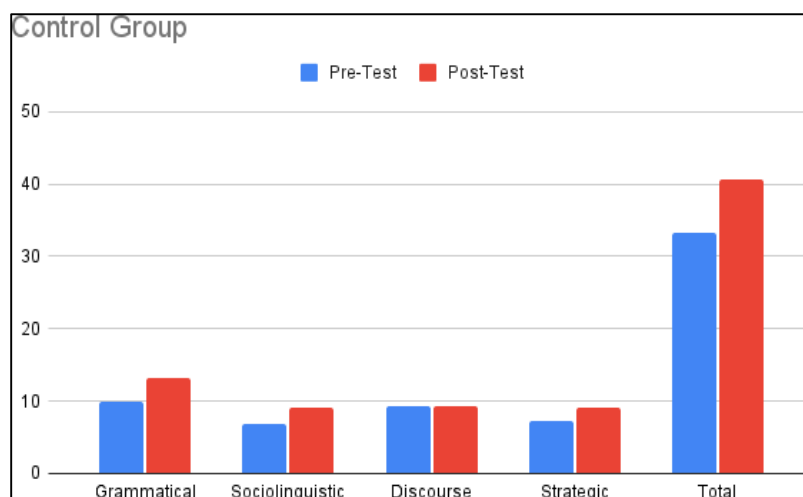


Figure 12: Pre-Test and Post Test Scores of Control Group

The results have been graphically represented. The visual representation of bar graphs show that different heights of the bar, representing that pre and post test scores of control group for each competency are different. The blue color shows bar height for pre-test values and red color shows bar height for post-test values.

Table 4.20

Overall comparison of pre-test and post test scores of control group

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	22	40.68	8.62	1.83	0.90	7.4	3.7	0.80	9.2	0.00
Pre	22	33.27	8.07	1.72						

Table 4.20 presents an overall comparison of **pre-test and post test scores of control group**. Paired sample T- Test has been applied, to measure the pre and post test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=22, Mean= 40.68, SD Score= 8.62, SE Mean= 1.83), (N=22 Mean = 33.27, SD Score = 8.07, SE Mean= 1.72) The measure of correlation ($r= 0.90$) $p=0.00 < 0.05$ also shows a **significant** relationship between pre-test and post test scores of control group. Paired differences of pre-test and post test scores is as follows: Mean= 7.4 SD= 3.7 SE Mean= 0.80. Accordingly, results for control group indicate a modest difference in the performance levels in both tests.

4.9 Overall Comparison of Pre-Test and Post Test Scores of Experimental Group

Table 4.21 presents an overall comparison of pre-test and post test scores of

experimental group. Paired sample T- Test has been applied, to measure the pre and post test scores of the same group. T- Test values for post-test and pretest scores are as follows respectively: (N=23, Mean= 51.1, SD Score= 7.7, SE Mean= 1.6), (N=23 Mean = 33.04, SD Score = 6.3, SE Mean= 1.6).

Table 4.21

Overall comparison of pre-test and post test scores of experimental group

Test	N	Mean	SD	SE Mean	Correlation (p)	Paired Difference			t (p)	Sig.
						M	SD	SEM		
Post	23	51.1	7.7	1.6	0.61	18.1	6.34	1.3	13.6	0.00
Pre	23	33.04	6.3	1.6						

The measure of correlation ($r = 0.61$) $p = 0.00 < 0.05$ also shows **meaningfully significant** relationship between pre-test and post test scores of experimental groups. Paired differences of pre-test and post test scores is as follows: Mean= 18.1 SD= 6.34 SE Mean= 1.3. Accordingly, results for experimental group indicate a greater difference in the performance levels in both tests, thereby indicating a considerable level of impact of Linguistic Landscape on the development of communicative competence.

Table 4.22

Pre-Test and Post Test Scores of Experimental Group

SN	Participants	Pre-test Scores		Post test Score		Difference
		Marks (Out of 80)	%age	(Out of 80)	%age	
1	E1	28	35.00%	44	55.00%	20
2	E2	35	43.75%	45	56.00%	12.3
3	E3	28	35.00%	50	62.50%	27.5
4	E4	30	35%	51	63.75%	28.7
5	E5	27	35.00%	41	51.2%	16.2
6	E6	32	40.00%	33	41.25%	1.25
7	E7	30	37.50%	50	62.5%	25
8	E8	37	46.25%	58	72.5%	26.25
9	E9	47	58.75%	57	71.2%	12.45
10	E10	33	41.25%	46	57.4%	16.15
11	E11	30	37.5%	52	65.00%	27.5

12	E12	29	36.25%	49	61.2%	24.7
13	E13	33	41.25%	52	65.00%	23.75
14	E14	34	42.50%	47	68.75%	22.2
15	E15	24	30%	39	48.75%	18.7
16	E16	27	33.75%	55	78.75%	45
17	E17	42	52.50%	65	81.25%	28.75
18	E18	47	58.75%	59	73.75%	15
19	E19	30	37.50%	52	65%	27.5
20	E20	34	42.50%	56	70%	27.5
21	E21	28	35.00%	53	66.25%	31.25
22	E22	43	53.75%	64	80%	26.25
23	E23	32	40%	59	73.75%	33.7
Mean		33.04	41.3%	51.1	63.8%	22.5

The above- mentioned results have been represented graphically too. The visual representation of bar graphs show that different heights of the bar, representing that pre and post test scores of experimental group for each competency are different. The blue color shows bar height for pre-test values and red color shows bar height for post-test values.

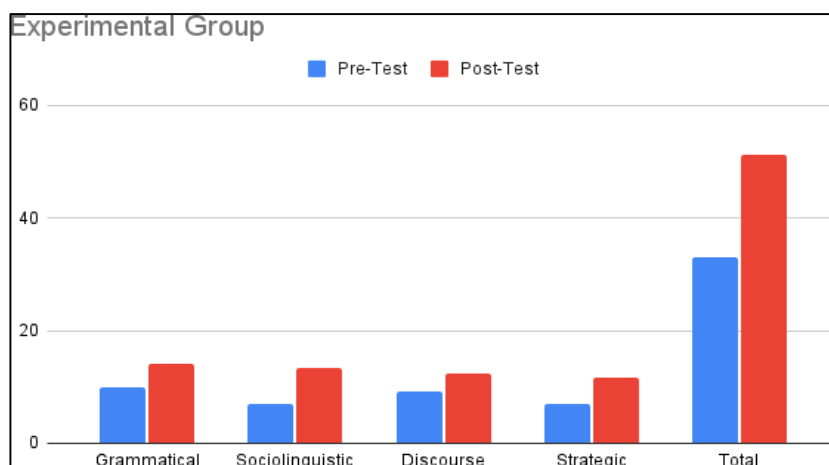


Figure 13: Pre-Test and Post Test Scores of Experimental Group

The tables illustrates mean scores of pre-test and post-test of control and experimental group respectively. The obtained marks along with percentages are mentioned in given above. The highest percentages in control and experimental group are 71.2% and 81.2% respectively. The lowest scores in control and experimental group are 35% and 41.2% respectively. It is noticeable that the percentage difference of pre and post test score of experimental group is 22.5. Conversely, the average percentage

difference of pre and post test score of control group is 9.3, which is very much less if compared. This shows that experimental group showed better results. The bar graphs also present visual representation of data; thus, similar trends explained above are visible. Thus, the given data proved that the incorporation of LL had a positive impact on the language learning of primary level learners.

Major findings of the study, formulated in accordance with the hypothesis are summarized below.

1. The mean pre- test scores of control and experimental group prior to intervention were 33.27 and 33.04 respectively, p value $0.916 > 0.05$, with weak effect size (0.03). Thus, there is no discernable difference in pre-test scores of both groups.
2. The mean post test scores of control and experimental group after the intervention, were 40.68 and 51.1 respectively, p value $0.000 < 0.05$, with strong effect size (1.27). Thus, the statistics indicate that the experimental group outperformed in posttest in relation to the control group.
3. The mean scores of pretest scores of the grammatical competence section of both groups, were 9.86 and 9.82 respectively, p value $0.969 > 0.05$, with weak effect size (0.01). Therefore, the outcomes indicate the fact that there isn't any noticeable difference in pre-test scores of both groups.
4. The mean pretest scores of sociolinguistic competence section of both groups, were 6.95 and 7.13 respectively, p value $0.85 > 0.05$, with weak effect size (0.15). Therefore, the statistics show that there is no noticeable difference in pre-test scores of both groups.
5. The mean scores of pretest scores of discourse competence section of both groups, were 9.27 and 9.04 respectively, p value $0.78 > 0.05$, with weak effect size (0.08). Therefore, the statistical analysis demonstrate that there exists no noticeable difference in pre-test scores of both groups.
6. The mean scores of pretest scores of strategic competence section of both groups, were 7.18 and 7.04 respectively, p value $0.85 > 0.05$, with weak effect size (0.05). Therefore, the statistical analysis indicating the presence of no difference in pre-test scores of both groups.
7. The mean scores of posttest scores of grammatical competence section of both groups, were 13.1 and 14.08 respectively, p value $0.17 > 0.05$, with weak effect size

(0.42). Consequently, the statistical analysis show the existence of a slight difference in post-test scores of both groups.

8. The mean scores of posttest scores of sociolinguistic competence section of both groups, were 9.09 and 13.2 respectively, p value $0.00 > 0.05$, with strong effect size (1.47). Consequently, the data indicate that there is a noticeable difference in post-test scores of both groups.
9. The mean scores of posttest scores of the discourse competence section of both groups, were 9.27 and 12.1 respectively, p value $0.00 < 0.05$, with moderate effect size (0.80). Consequently, the data indicate that there is a noticeable difference in post-test scores of both groups.
10. The mean scores of posttest scores of the strategic competence section of both groups were 9.18 and 11.69, respectively, with a p-value $0.01 < 0.05$, with moderate effect size (0.76). Consequently, the data indicate that there is a noticeable difference in the post-test scores of both groups.

Overall, the experimental group was more successful in the post-test in comparison with the control group. When the groups are compared, it is comprehended that the pretest score mean of the experimental group is 33.04, pretest score mean of the control group is 33.27. The post-test scores means of the experimental and control groups are 51.5 and 40.68 respectively. It is seen here, that there is a meaningful difference between the post-test scores of the groups however there is not a significant difference on behalf of the control group in terms of post-test scores.

4.10 Conclusion

A comprehensive explanation of data analysis of pre-test and post-test has been provided in this chapter. The examination of the data assisted in investigating the positive impact of the Linguistic Landscape concerning the development of communicative competence. It has also indicated data analysis technique i.e. SPSS (Statistical Package for Social Sciences) Version 26, which quantitatively analyzed results of the pre-test and post-test. The following chapter has put in the entire study concisely. It has thrown light on how the results align with previous carried out studies. Furthermore, it also discusses the limitations of the study. For further application, some future recommendations are also proposed, derived from research findings.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter is structured to provide an overall cohesive and insightful synthesis of research findings. It begins with a summary of main findings, including a discussion on each of the sub-hypotheses. Moreover, the explication of the theoretical framework is also included in this chapter. Subsequently, it also comprises of the detailed discussion of results, contextualizing the findings of broader literature. Additionally, it addresses the limitations of the study along with the future corresponding recommendations. Finally, it wraps up with the conclusion.

5.1 Summary of Main Findings

While assessing communicative competence, its core sub-areas are evaluated which include grammatical, strategic, socio-linguistic, and discourse competence. **Sub-hypothesis 1** proposed that the incorporation of LL has a significant impact on the improvement of grammatical component of communicative competence. However the data do not support it. The current study constitutes similar results in both the control and experimental groups in terms of grammatical competence. It primarily assessed grammatical competence through the progression observed in vocabulary, the use of auxiliary verbs, and the word class. The standardized vocabulary word list used for formative assessment was narrow and specific, while landscape (LL) gives learners a broader exposure to generalized words as well as phrases. Linguistic landscape (LL) significantly contributes to enhancing language use in general rather than the detailed study of the forms. Prior-test and post-test assessments relied on the specific vocabulary as it was not possible to wholly capture the linguistic exposure in terms of vocabulary that LL offers. Grammatical competence consequently showed similar progression in both experimental and control groups.

Sub-hypothesis 2 proposed that the incorporation of LL has a significant impact on the improvement of the sociolinguistic component of communicative competence. The data support this hypothesis as students of the experimental group exhibited significantly better results as compared to the control group. The LL provided a real-world context in which the practical use of language phrases and structure offered an accurate view of linguistic convention and cultural shades. When students were

exposed to LL, they got acquainted with different registers and speech styles, enhancing their communicative competence. Additionally, students encountered the text in their everyday context, leading to a better and increased practice of communication skills. Moreover, LL proved to be an engaging and motivating material for learners as it resonated with their interests and social events.

Sub-hypothesis 3 proposed that the incorporation of LL has a significant impact on the improvement of discourse component of communicative competence. The data confirm the hypothesis. The current study constitutes significantly better results than the experimental group. With the use of LL, students had a better understanding of various discourse strategies like transition words, logical progression of ideas, and maintenance of coherence for meaningful communication. Thus, LL offered insights into how ideas are introduced, developed, connected, and concluded.

Sub-hypothesis 4 proposed that the incorporation of LL has a significant impact on the improvement of the strategic component of communicative competence. The data support this hypothesis as the students of the experimental group exhibited improvement in strategic competence. By analyzing different visual signs and symbols, students interpreted different contextual clues that enhanced their ability to respond in diverse communication scenarios. Moreover, by exposing them to the Linguistic Landscape, they got familiar with different communication strategies including paraphrasing, repetition, visual clues, and clarification requests.

The main hypothesis proposed that the incorporation of Linguistic Landscape into English language teaching has a positive impact on the communicative competence of Grade-V students. The findings support it. Though the students of the control and experimental groups showed similar results in grammatical competence. However, the group of learners who had been exposed to the LL approach had visible advancements in sociolinguistic, strategic, and discourse competence. The key offering of the LL approach, emphasis on context through the use of symbols, signs, and textual elements in the surroundings proved pivotal in instilling progression in these areas of competency. The LL approach significantly integrates the use of language with pragmatic and real-life contexts, as well as various communicative strategies and cohesive discourse practices, eventually fostering a deeper comprehension of societal notions and norms.

Table 5.1

Hypothesis summarized results

Hypothesis	Statement	Result
H1	The incorporation of LL has a significant impact on the improvement of grammatical component of communicative competence.	False
H2	The incorporation of LL has a significant impact on the improvement of sociolinguistic component of communicative competence.	True
H3	The incorporation of LL has a significant impact on the improvement of discourse component of communicative competence.	True
H4	The incorporation of LL has a significant impact on the improvement of strategic component of communicative competence.	True

5.2 Discussion

This research study intended to explore the efficacy of Linguistic Landscape as a teaching resource in the development of communicative competence. The results reinforce Canale's communicative competence model highlighting the significance of inculcating effective multifaceted communication skill sets including grammatical, discourse, strategic, and sociolinguistic competence. The participants of the current research have shown visible strengths across these aspects which advocates the need for having a balanced approach in language teaching and learning. To develop communicatively competent language users, an amalgamation of theoretical as well as practical insights is crucial. The findings of the study reveal that the linguistic landscape have proven to be effective in making learners recapitulate as well as extend their classroom learning, as highlighted by Aladjem and Jou (2016). Elements of linguistic landscape including public signs, advertisements, billboards, signboards, and graffiti walls when integrated with real-world English use have proven to be highly invaluable. They help bridging the theoretical and practical insights, leading to the enhancement and effectiveness of communicative competence. Linguistic Landscape help learners contextualize classroom instructions with the real world communication, as highlighted by Krashen (1982) who focused on communicative language teaching. As per the statistical analysis students of the experimental group demonstrated considerably better learning experience and outcome with the use of Linguistic

Landscape (LL) in relation to the experimental group. The current study centered on four major components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Grammatical Competence is regarded as the foundational component of communicative competence. Nassaji and Fotos (2011) defined it as a theoretical knowledge of forms and meanings of grammar and thus the ability to use those language rules effectively. Grammar instructions really help develop and improve students' linguistic and communicative competencies (Refinita, 2014). Both control and experimental groups had similar vocabulary instruction, i.e. students were taught lexical items from Flyers Cambridge English word list. However, the experimental group was taught with an additional resource, Linguistic Landscape. LL photographs were sourced from the surroundings, like text written on T-shirts, public spaces, billboards, handbags, etc. With the incorporation of Linguistic Landscape, students developed a better and clearer understanding of the application of vocabulary along with grammatical structure in context. Even though the experimental group at times struggled with exact literal meanings, but still with practice, they were still able to grasp the contextual meaning, thereby indicating the improvement of their critical thinking abilities. On the other hand control group, which did not use LL, was taught using vocabulary-based activities. It demonstrated a similar level of improvement to that of the experimental group. There is a minute difference in the mean scores of both groups, thereby supporting the view that LL focuses more on function as compared to form. At times, LL neglects the correct form of language, as Mohebbi and Firoozkahi (2019) pointed out errors in terms of grammar, spelling, and translation in the LL of Tehran.

The results align with Rowland's (2013) and Ruthi & Bibiana's (2016) idea that LL helps to raise students' awareness of contextualized English. Parts of Speech are another important concept in English grammar. Another significant aspect of the study was to make students familiar with Parts of Speech. They brought LL photographs into the classroom and were able to identify the correct parts of speech. Furthermore, for the understanding of the grammatical function of the word, students got enough resources for the analysis. In the grammatical competence class, students were also taught the correct use of auxiliary verbs with a focus on the use of "do" and "does". The concept of "do" and "does" was intentionally chosen because it was observed that most students commonly misunderstood their usage in both writing and speaking skills.

The aggregate result of all three concepts under grammatical competence demonstrated that both groups improved to at similar degree.

The second component of communicative competence, sociolinguistic competence, involves the ability to use language appropriately in a social context. Tarone and Swain (1995) articulated it as the ability of an individual to adapt their speech in a socially appropriate manner. Both control and experiment groups participated in scenario-based role plays, which are regarded as a typical approach to teaching sociolinguistic skills (Littlewood, 2004). However, the experimental group was subjected to the use of Linguistic Landscape too, thus they had the advantage of learning beyond the classroom. They utilized the pedagogical resource that was more relevant to their own culture and social surroundings. The findings of the current study align with Chern and Dooley (2014), who emphasized that using LL can improve sociolinguistic competence. Also, Floralde and Valdez (2017) stated that through LL, students' opportunity to examine the real-life use of language is often maximized. Their familiarity and relatedness enabled them to engage more effectively and meaningfully in discussions about their social environment, thereby refining their communicative competence.

The third component of communicative competence, discourse competence, involves the ability to construct and interpret coherent and cohesive texts. For both receptive and productive skills, cohesion and coherence hold great importance. Some of the official documents, including the American Common Core State Standard, emphasize that even during early years, learners should be able to narrate the events "in order in which they occurred" (p.19). Similarly, the UK National Curriculum (2013) articulates an emphasis on communicating ideas clearly and logically for the reader. Both groups were taught using modern teaching methodologies, engaging in collaborative tasks like Chain Story writing and Sequential Picture Description. In spite of this, the experimental group further used LL photographs to practice these skills, with the analysis of logical flow and organization of language. The focus was on writing skills within discourse competence, supported by the view that LL offers various opportunities for writing practice (Wiśniewska, 2020). The engaging nature of LL activities ignited a high level of motivation and interest among students, leading to improvements in their ability to maintain cohesion and coherence in their communication.

The final component of communicative competence, strategic competence, involves the ability to use different communication strategies in order to avoid the breakdown of the communication process. It refers to the use of communicative strategies when the speaker's linguistic knowledge is adequate (Canale & Swain, 1980). Both the control and experiment groups participated in activities. However, the experimental group was taught with an additional resource, Linguistic Landscape, that helped to navigate and interpret signs and symbols in their surroundings, thereby enhancing their strategic competence. These findings are supported by Wiśniewska (2020), who asserted that LL serves as an essential source of visual input for language learning. The findings are aligned with the implications of the project titled "Learning to Read the World, Learning to Read the Linguistic Landscape," carried out by Clemente et al. (2012). They selected a group of twenty primary school learners (6 years old) to study the effect of including Linguistic Landscape in classroom projects. The intervention demonstrated an improvement in students' ability to identify and understand signs.

When compared, students of the experimental group that utilized LL made more progress across components of communicative competence as compared to the control group. The exposure to the Linguistic Landscape provided a more engaging and immersive learning experience. Thus, the study underscores the utilization of LL resources, considering it a more relevant and effective teaching resource. These findings are in line with studies by Sayer (2010), Shang (2016), Rowland (2013) Hayik (2020), reported in the literature review section about language teaching using the linguistic landscape. It can be used as a pedagogical resource to teach pragmatics, vocabulary, idiomatic expressions, etc. (Leung & Wu, 2012). These publications and others all deal with the great potential that the display of languages in public spaces holds for language teaching both inside and outside the classroom (Gorter and Cenoz, 2006).

The results of the current study are in line with the findings of Rowland (2013), who talks about the benefits of the incorporation of LL in language learning. He listed some of the advantages, including awareness of context-based language, incidental learning, English literacy development, critical thinking, LL as a resource, and immersing students in a real environment. The findings of this study also correspond to studies of Hewitt-Bradshaw's (2014) who conducted a study on LL and summarized

his results that use of LL as an authentic resource in the classroom has strengths in the development and improvement of three major areas of language learning; communicative competence, language awareness and increased level of motivation and interest for learners.

Sayer (2010) argues that LL opens a range of opportunities for learners in understanding the social meanings of the text. At the same time, it empowers them to think creatively and critically. Peacock (1997) asserts, “Authentic materials are more motivating for students, even lower level students, than artificial materials” (p. 144). While students were engaged in LL-based activities, they also created a Linguistic Landscape of their interest, thereby reflecting an enhanced level of motivation. Our findings support the insights of various scholars, Tamo (2009) and Cope & Kalantzis (2015), who recognized enhanced engagement and greater enthusiasm on the part of learners, as it was observed that students were excited and eager to bring authentic materials, particularly LL, into the classroom. Their enthusiasm aligns with the positive impact identified in previous studies, reinforcing the idea that authentic materials can enhance student engagement and learning. Student-created LL is attached in Appendix D. Within the scope of experimental group treatment, students were provided with a specific task to gauge their skills and competencies. At the end of the treatment phase, students designed their linguistic landscape with great motivation and interest. They came up with unique billboards, advertisements, shirts, handbags, etc. This exercise aimed to help students utilize their communicative competence by integrating the concepts learned in the real-life world. Our findings also correspond to studies of Hewitt- Bradshaw's (2014) who conducted a study on LL and summarized his results that the use of LL as an authentic resource in the classroom has strengths in the development and improvement of three major areas of language learning; communicative competence, language awareness and increased level of motivation and interest for learners. Furthermore, their advertisements notably reflected cultural context. The products and advertisements featured taglines like “Be Pakistani, Buy Pakistani” and “From Khyber to Karachi,” which showcased their communicative competence with a strong sense of local and culturally specific identity.

5.3 Recommendations for Future Research

The following recommendations for future research have been made. The comprehensive overview of the dynamics of LL reflects a ground-breaking and

fascinating interpretation of the signs that surround us. The study shows that there is much yet to be explored in the promising strand of LL as an interdisciplinary field. The selected sample consisted of 45 students, which is relatively small size and may impact the overall generalization of results. The current study used of capital city of Pakistan, Islamabad, as a pedagogical resource for the development of students' competence. Future research could select the LL of different geo-territorial areas or the whole country having larger data sample.

Another significant factor was time constraints. The current study dealt with communicative competence, keeping in view the grammatical, sociolinguistic, discourse, and strategic dimensions of language use. All these types of competencies are broad, encompassing several concepts. Due to limited time, the concepts were limited to a narrow range of specific aspects. Therefore, the results of the current study may not be able to fully capture the overall improvement in students' communicative abilities. Future research with an extended timeframe may provide a more thorough evaluation of the communicative competence of students.

Additionally, it is suggested that a longitudinal research study should be carried out in which teachers' follow-up interviews are conducted. As teachers conduct formative assessments in the classroom, they are in a strong position to gauge their effectiveness. By addressing these limitations and following the suggested recommendations, future research can improve the strength and applicability of the outcomes.

5.4 Recommendations for Policy and Practice

In addition, the findings of the study may have certain implications for language teaching strategies in Pakistan. Language teachers and curriculum designers should work together to include LL in the curriculum of school programs for language education and linguistics, appraising the primary educational values. Incorporation of linguistic landscape into English Language Teaching (ELT) should be considered as a fundamental measure by integrating interactive tools for practical, real time observation. An effective training with professional development courses must be given to the educators on the integration of the linguistic landscape and its significance in facilitating learners' comprehension of the contextual aspect of language. Further, some practical realizations suggest that a research study on project and field work should be conducted, where students can examine the language used within the class

and beyond the classroom walls. Studies regarding language teaching and linguistic landscapes could be further enriched with an extended focus on the psychological perspective on how frequent exposure influences people. These suggestions can inform future educational practices and direct research endeavors.

5.5 Conclusion

In the present study, we evaluated the effect of Linguistic Landscape on students' communicative competence, and their improvement in all four types of competencies: grammatical, sociolinguistic, strategic and discourse. For that, we analyzed the effectiveness of the use of Linguistic Landscape as an additional resource in the teaching-learning process. According to the results, regarding our research hypothesis, the students who were taught using LL indicated much better results in improving overall competence. The students in the experimental group outperformed their control group peers in post-tests, meaning that LL exhibited better results in enhancing students' competence. The findings call for a comprehensive strategy for English language education, identifying the students' needs and the intricate nature of challenges within the educational system. Collaborative effort on the part of educational stakeholders and policymakers is required to create a conducive learning environment for students.

Generally, the comparison of the findings to other studies may not be completely precise, due to varied considerations including research design, method, and different sample sizes. It is worth stating that the results presented in this study align with results from other studies on using Linguistic Landscape in language learning. (E.g., works of Gorter, 2023). One of the predominant factors for the prominent improvement in students' overall competence could be the students' motivation and interest level. This research investigation is one of the first of its kind in the Pakistani context, and while more research is surely needed. The use of LL as a pedagogical resource can be used as a gateway for further research improvement.

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APPENDICES

Appendix A : Permission to Conduct Research

The Principal
Pak-Turk Maarif International Schools & Colleges,
ChakShahzad, Islamabad

Subject: Permission to Conduct Experimental Research

Respected Sir,

I am Alishba Fatima working in Junior Section at your esteemed institute, PakTurkMaarif International Schools & Colleges ChakShahzad, Islamabad. Respectfully, I would bring into your kind concern that I want to conduct a research for MPhil Linguistics Thesis entitled as "Incorporating Linguistic Landscape into English Language Learning: An Experimental Case Study of Primary Level Students". For this purpose, research participants will be Grade 5 students. The data will be collected in the form of pretest and posttest. Total time duration will be 2 months, two classes of 40 minutes each will be carried out per week.

I am writing this letter to seek your permission for the above-said research. This research will be conducted under the guidance of my supervisor, Dr Aziz Ullah, NUML Islamabad.

I shall be highly obliged if you look into this matter and approve my request.

Regards
Alishba Fatima
Master of Philosophy
English/ Linguistics NUML

.....

Approved for research & improvement

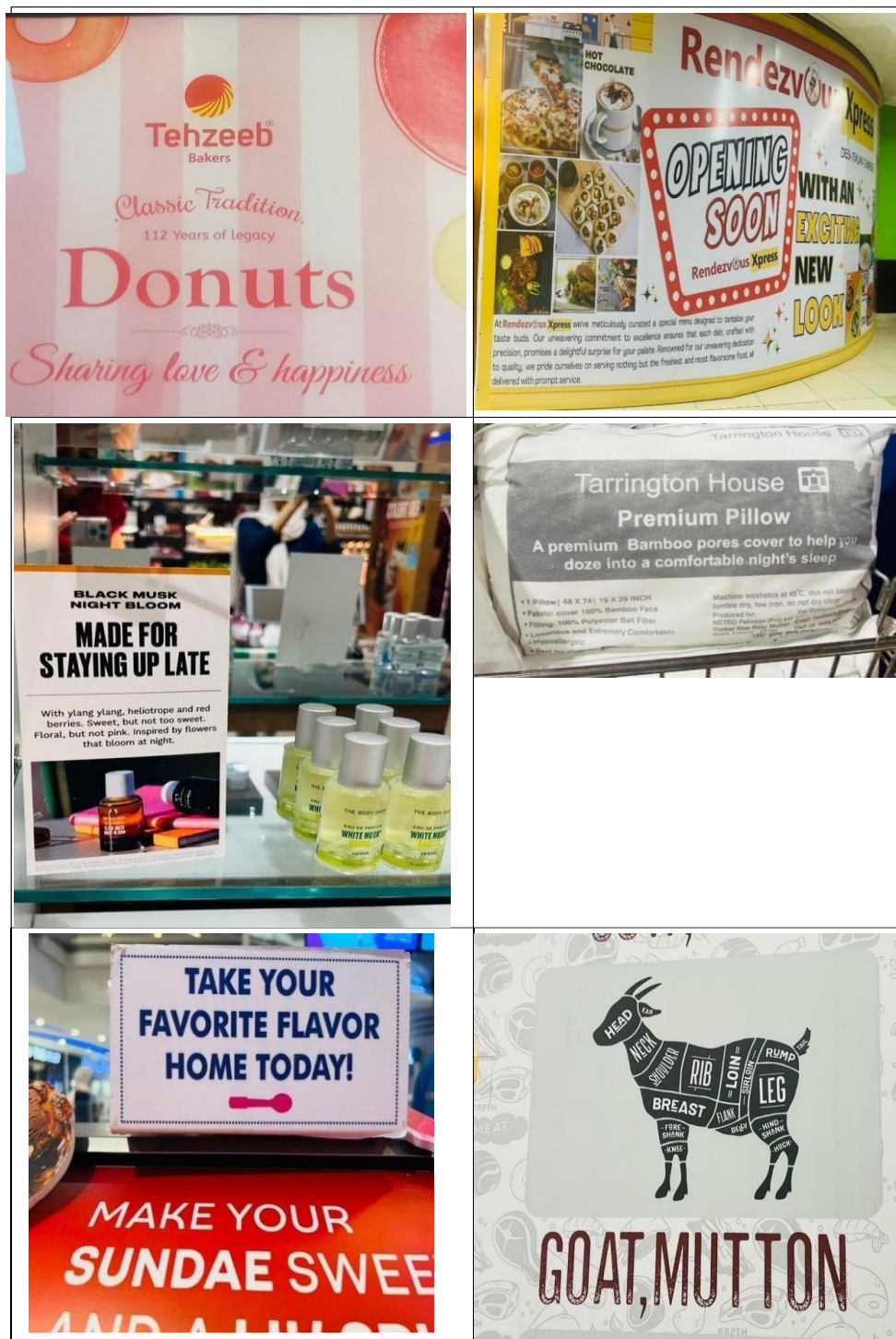
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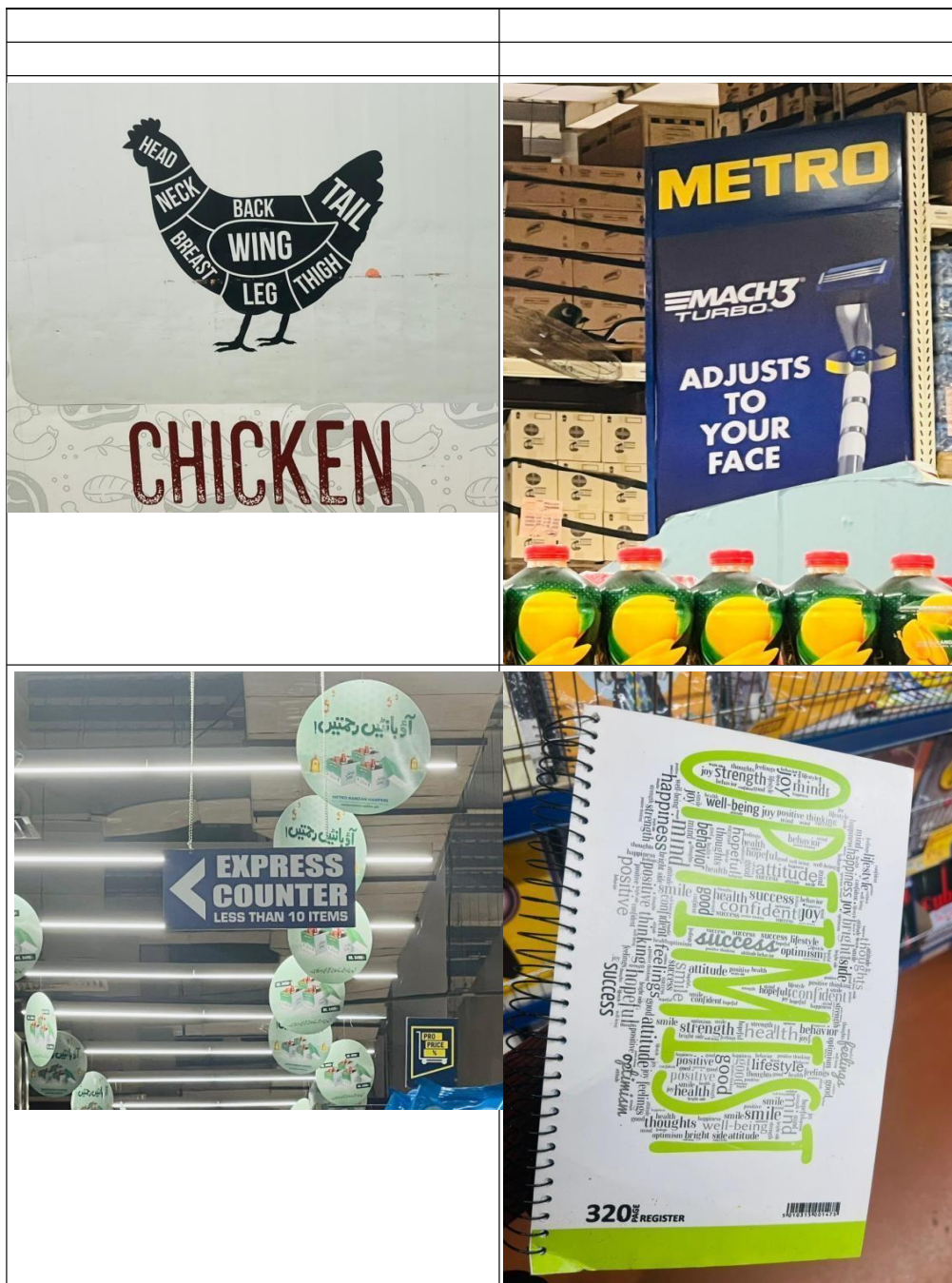
Department of English (GS)
Faculty of Arts & Humanities
National University of Modern Languages
Islamabad

Appendix B: LL Sample Photographs

GRAMMATICAL COMPETENCE

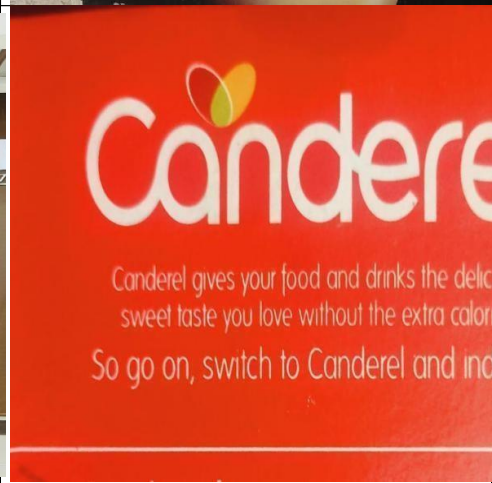
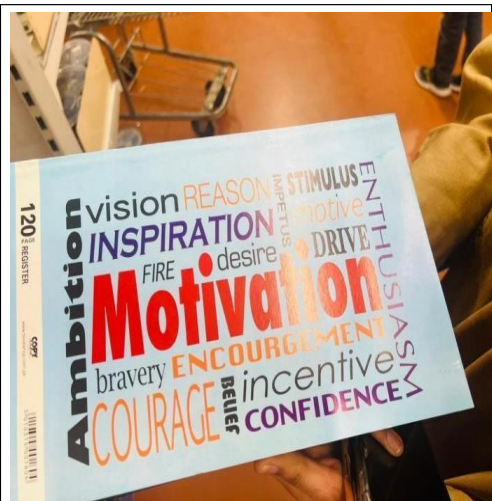








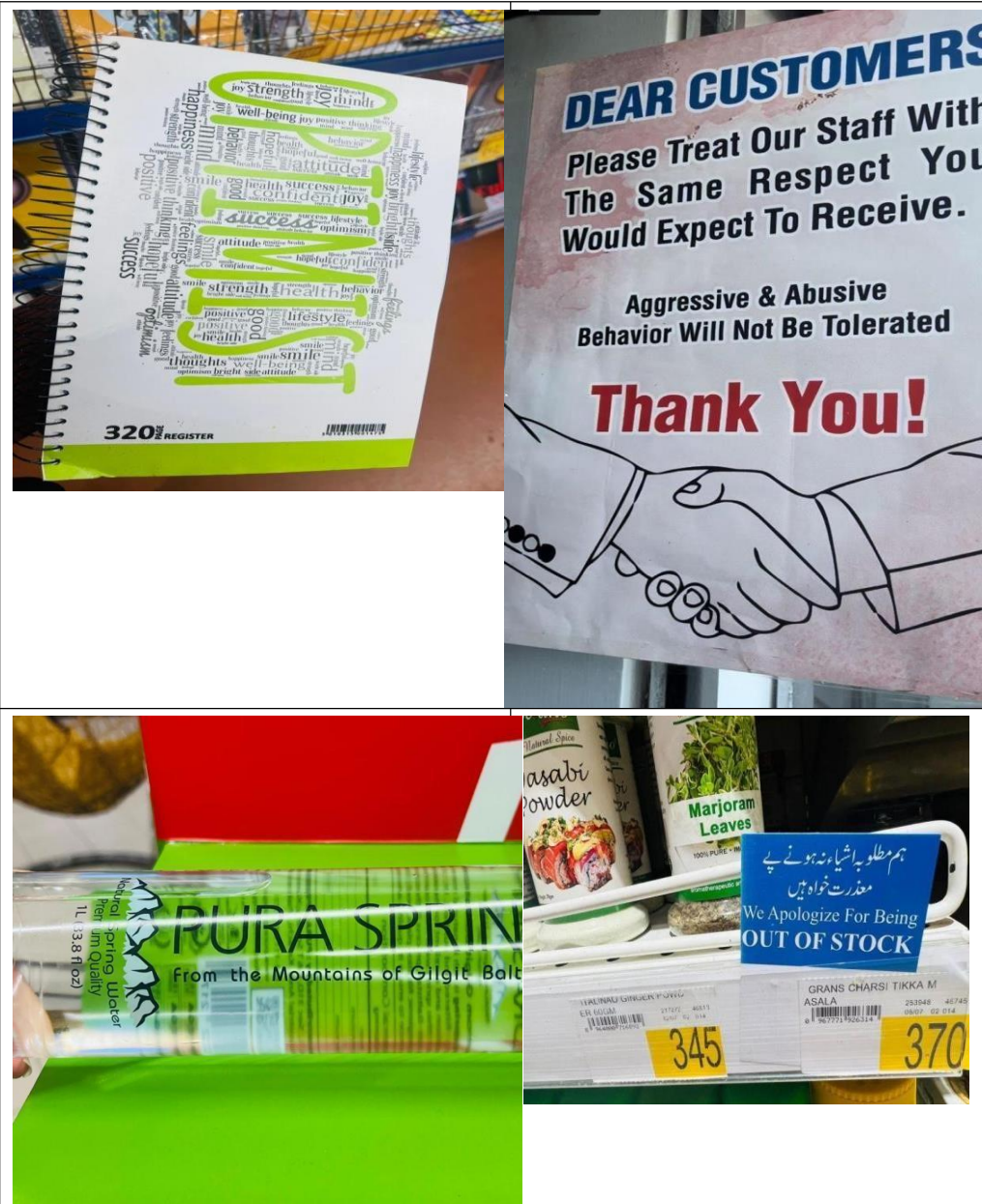


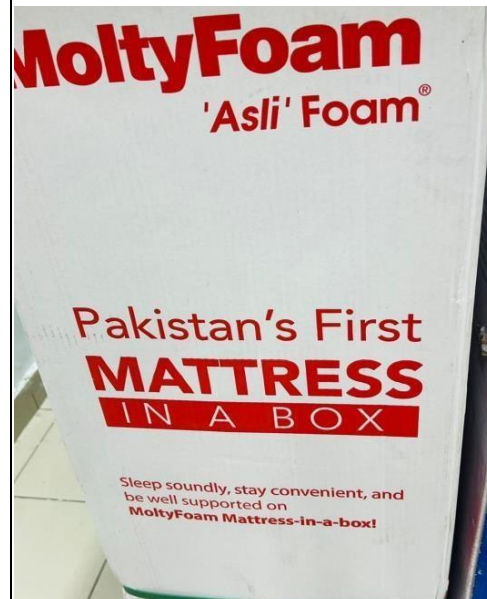


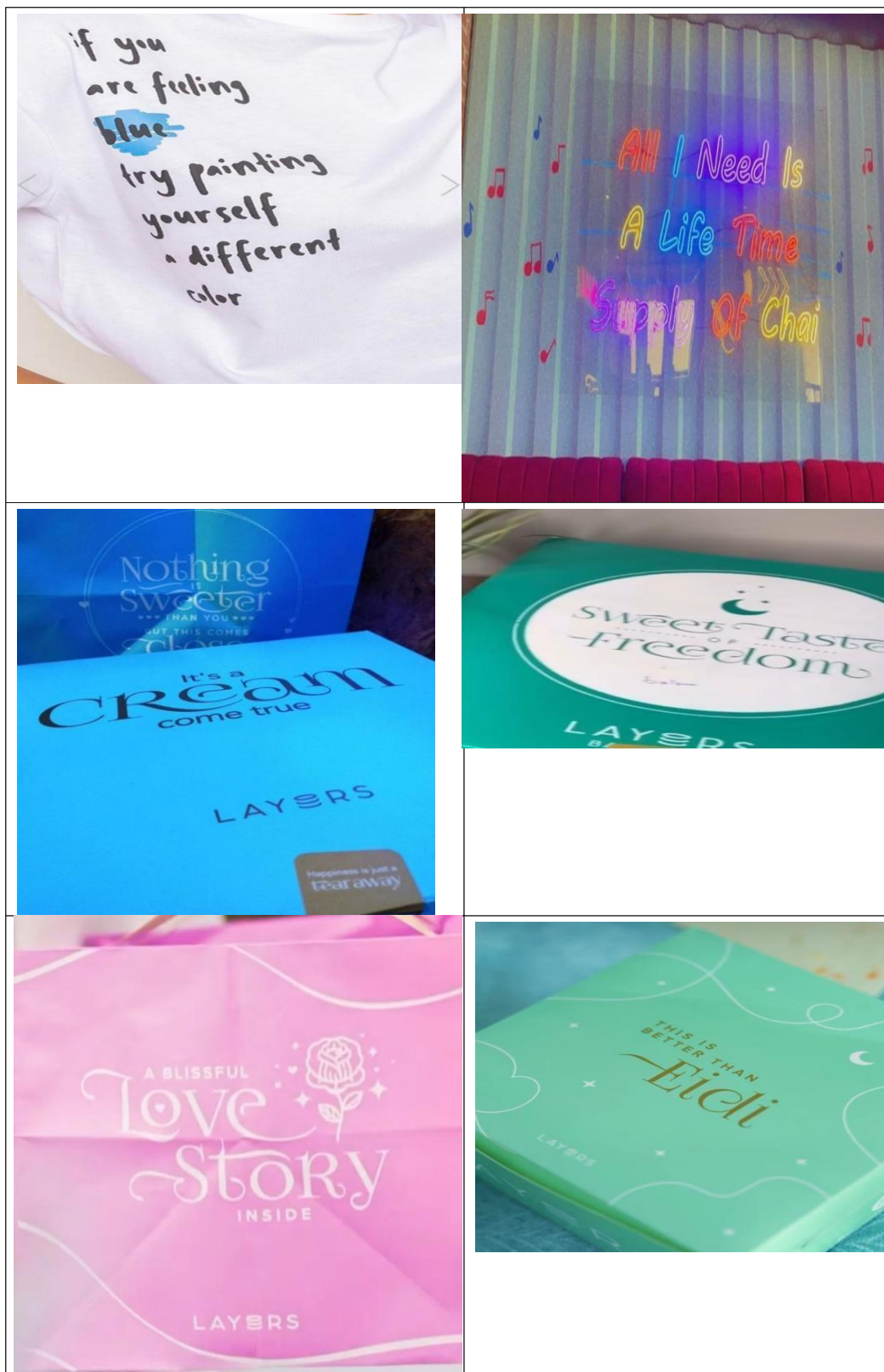


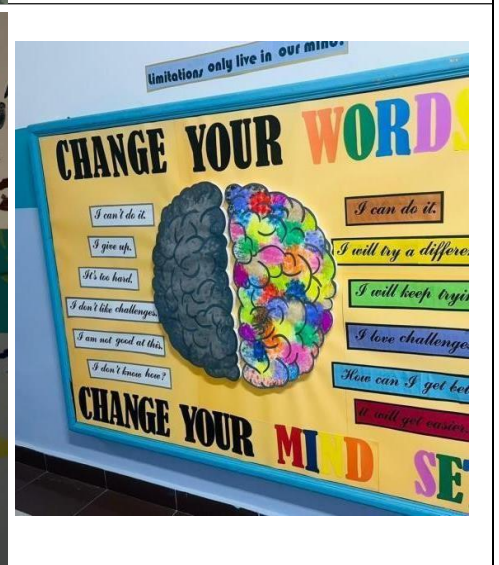
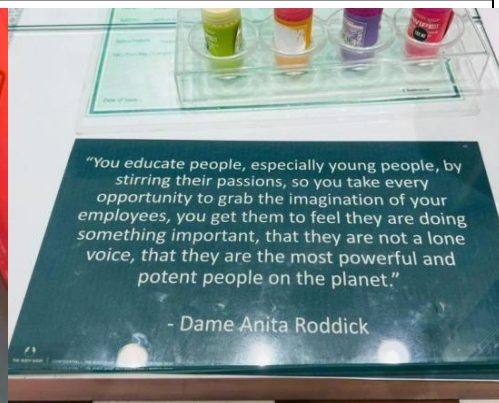
SOCIOLINGUISTIC COMPETENCE

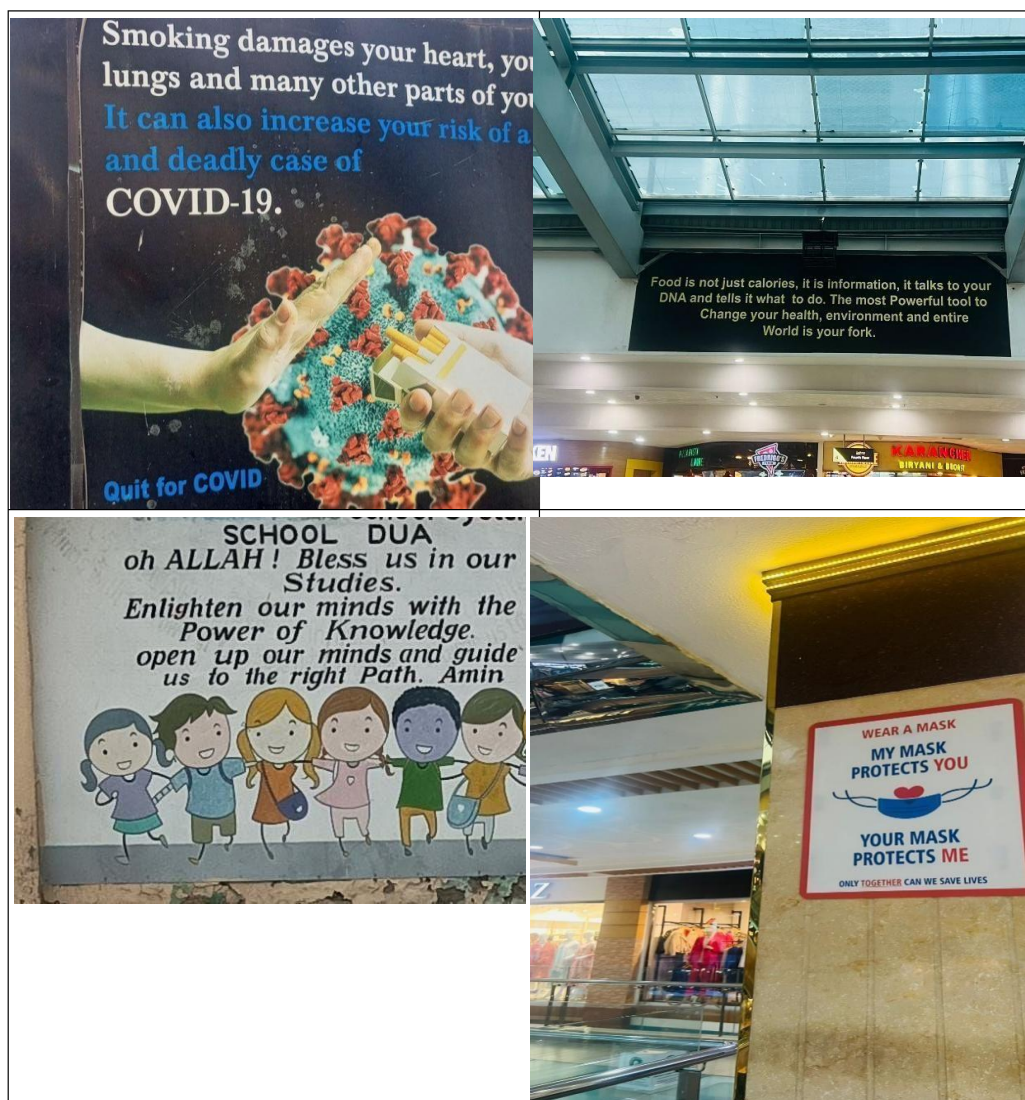




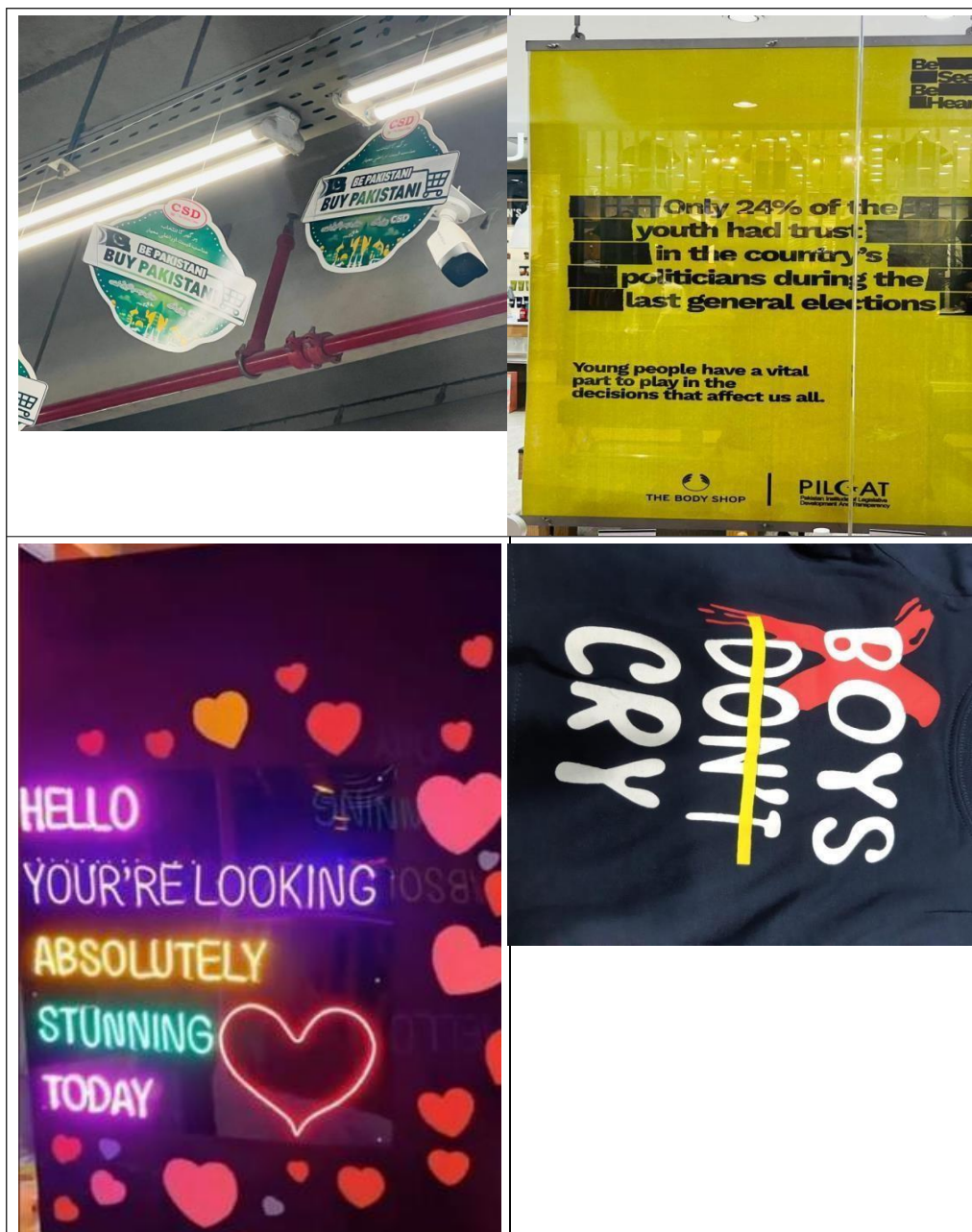


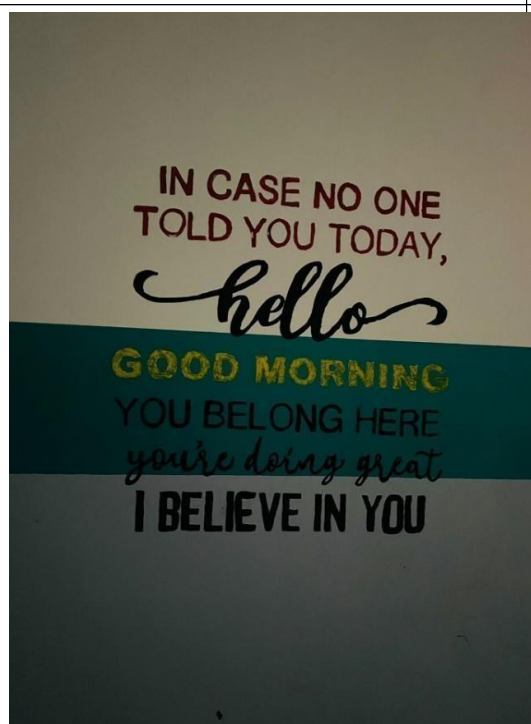
















DISCOURSE COMPETENCE

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Dear Zaman

I'd like to personally thank you for choosing Skin Deep. I really appreciate your business and the opportunity to serve you. I love doing this. I feel very happy creating a product that not only makes your skin beautiful but also keeps people healthy and improves quality of life. That is extremely rewarding. Should you have any further enquiry, please don't hesitate to get in touch with me at sadaf@skindeepintl.com

- Sadaf

SCHOOL DUA
oh ALLAH! Bless us in our
Studies.
Enlighten our minds with the
Power of Knowledge.
open up our minds and guide
us to the right Path. Amin



Express Daily
City Name
Country

PIZZA TOPPINGS

VOL. 117 - NO. 39
SAT, WEEKDAY, MONTH DIA, YYYY-XX PAGES IN X SECTIONS

GET CREATIVE WITH TASTY TOPPINGS

Unraveling the art of pizza toppings is akin to exploring a culinary masterpiece in its own right. It all begins with a deep appreciation for where the secret to perfection lies in sourcing top-quality ingredients. From there, the pizza adventure takes a global turn, with toppings inspired by a mosaic of international flavors - picture the spicy kick of Spanish chorizo or the fragrant allure of Thai curry. The journey also takes you down the path of vegetables and vegan delights.

**INSPIRING FLAVOR FUSION
THE ART OF PIZZA TOPPING**

But the art of pizza toppings doesn't stop there - it gets daring and innovative with sweet and savory combinations. Think Nando's, fresh fruits, and even marshmallows on your pizza, offering an unexpected twist that takes you on a delightful ride. In your quest to master the art of pizza, we'll provide you with tips and recipes to create your own unique pizza, from truffle oil drizzled on top to a generous spread of pesto.

That adds a touch of luxury to your pizza. Pairing your pizza with the perfect beverage is another exciting aspect of this culinary journey. Whether you fancy a craft beer that complements the smoky flavors of a barbecue pizza or a sparkling wine that elevates the sophisticated notes of a truffle-infused creation, we'll guide you on this delightful journey.

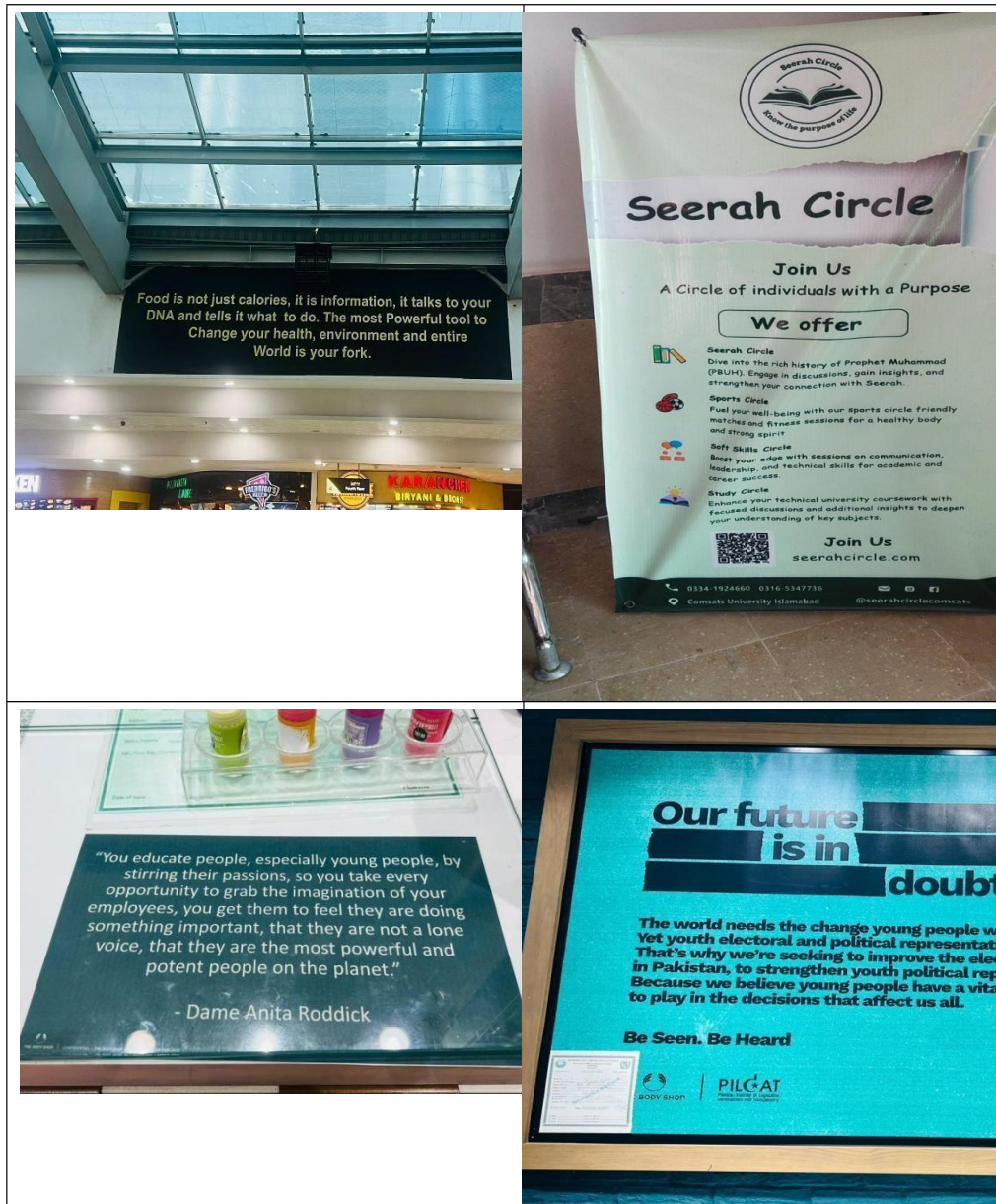
Even if you're faced with dietary restrictions, there's no need to worry. We'll guide you to pizza topping options that cater to various needs, including gluten-free, dairy-free, and lactose-free choices, ensuring that everyone can savor the magic of a well-crafted pizza.



Offering perfect alignment and the ideal support, this mattress-in-a-box comes compressed in a box. It will be smartly shipped for easy setup. It classifies as a great all-around mattress, performing exceptionally well in pressure relief and ease of movement.

MoltyFoam Mattress-in-a-box is shipped vacuum packed; simply remove it from the box, carefully cut off the protective wrap and watch as it expands. Sleep well, rejuvenate, and get the rest you deserve with MoltyFoam Mattress-in-a-box!





SOME KIDS ARE **SMARTER** THAN YOU
 SOME KIDS HAVE cooler clothes THAN YOU
 SOME KIDS ARE **better** at sports THAN YOU
 IT DOESN'T MATTER.
 YOU HAVE YOUR THING TOO.
 BE THE KID WHO CAN GET ALONG.
 BE THE KID WHO IS generous.
 BE THE KID WHO IS happy FOR OTHER PEOPLE
 BE THE KID WHO DOES THE RIGHT THING
 Be the nice kid.

CUSTOMER INFO

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- Return & Exchange will not be accepted if the defects are caused by accidents, misuse and natural disaster, abnormal electrical wiring.
- Return & Exchange will not be accepted if the defects are carried out by unauthorized personnel.
- Return & Exchange will not be accepted if model name, serial number, etc. is modified or overwritten.
- There is no Return & Exchange for software or problems caused by user.
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PEACOCK SIALKOT COMPANY

Dear Sir,

We are founded 1989.... We are pleased to be as a manufacturer of crockery items "PEACOCK®", who has been producing products for over one decade now.

We are using special Melamine Moulding Company to make sounder the level of quality. Moreover, we are using-of-the-art plant & latest technology with equipment.

At present, we've served a major section of our domestic Pakistan in which Hotels, Restaurants, Clubs, Marriage Halls, Multinational Companies, Private Limited Institutions, Armed Forces, Messes, Employee's Messes & Households.

Durability - "PEACOCK®", products are break resistant as ceramic or pottery. The nature of manufacturing makes them long lasting.

Customize Items - Equipped with latest mechanical facilities in customize crockery items with name/companies Insignia.

Prices - As compared to the quality and service, our prices are effective and wish to look forward for maintaining a long relationship with our buyers.

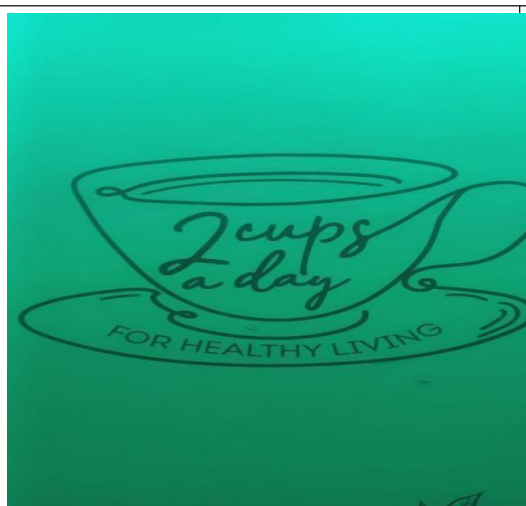
On hearing from you we shall be glad to furnish you with information when you buy "PEACOCK®", you can be certain that you will get

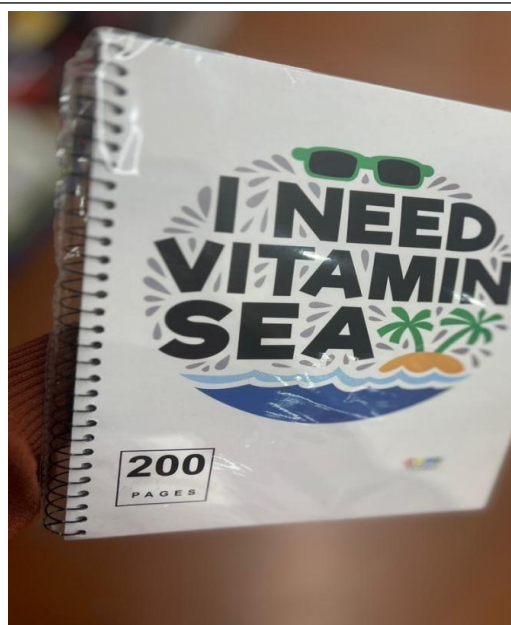
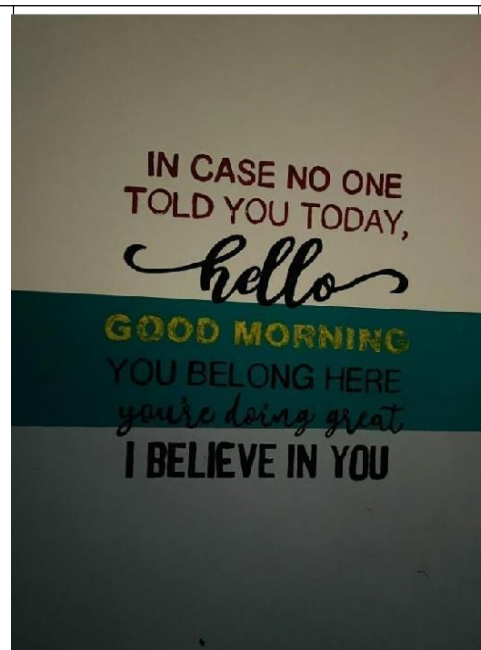
The Marvelous Quality. Delivered.

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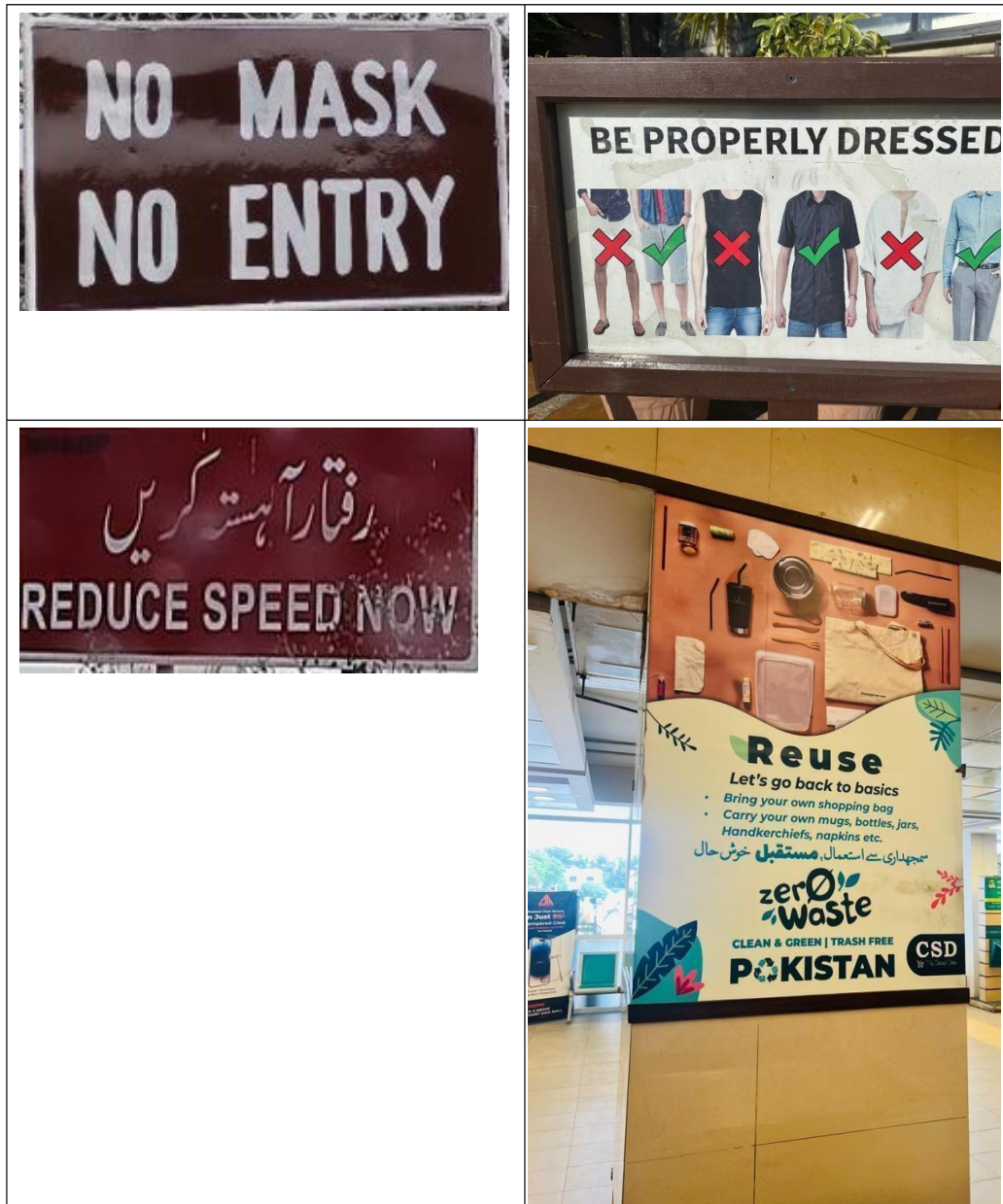
STRATEGIC COMPETENCE













Appendix C: Pre Test & Post Test

NAME _____

SECTION: _____

GRAMMATICAL COMPETENCE

Look and read. Choose the correct words and write them on the lines.

There is one example.

This person can fly to the moon in a rocket. Astronaut

- 1 This is made from fruit and you can put it on your bread with a knife.

-
- 2 Players in this game throw, catch and hit the ball on a sports field.
.....
- 3 These have pictures on them and you can write on the back and send them to friends when you're on holiday.
- 4 It is this person's job to write about news in a newspaper.
- 5 You buy these and put them on your envelopes before you post them.
.....
- 6 This person flies a plane and usually wears a uniform.
- 7 People like reading these because they have stories with pictures or photos on their pages.
- 8 You can play this game inside on ice or outside on a field.
- 9 Some people like this in their tea or coffee and they put it in with a spoon.
.....
- 10 People don't usually play this game in teams. They use a small, hard white ball.
.....

A photographer	Stamps
A pilot	Hockey
golf sugar	Letter
Basketball salt	magazines
Jam	baseball
	Post card
	journalists.

Study the following sentence and identify selected parts of speech. For each word listed underline the correct part of speech.

- 1) The customer and I critically evaluated information on the company Web site.
- customer a. noun b. pronoun c. verb d. adjective
 - and a. preposition b. conjunction c. adjective d. adverb
 - critically a. adjective b. conjunction c. preposition d. adverb
 - evaluated a. adverb b. noun c. verb d. adverb
 - on a. preposition b. conjunction c. adjective d. adverb
- 2) Paul nervously waited for his turn to interview for the available position.
- nervously a. adverb b. pronoun c. preposition d. conjunction
 - waited a. adverb b. verb c. preposition d. conjunction
 - for a. interjection b. pronoun c. preposition d. conjunction
 - available a. verb b. noun c. adverb d. adjective
 - position a. pronoun b. verb c. noun d. adjective

3) I certainly will submit a résumé and application letter to them.

- certainly a. adverb b. pronoun c. preposition d. conjunction
- submit a. adverb b. verb c. preposition d. conjunction
- to a. interjection b. pronoun c. preposition d. conjunction
- application a. verb b. noun c. adverb d. adjective
- letter a. pronoun b. verb c. noun d. adjective

4) Factory workers must punch a time clock.

- workers a. noun b. pronoun c. preposition d. conjunction
- punch a. adverb b. noun c. verb d. conjunction
- a a. interjection b. pronoun c. article d. conjunction
- time a. verb b. noun c. adverb d. adjective
- clock a. pronoun b. verb c. noun d. adjective

5) Freshly prepared in our kitchen.

- Freshly a. adverb b. pronoun c. preposition d. conjunction
- prepared a. adverb b. noun c. verb d. conjunction
- in a. interjection b. preposition c. article d. conjunction
- our a. verb b. pronoun c. adverb d. adjective
- kitchen a. pronoun b. verb c. noun d. adjective

Complete each sentence with do or does.

1. you always have toast and coffee for breakfast?
2. Ramon swim forty laps in the pool every day?
3. David travel to many different countries on his job?
4. nurses take care of patients in hospitals?
5. you plan to become an electrician?

Part 2 SOCIOLINGUISTIC COMPETENCE

Situation 1: Participating in a group discussion

- How would you contribute to a group discussion in a classroom setting (e.g., using appropriate language, showing active listening skills)?
- What cultural norms would you follow when interacting with peers and teachers during the discussion?

Situation 2: Apologizing for a mistake in class

- How would you apologize for a mistake or misunderstanding in class (e.g. using formal language, showing remorse)?
- What linguistic features would you use to convey regret and accountability?

Situation 3: Congratulating a classmate on their achievement

- How would you congratulate a classmate on their achievement (e.g., using formal language, showing enthusiasm)?
- What cultural norms would you follow when interacting with peers during a celebratory moment?

DISCOURSE COMPETENCE

Which notice (A — H) says this (1 — 5)?

For questions 1 — 5, mark the correct letter A — H on your answer sheet

0	A B C D E F G H
	☐

Example:

0 You cannot use your phone.

Answer: ☐ ☐ ☐ ☐ ☐ ☐

1 You should put things back in the right place.



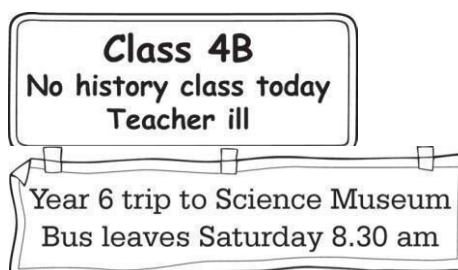
2. Go here if you have lost something.



4. These students do not have a lesson



5. You cannot go in through here



Look at the three pictures. Write about this story.



PART 4 STRATEGIC COMPETENCE

Hand out a slip of paper to each student with the name of an object on each slip. Everybody in turn must try to 'explain' their word to the others without actually saying what it is. Students jot down their guesses for all the words and the winner is the person whose word has been found out by the most students. Since some words are easier to 'explain' than others, a fair result will be obtained only after several rounds

PRETEST

NAME: _____

SECTION _____

GRAMMATICAL COMPETENCE

Look and read. Choose the correct words and write them on the lines. There is one example.

Your teacher might talk about important things that happened a long time ago.
(history)

- 1 You might find this creature at the bottom of the ocean. It has eight arms.....
- 2 These are usually green or black. Each one has a hard stone in the middle of it.
- 3 Students learn about different countries in this school subject.....
- 4 These small red fruits taste very sweet. In some countries, people use them to make.....
- 5 This insect is usually black or brown and often lives under the ground.
.....
- 6 This animal has a hard shell and it can only move very slowly.
.....
- 7 If you are good at adding numbers together, this subject might be easy!
.....
- 8 These are made from milk and some of them have fruit in them.
.....
- 9 This can swim, and it has enormous white wings which are really strong.
.....
- 10 In this class, you might learn about how different metals change when they get hotter.

a tortoise	science	olives
strawberries	swan	butterflies
honey	yogurt	
maths	art	
geography	octopus	
beetle	cookies	

Please identify the correct part of speech for each word in the sentences. Make sure to write down the entire sentence and the correct letter(s) neatly above each word.

N-Noun Adv-Adverb

P-Pronoun P-Preposition V-Verb C-Conjunction

Adj-Adjective I-Interjection

- 1) Oh! You scared me!
- 2) The snow fell softly.
- 3) The house was red and small.
- 4) With great joy, Mom and Dad welcomed the new baby.
- 5) The boys fished in the gurgling stream

Fill in the gaps with either DO or DOES and write an answer to each question.

1. cats play football? No, they don't
2. Pamela Anderson have blonde hair?
3. your girl/boyfriend like swimming?
4. David Beckham play football for England?
5. you want to come with me?

Part 2

SOCIOLINGUISTIC COMPETENCE

Speaking Activity

Music

- What's your favorite kind of music?
- Do you like to listen to live music?
- Is live music popular in your country?
- Have you ever been to a concert before?
- Or Have you ever been to a musical performance?

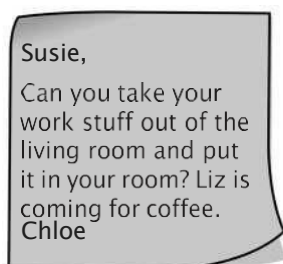
Newspapers

- Do you often read newspapers?
- Do you prefer to read local news or international news?
- Which is more popular where you live, newspapers or magazines?
- Do many people today read newspapers?
- In the future, do you think more people than today will read magazines, or fewer people?
- Do you think newspapers will be very important to you in the future?

Part 3 DISCOURSE COMPETENCE

For each question, choose the correct answer.

1



Chloe wants Susie

- a. to clean her room.
- b. to stop working at home
- c. to tidy up the living room

2

Cleaners are here every Friday, but please wash up and put things away after you've used the kitchen. Thank you!

What is this message asking students to do?

- a. help keep the kitchen tidy at all times
- b. let the cleaners know when the kitchen's free
- c. stay out of the kitchen when the cleaners are there

3



What does Anna want Pete to do?

- a) order a taxi to pick her up from the station
- b) text her when he gets to the station
- c) give her a lift from the station
- a) New students should go to Reception before they collect their books.

4



- b) Course books will be available at
- c) Reception for students.

Apartment for rent, bedroom Just been painted, with new kitchen
--

- a) This flat is in a new building.
- b) This flat is ready to move into.
- c) This flat is too small for two people.

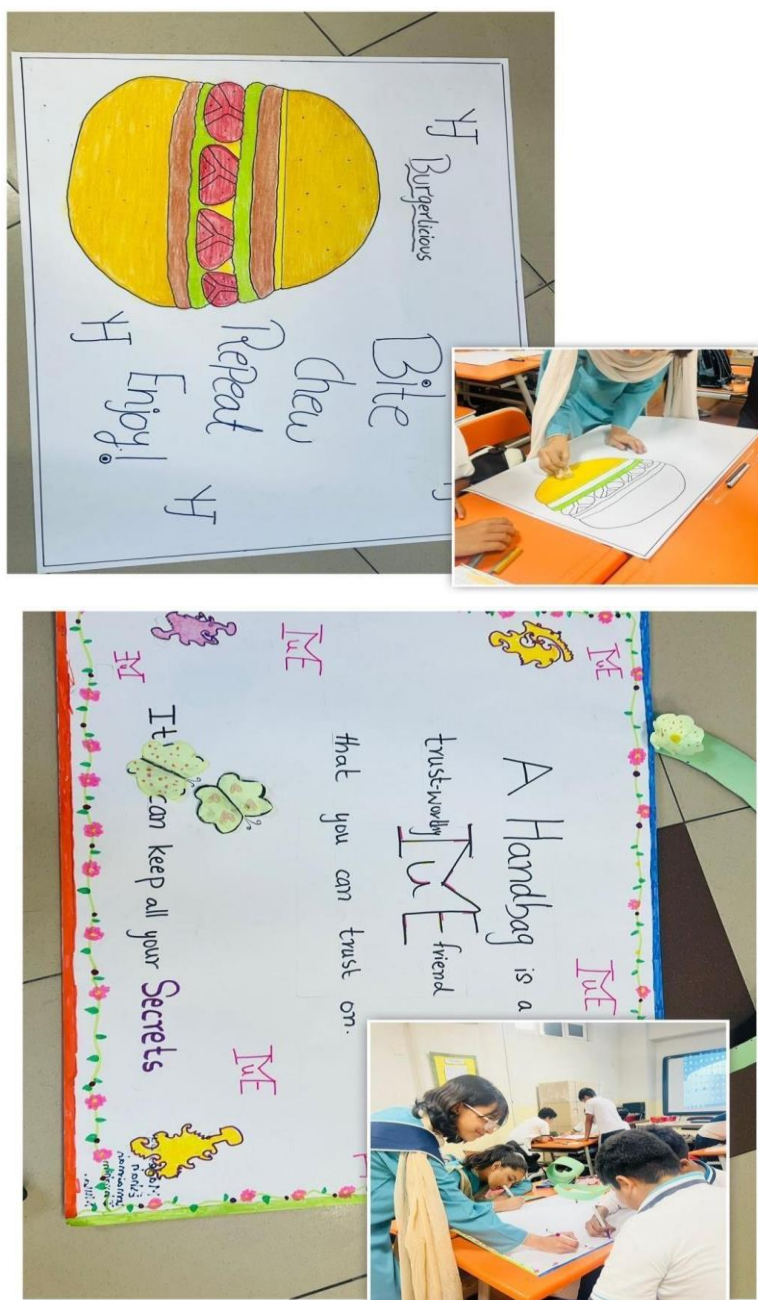
Look at the three pictures. Write about this story. Write 20 or more words.

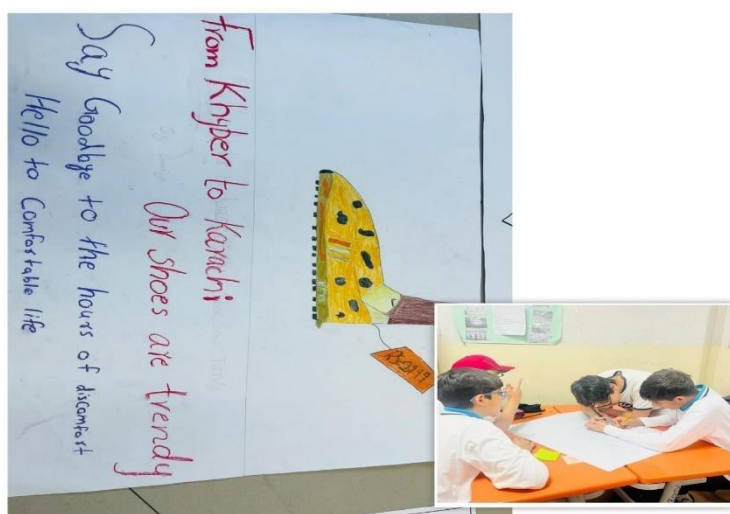
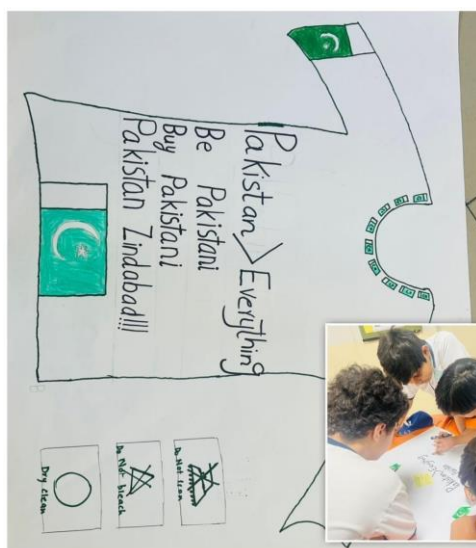
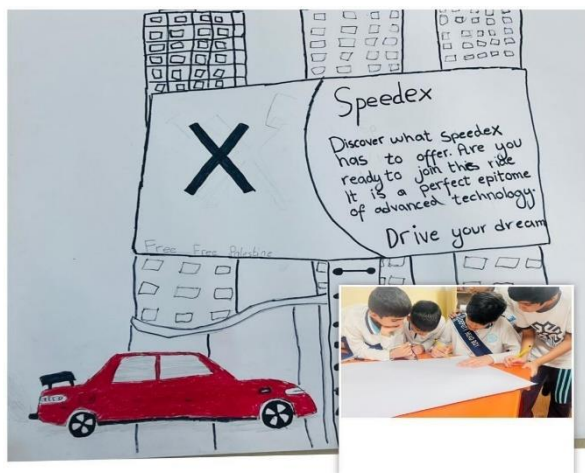


PART 4 STRATEGIC COMPETENCE

Hand out a slip of paper to each student with the name of an object on each slip. Everybody in turn must try to 'explain' their word to the others without actually saying what it is. Students jot down their guesses for all the words and the winner is the person whose word has been found out by the most students. Since some words are easier to 'explain' than others, a fair result will be obtained only after several rounds.

Appendix D: Student- Created LL





Appendix E: Lesson Plans

Control group Lesson Plan 1

Grade V	Subject/Key Learning Area(s): English- Communicative Competence	Concept/Topic: Auxiliary Verbs Use of Do and Does	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to:		Materials Needed:	
To understand and correctly use "do" and "does" in affirmative and negative sentences		☐ Flashcards with verbs ☐ A set of example sentences ☐ Whiteboard and markers	
Teacher's Input/ Description of Teacher's Activity Brainstorming Session Introduction: The teacher will start the lesson with a brief explanation of the rules: With I, you, we, and they, 'do' is used With he, she, and it, 'does' is used		Learner's Learning Engagements and Assessment Strategies The teacher will make a list of questions in which do or does is being used. She will fold those slips and place in the container. Each student will draw the slip one by one and read the question. The student will respond that whether do or does is used correctly or not. The student will correct it, if wrong. • Question: "Does they like ice-cream?" (Incorrect) • Response: "No, it should be 'Do they like ice-cream?'" EXTENDED TASK: Exercise from Workbook	

Lesson Plan 2

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Vocabulary	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to:			Materials Needed: ☐ Flyers word list
To recognize, understand, and use vocabulary words at the Flyers level of the Cambridge English qualifications.			☐ Flashcards with pictures and words ☐ Worksheets for vocabulary practice
Teacher's Input/ Description of Teacher's Activity Introduction to New Vocabulary The teacher will bring vocabulary flash cards in the class. She will introduce new words by showing the picture side first. She will ask students to guess the words. After having responses, she will flip the card and show the correct vocabulary word. She will ask students to repeat the word's correct pronunciation after her. Discussion of Meanings and usage in a sentence		Learner's Learning Engagements and Assessment Strategies Activity: Vocabulary in Context The teacher will provide different role play scenarios. She will divide students in 6 different groups. Each group will be assigned a scenario. They will perform a dialogue in the class using as many new vocabulary words as possible. EXTENDED TASK: Worksheet	

Lesson Plan 3

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Parts of Speech	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: By the end of the lesson, students will be able to recognise and effectively use parts of speech.		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Teacher's Input/Description of Teacher's Activity The teacher will begin the lesson by a brainstorming session, where they'll discuss about their favorite activities during the weekend, encouraging them to use specific parts of speech. This activity will aid in activating prior knowledge and set the		Learner's Learning Engagements and Assessment Strategies After watching the video, students will participate in a guided discussion about definitions and examples of parts of speech. Parts of Speech Scavenger Hunt: Each student will be assigned one paragraph. They will figure out different parts of speech and mark using different colors (e.g., nouns in blue, verbs in red, adjectives in green). Afterwards have a group discussion about the	

Lesson Plan 4

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Speaking Topics	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: To effectively engage in culturally appropriate communication in various social situations.			Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers
Teacher's Input/ Description of Teacher's Activity The teacher will give an overview of different scenarios like , negotiating costs at a market, Being a guest at a Pakistani home for dinner, inviting a Pakistani friend to a birthday party, apologizing for spilling a drink, greeting and introducing oneself in a video call with Pakistani students. ☐ Handout: Distribute a handout with key phrases and cultural tips for each scenario. Afterwards, a handout having key phrases and some context/ culture related vocabulary will be disturbed		Learner's Learning Engagements and Assessment Strategies Scenario Preparation The whole class will be divided into groups. Each scenario will be assigned to each group. Students will be given some time, so that they may discuss key phrases, scenario and then prepare a role play afterwards. The teacher will encourage students to discuss the scenario with each other, keeping in view the cultural context. 4. Role-Playing Students will take turns and present their role play. Extended Task: Discussion on the displayed animated picture about anti- bullying	

having words like: Islamic Words: "Bismillah" (In the name of Allah, said before eating), "Inshallah" (God willing), "Mashallah" (What God has willed, used to express appreciation), "Alhamdulillah" (Praise be to God), Assalam-o-alaikum" (peace be upon you),	
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Lesson Plan 5

Grade V	Subject/Key Learning Area(s): English- Communicative Competence	Concept/Topic: Speaking Topics – Scenario based questions	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: develop sociolinguistic competence by practicing culturally appropriate communication in various social scenarios		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Teacher's Input/ Description of Teacher's Activity The teacher will give an overview of different scenarios. Then students will have a Brainstorming Session.		Learner's Learning Engagements and Assessment Strategies Individual Speaking Task Preparation In this lesson, topic will be assigned to each student. They prepare a short speech (1-2 minutes) addressing the scenario, incorporating key phrases and cultural tips discussed. Like recipe demonstration along with its cultural tips.	

Lesson Plan 6

Grade V	Subject/Key Learning Area(s): English- Communicative	Concept/Topic: Speaking Topics	Duration: 50 minutes
		Materials Needed:	
Learning Objectives: By the end of the lesson, learners will be able to:		<u>Short</u> <u>introductory</u> <u>video</u> <u>on</u> <u>communication,</u> <u>whiteboard</u> <u>for</u> <u>brainstorming.</u>	
Students will be able to engage in discussions, using varied vocabulary and appropriate roles within a group to effectively communicate on grade-level topics.		https://www.youtube.com/watch?v=XuHMHp9Twso	
Teacher's Input/ Description of Teacher's Activity A short video on the importance of oral communication Following this, the teacher facilitates a brainstorming session where students talk about the chapter they have just read from their textbook "Why are mountains important". The teacher concludes the lesson by summarizing the key points discussed during the class, praising notable performances, and providing feedback. The teacher explains how these skills		Learner's Learning Engagements and Assessment Strategies Group Activity- Scenario Card The teacher divides students into small groups and assigns them roles within their groups (facilitator, encourager, timekeeper, note-taker). Each group is given a scenario card related to the topics. Discussion of Chapter from the textbook	

Lesson Plan 7

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Sequencing Picture Description	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: To create a logically sequenced story from a series of pictures, demonstrating their ability to link images into a coherent narrative with appropriate descriptive details.		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Teacher's Input/ Description of Teacher's Activity The teacher will introduce the concept of sequencing in storytelling, using a digital presentation to show examples of simple story sequences and how they contribute to the clarity of the narrative The teacher will distribute a series of four pictures to each student, which they must then arrange in a logical order to form a coherent story. Guidance will be provided on linking each picture through transitional phrases and creating a narrative arc.		Learner's Learning Engagements and Assessment Strategies Story Writing – Independent Task Students will volunteer to read their stories aloud, reflecting on the feedback given by peers and the teacher to understand areas of strength and improvement. Extended Task Exercise on what happens next from the textbook.	

Lesson Plan 8

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Information Extraction from	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: Students will demonstrate an understanding of how to use context clues to guess the meanings of unfamiliar words, and apply this skill in pairs and individually. They will locate, predict, interpret, and apply context clues to guess word meanings		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Teacher's Input/ Description of Teacher's Activity The teacher will introduce the concept of guessing meaning in context by explaining the importance of understanding unfamiliar words and sentences. The teacher will provide examples of sentences with unfamiliar words and demonstrate how to use context clues to guess the meaning.		Learner's Learning Engagements and Assessment Strategies Pair Activity : In pairs, students will work together to guess the meanings of unfamiliar words in the given sentences using context clues. They will discuss and justify their guesses to each other. Individual Activity Students will individually complete the exit ticket by guessing the meanings of unfamiliar words in the given passage based on the context	
building on each other's ideas, and maintaining coherence in the narrative.			

Teacher's Input/ Description of Teacher's Activity Explanation of Story Chain Writing using AV aids. Each student will write a paragraph or a section of the story. The story must flow logically from one part to the next. Encourage creativity while maintaining coherence.	Learner's Learning Engagements and Assessment Strategies Story Chain Writing Process • Setup: Distribute story chain templates or sheets of paper to each student. • First Contribution: Start the story chain with a prompt sentence or opening paragraph. Write this on the board (or display digitally) to guide the first student's contribution. • Writing Time: Set a timer for each student to write their part of the story. • Passing the Story: After each time interval, students pass their papers to the next person in the sequence. • Continuation: Each student reads the previous part of the story, adds their contribution, and passes it on until all students have participated. 4. Group Discussion and Analysis • Reviewing the Story:
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Lesson Plan 10

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Collaboration-planning a party	Duration : 50 minutes
		Materials Needed:	
Learning Objectives: By the end of the lesson, learners will be able to:		Worksheets	
Students will plan a party using task-based learning principles to develop strategic competence in communication		Flashcards, Sticky Notes	
		Construction paper Glue, scissors, markers	
Teacher's Input/ Description of Teacher's Activity ☐ Strategic Communication Strategies: During this phase, remind students to use strategies such as: • Clear and concise communication of ideas. • Using persuasive language to convince		Learner's Learning Engagements and Assessment Strategies The teacher will facilitate a brainstorming session where students discuss and decide on the following: Type of party (theme, occasion) Venue selection (indoor or outdoor) Activities and games Food and drink option Decorations and party favors ☐ Worksheet: Provide each student or group planning worksheet to fill out based on their decisions.	
others of their suggestions. • Asking clarifying questions to ensure everyone's understanding. • Respecting different viewpoints and finding common ground.		This could include budgeting, scheduling, and task delegation.	

Lesson Plan 11

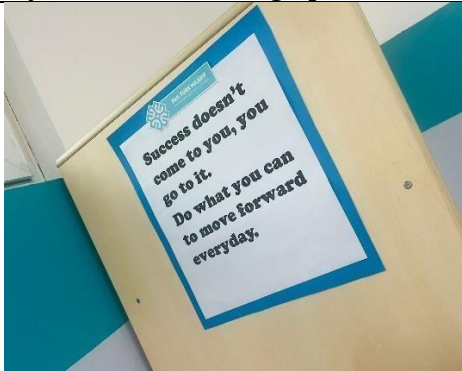
Grade V	Subject/Key Learning Area(s): English- Communicative Competence	Concept/Topic: Descriptive Charades	Duration: 50 minutes
			Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers
Learning Objectives: By the end of the lesson, learners will be able to:			
Students will enhance their strategic competence in communication and descriptive skills through the game of charades.			
Teacher’s Input/ Description of Teacher’s Activity The teacher will help students recall strategic communication strategies as discussed in the previous lesson.		Learner’s Learning Engagements and Assessment Strategies Students will draw charades card from the container. Students will act out the phrase silently. Once time gets over, the students will write that word or phrase on the board that he was trying to convey. Wrap-Up Students will have a table talk on the activity.	

Lesson Plan 12

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Conversation Analysis	Duration: 50 minutes
		Materials Needed:	
Learning Objectives: By the end of the lesson, learners will be able to:		Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Students will enhance their strategic competence in communication and descriptive skills through communication games			
Teacher's Input/ Description of Teacher's Activity Presentation Stage: You can keep a conversation going - by rephrasing and re- elaborating your interlocutor's statements; - by making sympathetic comments to increase empathy; - by asking questions, both "full" and "short" (like Did you? Won't she?); - by using exclamations to show emotional involvement; - by introducing new topics, or new aspects of the same topic, to encourage your interlocutor to go on talking; - by using a rising (or falling/rising) intonation to express politeness and interest.		Learner's Learning Engagements and Assessment Strategies Watch two conversations, say between a woman and a man, and discuss in which conversation the woman sounds more interested and willing to talk Activity Time – Communication Game Setup: 1. Preparation: Person B receives a drawing that Person A cannot see. Gameplay: 1. Instruction Phase: Person B describes the drawing to Person A step-by-step. 2. Recreation Phase: Person A follows the instructions to draw the image. 3. Comparison Phase: Reveal the original drawing and compare it to Person A's version. Debrief: Discuss the effectiveness of the instructions and how well Person A followed them.	

Experimental group

Lesson Plan 1

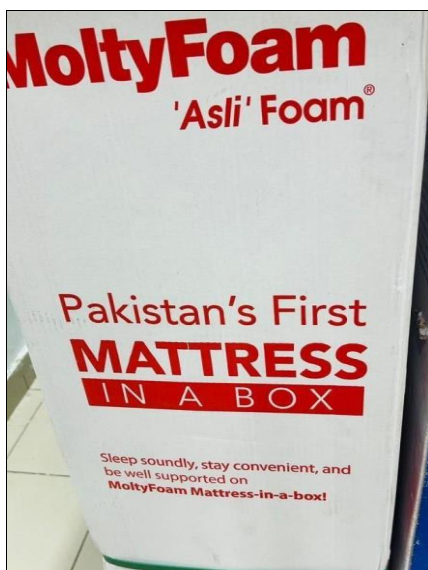
Grade V	Subject/Key Learning Area(s): English-	Concept/Topic:	Duration: 50 minutes
	Communicative Competence	Use of Do and Does	
		Materials Needed: ☐ LL photograph (initial photograph with text and images) ☐ Additional photographs related to the topic ☐ Whiteboard and markers ☐ Handouts with guided questions	
Learning Objectives: By the end of the lesson, learners will be able to:			
To understand and correctly use "do" and "does" in affirmative and negative sentences			
Teacher's Input/ Description of Teacher's Activity Brainstorming Session Introduction: The teacher will start the lesson with a brief explanation of the rules: With I, you, we, and they, 'do' is used With he, she, and it, 'does' is used		Learner's Learning Engagements and Assessment Strategies The teacher will make a list of questions in which do or does is being used. She will fold those slips and place in the container. Each student will draw the slip one by one and read the question. The student will respond that whether do or does is used correctly or not. The student will correct it, if wrong. • Question: "Does they like ice-cream?" (Incorrect) • Response: "No, it should be 'Do they like ice-cream?'" Extended Task • Display Initial LL Photograph • Guided Analysis • Display Additional Photographs	
			

Lesson Plan 2

Grade V	Subject/Key Learning Area(s): English- Communicative Competence	Concept/Topic: Vocabulary	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: To recognize, understand, and use vocabulary words from their social surroundings.		Materials Needed: (initial photograph with text and images) □ Additional photographs related to the topic markers guided questions	
Teacher's Input/ Description of Teacher's Activity □ Introduction Introduction to New Vocabulary The teacher will bring vocabulary flash cards in the class. She will introduce new words by showing the picture side first. She will ask students to guess the words. After having responses, she will flip the card and show the correct vocabulary word. She will ask students to repeat the word's correct pronunciation after her. Discussion of Meanings and usage in a sentence		Learner's Learning Engagements and Assessment Strategies Activity: Vocabulary in Context - The teacher will provide different role play scenarios. She will divide students in 6 different groups. Each group will be assigned a scenario. They will perform a dialogue in the class using as many new vocabulary words as possible. Extended Task - Display Initial LL Photograph - Guided Analysis - Display Additional Photographs	

Lesson Plan 3

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Parts of Speech	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: To recognise and effectively use parts of speech.		Materials Needed: ☐ LL photograph (initial photograph with text and images) ☐ Additional photographs related to the topic ☐ Whiteboard and markers ☐ Handouts with guided questions	
Teacher's Input/ Description of Teacher's Activity The teacher will begin the lesson by a brainstorming session, where they'll discuss about their favorite activities during the weekend, encouraging them to use specific parts of speech. This activity will aid in activating prior knowledge and set the context for learning about parts of speech. Kid's Watching Technique A short animated video on the given topic will be shown to illustrate the concepts visually and audibly.		Learner's Learning Engagements and Assessment Strategies After watching the video, students will participate in a guided discussion about definitions and examples of parts of speech. Parts of Speech Scavenger Hunt: Each student will be assigned one paragraph. They will figure out different parts of speech and mark using different colors (e.g., nouns in blue, verbs in red, adjectives in green). Afterwards have a group discussion about the different parts of speech found and their roles in the sentence. Extended Task • Display Initial LL Photograph • Guided Analysis • Display Additional Photographs	



- Vocabulary

Convenient : Comfortable

- Parts of Speech

- ☐ **Sleep** (verb)
- ☐ **soundly** (adverb)
- ☐ **stay** (verb)
- ☐ **convenient** (adjective)
- ☐ **and** (conjunction)
- ☐ **be** (verb)
- ☐ **well** (adverb)
- ☐ **supported** (adjective)
- ☐ **on** (preposition)
- ☐ **Mattress** (proper noun)
- ☐ **in** (preposition)
- ☐ **a** (article)
- ☐ **box** (noun)

- Cultural symbols, images, or references

”Molty” is a well-known Pakistani brand, emphasizing the products local origins and cultural connection.

- Relation with Pakistani

Context

“From Pakistan” explicitly states the country of origin, evoking national pride.

- Type/ Location of sign

An advertisement.

Retail Stores or at Point of Sale.

- Discourse Markers

No explicit markers

- Strategies that facilitate message comprehension

Urdu words can evoke emotions and a sense of familiarity among consumers. The word Asli has been used in the advertisement.



- Vocabulary

Indulge: To allow oneself to enjoy or take pleasure in

Inferno: something intense

- Parts of Speech

Indulge

(verb) **in**

(preposition)

the (article)

ultimate (adjective)

guilty (adjective)

pleasure (noun)

- Cultural symbols, images, or references

- Relation with

Pakistani Context

Ice cream is cherished for its role in celebrations like weddings and Eid festivals and its refreshing relief in the hot climate

- Type/ Location of

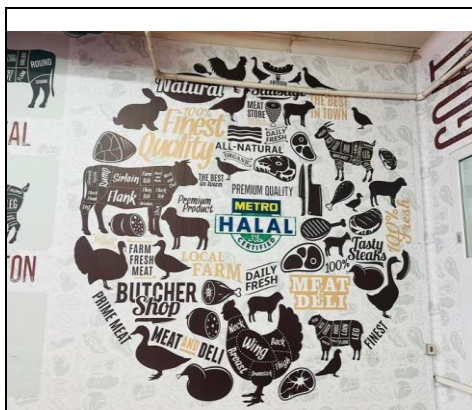
sign Icecream Shop/

Advertisement

- Discourse Markers
- Strategies that facilitate message comprehension
- Persuasive tone, urging the reader to engage in a luxurious and indulgent experience.

Lesson Plan 4

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Speaking Topics	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: To effectively engage in culturally appropriate communication in various social situations.		Materials Needed: ☐ LL photograph (initial photograph with text and images) ☐ Additional photographs related to various social situations ☐ Whiteboard and markers ☐ Handouts with guided questions	
Teacher's Input/ Description of Teacher's Activity The teacher will give an overview of different scenarios like , negotiating costs at a market, Being a guest at a Pakistani home for dinner, inviting a Pakistani friend to a birthday party, apologizing for spilling a drink, greeting and introducing oneself in a video call with Pakistani students. phrases and cultural tips for each scenario. Afterwards, a handout having key phrases and some context/ culture related vocabulary will be distributed having words like: Islamic Words: "Bismillah" (In the name of Allah, said before eating), "Inshallah" (God willing), "Mashallah" (What God has willed, used to express appreciation), "Alhamdulillah" (Praise be to God), "Assalam-o-alaikum" (peace be upon you),		Learner's Learning Engagements and Assessment Strategies ☐ Scenario Preparation The whole class will be divided into groups. Each scenario will be assigned to each group. Students will be given some time, so that they may discuss key phrases, scenario and then prepare a role play afterwards. The teacher will encourage students to discuss the scenario with each other, keeping in view the cultural context. 4. Role-Pl ☐ Handout: Distribute a handout with key aying Students will take turns and present their role play. Extended Task • Display Initial LL Photograph • Guided Analysis • Display Additional Photographs	



- Vocabulary

Meat Deli: Delis are known for offering a variety of high-quality meats, often including specialty cuts and prepared meats.

Premium: Superior quality

Steaks: Cuts of meat

- Parts of Speech

Prime : Adjective Meat:

Noun

Premium : Adjective Finest :

Adjective

- Cultural symbols, images, or references

The text incorporates cultural symbols and references that signify a halal meat store, which is an important aspect of Pakistani culture and Islamic values. The use of "HALAL" and "METRO HALAL" suggests a cultural emphasis on religious compliance in food choices.

- Relation with Pakistani

Context

- Type/ Location of sign

This text is an advertisement or sign for a meat store, specifically a halal meat store that offers a variety of meat products.

- Discourse Markers

Using keywords like "HALAL" and "FARM FRESH" to appeal to customers who value religious compliance and quality meat

- Incorporating cultural references like "METRO HALAL" to establish trust and credibility

- Using simple language and short sentences to convey the message effectively

- Emphasizing the quality and freshness of the meat products to cater to a diverse audience

- Assuming a shared understanding of the importance of halal meat in Pakistani culture.

	• Strategies that facilitate message comprehension
	• <u>Vocabulary</u> • Chicken Meat Parts • <u>Parts of Speech</u> <u>Nouns</u> • <u>Cultural symbols, images, or references</u> The text incorporates cultural references that signify a familiarity with chicken parts, which is a common food item in Pakistani cuisine. The listing of chicken parts suggests a cultural significance of chicken as a food source. • <u>Relation with Pakistani</u> <u>Context</u> • <u>Type/ Location of sign</u> This text is a menu or a pricing list for a butcher shop or a restaurant that sells chicken. • <u>Discourse Markers</u> • <u>Strategies that facilitate message comprehension</u> - Listing the different parts of the chicken in a clear and concise manner - Using simple language to reach a wide audience, including those who may not speak English fluently - Assuming a shared knowledge of chicken parts among the audience, which is a common cultural reference point in Pakistani cuisine

Lesson Plan 5

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Speaking Topics – Scenario based questions	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to:		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
develop sociolinguistic competence by practicing culturally appropriate communication in various social scenarios			
Teacher's Input/ Description of Teacher's Activity The teacher will give an overview of different scenarios. Then students will have a Brainstorming Session.		Learner's Learning Engagements and Assessment Strategies Student-Contributed LL Photographs Ask students to bring their own LL photographs from home or find them online, representing various cultural contexts and social situations. Have each student present their photograph to the class, explaining the cultural and communication elements depicted. • <u>Vocabulary</u> An express counter is a designated service area intended to handle quick transactions e.g. to serve customers with a small number of items quickly. • <u>Parts of Speech Express:</u> Adjective Counter: Noun • <u>Cultural symbols, images, or references</u> This phrase is likely part of a campaign or initiative to encourage people to contribute to or distribute essential food supplies during the holy month of Ramadan. <u>Relation with Pakistani Context</u>	

	The text incorporates cultural symbols and references that signify a blend of Urdu and English languages, which is common in Pakistani culture. The use of "Ao baantain rehmaten" (Come, share blessings) suggests a cultural emphasis on hospitality and sharing. ● Type/ Location of sign This text is a sign for a grocery store or supermarket, specifically for an express counter with fewer than 10 items. ● Discourse Markers Using a mix of Urdu and English languages to cater to a diverse audience - Incorporating cultural references like "rehmatein" (blessings) to connect with customers - Using simple language and short sentences to convey the message effectively - Assuming a shared understanding of the importance of quick service, which is a common cultural value in Pakistani society ● Strategies that facilitate message comprehension
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Lesson Plan 6

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic : Speaking	Duration : 50 minutes
		Topics	
Learning Objectives: By the end of the lesson, learners will be able to: Students will be able to engage in discussions, using varied vocabulary and appropriate roles within a group to effectively communicate on grade-level topics.		Materials Needed: ☐ LL photograph (initial photograph with text and images) ☐ Additional photographs related to various discussion topics ☐ Whiteboard and markers ☐ Handouts with guided questions	
Teacher's Input/ Description of Teacher's Activity A short video on the importance of oral communication Following this, the teacher facilitates a brainstorming session where students suggest various topics they might discuss, reflecting real-life scenarios. The teacher concludes the lesson by summarizing the key points discussed during the class, praising notable performances, and providing feedback. The teacher explains how these skills are essential not only academically but also in everyday life.		Learner's Learning Engagements and Assessment Strategies Group Activity- Scenario Card The teacher divides students into small groups and assigns them roles within their groups (facilitator, encourager, timekeeper, note-taker). Each group is given LL photograph. The teacher will give some time for the discussion. Then one speaker from each group will speak about the LL photograph assigned to them.	
		In Pakistani culture, the phrase "boys don't cry" reflects traditional expectations that men should be strong, avoiding the display of emotions like crying. This belief stems from the idea that men are protectors and providers, roles associated with strength. However, this can lead to emotional suppression and negatively impact mental health. With the cross on don't it shows a shift towards accepting that it's	

	okay for boys and men to express their emotions openly.
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Lesson Plan 7

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Sequencing ideas	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: To create a logically sequenced discourse from a series of ideas, demonstrating their ability to link ideas into a coherent narrative.		Materials Needed: ☐ LL photograph (initial photograph with text and images) ☐ Additional photographs related to various discussion topics ☐ Whiteboard and markers ☐ Handouts with guided questions	
Teacher's Input/ Description of Teacher's Activity The teacher will introduce the concept of sequencing in storytelling, using a digital presentation to show examples of simple story sequences and how they contribute to the clarity of the narrative The teacher will distribute a series of four pictures to each student, which they must then arrange in a logical order to form a coherent story. Guidance will be provided on linking each picture through transitional phrases and creating a narrative arc.		Learner's Learning Engagements and Assessment Strategies Story Writing – Independent Task Students will volunteer to read their stories aloud, reflecting on the feedback given by peers and the teacher to understand areas of strength and improvement. Extended Task • Display Initial LL Photograph • Guided Analysis • Display Additional Photographs	

Lesson Plan 8

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Information Extraction from discourse	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: Students will demonstrate an understanding of how to use context clues to guess the meanings of unfamiliar words, and apply this skill in pairs and individually. They will locate, predict, interpret, and apply context clues to guess word meanings			Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers
Teacher's Input/ Description of Teacher's Activity The teacher will introduce the concept of guessing meaning in context by explaining the importance of understanding unfamiliar words and sentences. The teacher will provide examples of sentences with unfamiliar words and demonstrate how to use context clues to guess the meaning.		Learner's Learning Engagements and Assessment Strategies Pair Activity : In pairs, students will work together to guess the meanings of unfamiliar words in the given sentences using context clues. They will discuss and justify their guesses to each other.	
		Extended Task • Display Initial LL Photograph • Guided Analysis • Display Additional Photographs DISCOURSE MARKERS ☐ And: • "Smoking damages your heart, your lungs, and many other parts of your body." • This conjunction links the list of body parts affected by smoking, contributing to the coherence of the sentence • This adverbial marker indicates an additional point, linking the general health risks of smoking to the specific risk related to	

	COVID-19. The text maintains a clear and logical flow, starting with the negative health impacts of smoking and ending with a call to action.
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Lesson Plan 9

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Story Chain Writing	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: Students will collaboratively create a story chain, practicing narrative writing skills, teamwork, and discourse competence through meaningful interaction and constructive communication Strengthen discourse competence by engaging in meaningful discussion, building on each other's ideas, and maintaining coherence in the narrative		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Teacher's Input/ Description of Teacher's Activity <i>Explanation of Story Chain Writing using LL photograph</i> <i>Each student will write a paragraph or a section of the story. The story must flow logically from one part to the next. Encourage creativity while maintaining coherence.</i>		Learner's Learning Engagements and Assessment Strategies <i>Story Chain Writing Process</i> • Setup: Distribute story chain templates or sheets of paper to each student. • First Contribution: Start the story chain with a prompt sentence or opening paragraph. Write this on the board (or display digitally) to guide the first student's contribution. • Writing Time: Set a timer for each student to write their part of the story. • Passing the Story: After each time interval, students pass their papers to the next person in the sequence. • Continuation: Each student reads the previous part of the story, adds their contribution, and passes it on until all students have participated. <i>4. Group Discussion and Analysis</i> • Reviewing the Story:	

	Extended Task Analyzing some LL photographs
 Discourse Markers: Words like "this," "it," and "simply" guide the reader through the text, connecting ideas and instructions. Conjunctions: "And" is used to add information smoothly (e.g., "vacuum packed, simply remove it from the box").	
Reference: Pronouns like "it" and "this" refer back to the "mattress," ensuring the text is easy to follow. Adverbs: Words like "carefully" and "smartly" add detail and precision to the instructions, enhancing clarity. The text is primarily informational and persuasive. Imperatives: Direct instructions like "remove it from the box" and "cut off the protective wrap" guide the reader's actions clearly. Direct Address: While not explicit, the tone is conversational and engaging, making the reader feel directly spoken to (e.g., "Sleep well, rejuvenate"). Positive Language: Encourages a positive emotional response (e.g., "get the rest you deserve well").	Conjunctions: "And" connects sentences smoothly (e.g., "Young people have a vital part to play in the decisions that affect us all"). Pronouns: "Us" and "we" create a sense of inclusivity and shared responsibility. Repetition: The phrase "Be seen be heard" emphasizes the importance of youth participation, reinforcing the message. The text follows certain patterns: Statistic Presentation: Begins with a factual statistic to highlight an issue. Call to Action: Ends with a motivational statement (e.g., "Be seen be heard"). Organizational Attribution: Mentions the involved organizations (The Body Shop, PILDAT) to establish credibility.



Conjunctions: Words like "and" and "or". **Pronouns and Reference:** Terms like "these," "it," and "they" refer back to previously mentioned items. Lists and bullet points. **Sequential Instructions** guiding the reader through the policies step by step.

- ☐ **Authorized:** Officially approved
- ☐ **Service Centers:** Locations where customers can get products repaired or serviced.
 - ☐ **Consumable:** Items that are intended to be used up and replaced regularly.

Thermo pore: A type of packaging material used for protection, often similar to foam.

- ☐ **Instruction Manual:** A booklet or document that provides guidance on how to use a product.

- ☐ **Model Name/Serial Name:** Unique identifiers assigned to a specific version or item of a product.

- ☐ **Modified/Overwritten:** Changed or altered.

- ☐ **Cash Refund:** Returning money to a customer who is not
 - ☐ satisfied with a product.



Causal Connectives: Words like "Yet" and "That's why" signal relationships between ideas, showing contrast and providing reasons

Pronouns and Reference: Pronouns like "we" and "us" create a sense of inclusivity and shared purpose.

Logical Progression of Ideas: The text begins by stating a concern ("Our future is in doubt") and follows with a statement about the desired change ("The world needs the change young people want"). These sentences logically lead to the issue of low youth electoral and political representation, which serves as a reason for seeking improvement in electoral processes.

Lesson Plan 10

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic : Strategic Competence	Duration : 50 minutes
			Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers
Learning Objectives: By the end of the lesson, learners will be able to:			
Students will plan a party using task-based learning principles to develop strategic competence in communication			
Teacher’s Input/ Description of Teacher’s Activity Strategic Communication Strategies: During this phase, remind students to use strategies such as: • Clear and concise communication of ideas. • Using persuasive language to convince others of their suggestions. • Asking clarifying questions to ensure everyone's understanding. • Respecting different viewpoints and finding common ground.		Learner’s Learning Engagements and Assessment Strategies Begin by displaying a photograph related to the topic. Guide students through a detailed observation exercise where they identify and extract information from various elements of the photograph. This can include textual details, visual elements, spatial relationships, and any other observable features. Contextual Analysis	

Lesson Plan 11

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Strategic Competence	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to: Students will enhance their strategic competence in communication and descriptive skills through the game of charades.		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Teacher's Input/ Description of Teacher's Activity The teacher will help students recall strategic communication strategies as discussed in the previous lesson.		Learner's Learning Engagements and Assessment Strategies Students will draw charades card from the container. Students will act out the phrase silently. Once time gets over, the students will write that word or phrase on the board that he was trying to convey. Wrap-Up Task • Display Initial LL Photograph • Guided Analysis • Display Additional Photographs	
		Refueling a vehicle • Interpretation of Visual Information • Navigating Multimodal Information • Situational Awareness	

Lesson Plan 12

Grade V	Subject/Key Learning Area(s): English-Communicative Competence	Concept/Topic: Strategic Competence	Duration: 50 minutes
Learning Objectives: By the end of the lesson, learners will be able to:		Materials Needed: Worksheets Flashcards, Sticky Notes Construction paper Glue, scissors, markers	
Students will enhance their strategic competence in communication and descriptive skills through communication games			
Teacher's Input/ Description of Teacher's Activity Presentation Stage: You can keep a conversation going - by rephrasing and re-elaborating your interlocutor's statements; - by making sympathetic comments to increase empathy; - by asking questions, both "full" and "short" (like Did you? Won't she?); - by using exclamations to show emotional involvement; - by introducing new topics, or new aspects of the same topic, to encourage your interlocutor to go on talking; - by using a rising (or falling/rising) intonation to express politeness and interest.			
			



Appendix F: CEFR for Assessment

Levels and Criteria for Grammatical Competence

	Grammatical accuracy
C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2	Good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B1	Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
Pre-A1	Can employ very simple principles of word/sign order in short statements.

Levels and Criteria for Sociolinguistic Competence

	Sociolinguistic appropriateness
C2	Can mediate effectively and naturally between users of the target language and members of their own community, taking account of sociocultural and sociolinguistic differences. Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient users of the target language and can react accordingly. Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent register. Can frame critical remarks or express strong disagreement diplomatically.
B2	Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial. Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation. Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately. Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user. Can express themselves appropriately in situations and avoid crass errors of formulation.
B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.
A2	Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
Pre-A1	No descriptors available

Levels and Criteria for Discourse Competence

	Coherence and cohesion
C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices. Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.
B2	Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices. Can structure longer texts in clear, logical paragraphs.
B1	Can introduce a counter-argument in a simple discursive text (e.g. with "however"). Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
Pre-A1	No descriptors available

Levels and Criteria for Strategic Competence

	PROPOSITIONAL PRECISION
C2	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.
B2	Can pass on detailed information reliably.
B1	Can explain the main points in an idea or problem with reasonable precision. Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
A1	No descriptor available

Appendix G Consent form

PARTICIPATION INFORMATION SHEET: PARENTS

Dissertation Topic: Developing Communicative Competence through Linguistic Landscape: An Experimental Study of Primary Level Students

Researcher Name: Alishba Fatima

Supervisor Name: Dr. Aziz Ullah Khan.

This research is being undertaken as part of the researcher's studies for MPhil in Linguistics at the National University of Modern Languages, Islamabad.

This study aims to apply linguistic landscape in English language teaching at the primary level in Pakistan to assess its effectiveness in relation to communicative competence with the focus on sociolinguistic, discourse, and strategic dimensions of language use.

This study will involve:

- Pre-test and Post-test scores analysis of your child
- English Language Teaching to your child

Please note:

- Your child's participation in this research is entirely voluntary.
- You have the right to withdraw your child at any time without giving a reason.
- You have the right to ask for your child's data to be withdrawn as long as this is practical, and for personal information to be destroyed.
- Your child's responses during teaching will be made anonymous, and will be kept confidential.
- All computer data files will be stored securely. The researcher will keep files in a secure place and will comply with the requirements of the Data Protection Act.
- The researcher can be contacted during and after your child's participation by email alishbafatima012@gmail.com
- If you have a complaint about this research project you can contact the project supervisor, Dr. Aziz Ullah Khan. by e-mail azizkhan@numl.edu.pk

CONSENT FORM: PARENTS

Dissertation Topic: Developing Communicative Competence through Linguistic Landscape: An Experimental Study of Primary Level Students

Researcher Name: Alishba Fatima

Supervisor Name: Dr. Aziz Ullah Khan.

- I have been told about this research project and I understand what it is about. I have had an opportunity to ask questions and my questions have been answered.
- I understand that my child is free to leave the research at any time without giving a reason.
- I understand that the Administrator of the School has given permission for this study and that the Administrator has given assurance that my child's participation or non-participation will not affect my child's studies or relation with the school.
- I understand that the observations will be recorded and that the recording can be stopped at any time on request.
- I understand that my child's name will not be used in the research report.
- I understand that the data will be stored in a secure place.
- I understand that the data might be used for academic articles.

Please encircle your preferred options below:

- I agree / do not agree to my child's participation in classroom.
- I agree / do not agree to my child being recorded.
- I would like / would not like to obtain a copy of the summary of results.

Parent's Name: [Redacted]

Parent's Signature: [Signature]

Date: 6th December, 2023

