

An Analysis of Communicative Language Teaching Approach, an English Class and its Teaching Material

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Abstract. Communicative Language Teaching (CLT) is a teaching method that emphasized learners' responsibility in the learning process and the interaction between teacher and students. The main purpose of this paper was to have a historical overview of the communicative language teaching approach and analyze a real CLT English class in mainland China as well as its teaching material. The outline of the CLT class and the teaching process were examined in detail. Then, the advantages and areas for further development would be pointed out. The research findings reflected that most of the students in the CLT class enjoyed the learning by communication process, and more efforts need to be made to motivate introverted students.

Keywords: Communicative Language Teaching (CLT), teaching process, language teaching material.

1 Introduction

Traditional language teaching methods were challenged in 1960s and the ability to use the target language to meet practical ends became the aim of teaching (Richards & Rodgers, 1986). "It was at this point that traditional methodologies like Grammar-Translation and Audio-Lingual approach gave way to Communicative Language Teaching (CLT)" (Kumar, Philip, & Kalaiselvi, 2013, p24). This essay contains three parts and it aims to analyze communicative language teaching approach and its application as well as the teaching materials used in CLT class. In part one, I will give a brief introduction of the background and development process of communicative language teaching approach, then, the characteristic of it will be pointed out. After that, the second part will focus on the application of communicative language teaching in a senior high school in China. I will clarify the teaching procedures and evaluate the advantages and areas for development in the class. The third part will focus on the analysis of the textbook that used in the communicative language teaching classroom.

2 A Historical Overview of Communicative Language Teaching Approach

This part mainly focuses on the historical background and features of Communicative Language Teaching. At first, two motivations for the rise of Communicative Language Teaching are explained, which is followed by various definitions of CLT. Then, features of CLT and the application of CLT in the classroom are examined. At last, the advantages of Communicative Language Teaching and the criticisms related to it are pointed out.

2.1 The Development Process of Communicative Language Teaching

In the 1960s, the dominant position of the grammatical structure in language teaching was challenged and the communicative purpose of language received people's attention (Richards & Rodgers, 1986). Communicative language teaching approach was proposed at that time. CLT approach had an obvious development in the 1970s and people were enthusiastic about it as a new approach of language teaching (Breshneh & Riasati, 2014). Language teachers and teaching institutions began to rethink their syllabus, classrooms, and materials (Breshneh & Riasati, 2014). A new approach to language teaching was needed since if they want to teach through communicating, grammar should not be the starting point. Dell Hymes widened Chomsky's narrower linguistic competence that focuses on competence and performance in language teaching and introduced the wider communicative competence (Kumar, Philip & Kalaiselvi,

2013). Therefore, the conceptual basis for communicative language teaching was laid. Wilkin (1972) also proposed that “language’s function or communicative definitions could be seen as basic issues to guide teachers to design a communicative syllabus for language teaching”. Then, “Wilkins expanded his own theory which was proposed in 1972 and published it in the book named national syllabus” (Kumar, Philip, & Kalaiselvi, 2013, p24). Since then, an increasing number of experts saw it as an approach.

The rise of communicative teaching approach in the 1970s and 1980s has two motivations. The first one is that traditional language teaching methods were challenged and the demand for language learning was increased (Richards & Rodgers, 1986). In addition, language teacher also felt the pressure to change their methods because of the trend of progressivism which required teachers to involve students to participate in the class to help them learn actively (Adamson, 2004). The second motivation was the European common market. Because of it, “there were a lot of immigrants in Europe and they needed to learn a foreign language for work or for personal reasons” (Kumar, Philip, & Kalaiselvi, 2013, p25). Traditional methods such as grammar-translation were viewed as an inefficient way since students learned many years under such way but still cannot use it in daily communication. Educators realized that using a teaching method that has immediate reward was necessary. Therefore, they began to use communicative language teaching which focused on communicative ability and yield better results (Kumar, Philip, & Kalaiselvi, 2013). In the 1990s, CLT was widely accepted and applied (Magnan, 2007). However, communicative language teaching approach at that time only focused on a set of very general principle which based on the communicative competence in second or foreign language teaching (Yoon, 2004). Such general principle continued to develop and absorbed new theories. Current communicative language teaching approach draws on various teaching pedagogies.

Communicative language teaching approach passed through several phases since the 1970s. In the first phase, the aim of developing a syllabus or teaching approach was to meet the trend of communication competence (Kumar, Philip & Kalaiselvi, 2013). Later, the focal point shifted to identify learners’ communicative needs. At the same time, methodologies that focus on various classroom activities could be utilized in CLT, such as role-play, group discussion activities (Hamid & Baldauf, 2008). Therefore, current communicative language teaching can be viewed as a set of approaches that can be used in different contexts to teach the target language.

2.2 The Definition of CLT

“Communicative language teaching is an approach that regards interaction as the means and goal of second language acquisition” (Magnan, 2007, p8). Different from the linguistic or grammatical method, communicative teaching approach develops students’ “communicative competence” (Savignon, 2018). According to Hymes (1972, p16), “linguistic method does not regard language as a basis for communication, this is the focus of communicative competence”. Communicative competence includes several language dimensions in use, such as “knowing how to use a language for a range of different purpose, knowing how to vary our use of language according to the setting whom we are talking to and whether a formal or informal speech style is appropriate” (Savignon, 2018, p11). Since it is based on various theories, communicative language teaching could not be defined by single or agreed principles (Brumfit, 1987). On the contrary, current communicative teaching approach is based on earlier traditions and continue to make changes according to the teaching environment, the learner’s needs, so on. All these characteristics can be reflected in classroom activities.

In addition, in communicative language teaching classes, some principles could be found in the interaction between teachers and students. The first one is the communication interaction principle (Hiep, 2007). Which means there are many activities which require students to interact with each other and negotiate meanings when they have misunderstandings. The classroom activities include problem-solving activities, information sharing, role-play, task-based activities. The second one is the content principle. In the communicative classroom, activities need to employ content that relates to students own lives (Breshneh & Riasati, 2014). Thus, communicative language teaching class typically use authentic texts to provide valid models of language.

2.3 Features of Communicative Language Teaching Approach

Communicative language teaching theory argues that linguistic form, meaning, and functions are

important parts of the language learning process (Larsen-Freeman, 1986; Johnson, 1982). Among them, meaning and function are more important than grammatical rules. According to Finocchiaro and Brumfit (1983, p8), “meaning is paramount since it helps the learners to manage the message they engage with the interlocutors”. At the same time, scholars also mentioned that grammar should not be ignored in the second language learning process. Littlewood (1981) argues learners that use the CLT theory can learn the grammatical structure in the process of daily communications. Thus, Teacher should spend less time explaining the grammatical rules since students can learn the rules in the communication process.

Classroom activities and materials can also reflect the character of communicative language teaching. CLT approach aims to develop learners’ language ability to understanding the meaning that authentic communication wants to convey (Breshneh & Riasati, 2014). Thus, classroom activities are based on real-life situations. Sauvignon (2007, p12) claims that “group and/or pair work is flexible and useful techniques and they are active modes of learning which can help the learners to negotiate meaning and engage in problem-solving activities”. Active modes of learning activities that used in CLT class like role-playing, group work, information gap can encourage students to interact with each other and transfer meaning under classroom situations (Celce-Murcia, 1991). Another characteristic of the classroom process is reflected in the material used in the communicative language teaching class (Breshneh & Riasati, 2014). Authentic material is used in the classroom to expose students to the standard English that used by native speakers and then they can develop their own strategies to understand the language in real-life contexts.

Evaluation is based on the level of fluency and accuracy. “Fluency and accuracy are seen as complementary principles underlying communicative techniques” (Brown, 1994, p5). Finocchiaro and Brumfit (1983) argued that the intelligibility and fluency are more important than accuracy and accuracy is judged in contexts. The reason why emphasizing fluency over accuracy is that teachers want to guide students to pay more attention to language use. However, this is not meaning that accuracy should be ignored. Intelligible communication is still important since a good communicator is the one who can speak naturally and fluently with the control of grammatical structures. Therefore, the teacher can use both formal and informal assessment to evaluate learner’s communicative ability (Brown, 1994). For example, he/she can use a formal speaking test which is integrative and include several parts and focus on different topics in daily communication. Teachers can also informally assess learner’s performance in his role as an interlocutor or advisor (Larsen-Freeman, 1986).

Communicative language teaching approach is not limited to the speaking competence. Some people may have a misunderstanding of it, and they thought communicative language teaching only devoted to developing students’ speaking ability and only cared about face-to-face communication. However, the principle of communicative language teaching not only emphasize on the interaction between speaker and listener, reading and writing activities which involved the negotiation of meanings between writers and readers about the interpretation are equally applied in communicative language teaching class (Celce-Murcia, 1991). In other words, “it is important to recognize that it is not the speaker who is communicating. Instead, communication through language happens in both the written and spoken medium , and involves at least two people” (Breshneh & Riasati, 2014, p8).

2.4 Application in Classroom

Currently, the communicative language teaching approach has been widely accepted and applied in English classrooms (Bell, 2003). Firstly, the aim of communicative language teaching classroom is to “develop students’ communicative competence through linking grammatical development to the ability of communication” (Thompson, 1996, p21). Therefore, in the classroom, grammar is not taught in isolation and it is often acquired through communicative tasks which create a need for special items of grammar. For example, “students might carry out a test and then reflect on some of the linguistic characteristics of their performance” (Thompson, 1996, p21).

In terms of teaching pedagogy, all the teaching methods and in-class activities are designed to engage the language learners to use language pragmatically and functionally (Breshneh & Riasati, 2014). The central focus of the classroom is to enable second language learner to conduct communication instead of learning the language form. Therefore, activities like information-sharing that require the communicative interaction and negotiation of meanings are often used in the classroom and these activities provide both inductive as well as deductive learning of grammar. Teaching materials used in communicative teaching classrooms are connected to students’ needs (Yuan, 2011). Such teaching material give students a chance

to personalize learning by relating current knowledge to their previous learning background. However, “different syllabus types within the communicative orientation to language teaching employ different routes to develop communicative competence” (Yuan, 2011, p4), therefore, it is reasonable for teachers to make changes according to the needs and backgrounds of students.

The role of teachers and learners also changed in CLT class. The teacher is not the model of the correct answer, instead, he/she is a facilitator who offers the stimulus or a co-communicator who is responsible for monitoring students’ performance and giving suggestions for improvements (Breen & Candlin, 1980). Sometimes, the teacher also needs to be an independent participant. For example, when students are doing a group discussion, the teacher can walk around and join the discussion to gather information and answer questions. “The learner is no more a passive listener. He or she is a part of the communicative activities in the classroom” (Littlewood & William, 1981). They should participate in the classroom activities and do group project with peers collaboratively. All in all, communicative language teaching classroom is a learner-centered class, the learner needs to take responsibility for their own language ability development.

2.5 Advantages

Firstly, according to Richards & Rogers (1986), communicative language teaching aims to develop student’s communicative competence which enables them to utilize the target language under different context to adapt them to real-life communication. On the contrary, traditional methods like grammar-translation cannot improve learners communication and interaction ability (Brown, 1994). Therefore, “meaning is emphasized in CLT” (Finocchiaro and Brumfit, 1983). The learner who was taught by communicative teaching approach can apply the language that they learned in the classroom to real-life communication and understand better. Secondly, the learner needs to take more responsibility in CLT class. This means the “learner must learn how to conduct communication effectively and use the language comprehensibly” (Breshneh & Riasati, 2014). The teacher acts as a facilitator to help and encourage the learner to participate in the CLT class and communicate effectively. Therefore, the learner can arrange their own learning plan since they have more freedom in CLT class. (Brown, 2001).

“Learning items are contextualized in CLT” (Finocchiaro & Brumfit, 1983). A typical communicative language teaching class may start with communicative activities which emphasize on improving learner’s language competence under a communicative situation. The teaching materials used in CLT class are tailored for the learner which is based on their needs. For example, the textbook that is used in CLT class usually have a lesson that teaches students how to greet each other at the beginning since greeting others politely and friendly is the beginning of daily communication. “As the units of the book develop, the topics of each unit take into consideration more advanced needs of a learner in real life communication” (Breshneh & Riasati, 2014). For example, teaching the learner how to make an appointment with the doctor, how to order foods in a restaurant are usually included. Therefore, the teaching material that used in CLT class is closely related to real-life communication and the following units are designed to meet the learners’ needs and interests.

2.6 Criticism

Hughes (1983, p9) argues that “communicative language teaching leads to the production of fluent but inaccurate learners”. That is because communicative language teaching class is learn-centered. Thus, to encourage the learner to speak more fluently and confidently, the teacher should not stop the speaker and correct their grammatical errors. In this case, there is a danger of giving priority to fluency at the expense of accuracy in CLT class. “Accuracy is ignored and fossilization of errors would occur and the fossilized errors may never be corrected” (Brown, 1994, p12). Therefore, paying too much attention to fluency and ignoring accuracy can be regarded as a disadvantage of CLT approach. However, many language teachers realized the danger of emphasizing fluency and they combined the communicative language teaching approach with other methods to give equal attention to fluency and accuracy. For example, teachers can also use the method like “direct method” or “audio-lingual method” to teach grammar to focus on accuracy and use interaction or communication activities to focus on fluency in CLT class (Mekhafi and Ramani, 2011). Then, “grammar can be focused and practiced in real communication instead of practicing grammar repetitively in individualized sentences” (Brown, 2001, p4).

Another disadvantage of the CLT approach is that “it is hard to be implemented in an EFL classroom” (Chau & Chung, 1987, p24). On the one hand, students’ English competence varies. In an EFL classroom, the teacher needs to use their mother tongue to manage the class to make sure every student understands the instruction. Students cannot be motivated enough because of the inconsistency of the teaching language and they tend to use their mother tongue to express their ideas since it is more directly and easily. On the other hand, the classroom is the only place that students can communicate with each other in English. In some countries like China, the class size is large which usually contains sixty or seventy students. Therefore, it is hard for the teacher to encourage every student to communicate and interact with each other in CLT class. Such low-quality input and unauthentic material have limited function on developing the learner’s communication skills. “Thus, implementing CLT in an EFL context turns to be difficult and challenging both for the teacher and the learner” (Breshneh & Riasati, 2014).

3 Observation of an English Class in China

In this part, I will analyze an English class in senior high school in China which uses communicative language teaching as the teaching method. I joined the class as a part-time intern teacher and I needed to observe the experienced teachers how to teach and manage the class, then I can learn from them to organize my own class. I choose this class that I observed two years ago mainly because the teacher used the communicative language teaching approach effectively and most of the students participated in the classroom activities.

3.1 The Outline of the Lesson

The teacher that taught in that class is Ada. She is an excellent teacher who has a rich teaching experience. Ada is a master of Beijing normal university and she has taught in senior high school for 5 years. The teaching material was called “interchange” which was published by foreign language teaching and research press and it is widely used in senior high school on oral English class. The unit that was taught by Ada was unit five “cross-culture”. The aim of the class was to help the learner have a general understanding of the customs of different nations. Ada also chose proverbs as the focal point because she thought proverbs are culture-loaded words which were barriers for cross-culture communication.

Ada guided students to go through the textbook and completed the exercises in the teaching material at first according to the requirement of school that teacher must follow the teaching syllabus and arrange various activities to fulfill the tasks in the textbook. Then, Ada gave the learners some supplementary materials that were designed by herself which were focus on proverbs.

At first, Ada tried to link students’ personal feelings with the class by asking “imagine you are living in a foreign country or unfamiliar place, give me one word to describe your feeling at that time”. Then, several students gave their answer and Ada wrote it on the blackboard. When students had wrong pronunciations, she would correct them immediately and did choral drills and individual drills in class.

After the warm-up activity, Ada asked students to turn to page 32 and worked in closed pairs to discuss the questions on the top. The questions were all related to going abroad, like “if you could live in a foreign country, what country would you like to live in? Why?”, “who is the person you would most like to go abroad with?”. After the discussion, Ada invited 4 students to give their answer. Then, she divided the class into four groups and each group needs to make a list about what should a visitor to your country know about local customs. The answer needed to include points like: dressing appropriately, traveling by bus or train. After ten minutes group discussion, Ada asked students to compare their list around the class and found the most surprising one and then shared it with all classmates later. After sharing the list through closed pairs and open pairs discussion. Ada asked students to choose five points from the list they made and used them to write a tourist pamphlet for tourist in China. Then, Ada required them to work in pairs and students needed to correct the grammatical errors of their partner and use their own words to explain the tips written by their partner to the whole class.

And then, Ada gave the supplement material to students and she guided students to talk about proverbs in Chinese and discussed the meaning of it in English. Then, she asked students to work in pairs to match the proverbs with its explanations on the supplementary paper. Ten minutes later, Ada guided all students to check the answer together. Then, she took out several flashcards which contains the

original sentence of the proverb that they discussed before. She randomly chose students and the chosen one was required to choose a flashcard and explain the meaning of the proverb in their own words. After that, Ada asked students to work in groups of six and they needed to choose a proverb to work out. Within the groups, students should write a script, then, they were required to perform it in front of the class. The rest of the class would guess which proverb they were performing.

3.2 Analysis of the Teaching Process

In the whole class, Ada designed several pair discussions and group works which were good ways to apply communicative language teaching. According to my observation, these activities could efficiently encourage students to participate in the learning process and make more contributions to complete the task. When they are doing activities like group discussion and role-play performance, the atmosphere in the classroom is relaxing and students can learn knowledge by communicating with each other.

At first, Ada did a warm-up activity to let students think about words that could describe feelings in an unfamiliar place. This activity provided chances for students to link what they have learned before and learned new words from their peers' answer. Then, she guided students to do choral drills and individual drills of the words that she wrote on the blackboard to give a correct model of pronunciation. At the same time, she also pointed out the error of the pronunciation in students' answer. This immediate feedback can help students have a deep impression and correct their errors (Bangert-Drowns, Kulik, & Morgan, 1991).

Then, Ada asked students to work in groups and answer the questions on the textbook. This can be viewed as a task-based activity and students can use the target language to conduct meaningful discussion and answer the questions according to the requirement. According to Richard and Rodgers (2001), utilizing tasks in communicative language teaching can promote communication in the classroom and prepare students to adapt to authentic communication. According to the clear instruction that Ada gave and the requirement of the question, students were clear what they needed to talk about. This could help students concentrate on the topic of the questions and make the communication more efficiently. After the group discussion, Ada moved onto writing part by asking students to use the list that they discussed before to write a travel pamphlet. Then, students were required to exchange their written work and found grammar errors of their partner. Asking students to find the errors of each other could be viewed as a "remedial learning process" (Piepho, 1981), which is consistent with the basic ideas in CLT approach that language learners can learn language by analyzing their errors. She asked students to work in pairs to exchange their work and find volunteers to share their partners' work with the whole class, through this activity, she built an information gap between students which can arise students interests in their peers writing. It also plays an important role in the application of communicative language teaching.

The next parts that focus on proverbs also used communicative language teaching. At first, talking about proverbs in Chinese and discuss the meaning of it in English are scaffolding processes. Vygotsky (1978) argues that scaffolding is a good method for a teacher to teach the knowledge. Thanks to Ada's scaffolding and drilling, students can understand the meaning of proverbs. After the short introduction of proverbs, Ada used the supplementary material designed by herself and asked students to work in pairs and matched the proverbs with its explanations. For students, this was a cognitive learning process. They needed to interact and communicate with their peers and listen to their partners' ideas, then, they could express their understanding and absorb new ideas that they did not think about before. At last, she asked students to choose a proverb and perform it in front of the class. Requiring students to do a performance that is related to real life context is a good way to guide them use the second language in authentic communication, which is also the primary goal of CLT. In the whole class, Ada did not emphasize on teaching grammar, instead, most of the activities were set to develop students' fluency and task responding ability. This is responded to the requirement of CLT approach which regards the fluency of language as the priority (Finocciaro & Brumfit, 1983).

3.3 Reflection

Ada combined traditional teaching methods with communicative language teaching. Her class is innovation since in traditional English class in China, the teacher must follow the teaching syllabus to teach the grammar and sentence structure. However, it could be found that the whole class is focusing on developing students' communicating competence instead of grammatical structure which fits the goal of

communicative language teaching. Most of the students were willing to share their ideas with their peers and they enjoyed the leaning by communicating process. Therefore, Ada successfully applied communicative language teaching theory to second language class.

However, from my observation, I found that in group discussion and pair work activities, some students were talkative, and they tended to dominate the discussion. Some students were too shy to make contributions to the discussion. The result of this phenomenon may be that brave and talkative students were allocated more time in the group discussion. Introverted students played the role of a follower and they had little chance to communicate and express their opinions. In addition, the class size was large which contained nearly seventy students. Ada cannot take care of every student to make sure they joined the discussion. Therefore, it was a waste of time for the introverted students in communicative language teaching class since they cannot practice their communication ability and cannot learn language knowledge. All these problems need to be considered in a CLT classroom.

4 Review of the Related Language Teaching Material

In the class that I analyzed above, Ada used three teaching materials: textbook, supplementary material, flashcards for a quiz. In this part, I will review the textbook that used by Ada in the communicative language teaching class. The textbook is called “interchange”, which is usually used by foreign teachers whose native language is English. But because of the limited number of foreign teachers in senior high school in China and the large number of students, more and more teachers who have rich teaching experience begin to use this book to teach the oral English class.

4.1 Overview of the Textbook

This book contains 16 units in total and the topic of each unit is closely related to students' daily life, like friends, career, weather etc. Each unit contains two parts which can be called as “cycle1” and “cycle 2” and all the activities and exercises are closed related to the topic and function of those two cycles.

Section one contains six parts and it begins with a warm-up activity called “word power”, which aims to expand students' vocabulary about how to express their feelings. The following group work “how do you feel about moving to a foreign country” can help students understand the meaning of those words in real contexts. Then, the “perspective” and “grammar focus” parts show the application of grammar in real life and provide chances for learners to express their own feelings. The exercises in “grammar focus” provide controlled exercises and interchange activities between pairs or groups which can help students practice target grammar through oral communication. For example, students can acquire the knowledge of relative clause from the example on the top of page31, then, they have the grammar preparation to complete the sentence about living in a foreign country. After that, students need to work in groups to rewrite each sentence in another way. The next part is “pronunciation” which aims to develop students' ability to recognize the word stress in sentences. The last two parts is “discussion” and “snapshot”. “Discussion” part aims provide examples for questions related to going abroad. “Snapshot” introduces the customs of different nations which may expand student's vocabulary and encourage them to conduct an individual discussion.

The second section includes seven parts which aims to develop students' listening, speaking, writing ability. At first, students need to listen and practice a conversation about the customs of being invited to others' home, then, students need to discuss these customs in China. After the discussion, the “grammar focus” part aims to teach students two phrases: “be supposed to”, “be expected to” under the context of visiting someone. Students are expected to do use those two phrases to complete sentence about customs in United States and Canada. Then, the following four parts are listening, speaking, writing and interchange activity. The structure of each part is same, students need to do exercise at first to check their understanding of culture-related information, then, they need to do group work or pair work to discuss the related question. The last part is reading. There is a passage about culture shock, and it is taken from a journal of a chinses girl who is studying in Chicago. Students are required to read the article and match each journal entry with its main idea. Then, they need to do pair work to discuss the culture difference between China and Chicago.

4.2 Advantages

The textbook has many advantages. At first, each unit contains exercise of listening, speaking, writing, and speaking and it designed various activities like group discussion, poster design, pair work, role-play in target language etc. All these activities can help students practice the target language under the real context. This follows the principle of communicative language teaching that language can be learned through communication (Breshneh & Riasat, 2014).

Secondly, the topic of each unit is closely related to students' real life. Therefore, they can apply what they have learned in class to spontaneous communication in daily life. This means the teaching material can motivate students to engage in the learning process since they can benefit from the content of the textbook. In addition, this textbook is clearly organized and use vivid pictures to elicit students to understand the knowledge behind it. Students have many chances to interact with their peers through the instructions of text requirement in the book. Therefore, students are exposed to a communicative language learning environment in this student-centered classroom.

4.3 Disadvantages

However, this textbook also includes many disadvantages. Firstly, although there are many group work or pair work in each unit, the instruction of the text is unclear and sometimes confusing. For example, the instruction of group work in part five "discussion" is "think of two more questions to add to the list and asking and answering the questions in groups". Students needed to spend a lot of time thinking what questions they wanted to add at first, therefore, in the total 15 minutes discussion part, they used nearly ten minutes in silence to think about the question which is controversial to the communication aim of the group discussion.

Secondly, vocabulary is only designed to be taught in the warm-up activity without a detailed explanation of the meaning and usage. According to Coady & Huckin (1997), the best way to teach vocabulary is through elicitation since vocabulary cannot be used separately. Knowing which words can go together to form meaningful collocations under context is the foundation of developing advanced English skills (Hsu, 2007). The result of paying less attention to words is that students may do not have an interest in expanding their vocabulary. When they want to express their ideas in the future, they cannot find the exact word to describe their feelings. Thus, it is important to add some interactive activities to help students accumulate more words and make preparation for communication.

4.4 Conclusion

All in all, this book is clearly organized and aims to improve students' language ability through various kinds of exercises in speaking, writing, listening and reading as well as interactive activities such as role-play and group discussion. The arrangement of the contents and the activities can encourage students to participate in the learning process and provide more chances for them to practice and use the target language in the classroom. Therefore, this book is a breakthrough compared with the early grammar-focused textbook that used in China. The design of the textbook can encourage students to learn the target language by using and communicating in the process of second language acquisition.

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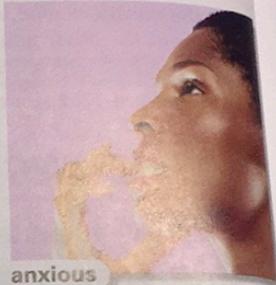
Appendix : the textbook

5 Crossing cultures

1 WORD POWER Culture shock

A These words are used to describe how people sometimes feel when they live in a foreign country. Which are positive (**P**)? Which are negative (**N**)?

anxious	embarrassed	insecure
comfortable	enthusiastic	nervous
confident	excited	uncertain
curious	fascinated	uncomfortable
depressed	homesick	worried



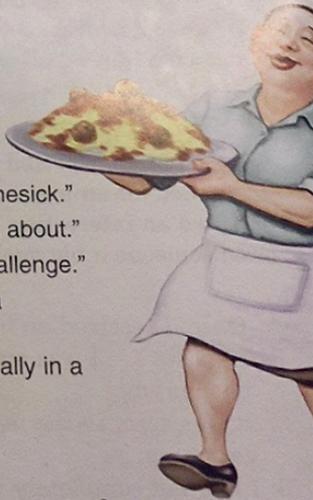
B Group work Do you live (or would you like to live) in a foreign country? How did you feel (or would you feel) about moving there?

“I think I’d be nervous and feel a little uncertain, but I’d be enthusiastic, too!”

2 PERSPECTIVES If I moved to a foreign country ...

A Listen to the people talk about moving to a foreign country. Would you have any of the same concerns?

- “One thing I’d really miss is my mom’s cooking.”
- “I’d be uncertain about the local food. I might not like it.”
- “Getting used to different customs might be difficult at first.”
- “My room at home is the thing that I’d miss the most. I’d be homesick.”
- “Communicating in a new language is something I’d be anxious about.”
- “Moving to a country with a very different climate could be a challenge.”
- “I’d be worried about getting sick and not knowing how to find a good doctor.”
- “Something I’d be nervous about is making new friends, especially in a foreign language.”



B Rank each concern in part A from 1 to 5. What is your biggest concern? Tell the class.

1 = Confident. I wouldn’t be worried about this at all.
 2 = Comfortable. I think this would be OK.
 3 = Uncertain. This might be a problem for me.
 4 = Insecure. This would make me nervous.
 5 = Anxious. I would really be uncomfortable about this.

3 GRAMMAR FOCUS

Noun phrases containing relative clauses

As a subject

One thing (that) I'd really miss is my mom's cooking.

Something (that) I'd be nervous about is making new friends.

Two people (who/that) I'd e-mail every day are my parents.

As an object

My mom's cooking is **one thing (that) I'd really miss**.

Making new friends is **something (that) I'd be nervous about**.

My parents are **two people (who/that) I'd e-mail every day**.

A Complete the sentences about living in a foreign country. Use the phrases below. Then compare with a partner.

my friends	trying new foods	making new friends	getting lost in a new city
my family	my favorite food	being away from home	not understanding people
getting sick	my room at home	speaking a new language	getting used to a different culture

1. One thing I'd definitely be fascinated by is ...
2. ... is something I'd really miss.
3. Two things I'd be homesick for are ...
4. ... are two things I'd be anxious about.
5. Something that would depress me is ...
6. ... is one thing that I might be embarrassed about.
7. The most uncomfortable thing would be ...
8. ... is something from home that I'd never miss.
9. One thing I'd be insecure about is ...
10. ... are two things I'd be very enthusiastic about.



B Now complete the sentences in part A with your own information.

C Group work Rewrite each sentence in another way. Then compare. Do others feel the same way?

1. Trying new foods is one thing I'd definitely be fascinated by.

4 PRONUNCIATION Word stress in sentences

A Listen and practice. Notice that the important words in a sentence have more stress.

Argentina is a country that I'd like to live in.

Speaking a new language is something I'd be anxious about.

B Pair work Mark the stress in the sentences you wrote in part A of Exercise 3. Then practice the sentences. Pay attention to word stress.

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