



Sudan University of Science and Technology

College of Graduate Studies



College of Education

Investigating the Significance of Using Communicative Approach in Improving Speaking Skills among EFL Learners.

(A Case Study of Secondary-Level Students in North Darfur State- El fasher Locality)

**تقصى أهمية استخدام المنهج التواصلى فى تحسين مهارات التخاطب لدى
دارسى اللغة الانجليزية**

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Dedication

To the souls of my parents, to my two patient wives, my eight children
and the whole family.

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Abstract

This study aimed at investigating the contribution of using Communicative Approach in improving speaking skills among EFL learners. The researcher adopted a mixed method: experimental and the descriptive analytical methods. The researcher conducted speaking ability test (Pretest and post test) for students and a questionnaire for English language teachers for collecting data from the participants in secondary level. The participants were 34 students and 67 teachers of English language in the secondary level. The data was analyzed using Statistical Package of Social Sciences (SPSS). The results of the study showed that, communicative language teaching approach improves EFL learners` speaking skills. Results also showed that communicative language teaching motivates students, develops good attitude on students towards English language learning and reduces shyness of students. Moreover, results showed that teachers of English language face many difficulties that prevent them from using the communicative approach in their schools as well as that some teachers were not aware enough of some features of the communicative approach. The study has come out with important recommendations for improving speaking skills in the secondary level such as: the current secondary level syllabus should be supplemented to satisfy the requirements of communicative language teaching approach to provide enough input to improve students` speaking ability. Finally, the researcher has suggested some further studies that may help to solve the dilemma of students` deficiency in speaking skills such as: investigating the use of technology in enriching the linguistic environment to EFL learners.

Abstract (Arabic version)

هدفت هذه الدراسة الى تقصى مساهمة استخدام المنهج التواصلى لتحسين مهارات التخاطب لدى دارسى اللغة الانجليزية كلغة أجنبية. استخدم الدارس منهاجا مزدوجا لاجراء هذه الدراسة, حيث استخدم الدارس المنهجين التجريبي و الوصفى التحليلى. استخدم الدارس اختبار قدرات التحدث (قبلى و بعدى) للطلاب و استبانة لمعلمى اللغة الانجليزية بالمرحلة الثانوية لجمع بيانات البحث. تألفت عينة البحث من 34 تلميذا, و67 معلم لغة انجليزية بالمرحلة الثانوية. تم تحليل النتائج باستخدام منظومة التحليل الاحصائى للعلوم الاجتماعية. و أظهرت النتائج أن استخدام المنهج التواصلى يحسن مهارات التخاطب لدى دارسى اللغة الانجليزية كلغة أجنبية. و أيضا أظهرت النتائج أن المنهج التواصلى ينمى اتجاهات الطلاب ايجابيا نحو تعلم اللغة الانجليزية, و يزيد دافعية الطلاب, و يقلل خجل الطلاب من استخدام اللغة الانجليزية. و علاوة على ذلك أظهرت النتائج أن معلمى اللغة الانجليزية يواجههم عدة صعوبات يعوقهم من استخدام المنهج التواصلى لتدريس اللغة لانجليزية فى مدارسهم, و أن بعض معلمى اللغة الانجليزية ليس لهم دراية كافية ببعض ملامح المنهج التواصلى لتدريس اللغة الانجليزية. و أخيرا خرجت الدراسة بتوصيات مهمة لتحسين مهارات التخاطب لدارسى اللغة الانجليزية بالمرحلة الثانوية مثل: ينصح بمراجعة المنهج الحالى بالمرحلة الثانوية ليوافق متطلبات المنهج التواصلى لتدريس اللغة لتوفير مدخلات لغوية لتحسين مقدرات لطلاب للتحدث (الخطابية). و أخيرا اقترح الباحث بعض الدراسات المستقبلية التى قد يساعد فى حل معضلة القصور فى مهارات التخاطب لدى الطلاب مثل: تقصى استخدام التكنولوجيا فى اثراء المناخ اللغوى لدارسى اللغة الانجليزية كلغة أجنبية.

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Chapter One

Introduction

Chapter One

Introduction

1.0. Background:

This chapter covers background about the study, statement of the study problem, questions of the study, hypotheses of the study, objectives of the study, the significance of the study, methodology, limits of the study and summary of the chapter.

English language is taught today worldwide as a second or foreign language. It has become an international language and of course it is the language of science and technology. The need of English language has increased in the workplace; gaining access to information; trade and economic links; sharing knowledge and ideas; exploring cultural differences and creating trust and understanding. As a result of widespread study and use of English language, many different methods and approaches of teaching English language have come to existence.

The Communicative Approach has become a popular approach of teaching English in the world. According to this approach the purpose of learning English is to develop learners` communicative competence. Therefore, teaching speaking skills through Communicative Approach maximizes the opportunity for learners to use English language naturally in the classroom, so that they can use it easily in the real life situations. In addition to, it helps students know how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations. Furthermore, it develops learners` abilities of thinking and creativity through meaningful activities which are done inside the classroom. The approach also, helps learners learn from each other through the communication gaps among them. The approach is a learner –centered approach, so it does not allow the teacher to be

the center of all classroom activities, but to be an organizer and a facilitator of the learning process.

Despite the main aim of learning English language is to speak it, the majority of the students in the secondary level schools in North Darfur State are unable to speak and use English language properly neither in the classroom nor in the real life situations. On the other hand, the teachers are still use the old methods in teaching English in their classrooms such as grammar translation and audiolingual, which do not expose the students to natural use of language. Thus, the researcher has tried to investigate the significance of Communicative Approach in improving speaking skills among EFL learners in the secondary level schools in North Darfur State- El Fasher Locality. The study attempts to discover the contribution of the Communicative Approach to the secondary level students` speaking skills. It also, attempts to find out solution to the challenges that teachers of the English language faced by to implement the Communicative Approach. Finally, the study tries to enrich the awareness of teachers of English language in the secondary level to implement the Communicative Approach.

1.1. Statement of the Study Problem:

The majority of the secondary level students in North Darfur State are unable to speak and use English language properly inside and outside the classroom. The teachers are still use the structural methods in teaching English in their classrooms such as grammar translation and audio-lingual, which do not expose the students to natural use of language due to some reasons. First, the teachers of English language in the secondary level face some challenges to use the Communicative Approach in their classes. Second, there are also some secondary level teachers

who are not aware enough to implement the Communicative Approach to teach speaking skills in the secondary level schools.

1.2. The Questions of the Study:

The following questions are attempted to be answered by this study:

- 1- What is the contribution of the Communicative Approach to speaking skills of EFL learners in the secondary level schools?
- 2- To what extent are English language teachers aware of implementing Communicative Approach in teaching speaking skills in secondary schools?
- 3- What challenges English language teachers encounter in implementing the Communicative Approach in secondary level schools?

1.3. The Hypotheses of the Study:

- 1- The communicative approach improves EFL learners` speaking skills in the secondary level schools.
- 2- English language teachers are not aware of implementing Communicative Approach in teaching speaking skills in secondary schools.
- 3- There are some challenges that English language teachers encounter in implementing Communicative Approach in the secondary level schools.

4- 1.4. The Objectives of the Study:

This study aims at achieving the following objectives:

- 1- To find out the contribution of the Communicative Approach to EFL learners` speaking skills in the secondary level schools.
- 2- To raise awareness of secondary level English language teachers on implementing the Communicative Approach.

- 3- To discover the challenges that face secondary level English language teachers in implementing the Communicative Approach.

1.5. Significance of the Study:

This study generates its significance from the fact that since the publication of the syllabus Sudan Practical Integrated National English (SPINE), which depends mainly on the reading approach in the secondary schools, students` communicative competence has decreased. So, the results of this study help the language policy makers to achieve their continuous efforts to prepare the students to participate productively in the 21st century and be aware of the significance of English as an international means of knowledge and communication. The results of this study raise the awareness of English language teachers in the secondary level schools to implement the Communicative Approach in language teaching. Furthermore, the results of the study remind policy makers and administrators in education to find solution to the challenges that face English language teachers to implement the Communicative Approach to teach speaking skills. The results of this study help improving EFL learners speaking skills. Finally, the results also benefit the prospective researchers.

1.2. Methodology of the Study:

1.2.1. The Method of the Study:

The researcher adopts the descriptive analytical method in addition to the experimental method to conduct this study.

1.2.2. Instruments of Data Collection:

The researcher uses Speaking Ability Test (pre-test and post-test) for students in order to identify their` speaking mistakes and discover the contribution of the

Communicative Approach to secondary level students` speaking skills. The researcher also uses a questionnaire for teachers of English language to give their perception about the challenges they face and find out their awareness about the implementation of the communicative Approach in the secondary level schools in North Darfur State-El fasher Locality.

1.2.3. Limits of the Study:

This study investigates the significance of using Communicative Approach in improving speaking skills among EFL learners in the secondary level schools in North Darfur State-El fasher Locality. This study is conducted as an example for the period from 2017 to 2020 to discover language mistakes the students make and find out the reasons behind teachers use to the structural approaches in their classrooms. It is limited to a sample of 34 EFL secondary level students and 67 teachers. However, the results could be generalized. The study moreover, composed of five chapters with their relevant contents.

1.2.4. Summary:

This chapter discussed in detail background of the study, statement of the study problem, questions of the study, hypotheses of the study, objectives of the study, significance of the study, methodology , limits of the study and the summary of this chapter.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

A. Literature Review:

2.0. Introduction:

This chapter comprises of two sections. Section one literature review, which discusses many topics such as learning and teaching speaking skills; communicative language teaching; change of a teacher and a student`s roles in language teaching; raised difficulties of implementing CLT in different EFL contexts; Communicative activities that develop speaking skills, and techniques for teaching communication strategies and communicative activities. Section two deals with some related studies conducted in different EFL contexts.

Sudan is like other countries, in which English is taught as second or foreign language. It has been doing continuous efforts to improve students` command of English language to meet the needs of the globalized world and go further in their studies. In order to enhance students` good command of English language, the language policy in Sudan has done many changes in respect of English language courses, teachers` profile, the educational ladder, status of English language, methods and syllabuses. For example, Changes in methods and syllabuses are summarized by Bashoum (2013) as follows:

Retrospect:

In the 1940s – 1960s:

- 1- ELT was dominated by the Direct Method and the Audio-lingual Method.
- 2- The prevailing syllabuses were the structural syllabuses.
- 3- The courses which were in use in Sudan at that time were:

- 3.1. First Year English for Africa by F.G. French (Speaking and Reading)
- 3.2. Harold E. Palmer's (New Method Practice) N.M.P Books.
- 3.3. Michael West Readers
- 4- Textbooks which were designed especially for the Sudanese context at that time by J.A. Bright

In the 1970s -1980s:

Bashoum (2013) explained that, during this period a new series was introduced; the New Integrated Longman's English Course (the NILE Course for the Sudan) which was written by Martin Bates and Julian Corbluth. Although this series retained some features of structuralism and audiolingualism, it was more oriented to the Communicative Approach and to notional/functional paradigm. The series adopted the concept of the integration of the skills.

In the 1990s – up to Date:

Bashoum (2013) added that, a new series (which is still now in use) was introduced in the early 1990s. The new series (Sudan Practical Integrated National English 'SPINE series') was written by national experts with the help of some international experts. SPINE is a multi-strand syllabus. However, it focuses heavily on reading. As the first series was written by national experts, and taking into account the limitations imposed at that time (financial resources, difficulty of access to sources, logistics, etc), the series suffered from a lot of weaknesses and deficiencies. However, Talley and Hui-ling (2014) as cited in Gudu (2015) pointed out that curriculum for teaching speaking skill should endeavour to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the lesson.

On the other hand, the researcher adds that, in 2017 the language policy in Sudan has published a new curriculum, Sudan Modern Integrated Learning of English (SMILE) for the basic level to replace the curriculum SPINE. The new syllabus (SMILE) has been introduced earlier (from grade three instead of grade five) in order to improve the English language in the basic level schools starting from the school year 2017- 2018. The SMILE will cover the basic level gradually in seven years taking into account the class ninth which has been planned to be added to the basic level. Nonetheless, in the secondary level the curriculum SPINE is still functioning despite its deficiency as indicated earlier by Bashoum (2013). However, Xia (2014, p.563) argues,

“The teaching syllabus should describe the situations that a language learner might find himself or herself in; the language activities he is most likely to be involved into; the functions of language that are most frequently used; and the topics that are common in life.”

So, the researcher thinks there should be urgent efforts in the secondary level as to save the students from deficiency in speaking skills and prepare them to participate productively in the 21st century and be aware of the significance of English as an international means of knowledge and communication. Cannel and Swain (1980) confirmed that, unless communicative approach is adopted for the classroom, there is little reason to expect that students acquire even the basic communication skills in the second language. Ahmed (2013) argues that, CLT has been found efficient and effective in teaching speaking skills. The proponents of CLT have proved its efficacy in ELT since its inception in 1970s. According to Basta (2011) “the basis of this popular approach to language teaching (CLT) is that it differentiates between knowing various grammatical rules and being able to use these rules effectively when communicating.” Amengual-Pizarro (2007) stated

that, Communicative methodology has recently influenced second language education greatly. This pedagogical orientation recognizes the importance of classroom communication and discussion. Therefore, the ability to communicate in the second language has become the explicit goal of most teaching programmes.

Therefore, the researcher deems that the adoption of the Communicative approach in the secondary level will improve students` speaking ability which is the main goal for conducting this study.

2.1. Definition of Speaking:

Brudden (1995) defined speaking states "...speaking is an activity which is done by a person to communicate with others to express ideas, feeling as well as opinions to achieve a particular goal.

2.2. Learning of Speaking Skills:

Oradee, (2012) explained that, English teaching and learning have the aim of enabling students to use English for communication and as a tool for going further in their studies. Nonetheless, learners in EFL context do not use the language in authentic situations. Consequently, they are unable to communicate appropriately and correctly. However, in foreign language teaching and learning, the ability to speak is the most essential because it is basic for communication. Bashir et al. (2012) stressed that, many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill, that they can acquire, and they assess their progress in terms of their achievements in spoken communication. However, students do not get any chance either in the class room or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. Alharbi (2015) pointed out that, mastering a language is not an easy task for students and teachers particularly in ELT context due to many obstacles existed in the learning and teaching process

which make second language acquisition very difficult. Schumann (1980) and Vivanco (2002) as cited in Verónica (2009) confirmed that, apart from, attitude, motivation, empathy and liking towards the subject of study, the role of affective or psychological components in learning a foreign language is important, too.

2.3. The Purpose of Speaking:

The basic goal of speaking is to communicate in order to convey thoughts, ideas, feelings, and expectation effectively. The speakers should understand the meaning of what they would like to communicate. They should also be able to evaluate the impact of their communication to their listeners. In addition to, speakers can control themselves whether they already have the ability to pronounce sounds precisely, to reveal the facts spontaneously, and to apply norms of the correct language automatically (Saddhono and Slamet 2012, p. 37) as cited in (Patiung, 2015). The purpose of learning English has been gaining importance at all levels. However, mother tongue is the main focus of learning at primary and upper primary levels, it is also equally important to develop such language skill among learners in English for their future education, (Vijayakumar & Jen, 2008).

2.4. Types of Speaking:

Patiung et al. (2015) cited Keraf (1980), who classified three types of speaking, namely, instructive, persuasive, and recreative as follows:

- 1- The instructive speaking aims at telling something. It requires proper reactions from listeners.
- 2- The persuasive speaking is encouraging, reassuring and acting. Persuasive speaking wants the reaction from the audience to get inspiration or to stimulate emotional approximation of opinion, intellectuals, beliefs, and to get a specific action from the listeners.
- 3- The recreative speaking aims at entertaining. It requires a reaction from listeners in the form of interest and excitement.

2.5. The Importance of Speaking Skills:

Shrouf (2001) highlights that, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in every phase of life. Qureshi (2016) listed the following points to summarize the importance of speaking skills for EFL learners:

1- Language is a tool for communication. People communicate with others, to exchange their ideas. Communication takes place, where there is speech. Without speech people cannot communicate with one another. Speaking skills is crucial for learners of any language. Without speech, a language is reduced to entire script. People use language in various situations in this life and they are supposed to speak correctly and effectively for well communication. Any gap in communication results in misunderstanding and problems.

2. The speakers of a language need to be especially and purposefully trained in the skill of speaking for proper running of any system.

3. Good communicators are skillful in each of the four language skills, but the ability to speak properly provides the speaker with several distinct advantages. When people speak to each other they understand themselves better.

4. An effective speaker can catch the attention of his audience till the end of his message. Speaking skills are important for career success and enhancing one's personal life.

2.6. Functions of Speaking:

Brown and Yule (1983) as cited in (Richards, 2008) classified three functions of the speaking skills and their main features as follows:

2.6.1. Talk as Interaction:

Brown and Yule (1983) as cited in (Richards, 2008) explained that, talk as interaction refers to conversation and describes interaction that serves a primarily

social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and etc, because they wish to be friendly and to establish a comfortable environment of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described below:

- 1- Has a primarily social function.
- 2- Reflects role relationships.
- 3- Reflects speaker's identity.
- 4- May be formal or casual.
- 5- Uses conversational conventions.
- 6- Reflects degrees of politeness.
- 7- Employs many generic words.
- 8- Uses conversational register.
- 9- Is jointly constructed.

2.6.2. Talk as Transaction:

Brown and Yule (1983) as cited in (Richards, 2008) argue that, talk as transaction concern situations where the focus is on what is said or done. The central focus of the message is making others understand clearly and correctly. The main features of talk as transaction are:

- 1- It has a primarily information focus.
- 2- The main focus is on the message and not the participants.
- 3- Participants employ communication strategies to make them understood.
- 4- There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- 5- There may be negotiation and digression.
- 6- Linguistic accuracy is not always important.

2.6.3. Talk as Performance:

Brown and Yule (1983) as cited in (Richards, 2008) state that, talk as performance is a public talk, which addresses an audience, such as classroom presentations, public announcements, and speeches. Talk as performance seems to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. The main features of talk as performance are:

- 1- A focus on both message and audience.
- 2- Predictable organization and sequencing.
- 3- Importance of both form and accuracy.
- 4- Language is more like written language.
- 5- Often monologue.

2.7. Characteristics of an Ideal Speaker:

Patiung et al. (2015) cited Saddhono and Slamet (2012) who listed some characteristics of an ideal speaker that are necessary and very useful to be understood, applied and appreciated in speaking, namely:

- 1- Choosing the right topics. A good speaker will choose an interesting and actual topic for himself and his audience.
- 2- Mastering the material. A good speaker seeks to master and learn the material to be conveyed. The speaker is trying to learn and examine various sources of reference. These sources are either in the form of books, magazines, newspapers or articles. These resources can be utilized as evidence of the material.
- 3- Understanding the background to the listener. Before the speech begins, a good speaker attempts to collect a variety of information about his listener. For example, gender, job, level of intelligence, interests, values that are embraced, and habits.

- 4- Knowing the situation. A good speaker should consider the situation in the speech. The speaker will attempt to identify the room, time, seating, listeners, and the atmosphere.
- 5- Having a clear goal. The effectiveness of the speaker is enhanced by the goal that is set clearly and firmly. A good speaker knows exactly where the listeners want to be talked about.
- 6- Having contact with listeners. A speaker will always attract his or her audience. The speaker is trying to understand the emotional reaction of his listeners.
- 7- Having high ability of linguistic and non-linguistic. The choice of words, phrases, suitable sentences that are extended into ideas are very helpful for the speaker to discover the idea.
- 8- Controlling the listener. Catching listeners' attention is a very positive thing for the speaker.
- 9- Utilizing tools. The using of tools, such as diagrams, schematics, statistics, and pictures are highly helpful for the clarity of speech. They will consolidate the speech if the speaker can provide illustrations that match with the environment of listeners.
- 10- Having a convincing performance. A good speaker will always persuade listeners. The speaker has a simple behavior, a style of speech, language, way of dressing, and personality, but he or she is still authoritative, graceful and sympathy.

2.8. Teaching Students to Adapt their Speech:

Wallace et al. (2004) stated that it is important to help learners know how speakers differ from one another and how specific situations call for different forms of speech as well as learning how speaking styles affect listeners. So, the rate at which they speak, the size of sound and the accuracy of pronunciation may

differ substantially from one situation to another. It is crucial for students to know that speech differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects. The subjects in the curriculum and examples from the media may provide opportunities for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and situation affect speech.

2.9. Strategies for Developing Speaking Skills:

Bashir et al. (2011) argue that, students often consider the ability to speak a language is the result of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach their students speaking strategies so that learners can use to help themselves expand their knowledge of the language and their confidence in using it. The following strategies are described below:

2.9.1. Using Minimal Responses:

Bashir et al. (2011) illustrated that, reluctant language learners are unable to participate successfully in oral interaction and often listen in silence while others do the talking. One way to encourage such learners to begin to participate is that, the teacher should help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. If the learner knows a lot of those responses, they will help him focus on what the other participant is saying instead of planning the response at the same time.

Teaching speaking (n.d) explained the following minimal responses which are very important for students to know:

- 1- Agreeing with what was said: absolutely; yes, that's right.
- 2- Indicating possible doubt: really? , are you sure?
- 3- Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not.
- 4- Expressing an opinion: that's nice; how lucky! and that's too bad.
- 5- Expressing interest, encouraging the speaker to continue: what happened next? ; That's really interesting; what did you do?

2.9.2. Recognizing Scripts:

Bashir et al. (2011) added that, some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and purchasing. In these scripts, the relationship between a speaker's turn and the one that follows it can often be expected. Instructors can help students develop speaking ability by teaching them the scripts for different situations so that they can predict what they will hear and what they must say to respond. Teachers should give their students interactive activities to practice managing and varying the language that different scripts contain.

2.9.3. Using Language to Talk about Language:

Bashir et al. (2011) highlighted that, language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when found the conversation partner has not understood them. Teachers can help students overcome this silence by persuading them that misunderstanding and the need for clarification can happen in any type of interaction. Teachers should also give students strategies and phrases to use for clarification and comprehension

check to create an authentic practice environment within the classroom itself. As the students develop control of various clarification strategies, they will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.10. Teaching Speaking Skills:

Speaking is considered naturally the most important of all the four language skills because it can distinguish the correctness and language errors that a language learner makes (Khamkhien, 2010). The mastery of speaking skills in English is a priority for many second language or foreign language learners. So, learners often evaluate their success in language learning and the effectiveness of their English course on the idea of how much they feel they have progressed in their spoken language proficiency (Richards, 2008). Speaking in a second language has been considered the most challenging of the four skills for the fact that it involves a complex process of constructing meaning Celce-Murcia and Olshtain (2000) as cited in (Juan and Flor, 2006). Speaking involves a dynamic exchanged relation between speakers and hearers that results in their simultaneous interaction of producing and processing spoken discourse under time constraints, (Juan and Flor, 2006). Many linguistics and ESL/EFL teachers agree on that students learn to speak in the second language by interacting in it, (Shrouf, 2001). Language learners need to recognize that speaking involves three areas of knowledge (Bashir 2011) as follows:

- 1- Mechanics (pronunciation, grammar, and vocabulary): Using the correct words in the right order with the correct pronunciation.
- 2- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction: information exchange) and when precise understanding is not required (interaction: relationship building).

- 3- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding who is speaking to whom, in what circumstances, about what, and for what reason.

The basic concept of speaking as a means of communication consists of nine things (Logan et al. (1972) as cited by (Patiung et al., 2015). They are:

- 1- Speaking and listening are two reciprocal activities.
- 2- Speaking is an individual process in communicating.
- 3- Speaking is a creative expression.
- 4- Speaking is behavior.
- 5- Speaking is learned behavior.
- 6- The wealth of experience influences speaking.
- 7- Speaking is a means in smoothing the horizon.
- 8- Linguistic ability and the environment are closely related.
- 9- Speaking is personal emission.

Nunan, (2003) cited by Katamadze (2017) explained that, teaching speaking" is to teach ESL learners to:

- 1- Produce the English speech sounds and sound patterns.
- 2- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3- Select suitable words and sentences due to the proper social setting, audience, situation and subject matter.
- 4- Organize their thoughts in a meaningful and logical sequence.
- 5- Use language as a means of expressing values and judgments.
- 6- Use the language quickly and confidently with few unnatural pauses (fluency).

2.11. Suggestions for Teachers in Teaching Speaking Skills:

Kayi (2006) listed some suggestions for English language teachers while teaching oral language as follows:

- 1- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3- Reduce teacher`s speaking time in class while increasing student speaking time. Step back and observe students.
- 4- Indicate positive signs when commenting on a student's response.
- 5- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 6- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- 7- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract a student from his or her speech.
- 8- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- 9- Circulate around the classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- 10- Provide the vocabulary that students need in speaking activities beforehand.

11-Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.12. The Difference between Talking and Speaking:

According to the difference between talk and speak (n.d), speaking is something someone can do by himself, whereas talking requires a counterpart.

Long Answer:

The difference between speaking and talking is moreover a difference in transitivity.

Talking can only be used transitively, speaking goes both ways. Someone can say: I spoke but nobody listened. But not I talked but nobody listened. But he can say I spoke to him as well as I talked to him.

What about I talked out loud? Isn't that an example of talking used intransitively? Grammatically, out loud is not an object - a participant in the action - It's just a description of how you did it.

Jalan (2015) added that, there is not much difference between speak and talk. They are usually both possible in most situations.

Formality:

Talk is less formal than speak. In fact, talk is the usual word to refer to informal communication.

I want to talk to you.

I think you should talk to him.

I don't know why she has stopped talking to me.

I would like to talk to you about the film I watched yesterday.

Stop talking nonsense.

We talked for an hour.

Speak is often used for exchanges in more serious or formal situations. Speak is not usually used before sense, nonsense and other words with similar meanings.

Talk is often used for the act of giving an informal lecture. Speak is preferred for more formal lectures.

Compare:

This is Ms Susan Fernandez, who is going to talk to us about cookery.

This is Professor Susan Fernandez, who is going to speak to us on recent developments in stem-cell therapy.

Speak is the usual word to refer to a person's ability to speak a language.

She can speak English. (NOT she can talk English.)

She speaks ten languages fluently.

Speak is also the word to refer to speech on the phone.

Could I speak to Alice, please? more natural than 'Could I talk to Alice?'

2.13. The Problems of Learning Language through Oral Communication:

Juan and Flor (2006) summarized some problems of learning through oral communication that, speaking in a L2 like reading and writing. However, speaking can also cause some difficulties which differ from those occur when reading and writing. Context for learning, teaching and materials production influence the nature and effectiveness of speech. The main difficulty with speech is the problem of being instant whereas, written language can be re-read several times, the reader can scan the whole topic again and sort out the comprehension difficulties. Wulandari (2009) confirmed that, teaching speaking is not an easy job. There are many problems in teaching speaking. First, students are unable to use words during speaking class due to the lack of vocabulary. Second, most of students are hesitant to use English in speaking class. Third, interference of students' mother tongues.

2.14. Approaches to Teaching and Learning Speaking Skills:

The advance in language learning over the past decades has influenced how speaking has been learned and taught. A review of the role of speaking skills within three approaches to language learning is summarized by Juan and Flor (2006) below:

2.14.1. Speaking within an Environmentalist Approach:

Up to the end of the 1960s, the field of language learning was influenced by environmentalist, ideas which assume learning process as being conditioned by the external environment rather than by human internal mental processes. Moreover, it is essential to master a series of structures in a linear way. The approach also assumes that language was primarily an oral phenomenon due to the primacy of speaking. Thus, learning to speak a language, is similar to any other type of learning, followed a stimulus- response-reinforcement pattern which involved constant practice and the formation of good habits (Burns and Joyce 1997 as cited by Juan and Flor 2006). In this pattern, speakers are first exposed to linguistic input as a type of external stimulus and their response consisted of imitating and repeating such input. If this is done correctly, they receive a positive reinforcement by other language users within their same environment. Learning how to speak, results from continuous practice stimuli-respond-reinforcement until good habits are formed.

2.14.2. Speaking within an Innatist (Instinctive) Approach:

The basis for the innatist approach to language learning is Chomsky's (1957, 1965) theory of language development which assumed that children are born with an innate potential for language acquisition. It assumes that language ability was possibly due to the fact that speakers have an internalized system of rules which could be transformed into new structures by applying a series of cognitive strategies. Though, speaking was still considered to be an abstract process

occurring in isolation. This approach has not accounted for the relevant aspects of language use in communication, such as the relationship between language and meaning (i.e., the functions of language) or the importance of the social context in which language is produced.

2.14.3. Speaking within an Interactionist Approach:

During the late 1970s and the 1980s, important shifts in the field of language learning took place under the influence of interactionist ideas that emphasized the both roles of the linguistic environment and the innate capacity for language development. It also, paid attention to the functions that producing spoken language purposes, and the social and contextual factors that intervene in such speech production act. The analysis of the processes that intervene in the production of oral language was carried out by Levelt (1978, 1989). Based on cognitive psychology, Levelt proposed a model of speech production whose basic assumption concerned the fact that messages are planned. Therefore, to produce oral language, speakers had to construct a plan on the basis of four major processes: conceptualize, formulation, articulation and monitoring. As a result of the influence exerted by the discipline of cognitive psychology as well as the functional and pragmatic views of language, speaking was viewed as an interactive, social and contextualized communicative event. This has become the theoretical foundation for teaching speaking skill within a communicative competence framework.

2.15. The Origin of Communicative Language Teaching (CLT):

According to Galloway (1993) the origins of CLT are many, as one teaching methodology began to influence the next. Dissatisfaction of educators and linguists with the audiolingual and grammar-translation methods of foreign language teaching had led to the production of the communicative approach. Educators and linguists felt that students did not learn enough realistic whole language.

Accordingly, they did not know how to communicate using appropriate social language, gestures, or expressions. So, they were unable to communicate in the culture of the target language. The communicative- style teaching which was initiated in 1970s has become popular, because for the authentic language use and classroom exchanges where students engaged in real communication with one another. In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and postsecondary levels, and the underlying philosophy has highlighted different teaching methods known under various names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

2.16. Principles of Communicative Approach:

Oxford et al. (1989) summarized four principles for the Communicative Approach as follows:

2.16. 1.Communicative Competence as the Main Goal:

Oxford et al. (1989) stated that, the fundamental goal of the communicative approach is communicative competence. Language is a means of communication. Therefore, language learning means learning to communicate, i.e., learning to use the language appropriately for the communication of meaning in social contexts. In the communicative approach, all activities are designed and implemented for the purpose of developing the learner's communicative competence.

2.16. 2.Dealing Communicatively with Forms and Errors:

Oxford et al. (1989) argued that, in communicative activities the learner must usually be the immediate judge of the appropriateness of language forms. In some situations, certain forms are clearly more acceptable than others; but in other cases there may be several equally suitable forms from which to choose. Although the communicative approach, focus on the need for coherence and cohesion of discourse, it is tolerant of errors in form. Therefore, in the communicative

approach errors are accepted because they represent natural, predictable stages in the learning process.

2.16. 3. Meaning, Context, and Authentic Language:

Oxford et al. (1989) highlighted that, meaning is very important in the communicative approach. Many proponents of this approach have studied the nature and appropriateness of meanings in given contexts. For example, Oxford et al. (1989) cited (Wilkins, 1976) who explained that communicative meanings fall into two categories: notions (concepts) such as time, (sequence, quantity, location, frequency) and functions (requests, denials, offers, complaints, persuasions). Meaning can be expressed via authentic or nearly authentic language. Depending on the learners' level of competence or proficiency, it is sometimes necessary for teachers to slow down or simplify their speech. This is especially common at the beginning stages of language learning; such language is much more realistic and contextualized than traditional pattern drill.

2.16.4. An Orientation which Integrates the Four Language Skills:

Oxford et al. (1989) explained that, in the communicative approach, all the four skills contribute obviously to communication in very meaningful ways. Communication takes place not only between listeners and speakers but also between readers and writers. The communicative approach helps learners develop all these skills. The best way to do this is through active learning, which necessitates the use of learning strategies.

2.17. The Importance of the Communicative Approach:

Most people agree that language is not only a system of rules, but a dynamic resource for creating meaning. Therefore, it is essential to differentiate between knowing various grammatical rules and being able to use these rules effectively when communicating. This view has become the basis of the most popular approaches to language – communicative language teaching, (Basta, 2011). The

proponents of CLT have been exerting efforts to prove its efficacy in ELT, since its inception in 1970s, (Ahmed, 2013). Communicative methodology has recently influenced second language education greatly. This pedagogical orientation recognizes the importance of classroom communication and discussion. Therefore, the ability to communicate in the second language has become the explicit goal of most teaching programmes, (Amengual-Pizarro, 2007).

2.18. Communicative Competence:

According to Richard (2006) the communicative competence includes the following aspects of language knowledge:

- 1- Knowing how to use language for a range of different purposes and functions.
- 2- Knowing how to vary and use our language according to the setting and participants (formal or informal language).
- 3- Knowing how to produce different types of texts (narrative, report, interviews and conversation).
- 4- Knowing how to maintain communication despite having limitations in one`s language knowledge (using communicative strategies).

2.19. The Features of the Communicative Approach:

Communicative language teaching is characterized by many features. David Nunan's (1991, p.279) as cited by (Banciu & Jireghie 2012) summarized the following features:

- 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 language but also on the learning management process.

- 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.

Wa’Njogu (2013) described some characteristics of communicative approach as follows:

- 1- The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.
- 2- There is negotiation of meaning.
- 3- A variety of language skills are involved.
- 4- Material is presented in context.
- 5- It pays attention to registers and styles in terms of situation and participants.
- 6- Fluency and accuracy are different competencies.
- 7- Form and functions.
- 8- Development of autonomous learners.

According to Lightbrown and Spada (1995) as cited in Parry (2012), in a communicative environment:

- 1- There is a limited amount of error correction, and meaning is emphasized over form.
- 2- Input is simplified and made comprehensible by the use of contextual cues, props, and gestures, rather than through structural grading.
- 3- Learners usually have only limited time for learning. Sometimes, however, subject-matter courses taught through the second language can add time for language learning.

- 4- Contact with proficient or native speakers of the language is limited as with traditional instruction, it is often only the teacher who is a proficient speaker. Learners have considerable exposure to the interlanguage of other learners. This naturally contains errors which would not be heard in an environment where the interlocutors are native speakers.
- 5- A variety of discourse types are introduced through stories, role playing, the use of 'real-life' materials such as newspapers and television broadcasts, and field trips.
- 6- There is little pressure to perform at high levels of accuracy, and there is often a greater emphasis on comprehension than on production, especially in the early stages of learning.
- 7- Modified input is a defining feature of this approach to instruction. The teacher in these classes makes every effort to speak to students at a level of language they can understand. In addition, other students speak a simplified language.

2.20. Current Trends in CLT:

The following core assumptions or variant of them Underlie the current practices in CLT (Richards 2006):

- 1- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- 2- Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, take part in meaning interpersonal exchange.
- 3- Students engage in meaningful communication when they process content that is relevant, purposeful, interesting and engaging.

- 4- Communication is a holistic process that often calls upon use of several language skills or modalities.
- 5- Language learning is facilitated by activities involve inductive or discovery leaning of underlying rules of language use and organization as well as by those involving language analysis and reflection.
- 6- Language learning is gradual process that involves creative use of the language and trial of errors. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- 7- Learners develop their own routes to language learning, progress at different rates and have different needs and motivation for language learning.
- 8- Successful language learning involves the use of effective learning and communication strategies.
- 9- The role of the teacher in the language classroom is as a facilitator, who creates classroom climate conducive to language learning and provides opportunities for learners to use and practice the language and reflect on language use and language learning.
- 10- The classroom is a community where learners learn through collaboration and sharing.

2.21. CLT and Course Design:

Khamkhien (2010) posits that, most instructors consider that CLT is the most suitable approach used in managing an English classroom. Textbooks are adapted and used as a mainstream of these courses, providing topics and particular language functions. In this sense, learners will be trained to practice speaking skills with a focus in linguistic knowledge and language use or pragmatics through English.

Richards (2006) explained that, in planning a course, course designers must take decision about the content of the course. In planning communicative syllabuses grammar is not the starting point. Furthermore, Van Ek and Alexander (1980) as cited in (Richards, 2006) summarized that a syllabus should include the following aspects of the language use to develop learner`s communicative competence:

- 1- Purposes in which the learner wishes to acquire the target language; for example using English for business purposes, for hotel or travel.
- 2- Some idea of setting in which they want to use the target language; for example in the office, in the airplane or in a store.
- 3- The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example as a traveler, as a salesperson talking to clients or a student in a school.
- 4- The communicative events in which learners will participate: everyday situations, vocational or professional situations, academic situations and etc, for example, make telephone calls, engaging in casual conversations and etc, for example, taking part in meeting.
- 5- Language functions involved in those events or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, describing plans.
- 6- The notions or concepts involved or what the learner will need to be able to talk about; for example, leisure, finance, history and religion.
- 7- The skills involved in Knitting together of discourse: discourse and rhetorical skills for example, storytelling, giving an effective business presentation.

- 8- Variety or the varieties of the target language that will be needed such as American, Australian, or British English, and the levels in the spoken and written language, which the learner will need to reach.
- 9- The grammatical content that will be needed.
- 10- The lexical content or vocabulary that will be needed.

Xia (2014) explains that, the teaching syllabus of communicative language teaching will generally include:

- 1- The social situations typically for students to use a foreign language.
- 2- The topics they are likely to address.
- 3- The language functions they need to use.
- 4- The vocabulary and grammar structures needed for these functions.
- 5- The communicative skills required in typical social situations.

2.22. Proposals for a Communicative Syllabus:

Richards (2006) explained that several syllabuses were proposed by advocates of the CLT: These include:

2.22.1. A skill- based Syllabuses:

These focus on the four language skills which are categorized in sub skills. For example listening skill is divided into the following sub-skills:

- 1- Recognizing key words in conversation.
- 2- Recognizing the topics of a conversation.
- 3- Recognizing speaker`s attitude toward a topic.
- 4- Recognizing time reference of an utterance.
- 5- Following speech at different rates of speed.
- 6- Identifying key information in a passage.

2.22. 2.A Functional Syllabus:

This is organized according to the functions that a learner should be able to carry in English language such as likes and dislikes, offering and accepting

apologies, introducing someone and giving explanations. Since CLT regards Communicative competence as mastering functions needed for communication in a range of different situations. The vocabulary and grammars are chosen due to functions being taught. The sequence of the activities is similar to P-PP- lesson cycle for presenting and practicing functions. Functional syllabuses are used as basis for listening and speaking syllabuses.

2.22. 3.A Notional Syllabus:

That based on content and notions the learner would need to express.

2.22.4. A Task Syllabus:

It specifies the tasks and activities students can use in the classroom. It was realized that a syllabus should contain all components of the language, and the first widely adopted syllabus was called Threshold Level (Van Ek and Alexander 1980 cited in Richards, 2006). The level of the proficiency the learner needed to achieve is specified to cross the Threshold and begin real communication. So, that syllabus identified the topics, notions, activities, functions, grammar and vocabularies, (Richards, 2006).

2.23. CLT Implications for Methodology:

Richards (2006, pp.12-13) briefed that, since the inception of CLT rethinking not only included syllabuses but also included methodology. It claimed that learners learn a language via process of communication in it, and that communication is meaningful to the learner to provide him with the better opportunity for learning than the grammar-based approach. The principles of the communicative language teaching methodology are summarized as below:

- 1- Make real communication the focus of language learning.
- 2- Provide opportunities for learner to experiment and try what they know.
- 3- Be tolerant of learner`s errors as they indicate that the learner is building up his/her communicative competence.

- 4- Provide opportunities for learners to develop fluency and accuracy.
- 5- Link skills such as reading, speaking and listening together, since they usually occur so in the real world.
- 6- Let students induce or discover grammar rules.

2.24. The Components of Communicative Language Ability:

Hedge (1983) summarized the components of the communicative competence as follows:

2.24.1. Linguistic Competence:

Linguistic competence is concerned with knowledge of the language itself, its form and meaning. Thus linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics. It is important for the teacher to note that linguistic competence is an integral part of communicative competence.

2.24.2. Pragmatic Competence:

Pragmatic competence is generally considered to involve two kinds of ability. Knowing how to use language in order to achieve certain communicative goals or intentions; and knowing how to perform a particular function or express an intention clearly.

2.24.3. Discourse Competence:

Learners of English will need to become aware of how discourse works in English. This includes: how to take turns in discourse; how to maintain the conversation, and how to develop the topic. Second language learners also need to acquire useful language for strategies such as initiating, entering, interrupting, checking, and confirming in conversation.

2.24.4. Strategic Competence:

Strategic competence composes of using communication strategies. These strategies are used when learners are unable to express what they want to say

because they lack command of language to do so successfully. They compensate for this either by changing their original intention or by searching for other means of expression. The teacher can also act as listener in classroom interaction and respond to students' appeals for help, providing language at the point of need.

2.25. Communication Strategies (CS):

Tarone (1980) as cited by (Maleki, 2010) defined communication strategies saying "... mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared". Dornyei and Scott (1997) as cited in Teng (2012) indicated, that courses do not usually prepare students to cope with performance problems, yet EFL speakers spend a lot of time and effort struggling with language difficulties. Teng (2012) confirmed that, regular strategy instruction improves communication strategies use and EFL learners' communicative effectiveness as well as providing them with a sense of security by allowing them chance to ask for help in times of difficulty. Tarone (1980) as cited by (Maleki (2010) summarizes types of communication strategies under five main categories, along with their subcategories as follows:

2.25.1. Paraphrase:

Paraphrase includes three subcategories which are described below:

2.25.1.1. Approximation:

The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e. g. "pipe" for "water pipe")

2.25.1.2. Word Coinage:

The learner makes up a new word in order to communicate a desired concept (e. g. "airball" for "balloon")

2.25.1.3. Circumlocution:

The learner describes the characteristics or elements of an object or action instead of using the appropriate target language structure (e. g. "She is, uh, smoking something. I don't know what its name is. That's, uh, Persian, and we use in Turkey, a lot of")

2.25.2. Transfer:

Transfer has two elements in it:

2.25.2.1. Literal Translation:

The learner's translating a word for a word from the native language (e. g. "He invites him to drink" for "They toast one another")

2.25.2.2. Language Switch:

The learner's using the native language (NL) term without bothering to translate (e. g. "balon" for "balloon" or "tirtil" for "turtle")

2.25.3. Appeal for Assistance:

This means the learner asks for the correct term or structure (e. g. "What is this?").

2.25.4. Mime:

The learner uses non-verbal strategies in place of a meaning structure (e. g. clapping one's hands to illustrate applause).

2.25.5. Avoidance:

Avoidance includes topic avoidance in which the learner passes concepts for which the vocabulary or other meaning structures are unknown to them as well as message abandonment in which the learner begins to talk about a concept but become unable to continue due to lack of meaning structure, and stops in mid utterance.

2.25.6. Achievement Strategies:

They were named as so because it was believed that learners use their language resources to convey meaning, whether what they say is grammatically or socially correct.

Willems (1987) as cited by Maleki (2010) recommends a number of CS instructional activities for practicing paraphrase and approximation. He insists that teachers should enable learners to achieve communication strategy ability and not seek perfection. Learners' errors are inevitable and that they can be taught by skillfulness in the use of CS in interaction.

2.26. Techniques for Teaching Communication Strategies:

According to Maleki (2010), the techniques introduced here will be used to teach paraphrase, transfer, appeal for assistance, and mime base on the Bottom-Up Approach:

2.26.1. Paraphrase:

The teacher follows the procedures below to teach approximation strategy:

- 1- Divide the class into teams of four or five students.
- 2- Ask students to have pen and paper handy.
- 3- List target language vocabulary which share semantic features with the main items to be taught during the session on the blackboard.
- 4- Write examples of vocabulary items identified with their approximations.
- 5- Ask students to identify main items according to their approximations listed on the blackboard.
- 6- Ask members of each team to compare their identified items with those of other team members and to resolve their differences on discussion.
- 7- Ask a member of each team to read out the identified items agreed upon within the team.

- 8- Have the group members discuss, compare, and prepare the final list of the main items.
- 9- Write the final list on the blackboard for all class to see.
- 10- Have each team write two sentences one with the main item and the other with its approximation.
- 11- Have the teams read their written sentences and correct them.

2. 26.2. Word Coinage Strategy:

The teacher follows procedures below to teach word coinage strategy:

- 1- Ask the class to sit back and watch you drawing on the blackboard with pen and paper.
- 2- Draw sketches of ten objects on the blackboard, e. g. a safety pin, a straight pin, a clothes pin, a bobby pin, a needle, a paper clip, etc.
- 3- Ask students to write names of the objects drawn on the blackboard.
- 4- Allow them time to think.
- 5- Have the learners exchange their papers.
- 6- Allow them correct each other's definitions.
- 7- Have them discuss the corrected definitions in pairs.
- 8- Get each of them read out their definitions with others listening attentively.
- 9- Choose definitions closest in meaning to the main names.
- 10- Have the students write the definitions for later use.
- 11- Do the practice word coinage for the students to learn how they can overcome problems with object names.

2. 26.3. Circumlocution Strategy:

The teacher follows the procedures below to teach circumlocution strategy:

- 1- Ask the class to think of a number of objects and concepts whose names and definitions are unknown to them.

- 2- Ask students to write the names and definitions of the objects and concepts in their native language.
- 3- Have the students describe in writing the characteristics or elements of the objects and concepts in English.
- 4- Give them enough time to perform stage (3).
- 5- Ask them to read their descriptions loudly while others listening.
- 6- Ask them to identify the objects or concepts in their native language.
- 7- Write the names or definitions of the objects or concepts in English on the blackboard.
- 8- Ask students to write the objects or concepts in English in their notebooks with original descriptions opposite to them.
- 9- Repeat the process for each student.

2. 26.4. Transfer:

The teacher follows procedures below to teach literal translation strategy:

- 1- Divide the class into teams of 5.
- 2- Write 5 idiomatic expressions or expressions little known to the students in the form of sentences on the blackboard.
- 3- Give the meanings of the expressions in the students' native language or explain them in a way that they can understand their meaning.
- 4- Ask the teams to translate the sentences on the blackboard literally according to your explanation.
- 5- Give them enough time to write their translations.
- 6- Ask a member of each team to read out their translated sentences.
- 7- Listen and correct them orally.
- 8- Choose the best of the translated sentences and write them on the blackboard.

9- Ask the students to take notes of them and use them in communication whenever needed.

10- Repeat the process using five new expressions.

2. 26.5. Language Switch Strategy:

The teacher follows procedures below to teach language switch strategy:

1- Collect as many borrowed words as you can from the target language found in the students' native tongue.

2- Determine the phonological changes in the words.

3- Transcribe the words according to the phonological changes in the students' native language.

4- List the words in three columns: target language phonology, native language phonology, transcriptions of native language phonological forms.

5- Make copies of the list and distributes them among the students.

6- Practice pronunciation and the meaning content of the words, as some words may even have changed their meanings in the native language.

7- Ask the students to be on their guard in using such words in communication.

2. 26.6. Appeal for Assistance:

The teacher follows the procedures below to teach appeal for assistance strategy:

1- Divide the class into four or five teams.

2- Use identifying games for each team to practice questions like "What's this/that? What are these/those? Who's this/that? How do you say ... in English? etc."

3- Ask the students in each team to hold up or touch or point to objects or other students to ask the questions.

4- Get students in other teams answer the questions in writing.

5- Ask representatives of each team to read out their answers.

- 6- Have those students, who answered correctly ask a similar question in return.
- 7- Use other types of games such as guessing games, unfinished drawings, and wrapped objects to reinforce appeal for assistance strategy.

2. 26.7. Mime:

The teacher follows these procedures below to teach mime strategy:

- 1- Divide the class into teams of four.
- 2- Give each team a list of scrambled words.
- 3- Give them time to rearrange each scrambled word into at least one correct word.
- 4- Ask members of each team to mime each rearranged word while members of other teams guess the word.
- 5- Ask the latter to write the guessed words.
- 6- Have them read out their guessed words.
- 7- Get them compare the words with the original mime and correct them.
- 8- Repeat the round with other rearranged words.

2. 26.8. Avoidance:

Avoidance strategy is defined as an alternative to giving up. Therefore, it is not recommended as a useful strategy which will lead to learning (Faerch and Kasper, 1983a) as cited in (Maleki 2010). Language teachers must be on their guard and be ready to help learners whenever they feel students try to avoid or abandon a topic or a message. Avoidance is due to poor linguistic competence or weak strategic competence. If allowed to take root, avoidance strategy will kill innovative thinking of the learner. Teaching within the Bottom-Up Approach is a way to help learners avoid avoidance strategy and learn to come to terms with second language learning problems.

Maleki (2010) added that, teaching CS is not only useful, but also feasible. As communication strategies are conducive to language learning, techniques were introduced to teach them. Most of the techniques presented here are pinned down on the Bottom-Up Approach, which is a new approach to teaching English as a foreign/second language.

2.27. Implementation of CLT in Different EFL Contexts:

According to Littlewood (2013), since the inception of the CLT in 1970s, it has been viewed as a response to the shortcomings of the previous approaches and the need of communication in the globalized world. However, it has been exported to many parts of the world as ready-to-use package of ideas and techniques yet, there was no clear agreement about its nature and teachers` experienced difficulty in defining and implementing it. So, there is now a widespread view that teachers need to adapt CLT to suit specific contexts. CLT cannot now be defined in terms of precise characteristics but serves rather as an umbrella term for approaches that aim to develop communicative competence through personally meaningful learning experiences. In this spirit we should aim to develop principles which help each teacher to develop a form of communication-oriented language teaching (COLT) suited to his or her own specific context. (Littlewood, 2013, p.2) cited (Harmer (2003) suggests that ‘the problem with CLT is that the term has always meant a multitude of different things to different people’. Littlewood (2013) argues that, in view of this lack of certainty, it is not surprising that (a) different people focus on different features of CLT but also that (b) these same elements are found in other approaches which are not explicitly described as CLT. Furthermore, one important source of uncertainty about the meaning of CLT is that from the outset, it has existed in two different versions which correspond roughly to the two main sources of CLT: The communicative perspective on language is primarily about what we learn. It proposes that when we learn a language we are primarily

learning not language structures but language ‘functions’ (how to ‘do things with words’). These communicative functions have a central role in syllabus design and methodology. On the other hand, the communicative perspective on learning focuses on how we learn especially on our natural capacities to ‘acquire’ language simply through communication without explicit instruction.

2.28. Raised Difficulties and Problems of CLT Implementation:

The appropriateness of communicative approaches in developing countries contexts has been an issue of questioning in the literature. The approach is not considered compatible with cultures in those developing countries which view adults, including teachers, as authoritarian and children have to respect them well and are not advised to question them, (Holliday, 1994 cited in O’Sullivan 2001).

Qing-xue and Jin-fang (2007) state that, without doubt the communicative method has developed quite fast, but it dominates language teaching in many countries because it does not only make language learning more interesting, but also help learners develop their linguistic and communicative competences. However, there are some problems raised about it. For example, Can this method be applied at all levels in teaching? How such an approach can be evaluated? How suitable it is for non-native teachers? How it can be adopted in situations where students must continue to take grammar-base tests? Of course, these issues will help us have a better application of the communicative method.

According to Xia (2014) Communicative approach of language teaching has become the most scientific of all the language teaching theories we have so far, though, it still is not a perfect approach. The problems lying in this approach are:

- 1- Until now there is no agreed classification about the functions of language. This makes it not clear that how a teaching syllabus chooses what language functions to teach and arrange them as well.
- 2- In what way a textbook arrange these functions and grammar is hard to be decided.
- 3- In the actual practice of communicative approach language teaching, we find it challenging to emphasize both language ability and communication competence.
- 4- Our teachers are expected to improve their language ability and communicative competence too.

Regarding the EFL context of Saudi Arabia Al-Humaidi (2007) explained that, imaginative teachers are rare in the Arab world in general and in Saudi Arabia in particular. In addition to, the structure of such schools is not suitable for group work which is a major requirement of this method. The schools are not equipped with aids or facilities through which the application of such an approach would be successful. Moreover, administrative aspects are also involved such as large classes with big numbers of students; a fact that would affect any effort towards language teaching in general, and applying this approach.

According to O`Sullivan (2001) in the respect of EFL context in Namibia which addressed the transfer of the communicative approach to Namibia, the findings suggest that communicative approaches are transferable to the Namibian context if they are simplified and adequate prescriptive guidelines are provided to support teachers. Otherwise, they are beyond the professional capacity of teachers to implement.

Amengual-Pizarro (2007) studied the challenges that face EFL teachers to respond to the demands of the CLT in Spain. The results confirm the value of including a Language Improvement component in teacher training courses to better

meet the needs of future teachers and help them respond to the new demands set by the communicative approach. Results also suggest that a more balanced approach between both a Language Improvement and a Methodology component can play a crucial role in the successful implementation of the communicative approach in L2 contexts.

Ozsevik (2010) investigated the difficulties that Turkish EFL teachers face in their Attempts to use CLT, results show that there are four categories: teacher-oriented difficulties, student-oriented difficulties, difficulties on the part of to the educational system, and CLT-oriented difficulties. First, many Turkish EFL teachers are deficient in spoken English. Second, students' low English proficiency in general as well as students show resistance to participate in communicative classroom activities, and they lack the motivation to develop communicative competence. Third, Lack of support from administrators and colleagues, as well as insufficient funding from the ministry is regarded as a big challenge for teachers who would like to employ CLT in their classrooms. Fourth, lack of effective and efficient assessment instruments in the formal school-based situations.

Huang (2016) studied communicative language teaching: practical difficulties in the rural EFL classrooms in Taiwan. The result of the study revealed that, besides the repeated issues, the teachers have faced problems, including students' low L1 cognitive resources, parents' mediocre attitudes toward communicative-English education, and the assortment of students of heterogeneous language skills into the same class, which are unique to the rural setting because of geographical and socio-economic isolation.

Littlewood (2013,p.5) summarized some practical challenges that are reported from numerous countries when teachers have been asked to implement CLT in primary and secondary schools, where classes are often large and resources are limited as follows:

- 1- Difficulties with classroom management, especially with large classes, and teachers' resulting fear that they may lose control.
- 2- New organizational skills required by some activities such as pair or group work.
- 3- Students' inadequate language proficiency, which may lead them to use the mother tongue (or only minimal English) rather than trying to widen their English competence.
- 4- Unreasonable demands on teachers' own language skills, if they themselves have had limited experience of communicating in English.
- 5- Common conceptions that formal learning must involve item-by-item progression through a syllabus rather than the less observable holistic learning that occurs in communication.
- 6- Common conceptions that the teacher's role is to transmit knowledge rather than act as a facilitator of learning and supporter of autonomy.
- 7- The negative 'washback' effect of public examinations based on pencil-and-paper tests which focus on discrete items and do not prioritize communication.
- 8- Resistance from students and parents, who fear that important examination results may suffer as a result of the new approach.

Al-Humaidi (2007) pointed out the following criticism to the communicative approach:

- 1- The communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. However, critics believe that there needs to be some sort of "bridge" between the two for effective language learning.

- 2- The approach relies extensively on the functional-notational syllabus which places heavy demands on the learners.
- 3- The various categories of language functions are overlapping and not systematically graded like the structures of the language.
- 4- A major premise underlying this approach is its emphasis on learners' needs and interests. This indicates that every teacher should modify the syllabus to match with the needs of the learners.
- 5- The approach gives priority to meanings and rules of use rather than to grammar and rules of structure. The latter are taught by means of functions and notions. Such concentration on language behavior may result in negative consequences in the sense that important structures and rules would be left out.
- 6- The requirements are difficult: availability of a classroom that can allow for group work activities and for teaching aids and materials.

Rahman et al. (2015) found out that, teachers are unable to exercise some of their considerable beliefs about language teaching and learning in actual classroom situation, yet they are responsible for academic development of learners` language.

2.29. Teaching Speaking within a Communicative Competence Framework:

Richards (2008) summarized that, approaches to teaching speaking in ELT have been more strongly influenced by innovations rather than teaching listening. “Speaking” in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue, or responding to drills, all of which reflect the sentence-based view of proficiency spread in the audio-lingual and other drill-based or repetition based methodologies of the 1970s. The emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills

today. Grammar based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to try real communication, in spite of their limited proficiency in English. Therefore, learners should develop communication strategies and participate in negotiation of meaning, both of which were considered crucial to the development of oral skills.

According to Banciu & Jireghie (2012), communicative language teaching makes use of real-life situations that evoke communication. The teacher sets up a situation that students may encounter in real life. Contrary to audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in expectation to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. So, students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Harmer (1991) as cited in (O'sullivan 2001) explained that, CLT approach is based on the assumption that students can more easily develop language skills if the language has relevance to their live and if the students are given enough opportunity to practice it with their peers. The focus is on language as a means of communication and great emphasis is placed on training students to use language for communication. Richards (2006) stated that, the continuous growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English. The worldwide demand for English has created an enormous demand for quality of language teaching and language teaching materials and resources. Juan and Flor

(2006) illustrate that, Communicative approaches to L2 language teaching were exposed significant changes over the past two decades. A strong background influence is associated with the work developed by Hymes (1971, 1972), who was the first to argue that Chomsky's (1965) distinction between competence and performance did not pay attention to aspects of language in use and related issues of suitability of an utterance to a particular situation. Thus, Hymes proposed the term communicative competence to account for those rules of language use in social context as well as the norms of suitability. Considering how a proper application of this term into an instructional framework could contribute to make the process of L2 teaching more effective, different models of communicative competence have been developed since the 1980s by identifying which components should integrate a communicative competence construct.

2.30. Speaking Body Language:

Abhiyan and Abhiyan (2008) summarized that, the 'presence' that a teacher has in the classroom is crucial in determining the effectiveness of learning. It is important that the teacher and students to be relaxed and learn in a friendly atmosphere. Non-verbal behavior can reveal more than what behavior does. Self respect, confident behavior and tone and eye contact are some positive indicators. Body language can improve the desired atmosphere within the class in the following ways:

- 1- Keeping eye contact with the students while the teacher is talking to them, and with every student in the class.
- 2- Standing and walking in with head held high, instead of turning it down.
- 3- Having a calm, relaxed face – smiling and laughing easily.
- 4- Using facial expressions that show the teacher is listening and responding to what the student is saying.
- 5- Smiling and nodding when a student is saying something.

- 6- Walking around the class during the discussion.
- 7- Walking towards the person who is talking.
- 8- Capturing and holding attention of the class through excessive movements when explaining something;
- 9- Using your voice appropriately in different situations, e.g. whispering when required along with gestures;
- 10-Using inclusive language such as, yesterday we read about(Students complete)
- 11- Wearing smart and comfortable clothing.

Abhiyan and Abhiyan (2008, p.32) added that, teacher`s body language should show that he is willing to lead without bullying. So, he should avoid the following as they are indicators of careless:

- 1- Does not slouch.
- 2- Does not look out of the window while teaching/while students are completing an assigned task.
- 3- Does not wear very informal clothing such as jeans and a T-Shirt.
- 4- Does not remove his/her shoes and sit in class.
- 5- Does not fold his/her arms and speak to the class.
- 6- Does not keep playing with his/her pen/fingers while teaching/listening to students.
- 7- Does not sit with his/her face/jaw on his/her hand and look far away.
- 8- Keeping his hands in his pockets or tying his tie loosely around his neck is an indicator of a careless/casual attitude.

2.31. Accuracy versus Fluency Activities:

Richards (2006) compared Fluency practice with accuracy practice as follows:

2.31.1. Activities Focusing on Fluency:

Richards (2006) stated that, fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and continuous communication despite limitations in his or her communication competence. It can be developed by the following activities that:

- 1- Reflect natural use of language.
- 2- Focus on achieving communication.
- 3- Require meaningful use of language.
- 4- Require use of communication strategies.
- 5- Produce language that may not be predictable.
- 6- Seek to link language use to context.

2.31.2. Activities Focusing on Accuracy:

Richards (2006) explained that, Accuracy practice focuses on creating correct examples of language use. It focuses on the activities that:

- 1- Reflect classroom use of language.
- 2- Focus on formation of correct examples use of language.
- 3- Practise language out of context.
- 4- Practise small samples of language.
- 5- Do not require meaningful communication.
- 6- Control choice of language.

2.32. The Changed Roles of the Teacher and Student in CLT:

Larsen-Freeman, (1986) as cited in (Alfaki and Ahmed,2007) argues that, teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning. The teacher sets up the exercise, but students perform it. The teacher must step back and observe, sometimes acting as referee or monitor. Students may find themselves gain confidence in using the target language in general, as a result of the increased

responsibility to participate. Students are more responsible managers of their own learning. Richards (2006) indicates that, the type of classroom activities suggested in CLT assigned new roles to the teachers and learners. Learners have to collaborate in classroom activities which based on cooperative but not individual approach to learning. It is important that students to be interested in the listening to their classmates in group work or pair work tasks, instead of depending on the teacher as a model. They are expected to be more responsible for their own learning whereas, teachers had to be facilitators and monitors. Al-Humaidi (2007) explains that, the communicative methodology is a learner-centered approach to language learning. Nonetheless, this doesn't imply that there is no role of teacher in this approach, but a highly competent and imaginative teacher is a major requirement for the successful application of the approach. Therefore, a teacher and learner's motivation and positive attitude are crucial for effective teaching and learning. Patiung et al. (2015) state that, the role of the teacher in teaching speaking skills based on communicative approach occurs optimally. The teacher acts as motivator, facilitator, counselor, and mediator in the learning activities. The teacher stimulates and motivates the students to explore their potential, to foster activity and creativity. Amengual-Pizarr (2007) cited Marton (1988) who explains that, this new approach to language teaching has focused more attention on linguistic accuracy. According to him, the communicative approach requires teachers at a high level of proficiency who are prepared to deal with any linguistic emergency. Medgyes (1999, p. 184) as cited by (Amengual-Pizarr ,2007) states "...an EFL teacher with faulty English may be compared to a music teacher who cannot play any musical instrument and sings out of tune, or a gym teacher who is grossly overweight and too clumsy to catch a ball." Amengual-Pizarro (2007) cited Berry (1990) who listed numerous reasons why the language level of L2 teachers is important:

- 1- Increases teacher`s confidence.
- 2- Facilitates the use of the target language in the classroom.
- 3- Widens the choice of methodology.

2.33. Types of Activities for Developing Communicative Competence:

Paulston and Bruder (1976) classified the following types of activities that enable students to achieve communicative competence into the four categories below:

2.33.1. Social Formulas and Dialogues:

These cover such speech encounters as greetings, partings, introductions, excuses, compliments, complaints, hiding feelings, etc. The EFL learners need to be taught how to deal with those situations appropriately.

2.33.2. Community Oriented Tasks:

Those are sets of exercises which obligate the student to interact with native speakers outside the classroom. There are teaching points: communicative participation in the community which is called “real situation” and the collection of highly relevant and needed information:

2.33.3. Problem Solving Activities:

The students are given a problem and some alternative solutions, from which they have to choose one or create their own.

2.33.4. Role Plays:

In role plays, students are assigned a fictitious role. The students may even act out the role of themselves. The simplicity of role plays and the improvisation is a matter of student proficiency.

2.34. Using Communicative Activities:

Klippel (1984, pp.10-11) states that, when a teacher has found a suitable activity for his/her class, he should:

- 1- Prepare his/her materials in sufficient quantity.
- 2- Read through the 'procedure' section and if necessary note down the main steps. Think about how he/she is going to introduce the activity and whether his/her students will need any extra help.
- 3- Decide which role he/she is going to adopt (joining, helping, observing?) and stick to it throughout the activity.
- 4- Let the students give him/her feedback on the activity when it is finished.
- 5- Make a note of any problems arising as well as his/her own comments and those of the students. She/he can then modify the activity when he/she uses it again.

2.35. Forming Small Groups:

Alfaki and Ahmed (2007, p.41) argue that, to form small group discussion the teacher should consider the following points:

- 1- A small number of students (preferably six to eight) meeting together.
- 2- Recognition of a common topic or problem.
- 3- Introduction exchange and evaluation of information and ideas.
- 4- Direction towards some goals or objectives.
- 5- Verbal interaction both rational and emotional.

2.36. Components of a Small Group:

Alfaki and Ahmed (2007) advise that, when the teacher forms small groups he should consider the following four basic components:

2.36.1. Process:

The nature of the process in small group discussion is verbal interaction. It is vital for the success of discussion, so students must be taught to listen to what each person is saying and to respond duly. A teacher as a facilitator is needed to walk about the class, listening, observing and encouraging every student to participate.

2.36.2. Roles:

Every member of a discussion group has a role. Group members may be assigned roles by the teacher or the group. Each role is different from the other accordingly; all group members must be substituted so that anyone must be a leader.

2. 36.3. Leadership:

The most important role in the small group is the leader. The leadership is the capacity to guide and direct others in a group setting. Therefore, the teacher must model how a leader opens the discussion and seeks everyone`s input.

2. 36. 4. Cohesion:

The final concept is group cohesion, which refers to group members` help for one another. A cohesive group displays a “we” attitude: the members work in collaboration and show pride in belonging.

2.37. Communicative Activities for Developing Speaking Skills:

Communicative language teaching uses various types of activities with the purpose of developing learners` speaking skills as follows:

2.37.1. Games:

The main purpose of using games in English classes is to practise students' different skills, especially their communicative ability. Carrier 1980, MaCallum 1980, Kallsen 1982, Willis 1982, Klippel 1984, Harmer 1985, Ellis 1986, Porter-Ladousse 1987, Stern 2002, etc. as cited in (Zhu, 2012) summarized eight types of games discussed below:

2.37.1.1. Guessing Games:

Students of all ages like guessing games, because they combine language practice with fun and excitement. The basic rule of guessing games is that one person knows something that the other one wants to find out. Before the students play the guessing game the teacher must pre-teach the new words, structures necessary for the game and the steps of the game, as to involve a lot of students in the game.

2.37.1.2. Picture Games:

Picture games include several types:

- 1- Comparing and contrasting pictures;
- 2- Considering differences or similarities;
- 3- Considering possible relationships between pictures, such as narrative sequence;
- 4- Describing key features so that someone else may identify them or represent them in a similar way.

2.37.1.3. Making a Story According to the Given Picture:

Most of these picture games involve the learners in the free use of all the language at their command and at the same time give them an opportunity to practice their speaking and listening.

2.37.1.4. Sound Games:

Sound effects of people, places and actions impress listeners' minds. Listeners are demanded to contribute through the imagination, because it leads to individual interpretations which mean that the listeners can exchange their view points and express opinions and ideas. This kind of games can stimulate students' imagination and thinking, and offer them a chance to practise their listening and speaking. Students can make guess at the object described by sound, or make dialogue or a story.

2.37.1.5. Mime:

Mimes can be done in pairs, groups or even by the whole class. One side has to perform the mimes for the other side so that the answer can be found. Miming trains students' skills of observation and improvisation. It emphasizes the importance of gesture and facial expression in communication.

2.37.1.6. Fact-finding Games:

This mainly deals with general knowledge and is a very practical exercise. There is something important happening every day, so the students can be asked what happened on a day in history. Then further details can be asked. The students can discuss in pairs or groups in order to find much more information. So, the students have had a chance to really think about what they know about that day.

2.37.1.7. Debates:

In this activity, there are two sides: one supports the idea and the other opposes it for a given topic. Then, they argue giving their evidence. The aim of this activity is to get the students to talk and stimulate their interest and competitive spirit. Such activities make the students think about their values and priorities and improve their conversation and enhance fluency.

2.37.1.8. Jigsaw Games:

Each participant in a jigsaw task has one part of a solution, which may be a story, a factual text or a picture. They are equally important. They should work together to fit their pieces together to find the solution. This game enhances cooperation and mutual acceptance within the group. Participants in this game have to do a lot of talking before they become able to fit the pieces together in the right way.

2.37. 9. Suggestions on Using Games:

Zhu (2012) suggested four elements which should be taken into consideration when playing games in English class as follows:

1. Time:

It will be a relatively small proportion of the total teaching time. They can be used at any time that the teacher feels appropriate. It is important that they are used positively, to give students enjoyment and useful practice.

2. Choice:

A teacher has to reason well to choose most appropriate and most successful type of game with his or her students at any time. He or she should consider the level of the students, the main aim of having a game, the interest of the students, the appropriate time to use a game and the availability of aids and materials.

3. Preparation:

Games may be good fun but they need to be carefully prepared and organized. First, the teacher chooses a fine game. Next, he prepares the necessary facilities. Then, the teacher revises the steps of the game, instructions for how to do and act the game. Finally, it is important to anticipate any logistic or linguistic problems that may occur in order to be able to deal with them effectively.

4. Management:

The teacher must decide in advance how to organize the students and the classroom to save time run the game smoothly. He should also use pair and group work where possible to increase students` practice time and participation. While the students are working, the teacher should be close to help, correct or stimulate less active students. The teacher should stop a game and change to something else before the students become tired of it to retain their desire and concentration.

2.37.2. Role plays:

Role plays often consist of short scenes, which can be realistic or imaginative. One easily-obtained role play is from the text, which may be actual role play material. After learning the text, students can be asked to perform it. This game can improve students` oral performance and help them understand what they have learned easily. Furthermore, role plays are useful for generating free expression and the feeling of spontaneity in the language classroom.

2.37.3. Using Dialogues:

Ahmed and Alfaki (2007) confirm that, dialogues are certainly the most common form of language practice. This is because most real communication tasks are practiced orally, in the form of conversation between two or more people. So, dialogues provide meaningful communicative situations and can be used in all stages of a lesson. Ahmed and Alfaki (2007) cited Byrne (1986) who argues, “our main concern in the early stages of the language programme will almost certainly be teaching spoken skills, and for a number of reasons, dialogues would seem to be best suited to this purpose:

- 1- They present the spoken language directly in situations in which it is most naturally used.

- 2- They exempt and encourage the learner to practice the language in the same way.
- 3- They urge active participation in the lesson.

Ahmed and Alfaki (2007) also claim that the following points should be considered when using dialogues:

- 1- Dialogue must be practised naturally and realistically. Thus pupils should not read the dialogue with their eyes following the lines in the book, because in real life situations, people look into each others` eyes and do not turn their backs on each other. If the dialogue is so long the teacher should divide it into suitable parts to make learning easy.
- 2- Practicing a dialogue does not mean that the teacher chooses two pupils to say it in front of the class. However, all pupils must be given a chance to practice it simultaneously in pairs or in small groups because this is the only way they will learn the language actively.

Ahmed and Alfaki (2007) suggest the following procedure for teaching a dialogue:

- 1- Short relevant, active, interesting, contextualized sensitization (warm up).
- 2- Setting a context of the situation.
- 3- Pre-teaching of new items (pre-presentation).
- 4- Teacher modeling the dialogue.
- 5- Teacher gives a second modeling by good pupils.
- 6- Two good pupils demonstrate a third modeling (presentation).
- 7- Teacher asks pupils to repeat the dialogue after him (who, half class of the, rows... etc.
- 8- Two pupils practice the dialogue in front of the class.

9- Simultaneous pair works. Teacher monitors.

10- Substitution dialogue (Practice stage). Pupils make their own dialog at the same time.

11- Role play (Production stage).

12-Teacher rounds off the lesson.

2.37.4. Discussion:

Shrouf (2001) explains that, a discussion can be held for various reasons: arrive to conclusion, share ideas about an event or find solutions in discussion groups. The teacher should choose easy, understandable, interesting, authentic and essential topics that students can discuss or talk about especially in the target language. The teacher has to set the purpose of the discussion in advance. For instance the teacher assigns the students in agree/disagree discussions. Then the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For effectiveness of the discussion, the groups should not be big so that the quiet students participate. Lastly, in class or group discussions, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2.37.5. Simulations:

Shrouf (2001) argues that simulations are very similar to role-plays but what makes simulations different than role plays is that they are more detailed. In

simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she or he brings a microphone to sing and so on. Paulston and Bruder (1976) explained that the teacher should consider the format of the role play which consists of three basic components: First, the teacher clearly explains the scene and the plot of the role play, which is followed by the description of the task and the action to be achieved. Second, the teacher assigns the roles, the list of characters. Third, the teacher gives useful expressions that contain the linguistic information, primarily expressions and phrases that will facilitate the acting out of the roles.

2.37.6. Information Gap:

Shrouf (2001) illustrates that, in this activity, students work in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. Here are some sample Questions:

- 1- What is the first person's name?
- 2- How do you spell it?
- 3- Where is he/she from?
- 4- What is his/her occupation?
- 5- What does he/she do on weekends?
- 6- What kind of movies does he/she like?

After completing the chart, students discuss with their partners: Which person would each like as a friend? Why?

2.37.7. Brainstorming:

Shrouf (2001) highlights that; students can produce ideas on a given topic in a limited time. The brainstorming is effective whether it is individual or group brainstorming and learners generate ideas quickly and freely. The good features of brainstorming are that the students are not criticized for their ideas so students will be open to share new ideas.

2.37. 8. Storytelling:

Shrouf (2001) posits that, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

2.37.9. Reasons for Using Stories:

Department of In-service Training (2017) summarized the following reasons for using stories:

- 1- Young learners always love listening to stories so, stories help them learn English.
- 2- Stories enable students to link new things to what they already know.
- 3- Stories help students develop their thinking skills.
- 4- Stories motivate students because they can be interesting and fun.
- 5- Stories introduce new language in context.
- 6- Stories help learners revise language they already know.
- 7- By listening to stories learners can improve pronunciation and intonations.
- 8- Stories help learners to look at things from different viewpoints.

2.37.9.1. Tips for Using Stories in Class:

Department of In-service Training (2017) summarized the following points that the teacher should consider before teaching the story in the class:

- 1- Makes sure he knows the story well before using it in the class_ reads it and goes over it several times so that he can speak fluently.
- 2- Makes sure that he looks carefully at the pictures so he can match the story language to what is happening in the pictures.
- 3- Writes down all the key words and phrases and repeated language that he needs to tell the story.
- 4- Prepares the questions he will ask the pupils about the pictures and the story.
- 5- Prepares the comments he can make about the pictures.
- 6- Practices telling the story and using the pictures before his/her class.

2.37.10. Interviews:

Shrouf (2001) explains that, Students can conduct interviews on selected topics with various people. The teacher provides the student with the rubrics and types of questions they can ask, but the students prepare their own questions of the interview. Interviews help the students practise speaking inside and outside the classroom. After interviews, each student can present his or her study to the class. Finally, students can interview each other and "introduce" his or her partner to the class.

2.37.11. Story Completion:

Shrouf (2001) indicated that, students are asked to read a newspaper or magazine before coming to class, and then they report to their friends what they have found as the most interesting news in the classroom. Students can also talk

about whether they have experienced anything worth telling their friends in their daily lives before class.

2.37.12. Picture Narration:

Shrouf (2001) indicated that, this activity is based on several sequential pictures. Students are asked to tell the story depending on the sequential pictures the rubrics provided by the teacher. Rubrics can include the vocabulary or structures they need to use while narrating.

2.37.13. Picture Description:

Ahmed and Alfaki (2007) claim that, pictures offer a fertile source of speculation, anticipation and oral discussion. They encourage students to initiate the language and use it for themselves to make their own suggestions, reactions, rejections and personal comments. Students are invited to identify the unknown aspects of the picture which are implied but not seen. Shrouf (2001) argues that, for doing this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups then, a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and learners` imagination as well as their public speaking skills.

2.37.14. Find the Differences:

Shrouf (2001) explained that, for this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.37.15. The Use of Music:

Failoni (1993) claims, “the use of music in the foreign language classroom offers a unique approach to enhance students` awareness of another culture, and also can aid in the practice of communication skills”. Paquette and Rieg (2008)

argue that, music can transfer classrooms into positive learning atmosphere where children progress academically, socially, and emotionally.

Fisher (2001) states that, students who spoke Spanish at home were randomly assigned one of four teachers. Two of the teachers used a great deal of music in their classrooms while the other two did not. The students (kindergarten and first grade) and their teachers remained together for two years . Literacy achievement data suggests music had a positive effect on oral language and reading scores.

2.37.16. Songs:

Paquette and Rieg (2008) argue that, songs may be used for the presentation and/or practice phase of language lessons. They can be used to teach a variety of language skills, such as sentence patterns, vocabulary, pronunciation, rhythm, and parts of speech. Stress, rhythm, and intonation can be presented through songs as well. Songs can be used to practise and reinforce consonant sounds. Songs for pronunciation include Mary Had a Little Lamb to practise on the /l/ sound or Row, Row, Row, Your Boat to practice the /r/ sound.

2.37.16.1. Teaching New Songs:

Paquette and Rieg (2008) confirmed that, the need to teach new songs will often be necessary with English language learners. It is important to note that direct instruction is necessary when teachers actually teach new songs. Paquette and Rieg (2008) cited Isenberg and Jalongo (2009 in press) outlined the following steps for teaching songs that may benefit teachers and students:

1. Play the song in the background for several days so it is familiar when it is introduced to the students.
2. Teach students the chorus first while you sing the verses.
3. Sing along with a recording and have students join in when they feel most comfortable.

4. Use lined poster paper to create a song chart.
5. Create a rebus song sheet to help students remember the verses of songs.
6. Teach the song one phrase at a time. Then, combine the phrases.
7. Teach the actions to an action song first, then teach the words (or vice versa).

2.37.17. The Use of Audiovisual:

Katamadze (2017) argues that, developments in information technology have impacted all fields of our life within the first quarter of the 21st century and this has also apparent influence on education and led to innovations in English language teaching and learning process. The technology is important because it encourages and motivates students to use the language orally and develop their foreign language speaking skills.

2.37.17.1. Examining Audiovisual Scripts:

According to Beltran (2011), the use of videos and the corresponding scripts might help learners to become aware of the importance of pragmatic and discourse features. So, the teacher should carefully select suitable audiovisual materials for the features under study. Then he introduces the pragmatic and discourse features that should be examined and explains the social conditions of the use of different linguistic features. After that, he can expose to the learners video scenes in which they can be asked to identify the both the context of situation and the different features. Finally, learners can examine the scripts and elaborate contextualized role-play on the basis of the pragmatic and discourse features studied.

2.38. Using Drills:

Hubbard, et al (1983:15) as cited in Ahmed and Alfaki (2007) explained that, a drill is a controlled oral exercise. Drills are often used at the beginning of the practice stage. Drills can be whole class drilling, group drilling or even individual drilling. The drill is important because it is a technique used by almost every foreign language teacher at one time or another; and in some cases, rightly or

wrongly, it constitutes the basis of their method. Ahmed and Alfaki, (2007) confirmed that, drills are considered to be essential techniques. Because, they help increase pupil`s talking time and accordingly decrease teacher`s talking time. They also, provide plenty of practice for as many pupils as possible especially in large classes which still exist in the Sudanese schools.

2.38.1. Types of Drills:

Ahmed and Alfaki (2007) summarized the following two types of drills and their subcategories:

2.38.1.1. Mechanical Drills:

There are different types of Mechanical drills as listed below:

2.38.1.1.1. Chorusing:

Pupils are asked only to repeat a model sentence given by the teacher. Chorusing is done in context i.e. single isolated words should never be chorused. Pupils should always understand what they are saying.

2.38.1.1.2. Repetition:

When the teacher presents the new language, pupils are just ordered to repeat some of the sentences after the teacher. Pupils benefit more from contextualized practice than repeating single words. One way of conducting a repetition drill is as follows:

T: says one of his presentation sentences again clearly and with normal speed and intonation, two or three times (Pupils listen carefully).

T: tells the whole class to repeat (everybody repeat after me).

T: says the model sentence again, once only.

T: signals for the class to repeat.

T: signals for half of the class to repeat.

T: models. Half of the class repeats.

T: continues, using the other half of the class, smaller groups and finally some individuals.

The teacher remodels the sentence frequently, especially if errors of pronunciation or intonation begin to appear. He also works quickly all the time giving clear signals. Before the class begins to feel bored, the teacher does one or two whole class repetitions to end the drill.

2.38.1.1.3. Back Chaining:

This is used for the repetition of long sentences in the early stages. The teacher says complete sentences several times. The teacher then divides the sentence up into small chunks. He starts to say each chunk at a time until he builds the sentence up again with the class repeating after him.

2.38.1.1.4. Substitution Drills:

This simply means replacing one word or part of a sentence with something similar following the same pattern. For example, to practise the structure and pronunciation of the weak form /kən/ for "can". The drill may proceed as follows.

T: Hashim can see a cat.

T: (monkey)

C: He can see a monkey.

T: (dove)

C: He can see a dove.

The teacher continues with other 'cues' or 'prompts': horse, dog, etc.

2.38.1.1.5. Transformation Drills:

These drills are used to practise changes in sentence structures e.g. from affirmative to negative, from a statement to question from active to passive etc. the teacher starts with a model sentence. Ahmed and Alfaki (2007) cited Byrne (1986, p. 38) who suggested the following:

T: I get up every morning. Use Tom.

C: Tom gets up every morning.

T: I have a bath.

C: He has a bath.

T: I have breakfast at about seven thirty.

C: He has breakfast at about seven thirty.

2.38.1.2. Meaningful Drills:

Wilkins and Hubbard, et al. (1983) as cited by Ahmed and Alfaki (2007) defined a meaningful drill as one where “the student has to understand a part or the entire sentence in order to be able to respond.” Teachers use meaningful drills to make practice more meaningful and less controlled as the teacher moves from tightly controlled to very free practice. The following techniques make practice more meaningful:

2.38.1.2.1. Substitution Dialogues:

Teachers use the substitution dialogues for practising oral fluency in pairs. They are more realistic and meaningful for the fact that they are dialogues rather than proper drills makes. Pupils substitute words used in the original dialogue with other appropriate words. For instance, words used for size, colour, price could be substituted with other words in the same context.

2.38.1.2.2. Using Pictures:

Teachers use pictures to practise oral language because pictures offer opportunities and cues for pupils to talk about them. Through them students discuss something, create a story, give opinions, guess meaning and etc.

2.38.1.2.3. Guessing Drills:

These are simple and effective ways of giving quick whole class practice. The teacher asks the students to try to find something out through guessing. This especially applies to using games because the students would be trying to find out something that they do not know. An example of this is given below:

The students think of their favourite colours (sports, hobbies, animals etc.), then they take it in turns to find out about each other's colours (etc).by asking: Is it (red? black, etc). To give further more meaningful practice, the teacher could then move to use or exploit texts as a context for language practice.

B. Previous Studies:

B.0.Introduction:

This section discusses some pertaining studies, which have been done in Sudan (local), Regional and International contexts, as follows:

B.1.Local Studies:

El Zein (2018) investigated “Using English Language Phonological Features to Develop Students’ Oral Communication Skills.” The researcher used a mixed approach: the descriptive and experimental methods. The tools he adopted for his study were test for students and a questionnaire for university teachers. The sample composed of 30 students and 42 teachers. The main findings of the study were that the students were very weak in speaking skills. Moreover, university students face a big challenge in using English language phonological features (Linking, intonation, stress, etc).

The researcher argues that the above related a study agrees with the current study in aiming at improving students` speaking skills. However, the related study was conducted at University level, whereas the current one is conducted at the secondary level. The related study investigated only one component of speaking skills phonological features (pronunciation), whereas the current study addressed all components of speaking skills pronunciation, grammar, vocabulary, fluency and comprehension. So, the current study is very important in the secondary level as an attempt to solve the weakness of students in speaking skills.

Osman (2002) conducted a study entitled “Stimulation of Oral Communication in EFL: A study of English Language Majors in Four Sudanese Universities.” He investigated variables responsible for stimulation of oral communication fluency in EFL. The main objective is identifying the major causes of the learners` reluctance to speak English with a view of proposing appropriate courses of action. The sample of the study consisted of 203 students in four Sudanese universities and 50

teachers. Five instruments were used for data collection: students` and teachers` questionnaire, oral interview, classroom observation and English language syllabi. The findings show that students` reluctance was due to the following reasons: 1- Lack of proper stimulation based on interesting, authentic materials, auditory and visual contexts. 2- Poor interactive linguistic input. 3- Lack of task-based, brainstorming and out of class activities.4- Large classes and teacher centered model of instruction.5- lack of language laboratories and integrated syllabi.

The above study focused on the stimulation of oral communication fluency as a part of speaking skills, while the current study investigated improving speaking skills through using communicative approach. The related study was a University level whereas the current one is a secondary level.

Although the both studies were aiming at improving speaking skill, the current study will be an attempt to tackle the reasons behind the reluctance of major students and their weakness in oral communication in advance.

B.2.Regional Studies:

Alharbi (2015), conducted a study entitled, “Improving Students' English Speaking Proficiency in Saudi Public Schools”. The paper attempted to identify the causes of Saudi students’ low proficiency in English communication and provide some recommendations to address those issues. The most significant findings of the paper were: (1) reforming specific Ministry of Education and Higher Education policies in Saudi Arabia is crucial; (2) the Saudi education system should reinforce the use of contemporary approaches to teaching that emphasize problem solving and critical thinking skills and put students in charge of their own learning; and (3) the ministry should consider converting some Saudi public schools into bilingual schools.

Gudu (2015) investigated teaching speaking skills in English Language using classroom activities in Secondary School Level in Eldoret Municipality, Kenya.

The researcher adopted mixed method. The researcher used random and purposive sampling techniques to select schools, students and English language teachers. The instruments were questionnaires for teachers and students and classroom observation. The results show that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used during classroom discussions. Students` low oral skills and teachers did not integrate various classroom activities in one lesson, have denied learners chances of using authentic language in context.

Ashour (2014) conducted a study, which entitled “The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking.” The Researcher used experiment method for her study. She chose the 60 participant students purposefully. The researcher used three tools: the achievement test to measure the students' speaking achievement, the observation card to observe the students' speaking development, and the attitude scale to determine the changes towards speaking skill occurred due to the implementation of the experiment. The results of the study revealed that the videoconferencing-based strategy affected positively in the students' English language speaking skills. It also, removed students` hesitation in speaking English, shyness, and lack of trust. Furthermore, it increased the students' self confidence, enhancing their searching skills and improving their self-learning strategies. Finally, it changed positively the students' attitudes towards speaking English language skill.

O’Sullivan (2001) studied “Communicative Approaches to Teaching English in Namibia: the issue of transfer of Western approaches to developing countries.” This exploration is based on a 3 year (1995–1997) action research study of In-service Education and Training programme (INSET), for 99 lower primary teachers and 46 senior primary English teachers in 31 primary schools. The study

findings raise the issue of transfer. They suggest that communicative approaches are transferable to the Namibian context if they are simplified and prescribed lesson plans and training is provided. Otherwise, they are beyond the professional capacity of teachers to implement.

B.3.International Studies:

Huang (2016) investigated the “Communicative Language Teaching: Practical Difficulties in the Rural EFL Classrooms in Taiwan.” He used a multi-methodological approach of quantitative survey and qualitative interview, this study aims at identifying the difficulties rural EFL teachers encountered by when implementing CLT in their classrooms. Seventy-five teachers were surveyed. The result of the study revealed that besides the repeated issues, the teachers have faced problems, including students’ low L1 cognitive resources, parents’ indifferent attitudes toward communicative-English education, and the assortment of students of heterogeneous language skills into the same class, which are unique to the rural setting because of geographical and socio-economic isolation.

Ahmed (2013) conducted a study entitled “Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan.” The sample population consisted of forty male students in the 12th grade of a local college in (Punjab) Pakistan was chosen for experiment. Results show that, communicative approach is better than the traditional method (GTM) in teaching English at the higher secondary level in Pakistan. It was also, proved that Pakistani learners can increase their communicative ability, if they are provided with suitable conditions. The use of the CLT approach has shown to increase motivation for learning. The survey study also signifies the possibility of implementing the CLT approach in Pakistan. The respondent teachers showed their desire to include communicative activities in classrooms. They have good understanding of the use

of the CLT approach. The identified barriers in applying the communicative approach are teacher training, students' hesitation in the use of target language, over-crowded class rooms, grammar-based examinations, and the lack of appropriate materials. However, the teachers in this study were found to be enthusiastic to apply the communicative approach in the classroom.

Oradee (2012) investigated developing speaking skills using three communicative activities (Discussion, Problem-Solving, and Role-Playing). The sample group consisted of 49 students at a secondary school in Udon Thani, Thailand. The design of the research was a mixed method. The research instruments were 8 lesson plans, an English speaking ability test and an attitude questionnaire. The results show that, students' English speaking abilities after using the three communicative activities were significantly higher than before their use.

Bashir et al. (2011) investigated the factors effecting students' English speaking skills in the secondary level schools in Faisalabad. It was a descriptive study. The sample consisted of students and teachers, which was chosen randomly. The instruments used were two questionnaires one for students and the other for teachers. Findings show that, teachers did not use audiovisual aids for the teaching of English; teachers use their mother-tongue while teaching English and teachers did not promote participatory techniques in teaching English.

Nurhyati (2011) studied teaching speaking skills through Communicative language teaching. The study aimed at improving speaking skills through communicative language teaching. The method used for the study was experiment. The subjects were 50 students chosen randomly. The instruments administered were observation and test .Results show that there was improvement in the students` speaking skills by using communicative language teaching approach.

Ozevik (2010) studied “The Use of communicative Language Teaching (CLT): Turkish EFL Teachers` Perceived Difficulties in Implementing CLT in Turkey.” It was a mixed methods research design (qualitative and quantitative). Written survey questionnaires and semi-structured interviews were administered for collecting data from sixty-one Turkish teachers of English teaching at primary and secondary levels. The results show that, Turkish EFL teachers are aware of the achievements, but they observe many difficulties in implementing CLT in their classrooms. These difficulties arise from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results also suggest that despite being interest and eager to implement CLT teachers are not rather optimistic about the complete adoption of CLT unless those four sources of difficulties are overcome.

Amengual-Pizarro (2007) did a study entitled “How to Respond to the Demands Set by the Communicative Approach? New Challenges Second Language (L2) Teachers Face in the Classroom.” The study investigated prospective teachers’ language needs in L2 teacher training programmes. A questionnaire was constructed and administered to a total of 79 first, second and third year students in the teaching training school at the University of the Balearic Islands (UIB). The results confirm the value of including a Language Improvement component in teacher training courses to better meet the needs of future teachers and help them respond to the new demands set by the communicative approach. Results also suggest that a more balanced approach between both a Language Improvement and a Methodology component can play a crucial role in the successful implementation of the communicative approach in L2 contexts.

To sum up, although the researcher looked for some related studies on communicative approach or improving students` speaking skills in Sudan, he has only found the above mentioned two related studies. The both studies were

conducted at the university level and they agreed that the students at the university were very weak in the speaking skills. Thus, they were weak at secondary level, too. This has encouraged the researcher to conduct such a study in the secondary level as an attempt to find out the contribution of communicative approach to EFL learners speaking abilities and discover the problems that the teachers faced by to implement it as well as to raise teachers` awareness of the implementation of the communicative approach.

Regarding the other related studies outside Sudan, although there were some studies on the communicative approach or speaking skills, different EFL contexts have different circumstances, problems, linguistic status, and students` needs and motivation. So, it is necessary to conduct the current study in Sudan.

B.4.Summary:

This chapter has covered the theoretical frame work and previous studies. Regarding the theoretical framework, it handled in details very important topics in relation with speaking skills; CLT, communication strategies, communicative activities, organizing discussion groups and drills. On the other hand, it exhibited some important previous studies which were been conducted in different EFL contexts: local, regional and international studies. Finally, it gave some comments about the related previous studies.

Chapter Three

Methodology of the Study

Chapter Three

Methodology of the Study

3.0 Introduction:

This chapter presents research methods, instruments for data collection, population, sampling, data analysis, and variables, issues of validity and reliability and summary of the chapter.

3.1. Study Method:

The researcher used a mixed research method to conduct this study. So, the researcher adopted the descriptive analytical and experimental methods to conduct this study. Consequently; qualitative and quantitative data was collected.

3.2. Population and Sampling of the Study:

Population:

The population of this study composed of 158 students as well as the teachers of English at the secondary level schools.

The researcher chose 158 grade three secondary level students from two classrooms (class A 80 students- class B 78 students) at El fajr secondary school for boys, in the school year 2018- 2019. The researcher chose grade three secondary students because those pupils reflected the real standard of the secondary level pupils with the opinion that they have studied all the syllabi for the secondary level.

The researcher also selected English language teachers in North Darfur State El Fasher Locality, to give their perception about the potential problems that faced

them in order to implement CLT in their schools, as well as to know the extent to which they are aware of implementation of CLT.

Sampling:

The sample of this study was 101 subjects: 34 students and 67 teachers of English language in the secondary level.

The sample of this study consisted of 34 EFL grade three secondary level students, who were selected randomly from two classrooms (17 students from each class) at El fajr Secondary school for boys (public school). This school was chosen purposely to reflect crowd of students in classrooms and students of heterogeneous level of intelligence. For instance in Model schools and some private schools only students who obtained high marks are admitted. So, the researcher chose normal classes that can be found in any part in north Darfur State.

To choose the sample of students randomly from the two classes, the researcher prepared folded pieces of paper equal to the number of the students in each classroom among them only 17 ones were written on the word “yes”. Having the folded pieces of paper closed each a student picked up one piece of paper. Those pupils who picked up the pieces of paper which the word “yes” was written on them represented the sample from the students.

The sample also consisted of 67 teachers of English language (47 males and 20 females) with different experience to rate the questionnaire. They were chosen from 23 secondary schools (4 private 19 public) from North Darfur State- El fasher Locality as shown in the table (3-1) below:

Table (3-1)

Participant Teachers` Description

S/n	Name of school	Public/ private	No. teachers	Male	Female
1	El tibyan	private	3	3	0
2	El fasher El janubia Model for boys	public	2	2	0
3	El fasher El janubia Model for girls	public	5	3	2
4	El fasher Al ahlia	public	4	4	0
5	Elsheema	private	1	1	0
6	Dar aluloom	Private	2	2	0
7	El fasher Model for girls	public	5	2	3
8	Nuseiba secondary for girls	public	2	1	1
9	El fajr for boys	public	4	3	1
10	EL hadari for boys	public	3	2	1
11	Tayba for girls	public	4	2	2
12	El manar for girls	public	3	1	2
13	El thowra fror girls	public	4	2	2
14	Al shaheed Triyo for boys	public	4	3	1
15	El itihad for girls	public	4	1	3
16	Al faroog for boys	public	3	3	0
17	Al razi for boys	public	2	2	0
18	El falah for boys	public	2	2	0
19	El shargia	public	1	1	0
20	Al shamalya	public	2	2	0
21	Al douha for girls	public	3	2	1
22	Al shawamig	private	1	1	0
23	El fasher El jadeeda for girls	public	3	2	1
	Total	23	67	47	20

For more understanding of the participant teachers` different years of experience, it is presented on the table (3-2) below:

Table (3-2)

Teachers` Years of Experience.

Table (3-2) shows participant teachers` experience as they revealed in the questionnaire.

Years of experience	(1-5)	(5-10)	(10-15)	(15-20)	20- over	Not mentioned
No of teachers	17	14	16	3	12	5
Percentage	25.37%	20.90%	23.88%	4.48%	17.91%	7.46%

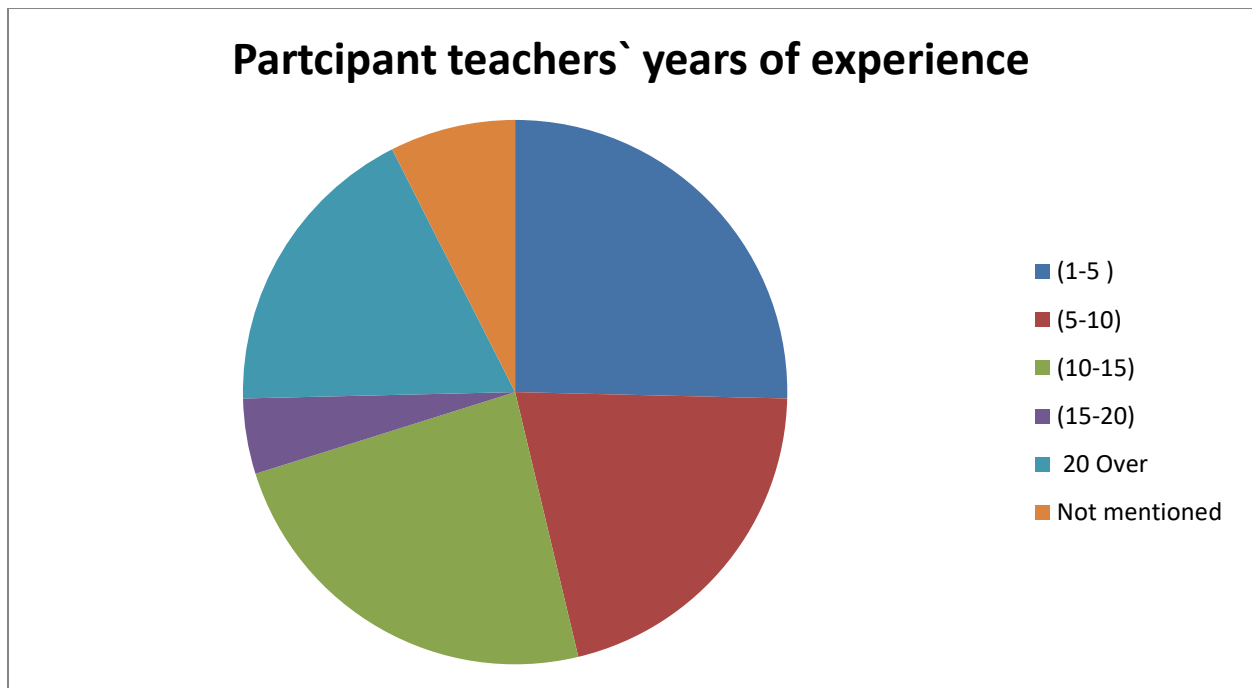


Chart (3-1)

Participant teachers` experience in teaching.

3.3. Instruments of Data Collection:

3.3.1. Speaking Ability Test:

The researcher conducted Speaking Ability Test (pre-test and post-test) for grade three secondary level students in order to identify the speaking mistakes they make and discover the contribution of Communicative Approach to their speaking skills. The pupils did the test in pairs using a role-play technique. The students played the roles using rubrics which told each student what to do in any phase of the conversation. The researcher recorded the conversations so that it should be analyzed and scored later. The test was scored by using rating scores of oral test by Higgs and Clifford (1982), which depends on the five components of speaking proficiency: pronunciation, vocabulary, grammar, comprehension and fluency as follows:

- 1- Pronunciation is the way for students' to produce clearer language when they speak. Correct use of phonemes and supra segmental features.
- 2- Vocabulary, the choice and use of words. Using appropriate word in the right place.
- 3- Grammar, student's ability to manipulate structure and to distinguish appropriate grammatical form inappropriate one.
- 4- Comprehension, understanding of the input and responding properly.
- 5- Fluency, signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers" as well as using communication strategies.

The test was scored by the researcher and an inter-rater, who was ELT expert. So, there will be average of the scoring of the pretest and post test which was scored by the researcher and inter-rater.

3.3.2. Teachers` Questionnaire:

The researcher also administered a questionnaire for teachers of English language in the secondary level. The questionnaire composed of 30 items that were divided into two sections. Section one (items from 1 to 15) dealt with teachers` awareness of the implementation of CLT features, whereas section two (items from 16 to 30) dealt with the potential problems that faced them to implement CLT, that related to students, teachers, curriculum, Ministry of education or school environment.

3.4. Safety Procedures:

In order to get secure of his participants` anonymity and ensure their safety, the researcher got a letter of permission from the administration of the Secondary Level schools in North Darfur State to allow the researcher to join the schools to collect data for his study. The researcher explained the objectives of his study to the participants and got their agreement to participate in the study. He also, informed the participant students that the data was collected only for the study and it was very confidential. The researcher also, told them that their names were registered but they were given only numbers. On the other hand, regarding the participant teachers, their names were not needed in the questionnaire so, they were frank to reveal their perception of the questionnaire items freely.

3.5. Data Analysis and Interpretation:

The researcher used the Statistical Package of Social sciences (SPSS) to analyze and the data that have been collected for this study by Speaking Ability Test and teachers` questionnaire.

3.6. Validity and Reliability:

3.6.1. Validity:

The researcher designed the test and questionnaire and had them revised by his main supervisor and co-supervisor. Then, he submitted them to Sudan English Language Teaching Institute (SELT) El Fasher Center and El Fasher University for critical judgment by 4 experts before conducting the test and the questionnaire in order to enhance the validity.

For the face validity of the speaking ability test and teachers` questionnaire, 4 experts were asked to add or remove or do any possible modification and rewording of the statements that resulted in the attached test and questionnaire in the appendices. Therefore, the following table shows the Jury committee:

Table (3-3)

Jury committee

S/n	Name	Educational foundation	qualification	Specialist	Phone
1	Al sheikh Abdulrahman Ibrahim Abdulrahman	Al fasher University	Assistant Professor	Literature	0122687570
2	Adam Fadlalmoula Masoad	Al fasher University	Assistant Professor	ELT	0124404555
3	Suleiman Adam Musa	Al fasher University	PhD	ELT	0911910701
4	Adam Abdalla Azain	SELT	PhD	Applied Linguistics	0912115589

Regarding the content validity, the questionnaire was divided into sections addressing different topics.

3.6.2. Reliability:

For the reliability, the researcher conducted the pre-test himself since he is a teacher of English language. Then, he taught the students 8 lesson plans using different communicative activities: role playing, conversation, debate, guessing game, a song, storytelling, Introduction and Street directions. Two weeks after the end of the lessons, the researcher conducted the post test. Furthermore, the tests were scored by the researcher and inter-rater who is an expert in ELT so; there should be average of scores.

3.7. Study Variables:

- 1- The independent variable is teaching speaking skills through communicative approach.
- 2- The dependent variable is students` speaking skills.

3.8. Summary

This chapter illustrated the methodology of the study, description of the participants, sampling, instruments of data collection, data Analysis and interpretation, validity and reliability of the tools and variables of the study.

Chapter Four

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

4.0. Introduction:

This chapter shows how the data collected by the speaking ability test (pretest and post test) and teachers` questionnaire was analyzed and tabulated under frequencies and percentages were calculated for analysis. In addition to, it illustrated the results of the pretest, post test and teachers` questionnaire. Finally, it discussed in details the results of the data collected for the study.

4.1. Data Analysis:

4.1.1. Pretest Results:

Students` scores of pretest as rated by the researcher and inter-rater were explained in the table (4-1) bellow:

Table (4-1)

Pretest Results

Table (4-1) shows students` scores in the pretest as rated by the researcher and inter-rater as follows:

component	Rater	description	excellent	very good	medium	weak	very weak
pronunciation	Researcher	frequency	0	0	1	27	6
		percentage	0%	0%	2.94%	79.41%	17.65%
	Inter- rater	frequency	0	0	2	30	2
		percentage	0%	0%	5.88%	88.24%	5.88%
grammar	Researcher	frequency	0	0	1	26	7

		percentage	0%	0%	2.94%	76.47%	20.59%
	Inter- rater	frequency	0	0	1	30	3
		percentage	0%	0%	2.94%	88.24%	8.82%
vocabulary	Researcher	frequency	0	0	2	30	2
		percentage	0%	0%	5.88%	88.24%	5.88%
	Inter- rater	frequency	0	0	1	28	5
		percentage	0%	0%	2.94%	82.35%	14.71%
comprehension	Researcher	frequency	0	0	4	25	5
		percentage	0%	0%	11.76%	73.53%	14.71%
	Inter- rater	frequency	0	0	2	25	7
		percentage	0%	0%	5.88%	73.53%	20.59%
fluency	Researcher	frequency	0	0	1	26	7
		percentage	0%	0%	2.94%	76.47%	20.59%
	Inter- rater	frequency	0	0	1	20	13
		percentage	0%	0%	2.94%	58.82%	38.24%

As shown in the table (4-1) above the pretest was scored by the researcher himself and inter-rater for the reliability of the results. So, the average of the scores is judged as the scores of the students in the pretest. The table (4-1) is explained below:

1. Pronunciation:

Researcher`s Rating Scores:

There was no a student found excellent or very good, but found 1 a student medium 2.94%, 27 students 79.41% were weak and 6 students 17.65% were very weak.

Inter-rater`s Rating Scores:

There was no a student found excellent or very good, but found 2 students 5.88% were medium, 30 students 88.24% were weak and 2 students 5.88% were very weak.

2. Grammar:

Researcher`s Rating Scores:

There was no a student found excellent or very good, but found 1 a student 2.94 % was medium, 27 students 76.47 % were weak and 7 students 20.59% were very weak.

Inter-rater`s Rating Scores:

There was no a student found excellent or very good, but found 1 a student 2.94 % was medium, 30 students 88.24% were weak and 3 students 8.82 % were very weak.

3. Vocabulary:

Researcher`s Rating Scores:

There was no a student found excellent or very good, but found 2 students 5.88% were medium, 30 students 88.24 % were weak and 2 students 5.88 % were very weak.

Inter-rater`s Rating Scores:

There was no a student found excellent or very good, but found 1 a student 2.94 % was medium, 28 students 82.35 % were weak and 5 students 14.71 % were very weak.

4. Comprehension:

Researcher`s Rating Scores:

There was no a student found excellent or very good, but found 4 students 11.76% were medium, 25 students 73.53% were weak and 5 students 14.71 % were very weak.

Inter-rater`s Rating Scores:

There was no a student found excellent or very good, but found 2 students 5.88 % were medium, 25 students 73.53 % were weak and 7 students 20.59 % were very weak.

5. Fluency:

Researcher`s Rating Scores:

There was no a student found excellent or very good, but found 1 a student 2.94 % was medium, 26 students 76.47 % were weak and 7 students 20.59 % were very weak.

Inter-rater`s Rating Scores:

There was no a student found excellent or very good but, found 1 a student 2.94 % was medium, 20 students 58.82 % were weak and 13 students 38.24 % were very weak.

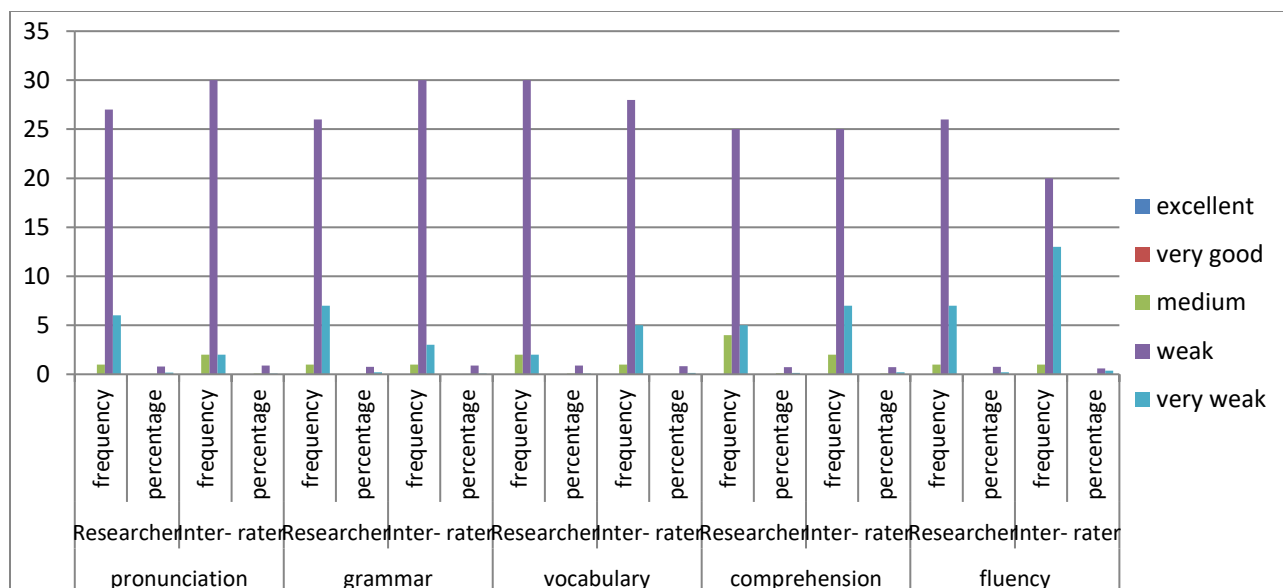


Chart (4-1)

Pretest Analysis

Chart (4-1) shows the pretest analysis as rated by the researcher and the inter-rater above.

Table (4-2)

Pretest Average Results

Table (4-2) shows students` average scores in the pretest as rated by the researcher and inter-rater as follows:

component	excellent	Very good	medium	weak	Very weak
pronunciation	0%	0%	4.41%	83.83%	11.77%
grammar	0%	0%	2.94%	82.36%	14.71%
vocabulary	0%	0%	4.41%	85.30%	10.30%
comprehension	0%	0%	8.82%	73.53%	17.65%
fluency	0%	0%	2.94%	67.88%	29.41%

The average scores of the pretest as rated by the researcher and inter-rater is illustrated below:

1. Pronunciation:

There was no a student found excellent or very good so the percentage was 0%, medium was 2.94 %, weak was 83.83 % and very weak was 11.77 %.

2. Grammar:

There was no a student found excellent or very good so the percentage was 0%, medium was 4.41%, weak was 82.36 % and very weak was 14.71%.

3. Vocabulary:

There was no a student found excellent or very good so the percentage was 0%, medium was 4.41%, weak was 85.30 % and very weak was 10.30 %.

4. Comprehension:

There was no a student found excellent or very good so the percentage was 0%, medium was 8.82 %, weak was 73.53 % and very weak was 17.65%.

5. Fluency:

There was no a student found excellent or very good so the percentage was 0%, medium was 2.94 %, weak was 67.88 % and very weak was 29.41 %.

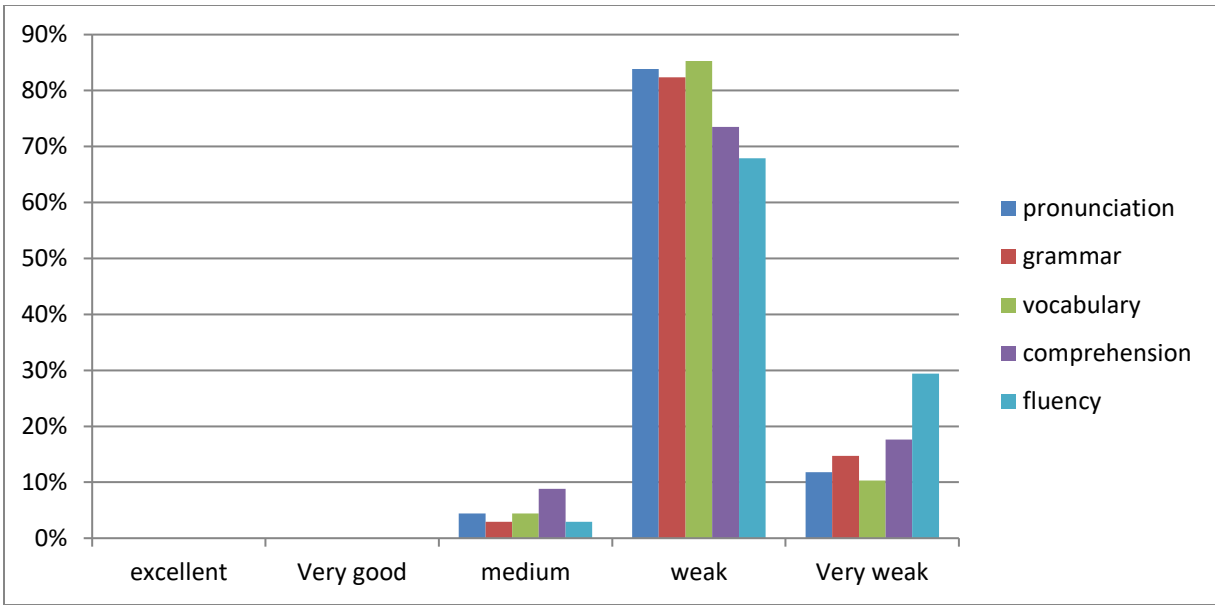


Chart (4-2)

Pretest Average Results

Chart (4-2) shows students` average scores in the pretest as rated by the researcher and inter-rater.

Table (4-3)

One-Sample Statistics

Table (4-3) shows One-Sample Statistics of pretest results as follows:

	N	Mean	Std. Deviation	Std. Error Mean
excellent	5	.0000	.00000 ^a	.00000
Very good	5	.0000	.00000 ^a	.00000
medium	5	4.7040	2.41546	1.08022
weak	5	78.5800	7.53329	3.36899
Very weak	5	16.7680	7.61000	3.40330

a. t cannot be computed because the standard deviation is 0.

Table (4-4)
One-Sample Test

Table (4-3) shows One-Sample Test of the pretest results as follows:

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
medium	4.355	4	.012	4.70400	1.7048	7.7032
weak	23.32	4	.000	78.58000	69.2262	87.9338
	5					
Very weak	4.927	4	.008	16.76800	7.3189	26.2171

4.1.2. Post Test Results:

Table (4-5)
Post Test Analysis

Table (4-5) shows students` scores in the post test as rated by the researcher and the inter-rater as follows:

component	Rater	description	excellent	very good	medium	weak	very weak
pronunciation	Researcher	frequency	1	3	8	20	2
		percentage	2.94%	8.82%	23.53%	58.82%	5.88%
	Inter- rater	frequency	2	7	10	14	1
		percentage	5.88%	20.59%	29.41%	41.18%	2.94%
grammar	Researcher	frequency	1	1	10	20	2
		percentage	2.94%	2.94%	29.41%	58.82%	5.88%
	Inter- rater	frequency	1	6	10	15	2
		percentage	2.94%	17.65%	29.41%	44.11%	5.88%

vocabulary	Researcher	frequency	1	6	8	17	2
		percentage	2.94%	17.65%	23.53%	50%	5.88%
	Inter- rater	frequency	1	6	8	17	2
		percentage	2.94%	26.47%	23.53%	41.18%	5.88%
comprehension	Researcher	frequency	2	4	9	17	2
		percentage	5.88%	11.76%	26.47%	50%	5.88%
	Inter- rater	frequency	3	6	9	14	2
		percentage	8.82%	17.67%	26.47%	41.18%	5.88%
fluency	Researcher	frequency	0	3	11	18	2
		percentage	0	8.82%	32.35%	52.94%	5.88%
	Inter- rater	frequency	2	1	11	18	2
		percentage	5.88%	2.94%	32.35%	52.94%	5.88%

1. Pronunciation:

Researcher`s Rating Scores:

One student 2.94 % was excellent, 3 students 8.82 % were very good, 8 students 23.53 % were medium, 27students 79.41% were weak and 6 students 17.65% were very weak.

Inter-rater`s Rating Scores:

2 students 5.88 % were excellent, 7 students 20.59 % were very good, 10 students 29.41 % were medium, 14 students 41.18 % were weak and 1 student 2.94 % was very weak.

2. Grammar:

Researcher`s Rating Scores:

One student 2.94 % was excellent, 1 student 2.94 % was very good, 10 students 29.41 % were medium, 20 students 58.82 % were weak and 2 students 5.88 % were very weak.

Inter-rater`s Rating Scores:

One a student 2.94 % was excellent, 6 students 17.65% were very good, 10 students 29.41% were medium, 15 students 44.11% were weak and 2 students 5.88% were very weak.

3. Vocabulary:

Researcher`s Rating Scores:

One student 2.94 % was excellent, 6 students 17.65% were very good, 8 students 23.53% were medium, 17 students 50% were weak and 2 students 5.88% were very weak.

Inter-rater`s Rating Scores:

One student 2.94 % was excellent, 9 students 26.47 % were very good, 8 students 23.53 % were medium, 14 students 41.18 % were weak and 2 students 5.88 % were very weak.

4. Comprehension:

Researcher`s Rating Scores:

2 students 5.88% were excellent, 4 students 11.76% were very good, 9 students 26.47 % were medium, 17 students 50 % were weak and 2 students 5.88% were very weak.

Inter-rater`s Rating Scores:

2 students 8.82% were excellent, 6 students 17.67 % were very good, 9 students 26.47 % were medium, 14 students 41.18 % were weak and 2 students 5.88% were very weak.

5. Fluency:

Researcher`s Rating Scores:

None was found excellent, 3 students 8.82 % were very good, 11 students 32.35 % were medium, 18 students 52.94 % were weak and 2 students 5.88 % were very weak.

Inter-rater`s Rating Scores:

2 students 5.88 % were excellent, 1 student 2.94 % was very good, 11 students 32.35 % were medium, 18 students 52.94 % were weak and 2 students 5.88% were very weak.

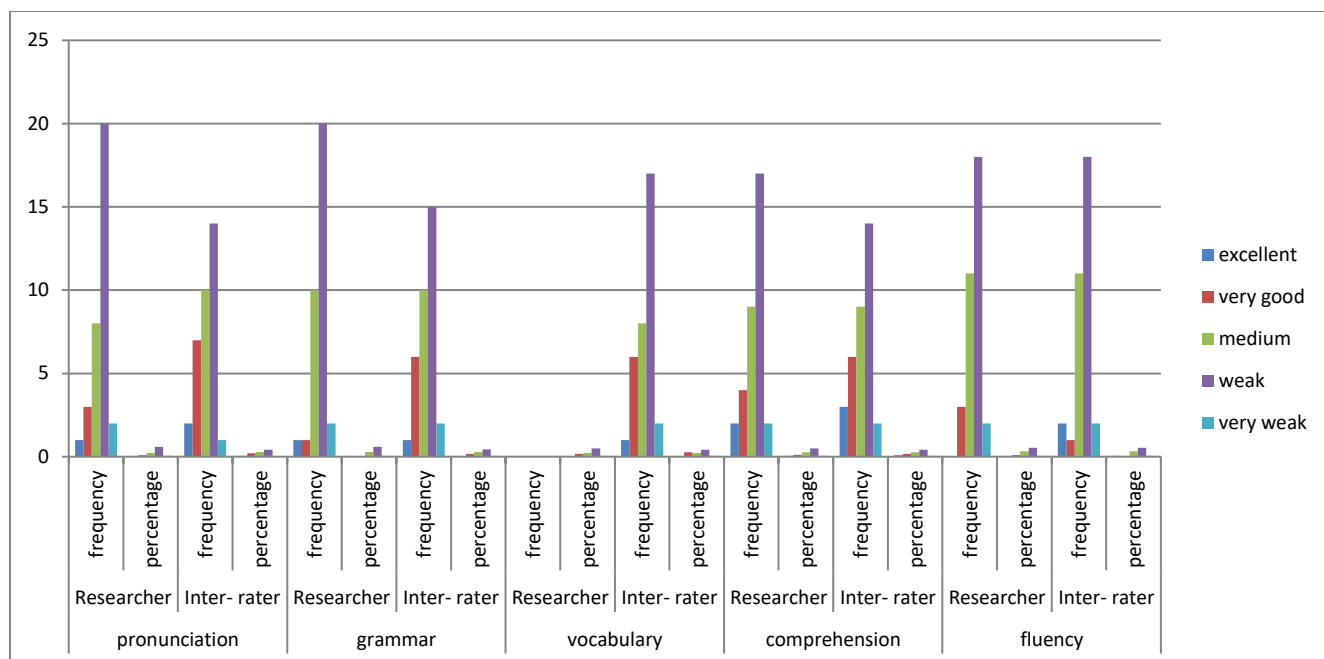


Chart (4-3)

Post Test Analysis

Chart (4-3) shows students' scores in the post test as rated by the researcher and inter-rater above.

Table (4-6)

Post Test Average Results Analysis

Table (4-6) shows students' average scores in the post test as rated by the researcher and inter-rater as follows:

component	excellent	Very good	medium	weak	Very weak
pronunciation	04.41%	14.71%	26.47%	50%	4.41%
grammar	2.94%	10.30%	29.41%	51.47%	5.88%
vocabulary	2.94%	22.06%	23.53%	45.59%	5.88%
comprehension	7.35%	14.72%	26.47%	45.59%	5.88%
fluency	2.94%	5.88%	32.35%	52.94%	5.88%

The average scores of the post test as rated by the researcher and inter-rater is illustrated as follows:

1. Pronunciation:

The average scores of excellent students was 4.41%, very good was 14.71%, medium was 26.47%, weak was 50% and very weak was 4.41%.

2. Grammar:

The average scores of excellent students was 2.94%, very good was 10.30%, medium was 29.41%, weak was 82.36 % and very weak was 14.71%.

3. Vocabulary:

The average scores of excellent students was 2.94 %, very good was 22.06 %, medium was 23.53 %, weak was 45.59 % and very weak was 5.88 %.

4. Comprehension:

The average scores of excellent students was 7.35 %, very good was 14.72 %, medium was 26.47 %, weak was 45.59 % and very weak was 5.88 %.

5. Fluency:

The average scores of excellent students was 2.94 %, very good was 5.88 %, medium was 32.35 %, weak was 52.94 % and very weak was 5.88 %.

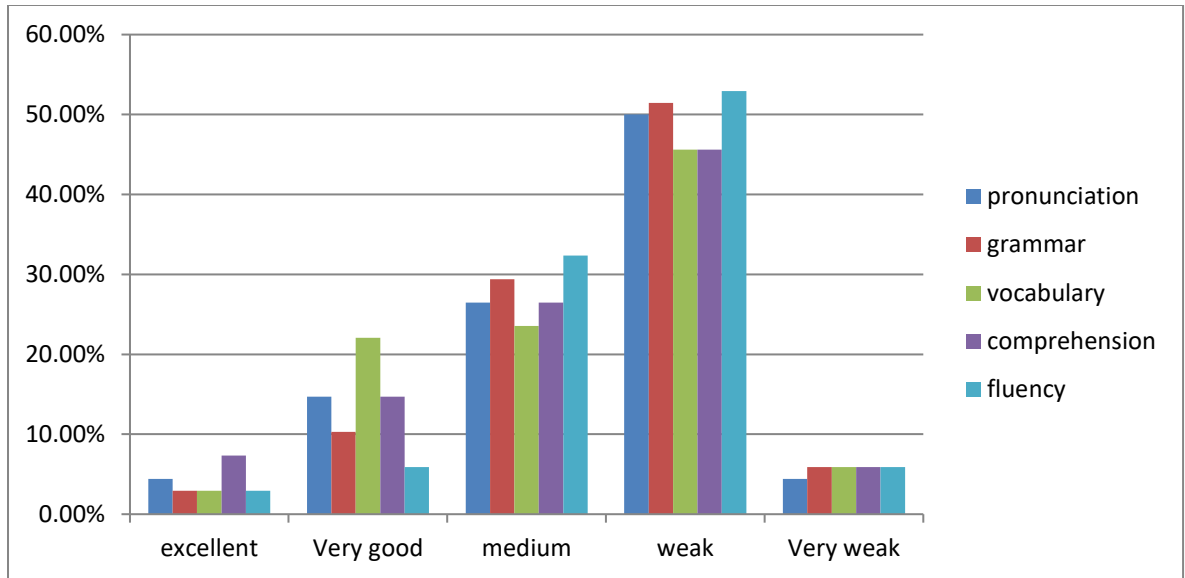


Chart (4-4)

Post Test Average Results Analysis

Chart (4-4) shows students` average scores in the post test that was rated by the teacher and the inter-rater above:

Table (4-7)

Post Test One Sample Statistics

Table (4-7) shows students` post test results analysis One-Sample Statistics below:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
excellent	5	4.1160	1.91665	.85715
Very good	5	13.5340	6.01092	2.68817
medium	5	27.6460	3.35212	1.49911
weak	5	49.1180	3.38419	1.51346
Very weak	5	5.5860	.65740	.29400

Table (4-8)

Post Test One-Sample Test

Table (4-8) shows students` scores in the post test One-Sample Test as presented below:

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
excellent	4.802	4	.009	4.11600	1.7362	6.4958
Very good	5.035	4	.007	13.53400	6.0705	20.9975
medium	18.442	4	.000	27.64600	23.4838	31.8082
weak	32.454	4	.000	49.11800	44.9160	53.3200
Very weak	19.000	4	.000	5.58600	4.7697	6.4023

Table (4-9)

The Difference between Post Test and Pretest Scores

Table (4-9) shows the difference of the students` scores between post test and pretest scores as presented below:

component	excellent	Very good	medium	weak	Very weak
pronunciation	Post=04.41% Pre=0% Difference=4.41%	Post= 14.71% Pre= 0% Difference=14.47%	Post=26.47% Pre=4.41% Difference=22.06%	Post=50% Pre= 83.83% Difference=33.83%	Post=4.41% Pre=11.77% Difference= 7.36%
grammar	Post= 2.94% Pre= 0% Difference 2.94%	Post= 10.30% Pre= 0% Difference=10.30%	Post=29.41% Pre= 2.94% Difference=26.47%	Post=51.47% Pre= 82.36% Difference=33.83%	Post=5.88% Pre=14.71% Difference= 8.83%

vocabulary	Post= 2.94% Pre=0% Difference=2.94%	Post= 22.06% Pre=0% Difference=22.06%	Post=23.53% Pre=4.41% Difference=19.12%	Post=45.59% Pre=85.30% Difference=39.71%	Post=5.88% Pre=10.30% Difference= 4.42%
comprehension	Post=7.35% Pre= 0 Difference=7.35%	Post= 14.72% Pre= 0 Difference=14.72%	Post=26.47% Pre=8.82% Difference=17.65%	Post=45.59% Pre=73.53% Difference=27.59%	Post=5.88% Pre=17.65% Difference=11.77%
fluency	Post=2.94% Pre=0 Difference=2.94%	Post: 5.88% Pre= 0 Difference=5.88%	Post=32.35% Pre=2.94% Difference=29.41%	Post=52.94% Pre=67.88% Difference=14.94%	Post=5.88% Pre=29.41% Difference=23.53%

The difference between the students` scores in the pretest and post is explained below:

1. Pronunciation:

The average percentage of excellent students in the pretest was 0% increased to 4.41% in the post test the difference was 4.41%.

The average percentage of very good students in the pretest was 0% increased to 14.47 % in the post test the difference was 14.47 %.

The average percentage of medium students in the pretest was 4.41 % increased to 26.47% in the post test the difference was 22.06%.

The average percentage of weak students in the pretest was 83.83% reduced to 50 % in the post test the difference was 33.83 %.

The average percentage of very weak students in the pretest was 11.77% reduced to 4.41% in the post test the difference was 7.36 %.

2. Grammar:

The average percentage of excellent students in the pretest was 0% increased to 2.94% in the post test the difference was 2.94%.

The average percentage of very good students in the pretest was 0% increased to 10.30% in the post test the difference was 10.30%.

The average percentage of medium students in the pretest was 2.94% increased to 29.41% in the post test the difference was 26.47%.

The average percentage of weak students in the pretest was 82.36 % reduced to 51.47% in the post test the difference was 33.83 %.

The average percentage of very weak students in the pretest was 14.71 % reduced to 5.88% in the post test the difference was 8.83 %.

3. Vocabulary:

The average percentage of excellent students in the pretest was 0% increased to 2.94% in the post test the difference was 2.94%.

The average percentage of very good students in the pretest was 0% increased to 22.06% in the post test the difference was 22.06%.

The average percentage of medium students in the pretest was 4.41 % increased to 23.53 % in the post test the difference was 19.12 %.

The average percentage of weak students in the pretest was 85.30 % reduced to 45.59 % in the post test the difference was 39.71 %.

The average percentage of very weak students in the pretest was 10.30 % reduced to 5.88 % in the post test the difference was 4.42 %.

4. Comprehension:

The average percentage of excellent students in the pretest was 0% increased to 7.35% in the post test the difference was 7.35%.

The average percentage of very good students in the pretest was 0% increased to 14.72% in the post test the difference was 14.72 %.

The average percentage of medium students in the pretest was 8.82% increased to 26.47% in the post test the difference was 17.65%.

The average percentage of weak students in the pretest was 73.53% reduced to 45.59% in the post test the difference was 27.59.

The average percentage of very weak students in the pretest was 17.65% reduced to 5.88% in the post test the difference was 11.77 %.

5. Fluency:

The average percentage of excellent students in the pretest was 0% increased to 2.94% in the post test the difference was 2.94%.

The average percentage of very good students in the pretest was 0% increased to 5.88% in the post test the difference was 5.88%.

The average percentage of medium students in the pretest was 2.94% increased to 32.35% in the post test the difference was 29.41%.

The average percentage of weak students in the pretest was 67.88% reduced to 52.94 % in the post test the difference was 14.94 %.

The average percentage of very weak students in the pretest was 29.41 % reduced to 5.88 % in the post test the difference was 23.53 %.

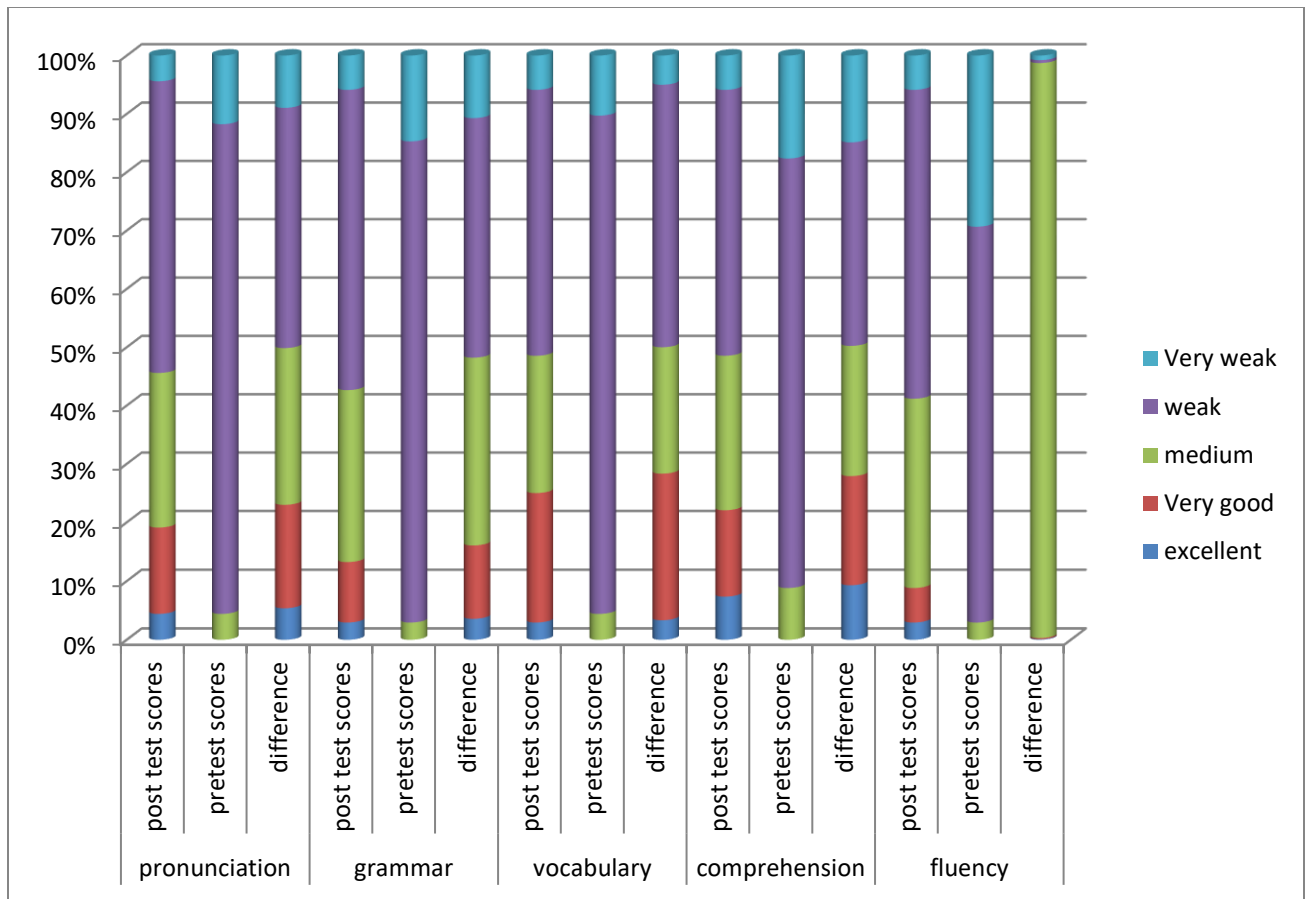


Chart (4- 5)

The Difference of Students` Scores in the Post Test and Pretest.

Chart (4- 5) shows the difference of students` scores in the post test and pretest as rated by the researcher and the inter-rater above.

4.1.3. Teachers` Questionnaire Results:

The researcher administered a questionnaire for 67 teachers to give their perception about implementation of CLT features (section one) and reveal the challenges they are encountered by to implement CLT in their schools (section two). The result is exposed as follows:

Table (4-10)

Teachers` Awareness about CLT Implementation.

Table (4-10) shows participant teachers` perception about CLT features implementation in their schools as follows:

S/n	Statement	Description	strongly agree	agree	neutral	disagree	strongly Disagree
1	Communicative language teaching (CLT) facilitates second language learning through learners` interaction in the classroom.	frequency	27	34	6	0	0
		percentage	40.3	50.75	8.96	0	0
2	CLT emphasizes learning second language through using the target language in the classroom.	frequency	23	20	12	9	3
		percentage	34.33	29.85	17.91	13.43	4.48
3	CLT is a learner centered approach.	frequency	18	30	10	7	2
		percentage	26.87	44.78	14.93	10.45	2.99
4	CLT concentrates on fluency while teaching oral communication.	frequency	36	23	3	4	1
		percentage	53.73	34.33	4.48	5.97	1.49
5	Grammar is chosen due to functions being taught in the communicative activities.	frequency	18	29	13	5	2
		percentage	26.87	43.28	19.4	7.46	2.99
6	All communicative activities are designed to develop learner`s communicative competence.	frequency	24	30	7	3	3
		percentage	35.82	44.78	10.45	4.48	4.48
7	Errors are accepted in CLT because they represent natural, predictable stages in the learning process.	frequency	17	21	15	11	3
		percentage	25.37	31.34	22.39	16.42	4.48
8	CLT focuses on meaning rather than grammar.	frequency	17	23	9	16	2
		percentage	25.37	34.33	13.43	23.88	2.99
9	CLT integrates the four language skills in language learning.	frequency	31	16	11	6	3
		percentage	46.27	23.88	16.42	8.96	4.48
10	CLT works for Developing autonomous learners.	frequency	9	21	22	10	5
		percentage	13.43	31.34	32.84	14.93	7.46
11	CLT makes language learning more interesting by using various communicative activities.	frequency	42	17	6	1	1
		percentage	62.69	25.37	8.96	1.49	1.49
12	CLT helps learners develop good attitude towards language learning.	frequency	33	23	9	2	0
		percentage	49.25	34.33	13.43	2.99	0
13	CLT represents real-life situations that necessitate communication.	frequency	15	20	21	9	2
		percentage	22.39	29.85	31.34	13.43	2.99

14	The role of teacher is as a facilitator of the learning process.	frequency	39	23	1	3	1
		percentage	58.21	34.33	1.49	4.48	1.49
15	CLT implementation needs teachers with high English proficiency.	frequency	32	21	7	3	4
		percentage	47.76	31.34	10.45	4.48	5.97

The participant teachers reflected varied opinions about their awareness of CLT implementation according to the difference in their experience as shown in table (4-10) as follows:

- 1- Communicative language teaching (CLT) facilitates second language learning through learners` interaction in the classroom: 27 teachers 40% were strongly agree, 34 teachers 50.75% were agree and 6 teachers 8.95% were neutral.
- 2- CLT emphasizes learning second language through using the target language in the classroom: 23 teacher 34.33% were strongly agree, 20 teachers 29.85% were agree, 12 teachers 17.91 % were neutral, 9 teachers 13.43 % were disagree and 3 teachers 4.48 % were strongly disagree.
- 3- CLT is a learner centered approach:18 teachers 26.87% were strongly agree, 30 teachers 44.78 were agree,10 teachers 14.93% were neutral, 7 teachers 10.45% were disagree and 2 teachers 2.99% were strongly disagree.
- 4- CLT concentrates on fluency while teaching oral communication: 36 teachers 53.73% were strongly agree, 23 teachers 34.33% were agree, 3 teachers 4.48% were neutral, 4 teachers 5.97% were disagree and 1 teacher 1.49 % were strongly disagree.
- 5- Grammar is chosen due to functions being taught in the communicative activities: 18 teachers 26.87 % were strongly agree,29 teachers 43.28 % were agree, 13 teachers 19.4% were neutral, 5 teachers 7.46% were disagree and 2 teachers 2.99 % were strongly disagree.

- 6- All communicative activities were designed to develop learner's communicative competence: 24 teachers 35.82% were strongly agree, 30 teachers 44.78 % were agree, 7 teachers 10.45 % were neutral, 3 teachers 4.48 % were disagree and 3 teachers 4.48% were strongly disagree.
- 7- Errors are accepted in CLT because they represent natural, predictable stages in the learning process: 17 teachers 25.37 % were strongly agree, 21 teachers 31.34 % were agree, 15 teachers 22.39 % were neutral, 11 teachers 16.42 % were disagree, and 3 teachers 4.48 % were strongly disagree.
- 8- CLT focuses on meaning rather than grammar: 17 teachers 25.37 % were strongly agree, 23 teachers 34.33% were agree, 9 teachers 13.43 % were neutral, 16 teachers 23.88 % were disagree and 2 teachers 2.99 % were strongly disagree.
- 9- CLT integrates the four language skills in language learning: 31 teachers 46.27 % were strongly agree, 16 teachers 23.88 % were agree, 11 teachers 16.42 % were neutral, 6 teachers 8.96 % were disagree and 3 teachers 4.48 % were strongly disagree.
- 10-CLT works for Developing autonomous learners: 9 teachers 13.43 % were strongly agree, 21 teachers 31.34 % were agree, 22 teachers 32.84 % were neutral, 10 teachers 7.93 % were disagree and 5 teachers 7.46 % were strongly disagree.
- 11-CLT makes language learning more interesting by using various communicative activities: 42 teachers 62.69 % were strongly agree, 17 teachers 25.37 % were agree, 6 teachers 8.96 % were neutral, one teacher 1.49 % was disagree and 1 teacher 1.49 % was strongly disagree.

- 12-CLT helps learners develop good attitude towards language learning: 33 teachers 49.25 % were strongly agree, 23 teachers 34.33 % were agree , 9 teachers 13.43 % were neutral and 2 teachers 2.99 % were disagree.
- 13-CLT represents real-life situations that necessitate communication: 15 teachers 22.39 % were strongly agree, 20 teachers 29.85 % were agree, 21 teachers 31.34 % were neutral, 9 teachers 13.43 % were disagree and 2 teachers 2.99 % were strongly disagree.
- 14-14- The role of teacher is as a facilitator of the learning process: 39 teachers 58.21 % were strongly agree, 23 teachers 34.33 % were agree, 1 teacher 1.49 % was neutral, 3 teachers 4.48 % were disagree, 1 teacher 1.49 % was strongly disagree.
- 15-15- CLT implementation needs teachers with high English proficiency: 32 teachers 47.76 % were strongly agree, 21 teachers 31.34 % were agree, 7 teachers 10.45 % were neutral, 3 teachers 4.48 % were disagree and 4 teachers 5.97 % were strongly disagree.

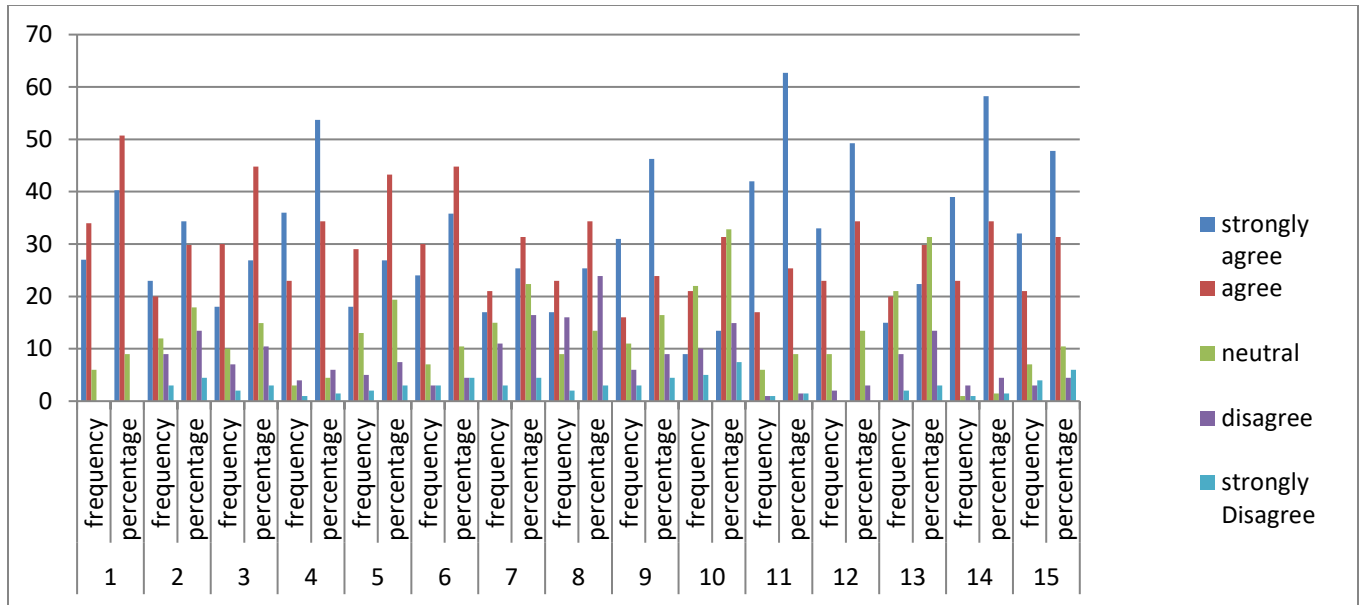


Chart (4-6)

Teachers` questionnaire section one: teachers` awareness of CLT implementation.

Chart (4-6) shows teachers` awareness of CLT implementation as they revealed on the questionnaire section two above.

Table (4-11)

Teachers` Questionnaire Section One: One-sample Statistics.

Table (4-11) shows teachers` questionnaire section one One-sample statistics analysis as presented below:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Strongly agree	30	31.6453	13.77854	2.51561
agree	30	29.1627	8.67637	1.58408
neutral	30	12.6290	7.77858	1.42017
disagree	30	7.3950	5.66925	1.03506

Strongly disagree	30	2.6593	1.83672	.33534
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Table (4-12)

Teachers` Questionnaire Section One: One-Sample Test.

Table (4-12) shows teachers` questionnaire section one One-Sample Test analysis below:

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strongly agree	12.580	29	.000	31.64533	26.5003	36.7903
agree	18.410	29	.000	29.16267	25.9229	32.4025
neutral	8.893	29	.000	12.62900	9.7244	15.5336
disagree	7.145	29	.000	7.39500	5.2781	9.5119
Strongly disagree	7.930	29	.000	2.65933	1.9735	3.3452

Table (4-13)

Teachers` Perceived Difficulties of CLT Implementation.

Table (4-13) shows participant teachers` perceived difficulties of CLT implementation in their schools below:

S/n	Statement	Description	strongly agree	agree	neutral	disagree	strongly Disagree
16	The physical environment of classrooms is not suitable for group work which is a major requirement	frequency	20	16	12	14	5

	of CLT.	percentage	29.85%	23.88%	17.91%	20.90%	7.46%
17	There is a big enrolment of students in the classroom.	frequency	21	22	20	3	1
		percentage	31.34%	32.84%	29.85%	4.48%	1.49%
18	The most of teachers of English language are not competent enough to teach the communicative activities.	frequency	13	13	24	8	9
		percentage	19.40%	19.40%	35.82%	11.94%	13.43%
19	The workshops, which are conducted during the in-service training, are very short and do not give the trainees enough time to master course material well.	frequency	19	32	9	5	2
		percentage	28.36%	47.76%	13.43%	7.46%	2.99%
20	There is lack of authentic materials in schools such as videos, magazines and etc.	frequency	43	16	5	1	2
		percentage	64.18%	23.88%	7.46%	1.49%	2.99%
21	The activities in the current syllabus do not represent communicative activities they only focus on grammar and long reading texts.	frequency	18	19	17	10	3
		percentage	26.87%	28.36%	25.37%	14.93%	4.48%
22	The current syllabus does not involve the language related to the students' real life situations.	frequency	9	21	15	18	4
		percentage	13.43%	31.34%	22.39%	26.87%	5.97%
23	The public examinations do not involve speaking ability tests.	frequency	28	22	6	6	5
		percentage	41.97%	32.84%	8.96%	8.96%	7.46%
24	Lack of effective and efficient speaking assessment instruments in the formal school-based situations such as computers.	frequency	26	19	14	3	5
		percentage	38.81%	28.36%	20.90%	4.48%	7.46%
25	Teachers of English language are busy with heavy work during the day so, they have less time to develop materials for communicative classes.	frequency	21	27	8	7	4
		percentage	13.34%	40.30%	11.94%	10.94%	5.97%
26	There is little exposure to English language in the learners' environments so; they do not hear or practise the language naturally outside the classroom.	frequency	25	21	12	9	0
		percentage	37.31%	31.34%	17.91%	13.43%	0%
27	There is lack of aids that CLT needs for teaching in schools.	frequency	31	21	7	6	2
		percentage	46.27%	31.34%	10.45%	8.96%	2.99%
28	There is interference of student's mother tongue during classroom activities due to their poor English proficiency.	frequency	20	21	15	8	3
		percentage	29.85%	31.34%	22.39%	11.94%	4.48%
29	Students have got negative attitude towards English language learning.	frequency	16	28	10	8	5
		percentage	23.88%	41.79%	14.93%	11.94%	7.46%
30	Students are reluctant to participate in communicative class activities.	frequency	14	24	15	11	3

	percentage	20.90%	35.82%	22.39%	16.42%	4.48%
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Teachers` questionnaire section two explained teachers` perception about the challenges faced them to implement CLT in their schools as follows:

- 16-The physical environment of classrooms is not suitable for group work which is a major requirement of CLT: 20 teachers 29.85 % were strongly agree, 16 teachers 23.88 % were agree, 12 teachers 17.91 % were neutral, 14 teachers 20.9 % were disagree and 5 teachers 7.46 % were strongly disagree.
- 17-There is a big enrolment of students in the classroom: 21 teachers 31.34 % were strongly agree, 22 teachers 32.34 % were agree, 20 teachers 29.85 % were neutral, 3 teachers 4.48 % were disagree and 1 teacher 1.49 % was strongly disagree.
- 18-The most of teachers of English language are not competent enough to teach the communicative activities: 13 teachers 19.4 % were strongly agree, 13 teachers 19.4 % were agree, 24 teachers 35.82 % were neutral , 8 teachers 11.94 % were disagree and 9 teachers 13.43 % were strongly disagree.
- 19-The workshops, which are conducted during the in-service training, are very short and do not give the trainees enough time to master course material well: 19 teachers 28.36 % were strongly agree, 32 teachers 47.76 % were agree, 9 teachers 13.43 % were neutral, 5 teachers 7.46 % were disagree and 2 teachers 2.99 % were strongly disagree.
- 20-There is lack of authentic materials in schools such as videos, magazines and etc: 43 teachers 64.18 % were strongly agree, 16 teachers 23.88 % were agree, 5 teachers 7.46 % were neutral, I teacher 1.49 % was disagree and 2 teachers 2.99 % were strongly disagree.

- 21-The activities in the current syllabus do not represent communicative activities they only focus on grammar and long reading texts: 18 teachers 26.87 % were strongly agree, 19 teachers 28.36 % were agree, 17 teachers 25.37 % were neutral, 10 teachers 14.93 % were disagree and 3 teachers 4.48 % were strongly disagree.
- 22-The current syllabus does not involve the language related to the students' real life situations: 9 teachers 13.43 % were strongly agree, 21 teachers 31.34 % were agree, 15 teachers 22.39 % were neutral, 18 teachers 26.87 % were disagree and 4 teachers 5.97 % were strongly disagree.
- 23-The public examinations do not involve speaking ability tests: 28 teachers 41.97 % were strongly agree, 22 teachers 32.84 % were agree, 6 teachers 8.96 % were neutral, 6 teachers 8.96 % were disagree and 5 teachers 7.46 % were strongly disagree.
- 24-Lack of effective and efficient speaking assessment instruments in the formal school-based situations such as computers: 26 teachers 38.81 % were strongly agree, 19 teachers 28.36 % were agree, 14 teachers 20.9 % were neutral, 3 teachers 4.48 % were disagree and 5 teachers 7.46 % were strongly disagree.
- 25-Teachers of English language are busy with heavy work during the day so, they have less time to develop materials for communicative classes: 21 teachers 31.34 % were strongly agree, 27 teachers 40.3 % were agree, 8 teachers 11.94 % were neutral, 7 teachers 10.45 % were disagree and 4 teachers 5.97 % were strongly disagree.
- 26-There is little exposure to English language in the learners' environments so; they do not hear or practise the language naturally outside the classroom: 25 teachers 37.31 % were strongly agree, 21 teachers 31.34

% were agree, 12 teachers 17.91 % were neutral and 9 teachers 13.43 % were disagree.

27-There is lack of aids that CLT needs for teaching in schools: 31 teachers 46.27 % were strongly agree, 21 teachers 31.34 % were agree, 7 teachers 10.45 % were neutral , 6 teachers 8.96 % were disagree and 2 teachers 2.99 % were strongly disagree.

28-There is interference of student`s mother tongue during classroom activities due to their poor English proficiency: 16 teachers 23.88 % were strongly agree, 28 teachers 41.79 % were agree, 10 teachers 14.93 % were neutral, 8 teachers 11.94 % were disagree and 5 teachers 7.46 % were strongly disagree.

29-Students have got negative attitude towards English language learning: 16 teachers 23.88 % were strongly agree, 28 teachers 41.79 % were agree, 10 teachers 14.93 % were neutral, 8 teachers 11.94 % were disagree and 5 teachers 7.46 % were strongly disagree.

30-Students are reluctant to participate in communicative class activities: 14 teachers 20.90 % were strongly agree, 24 teachers 35.82 % were agree, 15 teachers 22.39 % were neutral, 11 teachers 16.42 % were disagree and 3 teachers 4.48 % were strongly disagree.

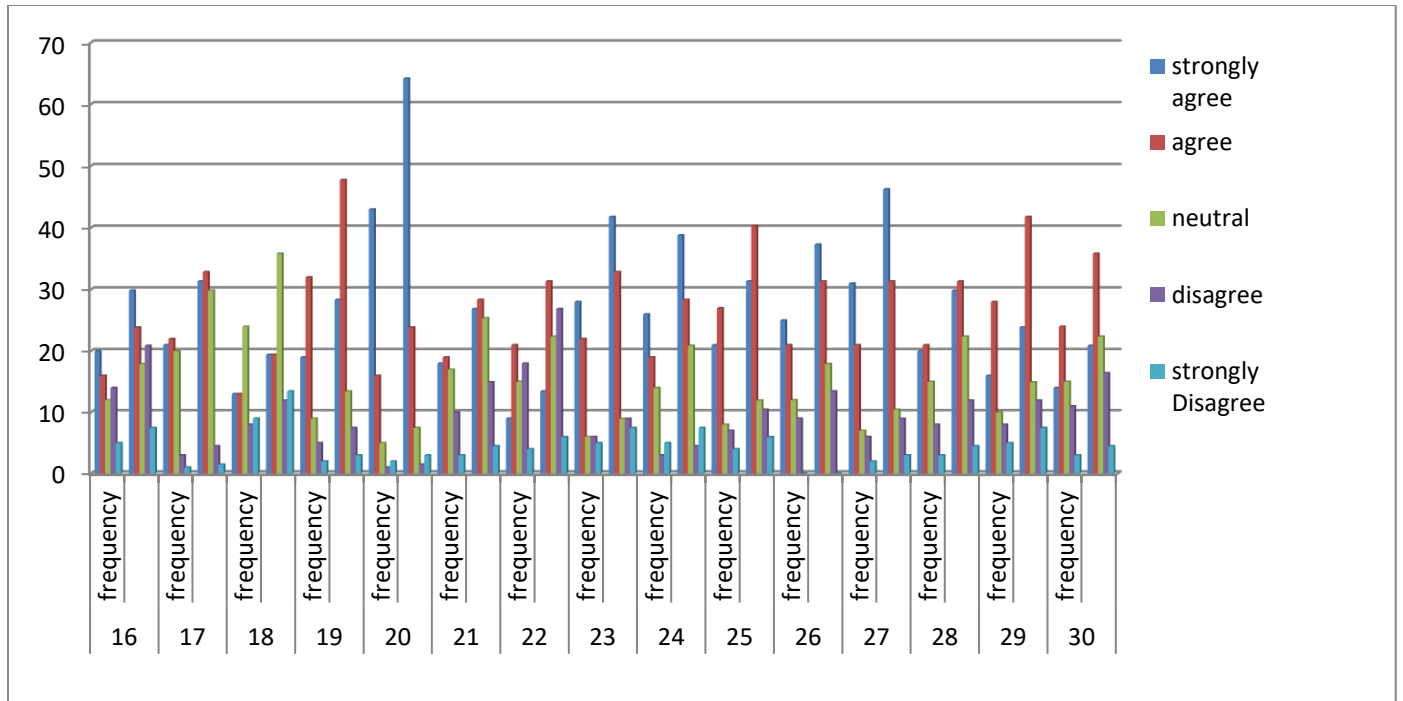


Chart (4-7)

Teachers` Perceived Difficulties about CLT Implementation.

Chart (4-7) shows participant teachers` perceived difficulties of CLT implementation in their schools.

Table (4-14)

Teachers` Questionnaire Section Two: One-Sample Statistics Analysis.

Table (4-14) shows teachers` questionnaire section two One-Sample Statistics analysis below:

	N	Mean	Std. Deviation	Std. Error Mean
Strongly agree	30	26.9253	11.70179	2.13644
agree	30	26.7530	8.14112	1.48636
neutral	30	15.7033	7.36287	1.34427
disagree	30	9.7217	5.78595	1.05636
Strongly disagree	30	4.4037	2.84506	.51943

Table (4-15)

Teachers` questionnaire section two One-sample Test.

Table (4-15) shows teachers` questionnaire section two One-Sample Test analysis below:

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Strongly agree	12.603	29	.000	26.92533	22.5558	31.2949
agree	17.999	29	.000	26.75300	23.7131	29.7929
neutral	11.682	29	.000	15.70333	12.9540	18.4527
disagree	9.203	29	.000	9.72167	7.5612	11.8822
Strongly disagree	8.478	29	.000	4.40367	3.3413	5.4660

4.2. Discussions of the Results:

Question One and Hypothesis One:

Q.1-What is the contribution of the Communicative Approach to speaking skills of EFL learners in the secondary level schools?

H.1-The communicative approach improves EFL learners` speaking skills in the secondary level schools.

The results of the pretest and post test are interpreted below:

1. Pronunciation:

The average percentage of excellent students in the pretest was 0% increased to 4.41% in the post test the difference was 4.41%.

The average percentage of very good students in the pretest was 0% increased to 14.47 % in the post test the difference was 14.47 %.

The average percentage of medium students in the pretest was 4.41 % increased to 26.47% in the post test the difference was 22.06%.

The average percentage of weak students in the pretest was 83.83% reduced to 50 % in the post test the difference was 33.83 %.

The average percentage of very weak students in the pretest was 11.77% reduced to 4.41% in the post test the difference was 7.36 %.

The result interpreted above has proved that teaching students speaking skills using CLT improves students` performance in pronunciation.

2. Grammar:

The average percentage of excellent students in the pretest was 0% increased to 2.94% in the post test the difference was 2.94%.

The average percentage of very good students in the pretest was 0% increased to 10.30% in the post test the difference was 10.30%.

The average percentage of medium students in the pretest was 2.94% increased to 29.41% in the post test the difference was 26.47%.

The average percentage of weak students in the pretest was 82.36 % reduced to 51.47% in the post test the difference was 33.83 %.

The average percentage of very weak students in the pretest was 14.71 % reduced to 5.88% in the post test the difference was 8.83 %.

As explained above that students` performance in grammar has improved due to teaching through CLT.

3. Vocabulary:

The average percentage of excellent students in the pretest was 0% increased to 2.94% in the post test the difference was 2.94%.

The average percentage of very good students in the pretest was 0% increased to 22.06% in the post test the difference was 22.06%.

The average percentage of medium students in the pretest was 4.41 % increased to 23.53 % in the post test the difference was 19.12 %.

The average percentage of weak students in the pretest was 85.30 % reduced to 45.59 % in the post test the difference was 39.71 %.

The average percentage of very weak students in the pretest was 10.30 % reduced to 5.88 % in the post test the difference was 4.42 %.

The result of the students illustrated earlier has assured that there is improvement in their vocabulary as a result of teaching them through CLT.

4. Comprehension:

The average percentage of excellent students in the pretest was 0% increased to 7.35% in the post test the difference was 7.35%.

The average percentage of very good students in the pretest was 0% increased to 14.72% in the post test the difference was 14.72 %.

The average percentage of medium students in the pretest was 8.82% increased to 26.47% in the post test the difference was 17.65%.

The average percentage of weak students in the pretest was 73.53% reduced to 45.59% in the post test the difference was 27.59.

The average percentage of very weak students in the pretest was 17.65% reduced to 5.88% in the post test the difference was 11.77 %.

The result of students in the pretest and the post test indicated that their comprehension has increased in the post test resulting from teaching the students by using CLT.

5. Fluency:

The average percentage of excellent students in the pretest was 0% increased to 2.94% in the post test the difference was 2.94%.

The average percentage of very good students in the pretest was 0% increased to 5.88% in the post test the difference was 5.88%.

The average percentage of medium students in the pretest was 2.94% increased to 32.35% in the post test the difference was 29.41%.

The average percentage of weak students in the pretest was 67.88% reduced to 52.94 % in the post test the difference was 14.94 %.

The average percentage of very weak students in the pretest was 29.41 % reduced to 5.88 % in the post test the difference was 23.53 %.

Based on the result of the pretest and the post test the students` ability in fluency has become better in the post test after teaching them using CLT.

Accordingly using CLT in teaching speaking skills in the secondary level improves pupils` Speaking ability.

Question Two and the Hypothesis Two:

Q.2.To what extent are English language teachers aware of implementing Communicative Approach in teaching speaking skills in secondary schools?

H.2.Some English language teachers are not aware of implementing Communicative Approach in teaching speaking skills in secondary schools.

Depending on the data of teachers` questionnaire section one which dealt with teachers` awareness of implementing the features of CLT in their schools; the result is discussed as follows:

- 1- 90% of the participant teachers agreed that, communicative language teaching (CLT) facilitates second language learning through learners` interaction in the classroom.
- 2- 64.18% of the participant teachers agreed that CLT emphasizes learning second language through using the target language in the classroom.
- 3- 71.65% of the participant teachers agreed that CLT is a learner centered approach.
- 4- 88.06% of the participant teachers agreed that CLT concentrates on fluency while teaching oral communication.
- 5- 70.15% of the participant teachers agreed that Grammar is chosen due to functions being taught in the communicative activities.
- 6- 80.60% of the participant teachers agreed that all communicative activities are designed to develop learner`s communicative competence.
- 7- 38% of the participant teachers agreed that Errors are accepted in CLT because they represent natural, predictable stages in the learning process.

- 8- 59.70% of the participant teachers agreed that CLT focuses on meaning rather than grammar.
- 9- 70.15% of the participant teachers agreed that CLT integrates the four language skills in language learning.
- 10- 44.77% of the participant teachers agreed that CLT works for developing autonomous learners.
- 11- 88.06% of the participant teachers agreed that CLT makes language learning more interesting by using various communicative activities.
- 12- 83.58% of the participant teachers had agreement that CLT helps learners develop good attitude towards language learning.
- 13- 52.24% of the participant teachers agreed that CLT represents real-life situations that necessitate communication.
- 14- 92.54% of the participant teachers agreed that the role of teacher is as a facilitator of the learning process.
- 15- 79.10% of the participant teachers agreed that CLT implementation needs teachers with high English proficiency.

Question Three and Hypothesis Three:

Q.3-What challenges that English language teachers encounter in implementing the Communicative Approach in secondary schools?

H.3.There are some challenges, that English language teachers encounter in implementing Communicative Approach in secondary schools.

The result of teachers` questionnaire section two (table 4-13), which dealt with potential challenges that encountered teachers to implement CLT in their schools was classified in relation to the Ministry of Education, teachers themselves, students and the syllabus as discussed below:

Challenges Related to the Education System:

- 1- 53.73% of the participant teachers had consent that, the physical environment of classrooms is not suitable for group work which is a major requirement of CLT.
- 2- 43% of the participant teachers had consent that, there is a big enrolment of students in the classroom.
- 3- 88.06% of the participant teachers had consent that, there is lack of authentic materials in schools such as videos, magazines and etc.
- 4- 74.81% of the participant teachers had consent that, the public examinations do not involve speaking ability tests.
- 5- 67.17% of the participant teachers had consent that, there is lack of effective and efficient speaking assessment instruments in the formal school-based situations such as computers.
- 6- 77.61% of the participant teachers had consent that, there is lack of aids that CLT needs for teaching.

Challenges Related to Teachers:

- 1- 38.80% of the participant teachers had consent that, the most of teachers of English language are not competent enough to teach the communicative activities.
- 2- 76.12% of the participant teachers had consent that, the workshops, which are conducted during the in-service training, are very short and do not give the trainees enough time to master course material well.
- 3- 71.64% of the participant teachers had consent, that teachers of English language are busy with heavy work during the day so, they have less time to develop materials for communicative classes.

Challenges Related to Students:

- 1- 68.65% of the participant teachers had consent that, there is little exposure to English language in the learners` environments so; they do not hear or practise the language naturally outside the classroom.
- 2- 61.19% of the participant teachers had consent that, there is interference of student`s mother tongue during classroom activities due to their poor English proficiency.
- 3- 65.67% of the participant teachers had consent, that students have got negative attitude towards English language learning.
- 4- 56.72% of the participant teachers had consent that students are reluctant to participate in communicative class activities.

Challenges Related to the Syllabus:

- 1- 55.23% of the participant teachers had consent that, the activities in the current syllabus do not represent communicative activities they only focus on grammar and long reading texts.
- 2- 44.77% of the participant teachers had consent that, the current syllabus does not involve the language related to the students` real life situations.

4.3. Summary

This chapter discussed data analysis, results which have been collected through the test and questionnaire, then tabulated and diagramed for interpretations and discussions were made for stating the findings and recommendations of the study as well as suggestions for Further Studies.

Chapter Five

**Main Findings, Conclusions,
Recommendations and
Suggestions for Further Studies**

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0. Introduction:

This chapter includes the main findings, conclusions, recommendations and suggestions for further studies.

5.1. The Main Findings:

1- According to the results of the pretest and post test discussed in chapter four, it is obvious that the students are very weak in the speaking skills. They suffer badly from problems in pronunciation, grammar, vocabulary, comprehension and fluency. In respect of pronunciation, mispronunciation of words and misuse of supra segmental led to misunderstanding of the interlocution. Regarding the grammar, the students are unable to construct correct sentences, questions or use grammatical structures properly. For vocabulary, the students have shortage in vocabulary so they are unable to maintain the conversation and led them to speech breakdown and halt of speech (long pauses). For comprehension, the lack of vocabulary as well as pronunciation difficulties hindered the students from understanding the input as to respond correctly. Finally, concerning the fluency, the students` lack of vocabulary, grammatical problems led them to long pauses, speech breakdown, and repetition. Furthermore, the students were unable to use communication strategies to compensate the conversation. A supportive proof for that is to listen to the attached CD for the pretest and post test.

2- Based on the contents of table (4-9) which shows the difference in students` scores in the post test and the pretest has proved that there was improvement in

students` speaking achievement in the post test which accounted for the positive contribution of the CLT to students` speaking skills.

3-The results of teachers` questionnaire section one table (4-10) showed that a considerable number of teachers were not aware of implementing some features of CLT in teaching speaking skills in the secondary level schools. For instance, only 38% of participant teachers agreed that errors are accepted in CLT because they represent natural, predictable stages in the learning process. Moreover, only 44.77% of participant teachers agreed that CLT works for developing autonomous learners. In addition to, 59.70% of participant teachers agreed that CLT focuses on meaning rather than grammar. Only 52.24% of participant teachers agreed that CLT represents real-life situations that necessitate communication. Finally, 64.18% of participant teachers agreed that CLT emphasizes learning second language through using the target language in the classroom.

4-In the respect of the results of teachers` questionnaire section two, the table (4-13) it demonstrates that, teachers of English language in the secondary level face many challenges to implement CLT in their classrooms. Those challenges were categorized in relation to the Ministry of Education, teachers themselves, students and the syllabus.

5.2. Conclusions:

Referring to the findings of the study, the researcher concludes that CLT is an effective approach to improve the dilemma of deficiency in speaking skills, which the secondary level students have been suffering from. This method also, solves many problems, which students` suffer from such as: lack of motivation, negative attitude towards English language learning and hesitation in using the language inside and outside the classroom. Hence, this approach necessitates interaction of

the students in the target language inside the classroom. It also uses different kinds of communicative activities such as: conversations, role playing, jigsaw activities, problem solving, stimulation, finding differences, songs, music, videos and etc that stimulate students and prompt them to use the language naturally in the classroom, so that they use the language easily outside the class room. Moreover, CLT has its own syllabus that provides the students with the required speaking inputs that help them develop and enrich their vocabulary, improve their pronunciation, comprehension and fluency by exposing them to the different types of communication strategies.

Teachers` awareness about implementation of CLT features is very important to help them solve the problems that handicap their students to command English language such as lack of motivation and negative attitude towards language learning. Teachers` awareness about implementation of CLT features help the teacher supplement the syllabus and improve their teaching pedagogy.

Teachers of English language in the secondary level faced some challenges that prevent them from applying CLT in their schools. In order to help their students grasp the command of the language of the globalized world, which help students cope with the rapid changing life, those problems should be solved.

5.3. Recommendations:

According to the findings of the study the researcher recommends the following:

- 1- Teachers of English language should be trained well on CLT methodology as to improve students` speaking skills at the secondary level.

- 2- The current secondary level syllabus should be supplemented to satisfy the requirements of CLT to provide enough input to improve students` speaking ability.
- 3- Schools should be provided with aids and authentic materials that help teachers use CLT.
- 4- There should be language laboratories in schools as to enrich linguistic environment for students.
- 5- Work conditions for teachers should be improved so that they will dedicate their efforts to improve their students` language skills.

5.4. Suggestions for Further Studies:

Based on the results of the study, the researcher suggests the following studies to be done in an attempt to solve the current problems in the future:

- 1- The impact of effective teaching on students` achievement in English Language should be taken into account.
- 2- Teaching other language skills through communicative approach.
- 3- Investigating the use of technology in enriching the linguistic environment to EFL learners to improve their speaking skills.
- 4- The significance of curriculum in providing linguistic input to EFL learners.
- 5- The impact of EFL teachers` training to upgrade their performance and enhancing learning.

Summary:

This chapter addressed in details the main findings, conclusions, recommendations and suggestions for further studies.

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Appendices

Teachers` questionnaire

This questionnaire is for the requirements of PhD degree in English language (ELT). So, this data is highly confidential.

School: 1- Public (). 2- Private ().

Sex: 1- male (). 2- Female ()

Years of experience in teaching: 1- (1-5) (). 2- (5-10) (). 3- (10- 15) ().
4- (15- 20) (). 5- (20 above) ()

Rate the following statements using one expression: strongly agree=5, agree=4, neutral=3, disagree=2 and strongly disagree=1.

No	Statement	strongly agree	agree	neutral	disagree	strongly Disagree
1	Communicative language teaching (CLT) facilitates second language learning through learners` interaction in the classroom.					
2	CLT emphasizes learning second language through using the target language in the classroom.					
3	CLT is a learner centered approach.					
4	CLT concentrates on fluency while teaching oral communication.					
5	Grammar is chosen due to functions being taught in the communicative activities.					
6	All communicative activities are designed to develop learner`s communicative competence.					
7	Errors are accepted in CLT because they represent natural, predictable stages in the learning process.					
8	CLT focuses on meaning rather than grammar.					
9	CLT integrates the four language skills in language learning.					

10	CLT works for Developing autonomous learners.					
11	CLT makes language learning more interesting by using various communicative activities.					
12	CLT helps learners develop good attitude towards language learning.					
13	CLT represents real-life situations that necessitate communication.					
14	The role of teacher is as a facilitator of the learning process.					
15	CLT implementation needs teachers with high English proficiency.					
16	The physical environment of classrooms is not suitable for group work which is a major requirement of CLT.					
17	There is a big enrolment of students in the classroom.					
18	The most of teachers of English language are not competent enough to teach the communicative activities.					
19	The workshops, which are conducted during the in-service training, are very short and do not give the trainees enough time to master course material well.					
20	There is lack of authentic materials in schools such as videos, magazines and etc.					
21	The activities in the current syllabus do not represent communicative activities they only focus on grammar and long reading texts.					
22	The current syllabus does not involve the language related to the students' real life situations.					
23	The public examinations do not involve speaking ability tests.					

24	Lack of effective and efficient speaking assessment instruments in the formal school-based situations such as computers.					
25	Teachers of English language are busy with heavy work during the day so, they have less time to develop materials for communicative classes.					
26	There is little exposure to English language in the learners` environments so; they do not hear or practise the language naturally outside the classroom.					
27	There is lack of aids that CLT needs for teaching.					
28	There is interference of student`s mother tongue during classroom activities due to their poor English proficiency.					
29	Students have got negative attitude towards English language learning.					
30	Students are reluctant to participate in communicative class activities.					

(Thanks for cooperation)

Speaking Ability Test

Do role playing to act the following dialogue in pairs between Ali the shop assistant and Omer the customer.

Omer wants to buy a shirt from Ali`s clothes shop. So, Omer asks Ali some questions about the size, to try on the shirt, the fitness of the shirt and the price .On the other hand, Ali responds to Omer`s questions politely. After that, Omer pays Ali for the shirt and Ali gives Omer his change. Finally, Omer thanks Ali and says good bye.

You can use these words :(size, medium, try on, change, nice)

Ali: Can I help you?

Omer: Excuse me. What.....this shirt?

Ali: It is.....

Omer: Oh good. Can I.....?

Ali: Yes, of course. Here

Omer: Thanks. How.....look?

Ali: It

Omer: Yes, it is fine. How..... ?

Ali: pounds.

Omer:pounds.

Ali:your.....20 pounds.

Omer:

Ali: