



THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD FOR IMPROVING SPEAKING SKILL IN BANGLADESHI LANGUAGE CLASSROOM AT SECONDARY AND HIGHER SECONDARY LEVEL

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ABSTRACT

This study focuses on the reason of the poor speaking skill of learners in Bangladesh and the practice of Communicative Language Teaching in class as a solution of it. The importance of speaking English for a good communication is unquestionable. Although in our country from primary to tertiary level English language has been taught through English Language Teaching (ELT) methods, students are still found to be incapable of having fluency in English language. In the general academic perspective of teaching English as a foreign language, the Grammar- Translation Method has been practiced for a long time in the language teaching context of Bangladesh most probably since the beginning of the curricula of general education. Actually, the process of Grammar-Translation Method (GMT) cannot make the students communicatively competent in the four skills (reading, writing, listening and speaking). Students when start university classes, in maximum cases face problems in following class lectures and activities. This is surprising because after completing secondary and higher secondary level, students should have enough knowledge in English. This study gives importance to the application of CLT method in language classroom at secondary and higher secondary level. To conduct the research this study has prepared questionnaire survey both from students' and teachers' point of view. The survey result has exhibited that comparing to other skills speaking skill is still less attended in the language classes as well as recommended to exercise CLT method for the improvement of speaking skill in an interactive way.

Key words: CLT method, ELT method, GMT method, speaking skill, teaching methodology.

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1. INTRODUCTION

In our educational system English language learning is given much more importance. Teachers are giving efforts to teach their students a better learning. They are applying ELT methods in their

classrooms. But still students are not having a good hold in English language especially in speaking skill. In our context teachers prefer to apply the Grammar- Translation Method in their language classrooms, where students memorize grammar

rules and apply them in translating language. In this method among four skills only two skills reading and writing are focused most, other two skills speaking and listening are less attended. It is true, for a language adaptation knowledge of grammar rules is a must. But as we know reading, writing, listening and speaking are integrated skills, a learner cannot be efficient in speaking if he or she does not have equal mastery in four skills. So the knowledge of grammar rules should be learned through the practice of four skills. In this regard CLT approach is more applicable. The concept of CLT has got popularity among our English teachers, but as far as the classroom teaching is concerned this approach is still constrained within the pages of theory. Md. khalid Bin Chowdhury in his research has mentioned that to upgrade the value of English language teaching teachers have been introduced to and trained in CLT practice in classes, but the presence of the grammar translation method is still persisted at all level of education (Chowdhury, K. B. ;2012 p21). Due to this reason a student after completing secondary and higher secondary level when attends university classes, faces difficulties in comprehending class lectures as well as in participating activities in English. Sadruddin, 2010 p252; cited by Hosain, Md Iqbal has made the same remark in this concept. This study has focused on the students of the tertiary level about their previous classroom learning experience at secondary and higher secondary level, what had been the reason behind their speaking problem and also it encourages language teachers in the practical implementation of CLT approach.

2. Purpose of the study

The purpose of the study is to motivate the language teachers to exercise Communicative Language Teaching (CLT) method for improving students' speaking skill. It aims to stimulate the language teachers to keep enough opportunities in the classroom activities so that beside students' writing skill their speaking skill also improves.

3. Literature Review

3.1. The concept of communicative language teaching

The impression of communicative language teaching (CLT) has been appeared for the

development of learners' communicative competence. Communicative language teaching has been influenced by American sociolinguists Hymes who introduced the term communicative competence based on the two Chomsky's notions competence and performance. According to him in SLA (Second Language Acquisition) in order to acquire a language learners should not only learn the language rules, but also how to communicate using those rules, he stated that "communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts". (Brown, 2007:219; cited by Laadjali, M. D. 2013)

With the help of CLT techniques students communicate in the foreign language using different types of communicative competence in different social context. Besides CLT pays less attention to accuracy where students errors are tolerated into some extent as it focuses more on meaning and fluency which helps students to communicate spontaneously, further more the role of a teacher in CLT is seen as a facilitator rather than a controller. (Laadjali, M. D. 2013).

3.2. CLT as an Interactive Learning

Interaction is fundamental in language teaching-learning process. Students have to interact and communicate to develop their speaking skill. Brown, (2000:48 cited by Laadjali, M. D. 2013) stated that the current theories of communicative competence is based on the interactive learning, because in an interactive class students practice significant amount of pair work and group work activities. In addition by receiving authentic language from the real world context it creates meaningful communication (ibid:48)

3.3. CLT as a Learner Centered Instruction

CLT emphasizes on students' eagerness and communication. Learner focused instruction refers to curricula and techniques as opposed to teacher focused learning. For ex- it looks after for learners' needs and aims, it provides some control to the students. (group work, or strategy training). It requires a curricula including the consultation and contribution of students' objectives in advance. Allowing students' creative talent and innovative

ability it develops students' sense of competency and self-esteem (Brown, 2000: 47 cited by Laadjali, M. D. 2013).

3.4. CLT as a Cooperative and Collaborative Learning:

Cooperative learning refers to the fact that teachers enhance communication among learners since it engages them to work together in pairs and groups (Laadjali, M. D. 2013). Carter (2001:38 cited by Laadjali, M. D. 2013) expressed corporative learning as a set of instructional techniques in which students work in small and mixed ability learning groups. Brown (2000: 47 cited by Laadjali, M. D. 2013) stated that in corporative learning students "are a team whose players must work together in order to achieve goals successfully." Researchers have found the advantage of cooperative learning in promoting intrinsic motivation, heightening self-esteem and lowering anxiety (Oxford 1997; in Brown, 2000: 47 cited by Laadjali, M. D. 2013).

Collaborative learning is another kind of cooperative learning. This learning activity "is dependent on the socially structured exchange of information between learners"(Brown, 2000: 47 cited by Laadjali, M. D. 2013). Students receive 'assistance and guidance' from the teachers and advanced peers.(Oxford,1997:47)

3.5. Principles of CLT

The theoretical basis of CLT is that it focuses on communication through interaction. By using authentic materials like learners' own experiences it improves learning process as well as the language itself and it relates language learning in the classroom with the real-life activities (Nunan 1991 in Butler 2005 pg. 424;cited by Vasilopoulos, G. (2008).

3.6. Speaking Skill

Speaking as an interactive process constructs meaning by comprehending, producing, and providing information. (Brown, 1994; Burns & Joyce, 1997).The form and meaning are dependent on the context where it occurs. It also includes the participants' communal experiences, the corporeal environment, and the purposes of speaking. Nevertheless speech is sometimes predictable too. The language functions (or patterns) appear in certain social situations (e.g., saying no to an

invitation or responding to an apology) can be identified (Burns & Joyce, 1997). Speaking demands learners understanding of making correct sentence structure concerning grammar, pronunciation or words as well as social context of applying language. At last speaking differs from the written language by its own skills, structures, and conventions (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

3.7. The weakness of speaking skill

1. In-sufficient knowledge of grammar: Lack of sufficient knowledge of grammar is one of the reasons behind students' poor speaking skill. Sometimes students don't have proper knowledge of various sentence patterns and its application in real life situation. English always deals with reference of time. Students of poor understanding find difficulty to match tense with the correct context.

2. Lack of practice: Language is a matter of practice. In terms of listening and speaking, sometimes students in the classrooms read and write a lot. The class performances that they have do not allow them to practice speaking properly.

3. Non-English environment: Another reason that makes the students difficult in speaking English is that the surroundings of the students do not support the students to speak English at random. The surroundings mean the people outside the classrooms. Those people may think that the students just want to show off when they speak English for daily conversation, which makes students feel embarrassed before speaking.

4. Vocabulary problem: Vocabulary is another problem. Sometimes students don't have enough vocabulary storage. For this reason they are afraid to practice speaking English.

5. Lack of confidence: Students often feel hesitation to speak in foreign language in the classroom or outside, worrying about mistakes or simply shy of the attention that their speech attract.

6. Lack of Self-motivation: Students' self-interest is very much important. Sometimes the weak students are so much anxious about their mistakes that they stop trying to practice speaking.

3.8. CLT activities for improving speaking skill

Improvement of speaking skill partly depends on students' own interest and partly depends on the class activities that the teachers allow them to do. In order to raise students' motivation CLT has some interesting and authentic techniques to implement in the classroom. It believes that language learning is successful when it has communication with real meaning. If learners are involved in activities concerning real life context, their natural strategies for language acquisition will be used, and this will help them to learn to use the language.

For the successful CLT practice a classroom should be knowledge oriented where students engage themselves in interactive, genuine and context based activities. Finocchiro and Brumfit, 1983:141-2; cited by Laadjali, M. D. (2013) outlined some interactive activities for a CLT classroom. According to him students should involve in the question-answer session between teacher-student or student-student interaction on reading or common experience, students' personal experience inside or outside of the classroom. They should be engaged in giving instruction or responding to a direction, sentence making with communicative expression, picture description, telling or retelling stories, report writing and answering question, conversation practice on real life situation. They can also participate in communicative language game and other oral group activities such as, debate, discussion, forum where students listen attentively to the previous speaker to express agreement, disagreement, uncertainty, or other relevant information. A case study has been conducted on CLT practice for students' speaking skill, where some effective activities are suggested. (Laadjali, M. D.2013) Some of those are listed below-

a. Using audio-recordings: Students are given audio-recorded materials of authentic conversations and dialogues to listen followed by writing or interactive speaking activities.

b. Drilling and Chants: In drilling students are given some useful speaking basics like communicative words, sentences or expression for repetition and in the Chants by listening to songs or playing games

students memorize words of idiomatic expression and remember easily.

c. Milling Activities: Students use the standard language repetitively to complete a survey. They collect different points of view of their classmates by asking them specific question.

d. Dictation: Teachers dictate some communicative expressions like giving advice, saying sorry etc. Students follow that expressions and organize them into two groups from formal to informal for using in dialogue writing.

e. Paper Conversation: Students write a conversation on a shared paper followed by group work/ pair work discussion. The teachers correct the mistakes of the students while monitoring their activities.

f. Rewriting: Students are asked to rewrite a given text or dialogue following the direct/indirect speech or the passive voice.

g. Reading Aloud: Reading Aloud has significant contribution in improving speaking skill. It helps students focusing on their pronunciation, punctuation, grammatical and lexical structures of sentence.

h. Retelling stories, jokes or reading text: Students are asked to retell a story or joke which they have heard from their teachers or peer mates or have read in a newspaper.

i. Dialogues: This activity can be practiced in different ways. For ex- teachers write some expressions like- have you seen...? It's really funny to...? In order to make the students imagine the situation and speak. Again teachers write dialogues on the board, and then asks the students to read aloud in pairs; after that the teacher removes the sections from the dialogues one after another to ask the students rewrite it again.

j. Presentations and Talks: Students are encouraged to study on a topic to present their views formally in front of the class and respond to the questions of the audience.

k. Chain Story: In this activity students take turn to invent a new story (one sentence per students).

l. Discussion and Debate: Discussion and debate are the most suitable speaking activities in a CLT classroom. In the Panel discussion teachers decide the topic. Group work or pair work are practiced.

Students on the panel express their arguments on a given issue and on the other hand students from the audience express either agreement or disagreement to the argument.

According to Tarun Patel (May 1, 2013; ELT weekly vol.6, Issue 2) following activities can be applied in classroom teaching:

Small talk between students: Students communicate each other based on various real-life situations. This activity instruct them how to open, continue and close a conversation.

Questionnaire: The students complete questionnaire followed by pair or group discussion. This activity is language focused. Through this activity they share information, opinions and planning about themselves. For example:

S1 asks S2 the following questions:

What would you do if

- a. you met your old friend at a bus stand?
- b. you found \$1000 on the road?
- c. you are late in an interview?

Promoting interaction among students: A list of actions are written on a paper (for example, watching T.V, reading newspaper, keeping the clothes in the closet, and so on).Some students are asked to mime those actions while others keep trying to guess by questioning repeatedly until they reach to the correct answer.

A-B texts: In this activity two different texts are selected on the same topic. Students are asked to read and orally summarize those texts separately in order to compare the similarities and dissimilarities with each other.

Picture description: The students' creativity is tested here. Using their imagination they are asked to narrate an incident based on the pictures. This real-life activity makes the students interested. It improves their art of narration.

Mini talk or extempore speech: In this activity, students are given various topics like your favorite book, teacher, actor, present education system, child labor, etc. Students get 5 minutes preparation time to speak instantly after choosing one of the said topics. This helps the students to speak their ideas and thoughts precisely. This enables students to be clear in their thought and talk.

Information-gap activity: An important technique in CLT practice is the information gap activity. This activity reflects the fact that in real life people normally seek for the information which they do not have. This refers to information gap activity. In this activity students interact each other using communicative language phrase to obtain information. Students' vocabulary, grammar and communication strategies are improved while completing the task.

Group Discussion: Students are given topics for presentation followed by group discussions. During the discussions students use target language to exchange information under the supervision of the teachers.

Role play: Role play activity is the most authentic classroom technique. Students are given certain roles taken from the practical life situation on which they make dialogues, for example: shopkeepers or buyers, bankers or customers, doctors or patients, interviewer or interviewee. The use of role play has got huge popularity in the interactive classroom practice.

The appreciating fact of CLT is that the techniques are innovative and not limited. Language teachers can organize their own creative concepts to facilitate students toward practicing English language in the classrooms.

3.9. Teachers' role

Communicative language teaching is a learner-centered approach. Here teachers' main responsibility is to do a need analysis to figure out what ability and understanding they already have and what are to be developed. According to Breen and Candlin (1980; cited by Chowdhury, K. B. (2012), 'the teacher has two main roles: the first role is to facilitate the communication process between all participants and various activities and texts. The second role is to act as an important participant within the learning –teaching group' (p.99).Brown (2001; cited by Chowdhury, K. B. (2012) characterizes the role of teacher in the following way:

A teacher plays the role of facilitator and guide, not an all-knowing provider of knowledge. CLT promotes the collaborative and cooperative learning through pair work and group work

activities. CLT maintains equal relationship between teachers and students. Instead of being authoritative, a teacher is co-communicators, an analyzer of students' need, an planner of resources, a director of procedures and activities, as well as a mediator of a learner. Activities in the CLT are often carried out by students in small groups (Larsen-Freman 1986; cited by Chowdhury, K. B. (2012).

4.0 Learners' role

Learner is the spirit of the communicative language class. Learners actually initiate and respond to the interactive lessons organized by teachers. The learning process becomes authentic only when the learners participate spontaneously in the interactive learning process.

Richards and Rodgers (2001; cited by Chowdhury, K. B. 2012.) illustrate that 'the emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for learners from those found in more traditional second language classrooms' (p.166). Learners act as an active participant in the language classroom.

So, Brown (2001; cited by Chowdhury, K. B. 2012) describes the learner's role as- In a communicative class student must use the language productively and receptively in unrehearsed context outside the classroom. Therefore the classroom techniques should provide students with the necessary skills for the communication in those contexts. However, students are motivated to construct meaning through genuine linguistic interaction with each other. (p.43).

4.1. Methodology

This study has been conducted over 150 students and 50 teachers randomly selected from various schools and colleges of Dhaka, Joypurhut, Narayangonj, Norshingdi, Sirajgonj, Faridpur, Comilla, Jamalpur, Madaripur, Bola, B. Baria, Pabna, Rangpur, Khulna and Feni district. For the primary data collection distant interview over phone, face to face interview and questionnaire survey have been done. Two different questionnaires were designed both for students and teachers. There were 12 multiple questions for the questionnaires of the students and 10 multiple questions for the questionnaires of the teachers. For

the data analysis descriptive statistics were followed.

4.2. Data Analysis of the Students' Information

The data analysis of the questionnaire survey shows that among 150 students, 9.33% students regularly practiced speaking in their English classes, whereas 54.66% students sometimes practiced speaking and 36% students never practiced speaking in their English classes. In the second question 68% students answered that they do not feel the activities practiced in their class help to improve their speaking English, 19.33% students answered that they sometimes feel their class activities help to improve their speaking whereas another 12.66% students answered that the class activities are helpful in the improvement of their speaking English. In answering the third question 71.33% students replied that they do not play situational role play or information gap activities in class, 16% students answered they sometimes practice situational role play or information gap activities and 12.66% students answered that they practice these activities in language classes. The fourth question was set to know whether students practice group work or pair work activities in their language classes or not? In its answer 63.33% students said that they do not practice group or pair work activities, whereas 24.66% students answered that they sometimes practice those activities and 12% students replied that they practice group or pair work activities in their English Classes. The fifth question shows us that 59.33% students do not have listening activities in their classes, 24% students sometimes practice listening and 16.66% students do practice listening in their language classes. From the sixth question we have found that 68% students regularly practice grammar and 32% students sometimes practice grammar in their English Classes. In the seventh question 84% students answered that they practice grammar only by the writing activities whereas 15.33% students practice grammar by both speaking and writing activities. In answering question no. eight 87.33% students expressed that they feel grammar should be taught both by practicing conversation and grammar exercises, whereas 12.66% students think grammar should be taught only by practicing grammar

exercises. In the ninth question 86% students expressed that they prefer to learn English by practicing conversation whereas 14% students replied that they prefer to learn English by memorizing the grammar rules. In the tenth question 79.33% students answered that they do not have four skill activities in most of their English classes and 20.66% students answered that have four skill activities in most of the English classes. In

the eleventh question 85.33% students expressed that practicing grammar is not enough to improve speaking English and 14.66% students expressed that practicing grammar is enough to improve speaking English. In the last question 94% students replied that speaking activities should be more in the language class and only 6% students replied the negative.

Data collected from students:

1. How often do you practice speaking activities in class?	Regularly	Sometimes	Never
	9.33%	54.66%	36%
2. Do you feel the activities practiced in class help to improve your speaking skill of English?	Yes	No	Sometimes
	12.66%	68%	19.33%
3. Do you practice situational role play or information gap activities?	Yes	No	Sometimes
	12.66%	71.33%	16%
4. Do you practice group works or pair works in your speaking activities?	Yes	No	Sometimes
	12%	63.33%	24.66%
5. Do you practice listening in your class?	Yes	No	Sometimes
	16.66%	59.33%	24%
6. How often do you practice grammar?	Regularly	Sometimes	Never
	68%	32%	0%
7. How do you practice grammar?	Writing activities	Speaking activities	Both
	84%	0%	15.33%
8. Do you feel that grammar should be taught through-	Only by practicing grammar exercises	Also by Practicing conversation	
	12.66%	87.33%	
9. Which way do you prefer to learn English?	Rules memorization	Practicing conversation	
	14%	86%	
10. Do you have four skill activities in most of your classes?	Yes	No	
	20.66%	79.33%	
11. Do you feel practicing grammar is enough to improve speaking English?	Yes	No	
	14.66%	85.33%	
12. Do you think speaking activities should be more in your class?	Yes	No	
	94%	6%	

4.3. Data Analysis of the teachers' Information

From the analysis of the teachers' information we have found that in the first question 88% teachers are familiar with CLT method whereas 12% teachers are not familiar with it. In the second question 80% teachers answered that they do not implement CLT method in their classroom teaching

and 20% teachers answered that they implement CLT method in their classes. In the third question 78% teachers answered that their students do not practice situational role play or information gap activities in English classes whereas 22% teachers answered that their students practice role play and information gap activities in classes. In the fourth

question 70% teachers answered that they do not make their students practice group work or pair work activities in classes and 30% teachers answered that their students practice those activities in their language classes. The fifth question shows us that 100% teachers support four skill activities for improving speaking skill. From the sixth question we have found that 80% teachers do not have listening activities in their classes and 20% teachers have listening activities in their teaching techniques. In the seventh question 84% teachers answered that their students practice grammar regularly in the classes and 16% teachers answered that their students practice conversation more regularly in class. The eighth question was asked to

know how often teachers keep writing activities in their classes? 64% teachers answered that writing activities are regular in classes and 36% teachers answered that they sometimes keep writing activities in their classes. From the ninth question we have found that 60% teachers do not take special care of pronunciation, 24% teachers sometimes take care of students' pronunciation and other 16% teachers take special care of students' pronunciation. The last question was asked to know whether students interact each other in English or not? 74% teachers answered negative and 26% teachers answered that sometimes their students interact each other in English.

Data collected from teacher:

1. Are you familiar with CLT (Communicative language teaching) approach?	Yes	No	
	88%	12%	
2. Do you implement CLT method in your class?	Yes	No	
	20%	80%	
3. Do the students practice role play or information gap activities in your class?	Yes	No	
	22%	78%	
4. Is there any group work or pair work activities in your class?	Yes	No	
	30%	70%	
5. Do you support four skill activities, improving speaking skill?	Yes	No	
	100%	0%	
6. Is there any listening activities in your class?	Yes	No	
	20%	80%	
7. Which activity is very regular in your class?	Practicing grammar	Practicing conversation	
	84%	16%	
8. How often do you keep writing activities in your class?	Regularly	Sometimes	
	64%	36%	
9. Do you take special care for practicing pronunciation?	Yes	No	Sometimes
	16%	60%	24%
10. Do the students of your class interact each other in English?	Yes	No	Sometimes
	0%	74%	26%

4.4. Discussion of the Findings

In our country's perspective the ability of speaking English has been considered with importance. The language teachers should take special care of improving speaking skill particularly from the primary level of education. It has been assumed that the language activities that the students perform at the secondary and higher-secondary level are mainly writing and grammar based. The four skills practice for improving speaking skill has been less attended. The findings of the present study also bear the same evidence.

The purpose of this study is to encourage the language teachers to implement CLT method in their classes at secondary and higher-secondary level. Efforts have also been taken to sort out the reasons behind the poor speaking skill of the students'. The findings of the study revealed the fact that most of the students are concerned about improving speaking skill. A considerable number of students have mentioned that they do not interact in English for speaking practice. Although writing activities and grammar exercises are very regular in their language classes but for the speaking practice situational role play, information gap, discussion or listening activities are irregular. A significant number of students have expressed that grammar is important for the basic but it should also be taught by practicing conversation. It has been identified that four skills practices are not regular in the language classes. A large number of students feel that the activities practiced in class are not helpful to improve speaking English. According to them practicing grammar is not enough, conversation is also essential. However a great number of students have agreed that speaking activities should be more in the language classes.

Subsequently when we turn to the information collected from the teachers, we have found opinions about their teaching techniques. Although a large number of teachers have admitted about being familiar with CLT methodology and agreed that CLT method is helpful for the improvement of speaking skill but very few of them implement this method in the classroom technique. It has been observed that for the improvement of students' speaking skill effective activities like

situational role play, information gap, and group or pair discussion are not practiced in many language teachers' classes, in addition to that a lot of teachers have agreed that they do not keep listening activities in their classes. Again there are very few teachers who take special care of the pronunciation and make the students interact in English on the other side most of the teachers are concerned about keeping grammar and writing exercises in the class. At last all teachers have agreed that for the fluent speaking more interactive and effective lessons should be implemented in the language classrooms.

4.5. Conclusion and Recommendations

After poring over the above discussion we can conclude that since speaking English is an important skill so enough attention should be given in its teaching- learning process. The results of the study reflect that language classes are still grammar and writing based. Students' writing skill is given more prominence comparing to other skills. The extent of speaking practice is still inadequate in some classrooms.

It has been observed that many students who enter into the universities have difficulties in understanding and most specifically in speaking fluent English. The reason to be considered is the lack of practice. Since for a good speaker it is important to be competent equally in the four skills, implementing CLT in the language classroom can be a solution. CLT method encourages improving speaking skill along with other skills' practices.

The rules of grammar should come out through conversational application so where learners can have complete language exposure. The language teachers should bring innovative and effective classroom techniques for making the students motivated and interested toward involving speaking English. Speaking is a matter of practice. Most of the time students are nervous of speaking English though they have enough basic knowledge, in such case the classroom activities should be more interactive where they can apply their learning. Students should be inspired enough to overcome weakness and be confident to speak naturally.

CLT aims to improve student's communicative competence. With the help of communicative activities like situational role plays,

presentations, conversations, guessing games, discussions etc CLT creates an appropriate atmosphere for learners to express and share their views confidently without being shy or embarrassed. Hence a CLT based classroom becomes more facilitative learning place where teachers act as a facilitator to assist students in the language learning process.

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Appendix:1

The questionnaire survey on the implementation of Communicative language teaching for improving student's speaking skill.

For the Students:

{Please select the correct option with a (v) mark}

1. How often do you practice speaking activities in your class?
a. Regularly b. Sometimes c. Never
2. Do you feel the activities practiced in class help to improve your speaking English?
a. Yes b. No c. Sometimes
3. Do you practice situational role play or information gap activities?
a. Yes b. No c. Sometimes
4. Do you practice group works or pair works in your speaking activities?
a. Yes b. No c. Sometimes
5. Do you practice listening in your class?
a. Yes b. No c. Sometimes
6. How often do you practice grammar?
a. Regularly b. Sometimes c. Never
7. How do you practice grammar?
a. Writing activities b. Speaking activities c. Both
8. Do you feel that grammar should be taught through-?
a. Only by practicing grammar exercises b. Also by practicing conversation
9. Which way do you prefer to learn English?
a. Rules memorization b. practicing conversation
10. Do you have four skill activities in most of your classes?
a. Yes b. No
11. Do you feel practicing grammar is enough to improve speaking English?
a. Yes b. No
12. Do you think speaking activities should be more in your class?
a. Yes b. No

Information about the student (Confidential):

- * Name:
- * Educational Institution (School/College):
- * Academic level of study:
- * Date:

Appendix: 2

The questionnaire survey on the implementation of Communicative language teaching for improving student's speaking skill.

For the Teachers:

{Please select the correct option with a (v) mark}

1. Are you familiar with CLT (Communicative language teaching) approach?
a. Yes b. No
2. Do you implement CLT method in your class?
a. Yes b. No
3. Do the students practice role play or information gap activities in your class?
a. Yes b. No
4. Is there any group work or pair work activities in your class?
a. Yes b. No

5. Do you support four skill activities, improving speaking skill?
a. Yes b. No
6. Is there any listening activities in your class?
a. Yes b. No
7. Which activity is very regular in your class?
a. Practicing grammar b. Practicing conversation
8. How often do you keep writing activities in your class?
a. Regularly b. Sometimes
9. Do you take special care for practicing pronunciation?
a. Yes b. No c. Sometimes
10. Do the students of your class interact each other in English?
a. Yes b. No c. Sometimes

Information about teacher (Confidential):

* Educational qualification:

* Name of the School/ College of service:

* Designation:

* Date:
