University of Gezira

Effectiveness of Communicative Techniques in Improving EFL Learners’ Communicative Competence:
A Case Study teachers of English at Basic Schools, Al-kamleen Locality, Gezira State, Sudan (2017)

Awadia Ahmed Abdalla Al-niaima

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Effectiveness of Communicative Techniques in Improving EFL Learners’ Communicative Competence;
A Case Study teachers of English at Basic Schools, Al- kamleen Locality, Gezira State, Sudan (2017)

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Effectiveness of Communicative Techniques in Improving EFL Learners’ Communicative Competence:
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Date: March 2018
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Examination Date: 24/4/ 2018
Dedication

I dedicate this study to:
my Parents , my son ,my closest friend Ragaa Muhammed ,
all the extended Family and colleagues.
Acknowledgements

I wish to express my sincere gratitude and thanks to my main supervisor Dr. Al-haj Ali Adam for his assistance, guidance, great advice and good supervision throughout this study. Deep gratitude and best thanks are extended to my co-supervisor Dr Abd-Algalil Abdalla Salih for his kind supervision guidance and continuous support. My special gratitude is to my family for their support during this study, my son Hassan and my mother for her continuous encouragement and supplications. To my youngest sister Dr. Bataul for her continuous thoughts.
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Abstract

The communicative approach highlights the importance of functional language as opposed to focusing specifically on grammar and vocabulary. This study aims to encourage the teachers to use classroom techniques which are effective to improve the students’ communicative competence. The communicative techniques create real environment to learn the EFL, communicative techniques help the students to use the target language in real situation (outside the classroom). The study followed the descriptive analytic method. The data were collected by means of questionnaire which was distributed to (41) teachers at secondary schools in Al-kamleen Locality. The data were analyzed by the (SPSS) program. As a result of data analysis, many findings have been found such as pair work and group work are more used in the class for stimulating students in English lesson, students find it difficult to understand what they hear on T.V or radio programs in English, reading comprehension is helpful in improving learners’ ability to communicate orally and in teaching literature, teachers let students read and discuss a certain topic then ask them questions oral evaluation and before writing a composition, teachers ask them to discuss it as pairs work. In the light of these findings the study recommended that teaching and learning a foreign language is not an easy process so the syllabus designers should help teachers by the availability of audio and audio-visual aids to facilitate the acquisition of English, group work should be used a lot in the English language classrooms as it is the most effective and available between other communicative technique. Teachers should create a class environment where students have real-life communication, authentic activities and meaningful tasks. Moreover listening should be given many periods as it paves the way for speaking and learners allowed to speak whenever they want to. Finally teacher should be creative in his/her performance to motivate learners and use all sort of aids to attract their attention.
فاعلية طرق المخاطبة في تحسين مهارة التخطب للطلاب الغير ناطقين باللغة الإنجليزية (دراسة حالة معلمي المرحلة الثانوية، بمحلية الكاملين، ولاية الجهراء، السودان، 2017)
وعذبة أحمد عبد الله النعيمه

ملخص الدراسة

المنهج التواصلي يسلط الضوء على أهمية اللغة الوظيفية بدلاً من التركيز بشكل خاص على قواعد اللغة والمفردات. تهدف هذه الدراسة إلى تشجيع المعلمين على استخدام تقييم الفصول الدراسية التي تكون فعالة في تحسين كفاءة الطلاب في التواصل. تقييم التواصل خلق بيئة حقيقية لتعلم الفعل في التواصل تساعد الطلاب على استخدام اللغة المستهدفة في الوضع الحقيقي (خارج الفصول الدراسية). تابعت الدراسة المنهج الوضعي التحليلي. تم جمع البيانات من خلال استبانة تم توزيعها على (41) معلماً في المدارس الثانوية بمحفعتة الكاملين. تم تحليل البيانات من قبل برنامج (سين). ونتيجة للتحليل، تم العثور على العديد من النتائج مثل العمل الزوجي والعمل الجماعي في أكثر استخداماً في الصف لتحفيز الطلاب في الدرس الإنجليزية، يجد الطلاب صعوبة فيفهم ما يسمعون على البرامج التلفزيونية أو الإذاعية في اللغة الإنجليزية والقراءة والفهم هو مفيد في تحسين قدرة المتعلمين على التواصل شفويًا. وفي تدريس الأدب الإنجليزي يصبح المعلمون للطلاب بقراءة ومناقشة موضوعًا محددًا ومن ثم يسألهم أسئلة للتقييم الشفوي. وقبل كتابة أي مقالة يتم مناقشة الموضوع بطريقة مشتركة. في ضوء هذه النتائج أوصت الدراسة بأن تدريس وتعلم اللغة أجنبية ليست عملية سهلة، لذا ينبغي لمصممي المنهج أن يساعداً المعلمين على توفر الوسائل السمعية والبصرية لتسهيل اكتساب اللغة الإنجليزية، كما يجب استخدام العمل الجماعي الكلي في الفصول الدراسية اللغة الإنجليزية كما هو الأكثر فعالية ومتوفرة بين تقنية التواصل الأخرى. كما يجب أن يقيد المعلمون الفصول الدراسية لتحفيز الطلاب لمناهجة النشطة الدراسية وتمارين ذات معنى. وعلاوة على ذلك ينبغي أن يعطي الاستماع فترات عديدة لأنها تمهد الطريق للتحدث. تشجيع الطلاب على التحدث باللغة الإنجليزية. الاهتمام بجوانب الإبداع لدى المعلمين.
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Chapter One
Introduction

1.0 Background

Language can be defined as a set of signals by which we communicate. Human beings are not the only species to have elaborate communication system. Bees communicate about honey and to warn of danger, to signal the finding of food or to indicate attitudes to mating. In Quran an ant warned the other ants saying (Oh ants go quickly to your houses, thus Suleiman (Peace Upon Him) and his soldiers do not damage you as they do not feel. Language is an abstraction based on the linguistic behavior of its users. It is not to be equated precisely with speech because no speaker has told mastery of entire system and every speaker is capable of using the language inadequately tiredness, illness or inattention. All normal children of all races learn to speak the language of their community, so speech has often been seen as the primary medium of language.

Language is the principal means used by human beings to communicate with one another. So language –learning objectives, like other learning –objectives are defined in terms of behavior. The of learning is always to enable the leaner to do something which he could not do at the beginning of learning-process. This applies to physical ability, such as the ability to ride a bicycle. Before defining the learning-objectives the group of learners whose needs are wished to cater, the target-group. Once the target-group has been defined it is possible to determine what will need to do with, in our case, a foreign language. It is not sufficient to say that they want to speak the foreign language, so they must understand it as well. In order to define the language –objectives for a target –group first the situations (the roles a language-user has to play), in which the foreign language will be needed, have to be specified. When the nature of language –activities is determined, the general purposes, for what the learner will use FL, have to be specified. For instance the may have to give information about facts, wish to express gratitude, wish to apologize…etc.

1.1 Statement of the Problem

The problem is that, the students at secondary schools are not able to use the language orally with each other or with their teacher in the classroom. Even if they are asked a simple question, they answer it using Arabic rather than the target language (English).

1.2 Objectives of the Study:

To discover teachers' opinions on the followings:
(i) Whether Classroom techniques are effective so as to improve the students communicative competence.

(ii) The communicative techniques create a real environment to learn the FL.

(iii) Communicative techniques help the students to develop language skills mainly the oral ones (listening, speaking).

(iv) The use of visual aids and other materials in communicative techniques motivates students to carry out practical communication.

(v) Communicative techniques help the students to use the target language in real situation (outside the classroom).

1.3 Hypotheses of the Study

The researcher came with the following hypotheses:

(1) Communicative techniques should play an important role in developing students’ communicative competence.

(2) Communicative techniques are supposed to create a suitable atmosphere for learning language naturally through pair work and group work.

(3) Learner also should have the knowledge of developing other skills mainly listening and speaking.

(4) Visual aids should be allowed in communicative techniques because they are motivated.

(5) Literature will have an effective contribution in improving EFL learners’ communicative competence if it is taught through discussion.

1.4 Questions of the Study

a. How could communicative techniques should be effective in developing learners’ communicative competence?

b. How does communicative techniques create real and motivated environment for learning EFL?

c. What are the most expected language skills that students could develop by using communicative techniques?

d. How do visual aids contribute in developing students’ motivation for learning the FL?

e. How does literature contribute in improving EFL learners’ communicative competence?

1.5 Significance of the Study
The research is supposed to study the techniques which are used in the classroom for teaching EFL and whether those techniques are effective in improving the communicative competence of the students or not.

1.6 Methodology of the Study

The descriptive analytical methods will be used for data collection in this study; the researcher makes use of a questionnaire. The statistical package for social sciences "SPSS" will be used for data analysis. The population is teachers of English at secondary schools in Al-kamleen Locality.

1.7 Limitations of the Study

It is limited to Communicative Language Teaching and concentrated mainly on communicative techniques. The questionnaires are offered to teachers of English in secondary schools in Al-Kamleen locality.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
The communicative approach highlights the importance of functional language as opposed to focusing specifically on grammar and vocabulary. Learners are taught to apply various language forms in various contexts and situations such as making hotel reservation, booking tickets to a show, asking for directions etc. It is this constant exposure to language in realistic situations which is thought to aid language acquisition. Also students are given a clear reason for communicating in the form of a role play and stimulations.

Accuracy of the language used is seen to be of less importance than communicating successfully. During these communicative activities the teacher does not intervene as the purpose of such activities is to stimulate real situation.

Although communicative activities are widely used by teachers it is quite difficult to define exactly what communicative approach is. This is because most teaching methods are aimed at improving communication irrespective of the techniques employed. The communicative approach is also seen to erode student accuracy in pursuit of fluency. The communicative approach has however been adopted in classroom all over the world and has, in many ways, made an invaluable contribution to the profession of ELT.

2.1 The concept of communication
The Merriam-Webster Dictionary defines communication as the act or process of using words, sounds, signs, or behavior to express or exchange information or to express your ideas, thoughts, feelings, etc. to someone else. This is very broad definition but it does manage to encompass everything that makes up the concept of communication. Every day you convey information to another person, whether it’s the order taker at your local drive through or your supervisor at work you use communication. Communicative method defines objectives headed by free communication through conversation, reading, listening comprehension and writing. For those aims, the communicative method uses contemporary elements of television, radio communication, etc. which are natural in the world of exchanging information. Nevertheless, a book remains the main but not the only tool of language learning at school. A teacher can choose any book which corresponds to his/her purposes and define his/her methodological approach toward language teaching. But a book should be both interesting and accessible for students. A textbook should help learning the
language, but not giving interesting or boring facts about it. On the other hand, even the
most attractive book will not give any result, if its content is separated from the
communicative learning with the help of a teacher as a professional counselor.

In classroom, the teacher is the source of information. And this communication is
under control not free. In this case, the purpose of a teacher is to transform information
with students to pleasant, attractive and emotional lesson. Real communication is always
informative, interesting and unexpected. If the teacher is always informative, interesting
and unexpected, then even before the beginning of the lesson students will be disposed to a
good lesson. But if the previous lesson is just as the same as the next one, students will be
bored with it before the lesson starts.

There are a lot of students who can and know how to speak English but happen to
keep silent facing the criticizing teacher. At free work, however, students are more willing
and ready for decision-making and to ask the teacher for his advice. In small group, even
the shyest students engage in communication at the same level as a “non timid” students.
Work in groups which transform a student into the main person of the language lesson is
the kind of work which develops the communicative abilities of students.

2.2 Theoretical Background to Communicative Language Teaching (CLT)

Since the mid-sixties, the focus in linguistic theory has shifted from the study of
language in isolation to the study of language in a social context Savignon (1991, 2002). It
is this socio-linguistic perspective, which is the unifying principle and the driving force
behind a communicative approach to language teaching. Although this socio-linguistic
approach is basically a language theory rather than a learning theory, taking into account
Richards and Rodgers' (1986) definition of approach, CLT encompasses a theory of
language and a theory of language learning, and see it as an approach than a method.
Briefly, they define an approach as a set of theories about the nature of language and of
language learning. It is axiomatic, as it takes a number of assumptions as a starting point. A
method, on the other hand, is the level at which theory is put into practice and at which
choices are made about the particular skills to be taught, the content to be taught, and the
order in which the content will be presented. Besides, these writers claim, "at the level of
language theory, CLT has a rich, if somewhat eclectic theoretical base"Richards and
Rodgers' (1986:71).
2.2.1 Language Theory

The rise of interest in the individual and in relationships among individuals, which characterized the sixties, marked the emergence of socio-linguistics, that branch of science where sociology and linguistics meet. A new light was shed on language, not simply as a system of structurally related elements, which form a rule, but as a vehicle for the expression of meaning and social interaction. In other words, the structural view was supplemented with a functional, a semantic and interactional view. It was this idea of language as communication that started off the whole communicative movement Widdowson(1978, 1979); Savignon(1991). And it was Hymes (1972) that made history by challenging Chomsky's view on linguistic competence, and replacing it by the notion of communicative competence cited in Richards and Rodgers(1986) and Savignon (1991).

In the words of Canale and Swain (1980:7) communicative competence refers to the "interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence, or knowledge of the rules of language use". In other words, rules of use and rules of usage are complementary and not mutually exclusive. According to Canale and Swain "the primary goal of a communicative approach must be to facilitate the integration of these two types of knowledge for the learner" (1980:25). Savignon (1991) notes that communicative competence characterizes the ability of language learners to interact with other speakers to make meaning, and "[it] is relative, not absolute, and depends on the cooperation of all the participants involved".

Broadly speaking, communicative competence is an aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. According to socio-linguistic theory, the act of communication is seen not as basically an exchange of linguistic messages, but rather as a social phenomenon in which the use of language plays a part. In the field of the ethnography of communication, which Stern (1983:220) defines as "the study of the individual's communicative activity in its social setting." language is a sub-ordinate, yet integrated part of social and situational systems, which are actually behavior patterns. Halliday (1978) argues the existence of a semantic network is the linguistic realization of patterns of behavior. He postulates that" the more we are able to relate the options in grammatical system to meaning potential in social contexts and behavioral settings, the more insight we shall gain into the nature of the language system" (1978:44).

In his functional account of language use, Halliday has criticized Chomsky's linguistic, theory of competence. He says "Linguistics ... is concerned ... with the description of
speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (1970:145). This view complements Hyme's opinion of communicative competence, and we can only understand language if we view it as an instrument or as a communicative tool. To which Widdowson (1979:50) adds that "once we accept the need to teach language as communication, we can obviously no longer think of language in terms only of sentences." This statement provides the justification for the emphasis on discourse in CLT.

2.2.2 Learning Theory

According to Richards and Rodgers (1986) little has been written about learning theory unlike theory of language. However, two of the general learning theories, which emphasize common features among learners, are cognitive theory and skills theory.

2.2.2.1 Cognitive Theory

According to cognitive theory, learning involves the ability to understand, to anticipate, and to relate new information to pre-existing mental structures. This focus on meaningful learning is derived from an attempt to make sense of the world. The heavy reliance of CLT practitioners on the mental schema theory is exemplified by Brumfit's statement (1979:189) that "new learning must be closely assimilated with what is already known, and if language is being learnt for use, then new learning must be directly associated with use". Hence, at the level of learning theory this view supports Halliday's claim about the semantic network as a bridge between linguistic form and behavior pattern, a link between words and the world. As Stern (1983:261) posits "The learner must become a participant in a real-life context of language use as a condition of effective learning."

Macdonough (1981:27) describes the cognitive process as "hypothesis testing", and ads, significantly, that "rules can only be found if the risk of error is run". This view is reflected in the great tolerance of CLT towards errors. Errors are not to be avoided at all cost; they are not to be seen as evidence of non-learning, but being an external manifestation of the continual revision of the inter-language system. They are essential elements in the learning process.

2.2.2.2 Skills Theory

This theory emphasizes the importance of cognitive learning and practice. However, advocates of this theory reject mechanical practice altogether as being totally irrelevant to genuine learning. Skills theory links mental and behavioral aspects of performance through
a hierarchically organized set of plans, in which low level of automation is necessary to free attention for high level of planning. In this regard, Littlewood (1984:74). states the following:

"The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance".

Skill practice is considered as a legitimate learning principle Richards and Rodgers (1986), provided that it "offers natural options of language use which reproduce the kinds of choice that occur in spontaneous communication".

2. 3 The Origins of Communicative Language Teaching

Educators such as Galloway (1993), Savignon (1987, 1991) and Richards and Rodgers (1986) state that the origins of communicative language teaching are many, in so far as one teaching methodology tends to influence the next. Galloway says that the communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. Richards and Rodgers (1986), on the other hand, claim that the origins of communicative language teaching are to be found in the changes of situational language teaching approaches, which influenced the British language teaching tradition till the late 1960s. Meanwhile, Savignon (1991) asserts that the emergence of CLT can be traced to concurrent developments on both sides of the Atlantic, i.e., in Europe and the United States.

Educators and linguists Candlin (1981) and Widdowson (1978) saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. They felt that students were not learning enough realistic, whole language in those methods, i.e., situational language teaching, audio-lingual or grammar-translation method Richards and Rodgers( 1986); Savignon ( 1987, 1991); Galloway (1993). Students did not know how to communicate using appropriate social languages, gestures, or expressions; in brief, they were at loss to communicate in the cultures of the language studied. In respect of this point, Widdowson (1972:15). remarks the following:

"The problem is that students, and especially students in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use, in normal communication, whether in spoken or written mode."
Similarly, Howatt says that "the original motivation for adopting a communicative approach in the early seventies was remedial, an attempt to overcome the inadequacies of existing, structural syllabuses, materials, and methods" (1984:287). There was a positive response from linguists, methodologists and classroom teachers offering the best hope for the elaboration and diffusion of language teaching methods and materials that work, encourage and support learners in the development of their communicative competence Savignon (1991). A case in point, as Richards and Rodgers (1986) describe, British language teaching specialists emphasized another fundamental dimension of language that was addressed in current approaches to language teaching at that time the functional and communicative potential of language. To put simply, the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as communicative approach.

Although the movement began as largely British innovations focusing on alternative conceptions of a syllabus since the mid1970s, the scope of communicative language teaching has expanded. Interest in and the development of communicative style teaching mushroomed in those years; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular. Also, numerous textbooks for teachers secondary and post secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional approach, functional approach, teaching for proficiency, proficiency-based instruction, and communicative language teaching Richards and Rodgers (1986); Savignon (1991, 2002); Galloway (1993). In this study the terms communicative approach and communicative language teaching refer to the same thing and they are used interchangeably throughout the paper.

2.4 Major Features of Communicative Language Teaching

Communicative approach to language teaching is, relatively, a newly adapted approach in the area of foreign/second language teaching. CLT is a "hybrid approach to language teaching, essentially 'progressive' rather than'traditional'...." Wright (2000:7). CLT can be seen to derive from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research Savignon (1991). It is generally accepted that, proponents of CLT see it as an approach, not a method Richards
and Rodgers (1986); Savignon (1991); Brown (1994). For Brown, (1994: 244-245) for instance, "[Communicative language teaching] is a unified but broadly-based theoretical position about the nature of language and language learning and teaching". He further maintains that though it is difficult to synthesize all of the various definitions that have been offered, the following four interconnected characteristics could be taken as a definition of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. And teacher trainers expound on the nature of communicative approaches and offer techniques for varying ages and purposes Brown (1994).

2. Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehersed contexts Brown (1994: 245).

The communicative approach is a hazy concept, which can have a variety of meanings along the continuum between a strong version and a weak one. Johnson (1979) argues that the weak version attempts to integrate communicative activities into an existing program, whereas the strong version claims that language is acquired through communication. Howatt (1984:279) summarizes the distinctions between the two versions as follows:

*There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The 'weak' version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching... The 'strong' version of communicative teaching".*

On the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it'
Howatt (ibid) adds that creating information gap activities, games, role-plays, dramas, simulations etc., are some of the exercise types in the weak versions of CLT. Although we have different versions and various ways in which CLT is interpreted and applied. Educators in the area such as Littlewood (1981) and etal put some of the major characteristics of CLT as follows:

1. It is felt that students need knowledge of the linguistic form, meaning and functions. However, CLT gives primary importance to the use or function of the language and secondary importance to its structure or form Larsen-Freeman (1986) Johnson (1982). This does not mean that knowledge of grammar is not essential for effective communication, rather systematic treatment of both functions and forms is vital. Stressing on this, Littlewood(1981:1) says "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language". Brown ( "CLT suggests that grammatical structure might better be subsumed under various functional 1994:245)categories...we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did". Emphasis is also given to meaning (messages they are creating or task they are completing) rather than form (correctness of language and language structure). For Finocchiaro and Brumfit(1983:91) "meaning is paramount" since it helps the learners to manage the message they engage with the interlocutors.

2. "Fluency and accuracy are seen as complementary principles underlying communicative techniques" Brown ( 1994:245). However, at times fluency may have to take on more importance than accuracy because "fluency and acceptable language is the primary goal" Finocchiaro and Brumfit (1983:93) and accuracy is judged not in the abstract but in contexts. Fluency is emphasized over accuracy in order to keep learners meaningfully engaged in language use. It is important, however, that fluency should never be encouraged at the expense of clear, unambiguous, direct communication. And much more spontaneity is present in communicative classrooms Brown, (1994).

3. Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

4. Classrooms should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role plays, simulations, dramas, games, projects, etc., is the major activities which can help the
learner provide spontaneity and improvisation, not just repetition and drills. Another characteristic of the classroom process is the use of authentic materials because it is felt desirable to give students the opportunity to develop the strategies for understanding language as it is actually used by native speakers. In the classroom, everything is done with a communicative intent. Information gap, choice and feedback are thought to be truly communicative activities Johnson and Morrow (1981).

Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches. Savignon (2002:7) says "... for the development of communicative ability [communication depends on grammar], research findings overwhelmingly support the integration of form-focused exercises with meaning-focused experience". Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Disregard of grammar will virtually guarantee breakdown in communication Savignon (1991, 2001), Thompson (1996). These writers also say there are some misconceptions about CLT that makes difficult for many teachers to see clearly what is happening and to identify the useful innovations that CLT has brought. One of the persistent misconceptions is that CLT means not teaching grammar although "the exclusion of explicit attention to grammar was never necessary part of CLT" Thompson (1996:10).

In CLT involvement in communicative event is seen as central to language development, and this involvement necessarily requires attention to form (structure). In fact, it is certainly understandable that there was a reaction against the heavy emphasis on structure at the expense of natural communication. Nonetheless, it would seem foolish to make mistakes on the side of using communicative approach exclusively and totally disregard grammar teaching. Regarding this, Celce-Murcia (1991:462) comments:

"In spite of the intuitive appeal and the anecdotal evidence supporting proposal for exclusively communicative language teaching, there is equally appealing and anecdotal evidence... that a grammarless approach ... can lead to the development of a broken, ungrammatical, pidginized form of the target language beyond which students rarely progress"

Savignon(2002:7) also remarks that, "communicative language teaching does not necessarily mean the rejection of familiar materials [grammar]". Rivers in her famous statement strengthened Savignon's remark in that "Saying that we do not need to teach grammar is like saying that we can have a chicken walking around without bones" cited in Arnold (1994:122).

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Nowadays, it seems that educators accept that an appropriate amount of class time should be devoted to grammar, but this does not mean a simple return to a traditional treatment of rules. Rather "the focus has now moved away from the teacher covering to the learners discovering grammar" Thompson (1996:11).

5. Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Students work on all four skills from the beginning, i.e., a given activity might involve reading, speaking, listening, and perhaps also writing Celce-Murcia (1991). Of course, oral communication is seen to take place through negotiation between speaker and listener (most likely among students), so too is interaction between the reader and writer, but no immediate feedback from the reader.

Hence, in the classroom, emphasis is given to oral and listening skills, as contact time with language is important. It paves way for more fluid command of the language. Learners do not hear the teacher all the time, but having personal contact themselves, practicing sounds themselves, per mutating sentence patterns and getting chance to make mistakes and learn from doing so. The idea of emphasizing the oral skills creates uncertainty among teachers. They misconceived CLT as if it were devoted to teaching only speaking. But, Savignon (2000:7) "CLT is not exclusively concerned with face to face oral communication". The principles of CLT apply equally to reading and writing activities that engage readers and writers in the interpretation, expression, and negotiation of meaning. In other words, it is important to recognize that it is not only the speaker (or writer) who is communicating. Instead, communication through language happens in both the written and spoken medium, and involves at least two people. Thompson (1996) further states that, "though there is a complaint that CLT ignores written language, a glance at recent mainstream textbooks shows that reading and writing materials have been given attention too”.

6. Students regularly work in groups or pairs to transfer (and if necessary to negotiate) meaning in situations where one person has information that others lack Celce-Murcia (1991). More emphasis should be given to active modes of learning such as pair or group work in problem-solving tasks in order to maximize the time allotted to each student for learning to negotiate meaning. Many people assume group/pair work is applicable in all contexts.
However, classroom group and/or pair work should not be considered an essential feature used all the time, and may well be inappropriate in some contexts. Thompson (1996) and Savignon (2002) claim that “group and/or pair work are flexible and useful techniques than that suggests, and they are active modes of learning which can help the learners to negotiate meaning and engage in problem-solving activities”. The use of pair/group work is a physical signal of some degree of control and choice passing to the learners; but that needs to be complemented by real choice (learners need to be given some degree of control over their learning). Therefore, the use of pair/group work needs to be complemented by real choice for the following reasons:

a. they can provide the learners with a relatively safe opportunity to try out ideas before launching them in public;
b. they can lead to more developed ideas, and therefore greater confidence and more effective communication;
c. they can also provide knowledge and skills which may complement those of their partners which in turn lead to greater success in undertaking tasks Thompson (1996).

7. Errors are seen as a natural outcome of the development of the communication skills and are therefore tolerated. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive. Correction noted by the teacher should be discreet. Let the students talk and express themselves and the form of the language becomes secondary. If errors of form are tolerated and are seen as a natural outcome of the development of communication skills, students can have limited linguistic knowledge and still be successful communicators Larsen-Freeman (1986).

8. Evaluation is carried out in terms of fluency and accuracy. Students who have the most control of the structures and vocabulary are not necessarily the best communicators. A teacher may use formal evaluation i.e., he/she is likely to use a communicative test, which is an integrative and has a real communicative function Madsen (1983); Hughes (1989). A teacher can also informally evaluate his students’ performance in his role as an advisor or co-communicator Larsen-Freeman (1986). Savignonon (1991, 2002) reports that “the communicative approach follows global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features”.

9. The students' native language has no role to play Larsen Freeman (1986). The target language is used both during communicative activities and for the purpose of
classroom management. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication. Whatever the case may be, "the teacher should be able to use the target language fluently and appropriately" Celce-Murcia (1991:8). However, for others e.g., Finocchiaro and Brumfit (1983) judicious use of native language is accepted where feasible. Teachers may provide directions of homework, class work and test directions by using the native language.

10. The teacher is the facilitator of students' learning, manager of classroom activities, advisor during activities and a 'co-communicator' engaged in the communicative activity along with the students Littlewood (1981); Breen and Candlin (1980). But he does not always himself interact with students; rather he acts as an independent participant. Other roles assumed for the teacher are needs analyst, counselor, researcher and learner. Students, on the other hand, are more responsible managers of their own learning. They are expected to interact with other people, either in the flesh, through pair and group work, or in the writings. They are communicators and actively engaged in negotiating meaning in trying to make themselves understood. They learn to communicate by communicating Larsen-Freeman (1986). Above all, since the teacher's role is less dominant, the teaching/learning process is student centered rather than teacher-centered. In other words, it is the learner who plays a great role in a large proportion of the process of learning.

2.5 The Role of the Teacher in Communicative Approach

In Curran’s method (1972), teachers consider students as “whole persons” with intellect, feelings, instincts, physical responses, and desire to learn. By understanding and accepting students’ fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. The teacher sets up a situation that students are likely to encounter in real life. Language laboratory can help nonnative speaking teachers. Perhaps the most enduring legacy of the communicative approach will be that it has allowed teachers to incorporate motivation and purposeful communicative activities and principles into their teaching while simultaneously retaining the best elements of other methods and approaches rather than rejecting them all.

2.6 Communicative Competence

According to Chen (2005) and Park et al. (2006), communicative competence means learners ability to efficiently express what they mean in the target language and successfully
achieve communications in real life situations. Communicative competence is the use of language in social communications without grammatical analysis. Meaning was more important than the structure of language and that the primary goal of language learning should be the development of communicative skills. Hyun (2003) describes communicative competence as “the knowledge that users of a language have internalized to enable them to understand and produce messages in the language”. Chomsky (1965) defines communicative competence as "part of developing a theory of the linguistic system itself, idealized as the abstract language knowledge of the monolingual adult native speaker, and distinct from how they happen to use and experience language". Naoko (2002) defines communicative competence as “the ability to understand others' messages and to convey one's message that presenting the view of communication as information exchange”. Communicative competence entails socio-cultural knowledge, the ability to interact politely and to maintain favorable personal relationships. Acar (2005) indicates that “the theory of communicative competence has been taken as an aim within the communicative approach, an aim of making a nonnative communicatively competent in the target language”. Communicative competence means the learner’s ability to use the language in terms of the following competencies:

a) **Grammatical Competence:** Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. Shumin, (1997). With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. Grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

b) **Discourse Competence:** EFL learners must develop discourse competence which is concerned with relationships. In discourse, whether formal or informal, the rules of cohesion and coherence, which aid in holding the communication together in a meaningful way. Shumin(1997:8)says “in communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse” . Also Naoko (2002) describes discourse competence as (cohesion and coherence).

c) **Sociolinguistic Competence:** Shumin, (1997: 8) views that Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language, that is learners must acquire the rules and norms governing the appropriate timing and realization of
speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, know how to ask questions during interaction, and know how to respond nonverbally according to the purpose of the talk. Naoko (2002) defines sociolinguistic competence as “the ability to use a language appropriately in different contexts”.

d) **Strategic Competence:** Strategic competence, which is the way learners manipulate language in order to meet communicative goals. Shumin (1997:8) says “strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems”. Also Gilfert et al. (1999: 33-49) describe strategic competence as a social appropriateness and fluency. Naoko (2002) notes that strategic competence is knowledge of verbal and non-verbal communication strategies.

### 2.7 Purposes of Communicative Activities

Some of the contributions that communicative activities can make to language learning can be summarized as follow:

1. They provide whole-task practice.
2. They improve motivation.
3. They allow natural learning.
4. They can create a context which supports learning. Littlewoods (1981).

   These communication activities and social interaction activities. In functional activities, students should use the language they know to convey meanings as successfully as possible. In the later, students should still aim to get meanings across effectively besides giving greater attention to the social context in which the communication occurs.

### 2.8 Characteristics of Communicative Activities that Encourage Speaking Learning

There are pedagogical and psychological reasons for using communication activities for improving students’ speaking. They engage in processing a lot of language, make limited requirements on the language learner, allows the learner to give most attention to the fluency goal, involve practice of the task through preparation, planning and repetition and involve some support for the learner to reach a high level of performance which requires that the activities reach a high rate of authenticity Coady and Huckin (1997). Learner can improve students’ speaking learning if they take into account these features. Nation and
Newton (ibid, p.244) have characterized the features of communicative activities that can enrich vocabulary to speak as:

1. The face-to-face nature of communication in group activities helps negotiating and giving additional information on unfamiliar word.
2. A meaningful context like a scenario for role play or an illustrated setting within which to encounter new words.
3. There is a good chance learners will also be exposed to repeated use of the new words during the course of the activity.
4. Having met the new words, students are perhaps required to use them productively in the activity.
5. From a psychological perspective, group-based poor interactive typically provides a learning environment in which students can make errors and express misunderstanding without the adverse effects of exposing their weakness to the whole class.

Communicative language teaching uses almost any activity that engages learners in authentic communication. Littlewoods (1983), however, has distinguished two major activities:

i. Functional communication activities which aim at developing certain language skills and functions.
ii. Social interaction activities, such as conversation and discussion sessions dialogues and role plays.

2.9 The Communicative Approach, Teachers' Attitudes and Practical Problems

Teachers bring personal characteristics into the style of their teaching. These characteristics include beliefs that have developed over their lifetimes, and are the result of accumulated events and knowledge of the world. Beliefs can be diverse and developed from a range of angles: experience as a student, perceived exemplary instruction one is exposed to, one's own cognitive capacities to process learned information and the socio-cultural and political setting of one's developmental years that are currently affecting one's life. Together these beliefs result in attitudes that are firmly entrenched by an individual. In curriculum innovation, teachers' attitudes are seen to play a crucial role in determining the implementation of an approach. For one thing, the introduction of a new programme or approach will be in competition with well-established theories of language teaching and
learning which are the products of previous teaching and learning experiences, prejudices, and beliefs Freeman and Richards (1993).

For the other thing, teachers' educational attitudes and theories although in many cases unconsciously held, have an effect on their classroom behavior, influence what students actually learn, and are a potent determinant of teachers' teaching style Karavas (1996). Attitude change is an essential and inevitable part of any pedagogical innovation since a change in materials or methods does not simply operate at surface level, but represents an increase in understanding and knowledge Kennedy (1987). If incompatibilities between the philosophy of an approach and teachers' theories exist, teachers will tend to interpret new information in the light of their own theories, and will tend to translate innovative ideas to conform to their own style of teaching Wagner (1991) cited in Karavas (1996). In order to fill this gap, therefore, we need to investigate teachers' attitudes for they help us to identify the difficulties teachers face when implementing curricular innovations in the classroom Dingwall (1985) and it can also help in establishing the most appropriate kind of support that is needed in in service teacher development Breen (1991) both cited in Karavas (1996).

However, positive attitudes towards communicative language teaching and positive intentions to do it in the classroom may be influenced by factors that may be divided into two broad categories: (1) internal and (2) external constraints. Internal constraints represent those factors that come from within teachers themselves, such as poor subject knowledge. External constraints refer to factors that come from structural and organizational factors, which teachers have no control over like students and parents' beliefs, lack of resources or administrative obstacles. The two sets of constraints are interdependent. Hui (1997:38) classifies constraints in CLT into five: economic, administrative, cultural, population, and the teachers' academic ability. By economic factors, Hui means that the unavailability of resources such as: photocopying, over-head projectors and computers, absence of enough English books, etc. The influence of administrators is observed, especially when teaching performances are evaluated, the focus is on the teachers (how well they speak English, how well they use the blackboard, etc.) rather than students and their learning processes. "As a result, teachers are more active than students, who simply follow their teachers rigidly and mechanically."

Hui(ibid) also reports that students are reluctant to air their views loudly for fear of losing face or offending others. This is due to their culture, which seeks compromise between people. For this reason, "group discussion may be less fruitful than individual
essay writing." Secondly, teachers are viewed as knowledge holders, and are expected to display their knowledge in lectures. For Hui population factors refer to large English-learning population (students). These large numbers of students create over-crowded classrooms which leave hardly any room for free communicative activities, especially which require moving around." Hui adds that if the constraining factors are not overcome, traditional, non-communicative approaches are likely to return under other guises or it is same as "... [To] fill the new bottles of CLT with old wine". Anderson (1993) says the most obvious obstacle to teaching communicatively is the great demands it places upon the teacher. Maley puts the following, as quoted by Anderson, (1993:473).

" ... Teachers do not have the security of the textbook since they must select, adapt and invent materials they use; the students may be perplexed by the communicative approach since they are not accustomed to it; this approach is more difficult to evaluate than other approaches; and perhaps greatest of all, is the fact that the communicative approach tends to go against traditional practice and would be opposed by most older teachers and learners"

Moreover, the greatest drawbacks in using the communicative approach for many teachers is their primary responsibility of preparing their students for the English section of the national examination—a must for the few who will be allowed to go to the university or college. This discrete-point, structurally based examination does not test some skills like listening and speaking. Burnaby and Sun (1989) confirm that students put pressure on teachers to teach them structures or grammar-focused activities to meet their strong expectations in the traditional national examinations.
2.10 Developing EFL Oral Communication Skills

In recent years it has been argued on both linguistic and psychological grounds that spoken language should be the principal objective in language teaching. Porto (1997: 55) and Omar (2001: 34) indicated that developing oral skills “is a real challenge for many EFL teachers since the students do not live in an English speaking environment, and it is difficult to find realistic situations which motivate the students to communicate in the foreign language”. According to Haozhang (1997: 33), in order to enhance the speaking competence of our students in the oral communication classroom, “language learning must be linked to meaningful language use on the part of the learner in the communicative classroom”. The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or a role to play.

According to Shumin (1997: 10) and Ybarra, et al. (2003), teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities. Speech promotion activities help learners to speak English fluently and appropriately. Kayi (2006) indicates, that “today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance”. Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

To the researcher, the most important thing that teachers of EFL have to concentrate on in classes is to provide opportunities for every student to participate. Students who are in the process of learning English need help developing their oral skills as a foundation for becoming literate. They need an environment where they can talk not only with their teacher, but also with their peers. It is important to give students opportunities to use verbal language for different purposes and situations.

Dudgeon (1998) and Klancar (2006) emphasize that learners in the communicative classroom should get as many speaking opportunities as possible. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge,
confidence, motivation and learning styles, a teacher should provide them with a proper environment that would help them to develop their skills, independent of their basic characteristics and diversity. McDonough (2004: 212) stated that producing language may facilitate acquisition by creating opportunities for learners to notice inter-language and target language forms.

2.11 Communicative Techniques

Oral communication is typified as an activity involving two (or more) people in which the participants are both hearers and speakers having to react to what they hear and make their contributions at high speed. Each participant has an intention or set of intentions -goals that he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him; which he cannot predict exactly either in terms of form or in terms of meaning, and reply with what language he has at his disposal in a way that takes account of what has just been said and which reflects his own intentions at this point in the interaction. It is sometimes said that a structural approach, when it is orally based, with plenty of classroom activity, succeeds in doing this. It does not. It is important not to confuse plenty of student talk with learning to communicate. They are not synonymous. A communicative approach to speaking emphasizes the use of language above the level of the sentence. Structural approaches, on the other hand, are concerned with the production of grammatically accurate sentences.

Structural dialogues lack communicative intent and you cannot identify what communicative operations the learner can engage in as a result of practice. The result of purely structural practice is the ability to produce a range of usages, but not the ability to use forms appropriately. In performance terms, this results in students who over-use reporting verbs when they find themselves in real communicative situations. Thus you hear students saying, 'I suggest' or 'I promise' instead of 'Why don't you . ..?' or I'll do it' which are more appropriate in the circumstances.

The communicative approach on the other hand makes sure that the interactions which take place in the classroom are replications of, or necessary prerequisites for, a communicative operation. The focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usages In order to do this, learners take on roles and interacts with other learners who also have roles. What they say is determined by the role they have, their communicative intentions and the contribution of the other learners. The range of communicative models (two, three or more people involved) will
reflect the learners' needs. The role of the teacher changes, too. Instead of being the person who provides prompts that trigger utterances of a certain structure from the students, the teacher now sets up the conditions for communication to take place. Hence, the teacher will actually assume roles to model the language for the learners, or act as someone for the learners to communicate with. The teacher also has to be able to set up the conditions for students to practice communicative operations themselves. There is nothing particularly mysterious about the process of teaching speaking on a communicative basis. It consists of the same stages as learning any language skill:

i. Setting objectives  
ii. Presentation  
iii. Practice  
iv. Transfer

Only, in the case of teaching for communication, there is a difference in type of language item and the type of activities. So we may have the following: Setting objectives

i. Presentation (the target operation, language appropriate to this operation)
ii. Practice (repetition of the language drilling key syntax and phonology)
iii. Transfer (role-play, introducing information gap, feedback, etc)

Here the presentation phase presents a whole language operation in context, from which the students or the teacher may take out the key items. In the practice phase, these are drilled and the main features of syntax and phonology are focused on. The transfer phase consists of putting to use the language items in situations that are analogous to that of the presentation phase. For this role plays and games are the chief strategies and it is here, perhaps, that the biggest difference exists between a structural and a communicative methodology. The difference is not only one of strategy, although the strategy is crucial as a means of achieving the objective. There is also the difference of criteria on which success is judged. As the objective is successful communication, how well this takes place is not a function of grammatical accuracy alone. Indeed it is possible for successful communication to occur with a poor command of syntax. Syntax is only one of several related aspects of performance that contribute to communication. To take an example: suppose you are working with beginner students. You have detected a need on their part they often want to ask for things. A good, neutral way of doing this is to use the form:

'Could I have...?'  

'As soon as you add what is being asked for, you encounter the problem of definite and indefinite articles and also the use of 'some'.
Now the question is whether this matters.
I do not think it does.
The crucial aspect of performance is whether the student uses an appropriate form to ask for things.
Hence, if a student says 'Could I have spoon, please?', gets it and says 'Thank you', with reasonable intonation, communication has been successful.
It does not matter at this stage whether the articles and 'some' are handled correctly.
It is more important to have a crack at using the right form and intonation.
This is a justified view, but it has led communicative teaching to be accused of paying too little attention to grammatical accuracy.

The charge is unfair, and neglects the relevance and effect of other considerations which come into play when language is being used to communicate. It might well be argued that grammatical accuracy has received too much attention hitherto and that too little attention has been given to rules for use.

It now remains to look in more detail at some of the strategies needed for teaching speaking in a communicative way. In the case of teaching speaking communicatively, the teacher's job is to put across what operation the students are going to learn. This can be as simple as telling the students that the lesson is on asking for and giving advice. Just tell them. For a fairly abstract operation such as giving advice, an approach of this kind may be the best. But there are many operations, and therefore many ways of conveying objectives. For one such as apologizing and forgiving, it may be possible to show what the objective is by showing the students a cartoon strip, for example, that depicts somebody spilling coffee over someone in a cafe. In this case you invite the students to try to say what would be said in the circumstances. In this way you make clear what is to be learnt, and, assuming the students do not know what to say if they do, teach something else they now know they have a learning problem. (They must also need to know the language, of course.)

Another approach is to use the cartoon strip with speech balloons, which convey the whole learning load to the student, just at a glance. In practice, a combination of illustration, problem setting and explanation may be used to make one's objectives clear. Telling the students explicitly what they are going to learn has been criticized as involving too much reliance on metalanguage, but this is far more defensible than the structural equivalent: saying, for example, that they are going to learn the present continuous tense. 'Giving advice', for example, is something that anyone can grasp the meaning of, with the use of a dictionary if necessary. The cartoon methods have the virtue of carrying a good
deal of contextual information as well as indicating what is to be learnt. It provides the link, so important in communicative teaching, between the language used and the culture. Consideration of visual means of making your objectives clear leads one naturally to a consideration of contextualization in a communicative context.

Contextualization is the means by which the meaning of a language item is made clear. Structural approaches used two broad categories of contextualization to do this—one unsuccessful, the other successful. The unsuccessful one puts the item in a context but does not incorporate into the context any details that really clarify the meaning of the item. For example, the item is put in a story and used over and over again, so that students become familiar with the form, but not with the idea it expresses. The more successful type of contextualization exemplifies the new item and, by means of clues in the context, demonstrates what it means.

Whatever type of contextualization is used in a structural approach, however, the concern is to convey the ideational content of the form, not its use. To contextualize communicatively, however, you have to do more than convey this level of meaning. Indeed, from a communicative point of view, an item only takes on meaning as a result of the total context in which it is used and an item without context in this sense cannot properly be said to have meaning at all. It must therefore be made clear to the students, as a general observation about how language works, that what you say takes on its meaning as a result of the context, where context is taken to mean a constellation of factors, such as who the speakers are, their relationship to one another, what they are trying to do, what has just been said, where they are, and so on, in addition to the ideational content of what they are saying. Hence, a question form (‘Is that your coat on the floor?’) may be an order (to pick it up), or ‘I beg your pardon’ may be an indication that you are insulted or offended. A form may function in various ways, and the meaning of a ‘sentence’ may change according to the way it is said and when.

If students have been informed about, and convinced of, the importance of
(a) learning communicative operations, and;
(b) the effect on meaning of the constellation of factors alluded to above, then they can be expected to appreciate and look out for information of this kind.

Such information may already have been given to the students at the stage when objectives were set, if, for example, cartoons or other visuals were used. If this has not been done, then the students have to know who the language they are going to learn is appropriate for and under what conditions. So language is contextualised in terms of who is speaking to
whom, where and why. After new language items have been presented to the students, it is essential that they practise the language in a variety of ways and really learn to use what they have been taught. Maximise student talking

**a) Pair Work And Group Work**

Students practise the new language item in two's or three's, the teacher at a distance ready to assist as necessary. This provides an almost natural situation for exchanges such as questions and answers, suggestions and reactions, opinions and arguments, etc.

**b) Information Gaps**

An effective way of stimulating the talking is to issue materials with slight differences for each student. The teacher can just stand back and watch the students finding out what's different or missing. Here's an example which shows that it can happen in real life. A and B are trying to arrange a meeting but it isn't easy, judging by their diaries:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Dentist</td>
<td>Free</td>
</tr>
<tr>
<td>Tue</td>
<td>Free</td>
<td>Visit to Birmingham Afternoon</td>
</tr>
<tr>
<td>Wed</td>
<td>visit</td>
<td>Dentist 11 am</td>
</tr>
<tr>
<td>Thur</td>
<td>10.30 Meeting</td>
<td>Free</td>
</tr>
<tr>
<td>Fri</td>
<td>Meeting at 2.30</td>
<td>Meeting all morning</td>
</tr>
</tbody>
</table>

**c) The Pyramid**

This refers to the class interaction multiplying from two's to four's and so on. Once the pair come to an agreement or complete their inquiry, they go on to check with the pair next to them, the class thus working in quartets. Various changes and challenges in the materials then move them to explore in eight's and then in sixteen's, until eventually the whole class is involved each with everyone. Find two people in a crowd with something in common. Here, the situation is like a market survey, asking people their opinion or personal information.

Each student has a slightly different task. The rush to find two people who for example think idealism is more important than materialism could produce twice as many questions as there are people in the class, in less than two minutes, with everyone taking part.
d) Dialogues

You want your class not only to understand dialogues but also to absorb and reproduce what they contain, whether in terms of acting out or improvisation. If you have a large class, you will need to use dialogues with six or seven characters so, that you can involve more students at a time. The following is a suggested sequence, using a recorded dialogue, of how to get your class to act out:

i. Play the tape as many times as necessary for general comprehension. Ask questions.

ii. Play it line by line, getting the whole class to repeat.

iii. Do the same, getting individuals to repeat.

iv. Get as many students as there are characters in the dialogue up on their feet, in front of the class. Give them their roles and get them to repeat line by line.

v. Give out the script and get each group to act out. Go round checking on pronunciation and realistic role playing.

vi. Take the script away and get students to say what they want, allowing improvisation.

vii. Get everyone to learn a part at home, and then act it out the next day from memory.

This is ideal for 'Social English', for structured dialogues, and for fourline dialogues.

Even the most trivial dialogue can be transformed to a communicative one if no one knows a word of what will be said about. If the dialogue starts:

A: How are you?
B: And you?

Then it all can be boring, definite and predictable. This dialogue is not informative. By contrast, the dialogue below is interesting, unpredictable and informative:

A: How are you?
B: It is true that you..... or A: What is the result of the match?
B: Tell me, where I can get repaired my Japanese TV set? It broke down in the middle of the match.

The answer is unexpected and related to questions only associatively. During a language lesson, such dialogues can reflect spontaneous situations. Those unexpected dialogues are really communicative and built according to the scheme “stimulus-response”. This principle stimulates active thinking process, intuitive thought and use of language in the frame of fixed communicative habits.
e) Chain Stories

These are used at intermediate and advanced stages, as they depend on improvisation. You make a statement and the students supply a new sentence.

'There was a knock on the door....'

He went to the door and opened it.'

'A man with a gun was standing there.'

'He shut the door quickly.'

'The man with the gun fired at the door.'

You can use it for business classes, getting them to outline economic or commercial developments, or the history of their firm.

In this way, chain stories become a stage in general studies. These stages could be:

a. Giving and eliciting information where necessary.

b. Getting students to recount.

c. Discussion.

f) Visual aids can help here

get objects, photographs or drawings that relate to your general theme. In class, it is probably best to limit students to one sentence, and get the narrative moving as fast as possible. Correct gently. From time to time, get students to recall everything that has been said so far. It is a feature of communicative methodology that practice follows quickly upon presentation. It may start with choral repetition by the students of the language presented and then move into individual responses directed by the teacher. The teacher can ask students to repeat a line and give the answer himself.

He can then ask individual students to ask the questions and prompt individual answers. When he is sure that students are competent (not necessarily perfect -see above) in handling the language, he can put the students into pairs and ask them to practice the dialogues with each member of the pair taking it in turns to perform the two roles and make appropriate substitutions. It can be seen that, even with material and operations as simple as these, some amount of information gap can be introduced. Elements of information gap and feedback can be increased by some very simple means, beyond suggesting 'prompts' from which a free choice can be made by the learners. The 'conversation grid' below illustrates a means of offering great freedom, while at the same time making clear to the learner the 'moves' that are open to him during practice. In this case the particular exponents chosen by each speaker are not laid down, but the plan is kept to. The precise content, course and
outcome of the conversation can be determined and influenced by either speaker. In this particular case, learners have just practiced asking where something is (outdoors in a town) and giving directions. One student has a list of places he/she wants to find and another has a map of a town.

**g) Practice**

Have conversations like the ones below. Note here that the whole operation is being taught and practiced. How a student answers the questions affects the outcome of the conversation in terms of what it is appropriate to say. This aspect of feedback is catered for in 'End conversation' on the grid, because students have to discriminate between what they say if they are helped and what they say if they are not. Clearly this material is intended for pair practice, but could also be used with the teacher taking one part. This activity, using conversation grids, can be adapted for use with groups of three or more. The application of the procedure described above is not confined to beginner or elementary level. Any interaction that is composed of a limited number of easily defined 'moves' may be practiced in this way. However, this technique cannot be applied to sustained and extended practice, where even the wide limits set by conversation grids would inhibit the learner's freedom too much. Accordingly, the communicative approach emphasizes the importance of games and role-plays as a way of setting limits to activity that are sufficiently well-defined, yet also sufficiently wide, to promote practice in using language freely over longer periods of time.

**h) Telling Jokes**

This is difficult in any language, and yet it is an essential part of conversation and personal communication. Although most textbooks have elements of humor, there are few which actually encourage students to produce it themselves. One obvious approach is to get each student to think of a joke, prepare it for homework, rehearse it by him/herself and then tell it in class. It is essential to ensure fluency and verve, and to emphasize the importance of leading up to the climax with the right stress and intonation. It doesn't matter particularly whether the rest of the class have heard the story before. It is important to give a lot of encouragement and minimize the jeers that result from a bad, or badly told, joke. Let us go through one of the many ways of teaching through jokes:

1. **Tell the joke:**
   There was an Italian living in London. One day, he bought a large melon and walked along Piccadilly with it. A man stopped him. 'Excuse me,' he said, 'but can you tell me the way to Trafalgar Square?'
The Italian spoke good English and he knew where Trafalgar Square was, but he just looked at the man, and he couldn't say anything: His lips moved but no words came out, and a look of pain came over his face.

'What's wrong?' asked the other man.

The Italian suddenly held out the melon and the man took it. 'Ah,' said the Italian, smiling and moving his hands, 'you go straight down there to Leicester Square and then turn right down Charing Cross Road.' Now that his hands were free, he could speak.

i. Ask questions: Where was the Italian? Had he bought an apple? Why did a man stop him? etc. Make sure by the end of your questioning that everybody understands.

ii. Take the story in sections. Get a student to set the situation; another to describe the Italian's frustration; another to describe what the Italian did; another to reproduce the Italian's directions; another to say the last line. Work on this in terms of natural narrative style, with dramatic climaxes, and the appropriate stress and intonation.

iii. Get students to act out the dialogue: Get a large object for one of them to hold, and get a good mimed representation of the Italian's frustration, and the other man's perplexity.

iv. Get students telling the whole story with as much skill as possible.

v. Get the students to write out the story for homework.

vi. Several days or weeks later, get students telling the whole story from memory with any improvisation they wish, for revision.

I've deliberately chosen a story which teases one nationality to emphasise that you must be careful with jokes or stories you choose. This might conceivably offend a touchy Italian class. Again, it is unlikely to go down with a group of students in Japan because they probably know little about Italians, anyway, and therefore might not see the point. When preparing beforehand, write out your story in the kind of language that your students understand easily. Fluency is the object here, and if there are a lot of unknown words and concepts, the whole exercise will be slow and sticky and difficult. Divide your story up into natural stages and try to bring in as much dialogue as you can for acting out. Record it on tape if possible. This is bound to be an artificial exercise, but your students can then apply what they have learnt to produce their own stories with greater confidence. However, don't go on interminably, so that they never want to tell a story in English again. As always, the balance is between methodical teaching and student involvement. This requires systematic preparation beforehand, flexibility in the classroom and lightness of touch.
i) Talks/lectures

These accustom students to giving talks in front of other people. Make sure the subject is one that the speaker knows a lot about. Don't get all your class to prepare lectures at the same time, as you will never be able to get through them in the next few periods. Perhaps the best way is to have one student giving a short lecture every lesson. Make sure they are very short, or they will be enough for your timetable. Also use them as a means of teaching remedial English: get other students noting down mistakes while the talk is going on; then discuss them afterwards.

j) Conversation

Most classes are designed to practice specific speaking or listening skills.

However, there should be times when students can express themselves without any aim in mind except general conversation. This can begin at an early stage with students chatting about their daily program, or what they did the previous evening, or where they live, or their last holiday. The subject of conversation has to be chosen carefully within the limits of what the students know. At intermediate stages, it should be possible to discuss themes. Suggest these and get the class to do the same. Then decide on the one which interests most of them. Preferably, get them to prepare an outline for homework in note form, putting forward the arguments in favour and against, and finally a summary of views. You correct it and when you give it back you engender a discussion.

In this way, you involve them by making them work out their views, so you can encourage argument during the discussion. At other times, you may find that discussions need no preparation and that they spring up spontaneously. Try to take advantage of this. Remember that you probably teach most when your students really want to say something in English. So adapt your timetable, as long as the subject interests most of the class, but don't get carried away.

In any discussion, your role is normally that of a stimulator. Don't regard these periods simply as opportunities to express views of your own. Throw in ideas if there is a long lull, or you feel that a new idea will provoke more discussion. Make sure that everyone speaks, by asking questions, or by steering the discussion towards people who haven't said anything.

Discussions can be provoked in many ways: by reading a passage, or book, or story, and then discussing it; by going to see a film as a class and then talking about it afterwards; by interpolating the reading of newspapers with discussions on news items; by getting students to deliver lecturelettes and then going over what they have said. Very often the best
themes are personal but common to everyone: early schooldays, first memories, illness, accidents, friendship; or for adults: first jobs, last exams, criticisms of school/university, ambition, etc. Insistent correction can hinder expression. However, it is possible to correct almost as an aside. Otherwise, note flagrant mistakes and go over them afterwards. Don't forget to integrate discussion with other forms of study. Follow up with a composition on the same theme if you feel that your class is still interested in the subject. Or teach relevant vocabulary or idiom before or after, prompting with it, if necessary, during the discussion. Because students need this new language they will absorb it more readily.

k) Role playing and Improvisation

Acting out dialogue has already been mentioned. Acting in language learning is valuable because we are all, perhaps, actors when speaking another language; because it accustoms students to perform in front of others, which is what they have to do outside the classroom; because it helps them to overcome the nervousness which this entails; because it gets them speaking expressively in a situation, and thus makes them more aware of stress and intonation in speech; because it involves everyone, as those in the 'audience' want to see how their fellow students will perform, conscious that they too will soon be on 'stage' themselves.

It is also possible that we learn a language best when we approach it indirectly. A child does not concentrate on vocabulary, structure, and idiom, but on what it wants, and language emerges as an indirect product of this. In the same way, students concentrating on a role, with movements and stage 'business', will often produce more natural language than those with purely linguistic objectives.

Some teachers feel that acting out is impractical with shy students. In fact, people are often reluctant to speak a foreign language because they are afraid of making a fool of themselves. When acting, however, they can shield their own personalities with the role they are playing. The real value of acting out is as a first stage towards improvisation, as a memorized dialogue is of doubtful value except on formalized occasions, such as introductions, asking for things in a shop, polite refusals, etc. In role playing, you have three elements: what the characters want, who they are, and their moods or attitudes at the time. These elements are then affected by how the situation develops.

Practice takes the form of rapid transfer to further applications of the target operation, thereby putting language to use as soon as possible. Role plays and games are important because they present learners with the opportunity to practise speaking under conditions that are as close as possible to those of normal communication, involving
information gap, choice and feedback. The criterion for success is how well the learner can perform the target operations, responding to information gap and feedback, given the language he or she has at his disposal.

From a communicative point of view, using language well is not a simple question of grammaticality, but one of overall appropriacy and acceptability. How far instruction can proceed entirely on communicative lines is a matter of intense debate. One thing appears certain: it is only by using language under the conditions which a communicative approach tries to create and in the way this approach advocates that one can develop, as a learner, one's ability to use language outside the institution where it is being learnt. Any approach which does not recognize the insights of the communicative approach and incorporate them into instruction misrepresents to the learner what the ultimate task in learning a language is.

2.12 Previous Studies


The study aims to encourage students to use the language productively and receptively in understanding context outside the classroom. The researcher has come out with the following findings: teaching and learning through communicative techniques may lead to the development of students’ competence by encouraging and motivating them to use the language, traditional grammar translation teaching method proved its inefficiency for teaching and learning because it has based on grammatical knowledge rather than grammatical competence, most of the schools were not able to supply communicative techniques with teaching materials aids and English exams do not cover all the requirements that communicative techniques demands, The researcher has come out with the following recommendations: the ministry of education should organize training courses for all English language teachers to teach communicative techniques, teachers should be well prepared before conducting class, the school should be able to supply communicative techniques appropriately with teaching materials aids, the environment of the class must be in favor of communicative techniques, and government should take a long term policy for the application of communicative techniques.

2-Tasneem Abdu alazeez Margani Mohammed (August 2015) “Developing Oral communication skills to EFL Learners” M.A. University of Gezira-Faculty of Education-Al-kamleen.
The study aims that teachers overcome the students’ communication difficulties to develop oral communication to EFL learners. The researcher has come out with the following findings: the students make chance to talk freely without shyness, dividing students into small groups during the speaking activities is better than sitting in lines, the teacher used effective techniques to create ability to interact well, the time of practice oral communication is not enough, and creating good class atmosphere help students to develop their speaking and listening skills. According to findings, the researcher puts these recommendations: English language teachers should be given enough practice in teaching language in through training and courses, teachers should encourage students to use oral communication inside and outside classroom, English language should expose the students to listening to tape records English language teachers should focus on holding discussion lessons in the class, students should be aware of the important of English language as it is a mass-media for communication, the language of science and technology, teachers should encourage students to watch English programs


The study aims to develop the syllabus to be adequate for learners’ oral communicative competence, to communicate orally. The researcher reached the following findings: it was found that most of EFL learners find difficulties in receiving spoken language due to negligence of listening skill in the syllabus designed; there is a relation between the syllabus offer to EFL learners and difficulties facing them in oral communication, discussion and conversation activities provide a rich stimulus for oral preordination, and exposing learners to meaningful interaction in realistic communicative situation enable them to communicate orally. On the other hand, the researcher reached to the following recommendations: listening skills should be given more attention in the present syllabus, EFL Learners should expose to listening comprehension as early as possible in the language course, the present syllabus should include communication and discussion activities to promote EFL learners ability to communicate orally, students should be given adequate opportunities to practice English language in realistic communicative situations.

The three studies seem similar to the researcher’s study because they stem from one problem that students find it difficult to use English communicatively inside and outside the classroom but, each one has a topic that different from the researcher’s. The first
researcher’s topic about “Difficulties of Applying Communicative Techniques in EFL Classrooms”. The second about “Developing Oral Communication Skills to EFL Learners’” and the third one “The syllabus Inadequacies for Developing EFL Learners’ Oral Communicative Competence” Therefore the researcher came out with different findings and recommendations from them but they complement each other’s.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides and describes the methodology which the study used for collecting and analyzing the data. The study used the descriptive analytical method. This chapter provides a description of the sample of the study, how data collected, analyzed, and statistical procedures were used.

3.1 Population of the Study

The population of this study were English language teachers at secondary schools in AL-kamleen locality, Gezira state.

3.2 Sample of the Study

The sample which was selected randomly from EFL teachers at secondary schools in Al-kamleen locality.

3.3 Tool of the Study

The data of this study has been elicited through a questionnaire to the teachers who teach at the secondary schools at AL-kamleen. A questionnaire is used for collecting the data for this study. The questionnaire was designed and written in English language to test the hypotheses of the study, it includes (17) statements and multiple choices as: (1) strongly agree (2) Agree (3) Disagree (4) Strongly disagree.

3.4 Procedure

The data obtained by means of a questionnaire which had been analyzed by using calculation statistical procedures. The collected data is analyzed by computing percentages and tables were used to convey statistical information.

3.5 Reliability of Questionnaire

The study uses the SPSS programme for statistical and analytical operation. The research use present correction and the results options.
3.6 Validity of Questionnaire

The questionnaire is said to be valid if it measures what it is intended to measure. Three lecturers judged the questionnaire and confirmed its validity. They confirm every question separately. Based on their comments, the questionnaire was put in its final draft. Thus the questionnaire is valid and reliable.

\[ r_{xy} = \frac{N (\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N (\Sigma X^2) - (\Sigma X)^2][N (\Sigma Y^2) - (\Sigma Y)^2]}} \]

Where

\( r = \) correlation

\( R: \) Reliability of the test

\( N: \) number of all items in the test

\( X: \) odd scores

\( Y: \) even scores

\( \Sigma: \) Sum

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.83)}{1 + 0.83} = \frac{1.66}{1.83} \]

\[ Reliability = 0.91 \]

\[ Val = \sqrt{0.91} \]

\[ Validity = 0.95 \]
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

Through this chapter the researcher will present the collected data, analysis, and discussion.

4.1 The Analysis of the Result of the Questionnaire

Statement:1 The classroom technique that teacher uses in the class are effective in improving students' commutative competence

Table (4.1)

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>53.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.1) to illustrate table (4-1)

From above table and diagram (4.1) show that, (78%) of the respondents agree that the classroom technique the teacher uses in the class are effective in improving students'
commutative competence (20%) of the sample disagree with the statement. Therefore the statement is accepted.

Statement 2: Pair work and group work are more used in the class for stimulating students in English lessons.

Table (4.2) Pair work and group work are more used in the class for stimulating students in English lessons.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>43.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and diagram (4.2) show that, (83%) of the respondents agree that pair work and group work are more used in the class for stimulating students in English lessons (17%) of the sample disagree with the statement. Therefore the statement is accepted.
Statement:3 By using communicative techniques teachers create a real environment for learning the target language

Table (4.3)

By using communicative techniques teachers create a real environment for learning the target language.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>53.7</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.3) to illustrate table (4-3)

Table and diagram (4.3) show that, (87.8%) of the respondents agree that by using communicative techniques teachers create a real environment for learning the target language (12.2%) of the sample disagree with the statement. Therefore the statement is accepted.
Statement: The four skills are presented in integrative way in the class and the each has its opportunity in a lesson

Table (4.4)

The four skills are presented in integrative way in the class and the each has its opportunity in a lesson.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>29.2</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>43.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.4) to illustrate table (4-4)

From above table and diagram (4.4) show that, (73.1%) of the respondents agree that the four skills are presented in integrative way in the class and the each has its opportunity in a lesson, (26.9%) of the sample disagree with the statement. Therefore the statement is accepted.
Statement: 5 Students communicate successfully with each other and with their teachers

Table (4.5)

Students communicate successfully with each other and with their teachers.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>14.7</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4-5) to illustrate table (4-5)

From above table and diagram (4.5) show that, (58.5%) of the respondents agree that the four skills are presented in integrated way in the class and the each has its opportunity in a lesson,(41.5%) of the sample disagree with the statement. Therefore the statement is accepted.
Statement: Most of the time students tend to express their opinions and thoughts using their native language.

Table (4.6)
Most of the time students tend to express their opinions and thoughts using their native language.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>43.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4-6) to illustrate table (4-6)

Table (4.6) explains that the majority of the respondents agree (63.4%), while (36.6%) disagree. According to respondent agree that most of the time students tend to express their opinions and thoughts using their native language.
Statement: 7 Teachers use visual aids in the classroom to motivate students to participate in English lessons communicatively

Table (4.7)
Teachers use visual aids in the classroom to motivate students to participate in English lessons communicatively

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>46.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4-7) to illustrate table (4-7)

Table (4.7) explains that the majority of the respondents agree (80.4%), while (19.6%) disagree. According to respondent agree that Teacher use visual aids in the class to motivate students to participate communicatively.
Statement: Students are aware of the importance of communication in the target language.

Table (4.8)

Students are aware of the importance of communication in the target language.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>58.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.8) to illustrate table (4.8)

Table (4.8) explains that the majority of the respondents agree (80.5%), while (19.5%) disagree. According to respondent agree that Students are aware of the importance on commutating in English.
Statement 9: Before writing composition teachers ask students to discuss its topic

Table (4.9)

Before writing composition teachers ask students to discuss its topic

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>51.2</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.9) to illustrate table (4.9)

Table (4.9) explains that the majority of the respondents agree (92.7%), and (7.3%) disagree. According to respondent agree that before writing composition I ask my student to discusses it.
Statement 10 writing composition teachers ask students to discuss its topic

Table (4.10)

Teachers often used group work to motivate student to listen and speak to each other even the shy and the weak ones.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>36.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.10) to illustrate table (4-10)

Table (4.10) explains that the majority of the respondents agree (78.1%), and (21.9%) disagree. According to respondent agree that I often used group work to motivate student to listen and speak to each other even the shy and the weak ones.
Statement:11 Competence is needed linguistically rather than communicatively

Table (4.11)

Competence is needed linguistically rather than communicatively

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>48.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.11) explains that the majority of the respondents agree (75.6%), while (24.4%) disagree. According to respondent agree that Competence is needed linguistically rather than communicatively.

Figure (4.11) to illustrate table (4-11)
Statement:12 In teaching literature, teachers let students read and discuss a certain topic then they ask them questions on it

Table(4.12)
In teaching literature, teachers let students read and discuss a certain topic then they ask them questions on it.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>34.1</td>
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<tr>
<td>Agree</td>
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<td>Disagree</td>
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</tr>
<tr>
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<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure(4.12) to illustrate table (4-12)

From above table and diagram (4.12) show that, (80.4%) of the respondents agree that In teaching literature, I let students read and discuss ascertain topic then I ask them questions,(19.6%) of the sample disagree with the statement. Therefore the statement is accepted.
Statement 13: Reading comprehension is helpful in improving learners' ability to communicate orally.

Table (4.13)

Reading comprehension is helpful in improving learners' ability to communicate orally.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>41.5</td>
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<tr>
<td>Agree</td>
<td>21</td>
<td>51.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.13) to illustrate table (4-13)

Table (4.13) explains that the majority of the respondents agree (92.7%), while (7.3%) disagree. According to respondent agree reading comprehension is helpful in improving learners' ability to communicate orally.
Statement:14 Reading comprehension is helpful in improving learners’ ability to communicate orally

Table (4.14) By using communicative techniques students develop language skills mainly the oral ones.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>53.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.14) to illustrate table (4-14)**

Table (4.14) explains that the majority of the respondents agree (80.5%), while (19.5%) disagree. According to respondent agree that by using communicative techniques students develop language skills mainly the oral ones.
Statement:15 Teachers concentrate on the reading skill more than the other skills

Table (4.15)

Teachers concentrate on the reading skill more than the other skills

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From above table and diagram (4.15) show that, (61%) of the respondents agree that Teachers concentrate on the reading skill more than the other skills, (39%) of the sample disagree with the statement. Therefore the statement is accepted.
Statement: Students are interested in improving linguistic competence rather than communicative competence.

Table (4.16)
Students are interested in improving linguistic competence rather than communicative competence.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>48.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.16) to illustrate table (4-16)

Table (4.16) explains that the majority of the respondents agree (67.9%), while (31.7%) disagree. According to respondent agree Students are interested in improving linguistic competence rather than communicative competence.
Statement :17 Students find it difficult to understand what they hear on T.V or radio program in English

Table (4.17) Students find it difficult to understand what they hear on T.V or radio program in English

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>56.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure(4.17) to illustrate table (4-17)

From above table and diagram (4.17) show that, (85.4%) of the respondents agree that Students find it difficult to understand what they hear on T.V or radio program in English, (14.7%) disagree with the statement. Therefore the statement is accepted.
4.2 Testing the hypotheses:

This section is about the testing of hypotheses of the questionnaire.

**Hypothesis No (1):** which states that communicative techniques should play an important role in developing students’ communicative competence.

According to table (4.1) which shows that, (78%) of the respondents agree that the classroom technique the teacher uses in the class are effective in improving students' commutative competence. Therefore the respondents have already use these techniques.

**Hypothesis No (2):** which states that communicative techniques are supposed to create areal atmosphere for learning language naturally through pair work and group work.

Table (4.3) show that, (87.8%) of the respondents agree that by using communicative techniques teachers creates real environment for learning the target language. This show that most teachers have used pair work and groups as communicative techniques to create areal environment to motivate teaching and learning process.

**Hypothesis No (3):** which states that learner also should have knowledge of developing other skill mainly the oral ones (productive skills) by using communicative techniques.

Table (4.14) explains that the majority of the respondents agree (80.5%). According to the respondent teachers agree that by using communicative techniques students develop language skills mainly the oral ones.

**Hypothesis No (4):** which states that visual aids should be allowed in communicative techniques because they are motivated.

Table (4.7) explains that the majority of the respondents agree (80.4%). According to respondent, most teachers agree that the use of visual aids in the class motivate students to participate communicatively.

**Hypothesis No (5):** literature has an effective contribution in improving EFL learners’ communicative competence.

Table (4.12) shows that, (80.4%) of the respondents agree that literature has an important contribution in improving EFL learners communicative competence. From the result it is clear that most teachers have discovered that literature improves EFL learners’ communication by using the techniques of telling story.
CHAPTER FIVE

CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0 Conclusion

This chapter is very brief, thus it is mainly concerned with the conclusion, finding, of the study and recommendations.

5.1 Findings

As the light of data analysis, the researcher came out with the following findings.

1. Students find it difficult to understand what they hear in a T.V or radio program in English.
2. The classroom techniques the teacher uses in the class are effective in improving students' commutative competence.
3. Teachers concentrate on the reading skill more than the other skills.
4. Competence is needed linguistically rather than communicatively.
5. Reading comprehension is helpful in improving learners' ability to communicate orally.
6. Pair work and group work are more used in the class for stimulating students in English lesson.
7. In teaching literature, teachers let students read and discuss ascertain topic then ask them questions on it.
8. Teachers provide students with the knowledge of developing language skills mainly the oral ones by the use of communicative techniques.
9. Before writing about a composition, teachers ask students to discuss it orally.

5.2 Recommendations

According to the findings that the researcher has come out with, the researcher puts the following recommendations.

1. Teaching and learning a foreign language is not an easy process so the syllabus designers should help teachers by the availability of audio and audio-visual aids to facilitate the acquisition of EFL.

2. Group work should be used a lot in the English language classrooms as it is the most effective and available communicative techniques.
3. Teachers should be trained well in English language and on how to use all sort of aids.

4. Listening should be given many periods as it paves the way and learners are allowed to speak whenever they want.

5. Teacher should try to be creative in his/her Performance to motivate learners and use all sort of means to attract their attention.

6. Literary exam should be obligatory and has its own paper to stimulate all the students for the lessons and revision.

7. Students should be aware that English is a global language so, communication is an essential part in English Language Learning.

8. The materials which are taught should be from real situations to encourage students to use the language in real life situations.

9. Teachers should create a classroom environment where students have real-life communication, authentic activities and meaningful tasks.

10. Students should be given enough time for practicing oral communication as it is important for developing their communicative competence.

5.3 Suggestions for further studies

The researcher has suggested the following topics for investigation.

1. How to Overcome the Difficulties of Applying Communicative Techniques in English Language Classrooms.

2. The Role of Literature in Improving EFL Learners’ language Competence.

3. The effectiveness of Using Audio-visual Aids in TEFL (Teaching English as Foreign Language).
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Website

http://repository.ksu.edu.sa/jspui/bitstream/htm.


www.englishclub.org.

http://www.reflchina.org.)
Appendix

Questionnaire

Dear teachers:

I would be grateful to receive your opinions on the following statements to collect data to this research under the topic “The effectiveness of communicative techniques in improving EFL learners’ communicative competence”.

<table>
<thead>
<tr>
<th>disagree</th>
<th>Strongly disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Statements</th>
<th>No</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The classroom technique the teacher uses in the class are effective in improving students’ commutative competence.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pair work and group work are more used in the class for stimulating students in English lesson</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>By using communicative techniques teachers creates real environment for learning the target language.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The four skills are presented in integrated way in the class and the each has its opportunity in the lesson.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students communicate successfully with each other and with their teachers.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Most of the time students tend to express their opinions and thoughts using their native language.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher use visual aids in the class to motivate students to participate in English lessons communicatively.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students are aware of the importance on commutating in English.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Before writing composition the teacher ask student to discuss its topic.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>teachers often used group work to motivate student to listen and speak to each other even the shy and the weak ones.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Competence is needed linguistically rather than communicatively.</td>
<td>11</td>
</tr>
</tbody>
</table>

79
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In teaching literature, teachers let students read and discuss ascertain topic then ask them questions on it.</td>
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<td></td>
</tr>
<tr>
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<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By using communicative techniques students develop language skills mainly the oral ones.</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers concentrate on the reading skill more than the other skills.</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are interested in improving linguistic competence rather than communicative competence.</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students find it difficult to understand what they hear on T.V or radio program in English.</td>
<td>17</td>
<td></td>
<td></td>
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</tbody>
</table>