

# Role Of Communicative Language Teaching Approaches In Strengthening English Language Speaking Skills In ESL Learners

Dr. Naeem Fatima<sup>1</sup>, Sobia<sup>2</sup>, Mehrosh Azeem<sup>3</sup>

## Abstract

*This qualitative study explores ESL teachers' perspectives on the role of communicative language teaching (CLT) approaches in strengthening English language speaking skills among ESL learners. Fifteen ESL teachers from diverse educational backgrounds participated in semi-structured interviews, which were analyzed thematically to identify key themes and patterns. The findings revealed that teachers generally perceive CLT as effective in enhancing ESL speaking skills, citing the value of communicative activities in promoting authentic language use and fostering fluency and confidence among learners. However, teachers also encountered challenges in implementing CLT methodologies, including large class sizes, limited resources, and time constraints. Nonetheless, they emphasized the importance of adaptation and flexibility in overcoming these challenges and providing meaningful language instruction. The study underscores the dynamic nature of language teaching and the need for ongoing professional development and support for ESL teachers. Suggestions for enhancing language teaching practice include providing professional development opportunities, supporting classroom adaptation, promoting flexibility in instruction, advocating for policy changes, and encouraging reflective practice. By implementing these suggestions, institutions and educators can create supportive learning environments where ESL learners have the opportunity to develop their English language speaking skills authentically and effectively.*

**Keywords:** *ESL, communicative language teaching, speaking skills, teacher perspectives, professional development.*

## Introduction

In the vibrant tapestry of language acquisition, English as a Second Language (ESL) learners often find themselves navigating a labyrinthine journey towards proficiency in spoken English (Abdelrady & Akram, 2022). Several educational initiatives have also been taken by the policies (Akram, 2020; Akram & Yang, 2021) to achieve the learning targets such as integration of technology (Akram et al., 2021) and innovative digital tools and resources in Pakistan. In this linguistic odyssey, the role of communicative language teaching (CLT) approaches emerges as a beacon of hope, offering ESL learners not just a roadmap, but a transformative vehicle to bolster their speaking skills (Thamarana, 2015).

---

<sup>1</sup>Associate Professor, Humanities Department, College of Flying Training, Raisalpur.

<sup>2</sup>MS English Linguistics, Foundation University, Rawalpindi.

<sup>3</sup>Lecturer, ELT Department, NUML Islamabad.

As ESL classrooms increasingly embrace communicative pedagogies, the spotlight shifts towards understanding the nuanced perspectives of teachers—the architects and custodians of linguistic enlightenment (Akram & Abdelrady, 2023). Their insights unveil a rich tapestry of professional experiences (Li & Akram, 2023), challenges, and triumphs in the realm of ESL speaking skill development (Brown & Lee, 2015). At the heart of this inquiry lies a profound curiosity: How do communicative language teaching approaches fortify the edifice of English language speaking skills in ESL learners, as perceived by the custodians of language education?

This research endeavors to illuminate the multifaceted interplay between communicative language teaching approaches and ESL speaking proficiency from the vantage point of teachers in the context of Pakistan. By delving into their perspectives, we aim to uncover the mechanisms through which CLT strategies catalyze linguistic empowerment, fostering a dynamic environment where ESL learners can flourish.

Moreover, this exploration is not merely confined to the theoretical realm; it resonates deeply with the practical realities of ESL classrooms worldwide. As globalization continues to blur geographical boundaries and English emerges as the lingua franca of the digital age, the imperative to cultivate robust speaking skills becomes increasingly pressing. Teachers, therefore, stand as custodians of this linguistic metamorphosis, tasked with navigating the complex terrain of language teaching methodologies to equip their students with the tools for effective communication (Akram et al., 2020).

In the pages that follow, we embark on a journey of discovery, traversing the landscapes of communicative language teaching and ESL speaking proficiency through the lens of teacher perspectives. As we unravel the intricacies of this symbiotic relationship, we invite the reader to join us in exploring the transformative potential of CLT approaches in shaping the linguistic destinies of ESL learners.

1. How do ESL teachers perceive the effectiveness of communicative language teaching approaches in enhancing English language speaking skills among ESL learners?
2. What are the perceived challenges and opportunities encountered by ESL teachers in implementing communicative language teaching approaches to strengthen English language speaking proficiency in ESL classrooms?

### **Review of Literature**

The exploration of communicative language teaching (CLT) approaches and their impact on English language speaking skills in ESL learners is a rich tapestry woven with diverse scholarly perspectives and empirical insights. The roots of CLT can be traced back to the 1970s, when it emerged as a reaction against the limitations of traditional grammar-based approaches. Scholars such as Hymes (1972) and Canale (1980) laid the theoretical groundwork for CLT, emphasizing the importance of communication as the primary goal of language learning. Since then, CLT has evolved into a multifaceted paradigm encompassing various methodologies and techniques aimed at fostering authentic, meaningful language use.

Numerous studies have investigated the efficacy of CLT approaches in enhancing speaking skills among ESL learners. For instance, Ahmed and Pawar (2018) found that CLT methods, such as task-based learning and communicative activities, can significantly improve learners' speaking fluency and accuracy. Similarly, Richards and Rodgers (2014) highlight the role of interactive tasks and authentic communication in promoting speaking proficiency.

The perspectives of ESL teachers play a pivotal role in shaping the implementation and effectiveness of CLT approaches. Research by Hien (2021) underscores the importance of teacher beliefs and attitudes in driving pedagogical practices, suggesting that teachers' conceptualizations of language learning influence their instructional choices. Furthermore, studies by Milián (2021). and Nguyen et al. (2021) shed light on the challenges faced by teachers in adopting CLT methodologies, such as managing large class sizes and integrating technology into language instruction.

While CLT holds promise for enhancing speaking skills, its implementation is not without challenges. Lack of resources, institutional constraints, and cultural factors can impede the effective adoption of CLT principles in ESL classrooms (Mirzayev & Oripova, 2022). However, scholars such as Tao and Gao (2022) argue that these challenges present opportunities for innovation and adaptation, urging educators to embrace a flexible, learner-centered approach to language teaching.

Ramzan, & Alahmadi, (2024) have confirmed that technology task-based and culturally relevant framework implication is possible in ESL education. Chen and Ramzan (2024) have further stated that Facebook posts about learning English as a second language (L2) provide primary motivation for learners and promote their performance. Ramzan et al. (2023) have confirmed there are not any significant statistical differences among ESL motivational at gender levels. Ramzan et al. (2023) that continuous endeavor of educators worldwide is boosting the academic motivation of their students.

As the field of language education continues to evolve, there is a growing need for further research on the intersection of CLT approaches and ESL speaking proficiency. Future studies could explore the differential impact of CLT techniques on various learner populations, as well as investigate the role of teacher training and professional development in enhancing CLT implementation. Additionally, a deeper understanding of the sociocultural contexts in which CLT operates is essential for promoting inclusive, equitable language learning environments.

In summary, the literature review underscores the significance of CLT approaches in strengthening English language speaking skills among ESL learners, while highlighting the central role of teacher perspectives and pedagogical practices in shaping the landscape of language education. Building upon this foundation, the current study aims to contribute insights into the dynamic interplay between CLT methodologies and ESL speaking proficiency from the vantage point of teachers.

## **Theoretical Framework**

The theoretical framework underpinning this study draws upon key concepts and principles from communicative language teaching (CLT), and sociocultural theory research. These theoretical perspectives provide a robust foundation for understanding the complex dynamics at play in the relationship between CLT approaches and English language speaking skills in ESL learners, as perceived by teachers.

### **1. Communicative Language Teaching (CLT)**

At the heart of the theoretical framework lies CLT, which posits that language learning is most effectively achieved through meaningful communication and interaction (Richards & Rodgers, 1986). CLT emphasizes the importance of authentic language use in real-world contexts, where learners engage in communicative tasks that promote fluency, accuracy, and communicative competence (Richards, 2005). The principles of CLT serve as the guiding philosophy for this

study, framing the investigation into how CLT approaches contribute to the development of ESL speaking skills from the perspective of teachers.

## **2. Sociocultural Theory**

Sociocultural theory, as articulated by Vygotsky and Cole (1978), provides insights into the social and cultural dimensions of language learning. According to this perspective, language development is inherently intertwined with social interaction and cultural context. In the context of CLT, sociocultural theory underscores the importance of collaborative learning environments, where learners engage in authentic communicative exchanges with peers and teachers (Lantolf & Thorne, 2006). This theoretical lens informs the exploration of how social interaction and cultural factors influence the implementation and effectiveness of CLT methodologies in ESL speaking skill development.

By integrating these theoretical perspectives, this study seeks to elucidate the mechanisms through which CLT approaches contribute to the enhancement of English language speaking skills in ESL learners, as perceived by teachers. Theoretical insights from CLT, and sociocultural theory inform the design of research questions, data collection methods, and data analysis procedures, facilitating a holistic understanding of the complex dynamics inherent in language teaching and learning. Through the synthesis of theoretical frameworks, this study aims to contribute to the theoretical discourse on CLT and its implications for ESL speaking proficiency, while providing practical insights for language educators and policymakers.

### **Methodology**

The methodology employed in this study encompassed a qualitative research approach, specifically utilizing semi-structured interviews to explore ESL teachers' perspectives on the role of communicative language teaching (CLT) approaches in strengthening English language speaking skills among ESL learners.

Participants in this study were purposively sampled from a diverse range of ESL teaching contexts, including public schools, language institutes, and community centers. A total of 15 ESL teachers from different schools in Pakistan with varying levels of experience and educational backgrounds participated in the study. The sample comprised both native and non-native English speakers, ensuring a breadth of perspectives on CLT implementation and ESL speaking skill development.

### **Data Collection**

Semi-structured interviews were conducted with each participant to elicit their insights, experiences, and perspectives on the research topic (Magaldi & Berler, 2020). The interview protocol was designed to explore teachers' beliefs about CLT, their approaches to teaching speaking skills, perceived challenges and successes in implementing CLT methodologies, and suggestions for improving ESL speaking instruction. Interviews were conducted in-person or via video conferencing, depending on participant preferences, and lasted approximately 45-60 minutes each. All interviews were audio-recorded with participants' consent and subsequently transcribed for analysis.

### **Data Analysis**

Thematic analysis was employed to analyze the interview data and identify recurring patterns, themes, and categories related to teachers' perspectives on CLT and ESL speaking skill development (Joffe, 2011). The process involved familiarization with the data through repeated readings of the transcripts, followed by open coding to generate initial codes. Codes were then organized into broader themes through a process of iterative categorization and refinement.

The analysis was conducted manually, with researchers independently coding and cross-referencing the data to ensure reliability and validity. Any discrepancies were resolved through discussion and consensus among the research team.

### **Ethical Considerations**

Ethical approval was obtained from the relevant institutional review board prior to data collection, ensuring adherence to ethical guidelines for research involving human participants. Informed consent was obtained from all participants, who were assured of confidentiality and anonymity throughout the study. Participants were given the option to withdraw from the study at any time without consequences. Measures were also taken to protect participants' privacy and confidentiality during data collection, analysis, and dissemination.

### **Trustworthiness and Rigor**

To enhance the trustworthiness and rigor of the study, various strategies were employed, including member checking, peer debriefing, and triangulation of data sources. Member checking involved sharing preliminary findings with participants to validate interpretations and ensure alignment with their perspectives. Peer debriefing involved seeking feedback from colleagues and experts in qualitative research methodology to enhance the credibility and validity of the findings. Triangulation was achieved through the integration of multiple data sources, including interviews, field notes, and researcher reflections, to provide a comprehensive understanding of the research phenomenon.

### **Results**

The results of the study revealed a rich tapestry of insights and perspectives from ESL teachers regarding the role of communicative language teaching (CLT) approaches in strengthening English language speaking skills among ESL learners. Through thematic analysis of the interview data, several key themes emerged, shedding light on teachers' beliefs, experiences, and challenges in implementing CLT methodologies.

#### **1. Perceived Effectiveness of CLT**

The majority of participants expressed positive views regarding the effectiveness of CLT approaches in enhancing ESL learners' speaking skills. Teachers highlighted the value of communicative activities, such as role-plays, group discussions, and real-life simulations, in promoting authentic language use and fostering fluency and confidence in speaking. Few of the participants remarked,

"CLT allows students to actively engage in meaningful communication, which is essential for developing their speaking skills."

"I've found that incorporating communicative activities like role-plays and pair discussions really helps my students improve their speaking skills. They're more engaged and motivated to participate when they can use English in real-life situations."

"Absolutely, CLT allows students to practice speaking in a meaningful context, which is essential for fluency development. I've seen a noticeable improvement in my students' confidence levels since I started using communicative approaches."

#### **2. Integration of Speaking Skills**

Participants emphasized the importance of integrating speaking skills into all aspects of language instruction, rather than treating speaking as a standalone component. Many teachers

reported incorporating speaking tasks into reading, writing, and listening activities to provide holistic language practice. Few of the teachers stated:

"We integrate speaking tasks into every lesson to ensure that students have ample opportunities to practice and improve their speaking skills."

"I make sure to integrate speaking tasks into all aspects of our lessons. Whether we're reading a text, writing a composition, or listening to a dialogue, there's always an opportunity for students to practice speaking."

"Integrating speaking skills with other language skills not only provides more practice opportunities but also helps students see the interconnectedness of language use. It's a more holistic approach to language learning."

### **3. Challenges in CLT Implementation**

Despite the perceived benefits of CLT, teachers also encountered various challenges in implementing communicative approaches in their classrooms. Common challenges included large class sizes, limited resources, and time constraints. Additionally, some teachers expressed difficulty in balancing CLT principles with standardized testing requirements and curriculum guidelines. According to few of the participants:

"It can be challenging to implement communicative activities effectively in large classes with limited time and resources."

"One of the biggest challenges I face is managing large class sizes. It's difficult to give each student enough speaking practice when there are so many of them. I often have to get creative with group activities to ensure everyone gets a chance to speak."

"Time constraints and limited resources can also be challenging. Sometimes I feel like I have to rush through activities or make do with whatever materials are available. It's not always easy to maintain the ideal CLT environment."

### **4. Adaptation and Flexibility**

Teachers highlighted the importance of adaptation and flexibility in implementing CLT methodologies to suit the needs and preferences of their students. Many teachers reported modifying activities and tasks based on students' proficiency levels, interests, and cultural backgrounds. Flexibility was also key in navigating unforeseen challenges and constraints in the classroom. Few of the teachers stated:

"Being adaptable is essential in CLT. We need to be creative and flexible in our approach to meet the diverse needs of our students."

"I've learned to adapt my lessons based on my students' needs and preferences. If a particular activity isn't working well, I'm not afraid to switch gears and try something else. Flexibility is key in keeping the class dynamic and engaging."

"Absolutely, being flexible allows us to respond to the ever-changing dynamics of the classroom. It's important to be open to students' feedback and adjust our teaching strategies accordingly."

### **5. Professional Development Needs**

Several participants identified a need for ongoing professional development and support in effectively implementing CLT approaches. Teachers expressed a desire for training workshops, peer collaboration opportunities, and access to instructional resources and materials aligned with CLT principles. Few of the teachers stated:

"Continuous professional development is crucial for staying updated on best practices and enhancing our skills as CLT practitioners," noted one participant.

"I believe continuous professional development is crucial for staying current with CLT best practices. Attending workshops and conferences helps me discover new techniques and resources to enhance my teaching."

"Peer collaboration is also invaluable. Sharing ideas and experiences with fellow teachers allows us to learn from each other and grow together as educators. We need ongoing support and resources to effectively implement CLT approaches in our classrooms."

The results of the study provide valuable insights into ESL teachers' perspectives on the role of CLT approaches in strengthening English language speaking skills among ESL learners. While teachers generally view CLT positively and recognize its benefits for speaking skill development, they also face challenges in implementing communicative activities effectively. By highlighting the importance of adaptation, flexibility, and ongoing professional development, the study underscores the dynamic nature of CLT implementation and the need for support structures to facilitate effective language instruction.

## **Discussion**

The findings of this study offer valuable insights into ESL teachers' perspectives on the role of communicative language teaching (CLT) approaches in strengthening English language speaking skills among ESL learners. These insights are consistent with existing literature on CLT, teacher cognition, and language teaching methodologies, providing a deeper understanding of the complexities inherent in language instruction.

The positive views expressed by teachers regarding the effectiveness of CLT in enhancing ESL speaking skills align closely with previous research. Studies by Dos Santos (2020) and Byram (2020) have highlighted the benefits of communicative activities in promoting authentic language use and fluency development. Similarly, the integration of speaking skills into all aspects of language instruction resonates with the principles of CLT, which emphasizes the interconnectedness of language skills (Corbett, 2022).

However, the challenges identified by teachers in implementing CLT methodologies reflect longstanding issues documented in the literature. Large class sizes, limited resources, and time constraints have been cited as common barriers to effective CLT implementation (Dos Santos, 2020). Moreover, the need for adaptation and flexibility echoes Kohnke and Moorhouse (2022) emphasis on the importance of contextually appropriate teaching practices that respond to the diverse needs of learners.

The findings also underscore the significance of ongoing professional development and support for ESL teachers, a theme that has been widely documented in the literature. Akram et al (2022) and Dos Santos (2020) have highlighted the pivotal role of teacher training and professional learning communities in enhancing teachers' pedagogical knowledge and skills. By acknowledging the need for continuous learning and collaboration, teachers demonstrate a

commitment to improving their practice and staying abreast of current trends and research in language education.

### **Implications for Practice**

The insights gleaned from this study have several implications for language teaching practice. Firstly, they underscore the importance of creating supportive learning environments where students feel empowered to engage in authentic communication. By integrating speaking tasks into all aspects of instruction and providing ample opportunities for practice, teachers can foster a communicative classroom culture that prioritizes fluency and confidence development.

Secondly, the challenges identified by teachers highlight the need for institutional support and resources to facilitate effective CLT implementation. Schools and language institutes must prioritize professional development initiatives and provide teachers with the tools and materials necessary to succeed. Moreover, policymakers should consider the implications of standardized testing requirements and curriculum mandates on language teaching practices, ensuring that they align with the principles of communicative pedagogy.

Finally, the findings underscore the importance of ongoing research and dialogue within the field of language education. By engaging in reflective practice and sharing experiences with colleagues, teachers can continue to refine their instructional strategies and contribute to the collective knowledge base of the profession.

### **Limitations and Future Directions**

It is important to acknowledge the limitations of this study, including its reliance on a small, purposive sample of participants and the potential for bias in self-reported data. Future research could employ larger, more diverse samples and incorporate multiple data collection methods to enhance the validity and generalizability of the findings. Additionally, longitudinal studies could explore the long-term impact of CLT approaches on ESL speaking proficiency and investigate factors that contribute to sustained language development over time.

In conclusion, this study offers valuable insights into the practical realities of implementing CLT methodologies in ESL classrooms from the perspective of teachers. By aligning with previous literature and highlighting implications for practice, the findings contribute to a deeper understanding of the dynamic interplay between pedagogical theory and classroom practice in language education.

### **Conclusions**

The findings of this study shed light on ESL teachers' perspectives regarding the role of communicative language teaching (CLT) approaches in strengthening English language speaking skills among ESL learners. Through thematic analysis of interviews, several key themes emerged, including the perceived effectiveness of CLT, challenges in implementation, and the importance of adaptation and professional development. Overall, the majority of participants expressed positive views regarding the effectiveness of CLT in enhancing ESL speaking skills. They highlighted the value of communicative activities in promoting authentic language use and fostering fluency and confidence among learners. However, teachers also encountered challenges in implementing CLT methodologies, such as large class sizes, limited resources, and time constraints. Nonetheless, they emphasized the importance of adaptation and flexibility in overcoming these challenges and providing meaningful language instruction.

These findings underscore the dynamic nature of language teaching and the need for ongoing professional development and support for ESL teachers. By acknowledging the practical realities of CLT implementation and the importance of contextually appropriate



teaching practices, this study contributes to a deeper understanding of effective language instruction.

### **Suggestions**

Based on the findings of this study, several suggestions can be made to enhance language teaching practice and support ESL teachers in implementing CLT approaches:

1. Institutions should prioritize professional development initiatives to equip ESL teachers with the knowledge and skills necessary to effectively implement CLT methodologies. Workshops, training sessions, and peer collaboration opportunities can help teachers stay updated on best practices and enhance their instructional strategies.
2. Schools and language institutes should provide teachers with the resources and support needed to adapt CLT approaches to their specific teaching contexts. This may include access to instructional materials, technology, and support staff to assist with large class sizes and diverse learner needs.
3. Teachers should be encouraged to be flexible and creative in their approach to language instruction, adapting activities and tasks to meet the needs and preferences of their students. Emphasizing student-centered learning and providing opportunities for student input can enhance engagement and motivation in the classroom.
4. Policymakers should consider the implications of standardized testing requirements and curriculum mandates on language teaching practices. Aligning assessment practices with the principles of communicative pedagogy can support teachers in prioritizing speaking skills and authentic language use.
5. Teachers should engage in reflective practice to continuously evaluate and refine their instructional strategies. Peer observation, self-assessment, and feedback from students can provide valuable insights into the effectiveness of CLT approaches and areas for improvement.

By implementing these suggestions, institutions and educators can create supportive learning environments where ESL learners have the opportunity to develop their English language speaking skills authentically and effectively.

### **References**

- Abdelrady, A. H., & Akram, H. (2022). An empirical study of ClassPoint tool application in enhancing EFL students' online learning satisfaction. *Systems*, 10(5), 154.  
<https://doi.org/10.3390/systems10050154>
- Ahmed, S. T. S., & Pawar, S. V. (2018). Communicative competence in English as a foreign language: Its meaning and the pedagogical considerations for its development. *The Creative Launcher*, 2(6), 267-277.
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: an empirical evidence from Saudi Arabia. *Journal of Computers in Education*, 1-19.  
<https://doi.org/10.1007/s40692-023-00265-z>
- Akram, H., & Yang, Y. (2021). A critical analysis of the weak implementation causes on educational policies in Pakistan. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 25-28.
- Akram, H., (2020). Education Governance in Pakistan: A Critical Analysis of Challenges. *Journal of Social Sciences Advancement*, 1(1), 38-41.
- Akram, H., Raza, M., Jan, M. F., Aslam, S., & Nivin-Vargas, L. (2022). Identified leadership practices and teachers' professional development in Karachi, Pakistan: the moderation effect of training. *Education 3-13*, 1-18.

- Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors Contributing Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan. *International Journal of English Linguistics*, 10(6), 335-346. <https://doi.org/10.5539/ijel.v10n6p335>
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology Integration in Higher Education During COVID-19: An Assessment of Online Teaching Competencies Through Technological Pedagogical Content Knowledge Model. *Frontiers in Psychology*, 12, 736522-736522. <https://doi.org/10.3389/fpsyg.2021.736522>
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Byram, M. (2020). Teaching and assessing intercultural communicative competence: Revisited. *Multilingual matters*.
- Canale, M. (1987). The measurement of communicative competence. *Annual review of applied linguistics*, 8, 67-84.
- Chen, Z., Ramzan, M. (2024). Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as a second language learning *International Journal of English Language and Literature Studies*, 12(3), 123-138.
- Corbett, J. (2022). An intercultural approach to English language teaching (Vol. 36). *Multilingual matters*.
- Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109.
- Hien, L. T. (2021). Communicative language teaching in teaching esl for university students. *Journal of English Language Teaching and Applied Linguistics*, 3(6), 49-57.
- Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269293, 269-293.
- Joffe, H. (2011). Thematic analysis. *Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners*, 209-223.
- Kohnke, L., & Moorhouse, B. L. (2022). Facilitating synchronous online language learning through Zoom. *Relc Journal*, 53(1), 296-301.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and genesis of second language development*. Oxford: Oxford University Press, 2006.
- Li, S., & Akram, H. (2023). Do emotional regulation behaviors matter in EFL teachers' professional development?: A process model approach. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (9), 273-291.
- Magaldi, D., & Berler, M. (2020). Semi-structured interviews. *Encyclopedia of personality and individual differences*, 4825-4830.
- Milián, S. F. (2021). *Communicative Language Teaching. A Guide to the Teaching of English for the Cuban Context I*, 73.
- Mirzayev, A., & Oripova, S. (2022). Communicative method—a new approach in the practice of teaching foreign language. *Science and innovation*, 1(B6), 778-783.
- Nguyen, M. T., Minh, T. N., Pham, T. P., Phan, V. K., Duong, T. B., Nguyen, T. H., ... & Hoang, D. L. (2021). A Communicative Competence Model in English Language Undergraduate Program in Cantho University. *Multicultural Education*, 7(12).
- Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. *Global Digital & Print Media Review*, VI(II), 224-237. [https://doi.org/10.31703/gdpmr.2023\(VI-II\).15](https://doi.org/10.31703/gdpmr.2023(VI-II).15)
- Ramzan, M., Bibi, R., & Khunsa, N. (2023). Unravelling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. *Global Educational Studies Review*, VIII(II), 407-421. [https://doi.org/10.31703/gesr.2023\(VIII-II\).37](https://doi.org/10.31703/gesr.2023(VIII-II).37)
- Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212.
- Ramzan, M. & Alahmadi, A. (2024). The Effect of Syntax Instruction on the Development of Complex Sentences in ESL Writing, *World Journal of English Language* 14(4),25-32. <https://doi.org/10.5430/wjel.v14n4p25>
- Richards, J. C. (2005). *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.

- Richards, J. C., & Rodgers, T. S. (1986). Communicative language teaching. *Approaches and Methods in Language Teaching*. New York: Cambridge UP, 74-75.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Tao, J., & Gao, X. A. (2022). Teaching and learning languages online: Challenges and responses. *System*, 107, 102819.
- Thamarana, S. (2015). A critical overview of communicative language teaching. *International Journal of English Language, Literature and Humanities*, 3(5), 90-100.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- .