RESEARCH ARTICLE

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
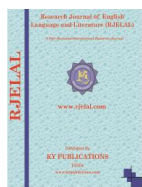
2395-2636 (Print):2321-3108 (online)

ASSESSING THE PRACTICE OF 'CLT' METHOD BY THE TEACHERS WHILE TEACHING THE STUDENTS OF PRIVATE HIGHER SECONDARY SCHOOLS OF DISTRICT BADIN

ALI RAZA SOOMRO[1], SHOUKAT LOHAR[2], WAQAR ALI SHAH[3]
[1]M Phil (English Linguistics) Scholar, [2]Supervisor, [3] Co-Supervisor
Mehran University of Engineering and Technology Jamshoro, Pakistan

Abstract

Teaching and learning English as a second language is not easy and that too in a Pakistani environment particularly in the interior part of Sindh. The most advocated teaching method, the Communicative Language Teaching (CLT) is world recognized for learning by the students. We wanted to see how far this method is practiced in the private secondary schools of Badin district for teaching English language. We know that it is not being practiced in government schools and therefore we opted for the private schools only. For this purpose qualitative research method was used. The research was done in two separate parts. First we interviewed the English language teachers. This was followed by observing the class the class while the teacher was teaching. We found that most of the teachers were not very familiar with CLT method. CLT method of teaching is only partially applied in the class and that without knowing the details of CLT method of teaching in details. One of the reasons may be that they did not have the B. Ed or M. Ed degree which teaches the CLT method in a proper and detailed way with classroom exercises. Almost all of the teachers were using Grammar Translation Method (GTM) for teaching. We feel that to implement CLT method first the teachers' qualification need to be emphasized (B. Ed or M. Ed degree). Unless this is done situation will not improve.

Key words: Communicative Language Teaching (CLT), Grammar Translation Method (GTM). Higher Secondary education, Teachers' learning.

INTRODUCTION

Effective teaching method has been a requirement for the students since education has become of value. Through the process of evolution in teaching method a method was developed during the sixties of last century. This method, CLT (Communicative Language Teaching) in today's teaching environment is considered the best way of teaching for school students including the secondary and higher secondary classes. The ultimate goal of this method is that the students should be able to communicate in the language they have been taught.

CLT method is an approach focusing on the teachings of second or foreign language and it prominent the interaction as both the objective and technique for learning a language. It is the replacement of the very popular method of situational language (Facchin, 2019). This teaching can easily be understood as a set of elements about the goals of language teaching along with how the learners can learn it and what kind of classroom activities are required for this purpose. CLT method of teaching is more interactive and participative. The requirement becomes more acute when the foreign students take admission in a university having diverse cultures and languages. CLT method

when taught in their earlier stages of learning helps them to understand and communicate. This method can be used more effectively when the basic command of the language is created through the practices that are controlled. In this regard the four skills are introduced to bring more improvement in it such as speaking, listening, reading, and lastly the writing. If all these are present it became easy to conduct the communicative language teaching (Shamsudin, 2013). Furthermore, the techniques that are often employed in the above combination includes the memorization of dialogs, substitutions drills, question and answer practices and other various forms of guided speaking and writing practices. The predominant level of attention is given to the meticulous pronunciation and the accurate efficiency along with the mastery of grammar was stressed from the very initial stages of the language learning's. CLT method becomes more essential when communication needs to be done between nations this led towards the proposal for a communicative syllabus and the all this led towards movement of English specific purpose. (Malashakia, 2017)

Literature Review

The Modern perspective of Teaching Method

During the recent decades all major spheres of life have undergone evolution. Teaching method and learning has undergone changes too. The learning basically refers to the principles on which all are generally agreed and the process is implemented in divergent ways for the positive outcomes depending on the context of teaching and focusing on their levels and their learning goals which they want to achieve (Magnan, 2017). Among all the teaching methods CLT provides the more flexibility to the learners so that they can experiment and try out what they know in terms of knowledge. This allows the patience and tolerance for accepting errors and giving them chance to learn again and it also indicate that the learning is building up his or her communicative competence (Spiro, 2013). The fluency and accuracy in the learners till they develop the competence provides the conversational ability in the learners as well in

the instructors of CLT. All these factors are appreciated in the modern time as they are bringing ease in learning the other languages. (lopez burton, 2014)

The CLT method has been implemented widely mainly during 1990s after it got the positive results since its earlier implementations. The present communicative language teaching theories and practices are drawn on the countless numbers of different educational traditions and paradigms. In the new times some of the core assumptions are also developed as they are the variant of the underlying current practices in the CLT. However, there is no single or agreed upon on the combination of practices that has been characterized as the current communicative language teachings (Rankin, 2002). The main assumptions are as follows: initially it is the second language learning which is facilitated all the time when the learner is occupied in the interaction and meaningful communication with others, in this way it saves time and develop the new adroit victoriously. Other is, it awaken up the interpersonal and exchange d idea because of the effective classroom learning tasks and the exercises which assist in opening new doors for students so that they can negotiate meaning by expanding their language resources and also focus on how the language is used efficiently (Bindelieu, 2019). Content that is relevant, interesting, purposeful and engaging help to make the CLT method more effective and its implementation becomes more meaningful (Dimas, 2016). Other one is, it is considered that communication is a holistic process that usually call upon the use of multiple language dexterities or modalities at a time, this factor creates the extra plus points in the character of the learners and gives them much predominance in the society as person with much knowledge is always appreciated and welcomed all over the sphere.

It is the gradual process that it is not possible to learn any language just in a few days. It has been said that the error are the normal product in any type of learning that the learners is going through but the ultimate purpose is to use it accurately and speak fluently in that particular language in which the learners want to gain

expertise (Zhou, 2013). When focusing on the part of instructors in the classrooms who are responsible creating the climate according to it relying on the conducive to language learning and provide students the full assistance while doing practice also. When the students are learning through the sharing and collaboration, it makes learning easy and sharing or ideas brings enhancements in knowledge and other adroit (Tianzhu, 2013). CLT is a technique recommended for communication in the second language (Boyd, 2019). Communication is used as a means of delivering lectures. The teacher plays his and involves the students in tasks to explore and learn English. The various techniques to educate may include question answer sessions, group discussion and interaction as a means of learning.

It appears that there is a gap between teaching and learning (Tootkaboni, 2019). In fact it has been observed that CLT has been used in tandem with classical approaches. There exists a void between CLT ideology and actual lecture room teaching because the teachers' perceptions toward EFL teaching is often ignored and not taken into consideration. Teachers' perception about CLT is vital for its proper execution in lecture halls. There exists ambiguity and disparity in instructors' perception about the concept of CLT teaching and its actual execution. In CLT listening and speaking focus of audio lingual approach is greatly linked to CLT technique approach practiced by instructors. It was observed to be practiced along with other approaches and not solely carried out and also in various forms and contradicted with theory, perception of teachers and actual execution. The teachers could not effectively use several activities to bind the students and incorporate appropriate curriculum to compliment language communication skills learning (Barrot, 2018). There are challenges in teaching CLT. Mutlu and Kaşlıoğlu (2015) studied that other perceived challenge was judging students on the information they posses regarding like writing skills and vocabulary etc. compared to how effectively they adopt English while speaking were major obstacles.

Difficulties and Limitations of CLT implementation

CLT should be carefully adopted as certain activities used to enhance interaction skills may lead to creating stress in students is one of the difficulties encountered (AL-Garni & Almuhammadi, 2019). The students should be empowered in order to result in productive and successful lecture rooms. The perceived goal of improving communication power had varying degree of success. another perceived problem is that there exists difference in opinion regarding CLT feasibility in teachers as well as students (Sarfraz, et al., 2015). Context is very important and this difference in view enlightens need to develop and use learner specific and context oriented material. This leads to difficulty in selection of right material, activities and tasks to be used to fit the class participants requirements, especially if English is not their mother tongue. In a study done by Vasiliki (2017) involving 47 instructors supported CLT but thought they encounter difficulties executing CLT. According to the author, several obstacles like context, atmosphere, emotional, mental, socio cultural, rules of the educational institute, background of class mates, physical outlook of campus and classrooms, background of mother and father of students, head of school beliefs, no uniform tool to measure performance and lack of interest of students.

Another prominent perceived challenge for teachers was noted by Bosha and Ukute (2019). This is related to reading skills. Reading is naturally not essentially related to communication. This hurdle could be overcome by using appropriate tools and tasks to enhance learners' ability and teachers competence as well. Yet another problem was found by Adnan, Ilias, and Ramli (2012) who investigated highly disruptive, loud study halls and creates hindrance in way of learning (Adnan, et al., 2012). Communication classes are naturally more voiced. Sometimes emotional discussions lead to uproar and arguments which ultimately hinder productive and seamless learning using CLT and can disrupt other lecture halls as well. In a review of CLT student centered approach was considered. Hence expecting teachers to independently overcome all the obstacles which emerge is not

feasible and unfair. Teachers often get little bolster from management and get demotivated to implement and overcome impediments in way of CLT (Kalanzadeh, et al., 2013). Difficulty in adopting CLT was also considered a challenge. Other difficulties were few instructors adopting CLT, discrepancy between the objectives of CLT and learners' anticipation. Also, lack of instruments to gauge student performance, lack of command on the language of learners and problems preparing teaching material were other barriers. Little implementation of CLT by teachers and their inclination towards old methods of EFL and detached grammar teaching practices and errors made in engaging group work of students (Asmari, 2015).

Role of Computer Mediated Communication Implementing Communicative Language Teaching

In the present era the role of computer in every field of learning and business has become indispensable. The internet coupled with computer has been producing miracle effect in communication (Zhang et al.,2012; Huang, 2018). The interchange of knowledge via different type of human communication namely synchronous, asynchronous and real time interaction. The computer is used as an instrument for audio, video, images and text for communication either for teaching or developing human relationships, playing games, business establishment and so on (Van Nguyen, 2010; Larsari, 2011). The technological medium of communication nowadays are social media such as Facebook, WhatsApps etc. improve motivation as well. Moreover, if the listener is expert in that language, he highlights the errors to ponder for better understanding about that communicative language (Chun et al., 2016). In todays class environment the teachers use multimedia and audio and video media for language teaching to make students understand for constructing structure, grammar, vocabulary and etc. There factors that can cause the effective learning in specific communicative language (AbuSeileek, 2012; Hampel, 2014).

METHODOLOGY

The research questions of this study are following:

1. How is English language taught at private English language institutes in Hyderabad?

2. What are the teachers' perceptions about the practice of Communicative Language Teaching (CLT) approach at private English language institutes in Hyderabad?

Objectives:

Following are the main objectives of this study:

1   To explore teachers' perceptions about Communicative Language Teaching (CLT) in practice.

2   To understand how far teachers perceive difficulties in implementing CLT approach in their teaching and learning situation.

Operational Definition

CLT: Communicative Language Teaching. In CLT a person learns how to communicate with others i. e. verbally and written.

GTM: Grammar Translation Method. In this method language is taught through translation from English to mother language and vice versa.

Research Design

The data has been collected through observations and interviews. This was qualitative study of Class room observation and unstructured semi structured interviews of the teachers. The researcher selected five private higher secondary schools of Badin district. Non-probability non-random Purposive sampling technique was used. Majority of teachers have 5-10 years' experience having MA in English Linguistics. Some of them have even have two degrees, MA in English Linguistics as well as English Literature. Most of them have been teaching English language for quite some time. Following hypothesis were developed for this study:

-   Hypothesis 1: CLT method of teaching is being fully practiced in the sampled population.

- Hypothesis 2: CLT method of teaching is being partially practiced in the sampled population.

- Hypothesis 3: CLT method of teaching is not being practiced in the sampled population at all.

Data has been analyzed using the qualitative methods of coding categories and themes

RESULT

RESULT OF QUALITATIVE RESEARCH			
CLT TEACHING METHOD (CLASS OBSERVATION)			
S. NO	**CATEGORY**	**THEME**	**SUBTHEME / QUOTES**
1	COMMUNICATIVELY COMPETENT	SPEAKING	It was observed that even though they were English language class, students were speaking in local language. Even some of the teachers were also speaking in local language.
		WRITING	Writing assignment were given the the students and we found that the assignments were completed with the help of neighboring students. It too more time than required to complete the assignment
		CLT APPROACH AND USE	We found that the teachers and the students both use Grammar Translation Method (GTM) than the CLT approach
2	CLT UNDERSTANDING	STUDENTS REACTION	After observing the students when they were asked about CLT concept and understanding, almost all of them were vague in response
3	CLT IMPLEMENTATION	ROLE PLAY EXERCISE	Role play exercises were done only in few classes in our pobservation period. When we asked the students how frequently this is done they replied that it is done very rarely.
		INTERVIEW	During our observation period interview technique was used only in few classes. We found that the teachers themselves were not very comfortable in conducting the exercise.
		GROUP WORK	We observed that the students were quite involved in doing their assignment through group work. Their interaction and communication (only in local anguage) were good
		OPINION SHARING	The students shared their opinons in group while doing the class

			assignment.
4	SCAVENGER HUNT MINGLING ACTIVITY	UNDERSTANDING	The uderstang of this activity was almost nil. But when we explained the idea, it was well understood and students were appreciative of it.
		GAME PLAY	The students said that game play exercises were conducted in other classes but not in English class
		CREATING A RIDDLE	In most of the classes riddles were not played in the English class. However, when we asked to the students they said that they do play riddles out of the class and not in the class
5	INFLUENCERS	TEACHERS	We observed that teachers were not very keen in influencing the students for CLT learning
		STUDENTS	We observed that initially the students were not aware of CLT. But when we briefed them, they were very enthusiastic and wanted to learn the CLT way
6	ADVANTAGES OF CLT		The advantages of CLT were explained to the students at the end of our observation. All the students without any exception were very enthusiastic in learning the CLT way.

RESULT OF QUALITATIVE RESEARCH			
CLT TEACHING METHOD USED BY TEACHER			
S. NO	CATEGORY	THEME	SUBTHEME / QUOTES
1	UNDERSTANDING	CONCEPT	Most of the participants did not have a fair and clear idea about CLT. Thos who have some idea, could not define the whole concept
		FEELINGS	The teachers expressed the feeling that whatever way they are teaching is alright and CLT method is not needed, neither it is going to improve the students communication skills in English

ALI RAZA SOOMRO et al.,

K
KY Publications
www.kypublications.com

		APPROACH	Their approach to CLT and improvement of teaching methd seem to be negative. Teachers were hesitant to implement CLT method. Teachers were of the opinion that Grammar Translation Method (GTM) suits their students more, particularly so due to the local academic environment
2	CLT ROLE	TEACHERS' PERCEPTION	Teahers were of the opinion that CLT method of teaching is not suitable for cities like Hyderabad. However, they agreed that CLT does have a role in improving communication
		TEACHERS' OBSERVATION	Teachers observed that English of the students is very weak. They are not able to speak English and therefore are not able to communicate in English. First their English grammar and speaking ability need to be improved.. Only then they will be able to ommunicate.
3	CLT IMPLEMENTATION	ROLE PLAY EXERCISE	The teachers appreciated the importance of role play exercise but told that they have been very rarely done mainly because the students could not spare time for this exercise. The exercises were planned after the class hour and not during the class.
		INTERVIEW	Interviw exercise was done with an objective that how the students aree going to appear for job interviws.
		GROUP WORK	Group work was done quite frequently particularly with reference to any assignment.
		OPINION SHARING	Opinion sharing was a frequent exercise among the students. They shared their opinions on any academic problems and solve the same with group involvement.
		INFORMATION GAP	Information gap was observed between the teachers and the students as well as among the students themselves.
4	SCAVENGER HUNT MINGLING ACTIVITY	UNDERSTANDING	There was a low level of understanding about this activity. However, the teachers commented that activities are being performed in the class even with knowing the activiity concept as such

		JUSTIFICATION	The activity concept did not have awareness to the majority of the participants. They could not justify the activity as such
		DURATION	Duration of very few activites were around half an hour
		GAME PLAY	According to the teachers the game play exercises were done on a limited scale
		CREATING A RIDDLE	IDEAS: Playing riddle was scarce and ideas were based on local riddles. However while playing the riddles local language was used.
			CLUES: The exercise was rarely conducted and when conducted they were in local language. Yes, a number of clues were discussed for the riddle
			STEPS: The number of steps followed were 5-7.
5	INFLUENCERS	TEACHERS	Teachers were seen less enthusiastic in folowing the CLT method
		STUDENTS	Students shown more interest than teachers. They wanted to adopt a number of activities including games and riddles.
		PARENTS	Parents seemed to be more interested in the CLT method and very vocal about implementing this method. However, the talk with parent was quite informal
		SOCIETY / NEIGHBORHOOD	Once we discussed with the neighborhood of schools informally, we were amzed to see thei interest. All of them without exception wanted the CLT method to be implemented to all the schools including where their children are studying.
6	ADVANTAGES OF CLT		Fluency in speaking and writing. Text learning according to situation and speak or write accordingly
7	DISADVANTAGES		Not suitable for area like Badin or smaller towns of Pakistan where facilities are not adequately available.

Discussions

Teaching methods in Pakistan is far obsolete when we compare it with the developed countries. CLT method has been in practice as the most appropriate and effective way of teaching (Adnan 2012) but in Pakistan according to our study, most of the teachers are either ignorant of this method, reluctant to implement it or even discard this method mentioning not suitable for Pakistan I general and Sindh in particular.

Anil (2017) did a study on using creative teaching method for teaching second language in the class room. He recommended electronic and print media along with other teaching materials like movies, advertisements etc. But we have found in our study that mainly due to financial constraints teaching materials are not used in the classrooms. However, we have also found that there is a reluctance and resistance of teachers in doing so.

Athawadi (2019) studied the factors hindering the implementation of CLT method of teaching n Libya. He found that teachers, students, resources and the education system, all were equally responsible for creating hindrance in implementing the CLT method of teaching. Our findings supports Athawadi's findings. CLT method emerged during the seventies and eighties of the last century (Bowen, 2016). It has been almost fifty years by now but still this method has not been implemented in the Pakistani schools. No where audio visual method exists in the schools. Cinkara (2016) did a study on motivational strategies for learning. In the ever growing trend in school education. He proposed audio lingual language teaching as an effective tool for effective teaching method. Cruz (2017) did a qualitative study on perception of CLT as a second language teaching method. His findings include that there is no full understanding of CLT approach. He attributes this to the lack of teachers' training and involvement in research.

In totality we find that all odds are against the system of education in Sindh for implementing the most effective way of teaching i. e. CLT method.

Conclusions

CLT method of teaching is used only partially in the private secondary schools of Badin district. Therefore Hypothesis 2 (H2) is accepted while H1 and H3 are rejected. Grammar Translation Method (GTM) is used mostly. Most of the teachers as well as students are not familiar with CLT method in general. However some of the CLT exercises are being practiced infrequently but they are practiced with complete or relevant of CLT method. We have found while the teachers are mostly ignorant about CLT and prefer to teach through GTM. This was also confirmed when we observed the class while the teachers were teaching English language. Their ignorance may be due to administrative reasons.

The students unaware of the CLT teaching method when brief were very enthusiastic to learn through this method. On the basis of students' reaction we feel that once it is implemented administratively it will be very successful. This will go a long way for English learning for the students of private secondary schools in Sindh and particularly for students of Badin district.

Recommendations

We recommend that all teachers should be qualified with education degrees (B. Ed / M. Ed). Unless this is done CLT method of teaching will not get its due importance for teachers in schools. We also recommend that a quantitative study should be done to find out the percentage of teachers who follow CLT method.

References

1. AbuSeileek, A. F. (2012). The effect of computer-assisted cooperative learning methods and group size on the EFL learners' achievement in communication skills. *Computers & Education*, *58*(1), 231-239. https://www.learntechlib.org/p/50707/

2. Adnan, A. H. M., Ilias, N., & Ramli, M. S. (2012). Communicative Language Teaching: Difficulties, Problems and Limitations Regarding Its Implementation in the Malaysian ELT Context, International Conference on Active Learning, Center for

Teaching and Learning, Universiti Teknikal Malaysia Melaka, September 2012. Malaysia: Research Gate. Retrieved November 19, 2019 from https://www.researchgate.net/publication/313798814_Communicative_Language_Teaching_difficulties_problems_and_limitations_regarding_its_implementation_in_the_Malaysian_ELT_context

3. AL-Garni, S. A., & Almuhammadi, A. H. (2019). The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah. English Language Teaching, 12(6). DOI: 10.5539/elt.v12n6p72

4. Arfiandhani, P. (2015, March 13). An investigation of Challenges related to Communicative Language Teaching (CLT) practices in Indonesian senior High Schools. [Blog Post]. Retrieved November 19, 2019 from https://arfiandhanisme.wordpress.com/2015/03/13/an-investigation-of-challenges-related-to-communicative-language-teaching-clt-practices-in-indonesian-senior-high-schools/

5. Asmari, A. A. A. (2015). Communicative Language Teaching in EFL University Context: Challenges for Teachers. *Journal of Language Teaching and Research, 6*, 976-984. Retrieved November 19, 2019 from http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr0605976984/361

6. Barrot, J. (2018). Exploring the Implementation of Communicative Language Teaching in the Philippines: A Tertiary Teachers' Perspective. *Advanced Science Letters, 24*, 2284-2287. Retrieved November 19, 2019 from https://www.ingentaconnect.com/contentone/asp/asl/2018/00000024/00000004/art00026?crawler=true&mimetype=application/pdf

7. Bindileu. E, 2019. "Educational Developments Adjusted To Current Socio-Economic Demands: The Communicative Approach To Second Language Learning," Internal Auditing and Risk Management, Athenaeum University of Bucharest, vol. 53(1), pages 43-54, March. https://ideas.repec.org/a/ath/journl/v53y2019i1p43-54.html

8. Bosha, T. B., & Ukute, D. Y. (2019). An Exploration into Students' Perceptions towards the Challenges of Learning Reading Skill Using Communicative Language Teaching Approach: Focus on Wolaita Sodo Preparatory School. *International Journal of Psychological and Brain Sciences, 4*, 29-35. Retrieved November 19, 2019 from http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=170&doi=10.11648/j.ijpbs.20190403.11

9. Boyd, N. (2019). Communicative Language Teaching: Definition, Overview & Example. *Study.* Retrieved November 18, 2019 from https://study.com/academy/lesson/communicative-language-teaching-definition-overview-example.html

10. Chun, D., Smith, D., & Kern, R. (2016). Technology in Language Use, Language Teaching, and Language Learning. *Modern Language Journal*, *100*, 64-80. https://doi.org/10.1111/modl.12302

11. Dimas, H. M. S. (2016). Integrating the Intercultural Communicative Competence (ICC) in a Foreign Language Program: Faculty Considerations upon Leaving the Haven of Native Speakership. *English Language Teaching*, *9*(4), 1-10. http://hdl.handle.net/1946/17630

12. Facchin, A. (2019). The Historical Background. In *Teaching Arabic as a Foreign Language: Origins, Developments and Current Directions* (pp. 25-46). Amsterdam: Amsterdam University Press. Retrieved from www.jstor.org/stable/j.ctvjsf64g.8

13. Hampel, R. (2014). Making meaning online: computer-mediated communication for language learning. http://oro.open.ac.uk/38407/

14. Huang, X. (2018). Improving communicative competence through synchronous communication in computer-supported collaborative learning environments: A systematic review. *Education Sciences*, *8*(1), 15. https://www.mdpi.com/2227-7102/8/1/15

15. Kalanzadeh, G. A., Mirchenari , N. A. N., & Bakhtiarvand, M. (2013). Perceived Problems in using Communicative Language Teaching (CLT) by EFL Iranian Teachers. *The International Journal of Language Learning and Applied Linguistics World, 2*, 1-13. Retrieved November 19, 2019 from https://www.researchgate.net/publication/235438037_PERCEIVED_PROBLEMS_IN_USING_COMMUNICATIVE_LANGUAGE_TEACHING_CLT_BY_EFL_IRANIAN_TEACHERS

16. Larsari, V. N. (2011). Computer Mediated Communication: The Use of CMC to Promote Learners' Communicative Competence. *The Criterion: An International Journal in English*, *2*(2), 1-10. http://www.the-criterion.com/V2/n2/Vahid.pdf.

17. López-burton, N. (2014). Communicative Tasks. In López-Burton N. & Minor D. (Authors), *On Being a Language Teacher: A Personal and Practical Guide to Success* (pp. 39-76). Yale University Press. Retrieved from www.jstor.org/stable/j.ctt13x1swk.8

18. Magnan, S. (2007). Reconsidering Communicative Language Teaching for National Goals. *The Modern Language Journal, 91*(2), 249-252. Retrieved from www.jstor.org/stable/4626004

19. Malashkhia. P, 2017. "On Some Aspects of Foreign Language Teaching at the Beginning Level," Social Sciences and Education Research Review, Department of Communication, Journalism and Education Sciences, University of Craiova, vol. 4(2), pages 126-138, December. https://ideas.repec.org/a/edt/jsserr/v4y2017i2p126-138.html

20. Mutlu, G., & Kaşlıoğlu, O. (2015). Examining the role of context in the implementation of CLT in Turkey. *ELT Research Journal, 4*, 43-55. Retrieved November 19, 2019 from https://dergipark.org.tr/en/download/article-file/63655

21. Rankin, J. (2002). Task Design and Sequencing in the Communicative Language Classroom. *The Korean Language in America, 7*, 1-4. Retrieved from www.jstor.org/stable/42922178

22. Sarfraz, S., Mansoor, Z., & Tariq, R. (2015). Teachers' and Students' Perceptions of the Communicative Language Teaching Methodology in the CALL Environment: A Case Study. *Procedia - Social and Behavioral Sciences, 199*, 730-736. Retrieved November 19, 2019 from https://www.sciencedirect.com/science/article/pii/S1877042815046236

23. Shamsudin S., (2013). "Communicative Approach to Language Teaching and Learning and Efl Context," International Journal of English Language and Literature Studies, Asian Economic and Social Society, vol. 2(1), pages 30-38, March. https://ideas.repec.org/a/asi/ijells/2013p30-38.html

24. Spiro, J. (2013). LEARNING THEORIES AND METHODS. In *Changing Methodologies in TESOL* (pp. 11-34). Edinburgh: Edinburgh University Press. Retrieved from www.jstor.org/stable/10.3366/j.ctt1g0b5c5.8

25. Tianzhu L. (2013) Efficient English Teaching Scheme Based on Combination of Grammar Method and Communicative Approach. In: Yang Y., Ma M. (eds) Proceedings of the 2nd International Conference on Green Communications and Networks 2012 (GCN 2012): Volume 4. Lecture Notes in Electrical Engineering, vol

226. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-35440-3_51

26. Tootkaboni, A. A. (2019). Teachers' beliefs and practices towards communicative language teaching in the expanding circle. Revista signos: estudios de lingüística, 52(100), 265-289. DOI: 10.4067/S0718-09342019000200265

27. Van Nguyen, L. (2010). Computer mediated collaborative learning within a communicative language teaching approach: A sociocultural perspective. *The Asian EFL Journal Quarterly*, *12*(1), 202-233.

28. Vasiliki, A. (2017). *English Language Teachers' Perceptions and Challenges in Adopting the Communicative Language Teaching (CLT) Approach* (BA Hons Thesis, University of Greenwich). Retrieved November 19, 2019 from https://www.researchgate.net/publication/321383578_English_Language_Teachers'_Perceptions_and_Challenges_in_Adopting_the_Communicative_Language_Teaching_CLT_Approach

29. Zhang, J. G., Wang, M. G., & Wang, W. B. (2012). Computer-Mediated Communication in Education. In *Advances in Electric and Electronics* (pp. 361-365). Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-28744-2_46

30. Zhou W. (2013) Improved Teaching Scheme Based on Communicative Approach. In: Yang Y., Ma M. (eds) Proceedings of the 2nd International Conference on Green Communications and Networks 2012 (GCN 2012): Volume 1. Lecture Notes in Electrical Engineering, vol 223. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-35419-9_59