

# **Determining the Challenges of Strategic Competence in Oral Communicative Competence of Undergraduate Students in Pakistan**

Shabana Sartaj, Syed Faisal Haider Shah, Shafqat Ali Qadri & Ali Siddiqui

## **Abstract**

Strategic competence is considered as an integral element of communicative language ability and second language speaking proficiency as it is comprised of the strategies to be used whenever there is any difficulty in communicative process or task. The present study investigated the challenges of strategic competence in oral communicative competence of undergraduate students of Pakistan and to explore students' perceptions on strategic competence in OCC. The study was based on mixed methods research design. In order to determine the ability of students in using strategic competence in their oral communication, the students were given tasks in pairs and groups to perform. The researcher then analysed the performance of students on a scoring rubric developed on Bachman and Palmer's model (1996) on communicative language ability. The performance of students was scored on the scoring rubric of strategic competence developed by the researcher for her PhD research. The achieved scores determined students' ability in strategic competence. The scores also determined which of the component of strategic competence was more challenging. The individual interviews of the students were also conducted to seek students' perceptions on their difficulties and problems regarding strategic competence.

**Key Words:** Strategic Competence, OCC, Bachman & Palmer Model, Coping Strategies, Sociolinguistics.

## **1. Introduction**

Strategic competence is defined by different theoreticians as "Coping strategies" or any attempt that enhances the effectiveness of communication. A comprehensive definition of strategic competence is given by Bachman and Palmer (1996) as a plan of action to accomplish a communication goal. According to Bachman & Palmer, (1996), the aspect of strategic competence is important element in communicative language ability. The similar aspect was carried into research by Bygate (1987) & Fulcher, (2003) as a vital instrument in second language speaking proficiency. The concept of Strategic competence has vital significance in learning of a foreign language. Al-Twairsh (2011) stated that it comprises of those strategies employed, when a difficulty arises in communicative practice of a given activity. However, still the perception of strategic competence involves communication in to a confused order. Every other researcher and previous studies have defined it differently. Savignon (1979) stated strategic competence as strategies that are coped. Canale (1983) further states that it is an attempt that could develop skills of communication. Later, the studies of Dörnyei and Scott (1997) tried to show on Tarone's (1977); Faerch and Kasper's (1983) contributions, they have further extended the actual definition of realizing the essence of strategic competence and referred to devices of verbal and nonverbal passions. In few studies, the subtle concept of strategic competence is mentioned in terms of solving issues and fills the required gaps. However, brief and most valuable presentation of strategic competence was given by model of Bachman and Palmer (1996). According to it, this is a plan that accomplishes actions towards perceived communicative goals.

### **1.2 Objectives**

The Study will try to investigate main challenges of strategic competence in oral communicative competence in undergraduate students of Pakistan.

- 1.** To find about the challenges in competence of strategies within oral communicative competence of undergraduate students.

2. To determine which component of strategic competence is more challenging for students.
3. To explore students' perceptions on strategic competence in OCC.

### **1.3 Theoretical Framework of Strategic Competence**

The logical illustration of multi-componential nature of communication with communicative language teaching (CLT) has been proposed by number of theoreticians. They direct communicative competence (CC) to communicative language ability (CLA). The aspect of Strategic competence is provided by almost all primary positions within presented models. Canale and Swain (1980) presented topic of strategic competence in model of competence in communication. The derived model of CC along with suggestions of regular conceptualization in CLA have explained the terms of items in lexis, morpho-syntax and rules of semantics in model but it also emphasises on information within raw discourse of data and rules in socio-culture that are named as sociolinguistic competence in the model of communication strategies (strategic competence). The notion of Strategic competence in this model is termed with coping strategies that are used by its interlocutors in order to overcome any communicative hindrance. Later, Canale (1983) extended the model of Canale and Swain's (1980). He separated the two components into two main forms of competences. The discourse competence and competence in sociolinguistic phases. Hence, the novice model of Canale (1983) recommended four special criteria in terms of components that describe communicative competences, compared to three in Canale and Swain's model (1980).

One of the benchmark works on CLA was model of Bachman (1990) along with Bachman and Palmer (1996). These are comprehensive and essential models of present era. Bachman and Palmer's model (1996) fundamentally taken from Bachman model of (1990). These models consist of strategic and language competences. The competence of Language has been further sub categorized to competence of organization. These comprises of structural knowledge that have competences of grammar and text, pragmatics, illocutionary with sociolinguistic phases. Bachman (1990) represented various other stages in strategic competence. The stages were divided into planning of an idea, its proper execution and overall assessment. It was drawn by Færch and Kasper's (1983) approach that describes strategies of communication orally. Basically, the model of Bachman and Palmer (1996) have depicted the strategic competence with refer to meta-cognitive approaches which are adopted to achieve certain communicative goals, assessments and planning.

Later, implementing the model of Palmer (1996), Fulcher (2003) designed a communicative specific model. In this, he defined strategic competence as strategic capacity and techniques to avoid or overcome the communicative issues. Further, his framework includes four main components of speaking. These were competence in language use, knowledge of textual analysis, the knowledge of pragmatics and sociolinguistic influence.

## **2 Literature Review**

The competence of oral strategies is a significant part in linguistic models of communicative competence. According to Huang, (2013), this part of competence has been generally ignored within language assessments and specifically to speaking skill. The main reason behind its ignorance is lack of research in this respective field. Few of the research designs have pursued to verify the relation of speakers' proficiency skills with relation to different variables of tests and present situations. The work of Shohamy (1994) focused to highlight the investigation of strategies common in communication with respect to semi and direct proficiency in oral interviews. The acts of recorded interviews were then studied and later analysed for the verification of differences in strategies applied for communication. The results have shown that

only specific varieties of strategies were employed by the speakers. They were self-correction and paraphrasing techniques. One of the studies based on exploratory design was contributed by Cohen and Ohlstein (1998) that focused on the present underlying processes that are involved to assess interlocutor's speech. The important features that could be analysed and state is of every other individual's own perspective of thinking and making choices of different strategies in order to satisfy communicative demand. Yoshida-Morise (1998) in her study on strategic competence employed observatory tool to analyse students' acts of using communicative strategies. According to her observation, only four main strategies were identified with addition of two more of them which were achievement and reduction communicative strategies. The results of the study by Wagner (1983) have shown that use of different strategies in communication was based in student's low and high proficiency skill levels. The group of low proficiency skills used more strategies compared to high one. This study was also failed due to over reliance on observance of communicative strategies. The various strategies for Learners were studied by O'Malley & Chamot, (1990) and lastly one of the vital strategy of assessing L2 literature was presented in study of Fulcher, (2003); Purpura, (1999); and Yoshida-Morise, (1995). The results of these overall strategies were taken too complex with refer to competence of strategies employed for communication. It was affirmed by Barkaoui et al. (2013) in studies taken later. They validated that these strategies were most crucial in comprehending tests conducted for speaking skill. However, according to Swain et al. (2009), the analysis on this topic further did not paid attention on in-depth validation of other aspects as of why, when, where and how one uses different sorts of communicative strategies. However, the analysis did not go beyond mere frequency counts and could not explore more in-depth questions such as who uses each strategy, why, where, when, and how to use these strategies.

Based on the previous research, Huang (2013) examined the strategic competence specifically in speaking skills IELTS tests. This session was based on two sections, the integrated and independent tasks. The face to face interaction involved in the session to examine the results. Huang (2013) investigated the strategic behaviour through using the different strategies of testing and non-testing contexts, the three tasks included having intermediate and advance proficiency levels. The taxonomy was adapted from the study of Barkaoui et al. (2013), because of the interactive task, the group of social strategies was also merged in it. Based on the results, it was assured that findings were out of that Metacognitive. The communicative tasks were used as compare to social strategies, On the other hand, Barkaoui et al. (2013) used well-organized strategies in order to investigation Multivariate Analysis of Variance in the classrooms compare to that of non-testing, different strategies were used with specific task. However, the effects of interaction suggested that task is directly affected by the context. According to the study of Huang's (2013) the relation among the variables are most difficult task to understand. One of the weak points of his study is that it does not include the social strategies in process of analyses because of violating the assumptions for MANOVA.

All the above researchers discussed about the nature of strategic competence and all other factors that directly influence and particular strategies of oral communication to pursue the task. Simultaneously, different approaches can be illustrated through strategic competence. The researcher of L2 assessment(e.g., De Jong, Steinel, Florijn, Schoonen, & Hulstijn, 2012; Hulstijn, 2011; Van Moere, 2012) have hypothesized strategic competence as an facilitator of language processing (e.g., processing skills or processing competence) drawing attention on the importance of measuring the processing speed.

De Jong et al. (2012) defined the strategic competence as a processing skill, the capability to process the linguistic information that is mainly concerned with oral skills. Their study highlights the different ways of linguistic competence including linguistic knowledge, pronunciation and processing skills predicted oral proficiency. Moreover, it also adds those linguistic components that are based on linguistic knowledge, though measured through grammar and vocabulary tests. The processing skills of language were used in which the speed of processing was measured by a naming a picture and completing the sentence completion task. There are three linguistic skills that mainly contribute in the oral skills i.e. pronunciation, knowledge, processing. It is measured through the process of mono-logic speaking tasks, were studied. The findings showed that the speaking proficiency is central to the linguistic skills. It explains about 76% of the variance. However, the researchers assert that processing skill is the key component of speaking proficiency.

Similarly, Van Moere (2012) also advocated the constructs of psycholinguistic assessment (i.e., processing competence) for the component of speaking. To measure the automaticity in producing fluent and accurate language, proposed the use of self-designed imitation in order to measure the accuracy. The scores were analysed through multi-faceted measurements. The results ensure that (1) the task succeeded in separating the participants according to their ability and level (2) there was a significant difference in performances between natives and second language learners. According to the author, the task is not designed to measure the communicative construct, it measures the processing automaticity which is the key component of speaking.

In CLA models, the strategic competence is considered as a component of speaking capability and rationally it has been usually labelled as strategy which is used to incorporate both meta-level as well as doing strategies. Most of the studies are based on different mind-sets that vary, not necessarily concerned with and Psycholinguistic and any other related cognitive model that results in unconvincing results. Similarly on the other hand, in order to comprehend the strategic competence, various other approaches are used for conceptualizing, the process of knowledge and producing speech occurs. In conclusion, in L2 assessment there is a need of more constructive work and direct empirical evidence to understand its nature. However, strategic competence is being discussed here theoretically and empirically and other measures of strategic competence must be taken into account.

### **3 Methodology of the study**

The study was conducted on mixed methods research design. In order to determine the strategic competence of students in their oral communication, they were given tasks in pairs and groups to perform. The researcher then analysed the performance of students on a scoring rubric developed on Bachman and Palmer's model (1996) on communicative ability. Performance of students was then measured on the scoring rubric of strategic competence developed by the researcher for her PhD research. The achieved scores determined students' ability in strategic competence. The scores also determined which component of strategic competence was more challenging for undergraduate students. In order to answer the third question of the study, the researchers conducted semi-structured interviews from the students who participated in the tasks to seek their perceptions on difficulties and problems regarding strategic competence. The questions of the interview were designed from the strategic competence part of Bachman and Palmer's model. The semi-structured interviews and responses helped to understand the phenomenon of strategic competence in a broader aspect in perspective of Pakistan.

### **4 Findings**

The quantitative findings of this study have been analyzed in SPSS version 23. These findings after having analyzed are then discussed briefly.

#### 4.2 Strategy of avoidance in oral communication

Table: 1 Avoidance/Reduction					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Poor	8	26.7	26.7	26.7
	below Average	20	66.7	66.7	93.3
	Average	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

According to the statistical report of employing strategy (avoidance) in Table 1, which shows that majority of participants were below average to recognize this strategy with 20 of them out of 30 with ratio of 66.7% respectively. It was followed on with 8 participants that comprised the ratio of 26.7%. It overall shows that participants have very low knowledge of adopting this strategy in their oral communication.

#### 4.3 Interactional strategy in oral communication

Table: 2 Interactional Strategy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	13	43.3	43.3	43.3
	Below Average	13	43.3	43.3	86.7
	Average	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

The strategy of interaction is one of the most important amongst all other related strategies of oral communication. According to the results revealed after analyzing it with SPSS version 23, it shows that the use of this strategy by participants has almost near to comparable responses between the two. 13 out of 30 have below average acknowledgement of this strategy with ratio of 43.3% and similarly it was followed by other 13 participants who presented themselves poor in using this strategy within their communication to 43.3% of ratio in both respects. This shows that overall participants of Pakistan are poor and below to average in knowing to practice interactional strategy within their oral communication.

#### Achievement strategy in oral communication

Table: 3 Achievement/Compensatory Strategy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	10	33.3	33.3	33.3
	Below Average	11	36.7	36.7	70.0
	Average	8	26.7	26.7	96.7
	Good	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The third communicative strategy is referred to one's achievement strategy to communicate orally in accordance to it. The relative response of 30 participants has revealed that around 11 are below average to acknowledge this strategy with ratio of contribution to around 36.7%. It was followed with response of 10 participants, who stated that they are poor in posing this strategy in their communication strategy with 33.3%. However, 1 participant was aware of employing this strategy in its communication tasks. It overall has revealed a result that majority of participants failed to achieve this strategy as their oral communication strategy demands.

#### 4.4 Strategy of self-monitoring in oral communication

Table: 4 Self-Monitoring Strategy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	9	30.0	30.0	30.0
	Below Average	10	33.3	33.3	63.3

	<b>Average</b>	11	36.7	36.7	100.0
	<b>Total</b>	30	100.0	100.0	

Self-monitoring is one of the evaluative strategy in oral communication. This needs to be employed by the speakers in their oral communication. However, according to the result revealed of responses by participants, it was stated that majority of participants are not aware of this strategy. 10 out of 30 participants were below average to acknowledge this practice and followed by 9 participants who claimed to be poor in use of this strategy within their speaking communication with contribution of response ratio to around 33.3% and 30.0% respectively. It shows that the notion of evaluation in their speech making and its analyzing is missing within participants.

#### 4.5 Time-gaining strategy in oral communication

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>Poor</b>	11	36.7	36.7	36.7
	<b>Below Average</b>	12	40.0	40.0	76.7
	<b>Average</b>	6	20.0	20.0	96.7
	<b>Good</b>	1	3.3	3.3	100.0
	<b>Total</b>	30	100.0	100.0	

The last strategy taken in study for analyzing of oral communication was time-gaining strategy. The time gaining is one of important aspects in turn taking principle. According to the results revealed, out of 30 participants, 12 of them responded that they state to have below average knowledge of using this strategy. It was followed by responses of 11 participants who claimed to be poor in employing this communicative strategy within their speech production with contribution of response to 40.0% and 36.7% respectively. This also phases the overall poor state of participants, who failed to adopt turn taking principles in their communication.

#### 4.6 Qualitative Analysis

As mentioned earlier, this study was conducted on mixed methods procedure. The qualitative part of this study highlights the perceptions and responses of students towards strategic competence, difficulties and challenges in strategic competence. This method is used following the views of Pope and May (1995) that through qualitative research, the researcher develops the concepts which help them to understand the situation in natural setting and brings out the meaning, experiences and perceptions of the targeted population. Hence, in present research the perceptions, views and experiences of the students about the strategic competence are observed to investigate the issue vividly. The findings of interviews are presented using thematic approach of qualitative analysis. Thus, the following themes are derived from the data.

The findings of the data revealed that for majority of the participants the practice of strategic competence was new thing in their academic career. Most of the respondents told the researcher that they had never learnt or experiences such strategies. In words of participant C;

*Ye nai cheez thi thori mushkil lagi smjhna start main...* (This was a new thing, so felt it difficult to learn) (*participant C*).

The phenomenon can be better understood from the response of participant A;

*These things should be taught from beginning but we are only taught English tenses, grammar and vocabulary not strategies like this.* (*Participant A*)

According to Kennan (2009), the educational system in Pakistan does not encourage the development of creative skills in students rather makes them learn the cramming of rules and formulas. Same is the depicted by the findings of this research. Since the beginning, the students are taught the formulas and rules of grammar, tenses, parts of speech and vocabulary cramming,

they are never made practice the strategies to communicate or overcome the communicative barriers or hindrances. As participant B puts it;

*strategic competence has never been mentioned before so it was little hard to understand but after the completion of module we learnt a lot that how much it is important for oral communication to learn these strategies.* (Participant B)

As mentioned earlier, strategic competence was something new for the participants as compare to linguistic competence and sociolinguistic competence. It was strange to find that participants were more inclined to learning linguistic and sociolinguistic competence. E.g Student A responded;

*it was right to learn those strategies but more necessary is linguistic and sociolinguistic.*

Bachman and Palmer (1996) believe that oral communication can not be complete without the strategies to communicate and to overcome the oral communicative barriers. But the responses of the participants are more in favor of learning grammatical competence. This, as mentioned earlier is due to the teaching methods and syllabus of English in Pakistan that teaches students only grammar. On the other hand, participant B illustrated;

*Although sociolinguistic competence in my point of view is more important in our culture but we must not ignore the learning of strategies to communicate.*  
(Participant B)

The respondents also stated that lack of English language proficiency and confidence is also hindrance in oral communication and learning sociolinguistic competence and strategies to communicate are affected by those problems too. The response of participant B and C supported above statements and pointed out towards the mentioned problem.

Student B thinks that strategic competence comes with the continuous practice and he mentioned the requesting, responding to different people was more necessary, in his words;

*'There should be same topic for two guys we see that make request to someone as teacher, parent, elder, neighbour and how to response someone's request and how to deal with misunderstanding in us ..by these strategies we can learn communicative strategies and goals very well.'*

Student D showed the positive attitude for strategic competence but suggested that there should be more videos about the strategic competence so that the students can learn more from the examples.

## **5 Discussion**

Strategic competence focusses on the strategies for effective communication such as achievement strategies, compensatory strategies, self-monitoring strategies and interactional strategies etc. Respondents' view varied on this competency. Student A responded that it was good to learn those strategies but more effective was linguistic and sociolinguistic. Student B thinks that strategic competence comes with the continuous practice and he mentioned that the requesting, responding to different people was more necessary to learn. He suggests that there should be videos on different strategies of strategic competence to make it more effective to learn.

Strategic competence is regarded as an essential element of oral communicative competence as these are considered as goal seeking strategies (Bachman & Palmer, 1996; Celcie Murtia et al., 1995). According to Bachman and Palmer (1996), all communication and communicative task should be goal oriented, it should seek a goal to accomplish, otherwise the communication is not complete. All the strategies in their module such as achievement strategies, compensatory

strategies, self-monitoring and interactional strategies strive towards that goal achievement. In this regard, this competency cannot be ignored for enhancement of communicative competence. The findings of the current research indicated that more focus and attention is needed for better comprehension of this competence in Pakistan.

The research in oral communication points out the lack of focus in inclusion of OCS in syllabus, curriculum and assessment system in Pakistan (Warsi, 2004; Alam & Bashiruddin, 2013). The findings of this study also support the previous research as participants reported poor English proficiency, lack of confidence, hesitation and no exposure to oral communication as the hindrance in achievement of communicative goal. The response of Student D in this situation can be taken as an eye opener for policy makers and academic experts in order to make oral communication and such modules part of curriculum and assessment system since beginning. The majority of researchers in oral communication blame educational policies, lack of interest of policy makers and academic experts for the failure of EFL oral communication in Pakistan (Shugri, 2007; Alam & Bashirudin, 2013; Kakepoto et al., 2013; Zeeshan, 2013).

## **6 Conclusion and Suggestions**

The study was conducted following the Bachman and Palmer's (1996) model of communicative language ability. Although the model is comprised of four competencies for oral communicative competence, but the present research only focussed on strategic competence component. The rationale behind this selection was the ignorance or strategic competence in the oral communicative pedagogy and approaches in educational system of Pakistan (Bilal, 2013; Memon, 2012)

The data revealed that strategic competence of undergraduate students need to be improved as they are very poor due to negligence and proper training. It was also found out that students performed better in Self-Monitoring strategies of strategic competence as 36% of the participants reached to average level while interactional or achievement strategies of students were the weakest with 43% and 36% scored poor. IT was also observed in qualitative data that students found the strategic competence as new and difficult experience, but they were keen to learn these strategies in order to overcome the communicative barriers and goal achievement in the communication.

It is highly recommended in light of the findings to include training of oral communicative competence in the syllabus of university level. The inclusion of sociolinguistic competence and strategic competence is the dire need of the time keeping in mind the emerging needs and demands of national and international market. It is also suggested that the audio-video aids, interactional activities, well planned teaching activities and methods can enhance students' strategic competence.

## **References**

- Alam, Q., & Bashiruddin, A. (2013). Improving English oral communication skills of Pakistani public school's students. *International Journal of English Language Teaching*, 1(2), 17-36.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford. Oxford University Press.
- Bachman, L., & Palmer, A. (2010). *Language assessment in practice*. London. Oxford University Press
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford. Oxford University Press.
- Barkaoui, K., Brooks, L., Swain, M., & Lapkin, S. (2013). Test-takers' strategic behaviors in



- independent and integrated speaking tasks. *Applied Linguistics*, 34(3), 304-324.
- Bashiruddin, A. (2003). Learning English and learning to teach English: the case of two teachers of English in Pakistan. *Unpublished doctorate dissertation*, University of Toronto, Canada.
- Bygate, M. (1987). *Speaking*. London. Oxford University Press.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. *Language and Communication*, 1, 1-47.
- Canale, M., & Swain, M. (1980). *Approaches to communicative competence*. Singapore. Seameo regional language centre.
- Færch, C., & Kasper, G. (1983). *Strategies in interlanguage communication*. London. Longman.
- Fulcher, G. (2003). *Testing second language speaking*. London. UK: Pearson Education.
- Hulstijn, J. H. (2011). Language proficiency in native and nonnative speakers: An agenda for research and suggestions for second-language assessment. *Language Assessment Quarterly*, 8(3), 229-249.
- Kakepoto, I., Said, H., Habil, H., Umrani, A. I., & Memon, I. A. (2013). Analyzing oral communication apprehension prevailing among Engineers in Engineering workplace of Pakistan. *Journal of Economics and Sustainable Development*, 4(3), 255-261.
- Memon, R. (2000). *A study of how English is taught in government schools in Karachi* (Unpublished master's dissertation). Aga Khan University, Karachi, Pakistan.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge, UK: Cambridge University Press
- Rahman, D. T. (1999). Language Teaching and Power in Pakistan. *Acamamy of the Punjab in North America*, Retrieved from <http://www.apnaorg.com/book-chapters/tariq2/>
- Rahman, M. Mojibur (2010). Teaching oral communication skills: A task-based approach." *ESP world* 9(1), 1-11.
- Rahman, T. (2004). *Denizens of alien worlds: A study of education, inequality and polarization in Pakistan*. Karachi. Oxford University Press.
- Rehman, T. (2010). English teaching institutions in Pakistan. *Journal of Multilingual and Multicultural Development*. 22(3) 242-261
- Rehmani, A. (2003). Impact of public examination system on teaching and learning in Pakistan. *International Biannual Newsletter ANTRIEP*, 8(2), 3-7.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York. Cambridge University Press.
- Savignon, S. J. (1976). *Communicative Competence: Theory and Classroom Practice*. New York. Cambridge University Press.
- Savignon, S. J. (2002). Communicative language teaching: Linguistic theory and classroom practice. In S.J Savignon's *Interpreting communicative language teaching: Contexts and concerns in teacher education*, (p.1-27) New haven. CT: Yale University Press.
- Shamim, F. (2006). *Case studies of organization of English language teaching in public-sector universities in Pakistan*. Research report for the National Committee on English, Higher Education Commission, Islamabad, Pakistan.
- Shamim, F. (2007). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Language and development: Africa and beyond* (pp. 97-118). Addis Ababa, Ethiopia: The British Council.
- Shamim, F., & Allen, P. (2000). *Activity types and pattern of interaction in language classrooms in Pakistan* (Unpublished research report). Karachi, Pakistan: Aga Khan University,

- Institute for Educational Development.
- Shohamy, E. (1997). Testing methods, testing consequences: Are they ethical? Are they fair? *Language testing*, 14(3), 340-349.
- Shughri, G. (2007). *Improving teaching English speaking skills in lower secondary schools of Karachi*. Unpublished master's dissertation. Aga Khan University, Karachi, Pakistan.
- Tarone, E. (1977). Conscious communication strategies in interlanguage: A progress report. *Tesol Quarterly*, 77(194-203).
- Van Ek, J. A. (1975). Systems development in adult language learning: The threshold level in a European unit/credit system for modern language learning by adults, *The Language Learning Journal*, 43(2), 180-193
- Van Ek, J. A. (1975). The threshold-level. *Education and Culture*, 28, 6-21
- Van Moere, A. (2012). A psycholinguistic approach to oral language assessment. *Language Testing*, 29(3), 325-344.
- Wagner, J. (1983). Dann du tagen einneeee - weisse Platte: An analysis of interlanguage communication in instructions. In C. Færch & G. Kasper (Eds), *Strategies in interlanguage communication* (pp.159-174). Harlow. Longman
- Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *Sarid Journal*, 1(1), 1-9.
- Wesche, M. B., & Skehan, P. (2002). *Communicative, task-based, and content-based language instruction*. Oxford Handbook of Applied Linguistics.
- Yoshida-Morise, Y. (1998). The use of communication strategies in language proficiency interviews. *Talking and testing: Discourse approaches to the assessment of oral proficiency*, 205-238.
- Zeeshan, M. (2013). *Pakistani government secondary school teachers' and students' attitudes towards communicative language teaching and grammar translation in Quetta, Balochistan*. PhD Dissertation. Los Angeles. California State.