

# DEVELOPING COMMUNICATIVE COMPETENCE AMONG THE LEARNERS: AN ANALYSIS OF SECONDARY LEVEL TEXTBOOKS FOR ENGLISH IN PAKISTAN

REHMAN YOUNIS

PhD Scholar, Faculty of Applied Linguistics, Govt. College University Faisalabad

SYED KAZIM SHAH

Asst. Prof. Faculty of Applied Linguistics, Govt. College University Faisalabad

## Abstract

The study aimed at analyzing the secondary level English textbooks taught in Pakistan to determine their contribution in developing communicative competence and its components covering linguistic competence, sociolinguistic competence and pragmatic competence, among the learners. The data were comprised of eight English textbooks of secondary level taught in all the provinces of Pakistan. The question was to determine the appropriateness of developing pragmatic competence among the students. It was a qualitative and descriptive research. For data analysis, the research tool was authentic checklist derived from CEFR (2001, 2020). The results highlighted that most of the components discourse competence and functional competence were represented in the textbooks but the components of other competences were not included which impede in developing communicative competence. The study concluded that a further research to analyze teaching methodology and students' assessment would help to reach the final conclusion and to guide the curriculum and syllabus designers for the improvement in the relevant area.

**Keywords:** communicative competence, English textbooks, linguistic competence, sociolinguistic competence, Pragmatic competence.

## Introduction

In the modern social media revolution the value and significance of communicative competence is unique and essential. In the modern electronic world, man is considered the native of a common world rather than a particular area or country. Everyone is connected through little devices and he can communicate with anyone in the world. All the important domestic tasks, education, shopping and even medical treatment is obtained from international market. Therefore, there are more requirements and necessities for interaction and communication. English language functions as lingua franca and the best means of communication. That is why, it is necessary to achieve communicative competence to meet the modern and future challenges of communication in every field of life.

English is considered a second language and is a compulsory subject at all levels. The aim is to make the learners able to interact in English. Communicative competence has a broader spectrum and marketability in the emerging progress and scenario of e world. And from the research point of view its value and significance is far greater than other areas of research because a large number of masses can be benefitted. In Pakistan, there are comparatively few works in this domain so there is huge potential and scope of research in this area.

There are currently three types of materials like text based, task based and another is realia used in communicative language competence. The materials which are text based contain textbooks that are used for the direction and support of communicative competence. Sometimes, the table contents in these textbooks propose sequencing and grading of language practice, which are unlikely to be found in

in structurally organized texts. The governments and curriculum bodies all over the world design language syllabus in line with the communicative competence principles. Likewise, in Pakistan the language policy clearly directs to design all the textbooks of English for developing communicative competence among the students according to their learning level. It is, therefore, essential to investigate the textbooks to learn whether they are designed on the models and principles of communication language teaching or not. The investigation will conclude the appropriateness of the textbook to develop communicative competence.

Various approaches have been established to evolve textbooks drastically in the last few decades. In the past, the frequent practice and approach to develop a textbook was to include structure, grammar, unidirectional drills and situational practices. In 1970s there emerged a student centered approach in teaching and learning language and then recently the basic objective of content based textbook was to develop skills and nurture communication, it was evident that earlier approaches were eventually taken over by communicative language teaching (CLT) (Richards & Rodgers, 2005).

It has been observed that some teachers consider a textbook tedious, oppressive and less useful source of teaching in a classroom, while majority has a positive point of view towards textbook (Harmer, 2007a). The question here arises is about the reasons for using textbook. Harmer (2007a) explains; a language textbook includes a comprehensive outline for grammar, vocabulary, pronunciation and writing practices. So the instructors usually use textbook for taking advantages of qualitative material described in the syllabus. Well prepared textbooks help the teachers in preparing lesson in a short time as compared to the time needed for lesson planning and preparing new materials. Moreover, the teachers' guides on textbooks support teachers for procedures and to implement new approaches (Harmer, 2007a). Textbooks give a functional and grammatical framework to the learners that presupposes their general requirements and enables them to learn contents in advance or modify earlier topics to follow their own progress, resultantly (Hedge, 2008). On the contrary according to Harmer (2007a), a textbook use can be confined to one single material and approach. Precisely, textbook may finish up to take over learning and teaching instead of its usage as a guide. This might be a cause for few teachers to design their own contents and materials by avoiding textbook. Harmer (2007a) gives argument that these teachers can be successful on the basis of their rich experience and sufficient time to design a relevant and systematic lesson independently.

Thornbury (2006b) argued, as a result of CLT there is a new approach to understand grammar learning, task-based learning and communicative skills learning. Nonetheless, in other statement he pointed out that syllabus in 1970s might have underrated grammar and gave favour to functions; still, a deep observation of these syllabi revealed the explicit presence of grammar. Furthermore, he added that there were form based explanations in the communicative textbooks (Thornbury, 2006b). His study discussed the problem that textbooks lacked adopting the principles of communicative approach though the authors claimed to fulfill all the requirements of communicative competence in the textbooks.

## Literature Review

### Chomsky's Theory of Universal Grammar

The process of acquiring mothers' tongues by the children is completed before they enter the school, acquire their mother's tongues before the age of school, Chomsky (1965), calls language merely a system of rules (i.e generative) and children have in-born endowed-apparatus for the acquisition mechanism. As Chomsky (1965) considered language as a system, he termed it "linguistic competence" that depends on the native speaker/listener's basic structure repertoire of one language. This linguistic

theory by Chomsky (1965), confines children's acquisition mechanism to their mother tongue, to master the rules of grammar of that language. According to him:

Linguistic theory basically concerns with an ideal speaker/listener, in an entirely "homogeneous speech-community", who has perfect knowledge of that language and not affected by grammatically unrelated conditions like limitation of memory, distractions, shifting of interest and attention, and faults (random or characteristic) in applying language knowledge while making actual performance (3).

Habermas (2014), comments that Chomsky's (1965) linguistic theory deals with the speaker's creative and grammatical perspective of language. In fact, every natural language has fix numbers of fundamental, a foreign or second language speaker can understand produce infinite number of sentences, with some new ones. This is the leading point for Chomsky (1965), to describe the irregular pattern in knowledge and experience (abstract linguistic system with generative rules). Considering these irregularities, Chomsky (1965), directly develops three assumptions: "the adult speaker has more knowledge than how much he can have learnt" is same as an infant while acquiring the mother tongue. By this similarity, Chomsky (1965) assumes that the relationships between "phase specific stimulus conveyance and organics maturation process" happens as an outcome of 'innateness' (abstract structure of linguistic rules). The innate language device, that fixed the construction of possible common language, "contains of linguistic universals" on the basis Chomsky (1965), developed his third assumption (361). The language is divided into competence and performance in Chomsky's linguistic theory (1965). His distinction in the idea of competence and performance (as Widdowson, Teaching Language 3; Hymes, "On Communicative Competence" 56 comment) is, factually, an extended version of Saussure's (1915), distinction in the idea of 'Langue and parole'. Chomsky (1965), connects competence to ideal (innate) speaker/listener repertoire of language system while performance to using language in real situation. His linguistic theory is only an exclusive to a completely absolute community and as he has mentioned the 'competence' is applied on an ideal "homogenous" community. According to Kumaravadivelu (2006), the concern of Chomsky's (1965) linguistic theory is with artificial users of language and disregards the actual users of language (6). Chomsky (1965), considers language a mental activity. In fact, there is no explanation of the role of society to acquire mechanism and in routine people interactions. Kumaravadivelu (2006) raises question on the theory which perceives language merely a mental procedure not as a mode of communication. Many linguists like Hymes; Widdowson; Halliday) have criticized Chomsky's (1965), perspectives because they consider that language has a wide range of functions and applications than merely learning underlying system of language in abstract.

### **Hymes' Theory of Communicative Competence**

Hymes (1970), criticizes and points out some errors in Chomsky's (1965), theory of generative grammar like: the absence of sociolinguistic aspects in the concept of competence; linking competence to a homogenous society and imperfect description of performance. Firstly, he points out the inadequacy of essential system for proper communication. Hymes (1970) displays that children have both the abilities to acquire the language structures and to use that knowledge properly in accordance with the cultural rules ("Toward Linguistic Competence").

Secondly, Hymes (1970) criticizes the focus of Chomsky's (1965) linguistic theory on homogenous society. The language users face difficulties in finding an ideal society for interaction. That is why, Hymes (1970), talks about 'heterogeneous society with which competence is related. ("Toward Linguistic Competence").

Thirdly, Chomsky's (1965) linguistic theory has imperfect performance description. Hymes (1970), finds ambiguity in Chomsky's (1965) idea of performance so he questions whether performance refers to verbal behavior or to grammatical repertoire or to both? Hymes (1970), termed "ability for use" to clarify the concept of performance. According to Johnson (2004), "

### **Canale and Swain's (1980) Four Components of Communicative Competence**

The concern of the communicative competence is both the knowledge and the skills which the people employ during interaction in actual communication with others (Canale & Swain, 1980). The knowledge means what an individual's familiarity with language and further features of communicative language use, while skill means an individual's performance of this knowledge in real communication. Canale (1983, pp. 3-4) has concise the aspects of communication described by Breen and Candlin (1980), Morrow (1977), and Widdowson (1978) as follows:

- (a) Communication is basically a type of social-interaction, so generally learnt to use in social interaction;
- (b) Communication comprises a great un-predictability and creativity in message and form;
- (c) Communication occurs in socio-cultural and discourse contexts which limit the proper language use and the hints for accurate explanations of utterances;
- (d) Communication is conducted in psychological and other settings like memory restrictions, interruption and tiredness;
- (e) Communication is always purposeful like developing social relationships, to influence, or to make promises;
- (f) Communication includes genuine language not text- artificial language;
- (g) Communication is mediated as successful or unsuccessful on the ground of real consequences and outcomes.

The instructors of second language have recognized the idea of nature of communication and adopted it as a tool for the learners' evaluation of communicative competence (Canale 1983). Though there is no full understanding about differences in the communicative competence and the real communication in the area of second language, communicative competence has been vital part of the real communication, despite the fact it looks imperfectly and indirectly owing to "restraining environmental and psychological situations like perceptual and memory limitations, distractions, nervousness, fatigue and interrupting background sounds" (Canale, 1983, p. 5). The concept of skill, referring the ability of expressing knowledge in real conditions, demands a clear difference in competence (basic capabilities) and its display in concrete conditions and real communication (Canale, 1983).

### **Bachman and Palmer's Framework of Communicative Language Ability**

Bachman (1990) introduced the model of communicative competence which was revised by Bachman and Palmer in 1996 is significant framework for the assessment of language (Canale and Swain, 1980; Canale, 1983; Celce-Murcia, Dornyei, and Thurrell 1995; Celce-Murcia, 2007). This model is highly dependent on the earlier theories and models of communicative competence like Chomsky, (1965); Hymes, (1972); Canale and Swain, (1980) and Canale, (1983) to determine the components of Communicative Language Ability (CLA). Usó-Juan and Martínez-Flor has summarized the prospectus of this model by acknowledgement that Bachman was pioneer linguist to consider the pragmatic

competence as the basic component of communicative competence (“Teaching Intercultural” 159). According to Hymes, (1972) communicative competence is the knowledge and ability to use the competence in appropriate situation. Canale and Swain, (1980) linked the ability to use with performance. In the model of communicative language ability (CLA), Bachman, (1990) adds competence as well as ability to use the competence in the social context (p. 84). Therefore, for achieving the competence in language use, Bachman, (1990) discusses three components: (i) language competence; (ii) strategic competence and (iii) psychophysio-logical mechanisms. Language competence has further two sub-elements: (1) organizational competence that consists of grammatical and textual competences. (2) Pragmatic competence that which associate both illocutionary and sociolinguistic competences. While the second component of Bachman model strategic competence has three categories (1) planning; (2) assessment and (3) execution. While the final component the psycho physio-logical mechanism is related to performance by Bachman. More detail and description of this model is not necessary here because Bachman and Palmer updated the model in 1996 and replaced some terminologies of 1990 model.

### **Celce-Murcia et al (1995) Model of Communicative Competence**

Celce-Murcia et al. introduced a new communicative competence model in 1995. In her (2007, p. 44) words, “most of the components of communicative competence were found similar and interconnected so it was necessary to describe their interconnecting nature properly for constructing communicative competence in a fully digestible way.” Celce-Murcia et al. (1995) made changes in the terms devised by Canale and Swain (1980) such as ‘grammatical competence’ into ‘linguistic competence’ and sociolinguistic competence into sociocultural competence. There arose no significant ambiguity in change to linguistic competence from grammatical competence, because lexicon and phonology as well as syntax and morphology were included in the component. While sociolinguistic competence was substituted by sociocultural competence to discriminate from actional competence which Canale and Swain included to the model. Celce-Murcia et al. theorized the ‘actional competence’ as a term to share and comprehend “communicative intent by the performance and interpretation of speech acts and their sets” by the speaker (Celce-Murcia et al., 1995, p. 11). Celce-Murcia and Olshtain (2000) cited the work by Austin and Urmson (1975) to explain that people belonging to every culture practice speech acts for performing social functions. They can use performative verbs, in most of the languages, to express speech acts like “courtesy, compliment, complain, apologize, promise, request, and so on” (p. 24). While giving further explanation of the reason of using these two new terms sociocultural competence and actional competence, Celce-Murcia et al. (1995) stated:

It was our thought that inside a largely perceived sociolinguistic/pragmatic complex, it was essential to detach the aspect related to actional intent from that related to sociocultural features. The language functions occurrence in real life communication brought about a large variety of sentences stems, conventional forms, formulaic expressions and policies in all the languages, so a speaker equipped with full knowledge of actional competence can use a wide stock of chunks, rules and standards which are linked with the understanding about contextualized variables (p.24).

The actional competence has further two components: (i) knowledge about the functions of language and (ii) knowledge about the sets of speech act (Celce-Murcia et al., 1995). The first component of knowledge about the functions of language has further subcategories like information, interpersonal exchange, feelings, opinions, problems, suasion, and future situations. The sociocultural competence has further four subcategories: (i) social contextual factors, (ii) stylistic appropriateness factors, (iii) cultural factors, and (iv) non-verbal communicative factors. Discourse competence is considered as the basic and dominant competence:

### **Celce-Murcia (2007) Revised Model of Communicative Competence**

Celce-Murcia's (2007) revised communicative competence model which would have significant pedagogical implications. There are six components of communicative competence in the updated model: (i) sociocultural competence, (ii) discourse competence, (iii) linguistic competence, (iv) formulaic competence, (v) interactional competence, and (vi) strategic competence.

#### **Pragmatic Competence**

While, for achieving pragmatic competence the document suggests discourse competence and functional competence. Biletzki (1996) highlighted two kinds of pragmatics definitions; (a) intentional and (b) extensional. He has discussed various definitions of pragmatics by linguists to explain his point of view, like pragmatics studies the connection between sign and interpreter (Morris, 1938, p.84), Bates (1976, p.3) calls it the study of "indexical rules" for developing a connection between linguistic form and context, it develops a connection between language, its main ideas and its users (Martin, 1971, p. 138), pragmatic analysis provides a relationship theory between "structures of language" and its users (Apostle, 1971, p. 33), Huberland and May (1977, p 1) calls it a scientific study to use language. Biletzki (1996), on the other hand, elaborates the instances of 'extensional' point of view as; Pragmatics is the study of presupposition, deixis, speech acts, implicatures and various aspects of discourse analysis (Levinson, 1983, p. 27). The real concern of pragmatics in a natural discourse is presupposition, implicatures, illocutionary force and "context dependent acceptability" (Gazdar, 1977, p. 2). According to Levinson (1983) the advance pragmatics term inferable to Morris (1938) as he was looking the relationships between semiotics, syntax and semantics and he linked the three prominent branches of linguistics to pragmatics because pragmatics is study of language with definite reference to the receiver and discloses diverse signs related to its usage in speaker's particular context. Morris (1938) pointed out that speakers used various interjections, commands and rhetorical devices under particular circumstances. Many linguists are still considering these matters. He presents the "behavioristic theory of semiotic"; in which he explained diverse essential semiotics forms with its social, psychological and biological signs. Now, they are identified as sociolinguistics, psycholinguistics and neurolinguistics.

Many linguists used various ways to define pragmatics. In the definition by Haberland and Mey (1997) pragmatics is considered the language science to study language in action. Yule (1996) considered pragmatics essential branches of linguistics which develops a connection between linguistic forms and speakers of those forms. Pragmatics gives permission to the researchers for analyzing the intended and implicit meanings, the speaker's and hearer's false or true assumptions and speaker's goals or objectives. Occasionally, it can be a frantic work to evaluate and analyze the authenticity by considering the mind and sense of both the speaker and hearer. Pragmatics studies the meanings as it is the vital part of communication. The speakers or writers infer the meanings and listener or reader interpret them Yule (1996). Basically, pragmatics concerns with the analysis of the utterances in particular context rather than the analysis of utterances merely. Yule (1996) considered pragmatics as an interesting level of language which helps to explore the unsaid because it is the actual part of communication or speech. The study of language in context promotes the language choice i.e. what is said or written and what is unsaid or unwritten and why does the speaker or writer leave particular arguments for the listener or reader for interpretation. Yule (1996) explained, it rests upon the distance in speaker or writer and the listener or reader. The distance may be social, psychological, physical, or it may be common experiences. In this way, the distance controls how much thoughts are said or unsaid in the communication. Language is a known behavior and usually the people act upon nearly the same and common manifestation in communication. For example, the people in Saudi Arabia used to express "All praise to Allah" instead of replying with the words 'I am perfectly alright!' what about you? (Yule, 1996).



Thomas (1995) provided information that the linguists in 1980, considered pragmatics “the study of meaning and meaning in context”. These were precise and careful definitions but contemporary linguists consider the speakers’ meaning and to interpret the speech. One can explore various levels and layers of meanings i.e abstract meaning, contextual meaning and force. Abstract meanings are found in dictionaries, contextual meanings are found after observing the whole situation, force is interconnected with the intension of the speaker. The framework for the linguists to analyze pragmatic leads from abstract meaning to contextual meaning and then to force. This three level framework relates to study the meanings of phrase, clause and the whole sentence as well.

Bughio and Khan (2012) explained that pragmatics appeared as major branch in late twentieth century giving a hope to analyze language beyond syntactic analysis as it does not help to understand specific forms and connotations. Thus, there emerged new areas of study comprising cognitive linguistic, socio linguistic, pragmatics, discourse analysis and functionalism. There is mutuality and interconnection in all these new areas. Often, the discrimination in them is difficult as there is same denominator in all of them. Therefore, the present work studied classroom discourse in the perspective of pragmatics for exploring the use of language in context. Aijmer, Archer and Wichmann (2012) explained that in pragmatic analysis, meanings comprise inferences and presumptions which can be derived from its literal and structural meaning. It can be explained in the example of a sentence “there is scorching outside”. It may be a true statement or it may be a statement of fact or a request to stay home. Therefore, a sentence has two kinds of meanings, one is sentence meaning and the other is speakers’ meaning.

CEFR (2001) is referred as an authentic ‘reference document’ which describes the skills and knowledge in a foreign language which the learners of language required to develop. It offers foundation to develop textbooks, methodology and language assessment. The CEFR (2001) also explains competencies of language at six main levels of proficiency. The levels are from lowest to highest level: A1, A2, B1, B2, C1, and C2. The Council of Europe created these levels under the scheme “Language Learning for European Citizenship” from 1989 to 1996. Apart from this global scale proficiency levels, the CEFR also presents a 34 Illustrative Scales for listening, reading, writing and oral production, noting and analyzing textbooks (Little, 2007) According to Little (2007), the CEFR has great impact level for developing L2 curriculum, L2 textbooks evaluation, L2 teaching practices and learners’ assessment. The Common European Framework of Reference (CEFR 2016) for languages is a leading manual on teaching, assessment, curriculum designing and instructional guidelines. It describes a complete framework for acquiring languages across Europe. It provides a comprehensive policy for the implementation of language learning and assessment practices in a better way leading to achieve communicative competence for interaction. CEFR (2001, 2020) introduces two split parts of communicative competence known as general competencies and communicative language competencies. By going further, general competencies contain of (i) Declarative Competence (world knowledge, socio-cultural awareness and intercultural knowledge), (ii) Skills and savvy (practical type skills and savvy and intercultural skills and savvy) and (iii) existential competence (values, attitudes, beliefs, motivations, personality factors and cognitive styles). There are various aspects of communicative language competencies like linguistic competence, sociolinguistic competence and pragmatic competence. The linguistic competence includes (i) lexical competence, (ii) grammatical competence, (iii) semantic competence, (iv) phonological competence, (v) orthographic competence and (vi) orthoepic competence. With lexical competence the learner is able learn the vocabulary of a language and then use it in routine communication. Grammatical competence makes the learner competent in using grammatical sources and aspects of a language. Semantic competence improves learners ability to deal with the organization of meanings skillfully. Phonological competence helps to know the skill of perceiving and producing sound units and phonetic aspects of words and sentences. Orthographic competence makes the learners skillful in using and producing symbols of written text. Orthoepic competence involves the skill of using in speech words first

confronted by written form. The next aspect of sociolinguistic competence involves skills and knowledge related to social areas and aspects of language. This social aspect of language affects every kind of communication among the people with culturally different backgrounds, though the cultural influence is usually not taken into account. Sociolinguistic competence contains of linguistic markers indicating social level relationships and dealings like use of please and thank you as greetings to show politeness conventions; manifestation of folk-wisdom like phrases, idioms and proverbs; register differences such as levels of formality and accent and dialect like origin nation and ethnicity. Pragmatic competence is further split into three competencies, (i) discourse competence, (ii) functional competence and (iii) design competence. The basic concern of pragmatic competence is the functional usage of linguistic resources like producing functions of language and speech acts. Discourse competence deals with language user's awareness about the principles of organizing, structuring and arranging messages. Discourse competence enhances the users' skill of arranging sentences in a way to develop coherent stretches of language and also helps them in structuring and managing discourse in regards of coherence and cohesion, thematic organisation, rhetorical effectiveness, style, register and logical ordering. The function of discourse competence is to deal with coherence, thematic development, propositional precision, turn taking, flexibility, and spoken fluency. While making use of a foreign language, a user begins with short and simple turns. And with the increase in proficiency levels, it is more important to develop discourse competence. The role of functional competence is to deal with the usage of written texts and spoken discourse in interaction for specific functional objectives. It is not sufficient to know a specific function to use, the user must possess the knowledge of the both micro and macro functions of the language. Micro functions mean functional usage of single utterances like turns in communication. Micro functions are characterized to impart and seek information that is factual (to identify, to ask, to answer); express and find out attitudes (emotions, facts and volition), socializing, suasion, communication repair and structuring discourse. Macro-functions comprise of the example of narration, description, argumentation and instruction. Functional competence contains awareness and ability of the learner to use patterns of social interactions while making a communication with both fluency - ability to articulate, continuity to meet a dead end; and propositional precision enabling user in formulating propositions and thoughts to bring clarity in meanings (CEFR 2001, 13, 108-130, 223; EVK 2003, 91-130, 203.).

## Results and Discussion

Q How do the textbooks support to develop discourse competence among the students?

### Pragmatic Competence

According to CEFR (2002, 2016), pragmatic competence is essential component of communicative competence. There should be appropriate representation of the component and its sub-components in the textbooks for English to develop communicative competence among the learners (CEFR, 2001, 2020). The component of discourse competence is the capability to use text in a coherent way to develop the written or spoken text in a logical order to communicate your idea in an effective way. CEFR (2001, 2020) has suggested the sub components in English textbooks to enable the learners to achieve the communicative competence. The study had investigated all the textbooks to discover their role in developing discourse competence among the learners.



### Discourse Competence

	Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
		P1	P2	S1	S2	B1	B2	K1	K2
	<b>Pragmatic Competence</b>								
	• Discourse competence								
	Produce coherent stretches in terms of								
4.3.1.1	○ Topic/focus	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.2	○ Given/new	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.3	○ Natural sequencing e.g. temporal	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.4	○ Cause /effect	Y	Y	Y	Y	Y	Y	Y	Y
	Ability to structure and manage discourse in terms of								
4.3.1.5	○ Thematic organization	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.6	○ Coherence and cohesion	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.7	○ Logical ordering	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.8	○ Style and register	Y	Y	Y	Y	Y	Y	Y	Y
4.3.1.9	○ Rhetorical effectiveness	N	N	N	N	N	N	N	N

Table 1: Components of Discourse Competence (Y=Yes, N=No)

### Topic/Focus

There were lot of examples and exercises in all the textbooks about coherent stretches to acquire discourse competence in all the textbooks. The students were required to write on different *topic/focus* and ideas in a coherent way by ordering and sequencing the detail. In some tasks, the students were asked to arrange the sentences in a chronological way in accordance with the happening in the given text. On the other hand, students were also asked to write on unknown *topics/focus* by giving a balanced order of the events. In the writing skill area, there were numerous exercises of liking and disliking, curricular and co-curricular activities and on some other issues. There were multiple tasks “write on”, all of them were structured with guidelines given to the students to tell them what the requirement was to make the writing structured. There were also the instances in all the textbooks about producing coherent sentences through spoken exercises. The use of dialogues was found in all the textbooks to enable the students to develop the sentences according to the situation in a coherent way. These speaking drills provided the structures requiring the learners to answer and ask questions in accordance with the topic they were given to work on.

### Given/New

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 were designed with the material to develop discourse competence among the students. There were special portion at the end of each unit which was specific for writing and speaking exercises on various topics and methods. There were structured as well as unstructured tasks and activities. The objective of the unstructured activities was to ask the students to show their skills by *given/new* creative writing and interesting material on different topics. On the other hand, the structured activities comprised of suggestions and schemes to guide the students that how the writing must look like in a standard style. The textbooks contained various activities for the development of speaking like pictures description, topic description, personality detail, providing information on objects, animals, feelings, likes and dislikes either individually or in pairs or in groups. Individual performance was included in various activities through groups or pair. Exercises like dialogue,

discussion and making survey on different topics using various expressions were found in all the textbooks.

### **Natural Sequencing/Temporal**

In order to produce coherence and cohesion in the text, it is essential to maintain the natural sequence of events for better understanding. This aspect of discourse competence had been represented in all the textbooks like P1, P2, S1, S2, B1, B2, K1 and K2. Firstly, the students were taught some topics in which the detail and information was provided in a *natural sequence*. Every sentence was interlinked and shifted the meanings in a coherent way. Secondly, the students were directed to correct the sequence of sentences according to the contextual information so as to teach them the basic rule of ordering the sentences. Thirdly, the students were given some clue/order in order to write on any given topic which would both coherent and cohesive. This kind of practice was carried out in all the textbooks to educate the students. Furthermore, various kinds of individual, pair and group activities had been observed both in written and spoken style to teach this particular rubric. Thus, a student would be in a position to bring coherence and cohesion in his text in a *natural sequencing* manner.

### **Cause/Effect**

The relationship of *cause and effect* allows one event to happen another event as a result of the first event. There may be lot of effects by one cause. The nature of this relationship require cause to happen first and then effect or multiple effects occur. If there is no cause then no effect can happen so they are bound to be used together. *Cause and effect* had been considered an important technique of speaking and writing a comparative description. The students learn different styles by using cause and effect technique according to change in situation. The textbooks for English at secondary level had at least one instance of sub component of *cause/effect* style of producing text. Somewhere, there were topics to generate *cause/effect* relationship and somewhere the students were given some ideas to develop the same.

### **Thematic Organization**

*Thematic structure* has a central role and significance in organizing the text/message in a way to enable it for communication with clear and transparent understanding. It is a skill which projects that while writing how the learners tackle the cohesive device to produce the real situation. According to the linguists, theme functions as cohesive device in spoken or written texts. There were various activities in all the textbooks where the students were required to focus on a given theme to produce text that would be clear enough to understand the meanings thoroughly. The designers of all the textbooks were seemed convinced to add all the relevant exercises in the textbooks to teach the students the principles of discourse competence to achieve pragmatic competence among the learners. The textbooks P1, P2, S1, S2, B1, B2, K1 and K2 had generated various individual, pair and group activities where the students were required to generate texts on given themes.

### **Coherence and Cohesion**

Coherence and cohesion differ in nature and usage where necessarily cohesion is preceding coherence. Coherence is associated with ideas and it is achieved when the ideas are connected to produce the desired text for effective communication. On the other hand, cohesion is associated with sentences and it is achieved when sentences are connected with each other. Cohesion is concerned with grammatical, lexical, material and semantic aspects of sentences. While coherence ensures the exact connection of ideas and thoughts behind the sentences. This component, though the terms are not used time and again, had been established in all the textbooks in some way or the other. The text within the

units served as demonstration to bring coherence and cohesion in the spoken or written texts. Then there are multiple tasks and exercises where the students were engaged to develop both cohesion and coherence in their writing on different topics and ideas. There were also role plays and group tasks in P1, P2, S1, S2, B1, B2, K1 and K2 for the said purpose.

**Logical Ordering**

The logical ordering is a very common aspect of language which demands students be able in organizing their ideas by going from general to specific. As an instance, the learners are required to make a common statement and then give detailed explanations of the topics. It is essential to note that the students must ensure that their text is precise and clear for the understanding of the readers. This aspect of discourse competence had been represented in all the textbooks like P1, P2. S1, S2, B1, B2, K1 and K2. Firstly, the students were taught some topics in which the detail and information was provided in a *logical ordering*. Every sentence was interlinked and shifted the meanings in a coherent way. Secondly, the students were directed to correct the sequence of sentences according to the contextual information so as to teach them the basic rule of ordering the sentences. Thirdly, the students were given some clue/order in order to write on any given topic which would both coherent and cohesive. This kind of practice was carried out in all the textbooks to educate the students. Furthermore, various kinds of individual, pair and group activities had been observed both in written and spoken style to teach this particular rubric. Thus, a student would be in a position to bring coherence and cohesion in his text in a *logical ordering* manner.

**Style and Register**

There is a frequent usage of the term *register* for describing formality as well as the general language utilized by people groups who share something in common. For the understanding of this term we can quote the argumentative debate between two lawyers using jargon. On the other hand *register* means different ways and styles of people’s using language on the basis of **who they are interacting to and the situations they have**. *Register* is often referred in the terms of **formality**. For instance, our tone of voice, word choices and body language may be different in a formal situations like interview for job by comparing to informal situations like causal chatting with friends.

Though, these terms were not found in use in the textbooks there are lot of traces of the practical usage of *style* and *Register* in all the textbook in written text style. For example, there are various topics in all the textbooks in which these terms’ essence was used. In fact, the learners’ level would be a hindrance to make them understand these terms. All the textbooks P1, P2. S1, S2, B1, B2, K1 and K2 had lot of exercises on the using language under various situations but the words Style and register were missing.

**Rhetorical effectiveness**

The use of rhetorical effectiveness through spoken or writing exercises and text had not been witnessed in any of the textbook. However, there were exercises to write influencing writing through arguments but they did not serve the term rhetoric. The possible reason was to teach the students manners and discipline through language use. While, the rhetoric competence as described as manipulation of various elements of the language like grammar and vocabulary in compelling style for the achievement of the pre-determined effect was not the need of secondary level students.

**Functional Competence**

	Components and sub components of communicative competence		Punjab (PTB)		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
	P1	P2	S1	S2	B1	B2	K1	K2		



4.3.2	• Functional Competence								
	○ Micro-functions								
	imparting and seeking factual information:								
4.3.2.1	• identifying	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.2	• reporting	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.3	• correcting	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.4	• asking	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.5	• answering	Y	Y	Y	Y	Y	Y	Y	Y
	expressing and finding out attitudes:								
4.3.2.6	• suasion:	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.7	• socializing	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.8	• structuring discourse:	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.9	• communication repair	N	N	N	N	N	N	N	N
	○ Macro-functions								
4.3.2.10	• description	Y	Y	Y	Y	Y	Y	Y	Y
4.3.2.11	• narration	Y	Y	Y	Y	Y	Y	Y	Y
	• commentary	Y	Y	Y	Y	Y	Y	Y	Y
	• exposition	Y	Y	Y	Y	Y	Y	Y	Y
	• exegesis	N	N	N	N	N	N	N	N
	• explanation	Y	Y	Y	Y	Y	Y	Y	Y
	• demonstration	Y	Y	Y	Y	Y	Y	Y	Y
	• instruction	Y	Y	Y	Y	Y	Y	Y	Y
	• argumentation	Y	Y	Y	Y	Y	Y	Y	Y
	• persuasion	Y	Y	Y	Y	Y	Y	Y	Y

Table 2: Components of Functional Competence (Y=Yes, N=No)

The role of functional language in real-life situations is of vital significance for interaction. This is the practical use of language in which the user use different expressions under various contexts. There expressions vary in formal and informal situations i.e a specific expression is essential in a formal situation but the same expression is not suitable for informal situation. One’s interaction with a close friend differs from interaction with stranger. In this way, the functional competence is essential for communication in real life like situations. In this sense the textbooks play a vital role to develop functional competence through various exercises and tasks. The competence also enable the learner to use vocabulary and grammar for the specific purpose. All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 were found contained of some activities to make a dialogue in order to gather some basic knowledge so that the discussion might be prolonged to achieve the full purpose of communication.

Micro- functions of functional competence refer to directives like instruct, command, suggest, and request to get things done.

**Identifying**

Micro-functions refer to functional use of single utterances in short words, both spoken and written form for an interaction. While imparting and seeking factual information, the *identifying* process help to collect the required information to generate some idea for the proceeding of communication by using some short vocabulary and grammar. For the development of functional competence all the textbooks were found replete with required exercises and tasks in single, pair and group formation where

students were put under some condition to identify the situation or topic for interaction with other. The dialogues and discussion with some strangers were designed in textbooks for the development of this competence. Many instances had been incorporated in the textbooks to teach the learners the art of identifying for functional use of language.

### **Reporting**

The art of reporting had been found in abundance in all the textbooks with the purpose of enabling the learners. In one of the exercises in P2, the students were directed to study the life of the Prophet (peace be upon him and then share the findings. In P1, the students were directed to write a letter to report the irregular collection of solid waste in your area. In B2, the students were directed to write city mayor highlighting the need of park. Similarly, all the textbooks contained activities in which the students were directed to write something for reporting to some other people.

### **Correcting**

The role of the textbooks is to enable the learners to use correct and accurate language in interaction for the achievement of objectives. Keeping in view this fact, all the textbooks contained countless exercises and activities on correct use of different parts of speech like verb, adjective, adverb, preposition and other grammatical elements. These tasks would help the students to use correct language in their conversation.

### **Asking**

Asking is another micro-function of functional competence which was found in abundance in all the textbooks. The students were required to form a situation in a dialogue form to ask something from their fellows. These kind of exercises would help in developing the habit of asking something from the others. On the other hand, if a student did not have the ability of asking others definitely he would be unable to achieve some certain objectives. Dialogues were incorporated in the textbooks about asking, telling and restating directions. Similarly, asking and responding to questions of social nature were found in all the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 with other type of activities as well.

### **Answering**

Apart from the exercises of answering the questions at the end of each lesson in all the textbooks P1, P2, S1, S2, B1, B2, K1 and K2, there were other exercises as well where the students were required to answer some questions. Comprehension passages and dialogues were given in all the textbooks with different topics and situations in which the students were required to answer the question in real situation.

### **Suasion**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 were found having various exercises and activities to demonstrate different acts to advise, urge, pursue or attempt to persuade. In these exercises the students were asked to write on the topic of these natures to learn the use of suasion in their texts.

### **Socializing**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 were replete with exercises telling the ways to be social in behavior and dealings. The dialogues, pair work and group discussion activities in the textbooks were designed to develop the feature of socializing among the learners. Furthermore, various topics of social set up were assigned to students to write on so that they might acquire this competence.

### **Structuring Discourse**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 contained reasonable portion to teach the discourse structure to enable them describing the way in which whole the text is organized. The activities and tasks were focused to tell how language is used in newspaper article, in a poem or in an aloud speech. The textbooks contained poems as well, and the exercises contained the question to summarize the poem or write letter/email to the editor and other such topics so that the students would develop the habit of structuring discourse in their texts. Again, it is necessary to mention that these components/terms were not used in the textbooks but the underneath purpose was the same.

### **Communication Repair**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 did not have any exercise or activity concerning the teaching of communication repair. There was no evidence in the textbook which would be helpful for the students to re start their communication if they failed the first time in order to utilize communication repair.

Macro functions of functional competence are broadly comprised of ideational, interpersonal and textual functions. CEFR (2001, 2020) has discussed the following components of macro-function of functional competence.

### **Description**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 comprised of plenty of exercises to teach the art of description with the purpose of enabling the learners to describe any idea for the better understanding of others. In one of the exercises in P1, the students were directed to describe the role of media. In K1, the students were directed to describe the social issues in the locality to seek a solution. In B2, the students were directed to describe the personality trait. Similarly, all the textbooks contained activities in which the students were directed to write something for describing to some other people.

### **Narration**

The lessons, tasks and activities related to teach narration were found in abundance in all the textbooks P1, P2, S1, S2, B1, B2, K1 and K2. The tasks helped the learners to learn the act of storytelling in a chronological order. Writing the story on a specific topic was also found present in different ways in all the textbooks.

### **Commentary**

Commentary is another macro-function of functional competence which was found in all the textbooks under different tasks and activities.. The students were required to form a situation in a dialogue form to ask something from their fellows. These kind of exercises would help in developing the habit of giving their opinion and comments explaining something for others. On the other hand, if a student did not have the ability of commenting some ideas or situation definitely he would be unable to achieve some certain objectives. Dialogues were incorporated in the textbooks about commenting, telling and restating directions. Similarly, commenting and responding to questions of social nature were found in all the textbooks P1, P2. S1, S2, B1, B2, K1 and K2 with other type of activities as well for the expression of opinions or explanation about any situation or event.

### **Exposition**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 comprised of plenty of exercises to teach the art of exposition with the purpose of enabling the learners to explain any theory or idea for the better



understanding of others. In one of the exercises in P2, the students were directed to explain in detail about malnutrition. In P1, the students were directed to explain the idea or concept of beauty in Daffodils. In K2, the central idea of the poem was asked to write upon to tell the use of figurative language for explaining the same. Similarly, all the textbooks contained poems and activities in which the students were directed to write something as exposition to some other people.

### **Exegesis**

There was not a single exercise for the interpretation and description of scripture in any of the textbooks. However, all the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 comprised of plenty of exercises for the interpretation of some idea or concept particularly about the poems as an example of exegesis.

### **Explanation**

All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 comprised of plenty of exercises to teach the art of explanation with the purpose of enabling the learners to explain any idea for the better understanding of others. In one of the exercises in P1, the students were directed to explain in detail the dangers of drugs. In K2, the students were directed to explain the social issues in the locality to seek a solution. In B2, the students were directed to describe the personality trait. Similarly, all the textbooks contained poems and activities in which the students were directed to write something for explanation to some other people.

### **Demonstration**

There was representation of demonstration of some items or things in all the textbooks. The use of demonstrative pronoun was selected for demonstrating any object with a chronological way with precise ideas and information.

### **Instruction**

There was a minute difference in the nature and use of macro functions of functional competence. All the features were found related to make the text, both spoken and written, descriptive and influential by using all these features of functional competence. All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 comprised of many exercises to teach the art of instruction with the purpose of enabling the learners to modify or correct any idea for the better understanding of others. In one of the exercises in P1, the students were directed to give instruction to the group of students to undergo an assignment. Similarly, all the textbooks contained activities in which the students were directed to write something from instructional point of view for other people.

### **Argumentation**

Argumentative writing was observed a salient feature in all the selected textbooks. There were tasks for the students to write argumentative essay. K2 contained exercise for the students to write argumentative essay on the topic 'truth is stronger than fiction'. There were also other instances in the textbooks where students were taught and directed to use argumentative writing to pursue others.

### **Persuasion**

Persuasive and Argumentative writing share common traits as macro function of functional competence because the objective of both the features is same. Like other macro functions, this function was also found present in all the textbooks. In some cases both argumentative and persuasive writing was used as common feature like in B2 there was a task to write persuasive/argumentative essay on

‘seeking education is essential for all’  
**Discussion**

Developing the communicative competence among the learners is a complex phenomenon. The role of textbooks is very unique to teach them the principles of communicative competence covering all its sub competences and components. An authentic checklist was adopted on the recommended models and theories of the linguists to analyze all the eight English textbooks, taught in Pakistan at secondary level. Much diversion was found, in the results, in the effort for the development of communicative competence. All the textbooks were designed differently and they varied in defining, explaining and interpreting the significance and the use of terminology was overlooked. However, some components and sub-components were focused equally in all the textbooks like developing the lexical and grammatical competences. There were common use of occurrences, multiple tasks and exercises of these components in all the textbooks contained. The rules of grammar were significantly knitted as the main feature of these textbooks. These results of the study matched widely with the findings of Paulikova (2020), whose study made content analysis of three English textbooks taught in the primary schools of Slovak.

The analysis of the findings in the light of the CEFR (2001, 2020) framework, it was observed that although all the textbooks contained most of the items to develop pragmatic competence but full representation of communicative competence model was missing in the systematic and coherent way. The items are not mentioned chronologically rather some parts of the same item have been divided in book 1 and book 2 separately which delays the learning process. For the development of discourse competence, all its components were woven precisely in all the textbooks. The examples, exercises and tasks would help the learners to learn the minuteness of discourse competence. The textbooks would help to produce coherent stretches in terms of topic/focus, given/new, natural sequencing e.g temporal and cause effect. The data had the ability to structure and manage discourse in terms of thematic organization, coherence and cohesion, logical ordering, style and register. However, the sub component of rhetorical effectiveness was missing thoroughly in all the textbooks due to its practical type of nature. The role of functional language in real-life situations is of vital significance for interaction. This is the practical use of language in which the user use different expressions under various contexts. There expressions vary in formal and informal situations i.e a specific expression is essential in a formal situation but the same expression is not suitable for informal situation. One’s interaction with a close friend differs from interaction with stranger. In this way, the functional competence is essential for communication in real life like situations. In this sense the textbooks play a vital role to develop functional competence through various exercises and tasks. The competence also enable the learner to use vocabulary and grammar for the specific purpose. All the textbooks P1, P2, S1, S2, B1, B2, K1 and K2 were found contained of some activities to make a dialogue in order to gather some basic knowledge so that the discussion might be prolonged to achieve the full purpose of communication. There was significance representation of functional competence with its micro-functions and macro-functions and all the relevant sub-components. The results of the data support the ideology of Richards and Schmidt (2014), Celce Murcia (1991) and Canale and Swain (1980) that for the development of communicative competence all its competences and components are required to be developed and added at the same rate.

### **Conclusion**

In the present study, the framework of CEFR (2001, 2020) was briefly reviewed to find representation of pragmatic competence in order to determine the role of textbooks in developing communicative competence among the learners. The results showed that there was mismatching in the selected textbooks and the CEFR (2001, 2020) model, as a whole in one textbook. However, there were


many components of communicative competence in all the books for the learners. However, there were comprehensive examples, tasks and exercises to develop pragmatic competence among the learners. Though, no terminology was used in the textbooks but the sub-components of discourse competence and functional competence were found in the data. In general, it was seen that the sequence and order was not followed in accordance with the framework, the components were randomly spread in the data so the effectiveness was compromised in achieving the development of communicative competence. In the context of developing communicative competence among learners, no set of the textbooks was found appropriate to train the learners for interaction on world forum. There should be more tasks, exercises and examples in the textbook to develop communicative activities in the classroom and all the components of communicative competence.

### Recommendation

In order to determine the development of the communicative competence in actual classrooms, a deeper research would be required to be done. The tri-model observation of contents analysis, teaching methodology observations and students' assessment as CEFR (2001, 2020) model would help describing textbook analysis, teaching practices and assessment to determine appropriateness of communicative competence development among the learners. Lastly, as the Govt. of Pakistan have launched new single national curriculum across the country, the curriculum and syllabus designers need to focus on absolute model of communicative competence with all the competences and components in the English textbooks in a systematic manner to ensure students' communicative competence and ability.

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