| **RESEARCH ARTICLE**

Perceptions of Grammar-Translation Method and Communicative Language Teaching Method Used in English Classrooms

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| **ABSTRACT**

The Grammar-Translation method and Communicative Language Teaching (CLT) were both used in English classrooms in high schools in China. This research is a meaningful attempt to investigate the high school student's perceptions of the two mentioned language teaching methods and corresponding learning activities in terms of enjoyment and effectiveness so that their voices can be heard. By applying a quantitative research design using the descriptive approach, questionnaires were answered by the Grade 10 students as well as an informal interview with the teacher. It was found that the grammar-translation method is more favorable than CLT by both the students and the teacher. The implication is that CLT should be given more chances to be practiced by the teachers and students under the new curriculum reform.

| **KEYWORDS**

Grammar-Translation Method; Communicative Language Teaching Method; English Classrooms; Chinese High School Students; Perceptions

1. Introduction

Learning a foreign language is a complex, time-intensive task that requires dedication, persistence, and hard work. Language learning is not merely about learning grammar and memorizing vocabulary. It includes not only listening, speaking, and understanding another language but also reading and comprehending a variety of media such as books, newspapers and journal articles, etc. In addition, language learning involves, either explicitly or implicitly, diverse peoples with their cultures and traditions. (Seo, 2011)

Throughout history, there have been a variety of language teaching approaches and methods to support language learning, varying from traditional ways, such as the Grammar-translation method and the direct method, to more flexible and interactive ways, such as the Audio-lingual method and communicative language teaching (CLT). In correspondence to the teaching methods, various language learning activities find their basis. For instance, grammar exercises and translation exercises as ways to learn a language originate from the Grammar-translation method. However, not all language teaching methods are effective for all language learners due to their individuality and diversity.

Seo (2011) studied language learners' motivations and perceptions of different learning activities and found out that to help and support students in their learning processes, a key duty of teachers is to find strategies and methods that are effective and enjoyable. However, many teachers do not seem to be aware of which instructions and practices will work and are helpful to language learners. Though there are also numerous educators who would love to try out different techniques and design learning activities, they are not sure where to start or which ones are effective.

Barkhuizen (2012) argued that teachers should involve learners in the decision-making process about language teaching and learning and constantly monitor their learners' perceptions of classroom activities. In his research, he discovered that the perceptions of language learners on which activities are enjoyable, which are most effective, and which would provide them with skills that they could use for academic and communicative purposes often do not match their teachers'. If teachers are aware of learners' perceptions, then planning and implementing learning practices would be more effective and flexible.

Thus, it is notable that learners' perceptions of the teaching and learning methods of language are crucial. If the learners perceive the teaching and learning practices provided by teachers as enjoyable and helpful, then it will result in a positive learning attitude, thus achieving a better learning outcome. What's more, learners should have a say in evaluating the effectiveness of learning activities.

However, based on the context of English classrooms in China, the situation seems problematic concerning both the teaching methods and the role of the students. Fei (2020) pointed out that in Chinese high school English classrooms, some of the high school English teachers cannot innovate their teaching methods but only ask students to do tests and memorize grammatical rules and vocabulary, resulting in students' higher written English ability but very low communicative ability. In addition, teachers often take textbooks as the core content of classroom teaching and explain the articles by a translation which results in a narrow scope of students' learning and affects their further study of the English language. Chen (2019) did another study based on English teaching in high school classrooms in China and pointed out the problems of tedious lectures, rote memorization of vocabulary, repetitive drills, and lack of effective interaction between teachers and students. The studies both revealed the problems of the English classrooms in Chinese high schools that the voice of the students was unheard.

Hence force, the purpose of this study is to investigate specifically high school students' perceptions of teaching methods with their corresponding learning activities in order to have a better understanding of what is most beneficial for their language learning processes. Especially by investigating learners' perceptions of the enjoyment and effectiveness of the grammar-translation methods and communicative language teaching (CLT) methods, the current research paper aims to provide some implications for English teachers. For language teachers and educators, researching and presenting the findings about this topic could offer a good starting point for them to be aware of some useful resources and tips, which then could also lead to further and more thorough research about looking for enjoyable and effective teaching methods and learning activities. Furthermore, this study will help language teachers to design and form a system of their own teaching methods and learning activities and always try to be open and flexible to adjust their teaching accordingly.

In order to better understand the scenario of the study, concepts of language learners' perception, the practices of grammar-translation methods, and the communicative language teaching (CLT) method in English classrooms in China will be presented.

2. Literature Review
2.1 Learners' Perceptions
Kurniawan (2015) defined a student's perception as the process of preferential treatment of students toward information they get from objects. In this study, the different learning activities in the language learning process. Lizzio et al. (2002) found that positive student perceptions directly influence specific learning outcomes like academic achievement, skill performance, and motivation for learning. Ferreira and Santoso (2008) confirmed that students' perceptions really matter. Their findings suggested that positive perceptions held by students at the end of the semester had a positive impact on students' performance.

There are various aspects that can be considered in terms of learners' perception; in this study, the perception of enjoyment and effectiveness are specifically chosen. In the article entitled Why Fun In Learning Works Better than Dull Learning(2020), the authors stated that fun or, in this context, enjoyment has a positive effect on motivation levels, determining what learners learn and how much learners retain. Learning requires repetition and dedication. If the experience is fun and enjoyable, learners will stay curious and keep coming back for more. It is a scientific fact that the impact enjoyable or fun learning can have on learning effectiveness, memory retention, and promotion of self-led learning.

Some researchers had studies on foreign language enjoyment (FLE) which are regarded as a response to the widely examined concept of classroom anxiety. The majority of these studies have investigated the effect of learners' and teachers' characteristics pertaining to FLE on learners' academic achievement and their engagement in classroom tasks (Xie and Derakhshan, 2021). Dewaele and MacIntyre (2014) evaluated the extent of learners' enjoyment in the language learning environment and approved the effectiveness and prominence of FLE throughout the learning process.

2.2 Grammar-Translation Method in China

Grammar-translation method, just as the name suggests, emphasizes the teaching of the second language grammar. Its principle technique is a translation from and into the target language. According to Hai (n.d.), the grammar-translation method focuses on vocabulary, grammar, translation, and the leading role of the teachers. The language activities formed on the basis of the grammar-translation method can be summarized as reading - analysis - translation - explanation – recitation. In English classrooms in China, the teaching and learning arrangement would generally be to read the text first, and then the teacher will grammatically analyze the text and sentence patterns and then translate and explain sentence by sentence. Finally, students are required to recite the relevant passages and memorize the vocabulary and grammar rules they have learned. The above five teaching steps are used repeatedly in the current English teaching of junior high school and senior high school, which reflects the basic characteristics of the grammar translation teaching method.

Thus, the survey questions in this study contain five activities under grammar-translation methods, namely, the grammar exercise, the translation exercise, the teacher explanation, error corrections by the teacher as well as memorization of vocabulary lists.

2.3 Communicative Language Teaching (CLT) in China

Communicative language teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Learners converse about personal experiences with partners, and teachers teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. (Nunan, 1991).

Since the Reform and Opening up in 1978, CLT has been gradually introduced in China. The concept of this method was first reflected in the Full-time English Teaching Syllabus for Secondary Schools and College English Teaching Syllabus in 1986. It was also clearly reflected in the Nine-Year Compulsory Education High School English Teaching Syllabus (preliminary draft) formulated in 1988. However, the popularization of the concept of CLT in English classroom teaching in primary and secondary schools in China started from the use of textbooks compiled under the guidance of the syllabus in 1988 and 1992; thus, it gradually became familiar to front-line English teachers in primary and secondary schools.

According to Hai (n.d.), the practice of CLT in English teaching in China is mainly reflected in four aspects: First, the communicative ability is emphasized with the development of grammar; second, it creates the need for communicative interaction for students through activities such as problem-solving tasks, sharing information, and role-plays; third, it integrates the materials that students are interested in and provides the opportunities for the application; last, but not least, it encourages using real-life materials as an aid to make the learning realistic and effective. In this sense, learning activities, including the use of real-life materials such as movies, newspapers, role-plays, small group work, classroom conversations, and oral presentations, are based on the ideas of this teaching method.

The issue of English classroom teaching and learning has been put more emphasis on recently. Researchers and educators focus on the practices of new teaching methods, for instance, CLT, in a real classroom setting. Another hot spot in the field is the discussion of the reforms in English teaching and learning based on the new standards. However, there are few domestic-related studies in China on the students' perceptions of teaching methods and learning activities.

Hence force, this research intends to know the high school students' perception of enjoyment and effectiveness of the grammar-translation methods and CLT methods. Furthermore, the researcher also intends to know if there is a correlation between the student's perception of enjoyment and effectiveness toward these two different teaching methods.

Specifically, this research paper aims to answer the following questions:

1)   What is high school students' perception of enjoyment along
a.   Grammar-Translation Method
b.   Communicative Language Teaching (CLT)?

2)   What is high school students' perception of effectiveness along
a.   Grammar-Translation Method
b.   Communicative Language Teaching (CLT)?

3)   Is there a correlation between high school students' perception of enjoyment and effectiveness along
a. Grammar-Translation Method
b. Communicative Language Teaching (CLT)?

3. Methodology
3.1 Population and Locale of the Study
Since this study is intended to investigate high school students' perceptions toward English teaching and learning methods, one class of Grade 10 students located in Fuding City, Fujian province, China, was chosen as the participants using the method of convenience sampling. A total of 34 students were included.

3.2 Data Gathering Tool
The survey questionnaire was self-made by the researcher with the help of the English teacher of the participants after an interview with the teacher. The reliability test was done, and the score is around 0.9 implying a high level of consistency and reliability which is ideal. The questionnaire contained two dimensions of a 5-point Likert scale with regard to the enjoyment and effectiveness of the agreement on the 10 items under the grammar-translation method and CLT method, five items for each.

3.3 Data Gathering Procedures
The online questionnaire platform named Tencent Questionnaire was used for the data gathering. The link to the questionnaire was distributed to the English teacher through the group chat of the class through WeChat. This online and web-based survey promotes convenience for researchers and respondents despite the barriers of time and space. Data was collected and presented simultaneously in both Excel or SPSS documents that can be downloaded and the website page that can be viewed.

3.4 Treatment of Data
Though a total number of 34 questionnaire responses were collected, the researcher scanned and ruled out 6 responses that were invalid because of the straight-lining. Thus, a total number of 28 results were obtained and used for further analysis. To know the perception of enjoyment and effectiveness of the students, the researcher used scores of weighted means as the measurement. The scores with the qualitative value and description are presented in the following Table 1.

Table 1. Qualitative Value and Description on Enjoyment and Effectiveness

Weighted means	Qualitative Value	Description of Enjoyment	Description of Effectiveness
4.21-5.00	Strongly Agree	Very enjoyable	Very effective
3.41-4.20	Agree	Enjoyable	Effective
2.61-3.40	Neither Agree nor Disagree	Relatively enjoyable	Relatively effective
1.81-2.60	Disagree	Less enjoyable	Less effective
1.00-1.80	Strongly Disagree	Un-enjoyable	Ineffective

For the last research question, the value of Pearson correlation coefficient r was calculated using SPSSAU to determine the level of correlation. The size of the correlation and the interpretation are presented in the following Table 2.

Table 2. Correlation and Interpretation

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

4. Results and Discussions
4.1 Perception of Enjoyment
Tables 3 and 4 are the presentations of the data for the perception of enjoyment of the grammar-translation method and CLT.

Table 3. Perception of Enjoyment of Grammar-Translation Method

Grammar-Translation Methods	Means	Descriptions	Rank
Translation Exercise	3.714	Enjoyable	1
Error Corrections by the Teacher	3.571	Enjoyable	2
Memorization of Vocabulary Lists	3.536	Enjoyable	3
More Teachers' Explanation	3.286	Relatively enjoyable	4
Grammar Exercise	3.286	Relatively enjoyable	5
Average	3.479	Enjoyable	

With regard to the perception of enjoyment of the grammar-translation method, the respondents perceived that the 'translation exercise' was enjoyable (3.714), followed by 'error corrections by the teacher (3.571) and 'memorization of vocabulary lists' (3.536) that both were enjoyable. However, for 'more teachers' explanation' (3.286) and 'grammar exercise' (3.286), the response was relatively enjoyable. The average for all the items under the grammar-translation method is 3.479, which is categorized as enjoyable, indicating that the respondents perceived the grammar-translation method as an enjoyable activity.

Table 4. Perception of Enjoyment of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT)	Means	Descriptions	Rank
Use of Real-Life Materials such as Movies and Newspapers	4.357	Very Enjoyable	1
Small Group Work	3.536	Enjoyable	2
Role Plays	3.536	Enjoyable	3
Classroom Conversations	3.179	Relatively Enjoyable	4
Oral Presentations	2.929	Relatively Enjoyable	5
Average	2.800	Relatively Enjoyable	

From the perception of enjoyment of CLT, the respondents perceived the 'use of real-life materials such as movies and newspapers' (4.375) as very enjoyable, which ranked the highest among the others, followed by 'small group work' (3.536) and 'role plays' (3.536) both are enjoyable. However, for the rest, activities such as 'classroom conversations' (3.179) are considered relatively enjoyable. For the 'oral presentation' (2.929), the perception is ranked the lowest but relatively enjoyable as well. The average perception of enjoyment toward CLT is relatively enjoyable.

To compare students' perceptions toward these two different teaching methods, students perceived the grammar-translation method as more enjoyable than CLT. Among all the activities under the two categories, 'use of real-life materials such as movies and newspapers' ranked the most enjoyable, but 'oral presentation' ranked the lowest as relatively enjoyable.

4.2 Perception of Effectiveness
Tables 5 and 6 are the presentation of the data for the perception of the effectiveness of the grammar-translation method and CLT.

Table 5. Perception of Effectiveness of Grammar-Translation Method

Grammar-Translation Methods	Means	Descriptions	Rank
Memorization of Vocabulary Lists	4.214	Very Effective	1
More Teachers' Explanation	3.893	Effective	2
Grammar Exercise	3.857	Effective	3
Translation Exercise	3.857	Effective	4
Error Corrections by the Teacher	3.786	Effective	5
Average	3.921	Effective	

In terms of perception of the effectiveness of the grammar-translation method, the students perceive 'memorization of vocabulary lists' (4.212) as very effective, followed by 'more teachers' explanation' (3.893), 'grammar exercise' and 'translation exercise' (3.857) both are perceived effective. Though 'error corrections by the teacher' ranked the lowest, it was still considered effective. In general, the students thought the grammar-translation method was effective.

Table 6. Perception of Effectiveness of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT)	Means	Descriptions	Rank
Use of Real-Life Materials such as Movies and Newspapers	3.893	Effective	1
Classroom Conversations	3.607	Effective	2
Oral Presentations	3.607	Effective	3
Role Plays	3.464	Effective	4
Small Group Work	3.250	Relatively Effective	5
Average	3.564	Effective	

With regard to the perception of the effectiveness of CLT, the students ranked 'use f real-life materials such as movies and newspapers' the highest (3.893) and considered it effective, followed by other activities such as 'classroom conversations' and 'oral presentations' (3.607), 'role plays' (3.464) which are perceived effective. The lowest score went to 'small group work' (3.250), but it was still considered effective. The general perception of the effectiveness of CLT is effective.

By looking at all the activities under the two different methods, the students perceived the 'memorization of vocabulary lists' as the most effective activity. On the contrary, 'small group work' is the least effective activity, but I still agree with its effectiveness. In general, the grammar-translation method is perceived as more effective than CLT.

4.3 Correlation between Perception of Enjoyment and Effectiveness

Tables 7 and 8 present first the individual correlation of each item and then the average level of the grammar-translation method as a whole and CLT as a whole to find out if the perception of enjoyment affects their perception of the effectiveness of the mentioned methods.

Table 7. Correlation Between Perception of Enjoyment and Effectiveness of Grammar-Translation Methods

Grammar-Translation Methods	Pearson r	Descriptions	Rank
More Teachers' Explanation	0.590	Moderate positive correlation	1
Translation Exercise	0.581	Moderate positive correlation	2
Grammar Exercise	0.555	Moderate positive correlation	3
Error Corrections by the Teacher	0.488	Low positive correlation	4
Memorization of Vocabulary Lists	0.325	Low positive correlation	5
Average	0.508	Moderate positive correlation	

Students' perceptions of enjoyment moderately affect their perceptions of effectiveness in terms of the following activities, 'more teachers' explanation', 'translation exercise' and 'grammar exercise', which indicate that the more enjoyable they think about these activities, the more effective it moderately turns out to be. However, for 'error corrections by the teacher' and 'memorization of vocabulary lists', it shows a low positive correlation that indicates that while both variables tend to go up in response to one another, the relationship is not very strong. The average shows that there is a moderate positive correlation between the perceptions of enjoyment and effectiveness.

Table 8. Correlation Between Perception of Enjoyment and Effectiveness of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT)	Pearson r	Descriptions	Rank
Classroom Conversations	0.785	High positive correlation	1
Role Plays	0.559	Moderate positive correlation	2
Oral Presentations	0.546	Moderate positive correlation	3
Small Group Work	0.482	Low positive correlation	4
Use of Real-Life Materials such as Movies and Newspapers	0.229	Negligible correlation	5
Average	0.520	Moderate positive correlation	

As for the correlation of the activities of CLT, there is a high positive correlation of 'classroom conversation', which indicates that the students perceived the more enjoyable the classroom conversations are, the more effective they will turn out. Other activities such as 'role play' and 'oral presentation' show a moderate positive correlation, and 'small group work' shows a low positive correlation. What is worth mentioning, in terms of the 'use of real-life materials such as movies and newspapers' (0.229), is that there is a negligible correlation which means that there is no correlation, or in other words, the perception of students perceive it as more enjoyable does not mean it will become more effective to them. In general, however, there is a moderate positive correlation among all the activities of CLT.

4.4 Discussions

In terms of enjoyment, the students perceived the 'use of real-life materials such as movies and newspapers' as the most enjoyable among all, which is reasonable. The advent and advancement of technology have made it possible for visual clips or movies, or other audio-visual aids can be shown in English language classrooms. Çakir (2006) believed that using real-life material attracts the learners' attention immediately and motivates language learners to pay more attention in class so they can relate their learning with their real life.

This was also supported by Macwan (2015) that the soothing impact of visual aids is now recognized all over the world. She emphasized that using visual aids can get the "unflinching attention and interest" of the learners in a way that language learning becomes fun and an activity to look forward to if visual aids like clips, episodes, documentaries, and films are part of the language learning process. Teachers invariably use these materials in teaching listening, speaking, reading, and writing skills of a language to make it "interesting" and "enjoyable", and so are becoming popular nowadays among language teachers. In supporting that usage of real life with audio-video aids material is helpful in the language learning process, Macwan (2015) further stated that if one watches a film to learn the language, his speaking, writing, and listening skills are cultivated. The use of Audio-visual aids facilitates language skills best, and the classroom becomes dynamic. From visual aids and real-life materials, learners improve their listening skills and learn the correct pronunciation because the speakers of the conversations are mostly native speakers. In addition, learners are familiarized with different styles of speaking and the supporting non-verbal expressions by watching the videos of English speakers leading to post-session activities like group discussion, role play, presentation, debate, quiz, conversations, etc.

'Translation exercise' was considered an enjoyable activity following the 'use of real-life material such as movies and newspapers. Though it belongs to a more traditional way of language teaching, it is perceived as enjoyable. According to Cook (2011), translation exercises are a natural and obvious means of teaching a new language. It has lots of good effects. It can be used to aid learning in practicing what has been learned, diagnosing problems, and testing proficiency. And it is true that for those high schoolers, in any case, teachers can't stop them from translating because it is such a fundamental basis for language learning. In addition, it allows learners to relate new knowledge to existing knowledge, promotes language awareness, and highlights the differences and similarities between the new and existing language. In a follow-up interview with the English teacher, it was told that students like the translation exercises because they tend to be simple and short, which requires less time but achieves a sense of accomplishment.

What is worth mentioning is that in terms of the least enjoyable activity, 'oral presentation' was chosen rather than 'grammar exercises'. 'Oral presentation', as in the study, mainly refers to the public speech required by the teacher after the students learn a certain topic in the textbook. Students might prepare their draft of the speech and speak out aloud in front of the whole class. To further find out why the students thought 'oral presentation' was only relatively enjoyable, the teacher gave some hints that for most of the students, to give an oral presentation means a complex process from writing down the ideas, memorizing the draft, and finally they need to overcome the nervousness of presenting in front of the whole class as well as the chances of forgetting about their lines. This phenomenon, on the other hand, reflects the lack of communicative ability of the students at their level as well as the psychology of peer pressure.

Compared with 'oral presentation', the seemly 'boring' grammar exercise is a little bit enjoyable, but still not so very enjoyable. The respondents all seem to hold a neutral point of view that they neither agree nor disagree that grammar exercises are enjoyable.

In the report by the Canadian Parents of French (2004), the results showed that students do not enjoy the study of grammar and partially blamed grammar instruction for the lack of motivation among teenagers to learn an L2. Another study conducted by Etherington (2006) with adult Chinese learners in the U.K. indicated that beginner learners viewed grammar learning less positively than more advanced learners. However, the type of grammar that the learners wanted was one that was more in tune with their immediate needs. Etherington's study seems to support the finding of this paper because the students here are beginner learners.

Loewen et al. (2009) also found out that grammar instruction was valued by most learners and stated that "Although some learners obviously enjoyed grammar for its own sake, others were less positive, expressing an attitude of having to put up with it because it was beneficial." Jean and Simard (2011) conducted a study on the second language (L2) high school students and teachers' beliefs and perceptions about grammar instruction. In their study, it was found that most ESL students rated grammar exercises as "somewhat interesting." Although students, in general, did not find it all that interesting, they did find them quite useful, for the majority of ESL students (52%) rated it as "useful.

In general, the students in this study perceived that the grammar-translation exercises were more enjoyable than CLT, as for the reason the English teacher also gave her explanation that because of the limited time and other academic pressures for the high schoolers, teachers are not able to integrate many CLT activities for students. More time was spent on the preparation of quizzes and tests, which uses more traditional ways of grammar-translation methods. Thus, the students are more familiar and comfortable with the traditional method. This was also supported by Yang (2017), that students learn English in an environment of Chinese Mandarin as the dominant language, and students lack the practical application of the English language. In the context of English learning in China, teachers mainly require students to do drills and tests. Some English extracurricular activities and communicative activities it is difficult to carry out in the classroom.

In terms of effectiveness, the students perceived the 'memorization of vocabulary lists' as the most effective activity. It is well known that vocabulary plays a crucial role in foreign language learning. Folse (2004) had a study on myths about vocabulary learning in ESL and stressed the importance of vocabulary knowledge over grammar competence. He stated that "learners can express themselves with poor grammar; in fact, much to the charging of ESL teachers, they do this quite frequently. However, with poor vocabulary, communication is constrained considerably. You can get by without grammar; you cannot get by without vocabulary." He further analyzed learners' perception and preference for vocabulary learning and explained that some learners prefer rote learning to communicative methods. This preference could be due to the learners' former educational background, which relies heavily on rote learning, or it could also be due to individual learner differences. This is also in accordance with the findings in the study that the respondents perceived rote learning on vocabulary lists as enjoyable and effective.

It is true that in the Chinese context of learning English, learners are required to memorize the vocabulary lists and pass the dictation. There are thousands of vocabulary books published every year. Memorizing vocabulary lists is one of the traditions in English learning for many English learners in China. Practice makes perfect. The repetition and the sense of achievement of accumulating new=\ vocabulary with actual improvement in reading comprehension brought by vocabulary lists made it perceived as an enjoyable and effective learning activity.

It is supported by many other types of research that vocabulary knowledge is high on student priority lists. Folse (2004) reflected that second language teaching had been dominated by an emphasis on communication but neglected the importance of vocabulary. However, accurate communication depends largely on extensive knowledge of vocabulary. So language teachers and educators can have a rethinking of the way of teaching vocabulary. As the findings show that learners perceive very effective vocabulary lists, the teachers should be aware of it and come up with ways to present sections of the list to students in interesting, meaningful ways and then provide relevant oral and written practice activities.

'Small group work' was considered the lowest effective of all but still effective. Similar to their perception of 'oral presentation', 'small group work' was less practiced in the classroom. In the follow-up interview with the teacher, it was found that students do not perceive 'small group work' as very effective because they are given fewer opportunities to work in small groups. In addition, small group work does not only relate to English learning itself but also involves leadership, teamwork, discussions, and outputs, so it might seem to the students that they spend some time in small group work but do not gain much back due to other factors.

In general, the grammar-translation method is perceived as more effective than CLT because English learning in China pays more attention to the quizzes and tests, which need more grammar-translation methods rather than CLT. Even though New Standard has called out reform on the teaching and learning methods and goals, there is still a long way to go.

Concerning the correlation between the perceptions of enjoyment on the impact of perception of effectiveness, both methods show a moderately positive correlation in general which indicates that we still need to admit that students' perceptions of enjoyment and effectiveness can be an important indicator of teachers adjusting their teaching methods.

When the students perceive the activities designed by the teachers are more enjoyable to them, it might motivate them more and thus make them think the activities are effective in their English language learning. The most correlational activity is 'classroom conversation', which indicates that the students are aware that the more enjoyable the classroom conversations seem to them, the more effective the outcome. Classroom conversation as an important part of the textbook is more commonly seen than other CLT; it only requires the reading out of conversations in the book, and those conversations always contain the most important information of the quizzes and tests, which makes the students think that if I can learn those conversations well, I can get higher scores in quizzes and tests.

But for the activities of 'use of real-life material such as movies and newspapers,' there is no correlation between the perceptions of enjoyment and effectiveness. The English teacher admitted that it is reasonable because students know that 'watching a movie is happy, but they cannot learn much from merely watching a movie.' The teacher further added that most of the time, we provide the chance for the students to watch a movie because watching a movie is a reward and refreshment after a very important exam. However, it is still clear that providing both enjoyable and effective activities to the students will finally turn out to be beneficial for their English language learning.

5. Conclusion

In a nutshell, the current research purposefully acted as a meaningful attempt to investigate the high school student's perceptions of the two mentioned language teaching methods and corresponding learning activities in terms of enjoyment and effectiveness so that their voices can be heard. Based on what has been discussed throughout the whole paper, the current research has found that the grammar-translation method is more favorable than CLT by both the students and the teacher.

Specifically, on the one hand, the classroom practices of contemporary English language teachers can be based on certain beliefs about the enjoyableness and effectiveness of activities. The student's voices should be heard in the English classrooms, for their perceptions affect their learning outcome in a certain way. While on the other hand, especially in the Chinese context, it can be seen that students' perceptions of the teaching and learning methods are affected by the teaching methods and practices of the teachers due to the requirement for a higher level.

The current research thus implies that CLT should be given more chances to be practiced by the teachers and students under the new curriculum reform. This is because, at present, the grammar-translation method is still more favorable to both teachers and high school students because of the English teaching tradition and the competition to get higher scores on quizzes and exams. Teachers mainly use this traditional method to teach English to high school students. In light of this, the current research consequently suggests that the communicative language teaching (CLT) method, though promoted by the officials, still needs to be given more emphasis, space, and time to develop and find its role in the English learning situation in the Chinese context. Besides, as a part of the foreign language learning environment, high school English teachers need to learn from various methods and explore suitable foreign language teaching methods based on the actual situation of Chinese foreign language teaching.

Nevertheless, the current research also notices that as one of the limitations, the small number of research participants needs to be increased so as to guarantee and maintain the reliability of the results of the current research. While at the same time, an in-depth interview protocol also needs to be proposed and verified in terms of an obtainment of a comprehensive understanding of the students' further understanding of the two language teaching methods being discussed in the current research.

Conflicts of Interest: The authors declare no conflict of interest.
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