

Teachers' Perceptions of Communicative Language Teaching Approach in English Grammar Teaching

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Abstract

Over the decades, the reform and opening-up policy of the 1970s has pushed China to become increasingly connected to the world, leading to a growing demand for foreign exchange. The need for English language talents has promoted the transformation of teaching methods and reforms to the national curriculum. In the early 1980s, Communicative Language Teaching was introduced into the EFL setting in Chinese English classes. However, there is minimal time to practice speaking and communicating, and researchers have debated its applicability in China. This study aims to explore the effectiveness of Communicative Language Teaching in English grammar teaching in three public secondary schools; the current teaching environment affects its application, and the constraints that may prevent teachers from using it. Through semi-structured interviews, qualitative thematic data were collected from five English teachers working in three cities in Henan province. The results show that the uneven distribution of teachers between the capital city (Zhengzhou) and the other two prefecture-level cities (Xinmi and Xinxiang), the difference in the textbooks used, and the disparity in the English proficiency of the students led to five teachers' different views on the feasibility of CLT. The findings will provide pedagogical insights for Chinese English teachers and contribute to the government's efforts to improve Chinese public secondary schools' teaching and learning environment.

Keywords: Communicative competence, challenges and constraints of application, communicative language teaching, English grammar teaching, teachers' perceptions

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Introduction

With the rapid economic development, China's scientific and cultural exchanges with other countries are becoming frequent, increasing the demand for high-level, English-speaking talents. But communicating in English has been a weakness for Chinese people due to linguistic and cultural differences (Mi, Chen & Zhang, 2018; Zhang, Li & Wang, 2013). Meanwhile, traditional English teaching methods have lagged far behind the current needs of society, and the improvement of speaking ability has not received sufficient attention in China (Chen, 2022; Eng & Peidong, 2021).

Relevant studies have shown that most current English teaching is still test-oriented (Liu, 2022). Classroom activities where students practice English involve more analyses of linguistic forms, resulting in few opportunities for authentic speaking practice (Alakrash, 2021; Çiftci & Özcan, 2021). Against this background, the policy of *English Curriculum Standards for Compulsory Education (2011 Edition)* was released and explicitly pointed out the necessity of cultivating Chinese students' communicative competence, which coincides with the purpose of CLT.

However, most English teachers in China are still confused about what CLT is, how to use it, and when to use it (Chen, 2022; Liu, 2022; Sun, Wei & Young, 2022; Wu et al., 2023). They still follow traditional teaching methods in CLT-led classrooms, resulting in too much grammar learning and inadequate development of communicative competence for students (Alakrash, 2021). Moreover, discussions on the application of CLT are almost based on one background, without narrowing down to consider the diversity of different regions (Liu, 2015; Alakrash, 2021; Doeur, 2022; Han, 2022; Sun et al., 2022). Therefore, the following three questions will guide the entire process of the study:

1. What are the teachers' perceptions of applying CLT to English grammar teaching in secondary schools in China?
2. How does the current teaching environment affect the application of CLT in Chinese public secondary schools?
3. What are the factors that may prevent teachers from using CLT?

By exploring these issues, this research attempts to make a practical contribution to the application of CLT in English grammar teaching in Chinese secondary schools. It may help English teachers to gain a deeper understanding of CLT, thereby improving their pedagogical knowledge and teaching skills. Concerning teaching materials, education departments can be encouraged to broaden the selection of teaching materials and help teachers find authentic materials suitable for students. It can also point out the direction for the future development of English education in Chinese secondary schools.

Literature Review

Communicative Language Teaching

Communicative Language Teaching (CLT) is a fundamental teaching approach that focuses on developing learners' communicative competence (Radosavlevikj, 2021), the core theoretical concept that deals with knowledge and use. Hymes (1972) first proposed the "communicative competence" theory, emphasizing that linguistic competence is only a part of communicative competence and advocating that learners should use language concerning its grammaticality and acceptability. Then, based on the theory, Hymes (1972) formalized the concept of CLT. For a specific definition of communicative pedagogy, Wu et al. (2023) clarified that any classroom

activity should be based on authentic contexts, aim to develop students' communicative competence, and focus on the language output process to promote language acquisition effectively.

Communicative Competence

Savignon (2002) classified communicative competence into four components: grammatical competence (use of grammar knowledge), sociolinguistic competence (acquiring language knowledge and using expressions), strategic competence (native language and English usage strategies), and discourse competence (mainly refers to communication abilities) (Figure one).

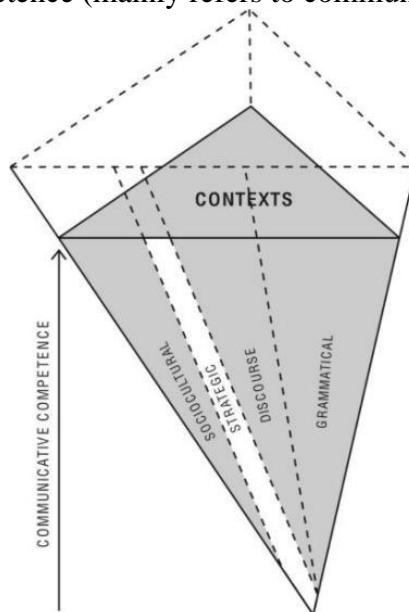


Figure 1. Components of Communicative Competence (Savignon, 2002, p.8)

Figure one shows that students develop and improve communicative competence through exercises within various environments. The four components of communicative competence are correlative and cannot be developed separately, nor can they be strung from one element to another. Instead, “when an increase occurs in one domain, that component interacts with others to produce a corresponding increase in overall communicative competence” (Savignon, 2002, p.8).

Arguments of CLT and Focus on Grammar

Beginning in the 1960s, the direction of language teaching shifted from structural to communicative orientation (Çiftci & Özcan, 2021). Despite that, there was no consensus about applying CLT to EFL contexts, as a misconception has arisen that CLT does not emphasize grammatical correctness (Chen, 2022). Some ELT (English Language Teaching) scholars, like Wu et al. (2023), pointed out the beneficial role traditional methods played in the EFL environment and suggested that it was more practical and productive than CLT in teaching and learning English grammar.

On the contrary, Radosavlevikj (2021) and Sun et al. (2022) argued that grammar teaching does not meet communicative needs. As Littlewood (1985, p.40) remarked, communicative language use was only possible by the grammatical system and its creative potential (as cited in Alamri, 2018). CLT can maintain its effectiveness by completing more authentic learning tasks with comprehensible input and learner's language output (Çiftci & Özcan, 2021; Eng & Jiayi, 2022). Therefore, despite its critics, CLT has gained widespread acceptance in language studies.

CLT in English Grammar Teaching in China

Other scholars, however, have taken skeptical positions, arguing that full implementation of CLT in Asia is virtually impossible (Eng & Jiayi, 2022). In Chinese English classrooms, both the Grammar Translation Method and the Communicative Language Teaching (CLT) method were employed (Wu et al., 2023). But since CLT was introduced to China in the 1970s, grammar teaching has still received more attention than CLT (Chen, 2022). For example, students in Zhang's (2023) research appeared to be reluctant to accept CLT because there was a mindset that it did not guarantee sufficient grammar knowledge to pass the exam. Teachers were also unaware of compatible grammar teaching and CLT (Chen, 2022). It was revealed by Wu et al. (2023) that China's EFL language environment determined that grammar should be taught within the framework of CLT because it originated from ESL contexts (Zhang, 2023).

On the other hand, CLT emphasized "student-centered" learning, with teachers' role changed from that of classroom controller to that of knowledge facilitator (Radosavlevikj, 2021). Nonetheless, Chinese students were accustomed to passively accepting grammar knowledge imparted by teachers (Eng & Jiayi, 2022), resulting in a mismatch between CLT and the Chinese language learning environment (Han, 2022). Furthermore, the lack of sufficient teaching experience of novice teachers and the adherence of senior teachers to traditional grammar teaching methods led to a lack of thorough understanding of CLT by both (Wu et al., 2023). Some teachers were skeptical about CLT's cultural adaptability and compatibility in the Chinese teaching environment (Mi et al., 2018; Han, 2022; Zhang, 2023).

What's more, most previous studies were conducted on a single teaching and learning environment (Alamri, 2018; Han, 2022; Zhang, 2023) or at most two groups (Doeur, 2022; Sun et al., 2022), without taking into account regional diversity. It is now an apt time to narrow the scope of research contexts and study the practicability of CLT in China. This research is intended to investigate teachers' perceptions of employing CLT to teach English grammar, the effect of contemporary teaching background on using CLT, and factors that may hinder teachers from using CLT.

Methods

Edmonds and Kennedy (2017) present that a case study is typically used with a phenomenological perspective, making it suitable for in-depth analysis of a finite number of participants and exploring a phenomenon's lived experience. This research conducted a qualitative case study to fulfill the research objectives.

Participants

According to Busetto, Wick and Gumbinger (2020), during a qualitative study, there should be a sampling plan to describe the sampling parameters (participants, settings, events, process) to be consistent with the purpose of the study. Given the nature of this qualitative study, a purposive sampling plan was used as the research term for qualitative sampling was purposive (Creswell, 2012). Also, concerning that any macro and micro phenomenon being studied can be seen as a case (Creswell, 2012). In this research, Henan Province was chosen as the study location as Henan was the researcher's hometown, and it was convenient for the researcher to invite participants. Five qualified in-service teachers in three public secondary schools in Henan province were invited. Two of them taught in Zhengzhou (provincial capital) and two in Xinmi (prefecture-level cities), coupled with the rest in Xinxiang (prefecture-level city). The age of teaching, the level of

schooling, different experiences, and regional differences were all consideration factors. But considering the consistency of student levels and stages of education, this study was limited to choosing second-year public secondary schools as a reference (see Table one).

Table 1. *Participants' Information*

Participant	Gender	Age	Teaching Age	Students Grades	Region	Field of Study
T1	Female	43	30	8	Zhengzhou	English Bachelor Education
T2	Female	27	5	8	Xinxiang	Education Bachelor
T3	Female	26	4	8	Xinmi	Education Bachelor
T4	Female	26	4	8	Xinmi	Education Bachelor
T5	Female	56	34	8	Zhengzhou	Education Bachelor

Research Instruments

Five participants' perceptions during the semi-structured interviews were recorded and transcribed into English. The data was processed by N-vivo software and analyzed thematically into each code deductively following the framework of Dubin and Olshtain (1986), as it was comprehensive and covered six influential elements of the EFL context (see Figure two).

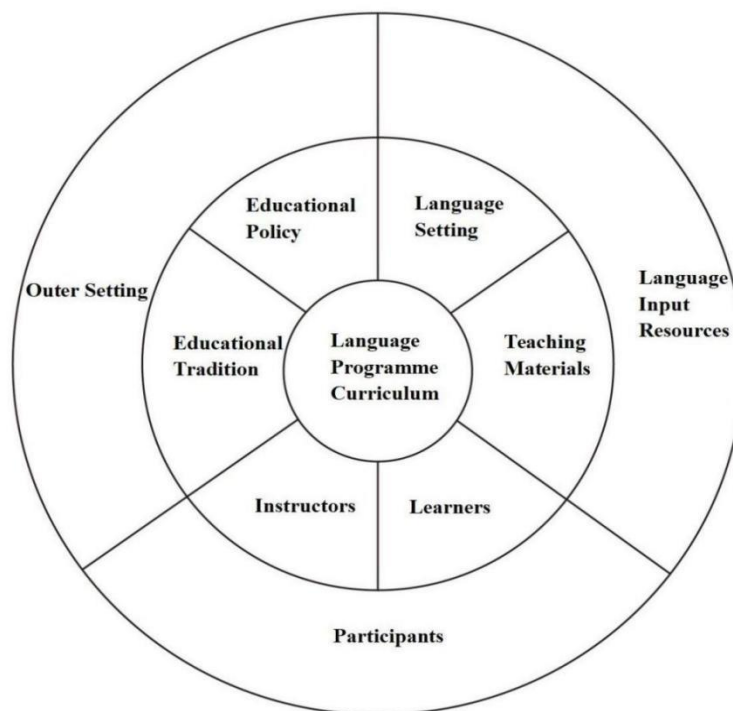


Figure 2. Elements of an EFL Context (Dubin & Olshtain, 1986, p.96)

Research Procedures

This research was divided into three stages. First, to ensure reliability, the draft interview protocol included guiding questions designed to guarantee that nothing important was omitted and that

appropriate question wording was used. Second, semi-structured interviews were conducted in each participant's office to encourage participants to state their views (Busetto et al., 2020), and the recording process was taken place simultaneously after the participants' consents were obtained. Third, thematic analysis was performed to analyze the qualitative data.

Results

To present results, data collected from interviews as emerging themes will be discussed about Dubin and Olshtain's (1986) theoretical framework. The results indicated that though participants were all from public secondary schools, different perceptions of the feasibility of CLT occurred.

Participants—instructors

The influence of past learning experiences on grammar teaching

First, two senior participants who had been teaching for more than thirty years expressed unapprehended and resistant thoughts about CLT (see Table two).

Table 2. *Participants' discomfort with the new teaching approach*

Participants	Response	Theme
T1	We have gotten used to explaining grammar rules deductively in Chinese...then wrote a lot of words or grammar... students followed and kept taking notes...	Deductive teaching of grammar
T5	The exam-oriented education did not set extra while-class and after-class activities to practice speaking...grammar should even be considered the top priority in teaching...	Exam-oriented education, focus on grammar

Years of teaching experience had persistently led participants to insist that grammar was the priority and that CLT did not emphasize grammatical correctness. Apart from senior teachers' dedication, some novice teachers subconsciously conveyed the same perception. T2, who has just started her career as a teacher, remarked on the teaching approach that her English teacher used when she was a student and deemed that "traditional grammar teaching...and test-oriented English education...still useful for preparing students for exams".

Uneven distribution of high-quality teachers among cities

When asked about teaching faculty, a participant in Ximmi (T4) complained that her school was in absence of qualified, postgraduate-level teachers due to backward economic development and their unwillingness; she said, "More than half of the teachers in my school were over 40 years old, and quite a few had only college or bachelor's degrees."

Also, a participant from Xinxiang suggested that CLT might be more feasible for schools in the provincial capital city, "Zhengzhou set the highest requirements for capable teacher recruitment, including educational background, integrated language skills, and well-prepared teaching abilities. Well-paid treatment by the government could retain them".

Participants—learners

The Disparity in students' English proficiency

CLT demands a high standard of communicative competence. When asked about the constraints of adopting CLT, three participants mentioned (see Table three):

Table 3. *Differences in students' English proficiency*

Participants	Responses	Themes
T2	could not express fluently without fixed sentence patterns and expression templates...	Weak oral expression
T3	adoption of CLT depends largely on students' English proficiency...	
T4	Their current English proficiency was not yet adapted to the CLT approach after consideration.	
T1	Students from Zhengzhou were cultivated cultural and language qualities from childhood, and they will be more receptive to CLT.	students' English proficiency
T5	They will become more active... show great interest... and enjoy participating... in the class.	

Notably, they all showed the constraints of adopting CLT, while the other two teachers from Zhengzhou (T1 and T5) faced no such troubles (see Table three). The comparison made it clear that the disparity in students' English proficiency due to regional differences in literacy and education levels made teachers cautiously consider using CLT.

Acceptance of Communicative Language Teaching

On the contrary, reviewing classroom performance, participant T2 voiced, "They preferred to participate in communicative activities than doing drill-and-practice grammar exercises..." and T3 praised that their grammatical knowledge might effectively improve through CLT, "Students today were more articulate than those of our time. They were no longer afraid to speak out".

However, for those students who were more dependent on teachers' explicit explanations of grammar, they preferred the traditional way of teaching grammar. As T3 remarked, "For students with poor language basis, they may not get much improvement from CLT... teachers were needed to summarize and explain knowledge explicitly and deductively". Consequently, full implementation of CLT was almost impossible.

Language input resources—teaching materials

Over-reliance on the textbook

When asked how employed CLT in classrooms, the typical response was an over-reliance on textbooks. The current textbook, *Go for It*, is used for public secondary schools (grades 7-9) in China. Each unit consisted of two sections and involved four language skills—Listening and Speaking-Roleplay in Section A, Reading and Writing-Self Check in Section B (see Appendix A). Participants from Zhengzhou suggested using CLT in section A, as T5 said, "Section A of each unit had a task module that required students to do communicative activities such as role-play...". T1 also clarified, "... the first few sections of each unit focused on listening and speaking objectives and required grammar knowledge to be covered in the conversation, so I used CLT there".

Notwithstanding, *Go For It*, as the only textbook, was wholly relied upon and followed by participants. The content of Section A was an indispensable element for designing communicative activities.

Language input resources—language setting

The lack of an authentic environment

Given that CLT originated from a native-speaking context, participants mentioned the situation when expressing views on the practicability of CLT in China (see Table Four).

Table 4. *Participants' statements on the lack of an authentic environment*

Participants	Responses	Themes
T1	CLT required an authentic language context... because after classroom learning, students chatted in Chinese ... they all communicated with parents in Chinese...though	lack of an authentic environment could weaken the effectiveness of CLT
T5	some were well-educated parents, most did not possess such competence.	

This led to unsatisfactory results despite teachers' best efforts to assign after-school speaking tasks. The language learning environment loses its practical purpose due to the discrepancy between purposefully designed classroom activities and students' actual lives.

Outer setting—educational policy

Examination-oriented

A deeply ingrained feature of Chinese education was exam-oriented education, which put tremendous pressure on teachers (See Table five).

Table 5. *Participants' complaints about China's test-oriented examination*

Participants	Responses	Themes
T2	I am currently teaching in Grade 9, a stage where students will soon take high school entrance exams. They are under a lot of pressure.	Teaching for exam purposes
T1	at least two-thirds of my teaching time was spent preparing students for the upcoming High School Entrance Examination...	
T4	<i>students' exams were still dominated by grammar knowledge...it was the most important teaching task...</i>	Full of grammar knowledge in Chinese English exam
T3	CLT focused more on fluency than language accuracy...it may not be applicable for exam preparation...	
T5	the test should be more focused on students' communicative competence... Otherwise, it's like what we used to call 'dumb English...	Transfer of test orientation

It can be seen that speaking had not received sufficient attention because it was not part of the exam in China. Nevertheless, one senior participant (T5) considered that language-applied ability was more critical than grammar and exams (see Table five) and indicated that grammar is a necessary foundation for English learning.

Goals of the English curriculum in NECS

Furthermore, T5, a senior teacher, only she complained about the policy that "*the New Curriculum Standards* mentioned too many teaching objectives... using only one teaching method in the classroom may not achieve the goals required by the policy". Therefore, cultivating students' comprehensive language competence requires a combination of different English teaching methods should be suggested to accelerate the realization of the teaching objectives.

Outer setting—educational policy

Grammar-based English teaching

It was evident from detailed descriptions of the five participants that they tended to emphasize the mastery of grammar. Nonetheless, T5, advised by her thirty years of teaching experience, "We should encourage students to discover grammar rules on their own as they learn." Likewise, T4, a novice teacher with four years of teaching, suggested that "students should learn English

inductively; I just help them summarize the grammar rules rather than explaining English in Chinese at the beginning.” (T4)

The results showed that teachers' past learning experiences as students negatively influence on their grammar instruction. Besides, the uneven distribution of teaching faculty and disparities in students' English proficiency among the three cities affect teachers' acceptance of the Communicative Language Teaching approach. As for the textbook *Go for It*, the findings revealed that even when CLT was applied to the classroom, participants were overly reliant on the book, so CLT was still based on a traditional teaching.

Last but not least, the lack of an authentic English learning environment causes students to be unable to learn grammar knowledge and improve their comprehension effectively through CLT. Grammar teaching under CLT cannot be implemented effectively. Ultimately, whether or not CLT is used appropriately in the Chinese English classroom also depends on the specific education and learning environment.

Discussion

Question One: What are the teachers' perceptions of applying CLT to English grammar teaching in secondary schools in China?

This research revealed that all teachers agreed to some extent that CLT contributed to students' grammar learning. However, given the linguistic and cultural contexts, CLT may not be as effective as expected in China. Since English in China is a foreign language, not a second language as it is in Malaysia or Thailand, Mandarin (Putonghua) remains dominant. It is used as the official lingua franca of the country and the primary language of school instruction (Mi et al., 2018). Such an EFL environment has been subtly influencing how Chinese people learn English, creating a conflict between the Chinese context and the employment of the CLT approach.

From teaching perspectives, as indicated in the five participants and other studies concerning the application of CLT (Çiftci & Özcan, 2021; Radosavlevikj, 2021; Sun et al., 2022), they held unacceptable attitudes, presenting that CLT did not emphasize grammatical correctness. This finding was consistent with Eng and Jiayi (2022), who insisted that novice teachers' lack of pedagogical knowledge and experience and veteran teachers' stubborn adherence to traditional teaching approaches led to a lack of understanding of CLT.

In addition, the uneven distribution of teaching faculty led to a constraint on using CLT in local cities outside of Zhengzhou. Likewise, the study of Sun et al. (2022) on teachers' views on CLT in a Chinese metropolitan area and Doeur's (2022) study of a school in a Cambodian slum showed that teacher disparities between cities lead to different teaching outcomes. Consequently, full implementation of CLT was almost impossible though Alakrash (2021) and Doeur (2022) believed that CLT was a more flexible approach to which most students were more receptive.

Question Two: How does the current teaching environment affect the application of CLT in Chinese public secondary schools?

From the findings, teachers' understanding of CLT was inadequate. Because they are not aware of the authentic context required to complete the language task and the communicative purpose behind the task (Eng & Jiayi, 2022), this led to unsatisfactory results in the true purposes of CLT despite teachers' best efforts to assign after-school speaking tasks.

Additionally, in China's test-oriented education environment, many teachers sacrifice teaching fluency to improve language accuracy and test scores. According to the participants, CLT was time-consuming. It did not guarantee students learn enough grammar to pass the exam, echoing

the relevant study conducted by Alakrash (2021). However, Wu et al. (2023) considered language applied ability more critical than grammar and exams. Similarly, Çiftci and Özcan (2021) argued that linguistic competence was integral to communicative competence. Thus grammar could not be considered unimportant.

Also, less attention of the participants was paid to the development of speaking skills due to the lack of standardized official tests of spoken English in secondary schools (Alamri, 2018). Teachers then neglected to develop students' speaking skills. As a result, CLT could not be widely implemented in classroom teaching.

Question Three: What factors may prevent teachers from using CLT?

This study also showed a gap between the capital city (Zhengzhou) and the other two cities (Xinxiang and Xinmi) in the province in terms of teaching quality, teachers' background, and students' English proficiency, which led participants to hold different views on the feasibility of CLT. Compared to the two teachers working in Zhengzhou, the other three hesitated to accept that CLT might complicate English courses and reduce students' learning motivation.

Schools in Zhengzhou usually have high standards when recruiting teachers. They provided teachers with high salaries, training, and extensive career development, so many highly qualified or versatile teachers prefer working in Zhengzhou. The situation has resulted in an uneven distribution of the teaching force in different cities in a province.

Furthermore, as the only unified textbook across the nation, *Go For It* gave participants little freedom to choose their teaching materials suitable for students, resulting in a mismatch between the syllabus and the purpose of the CLT. Therefore, all these factors become the constraints that limit teachers' understanding and application of CLT.

Conclusion

This study chose China's three public secondary schools in one province to investigate the practicability of CLT in teaching English grammar and to gain insight into teachers' perceptions of using CLT. The findings revealed that this method did not achieve the expected educational results. Teachers' past learning experiences, the uneven distribution of teaching faculty and disparities in students' English proficiency, the only unified textbook, students' preference for grammar knowledge than communication, the lack of a systematic set of standard speaking tests and rating criteria, and the EFL English learning environment were all the causes.

It is proposed to set the future transformation in using CLT in secondary school classrooms by establishing a standardized English-speaking test and evaluation criteria like IELTS. Moreover, to narrow the education quality between cities, local governments should bring in more professional teachers to improve educational quality and students' awareness of oral expression. Regarding teaching materials, teachers should combine the theoretical knowledge of textbooks to find a more authentic corpus close to students' daily lives and design communicative activities with exact purposes.

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Appendices Appendix A Textbook Example (Unit 1)

UNIT 1

Section A

What's the matter?

Language Goals:
Talk about health problems and accidents.
Give advice.

1. Look at the picture. Write the correct letter [a-i] for each part of the body.

a. arm	b. back	c. ear	d. eye	e. foot
f. hand	g. head	h. leg	i. mouth	
_____	_____	_____	_____	_____

2. Listen and look at the pictures. Then number the names [1-5].

Nancy _____ Sarah _____ David _____
Ben _____ Judy _____

**3. Look at the pictures. What's the matter with Judy?
B. She talked too much yesterday and didn't drink enough water. She has a very sore throat now.**

4. Read the passage. Do you think it comes from a newspaper or a book? How do you know?

Bus Driver and Passengers Save an Old Man

At 9:00 a.m. yesterday, bus No. 26 was going along Zhonghua Road when the driver saw an old man lying on the side of the road. A woman next to him was shouting for help.

The bus driver, 24-year-old Wang Ping, stopped the bus without thinking twice. He got off and asked the woman what happened. She said that the man had a heart problem and should go to the hospital. Mr. Wang knew he had to act quickly. He told the passengers that he must take the man to the hospital. He expected most or all of the passengers to get off and wait for the next bus. But to his surprise, they all agreed to go with him. Some passengers helped Mr. Wang to move the man onto the bus.

Thanks to Mr. Wang and the passengers, the man was saved by the doctors in time. "I wish that more people don't want to help others because they don't want any trouble," says one passenger. "But the driver didn't think about himself. He only thought about saving a life!"

5. Read the passage again and check (✓) the things that happened in the story.

- Wang Ping was the driver of bus No. 26 at 9:00 a.m. yesterday.
- Bus No. 26 hit an old man on Zhonghua Road.
- The old man had a heart problem and needed to go to the hospital right away.
- The passengers on the bus did not want to go to the hospital, so only Wang Ping went with the woman and old man.
- Some passengers helped to get the old man onto the bus.
- The old man got to the hospital in time.

6. Discuss the questions with a partner.

- Why was Wang Ping surprised that the passengers agreed to go to the hospital with him?
- Did the passengers think Wang Ping did the right thing? How do you know?
- Do you agree that people often do not help others because they do not want to get into trouble? Why or why not?

UNIT 1

Section B

What's the matter?

1. Listen and number the pictures [1-5] in the order you hear them.

2. Listen again. Match the problems with the advice.

1. fever	a. lie down and rest
2. stomachache	b. drink some hot tea with honey
3. cough and sore throat	c. see a dentist and get an X-ray
4. toothache	d. take your temperature
5. cut myself	e. put some medicine on it

3. Make conversations using the information in 2a and 2b.

4. Role-play the conversation.

Mandy: Lisa, are you OK?
Lisa: I have a headache and I can't move my neck. What should I do? Should I take my temperature?
Mandy: No, it doesn't sound like you have a fever. What did you do on the weekend?
Lisa: I played computer games all weekend.
Mandy: That's probably why. You need to take breaks away from the computer.
Lisa: Yeah, I think I sat in the same way for too long without moving.
Mandy: I think you should lie down and rest. If your head and neck still hurt tomorrow, then go to a doctor.
Lisa: OK. Thanks, Mandy.

Focus

What's the matter? I have a stomachache. You shouldn't eat so much next time.
What's the matter with Ben? He hurt himself. He has a fever. He should lie down and see a doctor.
Do you have a fever? Yes, I do. No, I don't. I don't know. He should see a dentist and get an X-ray.
Does he have a toothache? Yes, he does. She should take her temperature.
What should she do? She should take her temperature.
Should I put some medicine on it? Yes, you should. No, you shouldn't.

5. Fill in the blanks and practice the conversations.

- A: I hurt _____ when I played basketball yesterday. What _____ I do?
B: You _____ see a doctor and get an X-ray.
- A: _____ the matter?
B: My sister and I _____ sore throats. _____ we go to school?
- A: No, you _____ a fever?
B: No, he _____ He _____ a stomachache.
- A: He _____ drink some hot tea.

6. Circle the best advice for these health problems. Then add your own advice.

- Jenny cut herself. She should (get an X-ray / put some medicine on the cut).
My advice: _____
- Kate has a toothache. She should (see a dentist / get some sleep).
My advice: _____
- Mary and Sue have colds. They shouldn't (sleep / exercise).
My advice: _____
- Bob has a sore back. He should (lie down and rest / take his temperature).
My advice: _____

7. One student mimes a problem. The other students in your group guess the problem and give advice.

Name	Problem	Advice
Liu Peng	fall down	go home and rest

**8. A: What's the matter? Did you hurt yourself/playing soccer?
B: No, I didn't.
C: Did you fall down?
B: Yes, I did.
D: You should go home and get some rest.**

UNIT 1

Section C

What's the matter?

1. When these accidents happen, what should you do? Put the actions in order.

Put a bandage on it. _____
Run it under water. _____
Put some medicine on it. _____

2. Listen to the school nurse. Check (✓) the problems you hear.

Problems	Treatments	Problems	Treatments
Someone felt sick.	✓ a. took his temperature	b. c	Someone had a nosebleed.
Someone cut his hair.	Someone hurt his back.	Someone got hit on the head.	
Someone had a fever.	Someone got hit on the head.		

3. Listen again. Write the letter of each treatment next to the problems you checked in the chart above.

- put a bandage on it
- took his temperature
- told him to rest
- put some medicine on it
- took him to the hospital to get an X-ray
- told her to put her head down

4. Role-play a conversation between the nurse and the teacher. Use the information in 1b and 1c.

A: Who came to your office today?
B: First, a boy came in. He hurt himself in P.E. class.
A: What happened?
B: _____

UNIT 1

Section D

What's the matter?

1. Accidents or problems can sometimes happen when we do sports. Write the letter of each sport next to each accident or problem that can happen.

A = soccer B = mountain climbing C = swimming

_____ fell down _____ had problems breathing _____ got hit by a ball
_____ got sunburned _____ cut ourselves _____ hurt our back or arm

2. Read the passage and underline the words you don't know. Then look up the words in a dictionary and write down their meanings.

He Lost His Arm But Is Still Climbing

Arno Rablton is an American man who is interested in mountain climbing. As a mountain climber, Arno is used to taking risks. This is one of the exciting things about doing dangerous sports. There were many times when Arno almost lost his life because of accidents. On April 26, 2003, he found himself in a very dangerous situation when climbing in Utah.

3. Finding the Order of Events

Writers describe events in a certain order. Finding the order of the events will help you understand what you are reading.

On that day, Arno's arm was caught under a 360-kilo rock that fell on him when he was climbing by himself in the mountain. Because he could not free his arm, he stayed there for five days and hoped that someone would find him. But when his water ran out, he knew that he would have to do something to save his own life. He was not ready to die that day. So he used his knife to cut off his right arm. Then, with his left arm, he hanged himself so that he would not lose too much blood. After that, he climbed down the mountain to find help.

After losing his arm, he wrote a book called *Between a Rock and a Hard Place*. This means being in a difficult situation that you cannot seem to get out of. In this book, Arno tells of the experience of making good decisions, and of being in control of one's life. His love for mountain climbing is so great that he kept on climbing mountains even after this experience.

Do we have the same spirit as Arno? Let's think about it before we find ourselves "between a rock and a hard place", and before we have to make a decision that could mean life or death.

Words	Meanings
_____	_____
_____	_____

4. Read the statements and circle True, False or Don't Know.

1. Arno almost lost his life three times because of climbing accidents.	TRUE	FALSE	DON'T KNOW
2. Arno had a serious accident in April 2003.	TRUE	FALSE	DON'T KNOW
3. Arno ran out of water after three days.	TRUE	FALSE	DON'T KNOW
4. Arno went his back before his serious accident.	TRUE	FALSE	DON'T KNOW
5. Arno still goes mountain climbing.	TRUE	FALSE	DON'T KNOW

5. Read the passage again and answer the questions.

- Where did the accident happen on April 26, 2003?
- Why couldn't Arno move?
- How did Arno free himself?
- What did Arno do after the accident?
- What does "between a rock and a hard place" mean?

6. Put the sentences in the correct order. Then use them to tell Arno's story to your partner. Try to add other details from the reading.

_____ On April 26, 2003, he had a serious mountain climbing accident.
_____ Arno loved mountain climbing and didn't mind taking risks.
_____ Arno did not give up after the accident and keeps on climbing mountains today.
_____ He wrote a book about his experience.
_____ Arno lost half his right arm from the 2003 accident.

7. Imagine you are the school nurse and a student just had an accident or a health problem. Make notes about what he/she should and shouldn't do.

Accident or health problem	He/She should	He/She shouldn't do
_____	_____	_____

8. Write a conversation between the nurse and the student using the notes in 7a. Use the questions and phrases below to help you.

Self Check

1. Write different health problems next to the body parts. Then write more health problems you know of.

Head	_____
Ear	_____
Throat	_____
Tooth	_____
Stomach	_____
Other problems	_____

2. Put these questions and answers in order to make a conversation.

I hurt myself playing soccer. I have a sore leg. _____ What should I do?
I think you should see a doctor and get an X-ray. _____ OK, thanks. I'll do that now.
What's the matter? _____ Oh, that doesn't sound good.

3. Write advice for these people.

- Problem: Alan cut himself.
Advice: _____
- Problem: Cindy has a headache.
Advice: _____
- Problem: My cousin has bad colds.
Advice: _____
- Problem: Jack hurt his back playing volleyball.
Advice: _____