

English Language Teaching through Communicative Approach: A Qualitative Study of Public Sector Colleges of Hyderabad, Sindh

Barira Abrejo^{1*}, Shabana Sartaj², Sadia Memon³

¹English Language Development Centre (ELDC), Mehran University of Engineering and Technology, Jamshoro, Sindh, Pakistan

²Department of English, Sindh Agriculture University, Tandojam, Sindh, Pakistan

³English Language Development Centre (ELDC), Mehran University of Engineering and Technology, Jamshoro, Sindh, Pakistan

Corresponding Author: Barira Abrejo, E-mail: barira.abrejo22@gmail.com

ARTICLE INFO

Article history

Received: July 05, 2019

Accepted: September 16, 2019

Published: October 31, 2019

Volume: 10 Issue: 5

Advance access: October 2019

Conflicts of interest: None

Funding: None

Key words:

Communicative Approach,

Competence,

GTM,

English Language,

Teaching,

CLT

ABSTRACT

Language is a complex phenomenon whether it counts in speaking or writing. Teaching and learning English language is much demanded in today's globalization era. The increasing need of English language learning has demanded English language teaching around the globe. Therefore, the demand for language learning needs a tremendous quality in language teaching materials and resources. In current years, language learning has been perceived from a special perspective; it can be viewed as the communication between users and the learner of the language. The aim of the study is to determine the factors that deter teachers to implement communicative approach in their teaching. Researchers and practitioners have considered communicative competence as an ideal teaching approach (Berns, 1990). However, public sector colleges in Pakistan rely on Grammar Translation Method (GTM). Though students have good understanding of the language skills such as vocabulary, grammar and reading but research still have shown low proficiency when their speaking skills are tested. Therefore, in order to overcome this default in language proficiency, many teachers are supposed to adopt communicative language teaching methodology in their teaching. The study findings shed light on the factors which always deter teachers in the implementation of CLT and it is believed by the teachers that CLT should be followed at public sector colleges since it is one of the most effective methods of language teaching and learning. English language teaching and learning can be learnt meaningfully, if the aspects like phonetics, phonology, morphology, syntax and semantics will be instilled or implemented properly.

INTRODUCTION

The English language learning is increasing with immense English language teaching around the globe. It is believed that majority of the people want to have proficiency of English in today's era. People want to have certain opportunities in multiple ways such as internet, study abroad, media, and formal instruction (Richards, 2006). Language learning always demands a remarkable quality in resources and language teaching materials. Language learning is always perceived as a mechanical habit formation process. However, in recent years, it has been viewed from a unique perspective. It can be perceived as the process of communication between learners and the users of the language.

Communicative Language Teaching

The native countries accept most appropriate approaches of English language teaching which is broadly accepted and crucial concept for language teaching is the Communicative Language Teaching (CLT). The communicative approach is very important; it makes the learners able to use language in

real life situation and it also motivates and encourages them. It helps in trigger the language acquisition, and, therefore, it is the best practice of language use (Burke, 2011).

English Language Teaching (ELT) is considered as the essential field of discourse and it has promoted a variety of language teaching approaches as either of new or outdated. However, it is significant to recognize the dominancy of discourse and its different impacts on the language education's system. Therefore, Communicative Approach is well-thought-out and vital approach to language teaching and learning because its main focus is on the communication; and it enhances learner's communicative competence while using target language (Brown, 1994, p.71). In 1970s and 1980s, Communicative Language Teaching (CLT) introduced as an innovative approach to language teaching and learning. It also provided an immense deal of interest, excitement, therefore, teachers all around the globe started to rearrange their teaching materials, classroom materials, and syllabi as well (Richards, 2006).

CLT is often assumed as a leading approach of language teaching and it has been broadly accepted approach

(Phillipson, 1992; Pennycook, 1994; Kubota, 1998; Kachru, 1992). Particularly, CLT emphasizes on learners' knowledge about the usage of language in real communication. Therefore, it involves the learners in real activities such as negotiation of meaning and interaction between groups of people (Riggenbach and Lazaraton, 1991, p.125). Moreover, English teachers investigated suitable theories of English language teaching in order to promote ways and different practices of classroom contexts in periphery countries. Since 1960s, CLT has been widely used and popular as an alternative to grammar based teaching approach. According to Thompson (1992), CLT is mainly designed for the purpose of meaningful communication which includes both in and out situation of the classroom so the tasks in this approach are authentic and activities lead towards the real life situation.

Background of the Study

Language is often assumed as a multifaceted phenomenon either it counts in speaking or writing. English language teaching and learning is demanded around the globe. Communicating in second language today involves various characteristics of language such as social, cultural, and pragmatic aspects of language (Brown, 2007). Over the past two decades, it has been proved that the social facet of language is an essential component to cognitive development. It is necessary that language teachers of present and future gain professional development in certain methods such as communicative approaches that would allow them in the language and culture changes in the world (Burke, 2007, 2011; Nieto, 2010).

English in periphery countries is enormously spreading; and it lays its tremendous impact on the periphery countries and their education system of English. English is considered as *Lingua Franca*: the initial source of international communication in the worldwide (Phillipson, 1992). In Pakistan, English is considered as second language because it is learned and taught from initial level of education. English includes various linguistic features in Pakistan which reflects diversity in multilingual and multicultural aspects (Baumgardner, 1998). Pakistani students observe that English language learning is quite complicate phenomenon. As English is being taught and learned as second language in Pakistan, therefore, it has various implications while teaching and learning for native and foreign language learners.

It is often assumed that EFL countries' education system mainly depends on teaching methodologies which has developed in the native countries, but it has been rarely examined teaching methodologies which have adopted from other countries. Teaching methodologies to teach English is hot matter of discussion in Pakistan. Communicative language teaching has an important effect on teaching field which is the teaching of second and foreign language. Therefore, communicative language teaching is considered as an ideal approach of teaching by numerous scholars and researchers for last thirty years (Choi, 1999).

The study has focused that communicative language teaching methodology in teaching of English Language is

abandoned in public sector colleges of Hyderabad, Sindh. Teachers of public sector colleges are still following the traditional methodology in their teaching i.e. Grammar Translation Method. They do not teach with certain activities and rely on outdated teaching method. Due to this reason, students feel difficulty in communication and they are not able to use language in their real life domain. They often fail to write proper English even after their graduation (Warsi, 2004; Kanan, 2006). It is a great deal of demand that English language teachers should apply CLT and practice various activities in their English language classrooms (Anser, 2011).

The materials which are available for teaching English language in public sector colleges are not fulfilling students' basic needs. The teachers of public sector colleges are not efficient in teaching a second language in the way so that students could get good efficiency in second language learning (Bilal, 2012). This study has explored various factors which hinder teachers in the implementation of CLT and due to this phenomenon; students are not getting a proper grip on any English language skill. However, it is observed that the way teachers teach English language has hardly fine impact on learners and it scarcely helps them to use the language in daily conversation.

Research Problem

In the context of Pakistani classrooms, unfairness to English language teaching has been observed due to the implementation of outdated methods. Students of public sector colleges feel difficulty while communicating in target language. They usually lack in all four skills of the language i.e. speaking, listening, reading and writing. Therefore, the notion of "Applied English" needs to be introduced and the teachers of public sector colleges should be aware about this vital fact and they should apply it in their teaching (Khan, 2011).

It has been mainly observed that teachers do not apply innovative language teaching method i.e. CLT in public sector colleges of Hyderabad, Sindh that is why students lack in writing and speaking skills mainly. It has also been noted that teachers feel huge difficulty with the implementation of CLT in their classrooms.

The Aim and Objectives of the Study

The aim of this study is to highlight the hindrances that cause English language teachers to implement CLT in their classrooms in public sector colleges of Hyderabad. The purpose is to acquire and observe the ways and attitudes of the teachers and learners towards the CLT in Pakistan and how these things hinder in the implementation of the method. Particularly, the study has the following sub-objectives:

1. To explore teaching methods used by English language teachers at public sector colleges of Hyderabad.
2. To investigate the attitudes of teachers towards CLT.
3. To determine the factors which deter teachers in the implementation of CLT in public sector colleges of Hyderabad.

Research Questions

Based on above aim and objectives, the present study has following research questions:

1. What are the teaching methods used by English language teachers at public sector colleges of Hyderabad?
2. What are the attitudes of teachers towards CLT?
3. What are the factors which usually deter teachers in the implementation of CLT in public sector colleges of Hyderabad?

Significance of the Study

It is believed that communicative competence is one of the important factors in the target language. So, it is highly demanded that language professionals must possess the effective language teaching methodologies in order to serve the need. Communicative competence is considered as an ideal teaching approach by many researchers and practitioners (Berns, 1990; Jhonson, 1982; Littlewood, 1981; Nunan, 1989; Widdowson, 1978). However, teachers of public sector colleges in Pakistan barely use communicative approach in their teaching; they still rely upon Grammar Translation Method (GTM), although students comprehend language skills such as vocabulary, grammar, and reading skills in a better way but they lack in speaking skills and they show inadequate proficiency when their speaking skills are tested. Therefore, in order to overcome this default in language proficiency, many teachers should adopt communicative language teaching methodology in their teaching.

The key feature of Communicative Language Teaching (CLT) is to provide an ideal language teaching approach in order to make learners able to communicate properly in real life situation (Burke, 2006). It is necessary to conduct an extensive study of the relevant literature in the field of ELT in Pakistani classrooms, the attitudes of teachers towards ELT and the benefits of language teaching methods in teaching second language. The efforts should be taken to teach English language other than cramming rules and learning grammar only. English language teaching and learning can be learnt meaningfully if the aspects like phonetics, phonology, morphology, syntax and semantics will be instilled or implemented properly. Moreover, the study will be of benefit to the students, teachers and colleges' authorities who possess the control of whole educational system.

LITERATURE REVIEW

The highly developed and personalized skills in English are very much required in the teaching of English language in all over the globe. There is a worldwide demand of English that focuses on proficiency of English language learning and teaching with its resources. Learners need to be efficient and fluent in English language because it is the need of developing countries like Pakistan. However, it has been of great concern that the accurate and fluent English is the essential constraint in success and development for the certain fields in today's era. Therefore, there is an enormous demand required for an apt teaching methodology of English as a

second or foreign language. Ellis (1994) elaborated that "the acquisition of second and foreign language is quite complex phenomenon and however, it is not mainly new circumstance for the majority of the people" (p.15). Comparatively a number of researches, however, have been conducted to address issues related to the teaching of English as a second or foreign language with communicative approach. There are certain studies which has focused on the communicative language teaching in different social contexts as Savignon's (1983) words, 'the decision of how best to use the available classroom hours in a second and foreign language program rests eventually on the analysis of the current situation in which teachers teach by applying different kinds of strategies" (p.7).

Theoretical Background

To understand the benefits and importance of CLT, it is essential to discuss its theoretical background. The teaching of language is always dominated by foreign language teaching instructions (Rutherford & Smith, 1988). This notion denotes that the structural aspects of language demonstrate structural linguistics and behaviorism which students need to master in order to use a language (Nassaji & Fotos 2011). However, a remarkable change has appeared in terms of modern linguistics and the demand of sociolinguistics and pragmatics. Hymes (1972) addressed that speakers of any language start to speak and write language according to the social contexts and situations in which they are having the exposure towards language.

Language teaching is often considered as a form of human behavior, most commonly a human communication tool (Rutherford & Smith, 1988). However, language teaching has got an immerse changing in it since twentieth century and therefore, it has been used as a human communication tool. Moreover, CLT has become the most valuable and useful approach in teaching foreign and second language.

Communicative language teaching (CLT) came into existence first in 1970s and it has demonstrated the major source of language teaching around the globe. The major purpose of CLT is to learn and teach the communicative competence. Yalden (1981), however, asserted that "various researcher and scholars have made numerous efforts in order to enhance teaching of English as a second or foreign language. Furthermore, it has been observed that students often complain about the way they learn language and however, there are great problems observed in the methodologies which teachers use" (p.1). The meaning of communicative teaching of language may, however, not be the same for every teacher and in all contexts, as Savignon (1984) pointed out: "Communicative approach focuses on various syllabus and teaching materials. It focuses on the implementation of functional syllabus as well as notional-functional syllabus. Moreover, the other major aspects of communicative language teaching have also included learner-centered approach, group/pair activities, role play, and games" (p. 5).

Berns (1990) asserted that communicative approach is essential in terms of its value and strength to language teaching

and it has diversity in various contexts. Therefore, it is used by many English language teachers all around the globe.

Language has been viewed as an 'object' and teachers play a major role in order to understand the parts of language which is mostly grammar driven. According to Tedick and Walker (1994), the teaching of second or foreign language is highly decontextualized and it is no more related to learners' real life context. The Grammar-Translation Method (GTM) is one of those decontextualized approaches which is still in use by many English teachers. The focus of this method is only on cramming of the grammar rules and translation of the sentences into target language mainly. Reading and Writing skills are the major concerned of this approach and students get more or less efficient in these two skills only. However, no any attention paid towards speaking and listening skills. Therefore, students feel hindrance in speaking and they cannot communicate properly in daily life situations.

Communicative Competence

The main concern of language is to communicate with others either nationally or internationally. The concept of competence and performance has been discussed by Chomsky (1956). He explained that internalization of the linguistic rules shows that person is using the competence of the language (Chomsky, 1956, p.4). And the actual use of language in concrete situation is the usage of linguistic items specifying the performance of the person for the target language (Chomsky, 1965, p.4). Chomsky emphasized that learning languages is basically acquiring the competence of the language which means the knowledge of linguistic rules and grammar. Hymes (1972) has criticized this view of Chomsky regarding competence being strictly restricted because a normal child acquires a language not only as grammatical but also in an appropriate way (p.277).

Research Gap

The researcher has come across through various studies related to CLT in certain contexts. Many of them are focusing on different aspects in their chosen contexts. For instance, Panhwar (2011) focused on the causes and failures of CLT in Pakistani context. Another Chinese researcher Rao (1999) focused in his study that students need to aware about communicative approach and they should be provided with opportunities to interact with each other.

However, it is observed that these things are common to discuss in my context as we know that public sector colleges ignore CLT approach in teaching English language. Consequently, students are not able to communicate properly. Therefore, I felt that there is an urge need to conduct a study focusing on the factors which deter teachers to implement communicative approach in their teaching. So, I found this is the research gap in other studies and it is need to be researched in Pakistani context.

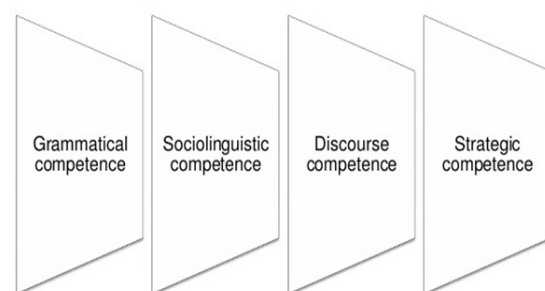
Theoretical Framework

The study has followed by the model of communicative competence which is proposed by Canale and Swain (1980).

They have described the theory of communicative competence in four different components.

- Grammatical Competence- the knowledge of syntactical structure, lexical items, morphology, phonology and semantics.
- Sociolinguistic Competence- the use of sociocultural and rules of discourse.
- Discourse Competence- how ideas are connected through patterns of organization, cohesive and transitional devices.
- Strategic Competence- overcome language gap, achieve conversational fluency and modify text for audience.

Canale and Swain (1980) identified four dimensions of communicative competence:



RESEARCH METHODOLOGY

The present study is qualitative in nature as it follows all the notions of qualitative research and its major components. According to Denzin and Lincoln (1994), qualitative research methodology mainly focuses on the understanding of various aspects in various natural settings in order to make clear interpretation of these settings.

Qualitative research mainly focuses on the personal interpretations, observations in various contexts, interviews, and illustration of texts which are considerable to people's life. Gay and Airasian (2000, p. 627) stated that qualitative research is usually the compilation of ample data which includes numerous variables in a natural setting.

Participants

The main aim of this paper is to investigate the factors which deter teachers in the implementation of communication approach in their teaching. The participants of this study are English language teachers including both male and female from public sector colleges of Hyderabad, Sindh. The data has been collected from eight English language teachers, and the participants have been selected from different colleges of Hyderabad including Qasimabad, Latifabad and city colleges.

Research Tool

The research tool of this study is semi-structured interviews since this finds it fairly valuable to cover the research objectives through it. Interviewing is an essential tool in order to collect data in qualitative research methodology. The main purpose of

interview in qualitative research methodology is to comprehend the meaning and implication of what actually interviewees say (Kvale, 1996). So, based on the objectives of this study, interview as a research instrument has been used in order to gather the data for this study. There are three major questions which are followed by probe questions; asked from the participants during an interview. All the questions are open ended.

Procedure for Interview Data Collection

The researcher managed to have participants from different public sector colleges of Hyderabad, Sindh. Therefore, the researcher went to different colleges and collected data from English language teachers. However, the researcher developed an interview protocol form for each participant which assured them their confidentiality throughout the study. Moreover, they were further assured that their affiliation with particular college will not be made public. The interview consent form included the introduction of the topic, the main purpose of the research, and six major questions (followed by probe questions) to be asked during the interview and the confidentiality affirmation.

I personally went to the participants' colleges after getting appointments from them. I also carried a smart phone with me in order to record the data. I conducted eight interviews in April, 2019, each lasting approximately 15 to 20 minutes. I started my interview with some basic questions; investigating their health, experience of teaching, and interest in language teaching. I clearly told them that feedback and experiences would be appreciated so, I offered the choice of using English if they wished to, and they were free to talk in the language they felt most comfortable in and could express most easily. Almost all of the participants spoke in

English, but only one participant used Urdu during the interview. I also told the participants that their interview is being recorded and its transcription can be provided to them if they needed. My response acts as reinforcements to the participants. Finally, the interviews ended with handshake and smile on both faces.

Interview Analysis Technique

The important purpose of this study is to visualize the attitudes which are having great aspects of CLT in Pakistan from the perspective of teachers. The researcher fully transcribed the interview recordings. The interviews were analyzed by doing thematic analysis. The researcher has had code, categorize, and compare each set of data to reveal themes (Mathison, 2005). Thomas (2009) stated that themes capture and summarize the content of the data. So, the researcher chose this method because it is suitable to analyze qualitative data (Grove, 1988) as it allows the researcher to identify patterns and characteristics within data (Glaser & Strauss, 2006).

DATA ANALYSIS AND FINDINGS

The researcher conducted interviews from teachers of public sector colleges of Hyderabad ($n=8$) both including male and female. The participants were asked three major questions

which were followed by probe questions. The interviews were listened a number of times for the purpose of transcription which in turn helped to make codes for analysis. The thematic analysis was used as analyzing tool for the interviews.

To answer the interview questions in more depth, we need to understand them in terms of themes which were made to codify the data. The interview was grouped into the following themes and random responses have been selected to address the categories.

Themes, codes, and sample responses among English language teachers

Theme	Subtheme sample response
Theme 1: English language teaching methods	
Translation	The researcher interviewed T1, T2, T3, T4, T5, T6, T7 & T8 and they affirmed this statement in their respective interviews: 'I translate written text in learners' native language.'
GTM	The researcher interviewed T1, T2, T3, T4, T5, T6, T7 & T8 and they affirmed this statement in their respective interviews: 'I usually apply Grammar Translation Method and in government colleges only this method works.'
Mixed methodology	The researcher interviewed T3 and she affirmed this statement in her respective interview: 'I apply mixed methodology in my teaching. Sometimes I go for task based approach, GTM and CLT too.'
Theme 2: Attitude of teachers towards CLT	
Training on CLT	The researcher interviewed T1, T2, T5, T6, T7 & T8 and they affirmed this statement in their respective interviews: 'I have not got any training on CLT and teachers must be given an awareness of this approach.'
Communication	The researcher interviewed T8 and he affirmed this statement in his respective interview: 'CLT is all about communication and students must get chance to communicate with each other.'
Theme 3: Factors which deter teachers in the implementation of CLT	
Large number of students	The researcher interviewed T4, T6, T7 & T8 and they affirmed this statement in their respective interviews: 'The factor which usually deters me is the large number of students in my class.'
Lack of resources	The researcher interviewed T2, T5 & T8 and they affirmed this statement in their respective interviews: 'Lack of resources usually stops me to apply CLT in my classrooms.'
Shortage of time	The researcher interviewed T1, T5, T6 & T7 and they affirmed this statement in their respective interviews: 'Shortage of time also create problem with the implementation of CLT because in college we have class of 30-40 minutes.'

English Language Teaching Methods

All of the participants ($n=8$) translate written text in learners' native language because students do not understand text written in English. However, one of the participants ($n=1$) also mentioned that it is demand of the students that teachers should translate written text in their native language. Furthermore, all the participants ($n=8$) said that they apply Grammar Translation Method in their language classrooms and most of them believe that in public sector colleges, only this method works. However, one participant showed little variation in her response and she apply mixed methods like task-based approach, GTM and CLT too in her teaching.

Attitude of Teachers towards CLT

Communicative Language Teaching focuses on the communication. It helps learners to communicate in daily life situation. Almost all the participants ($n=6$) talked about training on CLT and they said that they have not received any training on CLT. Although all of them believe that teachers must be given training on CLT for the effective language teaching and learning. One of the participants ($n=1$) claimed that once he got chance to attend training on CLT and the other also mentioned that she had received training on CLT arranged by Oxford at Zubaida College. However, the one participant ($n=1$) also believe that teachers barely apply CLT at college level; especially public sector colleges. Apart from this notion, one of the participants believe about CLT and he mentioned that CLT is all about communication and students must get chance to communicate with each other.

Factors which deter teachers in the implementation of CLT

There is a variation in responses regarding factors which deter teachers in the implementation of CLT. Half of the participants in my study ($n=4$) believe that large classes is the problematic factor which do not allow them in the successful implementation of CLT. However, the three participants ($n=3$) believe that lack of resources has always remained one of the big factors in the effective implementation of CLT. They argued that they lack in many things such as, multimedia, speakers, laptops, and movable chairs in classrooms etc. Moreover, most of the participants ($n=4$) also believe that due to shortage of time, we cannot apply CLT in our classrooms, because we have classes of 30-40 minutes approximately. Therefore, they believe that CLT requires huge time and it is not possible in our classrooms.

DISCUSSION

The present study investigated the language teaching methods used at public sector colleges of Hyderabad, and the factors which usually deter teachers in the implementation of CLT. Many of the college teachers agreed with this perspective that they still use traditional methodology i.e. Grammar Translation Method in their language teaching. The main concern of GTM is that it highly relies on teaching grammar, translation practice through reading and writing instead

of focusing on oral communication (Chang, 2011; Griffiths 2001). The present study was an attempt to show the importance of communicative competence in language teaching and learning. According to Chomsky (1965), a cognitive approach can develop students' competence in the acquisition of grammar (which focused on forms or structures in language) and it helps students to comprehend and use the language more efficiently. However, the language is considered as a tool for thought rather than a tool for communication (Chomsky, 1992, p.49). The present study employed the model of communicative competence as a theoretical framework which is proposed by Canale and Swain (1980). The study found that the students need to be taught with communicative approach and there is a dire need to follow CLT at public sector colleges of Hyderabad, Sindh. But there are some factors which always deter teachers in the implementation of CLT. The factors like shortage of time, lack of multiple resources, and large number of students in the class.

Language teaching and learning is the most important aspect and teaching of language for the purpose of communication has played the vital role. However, the Communicative Language Approach (CLA) is one of the useful approaches in the teaching of second or foreign language. Brown (1994) explained that CLA has remained useful in the negotiation of meaning, authentic activities, group work, and interaction between teachers and learners in the classroom.

CONCLUSION

The immense growing of English language learning has demanded English language teaching around the globe. As English is being taught and learned as second language in Pakistan, therefore, it has various implications while teaching and learning for native and foreign language learners. Teaching and learning English language is much demanded in today's globalization era. The present study focused on the need for communicative approach in English language teaching in public sector colleges of Hyderabad. The study found that there are factors like large classrooms, shortage of time and lack of resources, always deter teachers in the implementation of CLT.

REFERENCES

- Ahmad, N., Ahmad, S., Bukhar, M. A., & Bukhari, T. A. (2011). The Nature of Difficulties in Learning English by the students at Secondary School level in Pakistan. *Journal of Education and Practice*, 2(10), 18-24.
- Anderson, J. (1993). Is a communicative approach practical for teaching English in China? Pros and cons. *System*, 21(4), 471-480.
- Chang, M. & Goswami, J. S. (2011). Factors affecting the implementation of communicative language teaching in Taiwanese college English classes. *English Language Teaching*, 4(2), 3-12.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge: MA. MIT Press.

- Chang, S. C. (2011). A contrastive study of grammar translation method and communicative approach in teaching English grammar. *Canadian Centre of Science and Education*, (4)2, 13-24.
- Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal*, 50(3), 213-218.
- Ellis, G. (1994). The appropriateness of the communicative approach in Vietnam: an interview study in intercultural communication. *ELT Journal*, (50)3, 11-78.
- Hymes, D. H. (1972). On communicative competence. In C. J. Brumfit, & K. Johnson (Eds.). *The communicative approach to language teaching* (2nd ed., pp. 5-27). Oxford: Oxford University Press.
- Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E.
- Ingram (Eds.) *Language acquisition: Models and methods*. (pp.2-28). NY: Academic Press.
- J, G. (2008). Application of communicative approach in college English teaching. *Asian Social Sciences*, 4(4), 81-85.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249. <https://doi.org/10.1017/S0261444807004363>
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Li, Xiaoju. 1984. In defense of the communicative approach. *ELT Journal*38/1:2-6. Oxford: Oxford University Press.
- Mansoor, S. (2004). Language Planning in Higher Education: Issues of Access and Equity. *Lahore School of Economics Journals*, 8(2), 17-42. Retrieved from <http://hdl.handle.net/123456789/5580>
- Nunan, D. (1991). *Language teaching methodology: a textbook for teachers*. Hertfordshire: Prentice Hall.
- Ngoc, K. M. (2012). A comparison of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam. *University of Sydney Papers in TESOL*, 7, 25-49.
- Panhwar, A. H., Baloch, S., & Khan, S. (2017). Making communicative language teaching work in Pakistan. *International Journal of English Linguistics*, (7)3, 226-234.
- Rorberts J. L. (1982). *Recent Development in ELT*, Cambridge. Cambridge: University Press
- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and methods in language teaching* (2nd Ed.). Cambridge: Cambridge University Press.
- Rao, Z. (1996). Reconciling communicative approaches to the teaching of English with traditional Chinese methods. *Research in the Teaching of English*, (30)4, 458-471.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed., 2001), *Dreams and Realities: Developing Countries and the English Language* (pp. 291-311). London: British Council. Retrieved from <http://www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB>
- Swan, M. (1985a). A critical look at the communicative approach (1). *ELT Journal*, 39, 2-12.
- Tan, C. (2005). How culturally appropriate is the communicative approach for primary school children in Singapore? *The Reading Matrix*, 5(1), 21-35.
- Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal*, 50, 9-15.
- Yu, L. (2001). Communicative Language Teaching in China: Progress and Resistance. *TESOL Quarterly*, 35(1), 194-198.