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**Impact of Interactive Approach on
Developing Speaking Skills in Sudanese Universities**

أثر الطريقة التفاعلية في تطوير مهارة المخاطبة لطلاب الجامعات السودانية

This Research is submitted in Partial Fulfillment for the Degree of M.A in English
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Dedication

To my beloved mother may Allah bless her and keep her away from harmful and evils, my dear father who burn himself to show me the right way and light my life, my deceased uncle, may Allah bless his soul and grand him the highest paradise, my teacher and supervisor Dr. Abdarahman Abulgasim and to all my colleagues in English Language Departments and my classmates in College of Languages at Sudan University for Science and Technology may Allah help them to achieve their goals.

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Abstract

The purpose of this research is to investigate the impact of the communicative approach on developing Sudanese University Students. In learning English Language learners' faces many difficulties in language acquisition, thus in order to overcome these difficulties, linguistics' and specialists' in the fields of education created many approaches and the communicative approach is the most successful one of them. The tool which the researcher used is the questionnaire which aims to test the impact of the communicative approach on students' speaking skills at university level. Applying the communicative approach has a positive impact on learners' attitudes toward language acquisition and it depends mainly on the teacher, because he is the leader of the learning process. The researcher recommends that, engaging learners in the learning process and using "CLT" The Communicative Teaching Approach to build their own personality and improve their verbal ability.

المستخلص

يهدف هذا البحث لتقصي أثر الطريقة التفاعلية في تطوير مهارة المخاطبة لطلاب الجامعات السودانية. يواجه دارسي اللغة الانجليزية كثير من الصعوبات في اكتساب اللغة الانجليزية, لذلك إهتم اللغويون والمتخصصون في مجالات التعليم بطرق التدريس بشتي أنواعها حيث تعتبر الطريقة التفاعلية من أنجح الطرق للتغلب علي تلك الصعوبات. إستخدم الباحث طريقة الاستبيان لجمع المعلومات التي تهدف لإختبار أثر الطريقة التفاعلية علي مهارة المخاطبة للطلاب في المرحلة الجامعية. إن لتطبيق الطريقة التفاعلية أثر إيجابي علي المتعلمين, و ذلك يعتمد بشكل رئيسي علي المعلم لانه القائد والمرشد في العملية التعليمية. يوصي الباحث بإشراك المتعلمين في العملية التعليمية وإستخدام الطريقة التفاعلية لبناء شخصيتهم وتطوير مهارة المخاطبة لديهم.

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Chapter One

Introduction

Chapter One

Introduction

1-0 Introduction:

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals; they want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever. In this research we will examine the methodology known as communicative language teaching, or CLT, and explore the assumptions it is based on its origins and evolution since it was first proposed in the 1970s, and how it has influenced approaches to language teaching today; also we will examine its impact on speaking skill acquisition at Sudanese Universities. Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. Communicative Language Teaching Today/Jack C. Richards (2006, P1)

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn.

The Goals of Language Teaching Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean?

Perhaps we can clarify this term by first comparing it with the concept of grammatical competence C L T Today Jack C. Richards (2006, P1).

Competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence. C L T Today/Jack C. Richards (2006, P1-2)

1-1 Statements of the Problem:

It has been observed that most of University Students are not able to communicate properly inside and outside the classroom, even after they graduate from colleges with English Language as a main field study. Thus the researcher hopes to find out solutions for this problem through this research.

The communicative approach affect on developing learners speaking skills. The impact of using the communicative approach extends positively to their argumentative abilities.

1-2 Objectives of the Research:

This research aims to:

- Improve the verbal ability of the learners.
- Offer new methods for the teachers.
- Activate teachers who neglect the communicative skills of their learners.
- Remind the teachers with the importance of the communicative approach and its positive effect on the learners.
- Encourage the learners to communicate inside and outside the classroom using the target language.

1-3 Significance of the Research:

This research is significant because it aims to:

- Insure the importance of the communication process.
- Encourage the students toward learning and using the language which they attend to learn.
- Qualify the students to speak and interact with the native speakers fluently.
- Developing their communicative skills which they can use to express their own thoughts and feelings correctly and clearly.

1-4 Questions of the Research:

- 1-Why it's important to develop learner's verbal ability?
- 2-What are the advantages and disadvantages of the communicative approach?
- 3- What are the techniques of the communicative approach?

1-5 Hypotheses of the Research:

- To achieve the ultimate goal of teaching and learning languages is to communicate fluently and efficiently by the target language.
- To create new methods, this can help the teachers to give their students exciting drills and exercises, because without efficient communication and training they will never acquire and develop their communication skills.
- Through creating class-seminars and discussions students will activate their communication skills and they will be good, fluent and efficient speakers in the future.

1-6 Methodology of the Research:

The researcher uses:

- The descriptive analytical method.
- A questionnaire for collecting data.

1-7 Population and Sample:

The sample will be selected randomly from English Language Department at Sudan University for Science and Technology, patch 2015.

1-8 Limits of the Study:

The limit of this study will be within:

- Khartoum State.
- Sudan University for Science and Technology.
- The year 2015-2016.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2-0 Introduction:

All approaches established and studied before have emphasized language skills (reading, listening, writing and speaking) or concentrated on one of its skills and given more attention to the grammar structure of linguistic uses in teaching English. Whereas, the communicative approach emphasizes using the language as a whole and enables EFL/ESL learners to communicate in the target language fluently and confidently. It also concentrates on the communicative use of language in everyday and real world situations. In the beginning the use of the term communicative in language teaching was the meaning of the pedagogy of language teaching. However, at that time it was unclear whether the term related to the purpose or to the process of learning. For many applied linguists the communicative approach is the key to many questions. Those who worked to determine a theoretical basis for a communicative approach to language teaching was Candlin, Wilkins, Brumfit and Widdowson Shaikh, (1993) and their contributions to Adel.

Communicative approach has been accepted by those who are looking for a new method of language teaching as EFL/ESL approach. For instance, *Wilkins (1972)* suggested a definition of communicative language which may contribute to the development of communicative syllabuses for language teaching. Wilkins' contributions are an analysis of the communicative meaning that a language learner needs to understand and express, rather than describes the form of language through traditional concepts of grammar and vocabulary. *Wilkins, (1972)* attempted to demonstrate the system of meaning that lies behind the communicative uses of language. He described two types of meaning: notional categories (concepts such as time, sequence, quantity, location and frequency) and categories of communicative functions (regrets, denial, offers and complaints *Richards, and Rodgers, (2001); Shaikh, (1993)*). The communicative approach as a method of teaching sets the learners' needs to express meaning and to practice in real world situations. However, for most opponents they have argued "that grammar is economical system which underlies all language use, and that lists of notions and functions cannot be expressed through a convenient system, so that we do not know different functions relate to each other" *Brumfit, (1985)*. In contrast, the use of communicative approach in language teaching changed according to the

learners' needs. In some teaching programs as in English for specific purposes, Task –Based Method, for example, could be the best choice in this context. Different approaches concentrate on one structure or skill of language. Hence, communicative language teaching tends to focus on language teaching on the basic needs of language in real situations rather than grammatical rules to produce correct sentences *Brumfit, (1985)*. Since then, many applied linguists have put their arguments for both sides of this approach.

About four decades ago *Edward Anthony (1963)* identified three levels of conceptualization and organization, which he termed approach, method, and technique. An approach, according to Anthony was a set of assumptions dealing with the nature of language, learning and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

A couple of decades later, *Richards and Rodgers (1982, 1986)* proposed a reformulation of the concept of "method". Anthony's approach, method, and technique were renamed, respectively, approach, design, and procedure, with a super ordinate term to describe this three-step process, now called "method". A method, according to Richards and Rodgers, was "an umbrella term for the specification and interrelation of theory and practice". An approach defines assumption, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities. Procedures are the techniques and practices that are derived from one's approach and design.

English language learning and teaching has undergone a tremendous change over the period of time, particularly during the twentieth century it has witnessed novelty in this field.

The grammar translation method is a foreign language teaching methodology derived from classical methods (sometimes called traditional) method in teaching Greek and Latin. The method requires that students translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to enable students to read and translate literary master pieces and classics.

Under the influence of British applied linguists (such as *John Firth*, *M.A.K. Halliday*, who stressed the functional and communicative potential of language), sociolinguistics works (*Dell Hymes*, and *W. Labov*) and some philosophy work (*J. Austin* and *J. Searle*), the communicative method was advocated in language teaching. It saw the need to focus on communicative proficiency rather than on mere mastering of structures.

2-1 The Definition of the Communicative Approach:

Communicative language teaching (CLT) is generally regarded as an approach to language teaching *Richards and Rodgers (2001)*. As such, CLT reflects a certain model or research paradigm, or a theory *Celce Murcia (2001)*. It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence *Hymes (1971)*, or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Competence is defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language *Canale and Swain*.

2-2 Historical Background of CLT:

The Communicative Language Teaching could be said to be a reaction to Audio-lingual Method and Grammar Translation Method. The linguists felt that students did not know how to communicate; they were not learning realistic language. This approach was developed by Robert Langs in the early 1970s. It became quite popular and it has been adapted to the elementary, middle, secondary, and post-secondary levels.

The emergence of CLT occurred at the time when language teaching was looking for a change *Richards & Rodgers (1986)*. Due to the unsatisfactory traditional syllabus that failed to facilitate learners' ability to use language for communication, linguists attempted to design a syllabus to achieve the communicative goals of language teaching *Richards & Rodgers (1986)*. Wilkins's (1976) notional syllabus had a significant impact on the development of CLT. To support the learners' communicative needs, *Wilkins (1976)* included communication function in a notional syllabus. Notions refer to concepts such as

time, sequence, quantity, location, and frequency. Communicative functions refer to language functions such as requests, denials, offers, and complaints. Based on the notional syllabus, a communication language syllabus consisting of situations, language activities, language functions, notions, and language form was developed. As a result, the design of foreign language syllabus focused on a learner-centered and a result, the design of foreign language syllabus focused on a learner-centered and communication oriented language instruction *Richards & Rodgers (1986)*.

2-3 Principles and Characteristics of CLT:

Five basic features of communicative language teaching were listed by Nunan: 1. “An emphasis on learning to communicate through interaction in the target language. 2. The introduction of authentic texts into the learning situation. 3. The provision of opportunities for learners to focus not only on the language but also on the learning process of itself. *Esmail Heydari, (2015; Vol. 1 (3): 16-25. 22)* 4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning. 5. An attempt to link classroom language learning with language activation outside the classroom”.

According to *Hymes (1972)* some of the main characteristics of this communicative view of language are: 1. Language is a system for the expression of meaning. 2. The primary function of language is for interaction and communication. 3. The structure of language reflects its functional and communicative uses. 4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

To sum up, communication language teaching helps learners to use the target language as much as possible. The recommended amount of learners’ mother tongue in classroom is about 5% of a lesson. This approach places great emphasis on helping learners create meaning rather than helping them develop perfectly grammatical structures.

In the classroom pair work and group work it is very common as it requires cooperation between learners. It is very important to develop students’ confidence and thus the teacher should use a lot of fluency-based activities. The most common classroom activities used in this approach are role play, interviews, information gap, and games, pair work, learning by teaching or surveys. The communicative

methodology is a learner centered approach to language learning. It does not mean that there is no role played by the teacher in this approach. On the contrary, a highly competent and imaginative teacher is a major requirement for the successful application of the approach *Majid Al-Humaidi (2007)*. Very important are the materials used in the classroom. They have to be authentic and relate to pupils' own lives; otherwise it cannot be interesting and motivating. Errors are a natural part of learning language. Constant correction is unnecessary and even counter-productive ("Communicative approach").

2-4 Techniques in CLT:

1. Role Play: It involves giving the learner roles and assigning an objective to be accomplished. For example, student A may play the role of a writer in a restaurant and student B may order food and drink. 2. Simulation: Simulation usually involves a large group. For example, the group may be involved in the production of a plan for a new town. This is a more complex task than role-play. Each learner will be given a different role. For example, they will be responsible for housing, traffic, communication, etc. This requires background information and the creation of a new way of living. 3. Drama: Drama is another activity that is similar to role-play or simulation. The group members may write the script and perform it. 4. Projects: Members in groups may prepare newsletters, fact sheets, etc. for the school. 5. Interview: Interviews can be used for pair work (e.g. employer and a prospective employee) or group work. For example, one learner pretends to be a well-known politician/university chancellor/ minister or mayor and the group pretend to be journalists. 6. Problem Solving: In problem solving activities the group is given a problem to solve. The problems may be simple, such as giving directions on a map or quite complex, such as solving a mystery in a crime story. All activities mentioned have three features of communication: information gap, choice, and feedback.

2-5 Advantages of CLT:

CLT has made major contributions to modern foreign language teaching for its obvious advantages. For instance, passing the responsibility of learning on to the learners and acquiring those to speak more will increase their fluency, as well as

their confidence in the target language. Besides, their communicative competence develops and this sense of achievement helps them to enjoy the class more.

2-6 Disadvantages of CLT:

CLT has been criticized for the challenge it has for the teachers. The teacher alone should prepare motivating and creative material so that every learner gets involved in the process of learning. Besides, she/he has to decide about the right time to provide feedback, which is really demanding, especially in a big class *Esmail Heydari (2015; Vol. 1 (3): 16-25. 24).*

Communicative language teaching is considered the best approach nowadays, so it is rarely criticized. However, Brown warns that there are certain caveats. He claims that a teacher should not overdo certain features of this approach; they have to combine it with common sense and balance the approach moderately. Brown further claims that teachers need to be aware that there are numerous interpretations of communicative language teaching.

2-7 A critical look at the Communicative Approach:

The Communicative Approach fails to take account of the knowledge and skills which language students bring with them from their mother tongue and their experience of the world.

There is nothing so creative as a good dogma. During the last few years, under the influence of the ‘Communicative Approach’, language teaching seems to have made great progress. Syllabus design has become a good deal more sophisticated, and we are able to give our students a better and more complete picture than before of how language is used. In methodology, the change has been dramatic. The boring and mechanical exercise types which were so common ten or fifteen years ago have virtually disappeared, to be replaced by a splendid variety of exciting and engaging practice activities. All this is very positive, and it is not difficult to believe that such progress in course design has resulted in a real improvement in the speed and quality of language learning. And yet . . . A dogma remains a dogma, and in this respect the ‘communicative revolution’ is little different from its predecessors in the language teaching field. If one reads through the standard books and articles on the communicative teaching of English, one finds assertions

about language use and language learning falling like leaves in autumn; facts, on the other hand, tend to be remarkably thin on the ground. “Along with its many virtues, the Communicative Approach unfortunately has most of the typical vices of an intellectual revolution: it over-generalizes valid but limited insights until they become virtually meaningless; it makes exaggerated claims for the power and novelty of its doctrines; it misrepresents the currents of thought it has replaced; it is often characterized by serious intellectual confusion; it is choked with jargon” Michael Swan.

It is possible for someone to have learned a large number of sentence patterns and a large number of words which can fit into them without knowing how they are put to communicative use. *Widdowson (1978: 18, 19)*. Not until he (the learner) has had experience of the language he is learning as use will he be able to recognize use potential *Widdowson (1978: 118)*. What we want to do through language is affected by (the) relationship of (the) speakers, setting etc. Grammar and lexis are only a small part of this Alexander (1977).

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. This is true even in cases where it looks as if communication is being taught. For example, the exclamation form ‘What a lovely day’ might be covered. But the interest is in the form, not on when and where to use it or what you achieve by using it *Scott(1981:70, 71)*.

Nobody would deny that there are language items that are appropriate only in certain situations, or (conversely) that there are situations in which only certain ways of expressing oneself are appropriate. English notoriously has a wealth of colloquial, slang, and taboo expressions, for instance, whose use is regulated by complex restrictions. In French, it is not easy to learn exactly whom to address by the second person singular. Getting people to do things for you is a delicate business in most cultures, and this tends to be reflected in the complexity of the relevant linguistic rules. Although there is nothing particularly controversial or novel about this, it is an area where the Communicative Approach (with its interest in the language of interaction) has contributed a good deal to the coverage of our teaching. We must understand, however, that ‘appropriacy’ is one aspect among many-an important corner of linguistic description, but not by any means a feature of the language as a whole. ‘Appropriacy’ is not a new dimension of meaning, to

beaded everywhere to lexical and structural meaning. It is a category that applies to certain items only: the same kind of thing as ‘animate’, ‘countable’, or ‘transitive’.

We might begin our consideration of communicative language teaching by looking at the discontent which teachers and applied linguists in the 1960s felt towards the kind of language teaching then predominant. This discontent is vividly expressed by New Mark . . . , who speaks of the ‘structurally competent’ student - the one, that is, who has developed the ability to produce grammatically correct sentences - yet who is unable to perform a simple communicative task. Most of us are familiar with this phenomenon of the structurally competent but communicatively incompetent student, and he bears striking witness to the truth of the one insight which, perhaps more than any other, has shaped recent trends in language teaching. This is the insight that the ability to manipulate the structures of the language correctly is only a part of what is involved in learning a language. There is a ‘something else’ that needs to be learned, and this ‘something else’ involves the ability to be appropriate, to know the right thing to say at the right time. ‘There are’, in Hymes’s . . . words, ‘rules of use without which the rules of grammar would be useless’ *Johnson (1981:1, 2)*.

Another strategy which we are encouraged to teach is that of ‘negotiating meaning’.

Speakers and writers perform an unconscious guessing game, because they have to establish what the agreed goals are (and this is not always clear, especially at the beginning of the conversation), as well as how much knowledge, or past experience, or understanding is shared. Thus if you ask me where I live, I may answer ‘Britain’ or ‘London’ or ‘Surrey’, or the name of the exact road, depending on why I think you asked me and how well I think you know south-east England. If I answer ‘London’ and you answer ‘Whereabouts in London?’ you are telling me that you want more specific information: we are negotiating about the purpose of the conversation, for you are showing that you really want to know, rather than just making a general social enquiry. It needs to be emphasized that everyone, in any language, needs to develop the skills of adjustment and negotiation. *Brumfit (1981:6, 7)*

The shift towards a balance between form and function has had important methodological effects. If we see language as one part of wider social interaction and behavior, deriving its communicative value from it, then we are compelled to introduce the process of interaction into the classroom. Learners now need to be

trained and refined in the interpretive and expressive strategies of making sense amid a negotiable reality where the ground rules for understanding what partners mean are not preset entirely, nor unequivocal. In fact, learners have to come to cope with the essential problem of communication - to acquire the mutually negotiated and dynamic conventions which give value to formal signs. They have to learn how to agree conventions and procedures, for the interpretation of non-verbal and verbal language, with which they temporarily abide. *Candlin (1981:25)*

2-8 Previous Studies:

This chapter will focus on the previous studies. Many studies have investigated gender and number in English and Arabic to show their similarities and differences. Here, this part provides two studies have been done on this area in somehow.

1- Esmaeil Heydari / Payam Noor University, Iran (1 September 2015):

The purpose of the study in GTM (Grammar Translation Method) the students are not forced to communicate in the target language but in CLT method the students are emphasized to communicate in target language for the daily and teaching learning activities. On the other hand, GTM method gets the students to analyze the language rather than to use the language (Celce- Murcia, 2001, 6). In contrast in the CLT method has the students use the language rather than analyze the language (Larsen-Freeman, 2011, 115). Additionally, the goal of our language learning process is to enhance the students' ability to communicate in the target language.

Findings:

Each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.

2- Applying Communicative Approach in Teaching:

English as a Foreign Language: A Case Study of Pakistan/ Saeed Ahmad & Congman Rao (14 February 2013):

With the advent of globalization, the ‘ideal native speaker’ idea has been on rapid decline. English language is supposed to serve the purpose of non-native English speakers who now outnumber native speakers. Since its inception, the proponents of CLT have been blowing trumpets to prove its efficacy in ELT. Although the matter is mostly in favor of applying the CLT approach in an EFL classroom, some criticism has been laid against it, which is, for the most part, justified when we evaluate its implementation in such countries as Korea, China, Japan, Bangladesh and Vietnam where EFL teaching faced a lot of hurdles caused by local conditions. *Chowdhry (2010)* wrote “when CLT was introduced, the English as a foreign language (EFL) context in which it would inevitably be applied was not considered”. As *Ramanathan (1999: 212)* also asserted “the much professed and popular theories (i.e. CLT) devised in the inner-circle of countries may or may not be compatible with the teaching conditions in the outer-circle countries”. This highly westernized methodology of ELT was alien to the locally sanctioned teacher-centered system where the authority of the teacher has local and cultural approval. Although teaching should never be stagnant, a paradigmatic shift in teaching methodology can cause a total collapse in language teaching. ESL/EFL necessarily takes a cross-national and multi-cultural aspect, which has to consider local needs and socio-economic conditions. Researchers and other stakeholders are keen to know its efficacy in Southeast Asian countries.

Wei (2011) wrote: Given the gap between the theories of communicative competence and the task confronting EFL teaching and learning, most of the previous research studies maintained that EFL countries should carefully study their English teaching situations and decide how CLT can best serve their needs and interests.

Comments:

This study has been a theoretical research, yet still, it has yielded some interesting and useful results. It investigated Applying Communicative Approach in Teaching. According to this study countries should carefully study their English teaching situations and decide how CLT can best serve their needs and interests. Students

are emphasized to communicate in target language for the daily and teaching learning activities.

2-9 Conclusion:

Communicative language teaching (CLT) is generally regarded as an approach to language teaching *Richards and Rodgers (2001)*. As such, CLT reflects a certain model or research paradigm, or a theory *Celce- Murcia (2001)*. It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence *Hymes(1971)*, or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Wong, Kwok and Choi in Xerri (2012, 43) stated that it is very beneficial for students because at the end of the learning process they will join with the social life and they need the real context to be one of the social member lives. But in this side the teacher has to filter the material carefully so the inappropriate thing does not enter to the students' mind or attitude.

The last but not least is the purpose of the study. In GTM method the students are not forced to communicate in the target language but in CLT method the students are emphasized to communicate in target language for the daily and teaching learning activities. *Esmail Heydari Asl et al. Ijsrm.Human, (2015; Vol. 1 (3): 16-25. 25)*

On the other hand, GTM method gets the students to analyze the language rather than to use the language *CelceMurcia (2001, 6)*. In contrast in the CLT method has the students use the language rather than analyze the language *Larsen-Freeman, (2011, 115)*. Additionally, the goal of our language learning process is to enhance the students' ability to communicate in the target language.

Each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.

Chapter Three

Methodology

Chapter Three

Methodology

3-0 Introduction:

The questionnaire is the way the researcher followed in hope to investigate and test the results under the title: "The Impact of the Communicative Approach on Developing Students Speaking Skills at University Level ". the overall purpose of this study is to insure and remind the teacher with the importance of using the interactional and communicate constantly with their learners to acquire the target language with high efficiency.

3-4 Sample:

The population of the study is Sudan University for science and technology students, the sample was selected randomly from the students who study English as a foreign language "2015-2016" patch.

3-5 Procedures:

After choosing the sample, the researcher distributed 30 copies of the questionnaire for the students at Sudan University for Science and technology, College of Languages then after they ticked on the questionnaire paper the researcher collected them and analyzed the output to insure his assumptions under the title:

“Impact of Interactive Approach in Developing Speaking Skills in Universities”

Chapter Three

Data Analysis and Discussions of the Results

Chapter Four

Data Analysis and Discussion of the Results

4-0 Introduction:

This chapter aims to discuss and analyze the collected data by a questionnaire which has been used in this research as follows:

Table (4-1):

Statement	Agree	Disagree	Not sure
In the communicative approaches students could be effective participants in class-room.	100%	—	—

Teachers agreed with 100% that the communicative approach affects on the attitude of students and led them to be very effective participants in class-room environment.

Table (4-2):

Statement	Agree	Disagree	Not sure
The communicative approach effect negatively on the learners motivation	10%	70%	20%

10% of the teachers agreed that it affects negatively on the learner's motivations, also 70% disagreed with that and 20% are not sure if it effects or not.

Table (4-3):

Statement	Agree	Disagree	Not sure
Using the communicative approach has a positive effect on developing students speaking skills	80%	—	—

80% of the teachers agreed that the communicative approach affects on developing students speaking skills and 20% not sure if it effect or not.

Table (4-4):

70% of the teachers agreed on using the mother tongue language in the

Statement	Agree	Disagree	Not sure
It's better to use the mother tongue language in the communicative method	70%	30%	—

communicative approach and there are 30% disagreed on using the mother tongue language in the communicative approach.

Table (4-5):

Statement	Agree	Disagree	Not sure
The operation of developing the speaking skills depends on the teachers	60%	40%	—

60% of the teachers agreed that the operation of developing the speaking skills depends on the teacher and there are 40% disagreed with this point.

Table (4-6):

Statement	Agree	Disagree	Not sure
The communicative approach help in improving the communicative efficiency of the students	90%	10%	—

90% of the teachers agreed that the communicative method helps in improving the communicative efficiency of the students and just 10% disagreed with this assumption.

Table (4-7):

Statement	Agree	Disagree	Not sure
Students keep silent during lessons because they consider the teachers as a main source of information	30%	60%	10%

30% of the teachers agreed that students keep silent during lessons because they consider the teacher as a main source of information, 60% of them disagreed and only 10% were not sure if it's right or wrong.

Table (4-8):

Statement	Agree	Disagree	Not sure
The communicative approach encourages shy students to participate effectively in the learning process	80%	20%	—

80% of the teachers agreed that the communicative approach encourages shy students to participate effectively in the learning process and 20% disagreed with this assumption.

Table (4-9):

Statement	Agree	Disagree	Not sure
The communicative approach needs well qualified teachers	90%	—	10%

90% of the teachers at secondary school agreed that following the communicative approach needs well qualified teachers and 10% of them were not sure if it needs or not.

Table (4-10):

Statement	Agree	Disagree	Not sure
Using the communicative approach disable the students to be fluent speakers	40%	60%	—

40% of the teachers agreed that using the communicative method disable the students of being fluent speakers and 60% of them disagreed with that assumption.

5-0 Testing Results:

- Students motivation will improve their verbal ability:

80% of the teachers agreed that the communicative approach motivate the students. Thus, that will improve their verbal ability.

- In the communicative method students could be effective participants in classroom.

100% of the teachers agreed with this assumption because, students participate effectively in the classroom when the teacher encourage them as well as he selects the communicative method in his teaching.

- The mistakes which made by the students will be reduced and minimized gradually: 90% of the teacher's confirmed with this hypothesis.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5-0 Introduction:

- Applying the communicative Approach has an impact on learner's attitude toward language acquisition, either it's positive or negative depends on the teachers themselves; because they are considering as a leaders of the whole operation.
- While the teacher offering the chance for the students in the class room, their best effort to follow their peers and the competitive personality will be developing gradually
- Through my assumptions and according to the results of the questionnaire, I finds out that the communicative method helps in improving the communicative efficiency by practicing, developing and improving their skills
- More further, I observe that the learners keep silent during lessons, not because they consider the teacher as a main source of information but because their teacher follow methods which may lead him to be just a listener or a receiver during the lesson
- Through the results of the questionnaire, the researcher finds out that the teachers nowadays didn't a ware about their students' participation in the learning process.

5-1 Recommendations:

Based on the finings of the study, the researcher recommends engaging learners in the learning process and follows "CLT" The Communicative Language Approach to build their personality and improve their verbal ability.

Offer a suitable environment, topics discussion role- playing or acting plays to learn and practice their communication skills, particularly their speaking skills so as to acquire the required fluency

Teachers must deal with their students carefully and trustfully to build up their self-confidence and develop their abilities.

The researcher thinks that there are many teachers neglect the communicative method, because they are not qualified enough.

Teachers at secondary schools must engage in training courses by the educationalist, in order to its methodologies, particularly "CLT" the communicative language teaching.

5-2 Conclusion:

We should now understand that the teacher's job is to get their students to communicate using real language inside the classroom and encourage them to communicate outside it by providing them with instructions, practice and above all opportunities to produce English in activities which encourage acquisition and fluency.

Finally, I wish from my deepest-heart that the teachers will qualify themselves to engage in the communicative method and use it perfectly to get a perfect result, CLT should be fun for both teachers and students, also enabling students to communicate successfully is also very rewarding.

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