

PROSPECTS AND CHALLENGES OF COMMUNICATIVE APPROACH IN EFL CONTEXT

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Abstracts

Since 20th century, language teaching approaches and methods have been consistently oscillating from one end to the other following successive changes in linguistic ideologies and learning theories. Grammar translation, direct method, audio-lingual, Suggestopedia, Silent Way, Total Physical Response and so forth had been in application in many countries with slight modifications. However, none of these methods were able to accommodate learners' diverse communicative intentions, learning needs and interests. Therefore, to makeup the failures of these methods and approaches, the most liberal and eclectic approach, CLT, emerged in to sphere of existence in the early 1970s. Instantaneously, most non native users of English have adopted the approach in to their own context. While, some other countries which felt sceptic about the compatibility of the approach and obsessed with situational language teaching methods were bound to adopt the liberal approach in to their own situation lately. Yet, irrespective of this, empirical literature revealed that there still exists a mismatch between theoretical presumptions and practical implementation of the approach in many countries where English services as a foreign language chiefly because of intricate delusions and lack of vivid conceptual understanding of the approach. Thus, the intention of this article is to elucidate the prospects and challenges detracting the application of communicative approach in EFL context on the bases of varieties of recent empirical and theoretical literature.

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1. Introduction

There seem slight variations in the understanding of communicative language teaching among scholars, language teaching professionals and language learners because of the theoretical foundation on which it has been premised. Richards explained communicative approach as a set of principles about goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning, the roles of teachers and learners, and the role of instructional materials in EFL classroom (Richards, 2006). For the present discussion therefore, the definition suggested in here could be used as spring ground. Entomologically, communicative approach to language teaching was primarily an intellectual property of European council of experts emanated from the changes in the British situational language teaching approach dating from the late 1960s (Richard & Rodgers, 2001). It mainly stems from psycho-linguistic and socio-cultural theories, with considerable emphasis on meaning communication and with a goal of developing learners' 'communicative competence' (Savignon, 2002). The approach emerged as a prominent language teaching method and gradually replaced the previous traditional approaches and methods of language teaching. The concept of communicative competence was introduced by Hymes for the first time in the mid-1960s and tremendous number of scholars and researchers has contributed to the development of theoretical assumptions and practical implementation of communicative approach to language teaching. These may include: (Savignon, 2002); (Canale, 1983); (Littlewood, 1981); (Nunan, 1989) & (Widdowson, 1990).

Hymes raised the issue of communicative competence in contrast to linguistic competence which Noam Chomsky used for the first time. At its entirety, competence represents proficiency at expression, interpretation and negotiation for meaning. Thus, Chomsky explained that at the ground of concrete language utilization for communication, there exist an abstract rule system which inspire knowledge of grammar of the language used by the native speakers, which is termed as speakers' linguistic competence. In contrast, Hymes contends that in addition to what Chomsky stressed, the native speakers are expected to have another comprehensive rule system which is termed as 'communicative competence'. Therefore, in Hymes' view, language was considered as a social and psycholinguistic phenomenon; therefore, syntax and language forms were understood not as autonomous contextual structures, but rather as meaning resources used

in particular conventional ways and successfully developed through social interaction and integration of others' speech (Warschauer & Kern, 2000).

2. Objectives of the Article

1. To present the essence of communicative approach
2. To describe means and ends of communicative approach
3. To illustrate major challenges of communicative approach

3. Principles of Communicative Approach

Different scholars have been suggesting principles of communicative approach to language teaching differently to mean the same thing. For instance, (Richards & Rodgers, 2001) presented three most valid learning principles: communication principles, task principles and meaningfulness principles. However, as an advocator of cooperative language learning principles, Berns also presented eight fundamental and comprehensive principles of communicative approach:

- ❖ Language teaching is based on a view of language as communication, i.e. language is seen as a social tool which speakers and writers use to make meaning; we communicate about something to someone for a purpose, either orally or in writing.
- ❖ Diversity is recognized and accepted as part of language development and use in second language learners and users as it is with first language users.
- ❖ A learner's competence is considered in relative, not absolute terms of correctness.
- ❖ Language variety is recognized as a viable model for learning and teaching.
- ❖ Culture is recognized as instrumental in shaping speakers' communicative competence, in both first and subsequent languages.
- ❖ No single methodology or fixed set of techniques is prescribed.
- ❖ Language use is recognized as serving the ideational, the interpersonal, and the textual functions, as defined by Halliday, and is related to the development of learners' competence in each.
- ❖ It is essential that learners be engaged in doing things with language- that is, that they use language for a variety of purposes, in all phases of learning (Berns, 1990, p. 104)

Hence, the application of communicative approach needs careful understanding and substantiation of these grounded principles at classroom situation. Therefore, it is possible to mean that one can judge EFL class whether it is communicative or not just by observing and measuring the degrees

of application of these principles in classroom situation. Hence, understanding the principles in its own takes care of the application of these theories and principles at classroom situation.

4. Goals of Communicative Language Teaching

The purpose of communicative approach to language teaching is chiefly meant to promote learners' whole rounded communicative proficiency that grants one's own successful language knowledge and skills. Canale and Swine classified communicative competences to be realised through communicative approach in to four major genres: A) Grammatical competence-knowledge of lexical items and rules of phonology, morphology, syntax, semantics and orthographic competences (Canale & Swian, 1980). B) Discourse competence- an artful combination of grammatical forms and meanings, encoding decoding acts in to a cohesive and coherent spoken and written text of various genres (Savignon J. , 2002). C) Pragmatic competence-proper mastery of socio-cultural rules and discourse conventions that has to be followed in diverse communication situations (Brown, 2007, p. 247). D) Strategic competence-verbal and non-verbal communication strategies that can be put in to action when needed to compensate for breakdowns at times of communication caused by performance variables or due to insufficient competence (Canale & Swian, 1980, p. 30). Therefore, it is clear that competence in expression, interpretation and negotiations for meaning cannot come to be true in the absence of one of the categories underlined here above. For more vibrant elaboration of the concept related to the prominent goals of communicative approach (the four major communicative competence categories and genres), it seems more reasonable to present the fact through diagrammatic illustrations as follows:

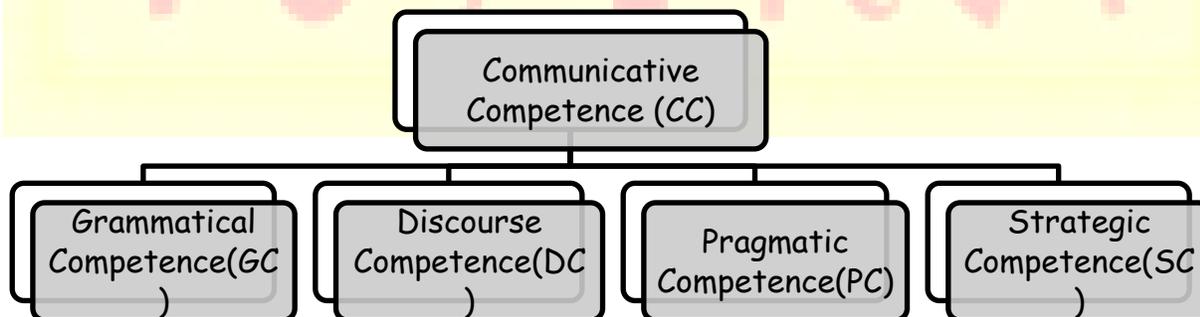


Figure 1: Canale and Swine's model of communicative competence

5. How Learners Learn a Language

The way in which learners learn a foreign/second language has been a result of continuous progression in the last four decades, and communicative approach has been mainly a response to changes in understanding. Traditional language learning views chiefly focused on the mastery of linguistic items so that language learning has been viewed as a process of habit formation. Accordingly, good habits are formed by having learners produce correct sentences without making mistakes. Therefore, the possible ways in which errors had been controlled was through using controlled opportunities for language productions and receptions. To the best effect of this, dialogue memorization, performing drills and doing other controlled practices had been exhaustively practiced under strict control of classroom teachers. However, in recent years, the way in which foreign/second language learning can takes place has got a more comprehensive and new version and has been resulting from processes such as:

- ❖ Interaction between the learner and users of the language
- ❖ Collaborative creation of meaning
- ❖ Creating meaningful and purposeful interaction through language
- ❖ Negotiation for meaning till common understanding could be reached
- ❖ Learning through attending to the feedback learners get when they use the language
- ❖ Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- ❖ Tryout and experimenting with different ways of saying things (Richards, 2006, p. 4)

Therefore, in modern views of foreign/second language learning, learners are expected to learn through interacting with their instructional materials, classmates, teachers and any opportunity that allows constructive learning. Here the teachers do not have an absolute control over the learning process rather they [teachers] facilitate conditions for learning. Thus, making an error in the process of cooperative interaction is considered to be a natural developmental process of language learning.

6. Communicative Activities that Facilitate Learning

Methodologists and material developers have been scouting for classroom activities that best reflect the principles of a communicative methodology since the conception of CLT. The activities explored in those days still seem very relevant to language teaching (Richardes, 2006).

As CLT is an eclectic approach in its very nature, its classroom activities concentrate on both fluency and accuracy development. The instructional activities that most effectuate communicative language teaching chiefly composed of functional communicative activities and social interactional activities (Littlewood, 1981).

6.1 Functional Communicative Activities

Functional communicative activities emphasize on the functional aspect of communication and require students to manipulate target language resources to overcome information gap and solve problems (Richardes, 2006). For instance when learners have a problem to solve, or information to exchange, they can use the target language they have at their disposal. Thus the main purpose of these activities is that learners should use the language they know to get meanings across as effectively as possible. The functional purposes could be realized through information sharing and processing activities which contains further activities within itself and which were expected to promote learners' appropriate language use in communicative contexts. In functional communicative activities the main goal and purpose of the interaction is to achieve certain communicative goal and intentions. Functional communicative activities contain information sharing activities on the bases of information gap and information processing activities which require interlocutors' cognitive capability to process, interpret and express information. While social interactional activities contain problem solving tasks and activities.

6.1.1 Information Sharing Activities

Information sharing activities are based on the concept of information gap; so that learners are expected to cooperate together to discover the functional information they need for authentic purposes. (Pica, Kanagy, & Falodun, 1993) Classified tasks according to the type of interaction and task accomplishment they allow learners and gave the following brief classifications:

- ❖ **Jigsaw tasks:** these tasks involve learners combining varied pieces of information to form a unified whole (For instance two/more individuals/groups might have different parts of story and have to be pieced up together to form the whole story).
- ❖ **Information gap tasks:** One student or a group of students have one set of information and another student or group have a complementary set of information. They must negotiate and fill out what the other party's information is in order to complete an activity.

- ❖ **Problem solving tasks:** Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.
- ❖ **Decision making tasks:** Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.
- ❖ **Opinion exchange tasks:** Learners engage in a discussion and exchange of ideas, opinions, views, beliefs and outlooks. Here it is not necessary to reach on a common consensus.

6.1.2 Information Processing Activities

Information processing is different from information sharing activities in that it requires deductive and inductive cognitive processing capabilities of language learners. Littlewood puts two best examples of information processing activities: reconstructing story sequence in which the teacher breaks a story into parts and assign these parts to a group of students. So that the students report the content of their part to the class in order to form a complete whole. The second example of information processing activity is pooling information to solve a problem. For instance student 'A' has a time table from x-y and student 'B' has time table from y-z so that they must work together to find the quickest possible journey from x-y (Littlewood, 1981, pp. 33-34). Thus in carrying out such activities in language class students could interchange ideas, feelings and information and attempt to solve their own specific problems too. So that language teachers could designs such tasks and motivate, encourage and help learners to practice in language classes so as to enhance their whole rounded communicative skills in varied pragmatic contexts.

6.2 Social Interactional Activities

Social interactional activities are tasks that require learners to choose language which is functionally effective and appropriate to the social situation in which the interaction is taking place (Richardes, 2006). Learners can still convey the meaning they have in mind effectively but what is more important in this case is the appropriateness of the language used by the speaker in the social context in which the interaction takes place. Hence interlocutors' communicative competence is measured in terms of acceptability, or in terms of producing the language which is appropriate to specific kinds of social situation (Littlewood, 1981, p. 20). Hence the practices of these social interactional activities do not only improve students' mastery of integrated language

skills, but also enable them to know and make use of the socio-cultural rules and discourse conventions to be followed in various social situations. Thus, language teachers could play significant roles in enhancing learners' socio-cultural and discourse competences through designing and implementing functional and social interactional tasks or activities and encourage students to actively and willingly participate in those activities.

7. Teachers and Learners Roles in CLT

Teachers and learners are the live actors in pedagogic instructional classrooms. In the absence of these characters, stages in the classrooms are completely void and meaningless. The two characters here have special roles to play. In the traditional language teaching methods, where the mastery of language forms are the major concern, teachers were regarded as an unquestionable source of wisdom and rulers of the teaching learning activities (Seanboon, 2006) & (Nunan, 1999). On the other hand, the traditional approach discredits learners' roles and assumed them as if they contribute nothing to the teaching learning process. This notion has been strongly contended even by ancient philosophers like Plato and Socrates; and modern scholars like (Legutke & Thomas, 1991) that learners cannot come to language classes with blank slits but with a number of instructional, experiential and learning potentials.

But in the contemporary view, teachers' roles have been extended from wisdom provider, instructor and dictator to facilitator, participant, researcher, need analyst, student councillor, group organizer and so forth. With teachers' guidance, students in CLT classrooms learn the target language by means of interaction and eventually develop their own language skills. Similarly, students in CLT classroom play the role of meaning negotiators; communicators; discoverers; contributors of knowledge, skills and experiences; and they entertain learning from a pair or peer work than to rely on teachers as special model of language skills (Hu, 2002, p. 95). Thus, the realization of goals of communicative approach is the function of joint efforts of teachers, students and the classroom environment. Hence, all are expected to play their roles as effectively as possible for effective achievement of learners' communicative competence and proficiency. In case one of the characters failed to act accordingly, it would not be possible to meet what the approach dreamed for to meet either in short or long term intentions.

8. Potential Challenges of Communicative Approach

Since the last four decades, communicative approach has got a wider recognition by many EFL countries for its potential capacity to compensate the drawbacks of the traditional methods and

improves learner's language use in real context. Thus the realization of goals of communicative approach therefore is substantiated through the application of practice activities that elicit communicative competence in authentic context (Larson-Freeman, 2000, p. 143). However, studies still reveal that, there is mutual exclusiveness between theoretical assumptions and practical implementations of communicative approach in expanded and outer circles of EFL classrooms (Hiep, 2007); (Jin, Sing, & Li, 2005); (Chang, 2011). Moreover, studies reveal that the gaps were created because of the existence of prodigious varieties of challenges in varieties of instructional contexts. Therefore, some of the commonest potential challenges reviewed by current theoretical and empirical literatures will be intensively and extensively introduced and explained. The challenges were classified in to four major genres including: teachers related challenges, learners related challenges, educational systems related challenges and challenges related to cultural values and traditions.

8.1 Challenges Related to ELT Teachers

8.1.1 Teachers' Miss Understanding of CLT

In spite of theoretical development of communicative approach in foreign/second language instruction in the world nowadays, understanding among practitioners remains so limited. Studies have shown that most of EFL teachers seem to have difficulties in implementing CLT in their respective classes, chiefly because of lacks of clear conceptualization and factual understanding of the new innovation (Thompson, 1996)&(Littlewood, 2007). Moreover, considerable numbers of qualified EFL/ESL teachers are still in confusion with regards to what communicative language teaching is, and the methods, procedures and techniques in which it should be practically implemented in real life context. In support of this, Richards stated that even though foreign language teachers seem to implement communicative approaches in their respective classes; they do not give an account of what it really means (Richardes, 2006, p. 2). Here their difficulty in precisely stating what CLT is, emanated from unprincipled perceptions. Similarly, (Thompson, 1996) in his seminal publications witnessed that teachers still are unable to reveal the real sense of what CLT is. Therefore, in the absence of teachers' vivid understanding of the meaning, nature, principles and operational skills of the approach, it is nonsense to be surprised if teachers fail to implement it in their instructional context and even loathe it. In connection to this, Wagner 1991 cited in Aja contends that if there is mismatch

between teachers' beliefs and the new innovations "...teachers will tend to interpret innovative ideas in light of their own theories to conform to their own teaching style, which means that new ideas will not be implemented, as intended by the curriculum planners" (Aja, 2010). Therefore, the realization of classroom instruction through communicative language teaching requires teachers to have proper conceptualization, understanding and unwavering stance in the theories and principles of communicative language teaching.

8.1.2 Teachers Professional Training

Professional qualification and further trainings play a pivotal role in determining individuals' professional performance in general and language teaching context in particular. This is because language pedagogical trends are influx with recent findings in linguistic and learning theories. With regards to this, the study conducted by two prominent scholars (Liao, 2003)&(Hu, 2002) corroborated that classroom implementation of communicative approach can be constrained by teachers' qualification, training and English language proficiency. With regards to this claim, (Aja, 2010) also use to explicate that, unless teachers have confidence in the methodology they use in a classroom, which may be of the function of proper training and qualification, they could not develop the motive to implement the new innovation in to their respective language classes. Even if teachers have the motives to implement the innovation, the degree of their success is highly unreliable. Therefore, many prominent scholars and educational institutions still emphasizes on the roles of teachers trainings and qualifications in English language teaching methods in general and communicative approach in particular for the realization of the intention of the method is fundamentally the function of teachers periodic and sustainable short and long term professional trainings.

8.1.3 Teachers' Preference of Traditional Methods

Teachers' strong adherence to teacher centered method of language instruction is one of the potential challenges that obstruct the application of communicative approach in EFL classes. Even after the introduction of the recent language teaching approaches and methods, most EFL teachers were seen being strongly obsessed with traditional grammar based language teaching methods (Austain, 2003); (Richard & Rodgers, 2001). As studies revealed there are many reasons for this. The most important reason however is the examination system countries adopt in their specific locality. In states where the examination system emphasizes on mastery of grammatical items, reading comprehension and vocabulary competence rather than on

competence for communication, teachers help learners teaching them through the method that aligns with the prevailing exam system (Jin, Sing, & Li, 2005); (Chen, 2001). The other reason was that, teachers' lack of appropriate time to develop authentic communicative materials for the language courses they teach. In this regard, many scholars like (Sato & Kleinsasser, 1999) & (Thompson, 1996) found out that communicative language teaching requires teachers to have sufficient time to prepare authentic instructional materials and communicative activities. Moreover, teachers' lack of in-depth understanding of the goals, principles and operational knowledge and skills of communicative language teaching also makes them adhered to traditional approaches. In addition, teachers could be obsessed to teacher centered approach if they don't have adequate English language proficiency and teaching resources (Ellis, 1996). On top of this, the extent of their theoretical beliefs about how best language learning could take place exclusively delimits them to the traditional instructional approaches. Hence, the cumulative effect of all these obstruct teachers' attempt to implement communicative approach in their respective EFL classes and makes them stick to the traditional, teacher dominated, grammar based, non communicative instructional views of language teaching.

8.2 Challenges Related to Learners

The success of language instruction most notably depends on learners' interest in instructional methods being put through and their willingness to participate in those practice activities teachers' use in the classroom. Low English language proficiency is one of the many factors that prohibit students not to actively participate in CLT activities in their specific learning context. Here, students' target language background also bestows a lot to the knowledge and experience learners bring to classroom transaction. For instance, if students were moulded in teacher dominated approach, it takes time for them to enjoy communicative activities for the fear of losing face by making mistakes and lack the confidence to express themselves in less than perfect English (Mirdehghan, HoseiniKargar, Navab, & Mahmoodi, 2001) & (Jones, 2007). Moreover, the socialization and upbringing in which learners grew up contributes a lot to learners' communicative efficiency and effectiveness too. Research and experience show that children [extrovert] grown in liberal families have wider courage and confidence to communicate their own ideas, feelings, attitudes and beliefs with others more easily than learners [introvert] grown in autocratic families. Hence, learners grown in despotic families and communities have lack of interest and confidence to communicative approaches and more resistive to active

learning methods and this obstructs teachers not to use communicative approach in their specific foreign language classes (Liao, 2006)& (Yu, 2001).

8.3. Challenges Related to Cultural Issues

Communicative language instruction is a pedagogical crafts of western countries where English is the primary language of most people, 'which hardly fits in to a foreign language context' (Littlewood, 2007, p. 245). As a matter of fact, there seems a clash to exist between educational values, traditions and beliefs in many settings of non native users of English. This makes the practice of communicative principles and activities more intricate and difficult to manage (Bax, 2003); (Hu, 2002) & (Harmar, 2003). Hence, to realize the concept in to their situations, teachers are expected to contextualize the methods in to their own specific teaching context and culture. Similarly, (Jolly & Bilitho, 1998) asserted the significance of socio cultural influence in language teaching. Moreover, experts recommend that policy makers and curriculum designers need to consider the effect of some imported methodologies when adopting it in to a new cultural situation. In this respect, Li argues that foreign language countries are recommended to develop their own local instructional methodologies instead of embossing readymade foreign methodologies, for instructional methodologies are the products of indigenous socio cultural context (Li, 1998). On the other hand, Li's recommendation seem to fore flash that in case it is not possible to mould indigenous instructional methods, adaptation is the best option, provided that the adaptation never contradicts with a pre existing [prevailing] indigenous educational values, traditions, norms and beliefs.

8.4. Challenges Related to Educational System

Recent literature in language education indicates that a number of factors associated with educational systems and administrative procedures familiarised in certain country strongly influence the application of CLT in foreign/second language context. For instance, the number of students assigned to a given classroom, the examination system practiced, appropriateness of the curriculum, syllabus and instructional materials being used could play significant roles in the realization of communicative approach in second/foreign language context.

7.4.1 Large Class Size

It seems that there is no precise definition of what large class size is among practitioners, for the number of students considered small in one country could be seen as large in the others. Hence, irrespective of conceptual inconsistency of large class size, there is strong correlation between

large class and instructional methods (Mckeachie, 1986). Studies revealed that the number of students in a classroom could have strong setback on the quality of education being provided and students learning outcomes. Likewise, second language research depicts that large class size is one of the major constraint that obstruct the application of communicative approach in specific language classroom (Mckeachie, 1986). Similar studies by (Karim, 2004); (Musthafa, 2001) and (Hailom, 1993) also revealed that large class size is considered as one of the multifarious nuisances in successful implementation of sound instructional approach at classroom levels. As a matter of fact, it could be difficult for teachers to manage practical implementation of communicative principles, activities and techniques like pair and group work and other cooperative learning activities (Chen, 2001); (Kalpana, 2007) & (Hiep, 2007).

Moreover, large class size creates strong influence on students learning outcomes as it limits classroom management, teacher-student interaction, communicative based assessments and other parameters. In line with this, Harmer mentioned that large class size is a nuisance for both teachers and students as it detracts their active interaction in the instructional context (Harmar, 2000). Moreover, the absolute impuissance of large class size is its capacity to limit students' live involvement in the learning process and strict obstruction of intellectual development, limitation in learners' learning and success as well. As matters of fact a number of scholars like (Rnning, Leuven, & Oosterbeek, 2008) strongly recommend education policy makers, consultants, planners and school principals to take special caution in setting up the number of students to schools in general and language classroom in particular, and urged them to vigilantly consider its consequential effects in instructional processes and students intellectual development.

8.4.2 Examination System of Countries

The nature and content of high and low stack examination system adopted in a certain country determines teachers' instructional intentions and methods in ELT classroom. Exam oriented educational system conditions teachers to accommodate themselves in accordance with the prevailing examination systems. It is difficult for teachers to use communicative approach in a condition where the examination system is primarily based on grammar, vocabulary, language comprehension and others. In line with this (Taguchi, 2005) states that school teachers concern about grammar, vocabulary and comprehension based examination system tend to lead them towards traditional methods of teaching, for instruction and test contents should concede

together. Moreover, traditional based examination system does not dictate teachers' instructional approach alone but also misdirects students' attention to focus on exam based views. In support of this claim, (Rao, 2002)& (Yu, 2001) stated that, students may not reveal intrinsic motivations and courage to participate in and enjoy the practices of communicative activities essentially if it does not help them pass high and low stack examination systems.

8.4.3 School Environment and Facilities

In succinct statement, poor school facilities and physical conditions can have strong negative consequence on students' learning motivation and outcomes. Access to educational resources both human and materials play crucial roles in successful achievement of instructional objectives. Thus, the availability of educational resources including: books and papers, audio, video, audio-video, broadcast, projected media and other innovations have strong impact on foreign language teaching/learning processes (Hadfield & Hadfield, 2003). The actual implementation of communicative approach in ELT context is also a function of appropriate educational facilities and learning environment too. The nature of the classroom, noise factors, flexibility of sits, class size and other physical conditions have significant effect in facilitating versatile learning activities and tasks which also influence the application of communicative methodologies (McDonough & Christopher, 1993). Moreover, the availability of language laboratories, language Improvement Centres [ILIC), multimedia materials and equipments notably play significant roles in supporting the use of communicative principles and activities in EFL classes. In line with this, (Jaber, 1997) stressed the significance of the computer and its accessories in motivating and promoting students autonomous and independent learning, critical thinking as well as in helping learners find alternatives solutions to problems.

8.4.4 Appropriate Curriculum

The ratification and confirmation of the most workable instructional methods for education in general and ELT in particular is chiefly a cooperative effort of both policy makers and curriculum professionals. So, the comprehension of communicative curriculum in the policy document by concerned bodies is the prerequisite condition for curriculum designer, syllabus developers, material writers and classroom teachers to contextually implement the approach. With regards to this, (Li, 1998) explicated that grammatical, non communicative syllabus contributes little or no to the facilitations of learners' communicative abilities. Thus, adoptions of grammatical and lexical contents alone leave average teachers with little options, but to strictly

follow the same. Moreover, in product oriented syllabus, classroom teachers may not reveal the willingness and desire to put through the downloaded approaches/methods. Thus, it is only after government's meticulous ratification of the right approach/method that classroom teacher and other professionals are accountable for the application. Moreover, communicative instructional materials also play pivotal roles in making communicative approach more effective in EFL classroom. In a condition where the curriculum and instructional materials were not designed in congruence with communicative methods, it is wearisome to teach foreign/second language in communicative styles. This is mainly because language teaching method is an aggregate of the curriculum, the syllabus and materials in a condition where all the components ordinate with the each other. So, the application of innovative teaching methods requires joint efforts of: the policy and the curriculum, syllabus and instructional materials as well as the classroom methods all together.

9. Conclusions

The literatures reviewed in this article attempted to authenticate that CLT is one of the most recently used methods of teaching in second/foreign language contexts sine the last four decades. However, still to the present day, it has been very difficult to bring the actual application of the principles of the approach on to the ground mainly because of numerous challenging factors which the current article is trying to keep in touch with. According to the investigations made in many countries where English is used as second/foreign language, including Latin American, Asian and African countries, the realization of communicative approach has been challenged by factors pertinent to teachers, students, educational systems of countries and cultural considerations. Hence, as long as communicative approach is fortunately the most recommended approach to foreign/second language teaching and no other most effective option has been recommended at global level yet, ESL/EFL countries [institutions] should accommodate the problems to help teachers to bring the implementation of the approach in their specific classroom contexts. The real solution to promote learners' competence in communication lies behind the avoidance of the challenges and trials which various literatures have already witnessed. Thus, as far as these problems are not cautiously managed and averted or at list reduced, anticipating students to have the required communicative competence in foreign/second languages is unexpected and unpredictable too.

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