



Sudan University of Science and Technology
College of Graduate Studies
College of Education



**Effectiveness of the Communicative Language Teaching on
Developing EFL Learners' Communicative Competence at
University of Sinnar, 2020, 2021**

□ فاعلية نهج التدريس التواصلي في تطوير الكفاءة التواصلية لدارسي اللغة الأجنبيّة لغة أجنبية

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*A Thesis Submitted in Fulfillment of the Requirements for the Degree of PhD in
Education (English Language Teaching (ELT)*

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Dedication

To the soul of my father, to my dear mother, to my brothers and
my sister.

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Abstract

This study aimed at investigating the Effectiveness of the Communicative Approach in Developing EFL Learners' Communicative Competence. The researcher used descriptive, experimental and analytical methods to analyze the collected data. The researcher conducted a communicative ability test (pretest and posttest) for university students and a questionnaire for English language teachers. The sample included (30) teachers selected randomly from different Sudanese universities to respond to the questionnaire. In addition to (81) male and female students participated in the pre-test and post-test. The researcher used the Statistical Package of the Social Sciences (SPSS) program to analyze the collected data. The study results showed that applying the communicative language teaching (CLT) method develops EFL learners' communicative competence. In addition, the CLT method helps EFL learners to learn the language through interaction. Furthermore, the CLT method enables EFL learners to produce the target language fluently. The study recommended that Sudanese EFL teachers should realize the importance of the CLT teaching method. In addition, EFL teachers should encourage their students to use CLT activities to gain self-confidence. Furthermore, EFL teachers should be well- trained, highly qualified in using the CLT method to improve the students' communicative competence. Finally, the study suggested some related topics for further researches that are useful to help in developing EFL learners' communicative competence, teaching language skills through the Communicative Language Teaching Method.

Abstract

(Arabic Version)

المستخلص

هدفت هذه الدراسة الي تقصي فاعلية نهج التدريس التواصلي في تطوير الكفاءة التواصلية لدارسي اللغة الانجليزية لغة أجنبية - دراسة حالة لطلاب جامعة سنار كلية التربية تخصص لغة انجليزية، استخدم الباحث المنهج الوصفي، التجريبي والتحليلي لغرض تحليل البيانات، واستخدم الباحث الاختبار (قبلي وبعدي) لطلاب المستوي الثاني، بالإضافة للاستبيان للأساتذة كأدوات لجمع المعلومات. ضمت العينة (30) أستاذاً من مختلف الجامعات السودانية تم اختيارهم عشوائياً ليشاركوا في الاستبيان. إضافة إلي (81) طالباً وطالبة شاركوا في الاختبار القبلي والبعدي. تم تحليل الاستبيان والأختبار باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية (SPSS)، وتوصل الباحث الي النتائج التالية: تطبيق نهج التدريس التواصلي يساهم في تطوير الكفاءة التواصلية لدارسي اللغة الانجليزية لغة أجنبية. إضافة إلي ذلك أن تطبيق نهج التدريس التواصلي يساعد الطلاب علي تعلم اللغة واكتساب مهاراتها المختلفة عن طريق التفاعل كواحدة من الأنشطة التعليمية داخل الصف. وتوصل الباحث أيضا إلي استخدام هذا المنهج يمكّن الطلاب من اكتساب اللغة واستخدامها والتحدث بها بطلاقة. أوصت الدراسة بضرورة إدراك معلمي اللغة الإنجليزية لغة أجنبية في السودان لأهمية استخدام طريقة نهج التدريس التواصلي للتدريس للغة الإنجليزية. الي جانب ذلك أوصت الدراسة أيضاً معلمي اللغة الإنجليزية لغة أجنبية بتشجيع طلابهم على استخدام أنشطة نهج التدريس التواصلي لاكتساب الثقة بالنفس. كذلك أوصت الدراسة بتأهيل الأساتذة وتدريبهم علي استخدام هذه الطريقة لتطوير الكفاءة التواصلية لدي للطلاب. أخيراً، اقترح الباحث بعض الدراسات الإضافية التي قد تكون مفيدة للمساعدة في تطوير الكفاءة التواصلية لمتعلمي اللغة الإنجليزية لغة أجنبية مثل تعليم مهارات اللغة من خلال نهج التدريس التواصلي والصعوبات التي تواجه المتعلمين الصغار في اكتساب الكفاءة التواصلية.

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Definitions of Terms

Approach: is a set of correlative assumptions dealing with the nature of language teaching and language learning.

Method: is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

Technique: is implementational - that which actually takes place in a classroom.

Design: a procedure is an ordered sequence of techniques defined it.

Communicative Competence: a person's ability to communicate information and ideas in a foreign language.”

Suggestopedia: is a language teaching method, which is originated by Lozanov in Sofia (Bulgaria).

The jigsaw: is a research-based collaborative learning technology. It is an interactive activity requires learners to collect their information to complete the task.

List of Abbreviations

CLT: Communicative Language Teaching

TPR: Total Physical Response

CLL: Community Language Learning

CBI: Content-Based Instructions

TBI: Task-Based Instruction

Chapter One

Introduction

Chapter One

Introduction

1.0 Overview

This chapter is considered as an introduction for this study; it involves an overview of the study, statement of the study problem, questions, hypotheses, objectives, significance, limitations of the study and the methodology that the researcher followed to collect the data.

1.1 Background

In the recent decades, the English language has become the most crucial language globally; it has been used on a broader range. Therefore, learning English becomes an obligatory task for every person who wishes to go ahead and make progress in his/her life to meet the different demands of the world. Many countries applied different methods and systems of learning English; Sudan, of course, is one of those countries, which strived to achieve progress in this field over the years. Several teaching methods had been applied in Sudanese primary, intermediate, secondary schools and even universities since the independence of Sudan until now, but the learning outcome is still not efficient enough. Sudanese students encounter many problems in using English communicatively, the students may know the rule of using the language, but they fail to use it in actual communication. **Freeman, D, (2008:121)** states: Some observed that students could produce sentences accurately in a lesson but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structures. This failure is seen obviously in Sudanese universities when different

communicative situations meet the students. They are permanently unable to use the language to express their opinion about that topic.

They may be afraid of committing mistakes and hence be laughed at by their classmates. Besides, their communicative activities are not enough to enable them to use the language to develop communication.

On the other hand, some of them overcome shyness and try to use the language on different occasions; at this time, they do not use the right words to communicate their ideas properly, hence lead to misunderstanding of their message.

Freeman, D, (2008:121) claims that: "It became clear that communication required that students perform specific functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins 1976). In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes 1971) – knowing when and how to say what to whom.

1.2 Statement of the Study Problem

The researcher noticed that EFL learners encounter many problems in using English for communication purposes, many of them use the rules of the language correctly, but they fail to express themselves in the actual situation. Some of them hesitate a lot; and become shy to continue in speaking. The other, learners do know what and how to say in certain situations. The reason may be due to the lack of communicative competence. Therefore, the researcher conducts this study to investigate the effectiveness of the communicative language teaching on developing EFL learners' communicative competence.

1.3 Objectives of the Study

This study aims to achieve the following objective:

1. Investigate applying the communicative language teaching to develop EFL learners' communicative competence.
2. Point out EFL Teachers' roles in motivating learners to develop their communicative competence.
3. Point out the role of communicative language teaching activities in promoting communication.
4. Raise EFL learners' awareness of the significance of mastering communicative competence.

1.4 Questions of the Study

This study tries to answer the following questions:

1. To what extent does the Communicative Language Teaching method contribute to developing EFL learners' communicative competence?
2. To what extent does the teacher play an important role in motivating EFL to develop communicative competence?
3. To what extent does implementing the communicative language teaching activities improve communicative competence?
4. How can teachers raise EFL learners' awareness of mastering communicative competence?

1.5 Hypotheses of the Study

The following hypotheses are set out:

1. Applying the communicative language teaching develops EFL learners' communicative competence.

2. Teacher plays a vital role in motivating EFL learners to develop communicative competence.
3. Using communicative language teaching activities contributes to promoting communication.
4. Raising learners' awareness contributes to mastering communicative competence.

1.6 Significance of the Study

This study gets its significance since it revolves around communication, the ultimate goal of learning languages. It tries to investigate effectiveness of the Communicative Language-Teaching method on developing EFL learners' communicative competence.

It is supposed to help the learners to be aware of developing communicative competence. Therefore, the researcher hopes the future results of this study will be helpful for English teachers to put in their consideration the importance of communicative competence for EFL learners and the different ways of developing this significant area in language learning.

1.7 Methodology of the Study

The researcher used descriptive-analytical and quantitative methods to conduct this study. Both a questionnaire and a test (pretest and posttest) is used as a tool data collection. The questionnaire is distributed among the EFL teachers at different Sudanese universities to benefiting from their opinions about the topic of the study. Then, the researcher used the Statistical Package for Social Sciences (SPSS) programme for analyzing the contents of the teachers' responses included the statements of the

questionnaire, through which the researcher could be in a position to reach up some results and main findings.

1.8 Limits of the Study

This study is limited to investigate applying the communicative language teaching to develop EFL learners' communicative competence. It is conducted in (2020/2021) at the University of Sinnar, Faculty of Education. For collecting data, the sample is selected randomly from different Sudanese EFL university teachers.

1.9 Summary of the Chapter

This chapter is an introduction for this study, it presents in details statement of the study problem, questions of the study, hypotheses of the study, objectives of the study, significance of the study, methodology of the study and finally summary of the chapter.

Chapter Two

Literature Review and Previous

Studies

Chapter Two

Literature Review

2.0 Background

This chapter represents the backbone of the research; it includes two parts, in the first one, the researcher reviews the related literature to the field of approaches and method to teaching English language through the different decades. It touches some point of this important area, besides; it presents the concept of communicative competence: its definition and origin, furthermore, it presents models that are designed by the experts in the field. The second part of this chapter is called the previous studies; the researcher presents some studies, which have a direct relationship with the conducted study.

2.1 Approach, Method and Technique

Aslam (2003, p. 35) distinguished between the three terms, “*Method* refers to what a programme of teaching. It includes activities, different tasks and moment-to-moment process of teaching that happens inside classroom. In addition to roles of both the teacher and the learner, a teaching method contains the following elements:

- Approach
- Design
- Procedure

For further explanation, let us define each component:

Approach deals with the theory of the nature of language and language teaching and learning, for example: there are two important theories of language learning. They are:

- **Behaviorists Theory of Learning:** their view of language is that language learning is both verbal and nonverbal as habit formation. They believe that language learning happens through imitation and repetition. Commonly this theory is referred to as Stimulus-Response theory.
- **Cognitive Theory of Learning:** proponents of this theory believe that language learning does not take place solely by means of imitation and repetition. Every human has an innate ability helps him/her to discover the underline patterns of the language they hear, form their own hypotheses and finally construct sentences which are new and novel at times.

Design includes the following points:

- Objectives of the course (general and specific);
- A syllabus model;
- Kinds of teaching and learning tasks;
- Roles of teachers and learners; and finally,
- Role of teaching material.

Procedure involves what happens in the teaching process inside the classroom. Therefore, it contains classroom's techniques, practices and behaviours.

For better understanding of the difference between these three terms, let us view Edward Antony's distinction among them. **Richards, Rodgers (2014, p.21)** state that: "in describing a method, it is essential to differentiate between philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language. To clarify this point of difference, Edward Anthony, an American linguist, proposed a scheme in 1963. He made an identification for levels of conceptualization and organization, and he called them *approach, method* and *technique*. Their arrangement is hierarchical.

2.2.1 Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

2.1.2 Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic a method is procedural. Within one approach, there can be many methods.

2.1.3 Technique

A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

2.1.4 Procedure

Another point can be added to the upper terms and it is called procedure, **Harmer (2001:78)** 'a procedure is an ordered sequence of techniques

defined it. For example, a popular dictation procedure starts when students are put in small groups. Each group then sends one representative to the front of the class to read (and remember) the first line of a poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line. Each group then sends a second student up to read the second line. The procedure continues until one group has written the whole poem.

A procedure is a sequence which can be described in terms such as first you do this, then you do that ... smaller than a method it is bigger than a technique.

2.2 Brief History of Language Teaching

The history of language teaching methods witnessed continuous changes through the decades, these changes led to the recognition of the changes the kind of skills the learners required, besides, they reflected the changes in the theories of the nature of language and language learning.

“The recent disputes reflect contemporary responses to the questions that have been raised frequently throughout the history of language teaching. Nowadays English is the dominant and the most studied foreign language, before 500 years the Latin was the dominant language, it was the language of different dealings such as education, commerce, the government in the Western world. French, Italian, and English have flourished and acquired their significance due to some political changes in Europe. Latin is substituted as a language of spoken or written communication and became occasionally used in the school curriculum.”(ibid).

(‘History of English Language Teaching, UK Essays, 2017)’ “about the sixteen centuries Latin gradually became a dead language. Teachers were using in starting to read in books as a classic language; they also used it to in sixteenth and eighteenth centuries students are sent to 'the grammar schools' to learn to analyze grammar and rhetoric as a model of teaching at that time.”

“The primary proficiency that teachers expose their students to is an advanced study of grammar and rhetoric. School learning was a matter of a slow process to enable the children to acquire the rules while for lapses there is a cruel punishment. In the sixteenth century, Roger Ascham and Montaigne made a trial to elevate alternative approaches to education, in addition to Comenius and John Locke in the seventeenth century. For instance, they had made a particular plan for curriculum reform and for changes in the way of Latin was taught. but for Latin (and, to some extent Greek); they had for a long time considered as the classical languages and for this reason the ideal form of language, it is normal that ideas about the role of language study in the curriculum represent the long-established status of Latin.” **(ibid)**

Prasetyo (2017) states “When "modern" languages began entering European school curricula in the eighteenth century, teachers use the same procedures of teaching Latin. Textbooks consisted of abstract grammar phrases, vocabulary lists, and sentences for translation. The aim was not to speak a foreign language, and oral practice limited to students who read the sentences they translated aloud. These sentences clarify the grammar of the language and therefore have nothing to do with the real language of communication.

“The same essential ways and procedures that teachers used for teaching Latin they also used for teaching modern languages in European schools in the eighteenth century. The curriculum consisted of textbooks contained statements of abstract grammar rules, list of vocabulary, and sentences for translation (translating from the target language into the native language and vice versa). Because the goal was not speaking the foreign language, restricted oral drills to reading aloud –the sentences that they had translated – which were constructed to an elaborate system of the grammar of that language. All of these sentences had no relation to real communication in that language. Following are examples for translating sentences:

The philosopher pulled the lower jaw of the hen.

My sons have bought the mirrors of the Duke.

The cat of my aunt is more treacherous than the dog of your uncle.

(Titone, 1968, p. 28, cited in Richard, Rodgers, 1986, p. 2/3)

“By the nineteenth century, teachers depend on the Latin-based approach had become the standard method for studying foreign languages in schools. Thus, a typical mid-century book consists of structured chapters and lessons on grammar points. Teachers explain different points of grammar accompanied by model sentences to clarify their use.” **(ibid)**

“There were only little oral work and many written exercises constructed randomly attached as an appendix to the rules. The books that were published at that time, by Seidenstucker and Plotz, for example, the former reduced the material to separate sentences in order to facilitate specific rules. Texts are divided carefully into two parts: the first one is giving the rules and necessary paradigms, and, the other is translating sentences from and into German and French. The aim was to enable the students to use the

rules and apply them in the given exercises. The latter also divided the textbooks in the same way that mentioned above, but there was a mechanical translation. Example sentences were:

‘Thou hast a book.

The house is beautiful. He has a kind dog. We have bread.

The door is black. He has a book and a dog.

The horse of the father was kind.’

This approach to foreign language teaching later known as the Grammar-Translation Method.” (**ibid**)

2.3 Methods of Teaching the English Language

In this area of study, the researcher is going to shed light on the different teaching methods that teachers used for teaching English as a foreign language during different decades, and the beginning will be with the grammar-translation method.

2.3.1 Traditional Methods to Teaching Languages

2.3.1.1 The Grammar-Translation Method

It was the first method used for teaching languages through grammar and translation of word lists. **Widdowson&Howatt (2004, p. 151)** state, “The Grammar-Translation Method is one of the teaching methods that teachers used in teaching foreign languages. They designed it to use it in secondary schools, and for this reason, they called ‘the grammar school method’. The proponents of this method thought that it could strengthen the students' weaknesses and could reflect the requirements, aspiration and ambitions of

secondary schools of that time. It had its origins in Germany, precisely in Prussia – in the final decades of the nineteenth century. This method spread widely in European and Foreign language teaching from the 1840s to 1940s.”

Nagaraj (1996, p. 2) states: “It is a way of learning a language through studying its grammar. The teacher provides the learners with lists of vocabulary accompanied with some texts, and the learners apply the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa.

Hence, the students maintained the first language as the reference system in the acquisition of the second language.”

- Grammar is taught prescriptively - through the presentation and study of rules.
- Teachers provide the students with practice through translation exercises from the mother tongue to the target language and vice versa.
- A distinctive feature of this method is its focus on translating the sentences.
- Accuracy is given a great importance. The learner is required to attain high standards in translation. High priority is associated with through standards of accuracy, which, in addition to having a moral core value, was a pre-requisite for passing the increasing number of formal written examinations that grew up during the nineteenth century.
- Teacher focus on teaching vocabulary through bilingual word lists, the reference to dictionaries and memorization of words and their meanings.

- The method focuses primarily on the skills of reading and writing, with little emphasis on listening or speaking.

2.3.1.2 Features of Grammar-Translation Method

Danesi (2003, p. 5) claims that “the main features of the Grammar-Translation method were as follow:

- Teachers present grammatical rules explicitly using the learners’ native language.
- These rules were extracted from the classical model of grammar.
- Students compare the new items of the second language grammar and vocabulary with the native language items.
- The students memorize the grammatical rules in the same way vocabulary is used to clarify them.
- Teachers order the students to use oral and written translation tasks, grading from single words and sentences to full translated texts written in the second language or first language.
- Glossaries and annotations were attached to the text to enable the students to consult them in their translation tasks.
- To enable the students to reinforce grammatical knowledge, such as noun inflection and verb conjugation, teachers use mechanical exercises for this purpose.”

2.3.1.3 Objectives of the Grammar-Translation Method

Larsen-Freeman (2000, p. 17) argue “a fundamental purpose of learning a foreign language is to enable the learner to read literary classics of the target language, in order to do this, the learner should learn the grammar rules and vocabulary of that language. Furthermore, it is believed that studying a

foreign language provides learners with intellectual exercises than help to develop their minds.”

2.3.1.4 Teaching Techniques

Stern (2003, p. 454) claims “inside the classroom; the work is on short grammatical chapters or lessons which contain some points of grammar illustrated by examples. The teacher focuses, obviously on the grammatical features of the course book during the lesson, including technical grammatical terminology. Memorizing rules and examples such as a verb paradigm or a list of prepositions this, which the learner expected to be able to do. In teaching vocabulary or other aspects of the target language, there is no systematic approach to be used. Words, phrases, and sentences are exercises, which are translated with the help of the bilingual word list of the learner into the target language to practice particular item or group of items. The increasing complexity of the learning task is one feature of this method – which is introduced by Meidinger – by constructing practice sentences and the same time illustrating a number of rules. The other type of exercises is constructed to practice translation into the first language. As the learner masters translating isolated sentences, he may make progress and translate a coherent text into the first language and vice versa.”

2.3.1.5 Criticism of the Grammar-Translation Method

Byram (2004, p. 251) argues “the language teaching theorists criticized the grammar-translation method for the reasons that its emphasis on mental, intellectual, disciplinary, memorization orientation, at the same time, it

ignores the aspects of speaking and listening communication of the target language”.

“This method paid little attention to accurate pronunciation and intonation, furthermore, it ignored communication skills; also, it preferred to focus on knowing the rules of grammar and their exceptions more than making practicing in using the language actively to enable the learners to express their meaning in speaking and writing. The learner learns a literary type of language with a detailed vocabulary, which is understood by a limited group of learners. The students are exposed heavily to what is considered boring learning of vocabulary, translation and continuous learning exercises, besides all that, they do not feel they made progress in learning the language since there is a little chance to express themselves.”

In the mid of nineteen century, dissatisfaction with grammar-translation method began to appear on the stage. The year 1880 witnessed the birth of the ‘Reform Movement’, which is started by Henry Sweet of England, Wilhelm Vitor of Germany and Paul Bassie of France. They defended some principles of language learning that conflict with the basic assumptions of the grammar-translation method. These issues include the precedence of spoken language, the use of language in context, stimulating grammar teaching, and avoiding translation.

2.3.2 The Direct Method

“The term direct method was first coined in 1901, and it had its origins from France and received a formal sanction in 1908. It was revised in 1909 and again 1925-26. It had been patronized by French teachers association, which was formed in 1886 and known as International Phonetic Association. It

means teaching language in a direct way. The philosophy of this method is to enable the student to learn the foreign language in the same way he learns his mother tongue.”**Elizabeth (2004, p. 54)**

It was clear that the direct method was developed basically as a reaction against the grammar-translation approach to enable the learners to integrate target language with instruction. This method sometimes called the natural method; it refrains from using the learners’ mother tongue and uses the target language. It was first used in Germany and France in 1900. The proponents of this method based it on the idea that second language learning must be an imitation of the first language learning – as a natural way human learn any language – as the child does when it learns its mother tongue, it does not rely on other languages. This method intensively focuses on correct pronunciation from the beginning of the teaching process; besides that, it supports the teaching of oral skills at the expense of every traditional aim of language teaching.

2.3.2.1 Principles of the Direct Method

Nae (2004, p. 37) summarizes principles of the direct method in the following points:

- The teacher should give classroom Instruction only using the target language.
- The teacher should only teach everyday vocabulary and sentences.
- Skills of oral communication are built up in a carefully graded progress and organized in the form of question-answer manner, teacher and his students exchange them in small, intensive classes.
- Inductive method is used to teach grammar.

- The teacher should introduce new teaching points orally.
- The teacher should use demonstration, real objects and pictures to teach concrete vocabulary while he uses the association of ideas for teaching abstract vocabulary.
- The teacher should teach both speech and listening comprehension.
- The teacher should emphasize the teaching of correct pronunciation and grammar.”

Thaine (2010, p. 83)claims, “The following guidelines are still followed in Berlitz schools at present;

- Never translate, demonstrate
- Never explain, act
- Never make a speech, ask questions
- Never imitate mistakes, correct
- Never speak with single words, use sentences
- Never speak too much, make students speak much
- Never use the book, use your lesson plan
- Never jump around, follow your plan
- Never go too fast, keep the pace of the student
- Never speak too slowly, speak normally
- Never speak too quickly, speak naturally
- Never speak too loudly, speak naturally
- Never be impatient, take it easy

2.3.2.2 Features of the Direct Method

Schackne (2019) states “The main feature of this method is its emphasis on the spoken language. Besides this, the teaching of vocabulary and new

concepts is through pantomiming and realia (real objects) and other visual materials in order to explain the meaning. Another feature is the inductive approach is used to teach grammatical items, i.e. the teacher asks his students to find out rules from the text that they are working on. Finally, it focuses on spoken language – native-like pronunciation – concentrates on the question – answers patterns.”

2.3.2.3 Objectives of the Direct Method

Kumar (2006, p. 50/51)claims, “This method aims at enabling the students to think in English and using the foreign language as possible. The emphasis was on speaking rather than reading. They believed that fluency in reading and facility in writing naturally comes after fluency in speech. It can be said that the ultimate goal of the direct method is to develop the learners' intrinsic unerring sense that they possess in their mother tongue.”

2.3.2.4 Teaching Techniques

(ibid, p.459)explains teaching techniques of the direct method, he states “Inside the classroom, the procedures that the teacher follow is to present a text. Usually, the text is short and may contain a piece of FL narrative textbook. The teacher explains the difficult expressions in the target language using paraphrases, synonyms, demonstration, or context. For the intent of explaining the further meaning of the text, the teacher asks many questions about it. Aloud reading from the students for practice. The teacher discusses some grammatical points from the text and encourages students to discover for the grammatical principles involved. Spending much time in questions and answers, the teacher and his students are working on the text or wall picture using the target language. Transposition, substitutions, dictation, narrative and free composition are types of exercise that teacher

order his students to work on during the learning process. During the practice of the direct method, there is much use of spoken language, so the teacher focuses on enabling students to acquire good pronunciation.”

2.3.2.5 Criticism of the Direct Method

Yonekura (1984, p. 24/25) states: “One of the weak points of this method is that essential part its learning activities includes questions asked by the teacher and answers given by the learners. Restricting students' participation in answering these questions leads to reduce their opportunity in speaking and hence decrease their abilities to master speaking skills. A teacher should concentrate his attention on what the learners say and how they say it. In addition, discarding students' mother tongue causes a superficial understanding.”

This method discard translation to the students' mother tongue, if so, how can teachers avoid deals with misunderstanding without translating (especially, some abstract words, e.g. freedom, love, happiness) without reference to the first language, also, how can teachers use this method after the learners pass the elementary stage of language learning. Furthermore, this method native speakers teachers, or have native-like fluency in the foreign language, but practically it is challenging to find these qualities.

2.3.4 Audio-lingual Method

The audio-lingual method is a teaching method, used to teach foreign languages. The proponents based it on skinner's behaviourist psychology. Below is a review of this important method of teaching.

Yule (2006, p. 190) states “It was a very different approach, emphasizing oral spoken language, it prevailed and become popular in the twentieth

century it presents the structure of L2 systematically grading from simple to complex in the form of drills that the teacher order his students to repeat.”(ibid, p. 9) argues, “This method prevailed in America during the middle of the nineteenth century to need America's need for foreign language speakers during World War II. This method is designed specifically for the army so; sometimes, specialists called it the army method to enable the soldiers to learn the foreign language they encounter during the wartime.”

After the war, this method attracted linguists' attention who already were looking for an alternative to replace the grammar-translation method, they called it Audio-Lingual method in order to avoid militaristic connotation; it was widespread by the end of 1960s

2.3.4.1 Features of the Audio-Lingual Method

Following are some characteristics of this method:

- “This method individually treated each language skill: listening, speaking, reading and writing.
- This method gives much more emphasis to primary to listening and speaking skills; (language is speech, not writing).
- The audio-lingual method did not neglect reading and writing skills, but the focus was on listening and speaking.
- One of the main features of this method were dialogues; they were using essentially to present different language items. They contribute to providing with opportunities to practice, mimic and memorize different areas of language.
- The audio-lingual method used pattern drills as an essential technique for language teaching and learning.

- One of the most important techniques of this method is the language laboratory. It enabled the learners to have the opportunity to mimic different models and memorize language patterns.
- This method rejected using students' mother tongue and tried to avoid it but not too rigid.” (ibid)

2.3.4.2 Objectives of the Audio-Lingual Method

(“**The Techniques of Audiolingual Method English Language Essay, n.d.**”) “This method aims at enabling the students to use accurate pronunciation and grammar, beside the ability to respond quickly and accurately in different situations of speech, in addition to having a good knowledge of sufficient vocabulary to use with grammar patterns. This method gives a particular emphasis on mastering the building blocks of language and learning the rules of combining them. This method also aims at developing language skills without using the students' mother tongue. It aims at encouraging learners to be able to form new habits in the target language and overcome the habits of their native language. Reading and writing are taught, but they essentially oral skills.”

2.3.4.3 Teaching Techniques

According to **Larsen-freeman (2000)** cited in **Abdul (2013, p. 45)** explains techniques of the audio-lingual method as follows:

- a. Dialogue Memorization:* The teacher gives his students a dialogue and asks them to memorize. Students are given a piece of dialogue and are asked to memorize it using mimicry and role-play.
- b. Backward Build-up Drill (Expansion Drill):* Teacher breaks the sentence into parts, and asks his students to repeat each parts several times.

c. Repetition Drill: Teacher models a sentence; and students repeat the model quickly and accurately as possible.

d. Chain Drill: Students ask and answer each other in the form of a circle or a chain inside the classroom.

e. Single-slot Substitution Drill: Teacher reads a line from a dialogue, after that he uses ‘cue’ words or phrases when the students read a line they can substitute them in the correct place.

f. Multiple-slot Substitution Drill: They look like the above drill, but here, the teacher reads multiple ‘cues’ that students use to substitute in the sentence.

g. Substitution Drill: They look like the above drill, but here, the teacher reads multiple ‘cues’ that students use to substitute in the sentence.

h. Transformational Drill: The teacher gives a sentence and order students to transform it in the same way that he order to transform. The transformation includes changing the verb tense, changing an affirmative sentence to a negative sentence, adding adjectives, switching words, or changing the register of a sentence.

i. Question and Answer Drill: Students are given a question and are asked to answer it quickly.

j. Completion Drill: The teacher erases some words of dialogue, provides the students with the beginning of a sentence, and asks them to complete it. This drill enables the students to use language spontaneously.

2.3.4.4 Criticism of the Audio-lingual Method

“One of the weak sides of this method is that it essentially focuses on memorization of different language items. The learner needs to think in the

target language more than memorization of the language items. It may become difficult for some students to apply what they have memorized in real-life situations. This method is based on behaviourism theory of learning which its proponents believe that language learning is habit formation and depends on stimuli-response-reinforcement. Chomsky criticized this theory; he believed that learning is more than habit formation.

It involves many complex processes ranging from cognitive developments to psychological beings of learners.” (ibid)

2.3.5 Communicative Language Teaching

2.3.5.1 Background

By the end of the sixties, educators discovered the shortcomings of the audio-lingual method. It failed to develop functional proficiency inside the classroom, the students may know grammar rules, but they fail to use outside the classroom, so educators think that the students need more than mastering linguistic structures in order to communicate in the target language. Larsen-Freeman states: “In 1970s educators began to feel they are not in the right way about meeting the goal of teaching and learning, some of them had observations about their students' progress in the learning process, they found that the students could produce correct and accurate sentences during the lesson, but they could not able to use them outside classrooms. Others observed that mastering linguistic structure is not enough the students to produce the language, they may the rules of linguistic usage, but they become unable to produce the language they need to communicate in the target language.” **Larsen-Freeman (2000, p. 120)**

Howatt (1984, p. 280) argues “By the end of the sixties it was clear that the situational approach, as understood in, for example, the audio-visual method had begun its course. There was no future in continuing to follow the illusion of language prediction based on situational events. What is required is to study the language itself closely and return to the traditional concept of meaning and expressed the intentions of the speakers and the writers who create them. Language is not just a set of structure-habits, nor collections of situationally sensitive phrases like Can I help you? Or How do you do? It is a vehicle of comprehension and expression of meanings or 'notions' as Jespersen called them in 1942, and as they were to be called in the new model of syllabus construction being devised in the early seventies.”

2.3.5.2 What is CLT.

Farrell & Jacob (2010, p. 3) explain that “CLT is an approach that contains a set of principles involve the goals of language teaching, how language can be learned, and the kind of classroom activities that can implement in addition to roles of both teacher and learner in the classroom.” “Meaning of CLT is taken differently by different people, on the one hand, it means the adoption of a "functional" syllabus, or of using "notional-functional teaching materials. On the other hand, it means giving the students more chances of participation in decision making to choose the course contents and styles of teaching inside the classroom. For others, it means expansion of the audiolingual, which involve small group activities, role play, and "games" at the same time giving the learners the opportunities to use different grammatical structures.”

2.3.5.3 Characteristics of CLT

Littlewood (1981:1) states, “One of the most apparent characteristics of the Communicative Approach is that it gives systematic attention to both functional and structural aspect of the language. It has based on the notion that mastering grammatical forms and structures does not contribute in preparing students to be able to use the language that is the subject of the study in using it appropriately and effectively when used in communication.

Brown (2007, p. 241) Suggests some characteristic for CLT, he states "for the sake of simplicity and directness I will offer four interconnected characteristics as a definition of CLT:

- Teaching goals are not restricted only to grammatical or linguistic competence but also includes all component of communicative competence.
- Teaching techniques enable the students to be engaged in many sides of language use such as pragmatic, original and functional use of the language for meaningful purposes. The central focus is on aspects of language not only the organizational language forms that is to enable the students to achieve these purposes.
- Fluency and accuracy are considered as complementary principles that constitute communicative techniques. However, fluency is seen as more important than accuracy to enable the learner to use the language.
- Communicative classrooms concentrate on students' production and reception of language meaningfully not on rehearsed contexts.”

2.3.5.4 Principles of CLT

In her prominent book ‘Interpreting Communicative Language Teaching’ Savignon introduced some principles of CLT, she quotes “**Berns (1990, p. 104)** provides a useful summary of eight principles of CLT:

- Experts based language teaching on a view of language as communication. They consider language as a kind of tool speakers use to form meaning, and it is a communication about someone to something for some purposes, it happens orally or in a written form.
- They accepted and recognized diversity as a nature of language development; however, they use it either by first language learners or by second language learners and users.
- They considered learner’s competence in relative, not in absolute, terms.
- Experts recognized more than one variety of a language as a viable model for learning and teaching.
- Advocates of CLT considered culture as an essential instrument in shaping communicative competence in both their first and subsequent languages.
- No single methodology or fixed set of techniques is described.
- Proponents of this method recognized language use as an intellectual service, interpersonal, and textual functions, which is related to the developing learners’ competence in each.

2.3.5.5 Theory of Language

We can notice that most of the teaching methods based on a theory, and CLT, of course, is one of those methods, **McKenzie-Brown (2012)** argues “The theories that underlie CLT method are that theories about language

acquisition especially those developed by Stephen Krashen who suggested that for the sake of learning a language, learners use it for communication.”
“CLT method gets its starting from a theory of language as communication and its goals are to develop Hymes’ ‘communicative competence’ controversial terms to Chomsky’s view of language and competence.”

2.3.5.6 Theory of Learning

Ludescher (2019) states “Despite all publications that have written about CLT and its dimensions of language, it could be noticed that little is written about its theory of learning, scholars like Brumfit and Johnson (1979) Littlewood (1981) did not offer any discussion of learning theory. Some elements of an underlying theory can be discerned in some practice of the method. The first one of these underlying elements can be described as *the communicative principle*: which consists of activities that include real communication promote learning. The second one is called *task principles*: involves activities in which language is for conducting out meaningful tasks promotes learning (Johnson 1982). The third and the last one is *the meaningful principle*: Language that is meaningful to the learner supports the learning process. These learning activities are consequently selected according to how well they involve the learner in meaningful and authentic language use. These three principles can be concluded from CLT practices.”

2.3.5.7 Objectives of the CLT

“CLT does not deal with language learning as a set of linguistic items and grammatical rules restored in the learners’ mind and recall them in the

suitable situation it aims at developing learners' communicative competence to enable them to communicate effectively in the target language. Therefore, we can notice that the focus here is on meaning and function instead of a form of the language. Inside the classroom, the teacher facilitates the learning process through different activities such as problem-solving and the other activities which assert learners' participation and interaction.” (**ibid**)

2.3.5.8 Roles of Teacher in CLT

In order to achieve goals of teaching through this method, teachers should encourage their students to communicate in the target language rather than repeating sentence. **Larsen-Freeman (2000, p. 128)** claims “the teacher can act as a facilitator for communication inside the classroom; he/she is responsible for establishing the situations in order to promote the process. In addition, he/she act as an advisor during the activities answering his students' questions and monitoring their performance.” Furthermore, the teacher should have much patience to listen to his students and to motivate them to the learning process.”

2.3.5.9 Role of Learner in CLT

Students are required to communicate in the target language rather than parroting model sentence. “They should do most of the speaking inside the classroom during communicative exercises”. “Since teacher's role is less dominant in this method the students are responsible from their learning, teachers expected their students to be engaged in their learning, and they should be actively engaged in the different activities in the learning process,

e.g. negotiating meaning in a trial to be understood at the same to understand others

2.3.5.10 Teaching Techniques

2.3.5.10.1 Role-play

“It is an oral activity which learners do it in pairs, and its primary goal is to develop students’ communicative abilities in a particular situation.

Examples:

- The teacher set the scene: where is the conversation taking place? (e.g. in a café, in a park, at the dentist’s etc.)
- He determines the goal of that conversation. (e.g., (a student) the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
- The students work in pairs making conversations for an amount of time to have more practice in the target language.

This activity enables students to have an adequate chance to improve their communication skills in the target language. It contributes to decreasing students’ pressure and makes them comfortable in speaking in pairs rather than in front of the entire class.” **(ibid)**

2.3.5.10.2 Group Work

Group work is an activity, which experts considered as one of the best for beginning communicative activities. Its objectives are to enable the students to use the different language function in small groups, communicate with one another, ask questions, and find new patterns for establishing correct

answers being familiar with the answers for the use of different patterns and practice used for communicative expressions which are necessarily part of conversational English.”

“Group work is a cooperative activity whose aims at fostering communication in the target language, in it the students form a group of not more than six people, after that, they assigned a particular role within the group. The role of the instructor is to give each group the same task to work on it. Enough time should be given to each member of the group to work on the different parts of the task, finally, the members of the group discussion with each the information they have found and put together the complete task.” (ibid)

2.3.5.10.3 Authentic Materials

Larsen-Freeman & Anderson (2000) state “one of the problems that face students is that they cannot transfer what they had learned in the classroom to the outside world, and at the same time to make the students to be exposed to the natural language. CLT advocates advise using authentic materials inside the classroom, examples for authentic material can be as the use of a weather forecast when working on predictions, or at least some of them are realistic they become more desirable. The material does not have to be genuine because it is used authentically with communicative intent.”

2.3.5.10.4 Language Games

“This type of techniques is used frequently in CLT. If they are well-designed, the students can find them enjoyable. They can provide the students with valuable communicative practice. **Pan et al (2009, p. 85)**

claims: “one can notice that games have many of potentials that support learning a foreign language which is connected directly with the ability of the game to provide a learning environment and learning experience for learners. Games can support and encourage fluency against rule-based approaches to foreign or second language learning.

2.3.5.10.5 Interviews

“It is an oral activity done in pairs inside the classroom; its main goal is to develop interpersonal skills of the learner in the target language. In the classroom, the teacher gives the learners some questions to ask their partners; they work on these questions in pairs. This type of activity is highly structured, so it gives the teacher a chance to monitor his students’ responses closely. It provides learners with many communicative benefits since it can be zoned in one specific aspect of grammar or vocabulary. Since it will be beneficial to lower-level speakers, it should be used basically in the lower levels of language classes.” (**ibid**)

2.3.5.10.6 Drama

Sam (1990, p. 3) claims, “The essence of the communicative approach is activating communication among the learners in the long inside the classroom. Teachers use drama as a communicative activity because it enables the learners to exploit the possible chances of using the target language in various situations. Holden (1981) defined Drama as “any activity makes the learner impersonate an imaginary situation. Or to portray the character of a person in an imaginary situation.” Malmir&Saremclaims “Drama can be one of the essential activities for establishing better

communication since it presents many phases and scenes related to real life. Therefore in ELT, we can use Drama as one of the effective techniques that help in developing oral communication.”

2.3.5.11 Activities in CLT

Paulston (1992, p. 50) distinguished between two types of communicative interaction activities, depending on the teaching point, “in the first one the teaching point is getting meaning across to enable the learners for the sake of communicating some referential meaning in the target language, it can be called exercises in communicative performance, and they are useful in developing linguistic competence. In the second type, the teaching point is getting meaning socially to enable learners to acquire the social norms of the language; these activities involve cultural information, social interactional rules, they can be called a contrastive Emily Post approach to language teaching, this type of activities is suitable for developing communicative competence.” Teachers used one of the most prominent activities which are suggested by Littlewood in 1980s in his book *Communicative Language Teaching – an Introduction*, he introduced ‘methodological framework’ a name that he suggested, which consists of two types of activities – pre-communicative activities and communicative activities, experts presented it as follow:

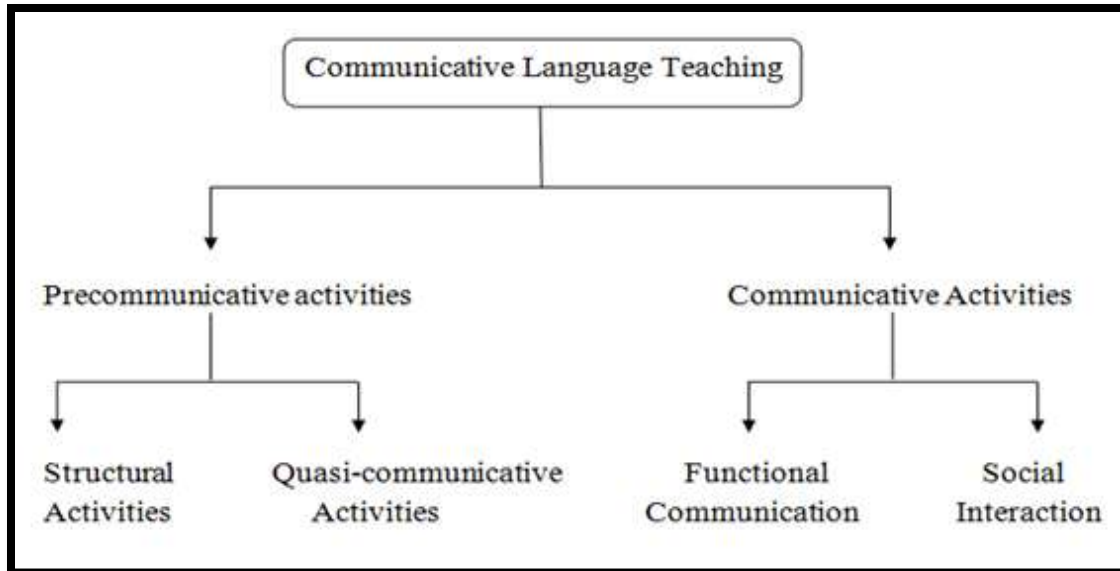


Figure (2.1) Suggested framework of CLT by William Littlewood (1981:86)

Littlewood explains that in pre-communicative activities, the teacher introduces specific knowledge of linguistic form, and the students practice them in order to be able to produce the language sufficiently, accurately and appropriately. This type contains many activities such as different types of drills, or question and answer practice. On the other type of activities – communicative activities – the teacher needs to provide communicative feedback in all stages of the activity. The learners work trying to join the given linguistic form to create meaningful communication. Furthermore, the teacher should take care of the correction of the learners’ error excessively to encourage them to shift their focus from meanings to forms.”

2.3.5.12 Focus on the Meaning on CLT Classrooms

Pouresmaiel&Gholami (2015, p. 657) explain “Focus on Form is a teaching method which concentrates primarily on meaning in the

communicative environment but now and then the attention turns from meaning to form. The shift happens in the case of learners' disability to continue in conveying their message due to some linguistic problems; therefore it comes in the form of corrective feedback (different types, ranging from most implicit to most explicit)''.

If we look at the traditional structure-based instructional activities, for instance, grammar-translation and audiolingualism, we can notice that they focus on the language more than information conveyed by the language. The teacher aims to enable students to learn vocabulary and grammar. The assumption, which these methods based on language learning, results from the development of formal rule-based knowledge. Conversely, CLT supports the idea of the natural use of language by emphasizing meaning and message-based activities. The proponents of this method based it on the assumption that second language learning happens in the same way of the first language acquisition. It can be developed by having experiences using real-life communication and meaningful situation.

2.3.5.13 Accuracy versus Fluency Activities

“CLT proponents hope to develop learner's fluency in using language. Fluency means using language naturally as the speaker engages in meaningful interaction without stopping despite his/her limitation of communicative competence. In the classroom teacher can develop students' fluency by creating classroom activities that enable them to negotiate meaning, use different communication strategies, explain ambiguities, and avoid communication breakdowns.

Accuracy means producing correct examples of language by the learner, including grammar, pronunciation and vocabulary. Following are examples that distinguish between fluency and accuracy activities:

2.3.5.14 Fluency-focused activities

- Reflect using language naturally.
- Focused on achieving communication
- Concentrate on communication achievement
- Require using language in a meaningful context.
- Producing unpredictable language
- Link language use and context

2.3.5.15 Accuracy-focused activities

- Reflect natural classroom use of language
- Focus on forming correct examples of language
- Enable learners to practice language out of context
- Practice small units of language
- Meaningful communication is not required
- Control language selection” (**ibid**)

2.4 Humanistic Approaches

The humanistic theory of language teaching and learning is one of the educational theories, the proponents of this theory believe in teaching the whole person. Therefore, the humanistic approach strongly focused on the emotional wellbeing of the students and considered them as innately good 'at the core'. **Bentham (2002, p. 35)** claims, “The humanistic approach focuses on hidden inner experiences and asserts that the role of feelings must be acknowledged and included in the learning experience. Co-operative

learning and emotional literacy classes are both examples of application within the humanistic approach. Humanistic approaches majorly focus on developing a whole student with a concentration on his/her emotional aspects. Furthermore, learning activities focuses on the development of the student's self-concept. It becomes a definite starting point if the student feels good about him/herself. This feeling includes an understanding of students' talent, points of strength, weaknesses, and belief in his ability to be improved.

Learning is a mean to make progress towards the pinnacle of self-actualization; it is not an end itself. The student learns because he is fundamentally driven, and his rewards are driven from the sense of achievement that something has learned. This viewpoint differs from the behaviourist view that expects extrinsic rewards to be more productive. Humanistic Approach proponents believe that education is creating needs within the student, or cooperating with the student to motivate him or her. Humanism is rewarding oneself intrinsic rewards are rewards from within oneself, just like the satisfaction of a need.”

2.4.1 The Silent Way

The silent way is a teaching method used for teaching foreign languages; based on the assumption that teacher should be silent as much as possible inside the classroom, to enable the students to produce as much language as possible. “Caleb Cattegno created this method in the 1970s; based it upon the ideas that he outlined in his book “Teaching Foreign Languages in Schools; the Silent Way,” published in 1963, it represents a reaction to the other approaches and methods that encountered many criticisms at that time.

2.4.2.1 Principle of the Silent Way

The following points are considered as main principles of the silent way:

- “The starting point in teaching in the classroom should concentrate on what students already know to something that is the unknown.
- Learning is not a matter of repeating after a model. It is for the students to have a full chance to develop their 'inner criteria' for correctness, to trust and to be in charge of their production in the target language.
- Silence is an essential tool that helps in fostering autonomy, besides that, it removes the teacher from the scene, but he listens and work for his students, he speaks when it is necessary only.
- Students have the ability to learn from one another; the teacher's silence helps them to group cooperation.
- A teacher's silence frees him and enables him to observe his students closely.
- The skills of speaking, reading and writing foster one another.” (**ibid**)

2.4.2.3 Objectives of the Silent Way

Leonardi (2010, p. 58) explained that **Nunan (2011)** claims the silent way aims at enabling the learner to become near native in fluency, besides that acquiring correct pronunciation, and basic practice knowledge of L2 grammar. Learning how to learn here is seen as a secondary objective.”

“The general objective of this method is to enable the beginner learners to acquire some initial oral facility to start their learning process; besides that, it aims to allow them to achieve near-native proficiency.”

2.4.2.4 Techniques of the Silent Way

“Aids or pieces of equipment used in the silent way classrooms are the Fidel chart (alphabet) and the Cuisenaire rods. The Fidel chart made up of blocks, which include different colours on a black ground. Each one of these blocks colours represents a different sound in the target language. Cuisenaire rods that made of wood have different length each of them stands for different words or sounds. They used in building up different word and sentences. The teacher divides the sounds into vowel and consonant sounds, and the Fidel chart puts up in the classroom. During the lesson, the teacher points to a block silently using a pointer. Learners look silently. The teacher repeats what he did again. Again, students remain silent. At the third time, the teacher points again to the block and say /a/. Once the students repeat the sound. The teacher does not speak.” (ibid)

She continues, “This technique is useful for teaching long vowels, short vowels, consonant sounds and even words. After a little time, learners come up to the front of the class using rods and point different blocks, and the class repeats the words. It can notice that there are some peer interaction and peer correction, and the teacher only speaks when it is necessary. The Cuisenaire rods represent words. Using the pointer, the teacher points to the Fidel chart and taps out the word each rod represents. For example:

the book = (small pink rod)

on = (the small black rod)

the table = (green big rod)

is = (white rod)

The teacher must show the class one rod at a time, and the class repeats.

The book is on the table

Further sentences made in the same way and the teacher uses many gestures during the lesson. If the learners make an error and say /fʊ d/ instead of /fu:d/, he uses his palm and put them together to indicate that is a loner vowel sound.

The learner usually ordered to write out what they have learnt. In the advanced level, pictures charts for vocabulary, books with an American cultural setting and an introduction to literature used.” (ibid)

2.4.2.5 Criticism of the Silent Way

“Although there are some techniques involving using coloured rods of different shapes and sizes that can be adapted for young learners, this method is not suitable for them as a total package”. This method lacks of a model teacher, e.g. the students need to follow a model teacher to imitate his/her pronunciation style, etc... In order to learn the target language. Furthermore, the students feel insecure that is because they have to speak with having learned to do before, how can they speak without a certain sample to follow? Another shortcoming of this method is the type or group of students, to make a method effectively, is to consider the number of students should not be large than ten, in order deal in an easy way and to motivate them to learn the target language.” **Mendez et al. (2003, p. 51/53)**

2.4.3 Suggestopedia

Suggestopedia is a language teaching method, which is originated by Lozanov in Sofia (Bulgaria); it has been developed in different areas in the world. According to **The International TEFL Academy (2019 p. 68)** “Suggestopedia is a humanistic method which is the most different from the mainstream language teaching. There are many definitions of this method,

among them, which is defined by Nieves in (1995). He states that “Suggestopedia is a humanistic foreign language teaching method. It uses multiple techniques, such as physical relaxation and visualization exercises, affirmation and relaxing music based in suggestive principles that contribute in strengthen self-esteem and expand the learner’s memory capabilities and make the students learn with higher speed, little conscious effort and a more significant amount of pleasure.

2.4.3.1 Principles of Suggestopedia

Schiffler (1992, p. 17) states that “Safaris (1978) and Lerede (1983) pointed out three principles for suggestopedia method that identified by Lozanov; briefly, they are:

- A joy, which happens through psychological comfort and absence of tension such as fear, stress, boredom, or irritation.
- Unity of the conscious and unconscious in the form of verbal and nonverbal communication, of cortical and subcortical processes, of physiological and psychological reactions, and rationality and emotions.
- Suggestive interaction inside the classroom between teacher and students through desuggestion of barriers and suggestion of learning potential.

2.4.3.2 Suggestology and Suggestopedia According to Lozanov

Bancroft (1999, p. 18) says that “Georgi Lozanov is a Bulgarian doctor and psychotherapist, he finds two separate but related disciplines (Suggestology and Suggestopedia) Suggestology which stand from Latin word suggestion and the Greek logia that means the scientific study of

Suggestion, and Suggestopedia which means the application of suggestion to pedagogy, as its suffix indicates’.

“Lozanov has been interested in hypnosis and hypermnnesia, abnormal memory capacity; this was before he began his research on his area of research, i.e. Suggestology. Hypnosis is a state that looks like sleep, but it occurs under the influence of another person; the influenced person remains awake. Lozanov used the two possibilities in the medical field. His conducted researches directed him to the conclusion that suggestion is as effective as hypnosis, but the most crucial fact is suggestion can make easily. He called this research Suggestology, and for the application of Suggestology in the field of education, especially in the transmission of knowledge, he called it suggestopedia. In his book Suggetologia (1971), which translated into English (1978) and French (1984), he explained both of these terms. He describes the characteristics of suggestion as follow:

- Direction, non-circular penetration in mental areas).
- Automation (excessively expanded storage of information).
- Speed (increasing speed).
- Accuracy (increased accuracy in the mental process).
- Economy (more efficient handling in all procedures). (**ibid**)

2.4.3.3 Objectives of Suggestopedia

(**ibid**) states “objectives of this method is to contribute in increasing students' confidence about their success Teachers help to make the process more accelerated by which students learn to use the foreign language in everyday communication easily. In order to achieve this goal, students' mental power should be tapped. Desuggesting psychological barriers

students bring with them to a different language situation can accomplish it.”

2.4.3.4 Teaching Techniques

In the suggestopedic classroom, the students have comfortable seats, decorated chairs and tables with real flowers. Music is played before the beginning and during lessons. Mental and physical relaxation interrupts classroom activities. Teacher and students work enjoying themselves. The content of teaching materials includes long texts accompanied by their translation in the mother tongue. According to **Rhalmi (2009)** “in suggestopedia classroom, the arrangements and the physical atmosphere are essential for the students' comfort and confidence. There is a use of art and a trained teacher plays music. In the beginning, the lesson based on suggestopedia had three phases: deciphering, concert session (memorization session), and elaboration. After that, it has developed and became four phases as follow:

- **Introduction:** the teacher presents the material in "a playful manner" instead of analyzing lexis and grammar of the text in a directive manner.
- **Concert Session (active and passive):** the teacher reads with intonation with music playing. The students read the text together and listen only to the music as the teacher stopped for some moments; this is the active session; the passive session is more calmly.
- **Elaboration:** while he acts more like a consultant, the teacher allows his students to sing classical songs and play games.

- **Production:** without interruption or correction, the students practice speaking and interaction in the target language.

2.4.3.5 Criticism of Suggestopedia

Suggestopedia become a subject of criticism for many reasons, according to **Hall (2011, p. 91)** he argues, “It may not be practical with music playing, besides that comfortable learning environment may not be available to conduct this method. This method also is accused as pseudoscience, although he confesses that it can provide with many useful teaching techniques. That may emphasize the effect that is related to the majority of teachers in their daily teaching. Another point of criticism is that the students only receive input by listening; reading, and emotional backing, at the same time, other important factors for language acquisition are neglected. Moreover, critics questioned some features of suggestopedia - such as the "unconscious" acquisition of language, or bringing the learner to a childish state.”

2.4.4 The Community-Language Learning

Baker & Jones (1998, p. 681) state “Community Language Learning (CLL) is a language teaching method that was devised in the 1970s by Charles Curran who was a specialist in counselling and a professor of psychology at University of Loyola. To apply the Rogerian counselling techniques generally and especially to language learning, Curran depended on his personal experience on them. In the counselling situation, the client is given advice, support and assistance by the counsellor who treats them with a great deal of empathy to face their needs and problems. In the case of language learning, this method applied for the classroom situation.”

2.4.4.1 Principles of the Community Language Learning

1. It is essential to build a relation between and among students, this can happen through greeting and self-introducing inside the classroom.
2. Having a new learning experience is very threatening for the students, so the teacher (should) must give his students a general about the activities that they are going to work on to reduce the anxiety and enable them to feel secure.
3. The superior knowledge and strength of a teacher's personality can threat students if he/she remains in front of the class, so the teacher's movement inside the classroom facilitates learning and fosters interaction among students.
4. Since teacher and students are whole persons, sharing about their learning experience allows learners to make good relation to know each other and to build community.
5. Students can begin to feel the sense of community, and cooperation is the main feature of the group not competition, they can learn from each another easily.
6. Forming a community among the classroom members helps to build trust and reduce the threats of the different learning situation.” **(ibid)**

2.4.4.2 Objectives of the Community Language Learning

“The primary goal of this method is to enable the learners to use the target language in different communicative situations correctly in an environment where they are provided with stress-free, non-dependent and value-respecting teaching circumstances. Also, the teachers encourage peer

learning taking the sense of community to enable them to take their responsibility from their learning.” (ibid)

2.4.4.3 Techniques of Community Language Learning

“In community language learning classroom, there must be a tape recorder which is an essential aid used. Learners sit together forming a circle. The teacher remains outside the circle he works as a counsellor. A tape recorder is in the centre of the circle. When the conversation is started in case of the beginner learners, e.g. introducing oneself for an instant, “*Hello! I am PXY. How do you do?*”. Learners may ask the teachers-counsellor for some help, and the teacher can provide them with a suitable vocabulary they need to use. They operate the tape recorder and speak on it. When the conversation is over, the teacher tapes playback to enable the learners to listen and comment on the conversation. The teacher-counsellor gets out the tape in order to the transcript of it. The teacher marks students’ errors (sometimes by using a set of symbols) and delivers the copies to every learner in the class. Learners correct themselves, and the teacher-counsellor provide them with remedial work or follow-up to clear their doubts and again, a new conversation begins.” (ibid)

2.4.4.4 Criticism of theCommunity Language Learning

“There are some problems connected to this teaching method, since the learner-client needs direction, especially in early-stage, the counsellor-teacher may become too non-directive; therefore, the students will struggle a lot within the FL. Therefore, the teacher must support his students by giving them specific directions in order to strengthen the method. Reliance upon the

inductive strategy of learning, i.e. (only examples, no rules) is also another problem of this method. Deductive learning is an efficient learning strategy, especially for adult learners.” (ibid)

2.4.5 Total Physical Response

“Total physical response (TPR) is a teaching method created by Dr. James J Asher; he borrowed basis of this method on the way that children learn their mother tongue. In everyday life, parents immerse their child in continuous ‘language body conversation’, one of them instructs, and the child responds to this. The parent say, ‘Give me the ball ‘or’ look at mummy’ and the child responds to that. They continue their conversation for many months before the child starts to speak. During this time, the child cannot speak; it is taking all of the language, different patterns and sounds. After taking enough time decoding, it reproduces the language spontaneously. This method appears throughout the second half of the 19760s and 1970s; Candlin & Mercer: 2001, and teachers have applied it for thirty years. It attempts to focus attention and encourage the learner to respond effectively to spoken second commands from the teacher.

2.4.5.1 Principles the Total Physical Response

- Learning a target language should be similar to first language acquisition.
- The teacher should create a comfortable learning atmosphere to lower the affective filter and help his students to learn well.
- Understanding the target language should proceed with the ability to speak.

- Meaning of new vocabulary conveyed through actions.
- The focus is on spoken language rather than written language.
- A student should express understanding through the movement of his body.
- Do not force students to speak. **Dhority(1991, p. 31)**

2.4.5.2 Objectives the Total Physical Response

“The ultimate aim of this method is to enable the learners to achieve necessary speaking and communication skills to be able to communicate in the target language. In order to this, it is by exposing learners to carefully graded vocabulary and grammar structure. This method aims at enabling learners to develop oral fluency. Asher thinks it is crucial to develop listening comprehension skills as the most effective way to develop language skills. Furthermore, this method aims to reduce the stress on the learners and enable the students to be self-confident on this vital period of learning.”(**ibid**).

2.4.5.3 Teaching Techniques

“The principal technique in this method is ‘commands’; the teacher uses the command to direct learners’ behaviour. Initially, the teacher states the commands for some students; together, they work on this command, the teacher performs it with them. Then those students perform the command alone. Students responding to the command reflect their understanding. In the next step, the teacher connects the different elements of the commands to enable students to develop flexibility of understanding unfamiliar utterances. Therefore, when the students understand and become ready to speak, they

contribute and issue the command. Finally, when students learn how to respond to verbal command, the students come to work in other language skills writing and reading. The sequence of the skills in this method begins with listening, which is a vital skill after that comes speaking, reading and eventually writing.” (ibid)

2.4.5.4 Criticism of the Total Physical Response

Duquette (1995, p. 5) states “opponents of PR show some points of weakness and criticized it in the way that is it has rather limited applications, and we can say that it is only useful for a short period, and also for relatively limited structure. Furthermore, he argued that there are some words (a complicated or abstract concept) cannot be learned through reacting of command from the teacher. Although this method has a considerable rate of undeniable usage, in both primary and secondary level language comprehension, it would encounter a considerable resistance by adults, who may find requirements of movement on response to be childish.”

2.6 Concept of the Communicative Competence

After reviewing the most common methods of teaching English as a foreign language, here is a review for the term ‘communicative competence’; the beginning will be with an explanation of the different topics that have a direct relation with the concept.

2.6.1 What is Communication?

Communication is a process of transferring information between one person or one person and a group of people through a language and understanding. It is an essential process in the social interaction between the different groups of people; without communication, there is no interaction.

Broughton et al. (1980, p. 30) claim “In the communication process, the speaker has his adjustment in the way he speaks, according to the situation he is involved in, the purpose that motivates him and the relationship between himself and the person he is addressing. There are certain ways of communicating with others; these of course depend on the person that you are talking to, communicating with intimates differ from the non-intimates, certain ways of putting things will be understood to be suitable to convey politeness and good manner of speaking, while others to convey insolence, impatience or anger. Experts classify all ordering of language use into various categories according to the situation and communication purposes. For foreign learners, it is essential to acquire this kind of communicative competence than to master formal linguistic correctness.”

2.6.2 Communicative Competence

Communicative competence is one of the essential components of language user's ways of using all language skills properly, i.e. someone's ability to use the language in the practical context. Initially let us explain the meaning of the word competence. **Ahmed (2018, p. 302)** claims that “it was Chomsky (1965) the first person who used the word referring to someone's knowledge of the language as different from the performance the actual use of language, he sees”. The distinction between actual knowledge of the language and use of language is not new. “The Swiss linguist Ferdinand de Saussure discussed in his book 'Course in General Linguistic.' He distinguishes between langue which involves whole language system that precedes and makes speech possible, i.e. all elements of language (learning a language means mastering system of grammar, spelling, syntax and punctuation), on the other hand,

parole which means concrete use of language, i.e. the actual utterance.”

Keizer (2015, p. 8)

2.6.3 Definitions of Communicative Competence

According to Oxford Learners' Dictionary, “Communicative Competence is a person's ability to communicate information and ideas in a foreign language.”

According to Wikipedia, the free Encyclopedia, “communicative competence is a linguistic term that indicates user's knowledge of the different language elements such as syntax, morphology, phonology and the like. Besides having the ability of social knowledge about how and when to use utterance appropriately.”

Nordquist (2018) states: communicative competence is a term that refers to both the tacit knowledge of a language and the ability to use it effectively. It is also called communication competence."

Savignon (2002, p. 8) states, “communicative competence is the ability to function in a truly communicative setting.”

Communicative competence is a term, which alludes to tacit knowledge of the language and the ability to understand and use the language effectively for communication purposes. **Mart (2017, p. 163)**

2.6.4 Development of the Concept of Competence

Communicative competence is one of the essential components of language user's ways of using all language skills properly, i.e. someone's ability to use the language in the practical context. Initially let us explain the meaning of the word competence. **Ahmed & Pawar (2018, p. 303)** claims that “it was Chomsky (1965) the first person who used the word referring to someone's

knowledge of the language as different from the performance the actual use of language, he sees".

We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) Chomsky (1965, p. 3).

Firstly, let us have a look at the different parts of the concept of communicative competence, it comprises of two words, which mean 'competence' to communicate or the ability to communicate'. If we took the word competence into account, **Bagarić& Mihaljević (2004, p. 94)** state, "competence is considered as one of the most controversial terms in the field of applied linguistic. It was generally associated with Chomsky in his highly influential book 'Aspects of Theory of Syntax', in which he made a classical distinction between outlined what was seen today as a classic distinction between competence (the monolingual speaker - the listener's knowledge of the language) and performance (the actual use of language in real situations) The distinction between actual knowledge of the language and use of language is not new."The Swiss linguist Ferdinand de Saussure discussed it in his book 'Course in General Linguistic.' He distinguishes between *langue* which involves whole language system that precedes and makes speech possible, i.e. all elements of language (learning a language means mastering system of grammar, spelling, syntax and punctuation), on the other hand, *parole* which means concrete use of language, i.e. the actual utterance."

An individual side and a social side. The individual side of language would be represented by speech. Speech would precede language and allow its establishment. In return, language would be necessary for speech to be

intelligible and to produce all its effects" (Saussure [1916] 1972: 24) cited in **Widdowson (2009, p. 493)**

2.6.5 Competence

In linguistic theory and especially in generative grammar 'competence' is a term used to refer to the speakers' knowledge of their language, the system of rules that they have possessed in order to be able to produce and percept an infinite number of sentences moreover, to recognize mistakes and ambiguities. This term is an idealized conception of language, is the opposite of the word performance, the specific utterance of speech.”

Christian (2007, p. 2) claims, “The concept of “competence” has come outside of linguistics. It plays an essential role in professional life and in interpersonal specialties such as sociology, education, psychology, and personnel management. It is a set of connected, controlled abilities or skills in a particular field. It involves not only the knowledge but also, the ability and disposition to solve problems in that domain. The related domain is often occupational areas; a group of problems in such an area is often called, in short, a job. Problem solving assumes the ability to make informed and responsible choices in advance. Competence is mainly gained through practice and experience. It is evaluated according to some established criteria.”

2.6.6 Linguistic Competence

Carroll (2011, p. 274) cites a definition of linguistic competence as “the knowledge that results from acquiring a language through modular processing. Chomsky is the first one who introduced this notion as a common term to include any knowledge a speaker-hearer needs to understand or produce a sentence of his language. That knowledge involves

semantics, great writing, and I see no reason to abandon that usage". The difference between linguistic competence and linguistic performance is that the first one is the individual's knowledge of the grammar of his language that enables him/her to acquire and use that language. The other one is the use of language in a proper way is devoted to linguistic performance which follows the pragmatic theory of language use (belong naturally in the performance domain). After a decade, the distinction between these two concepts become the distinction between semantics and pragmatics.

2.6.7 Competence vs. Performance

'Competence and performance' are terms used repeatedly in the field of second language teaching and learning. These terms are worthwhile to be discussed in some depth since they are significant and indicate essential distinction for second language teaching and testing.

Brown (2007, p. 35) defines competence as "individual's knowledge of a language system which includes its rules of grammar, vocabulary, and all the elements of a language and how all those pieces are set together." Then he defined performance as 'the real production of a language either it was (spoken or written) or the comprehension of a linguistic item (listened or read). **Chomsky (1965)** has linked competence to an "idealized" speaker-hearer who does not present such performance variables as distractions shifts of attention and interest memory limitations, errors and hesitation phenomena such as repetition, starting falsely, pauses, deletion and addition. Chomsky's point was a theory of language must be a theory competence lest the linguists try in vain to classify an infinite number of performance

variables that are not reflective of the underlying ability of linguistic of the speaker-hearer.” **(ibid)**

“Chomsky pointed out the impossibility of acquiring a language by repetition and reinforcement. He said that children do not any language following the mentioned way because they repeat what adults say; on the contrary, they produce their sentences and create phrases they have never heard before. In addition, they can make systematic errors, correct input or error correction will not be able to them from doing so. As they construct a new, they do not learn so much the grammar of that language. If we supposed that this case for children learning their mother tongue, we could not say, that adult and adolescent learn a foreign language in the same way. The notion of over-learning structures will lead to a foreign language learning is criticized by Chomsky as a part of his critique of behaviourists approaches to language learning.” **(ibid)**

“Chomsky was not convinced that linguistic could provide language teachers with practical help. Because he wrote both linguistics and psychology, could do or say much further in classroom learning. Chomsky's model of language learning faces fierce criticism even from people who were supported his attack against behaviourism because it impersonates the language user image as an ideal person. We can notice that Chomsky extended de Saussure's distinction between 'langue' and 'parole' to make a distinction between 'competence' and 'performance'.

He proposed that the proper object of study for the linguist, is not the performance, i.e. language produced in everyday situations, it is the competence the innate knowledge of grammar that everyone possessed in their minds. In order to study language, learners need to get away from real

use of that language, because the actual implementation of grammar is always partial, interrupted and used by other concerns, and took the previous knowledge of the speakers which has nothing to do the different social situation within which they happen to find themselves.” (**ibid**)

Canale and Swain (1980, p. 3) point out “The terms 'competence,' and 'performance' are introduced by Chomsky (1965) in modern linguistics through methodological importance of the study of language through abstract ideas and ignore what seems to be unrelated details of language behaviour. Chomsky uses the terms 'competence,' and 'performance' in both weak sense and strong sense. The first one appears in the following:

*We thus make a fundamental distinction between competence (the speaker- hearer's knowledge of his language) and performance (the actual use of language in concrete situations) . . . It [performance] obviously could not directly reflect competence. A record of natural speech will show numerous false starts, deviations from rules, changes of plan in mid-course, and so on (**ibid**).*

From Chomsky's view, competence means knowledge of grammar and other different elements of language; on the other hand, performance means the actual use of language. It can be said that competence refers to the linguistic system (or grammar) that a native speaker possesses and can internalize these rules of grammar. Performance refers to the psychological factors they have a vital role in producing the speech in a particular circumstance, e.g., specific strategies that native speakers use, such as perceptual parsing strategies, memory limitation and the like.”

2.6.8 Hymes' Criticism

“Chomsky's view ignored the socio-cultural features of the language; he only concentrates on competence and performance, the point that was criticized by Dell Hymes, who said that Chomsky had missed out essential information the rules of use. A native speaker not only produce grammatically correct speech, but he also knows many rules of use such as where and when to use these sentences and to whom. Hymes thought competence only is not enough to convey this utterance to indicate his knowledge of the language, so he suggests his concept communicative competence.” (ibid)

“In 1966 Hymes contributed in a conference on '*Developing the Language of the Disadvantaged Children*', and he presented a paper entitled '*On Communicative Competence*', it was an attempt to contribute to the study of the "language problems of disadvantaged children". He began the criticism of Chomsky's linguistic theory:

Linguistic theory is concerned primarily with an ideal speaker-hearer, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, errors (random or characteristic) in applying his knowledge of the language in actual performance (ibid).

“He criticized the limitation of the theoretical perspective of the linguistic theory claiming that it appears when the image of unfolding, mastering, fluent child is set beside the real children in our schools.”

“Hymes criticizes such a statement of linguistic theory as being irrelevant regarding the language problems of disadvantaged children:

From the standpoint of the children, we seek to understand and help such a statement may seem almost a declaration of irrelevance. All the difficulties that confront the children and ourselves seem swept from view (Hymes, 1971, p. 270).

He introduced the term ‘communicative competence’ in his lecture, which is, later on, published in 1972, and become one of the essential topics in the field of the foreign or second language. “On that paper which he introduced, he may perhaps indicate the need to consider the problems of those children in order to develop a new linguistic theory. In addition to his claim of irrelevance, Hymes considers this linguistic theory in Chomsky's statement as a limited concept of linguistic theory that presents an image of a child who only has the ability to produce and understand the grammatical sentences of a language only. Hymes claims that he cannot explain communicative differences between children:

The limitations of the perspective appear when the image of the unfolding, mastering, fluent child is set beside the real children in our schools. The theory must seem, if not irrelevant, then at best a doctrine of poignancy: poignant, because of the difference between what one imagines and what one sees; poignant too, because the theory, so influential in its own realm, cannot on its terms cope with the difference. To cope with the realities of children as communicating beings requires a theory within which socio-cultural factors have an explicit and constitutive role, and neither is the case. Hymes (1971, p. 271).”

“In addition, he divided the world of linguistic theory into two parts – for the perspective associated with transformational grammar – the first one is linguistic competence and linguistic performance. Linguistic competence is understood as concerned with the tacit knowledge of language structure, a knowledge that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say, and Linguistic Performance (is most explicitly understood as concerned with the processes often termed encoding and decoding), i.e. the actual use of the language.

“Everyone can notice that such theory of competence sets ideal objects in abstraction from socio-cultural features which experts considered as an essential part of their description. Acquisition of competence also does not depend on socio-cultural features, and it requires only suitable speech environment of the child to develop. On the other hand, performance theory is the only one part that may contain socio-cultural content, but although this language is connected to the theory of language use, it is fundamentally concerned with by-products to analyze grammar, not, with social interaction.” (**ibid**)

Richards (2006, p. 3) claims “Communicative competence comprises the following dimensions of language knowledge:

- Knowing different purposes and functions of using the language.
- Knowing how to diversify our use of language according to the setting and the participants, (for instance, knowing the suitable time of the formal and informal speech, besides, knowing the ways of using appropriately for either written or spoken communication).

- Knowing the different types of texts and how to produce and understand them (e.g., narration, reports, conversations, interviews)
- Knowing the different communication strategies for the sake of keeping communication despite having limitations in one's language knowledge.

2.7 Models of Communicative Competence

Through several years later, the term communicative competence developed to include different competences, researchers such Halliday, Munby, Canale and Swain, Bachman and Palmer and Celce-Murcia et al. contributed in the field and suggested different model, will be reviewed as follow:

2.7.1 Dell Hymes' Model

“From Hymes perspective in language acquisition, he believes that knowledge of language structure and socio-cultural rules are both important. He thinks that a learner can acquire knowledge as both grammatical and appropriate. He acquires competence, i.e. when to speak, when no, and as what to talk about, with whom, when, where, in what manner.”

He continues, “Regarding this discussion, we can remark it is that Hymes criticized Chomsky by showing grammatical and linguistic knowledge in Chomsky's linguistic theory is sufficient to make clear that the child's competence to achieve communicative needs. For the theory of language and language used to be developed, Hymes reaches a point that there are four levels for developing language and language use, the judgments and abilities must be recognized in both grammatically and acceptability as in

Chomskyan model of competence and performance. He suggested a framework for integrating both the linguistic theory with the theory of communication and culture; the following questions show Hymes framework that they are based on.

- Whether (and to what degree) something is formally *possible*;
- Whether (and to what degree) something is *feasible* in virtue of the means of implementation available;
- Whether (and to what degree) something is *appropriate* (adequate, happy, successful) concerning a context in which it is used and evaluated;
- Whether (and to what degree) something is done, actually *performed*, and what it is doing entails.” **(ibid)**

Hymes (1972) suggested four aspects of communicative competence; they are:

a) **Systematic potential.** It means that the native speaker can produce many languages; it is like Chomsky's Competence.

b) **Appropriacy.** It indicates the native speaker's ability to produce the language that appropriates for a particular situation. The utterance that speaker produced has a direct relation to the context.

a) **Occurrence.** It means that the native speaker possesses knowledge of how something is said, i.e. an utterance should both possible from a grammatical point of view and should be performed.

b) **Feasibility.** It indicates that the native speakers know the possibility of something in the language. **(ibid)**

2.7.2 Halliday's Model

Halliday reacted to the concept of Competence, in addition, rejected the distinction between competence and performance because they have little use in the sociological context. Furthermore, he did not specify any distinction between them, but instead, he indicated that this distinction is either unnecessary or misleading. He sees, it is not important to distinguish between an idealized knowledge of the language and its actualized use, between 'the code' and 'the use of the code' or between 'competence' and 'performance'". **Halliday (1970)**. Later in 197, Halliday developed a socio-semantic approach to language and language use. He states that the socio-semantic network represents "a set of options or alternatives" in meaning that are at the disposal of the listener-speaker. Munby comments on this "At the heart of his 'socio-semantic' approach is his language definition of the notion of 'meaning potential' the set of options in meaning that are available to the speaker-hearer. This 'meaning potential' relates behaviour potential to lexicon-grammatical potential what the speaker can do - can mean - can say –**Munby (1978, p. 13)**. If we compare Halliday's meaning potential with Chomsky's notion of competence, we can notice the clear difference between them. According to **Remache(2016, p. 185)**“this meaning potential" is quite different from Chomsky's concept of competence that's simply because knowledge of a language does not only mean knowing the formal characteristics of language as a system (Chomsky's Competence) but includes knowing how to use the system to communicate appropriately in specific social contexts. Thus, the Halliday Model of Communicative Competence is one in which language is "meaning potential" (sets of

options, or alternatives, meaning, available to the speaker-listener); by extension, it is seen as a "knowledge at the head" of the topic.

2.7.3 Munby's Model

“Munby elicited three major elements which belief underlie the foundation for communicative competence. He classified the first one as of a socio-cultural orientation. He believes that knowing the target language is a matter of knowing whether and to what extent elements of that language are systematically possible, may not be enough for communicating effectively in that language. Consequently, mastering the rules of use and patterns of language become appropriate to the 'relevant social context' is of utmost importance to the learner's competence. This related social context could be achieved through a systematic investigation of the learner's requirements according to communicative mode and activity beside the relationship between him and his interlocutors.”(ibid).

In the second classification used by Munby is the socio-semantic basis of linguistic knowledge. This classification mainly focused on the learner's ability in translating options in behaviour into options in linguistic form. The third and the last one is that of discourse-level operation, here, the learner's competence includes whether he/she is capable of using the linguistic form to perform communicative acts beside that, his/her ability to understand communicative functions of sentences and their relations with each other.

2.7.4 Canale's and Swain's Model

Canale and Swain also, proposed a model for communicative competence, as stated by **Wagner (2005, p. 12)** “seeking to develop language tests for

French learners, Canale and Swain interest in communicative competence they involve their students to measure their knowledge and proficiency in the use of language. They depend on Hymes concept of communicative competence. In their theory of the nature of this knowledge, they claimed, "Without rules of grammar, there are no rules of language use that would be useless, they involved linguistic competence in communicative competence. They proposed four competence areas as a concept for communicative competence, and they come as follows:

2.7.4.1 Grammatical Competence

It involves knowledge of phonology, orthography, vocabulary, word formation process and finally, sentence formation.

2.7.4.2 Sociolinguistic Competence

It contains the knowledge of socio-cultural rules of use. It works with the learners' ability to set different topics and communicating with others in different socio-cultural contexts. Furthermore, it contains the use of suitable grammatical forms for different communicative functions in different sociolinguistic contexts.

2.7.4.3 Discourse Competence

It is related to learner's proficiency in understanding and producing texts using the four language skills, producing a coherent text.

2.7.4.4 Strategic Competence

This competence includes strategies that take place in case of difficulties such as grammatical, sociolinguistic or discourse difficulties, for instance, use of reference resources, grammatical and lexical paraphrase, request for repetition, clarification, slower speech, or problems that face someone when

introducing a stranger when he/she is uncertain of their social situation or in finding the correct device for cohesion. Also, it is concerned with performance factors as being able to face by the nuisance of background noise or using gab fillers.”

2.7.5 Bachman’s Model

Baker (2011, p. 14/15) claims, “Bachman proposed a language competence model in 1990 it refined by Bachman and Palmar 1996. It was valuable since it considers not only language competence but also language performance. It involves both grammatical knowledge and knowledge of how to use language in a particular communicative context. This model can be summarized as follow: Language competence contains:

2.7.5 1. Organizational Competence

- a) Grammatical includes (syntax, vocabulary).
- b) Textual (e.g. written and oral cohesion)

2.7.5 2. Pragmatic Competence

- i) Illocutionary competence, (for instance, speech strategies, language functions)
- ii) Sociolinguistic competence (e.g. sensitivity to register, dialect, cultural figures of speech)

For more explanation, the major components of communicative competence are organizational Competence and pragmatic Competence. The first one is divided into two elements: grammatical Competence and textual Competence. The first one involves knowledge of vocabulary, syntax, morphology and phonology/graphology. For example, a speaker may lack to put words of a sentence in a correct order to have a suitable ending, (e.g. high, higher, and highest). Textual competence contains being familiar or

has knowledge of joining utterances together for a for the sake of a text which is basically a unit of language either written or spoken which consists of two or more utterances or sentences.” **Bachman (1990, p. 88).**

Guerra et al. (2003, p. 11) claim that: “Pragmatic Competence involves both the relationship between signs and referent and between language users and the context of communication. With reference to pragmatic competence which is subdivided into illocutionary Competence and sociolinguistic Competence, each of these divisions can be sub classified, for instance, the first one, i.e. illocutionary competence includes being able to recognize and use of different functions of language, e.g. using the language for conveying information, the ability to do things, to widen our knowledge. On the other hand, sociolinguistic competence can be done with sensitivity to variations in dialect, register, naturalness and finally cultural references.”

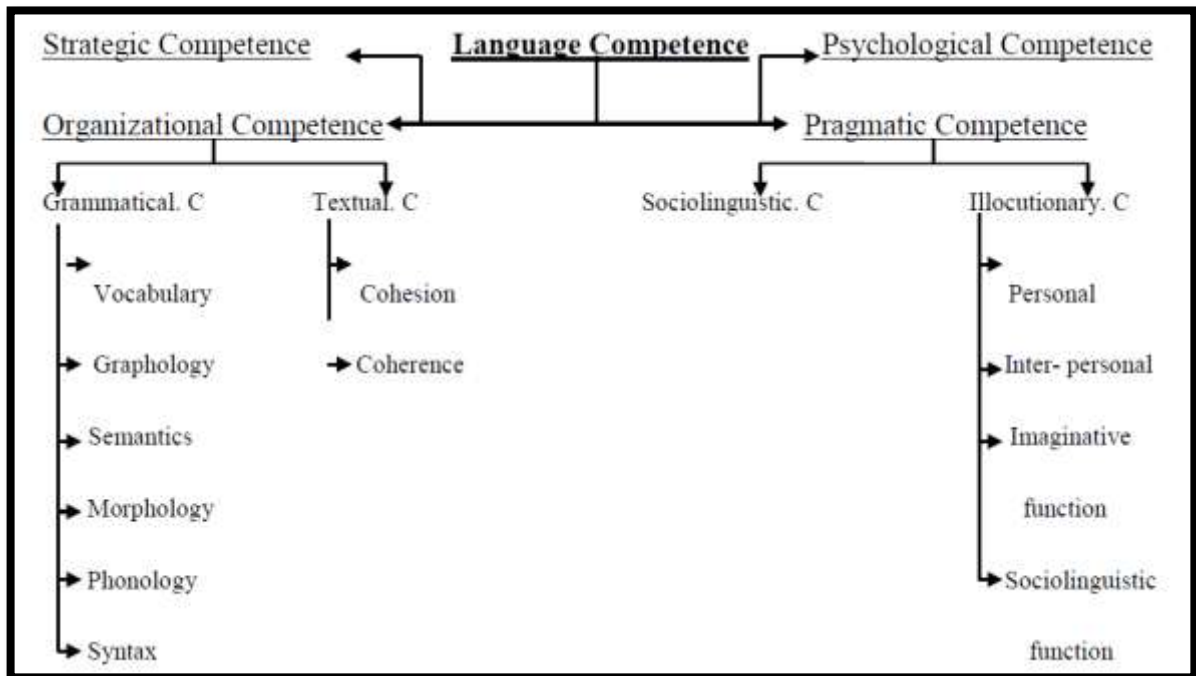


Figure (2.2) Components of Language Competence (Bachman, 1990)

2.7.6 Celce-Murcia's Model

Compernelle (2014, p. 37) argues “Celce-Murcia et al. 's model of communicative competence refines they present the four components in Canale and Swain model (1980) and Canale (1983) as follow: firstly, grammatical competence is called linguistic competence, secondly, discourse competence, thirdly, sociolinguistic competence redubbed socio-cultural competence and finally, strategic competence. Moreover, they add a fifth component actional competence to explain that communicative competence is a theory of language use. They also made a definition for actional competence as a type of competence that helps in conveying and understanding communicative intent, i.e. making actional intent with the linguistic form, which is based on knowledge of an inventory of verbal schemata that carry illocutionary force (speech act and speech act set).

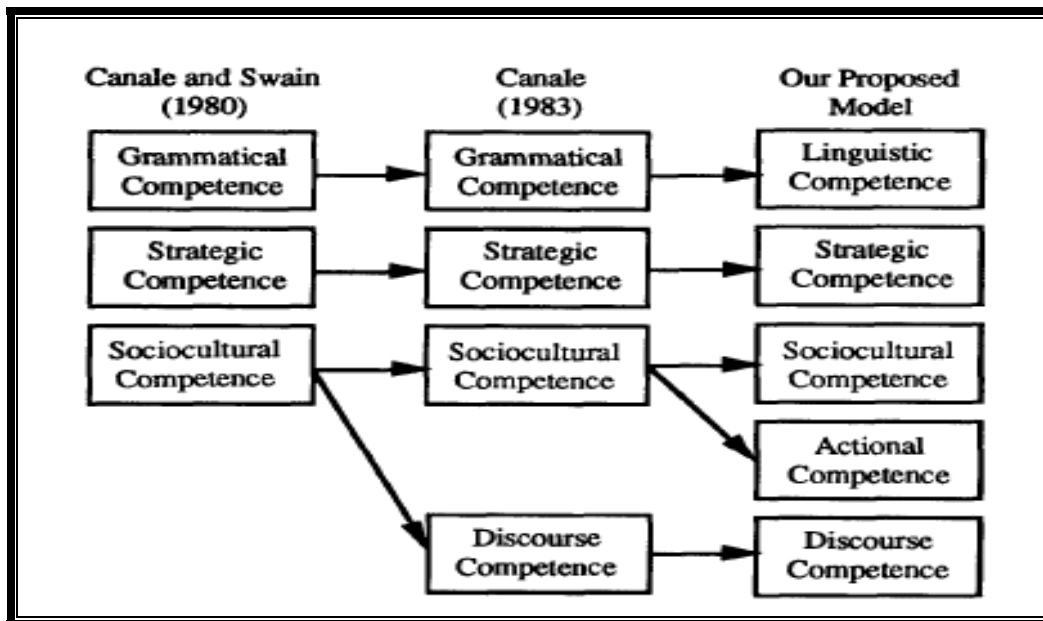


Figure: (2.3) Chronological Evolution of the Proposed Model

Compared to Canale and Swain model, the pragmatic ability that was included under sociolinguistic competence, Celce-Murcia et al.'s model, it is distinguished as actional competence, to separate actional intent from socio-cultural factors.

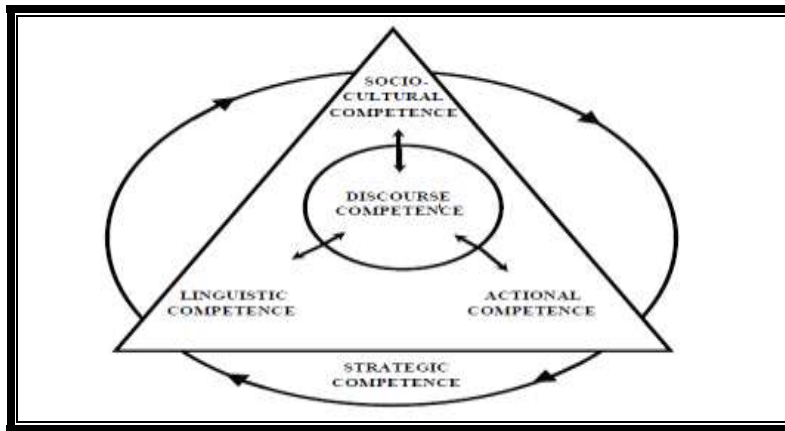


Figure: (2.4) Schematic Presentation of Communicative Competence

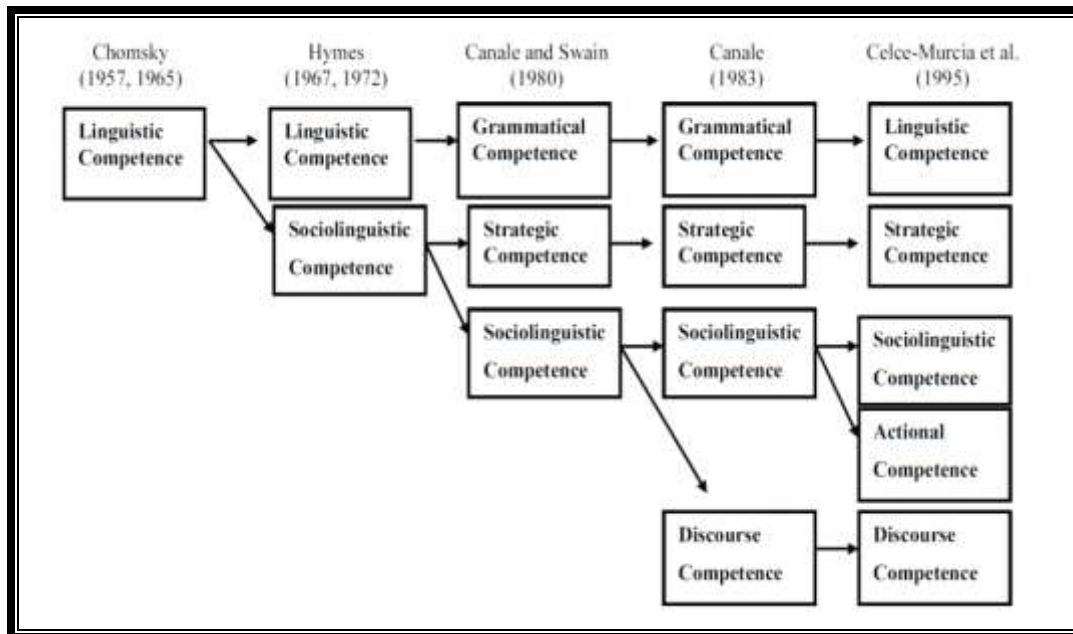


Figure: (2.5) Historical Development of the Components of Communicative Competence.

2.8 Importance of Communicative Competence

“Communicative competence is so important because it enables us to express our feelings and thoughts to deal with the different interactive situations in the daily life. On the other hand, language competence is a linguistic creativity faculty that help someone to build up sentences even if no one in the past has ever built these sentences. The demands we make for our communicative competence may be practically unlimited, but there is no doubt that the number of sentences we can create in English is limitless. Communicative competence is not a feat of memory; we apply our knowledge and language experience unconsciously in different situations to meet the communicative demands of daily life.” (ibid)

2.9 Goals of Teaching Communicative Competence:

Paulston (1992, p. 50) argues, “The goals of teaching communicative competence should be clear, that is because teaching techniques and procedure follow them. Since linguistic competence is a part of communicative competence, so the students need to acquire a basic knowledge of linguistic form. In this stage, the teacher should break down the teaching points to specific sounds and grammar patterns besides vocabulary items in the traditional skills of the language. However, it is not important to use these sounds and patterns the students have learnt. They only need to practice the linguistic forms to use them for the social purpose of language.”

2.10 Developing EFL Students' Communicative Competence

Fang (2010:112) states, “For the sake of developing their students' communicative competence, teachers can use many resources such as using pictures in the group discussion thus helping them to understand the cultural background of the different topics. In addition, games are useful because they help students to acquire vocabulary and practice writing skills. More specifically, teachers can help students create the context of the English language when teaching Western grammar and culture. They can ask students questions like “If you were born in the United States, how will your life be different now?” “What experiences have you had?” “What would not have happened to you already?” During group discussions, students not only practice their spoken English but also learn about different cultures. Teachers can also practice grammar in the same way during this process.”

Duquette (1995:35) claims, “Idioms are useful in developing EFL students' communicative competence. Specialists claimed that communicative competence requires cultural information and context background so the learner must be acquainted with these factors to practice the language properly. So that idiomatic expressions help students in integrating functional speech since they work with that information more than randomly chosen words. The question is: how useful is the acquisition of idioms in helping students developing communicative competence? In the following reported studies is the answer to this critical question:

- There is a positive relation between idioms processed into long-term memory and success on communicative tasks.

- Idioms have regularity, are functional, and they provide a stratificational view of the language.
- (c) It is probable to use idioms with peers.

The acquisition of these idioms and other common expressions provide L2 students with self-confidence by allowing them to use these phrases with the target language group successfully. Because the cultural meaning may differ from one group to another (Hall, 1973) and this meaning is already incorporated into these expressions (**Schuster-Webb, 1980**).

2.11 Communicative Interaction Activities

2.11.1 Part One: Here we will discuss several communicative interaction activities, these activities depend on the teaching point, and there is a place for both of them in the curriculum. In the first kind of exercise, the teaching point is to get meaning in order to enable the learner to communicate in the target language.

“I have called them exercises in communicative performance; they are very suitable and necessary for developing linguistic competence. In the other type of exercises, the teaching point is getting meaning in a somewhat acceptable social manner; these activities include culturally related information, besides rules of social interaction, I called these exercises a contrastive Emily Post approach to language teaching. The latter is only one that I called it activities for developing communicative competence. (**ibid**)

2.11.1.1 Social Formulas and Dialogues

In (1975) Judy Kettering proposed interaction activities, she had a unit on establishing social relations that covers such speech encounters as greetings, partings, introductions, excuses, compliments, complaints, hiding feelings,

etc. All of these activities designed to develop communicative competence. This section is on 'Excuses and apologies' (**Kettering, 1975: 22, cited in Paulston 1992:52**).

I. Excuses and Apologies (Abbreviated)

I.1. Phrases

A. Formal

1. Excuse me, please.

Pardon me.

Of course.

I'm very sorry.

Certainly.

I'm sorry.

I beg your pardon.

2. Excuse me for being late.

(That's quite alright.)

I'm sorry I'm late.

(Think nothing of it.)

Excuse me for a moment please.

call.

(I'm sorry I forgot to come.

come

I'm sorry I didn't

answer your letter.

inform you.

I'm sorry, but I must leave early.

B. Informal

Sorry I'm late.

It's OK

call

Don't worry

Sorry I forgot to

write

Sure

come

tell you

Just a minute. I'll be right back. it's alright

II. Dialogue

- **Formal**

2. A: Miss Larson?

B: yes?

A: Please excuse me for losing my temper in class yesterday.

B: That is quite alright. Was something troubling you?

A: Yes. I had just gotten from a friend of mine and I guess I was more upset than I thought.

B. Informal

1. A: How was your vacation, Maria?

B: I had such a good time. I hated to come back.

A: Did you get my postcard?

B: Yes, thanks. And I meant to write to you too but I was just so busy!
I'm sorry.

A: That's OK. I knew you probably didn't have much time.

3. A: I'm glad you're still here! Sorry I'm so late.

B: Don't worry. The bus hasn't come yet.

A: I was just walking out the door and the phone rang. It was my mother and . . . well, you know how my mother talks!

B: I'm surprised you aren't later!

A. Structured

1. A: How was your vacation?

B: Great. Hey, thanks for the postcards.

A: Sure. But I didn't get any from you!

B. Semi-Structured

1. A: Hey, where were you last night?

B: I was waiting for you to call to tell me what the address was.

C. Unstructured

1. You're in class and suddenly you don't feel well.

4. You are at a friend's house for dinner. You must leave early to study for a test for the next day.

6. You told Fred you would come over to study with him last night, but you forgot. He sees you and asks you why you didn't come.

III. Community-Oriented Tasks

Community Oriented Tasks are sets of exercises that compel the student to interact with native speakers outside the classroom. The teaching point here is two folds: (1) communicative participation in the community, and (2) (and this is what assures their success) the collection of highly relevant and needed information. Here are two examples:

A. The bank

1. What is a checking account? A savings account?

2. Can you take money out of a savings account at any time?

3. What is interest? What bank gives the highest interest rate in Oakland?

What is 'compounding' of interest? What is the difference between interests compounded daily, monthly, quarterly, bi-annually, annually?

Which gives you the most money?

4. What does 'withdrawal' mean? 'Deposit'?

5. What is 24-hour banking? Does the Oakland Pittsburgh National Bank (next to the Book Center) have 24-hour banking?
6. How do you open an account?
7. If you take out a loan, do you want a high interest rate or a low interest rate? Why?
8. There are three types of checking accounts:
 - a. minimum balance
 - b. 10c a check
 - c. free checkingWhat are the differences between these three kinds? Advantages and disadvantages?
9. What happens if you 'overdraw'?
10. What other services do banks provide besides the above?

B. Role-playing: The bank

Situation:

The situation begins with Alfred Newman who has just moved to Pittsburgh; there he went to National Bank in order to open both a checking account and a savings account. A bank employee will ask him some questions, and he must answer those questions. He wants to put a check for \$5,000 in the savings account, besides that his first payback for \$289.35 and he wants to open checking account.

A. Roles:

Alfred Newman -- young man who has just moved to Pittsburgh.

Tilda Thompson - bank employee.

B. Useful expressions:

Alfred: 'I just moved to Pittsburgh.

'I would like to open a bank account. '

'I have two checks to deposit.

Tilda: 'Good morning. May I help you?'

'I need your name, address, etc.

'Let me have your checks and I'll deposit them for you and bring your receipts.

'What type of checking account do you want?'

Information necessary to open bank accounts:

C. Checking account

1. Name, address, phone number.
2. Occupation and employer.
3. Individual or joint (with wife, parent, etc.) account.
4. Type.
 - a. Regular -- no minimum balance, free checks.
 - b. Deluxe -- personalized checks, service charge for each check deducted from balance each month (10c/check). \$300 minimum balance.

D. Savings account

- 1-3. same as for a checking account.
4. Social Security Number.
5. Pays 5% a year interest.

These exercises may be suitable for developing communicative competence, although most of them are communicative performance exercises intend to develop linguistic competence besides having no socio-cultural information. (**ibid**)

2.11.2 Part Two

Moss (2005) opines that “there are numbers of activities suitable for pairs and small groups that enhance interaction and focus on meaningful communication (Ellis, 1999). Some activities have particular standard and guidelines; others are loose in its construction. Teachers used many activities in teaching interactive classroom, depending on the objectives of the lesson. These activities include the information gap, arrangement and sorting, cut pictures, conversation network, problem solving, and discussions. They are not limited to this group of activities. They are as follow:

2.11.2.1 Information Gap Activities are used in the classroom to contribute to developing learners’ communicative competence. At the primary level, two students share information to complete a task. In one-way information gap activities, a learner has owns all the information (for example, one of the learners give directions to a location and the other tick the path on the map). In the other activity, (two-way gap activities) both learners share information to complete the task. This type of information gap activities is shown to illustrate more interaction than one-way information gap tasks.

2.11.2.2 The jigsaw

Elliot Aronson and his students at the Universities of Texas and California invented and developed the jigsaw activity in the early 1970s. It is a research-based collaborative learning technology. It is an interactive activity requires learners to collect their information to complete the task. For example, in a jigsaw reading activity, the students work together in small groups to decode text. They clip text to logical parts, in order to return the

text to the correct sequence. They use their background knowledge of the language to bring the text back. The interaction among the students involves questions, explanations, and requests for clarification. One of the most distinguished jigsaw techniques is a 'story strip'; and it is useful for large groups. “The teacher takes a reasonably short novel or written conversation and cuts each sentence into little strips; he shuffles these strips and gives students some time to arrange the jumped sentences. The goal is to locate each sentence in the full context of the story and to read a reconstructed sentence. Students enjoy this technique and usually find it challenging.”(ibid)

2.11.2.3 Problem-solving activities are suitable for all levels. The teacher divides the students into small groups, and they discuss topics that are related to their life; for instance, how to use English outside class fluently, planning a budget for one – five families. These groups can work well if each member has a specific role and task to work on. Learners communicate using the language for explaining their ideas, making suggestions and finally reaching a consensus.

For beginners, the teacher can use picture prompts or picture stories that are connected to the everyday life problem. The learners tell the teacher what is happening in the pictures, using the language experience approach, and the teacher writes what they are said (Singleton, 2002). In the end, learners can suggest some solution for the character to solve their problems.

2.12 Purposes of Communicative Activities

Littlewood (1981:17) summarizes four purposes for communicative activities; they are:

- **They provide ‘whole-task practice’:** it is essential when we consider how people learn to distinguish between (a) the partial skills training that makes up performance (b) total skill practice, which is sometimes called 'whole-task practice' for example; learning to swim, it includes both separate practices of individual movements (part-skills) and actual attempts to swim short distances' whole-task practice'. In foreign language learning, we use various kinds of communicative activities as a mean of providing our learners with 'whole-task practice' in the classroom in order to combine learners' level of ability.
- **They improve motivation:** the ultimate objective of the learners is to communicate with others. Their motivation to learn is more likely to continue if they can see how their classroom learning relates to this goal and helps them achieve it with increased success. Besides, the learners preconceive that language is a mean of communication rather than as a structural system. If they build their learning on this conception, instead of contradiction, their learning would likely make sense to them.
- **They allow natural learning:** Language learning takes place inside the learner and, as teachers know, that learners may become frustrated, some aspect of this frequent may become out of their pedagogical control. In fact, likely, several phases of language

learning can only take place through natural processes which happens if the learner is involved in using the language for communication purposes. In this case, communicative activity (inside or outside the classroom) is an important part of the overall learning process.

- **They can create a context, which supports learning:** Communicative activity provides the learners with different opportunities for positive personal relationships among learners and between learners and teacher. These positive relationships contributes in humanizing the classroom and help in creating an environment that assists the learner in his exertion to learn.

The Previous Studies

In this part, the researcher is going to review, some related studies that have a relationship with the topic of the research. It includes local, regional and international studies as follow:

1. Local Studies

Al-niama, A. A. (2017) investigated the “Effectiveness of Communicative Techniques in Improving EFL Learners’ Communicative Competence” at University of Gezira, in secondary schools, Al-kamleen Locality, Gezira State. The study aims at encouraging EFL teachers in schools to use variety of CLT techniques, which are effective in improving students’ communicative competence. These techniques contribute in creating real atmosphere for learning English as foreign language, besides; they enable students to use the target language in real situation outside the classes. The researcher reached the following findings: first, communicative techniques

such as pair work and group work are more used by teachers in the class for practicing. Second; the students find many difficulties to understand what they hear on T.V or radio programmes in English, third, reading comprehension contributes in improving learners' ability to communicate orally so teachers let students read and discuss certain topics and then making oral questions and allow them to discuss these questions in pairs work.

Omer, A. A. M. (2014) investigated “Development of English Language Learners Communicative Competence through Communicative Activities”. The study aimed at developing learners' communicative competence through communicative activities inside the classroom. The researcher applied experiments by choosing two groups of students randomly, experimental group (21 students) and control group (20) students from Khartoum Secondary School.

After statistical analysis of the pre-post tests for both groups, the researcher reaches the following results: there is a weakness in the students' level in speaking and listening. Besides, communicative activities affected positively in the students' levels in listening and speaking.

2. Regional Studies

Farooq, M. U. (2015) this is also another study conducted in ‘Taif University’ (The Kingdom of Saudi Arabia) under the title “Creating a Communicative Language Teaching Environment for Improving Students' Communicative Competence at EFL/EAP University Level.” It concentrates on teachers' perception and practice considering CLT and its effectiveness on students' communicative competence. The researcher concludes that: “In

Saudi universities, despite some restrictions, there are a large number of English language teachers who are familiar with CLT and apply it in their classrooms and most of the teachers are more interested in CLT to improve the communicative competence of their students. Recently, most universities in Saudi Arabia have adopted communicative curriculum that focus on using language as a means of communication rather than a grammar. So, CLT cannot be implemented effectively, because there are some constraints such as large classes, lack of audio-visual aids problems in conducting group work and low levels of students' proficiency.

AL-Garni, A. S.& Almuhammadi, H. A. investigated “The Effect of Using Communicative Language Teaching Activities on EFL Students’ Speaking Skills at the University of Jeddah” they conducted their study in two EFL female classes consists of (21) students at the English Language Institute (ELI). One class was the experimental group while the other was the control group. The researchers used three communicative activities—interviewing, problem solving, and role-playing to teach the experimental group, while traditional methods are used to teach the control group. The main finding of the study is that: the experimental group had higher scores than the control group.

Owen, E. et al. Investigated “Enhancing Libyan Students’ English Speaking Performance through Language Game and Information Gap Activities” the study aimed at evaluating the effects of selected communicative language teaching activities (such as the information gap and language games) on the performance of Libyan high school students in speaking English. After analyzing the collected data of the all groups, which

are divided by the researcher for the pretest and posttest, the study reached to the conclusion that implementing CLT communicative activities in the Libyan English language classroom helps to enhance students' performance in English language speaking.

3. International Studies

Ampatuan A. Ramlah & Jose A. S. (2016) conducted this study in Southern Philippines Agribusiness, Marine, and Aquatic School of Technology, under the title "Role Play as an Approach in Developing Students' Communicative Competence". The study examined the effectiveness of using the role-play as a teaching technique of the Communicative Language Teaching, the researcher concluded: firstly, role-play is a beneficial approach in developing students' communicative competence. Secondly, it encourages students to express their selves and provide them with self-confidence beside; it gives them enough chances to practice social behaviour rules. Finally, it allows learners to express who they are and improve their communication skills.

Bruner et al. (2015) investigated how CLT contributed to foster communicative competence in two universities in Thailand. The title is "EFL Oral Communication Teaching Practices: A Close Look at University Teachers and A2 Students' Perspectives in Thailand and a Critical Eye from Serbia." The study aims at discovering suitable solutions to the classroom practice to improve oral proficiency in English for the majority of low-proficiency university learners in Thailand. The researchers depend on observations, teachers' experience and the questionnaire findings to find out students' English proficiency level who are taking English communication

level at two universities in Thailand during an academic year for each university.

Toro, V. et al. (2019), investigated “The Use of the Communicative Language Teaching Approach to Improve Students’ Oral Skills”, the purpose is to highlight using the Communicative Language Teaching approach classroom determine strategies used by teachers to improve oral communication and hence students’ communicative competence. The study sample consists of (6) English teachers and (105) students who were registered in different grades (2nd, 3rd, and 4th) at an elementary school in Loja, the southern part of Ecuador. The results showed that this study discovered that modelling, repetition, pair work, and teamwork are the essential strategies that teachers use to help students develop communicative competence. These strategies have been used repeatedly but are still insufficient to promote active participation during classes.

Ahyuningsi, S. (2019) investigated “Using Communicative Language Teaching Approach to improve Students’ Speaking Ability” The purpose of study is to investigate whether or not the implementation Communicative Language Teaching Approach improve the students’ ability in speaking terms of pronunciation and fluency at the Seventh Grade Students. The researcher used speaking ability test as instrument for gathering data. After analyzing the collected data, there is an obvious improvement of the students’ speaking skills, after being taught through Communicative Language Teaching Approach and their speaking skills has become better than before.

2.14 Summary of the Chapter

In this chapter, the researcher reviews related literature to the topic of the study. In this study, the researcher touched some areas of methods and approaches to teaching English as a foreign language. The study also presents the term communicative competence and its definitions, origin, and development during the previous decades. The focal point of this study is the implementation the Communicative Language Teaching (CLT) method and its contribution in developing EFL Learners' Communicative Competence by applying the different techniques and activities inside the classroom to enable the learners to achieve the desired progress in the learning process. Finally, the researcher reviews some previous studies the shed light on the significance of the importance of this area.

Chapter Three

Methodology of the Study

Chapter Three

Methodology of the Study

3.0 Introduction

In this chapter, the researcher presents the research methodology that he followed to collect data to be analyzed, such as the population, the sample, and criteria of selections such as age, gender, level of education and years of experience. Besides, the researcher explains the instruments used for collecting data, validity and reliability and the chapter's summary.

3.1 Research Method

Research methodology are very important steps in the research process, through them the researcher can reach his conclusions. To conduct this study, the researcher used a mixture of methods, the analytical descriptive and experimental methods.

3.2 Population and Sampling

3.2.1 Population

The population is defined as a complete set of elements (persons or objects) that have some common characteristic defined by the sampling criteria established by the researcher. Generally, it is divided into target population and accessible population. The target population is the entire group of people or things that the researcher wishes to circulate the study results. The accessible population is the part of the population to which the researcher has reasonable access. It may be a subset of the target population. The population of this study is divided into two parts.

The first part is the students – majoring in English – at the Faculty of Education, University of Sinnar. They enrolled in a regular study as the students of the English Language and Literature Department.

The second part is the Sudanese university teachers who teach English as a foreign language in the different universities. They have different scientific degrees such as professors, associated professors, assistant professors and lecturers.

3.2.2 Sample of the Study

The sample is the selected items (persons or objects) to participate in a study; People are referred to as subjects or participants. At the same time, sampling is the process of choosing a group of people, events, behaviours or other items that perform a study. The concept of sample arises from the inability of researchers to test all individuals in a particular population. The sample must represent the population, and it must be in a workable or reasonable size to ease the statistical analysis. The primary function of the sample is to allow researchers to conduct the study for the population so that their study results can be used to draw conclusions that will apply to all populations.

The first part is the students in the second grade – majoring in English – at the Faculty of Education, University of Sinnar. They enrolled in a regular study in the fourth semester. The second part of the sample is Sudanese university teachers had chosen randomly to respond to the questionnaire. Some of them are PhD holders, while others are M.A holders.

3.2.3 Characteristics of the Study Sample

3.2.3.1 Gender:

Gender	Frequency	Ratio
Male	18	60%
Female	12	40%
Total	30	100%

Table: (3 – 1)

Participants' Gender

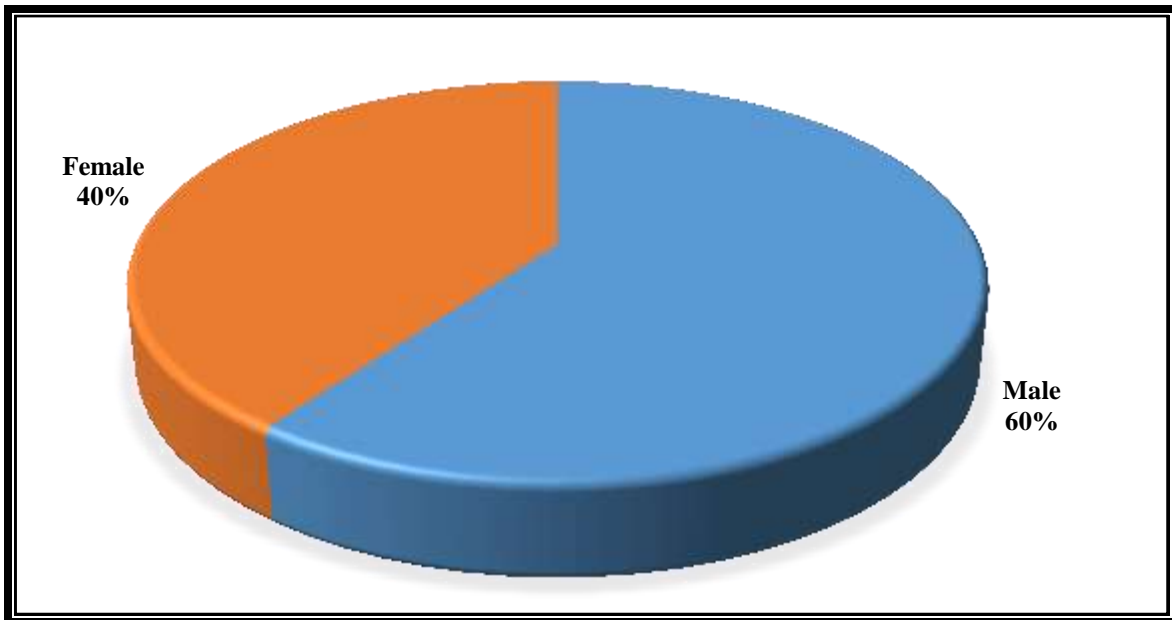


Chart (3 – 1)

Participants' Gender

3.2.3.2 Years of Experience

Years of Experience	Frequency	Ratio
1 – 5	5	16.7%
6 – 10	6	20%
11 – 15	9	30%
16 – 20	5	16.7%
More than 20	5	16.7%
Total	30	100%

Table (3 – 2)

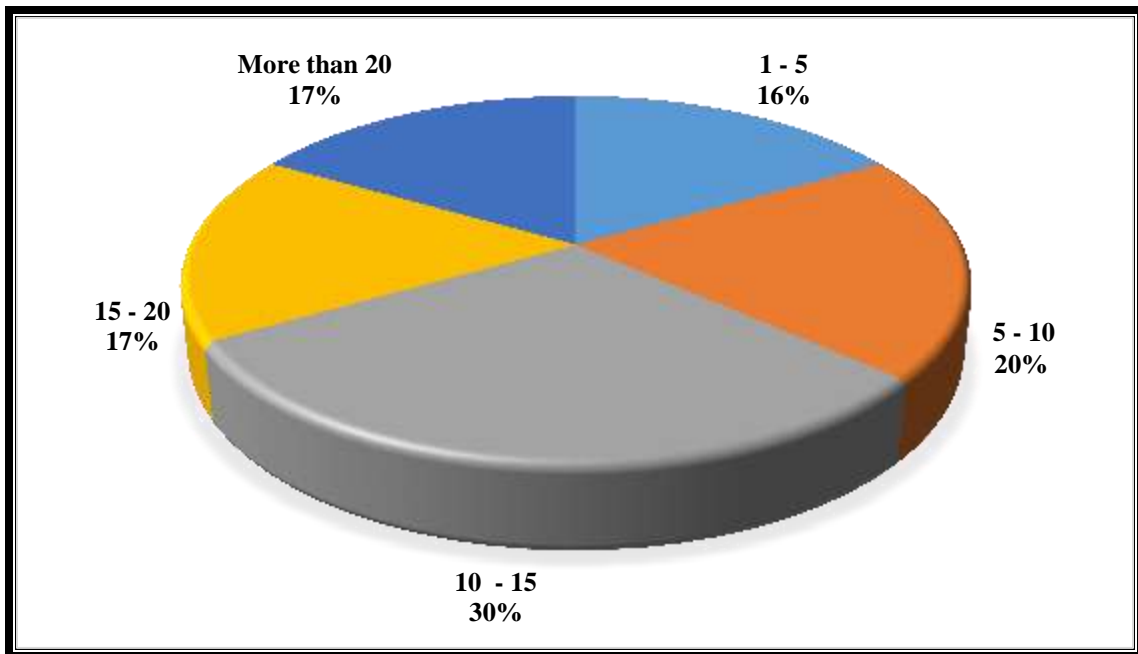


Chart (3 – 2)

Years of Experience

3.2.3.3. Participants' Qualifications

Qualification	Frequency	Ratio
Ph.D.	20	66.7%
M.A	7	23.3%
B.A	3	10%
Total	30	100%

Table (3 – 3)

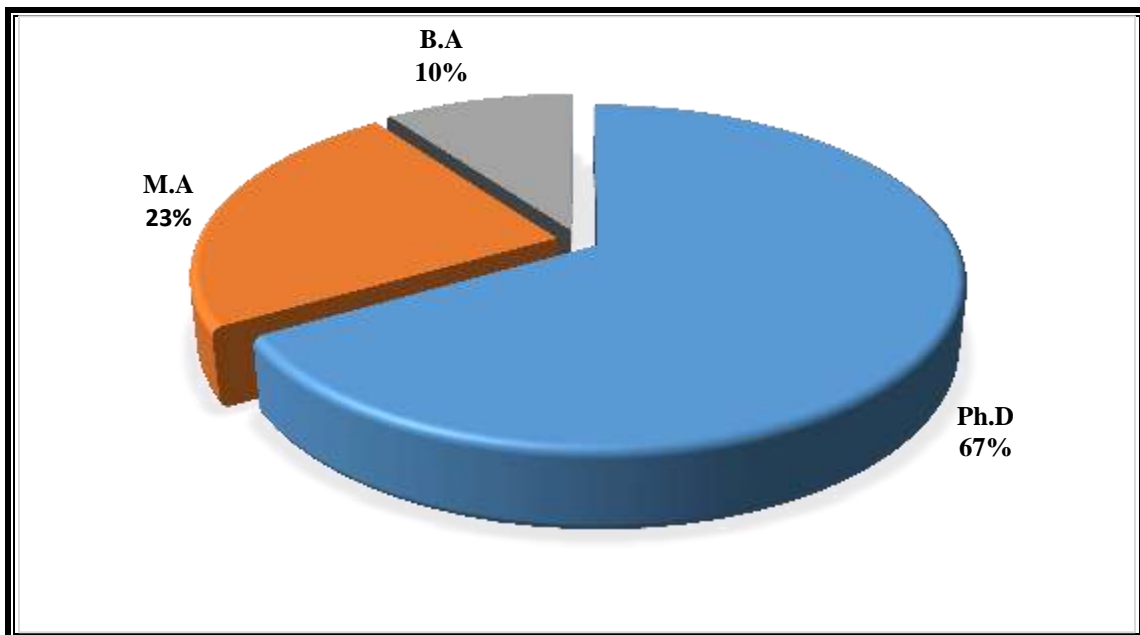


Chart (3 – 3)

Participants' Qualifications

3.3 Instrument of Data Collection

3.3.1 Communicative Ability Test

For the sake of gathering data, the researcher conducted a communicative ability test (pre-test and post-test) for the second form students of faculty of education, University of Sinnar, to explore the implementation of the CLT in developing their communicative competence. The test includes three models of communicative competence (grammatical competence, sociolinguistic competence and discourse competence). The following table explains the test's construct.

The Construct of the Test

The Construct	Definition	Sub-Constructs	Number of Questions
Grammatical Competence	The learners' ability of using grammatical rules correctly and accurately concerning their needs.	Past tense-	5
		Using wh-questions	10
Sociolinguistic Competence	The learner's ability to express correct meaning using certain functions.	Introducing themselves	1
		Asking for the Direction	1
		Apologizing	1
Discourse Competence	The ability to produce coherent text.	Using pronouns	5
		Using conjunctions	5

Table (3 - 4)

3.3.2 The Construct of the Test

3.3.3 The Teachers' Questionnaire

The questionnaire is designed to investigate Sudanese university teachers' views towards using the CLT teaching method to develop their students' communicative competence consists of (20) items and a 5-points frequency scale (strongly agree, agree, not sure, disagree, and strongly disagree).

3.4 Validity of Study Instruments

After constructing the test and the questionnaire, they had presented to the supervisor to be revised. They were judged by (3) PhD holders referees specialized in the field of the study. They suggested some adjustments adding and removing some points; they had their final shape and they attached to the appendix at the end of the research.

For content validity, the researcher has divided the questionnaire into some sections; each section discusses certain topic.

3.4.1 Validators of the Test

N	Name	Academic Position	Academic Institution	Specialization
1	Salih Musa Suleiman	Assistant Professor	Faculty of Education, University of Sinnar	Applied Linguistics
2	Ammar Abdallah Ahmed	Assistant Professor	Faculty of Arts, University of Sinnar	Translation
3	Husham Othman Mohammed	Assistant Professor	Faculty of Education, University of Sinnar	Literature

Table No (3 - 5)

Table (3 – 6) Shows Validators of the Test

3.5 Reliability of Study Instruments

Reliability of the measurement means that it should give the same result if it reapplied in the same conditions.

For test reliability, the researcher conducted a pre-test to evaluate his students' communicative competence, and then he taught the sample using techniques and activities of the Communicative Language Teaching method. After teaching for a month, the same test is conducted as the posttest to evaluate their progress.

To test reliability of the test and the questionnaire, the researcher used Cronbach's Alpha method to calculate the reliability of the test.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

3.5.1 Reliability of the Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.989	7

Table (3 – 6)

Table (3 – 6) shows Reliability of the Test

3.5.2 Reliability of the Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.987	.989	20

Table (3 – 7)

Table (3 – 7) shows Reliability of the Questionnaire

Tables (3 – 5) and (3 – 6) which show validity and reliability coefficients for the test and the questionnaire are greater than (0.50) and closed to one. This indicates that both tool are valid reliable.

3.6 Summary of the Chapter

In this chapter, the researcher discussed the methodology of the study and the research instruments used for data collection. Furthermore, the researcher provided a detailed description of all the procedures that he followed, such as population, sample, validity and reliability of each instrument.

Chapter Four

Data Analysis, Results and

Discussion

Chapter Four

Data Analysis, Results and Discussions

4.0 Introduction

This chapter is devoted to analysis, interpretation and evaluation of the collected data through the questionnaire, which reflects the respondents' opinions about the using CLT teaching Method, besides the communicative ability test. It represents the results of the pretest and posttest. Finally, it discusses these results and compares them on the light of the questions and hypotheses of the study.

4.1 Analysis of the Pretest

After conducting the pretest, the students' scores are explained in the following table:

Component	Description	Excellent	Very Good	Good	Medium	Weak	Very Weak
Past Tenses	Frequency	0	1	10	11	12	47
	Percentage	0%	1.23%	12.34%	13.58%	14.81%	58.02%
WH. Questions	Frequency	0	0	12	9	13	47
	Percentage	0%	0%	14.81%	11.11%	16.04%	58.02%
Introducing One's Self	Frequency	1	3	10	7	9	51
	Percentage	1.23%	3.70%	12.34%	8.64%	11.11%	62.96%
Asking for the Direction	Frequency	0	6	11	4	6	54
	Percentage	0%	7.40%	13.58%	4.93%	7.40%	66.66%
Apologizing	Frequency	1	5	4	9	7	55
	Percentage	1.23%	6.17%	4.93%	11.11%	8.64%	67.90%

Using Pronouns	Frequency	1	9	6	16	27	22
	Percentage	1.23%	11.11%	7.40%	19.75%	33.33%	27.16%
Using Conjunctions	Frequency	6	9	3	12	21	30
	Percentage	7.40%	11.11%	3.70%	14.81%	25.92%	37.03%

Table (4 – 1)

Table (4 – 1) shows students’ scores of the pretest

4.2 Interpretation of the Results

4.2.1 Using the Past Tense

There was no student found excellent, but only 1 student 1.23% was found very good, 10 students 12.34% were good, 11 students 13.58 % were medium, 12 students 14.81% were weak while 47 students 58.02% were very weak.

4.2.2 Using WH Question:

There was no students found excellent or very good, but found 12 students 14.81%, 9 students 11.11% were medium, 13 students 16.04% were weak while 47 students 58.02% were very weak.

4.2.3 Introducing one’s Self:

In this item, there was only 1 student 1.23% excellent, 3 students 3.70% were very good, 10 students 12.34% were good, 7 students 8.64% were good, 9 students 11.11% were medium, and 51 students 62.96% were very weak.

4.2.4 Asking for A direction:

In the fourth question, there was no student found excellent, but found 6 students 7.40% were very good, 11 students 13.58% were good, 4 students 4.93% were weak, while 54 students 66.66% were very weak.

4.2.5 Apologizing:

In this area, only 1 student 1.23% was excellent, 5 students 6.17% were very good, 4.93% students were good, 9 students 11.11% were medium, and 7 students 8.64% were weak and 55 students 67.90% were very weak.

4.2.6. Using Pronouns:

In this question, there was only 1 student 1.23% was found excellent, 9 students 11.11% were good, 6 students 7.40% were good, 16 students 19.75% were medium, 27 students 33.33% were weak, and 22 students 27.16% very weak.

4.2.7 Using Conjunctions

In the last point, there were 6 students 7.40% were, 9 students 11.11% were very good, 3 students 3.70% were good, 12 students 14.81% were medium, 21 students 25.92% were weak, and 30 students 37.03% were very weak.

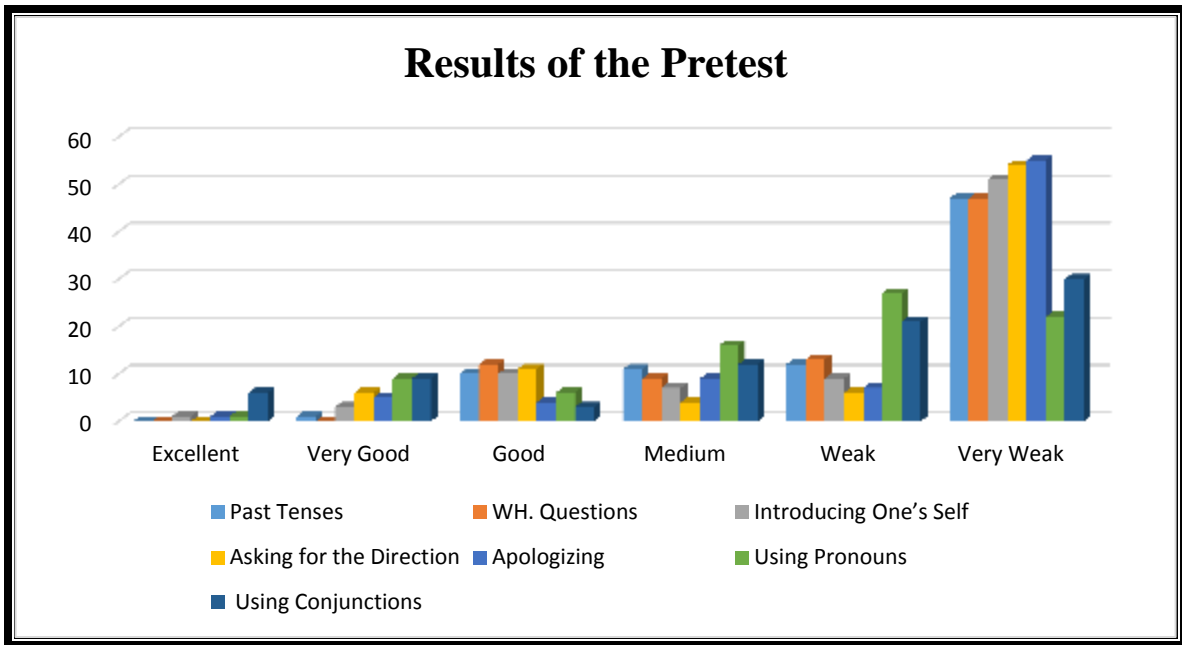


Chart (4 – 1)

Chart (4 – 1) shows results of the pretest

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Past Tenses	81	5.1605	1.14517	.12724
WH. Questions	81	5.1728	1.12683	.12520
Introducing Self	81	5.1358	1.32054	.14673
Asking for the Direction	81	5.1235	1.39089	.15454

Apologizing	81	5.2346	1.30644	.14516
Using Pronouns	81	4.5432	1.33275	.14808
Using Conjunctions	81	4.5185	1.62874	.18097

Table (4 – 2)

Table (4 – 2) shows one sample statistics of the results of the pretest.

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Past Tenses	40.557	80	.000	5.16049	4.9073	5.4137
WH. Questions	41.315	80	.000	5.17284	4.9237	5.4220
Introducing One's Self	35.003	80	.000	5.13580	4.8438	5.4278
Asking for the Direction	33.152	80	.000	5.12346	4.8159	5.4310
Apologizing	36.061	80	.000	5.23457	4.9457	5.5234
Using Pronouns	30.680	80	.000	4.54321	4.2485	4.8379
Using Conjunctions	24.968	80	.000	4.51852	4.1584	4.8787

Table (4 – 3)

Table (4 – 3) shows one sample t test of the results of the pretest

4.3 Analysis of the Posttest:

Table (4 – 2) shows students’ scores of the posttest. They come as follow:

Component	Description	Excellent	Very Good	Good	Medium	Weak	Very Weak
Past Tenses	Frequency	6	3	31	20	11	10
	Percentage	7.40%	3.70%	38.27%	24.69%	13.58%	12.34%
WH. Questions	Frequency	5	17	12	14	19	14
	Percentage	6.17%	20.98%	14.81%	17.28%	23.45%	17.28%
Introducing Self	Frequency	15	18	15	11	9	13
	Percentage	18.51%	22.22%	18.51%	13.58%	11.11%	16.04%
Asking for the Direction	Frequency	11	13	26	12	8	11
	Percentage	13.58%	16.04%	32.09%	14.81%	9.87%	13.58%
Apologizing	Frequency	14	18	12	11	7	19
	Percentage	17.28%	22.22%	14.81%	13.58%	8.64%	23.45%
Using Pronouns	Frequency	25	16	5	12	14	9
	Percentage	30.86%	19.75%	6.17%	14.81%	17.28%	11.11%
Using Conjunctions	Frequency	22	25	5	15	7	7
	Percentage	27.16%	30.86%	6.17%	18.51%	8.64%	8.64%

Table (4 – 4)

Table (4 – 2) shows students’ scores of the posttest

4.3.1 Using the Past Tense:

In the first item, there were 6 students 7.40% were excellent, 3 students 3.70%, were very good, 31 students 38.27% were good, 20 students 24.69% were medium, 11 students 13.58% were weak and 10 students 12.34% were very weak.

4.3.2 Using WH Question Words:

In this question, there were 5 students 6.17% were excellent, 17 students 20.98% were very good, 12 students 14.81% were good, 14 students 17.28% were medium, 19 students 23.45% were weak, while 14 students 17.28% were very weak.

4.3.3 Introducing Self:

In this item, there were 15 students 18.51% were excellent, 18 students 22.22% were very good, 15 students 18.51% were good, 11 students 13.58% were medium, 9 students 11.11% were weak and 13 students 16.04% were very weak.

4.3.4 Asking for the Direction:

In this question, 11 students 13.58% were excellent, 13 students 16.04% were very good, 26 students 32.09% were good, 12 students 14.81% were medium, 8 students 9.87% were weak, and 11 students 13.58% were very weak.

4.3.5 Apologizing:

In this item, 14 students 17.28% were excellent, 18 students 22.22% were very good, 12 students 14.81% were good, 11 students 13.58% were medium, 7 students 8.64% were weak, and 19 students 23.45% were very weak.

4.3.6 Using Pronouns:

In this question, 25 students 30.86% were excellent, 16 students 19.75% were very good, 5 students 6.17% were good, 12 students 14.81% were medium, 14 students 17.28% were weak, and 9 students 11.11% were very weak.

4.3.7 Using Conjunctions:

In the last item, 22 students 27.16% were excellent, 25 students 30.86% were very good, 5 students 6.17% were good, 15 students 18.51% were medium, 7 students 8.64% were weak, and 7 students 8.64% were very weak.

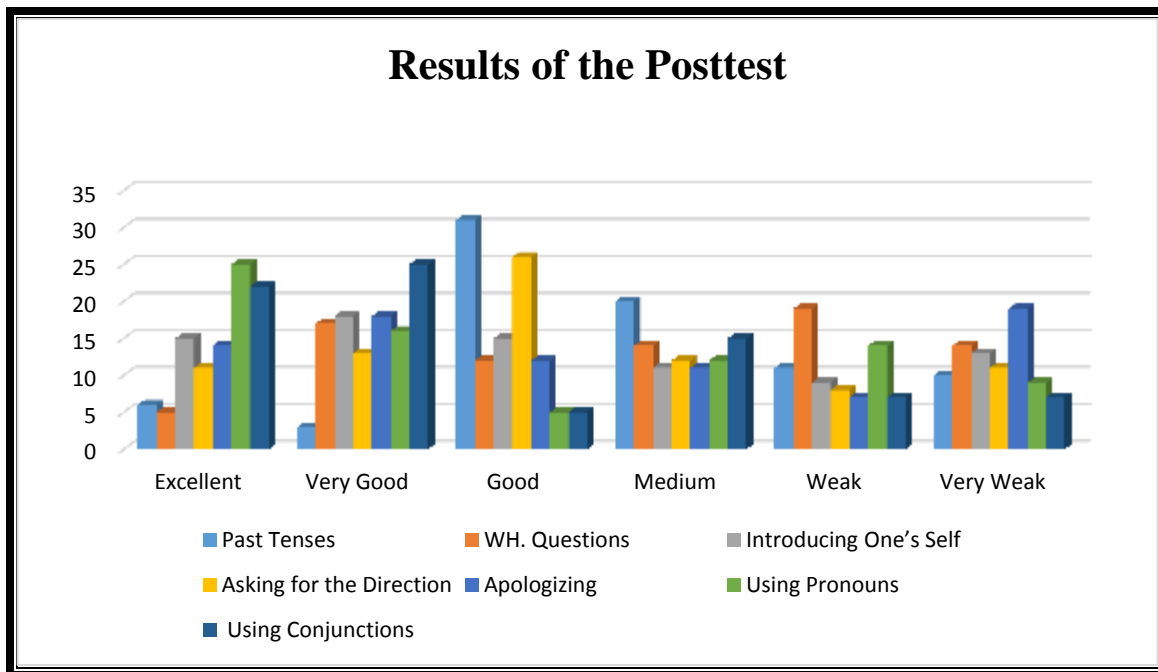


Chart (4 – 2)

Chart (4 – 2) shows results of the Posttest

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Past Tenses	81	3.7160	1.32509	.14723
WH. Questions	81	3.8272	1.57154	.17462
Introducing Self	81	3.2963	1.74244	.19360
Asking for the Direction	81	3.3210	1.54780	.17198
Apologizing	81	3.4444	1.83030	.20337
Using Pronouns	81	3.0123	1.81999	.20222
Using Conjunctions	81	2.7654	1.63762	.18196

Table (4 – 3)

Table (4 – 3) shows One Sample statistics of the results of the posttest

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Past Tenses	25.239	80	.000	3.71605	3.4230	4.0091
WH. Questions	21.918	80	.000	3.82716	3.4797	4.1747
Introducing Self	17.026	80	.000	3.29630	2.9110	3.6816
Asking for the Direction	19.311	80	.000	3.32099	2.9787	3.6632
Apologizing	16.937	80	.000	3.44444	3.0397	3.8492
Using Pronouns	14.896	80	.000	3.01235	2.6099	3.4148
Using Conjunctions	15.198	80	.000	2.76543	2.4033	3.1275

Table (4 – 4)

Table (4 – 4) shows one sample t test for the scores of the posttest

4.4 The difference between the pretest and the posttest scores

Component	Excellent	Very Good	Good	Medium	Weak	Very Weak
Past Tenses	Pretest = 0% Posttest = 7.40% Difference = 7.40%	Pretest = 1.23% Posttest = 3.70% Difference = 2.47%	Pretest = 12.34% Posttest = 38.27% Difference = 25.93%	Pretest = 13.58% Posttest = 24.69% Difference = 11.11%	Pretest = 14.81% Posttest = 13.58% Difference = 1.23%	Pretest = 58.02% Posttest = 12.34% Difference = 45.68%
WH. Questions	Pretest = 0% Posttest = 6.17% Difference = 6.17%	Pretest = 0% Posttest = 20.98% Difference = 20.98%	Pretest = 14.81% Posttest = 14.81% Difference = 0%	Pretest = 11.11% Posttest = 17.28% Difference = 6.17%	Pretest = 16.04% Posttest = 23.45% Difference = 7.41%	Pretest = 58.02% Posttest = 17.28% Difference = 40.47%
Introducing Self	Pretest = 1.23% Posttest = 18.51% Difference = 17.28%	Pretest = 3.70% Posttest = 22.22% Difference = 18.52%	Pretest = 12.34% Posttest = 18.51% Difference = 6.17%	Pretest = 8.64% Posttest = 13.58% Difference = 4.94	Pretest = 11.11% Posttest = 11.11% Difference = 0%	Pretest = 62.96% Posttest = 16.04% Difference = 46.92%
Asking for the Direction	Pretest = 0% Posttest = 13.58% Difference	Pretest = 7.40% Posttest = 16.04% Difference	Pretest = 13.58% Posttest = 32.09% Difference	Pretest = 4.93% Posttest = 14.81% Difference	Pretest = 7.90% Posttest = 9.87% Difference	Pretest = 66.66% Posttest = 13.58% Difference

	= 13.58%	= 8.64%	= 18.51%	= 9.88%	= 2.47%	= 53.08%
Apologizing	Pretest = 1.23% Posttest = 17.28% Difference = 16.05%	Pretest = 6.17% Posttest = 22.22% Difference = 16.05%	Pretest = 4.93% Posttest = 14.81% Difference = 9.88%	Pretest = 11.11% Posttest = 13.58% Difference = 2.47%	Pretest = 8.64% Posttest = 17.28% Difference = 0%	Pretest = 67.90% Posttest = 23.45% Difference = 44.54%
Using Pronouns	Pretest = 1.23% Posttest = 30.86% Difference = 29.63%	Pretest = 11.11% Posttest = 19.75% Difference = 8.64%	Pretest = 7.40% Posttest = 6.17% Difference = 1.23 %	Pretest = 19.75% Posttest = 14.81% Difference = 4.94%	Pretest = 33.33 Posttest = 17.28 Difference = 16.05%	Pretest = 27.16 Posttest = 11.11% Difference = 16.05%
Using Conjunctions	Pretest = 7.40% Posttest = 27.16% Difference = 19.76%	Pretest = 11.11% Posttest = 30.86% Difference = 19.75%	Pretest = 3.70% Posttest = 6.17% Difference = 2.47%	Pretest = 14.81% Posttest = 18.51% Difference = 3.7%	Pretest = 25.92% Posttest = 8.64% Difference = 17.28%	Pretest = 37.03% Posttest = 8.64% Difference = 28.39%

Table (4 – 5)

Table (4 – 5) shows the difference between students’ scores in pretest and posttest.

4.4 The Difference of the Pretest and Posttest

The difference between pretest and posttest scores is explained below:

1. Using the Past Tense:

In the first item, the percentage of excellent students was 0%, it increased to 7.40%, and the difference was 7.40%.

The percentage of very good was 1.23% in the pretest, it increased to 3.70%, and the difference was 2.47%.

The percentage of good student was 12.34% in the pretest, it increased to 38.27% in the posttest, and the difference was 25.93%.

The percentage of medium students was 13.58% it increased to 24.69% the difference was 11.11%.

The percentage of weak students was 14.81% it reduced to 13.58% the difference is 1.23%.

The percentage of very weak students was 58.02%, it was reduced to 12.34%, and the difference was 45.68%.

2. Using WH Questions:

In this question, the percentage of excellent students was 0% in the pretest, it increased to 6.17% in the posttest, and the difference was 6.17%.

The percentage of very good students was 0%, it increased to 20.98% in the posttest, and the difference was 20.98%.

The percentage of good students was 14.81% in the pretest, in the posttest, it remained as it was, and there was no difference.

The percentage of medium students was 11.11% in the pretest, it increased to 17.28% in the pretest, and the difference was 6.17%.

The percentage of weak students was 16.04% it increased to 23.34% the difference was 7.41%.

The percentage of very weak students was 58.02%, it reduced to 17.28%, and the difference was 40.47%.

3. Introducing Self:

In this point, the percentage of excellent students was 1.23% in the pretest, it increased to 18.51% in the posttest, and the difference was 17.28%.

The percentage of very good students was 3.70% in the pretest it increased to 22.22% in the posttest the difference was 18.52%.

The percentage of good students was 12.34% in the pretest, it increased to 18.51% in the posttest, and the difference was 6.17%.

The percentage of medium students was 8.64%, it increased to 13.58% in the posttest, and the difference was 4.94%.

The percentage of weak students was 11.11% in the pretest; it remained as it was in the posttest. There is no difference.

The percentage of very weak students was 62.96%, in the posttest, it reduced to 16.04%, and the difference was 46.92%.

4. Asking for the Direction:

In this question, the percentage of excellent students was 0% in the pretest, it increased to 13.58% in the posttest, and the difference was 13.58%.

The percentage of very good students was 7.40% in the pretest, it increased to 16.04%, and the difference was 8.64%.

The percentage of good students was 13.58% in the pretest, it increased to 32.09%, and the difference was 18.51%.

The percentage of medium students was 4.93% in the pretest, it increased to 14.81% in the posttest, and the difference was 9.88%.

The percentage of weak students was 7.40% in the pretest, it increased to 9.87% in the posttest, and the difference was 2.47%.

The percentage of very weak students was 66.66%, it reduced to 13.58%, and the difference was 53.08%.

5. Apologizing:

In this question, the percentage of excellent students was 1.23%, it increased to 17.28%, and the difference was 16.05%.

The percentage of very good students was 6.17% in the pretest, it increased to 22.22% in the posttest, and the difference was 16.05%.

The percentage of good students was 4.93% in the pretest, it increased to 14.81%, and the difference was 9.88%.

The percentage of medium students was 11.11%, it increased to 13.58%, and the difference was 2.47%.

The percentage of weak students in the pretest was 8.64%, in the posttest, it was 8.64%, it remained as it was, and there is no difference.

The percentage of very weak students was 67.90%, in the posttest, it decreased to 23.45%, and the difference was 44.54%.

6. Using Pronouns:

In this question, the percentage of excellent students was 1.23%, it increased to 30.86%, and the difference was 16.05%.

The percentage of very good students was 11.11% in the pretest, it increased to 19.75% in the posttest, and the difference was 8.64%.

The percentage of good students was 7.40% in the pretest, it decreased to 6.17%, and the difference was 1.23%.

The percentage of medium students was 19.75%, it decreased to 14.28%, and the difference was 4.94%.

The percentage of weak students in the pretest was 33.33%, in the posttest; it decreased to 17.28%, and the difference was 16.05%.

The percentage of very weak students was 27.16%, in the posttest, it decreased to 11.11%, and the difference was 16.05%.

7. Using Conjunctions:

In this question, the percentage of excellent students was 7.40% in the pretest, it increased to 27.16% in the posttest, and the difference was 19.76%.

The percentage of very good students was 11.11%, it increased to 30.86% in the posttest, and the difference was 19.75%.

The percentage of good students was 3.70% in the pretest, in the posttest, it increased to 6.17%, and the difference was 2.47%.

The percentage of medium students was 14.81% in the pretest, it increased to 18.51% in the posttest, and the difference was 3.7%.

The percentage of weak students was 25.92%, it decreased to 8.64%, and the difference was 17.28%.

The percentage of very weak students was 37.03%, it reduced to 8.64%, and the difference was 28.39%.

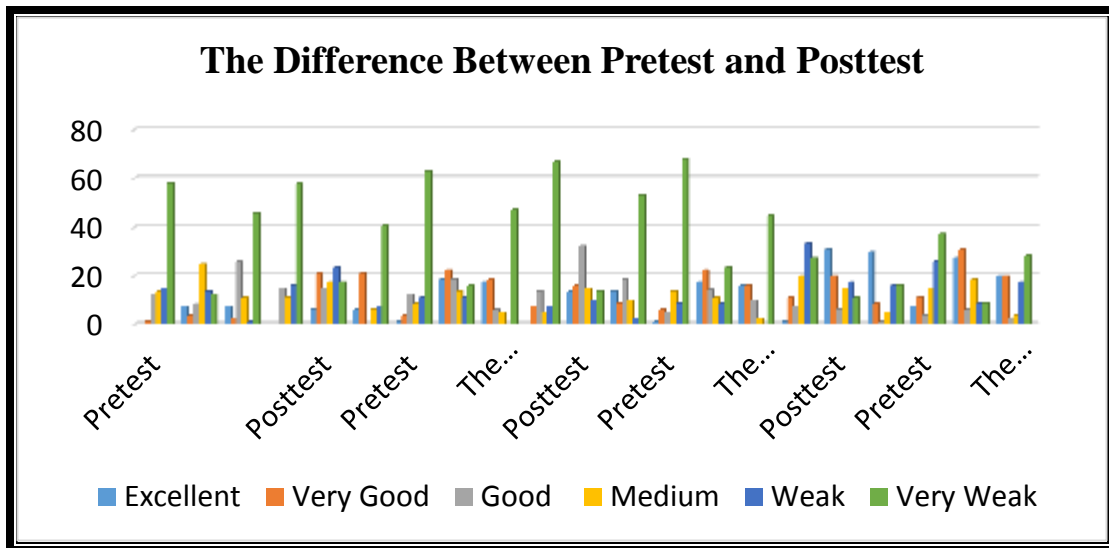


Chart (4 – 3)

Chart (4 – 3) explains the difference between students’ scores in pretest and posttest.

4.5 Teachers’ Questionnaire Analysis

The researcher distributed the questionnaire to (30) EFL teachers to express their opinions about using the communicative language teaching in the classroom. They reflect various opinions according to their experience at work.

No	Statements	Description	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	Applying the communicative language teaching (CLT)	Frequency	13	16	1	0	0

	method develops EFL learners' communicative competence.	Percentage	43.33%	53.33%	3.33%	0%	0%
2	CLT method helps EFL learners to learn the language through interaction.	Frequency	7	14	3	6	0
		Percentage	23.33%	46.66%	10%	20%	0%
3	CLT method enables EFL learners to produce the target language fluently.	Frequency	17	11	2	0	0
		Percentage	56.66%	36.66%	6.66%	0%	0%
4	CLT provides EFL learners with opportunities to practice the language effectively.	Frequency	15	12	2	1	0
		Percentage	50%	40%	6.66%	3.33%	0%
5	Using authentic materials offers chances for the learners to be familiar with the target language.	Frequency	17	10	2	0	1
		Percentage	56.66%	33.33%	6.66%	0%	3.33%
6	The teacher plays an essential role in motivating EFL learners to develop communicative competence.	Frequency	9	13	6	1	1
		Percentage	30%	43.33%	20%	3.33%	3.33%
7	The teacher's role is to impart knowledge and facilitate learning through explanations and examples in language classrooms.	Frequency	6	12	8	4	0
		Percentage	20%	40%	26.66%	13.33%	0%
8	The teacher should work hard to integrate the four language skills in the classroom activities.	Frequency	17	9	3	1	0
		Percentage	56.66%	30%	10%	3.33%	0%

9	Some teachers do not use communicative activities in the classroom	Frequency	20	9	1	0	0
		Percentage	66.66%	30%	3.33%	0%	0%
10	Some teachers do not encourage EFL learners to participate in the different CLT activities.	Frequency	17	12	1	0	0
		Percentage	56.66%	40%	3.33%	0%	0%
11	Using communicative language teaching activities contributes to promoting communication.	Frequency	10	19	1	0	0
		Percentage	33.33%	63.33%	3.33%	0%	0%
12	Role-play and language videos are valuable methods to gain confidence in speaking.	Frequency	13	14	2	1	0
		Percentage	43.33%	46.66%	6.66%	3.33%	0%
13	Using group discussion is very useful to help EFL students to be more self-confident.	Frequency	5	16	3	5	1
		Percentage	16.66%	53.33%	10%	16.66%	3.33%
14	Language games increase learners' interest and involve them in using the target language.	Frequency	8	19	1	2	0
		Percentage	26.66%	63.33%	3.33%	6.66%	0%
15	Group work helps students to explore problems for themselves and hence offers them chances for finding a solution for these problems.	Frequency	8	13	9	0	0
		Percentage	26.66%	43.33%	30%	0%	0%

16	Raising EFL learners' awareness contributes to mastering communicative competence.	Frequency	15	11	4	0	0
		Percentage	50%	36.66%	13.33%	0%	0%
17	EFL learners should be aware of communicating in the target language rather than using their mother tongue.	Frequency	16	8	2	4	0
		Percentage	53.33%	26.66%	6.66%	13.33%	0%
18	EFL learners should be acquainted with the importance of participation in classroom practice to produce the language fluently.	Frequency	13	11	5	1	0
		Percentage	43.33%	36.66%	16.66%	3.33%	0%
19	Forgiving students' errors increase their level of awareness of the importance of language communication.	Frequency	6	15	4	4	1
		Percentage	20%	50%	13.33%	13.33%	3.33%
20	The more secured the students feel, the highest level of their cognitive awareness.	Frequency	3	12	4	10	1
		Percentage	10%	40%	13.33%	33.33%	3.33%

Table (4 – 6)

Table (4 – 6) shows questionnaire Frequencies and Percentages

4.6 Discussion of the Results

The study reached to the following results:

1. Applying the communicative language teaching (CLT) method develops EFL learners' communicative competence: 13 respondents 43.66% were strongly agree, 16 respondents 53.66% were agree, 1 respondent 3.33% was not sure.
2. CLT method helps EFL learners to learn the language through interaction: 7 teachers 23.33% were strongly agree, 14 teachers 46.66% were agree, 3 teachers 10% were not sure, 6 teachers 20% were disagree.
3. CLT method enables EFL learners to produce the target language fluently: 17 respondents 56.66% were strongly agree, 11 respondents 36.66% were agree, 2 respondents 6.66% were not sure.
4. CLT provides EFL learners with opportunities to practice the language effectively: 15 respondents 50% were strongly agree, 12 respondents 40% were agree, 2 respondents 6.66% were not sure, while 1 respondent 3.33% was disagree.
5. Using authentic materials offers chances for the learners to be familiar with the target language: 17 respondents 56.66% were strongly agree, 10 respondents 33.33% were agree, 2 respondents 6.66% were not sure, 1 respondent was strongly disagree.
6. The teacher plays an essential role in motivating EFL learners to develop communicative competence: 9 respondents 30% were strongly agree, 13 respondents were 43.33% were agree, 6 respondents 20% were not sure, 1

respondent 3.33% was disagree and also 1 respondent 3.33% was strongly disagree.

7. The teacher's role is to impart knowledge and facilitate learning through explanations and examples in language classrooms: 6 respondents 20% were strongly agree, 12 respondents 40% were agree, 8 respondents 26.66% were not sure, 4 respondents 13.44% were disagree.

8. The teacher should work hard to integrate the four language skills in the classroom activities: 17 respondents 56.66% were strongly agree, 9 respondents 30% were agree, 1 respondent was not sure.

9. Some teachers do not use communicative activities in the classroom: 20 respondents 66.66% were strongly agree, 9 respondents 30% were agree, 1 respondent was not sure.

10. Some teachers do not encourage EFL learners to participate in the different CLT activities: 17 respondents 56.66% were strongly agree, 12 respondents 40% were agree, and 1 respondent 3.33% was not sure.

11. Using communicative language teaching activities contributes to promoting communication: 10 respondents 33.33% were strongly agree, 19 respondents 63.33% were agree, and 1 respondent was not sure.

12. Role-play and language videos are valuable methods to gain confidence in speaking: 13 respondents 43.33% were strongly agree, 14 respondents 46.66% were agree, 2 respondents 6.66% were not sure, and 1 respondent 3.33% was disagree.

13. Using group discussion is very useful to help EFL students to be more self-confident: 5 respondents 16.66% were strongly agree, 16 respondents

53.44% were agree, 3 respondents 10% were not sure, 5 respondents 16.66% were disagree, and 1 respondent 3.33% was strongly disagree.

14. Language games increase learners' interest and involve them in using the target language: 8 respondents 26.66% were strongly agree, 19 respondents were 53.33% were agree, 1 respondent 3.33% was not sure, and 2 respondents 6.66% were disagree.

15. Language games increase learners' interest and involve them in using the target language: 8 respondents 26.66% were strongly agree, 19 respondents 53.33% were agree, and 9 respondents 30% were not sure.

16. Raising EFL learners' awareness contributes to mastering communicative competence: 15 respondents 50% were strongly agree, 11 respondents 36.66% were agree, 4 respondents 13.33% were not sure.

17. EFL learners should be aware of communicating in the target language rather than using their mother tongue: 16 respondents 53.33% were strongly agree, 8 respondents were 26.66% were agree, 2 respondents 6.66% were not sure, 4 respondents 13.33% were disagree.

18. EFL learners should be acquainted with the importance of participation in classroom practice to produce the language fluently: 13 respondents 43.33% were strongly agree, 11 respondents 36.66% were agree, 5 respondents 16.66% were not sure, and 1 respondent was disagree.

19. Forgiving students' errors increase their level of awareness of the importance of language communication: 6 respondents 20% were strongly agree, 15 respondents 50% were agree, 4 respondents were 13.33% were not sure, 4 respondents 13.33% were disagree, and 1 respondent 3.33% was strongly disagree.

20. The more secured the students feel, the highest level of their cognitive awareness: 3 respondents 10% were strongly agree, 12 respondents 40% were agree, 4 respondents 13.33% were not sure, 10 respondents 33.33% were disagree, and 1 respondent 3.33% was disagree.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
1	Applying the communicative language teaching (CLT) method develops EFL learners' communicative competence.	4.6333	0.55605	0.10152
2	CLT method helps EFL learners to learn the language through interaction.	4.6000	0.62146	0.11346
3	CLT method enables EFL learners to produce the target language fluently.	4.5667	0.67891	0.12395
4	CLT provides EFL learners with opportunities to practice the language effectively.	4.5333	0.68145	0.12441
5	Using authentic materials offers chances for the learners to be familiar with the target language.	4.5000	0.77682	0.14183
6	The teacher plays an essential role in motivating EFL learners to develop communicative competence.	4.4667	0.77608	0.14169
9	The teacher's role is to impart knowledge and facilitate learning through explanations and examples in language classrooms.	4.3333	0.88409	0.16141
7	The teacher should work hard to integrate the four language	4.2333	0.93526	0.17075

	skills in the classroom activities.			
8	Some teachers do not use communicative activities in the classroom.	4.1000	0.99481	0.18163
10	Some teachers do not encourage EFL learners to participate in the different CLT activities.	3.7667	1.35655	0.24767
11	Using communicative language teaching activities contributes to promoting communication.	4.3333	0.54667	0.09981
12	Role-play and language videos are valuable methods to gain confidence in speaking.	4.3000	0.59596	0.10881
13	Using group discussion is very useful to help EFL students to be more self-confident.	4.2667	0.63968	0.11679
14	Language games increase learners' interest and involve them in using the target language.	4.1667	0.59209	0.10810
15	Group work helps students to explore problems for themselves and hence offers them chances for finding a solution for these problems.	4.1333	0.68145	0.12441
16	Raising EFL learners' awareness contributes to mastering communicative competence.	4.0333	0.66868	0.12208
17	EFL learners should be aware of communicating in the target language rather than using their mother tongue.	3.9333	0.73968	0.13505
	EFL learners should be acquainted with the			

18	importance of participation in classroom practice to produce the language fluently.	3.7333	0.63968	0.11679
19	Forgiving students' errors increase their level of awareness of the importance of language communication.	3.6333	0.71840	0.13116
20	The more secured the students feel, the highest level of their cognitive awareness.	3.3000	1.08755	0.19856

Table: (4 – 7)

Table (4 – 7) One-Sample Statistics for the Teachers' Questionnaire

One-Sample Test						
Test Value = 0						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1	Applying the communicative language teaching (CLT) method develops EFL learners' communicative competence.	29	0.000	4.63333	4.4257	4.8410
2	CLT method helps EFL learners to learn the language through interaction.	29	0.000	4.60000	4.3679	4.8321
3	CLT method enables EFL learners to produce the target language fluently.	29	0.000	4.56667	4.3132	4.8202
4	CLT provides EFL learners with opportunities to practice the language effectively.	29	0.000	4.53333	4.2789	4.7878
	Using authentic					

5	materials offers chances for the learners to be familiar with the target language.	29	0.000	4.50000	4.2099	4.7901
6	The teacher plays an essential role in motivating EFL learners to develop communicative competence.	29	0.000	4.46667	4.1769	4.7565
9	The teacher's role is to impart knowledge and facilitate learning through explanations and examples in language classrooms.	29	0.000	4.33333	4.0032	4.6635
7	The teacher should work hard to integrate the four language skills in the classroom activities.	29	0.000	4.23333	3.8841	4.5826
8	Some teachers do not use communicative activities in the classroom.	29	0.000	4.10000	3.7285	4.4715
10	Some teachers do not encourage EFL learners to participate in the different CLT activities.	29	0.000	3.76667	3.2601	4.2732
11	Using communicative language teaching activities contributes to promoting communication.	29	0.000	4.33333	4.1292	4.5375
12	Role-play and language videos are valuable methods to gain confidence in speaking.	29	0.000	4.30000	4.0775	4.5225
13	Using group discussion is very useful to help EFL students to be more self-confident.	29	0.000	4.26667	4.0278	4.5055
	Language games					

14	increase learners' interest and involve them in using the target language.	29	0.000	4.16667	3.9456	4.3878
15	Group work helps students to explore problems for themselves and hence offers them chances for finding a solution for these problems.	29	0.000	4.13333	3.8789	4.3878
16	Raising EFL learners' awareness contributes to mastering communicative competence.	29	0.000	4.03333	3.7836	4.2830
17	EFL learners should be aware of communicating in the target language rather than using their mother tongue.	29	0.000	3.93333	3.6571	4.2095
18	EFL learners should be acquainted with the importance of participation in classroom practice to produce the language fluently.	29	0.000	3.73333	3.4945	3.9722
19	Forgiving students' errors increase their level of awareness of the importance of language communication.	29	0.000	3.63333	3.3651	3.9016
20	The more secured the students feel, the highest level of their cognitive awareness.	29	0.000	3.30000	2.8939	3.7061

Table (4 – 8)

Table (4 – 8) One-Sample Test for the Teachers' Questionnaire

4.7.1 Testing the Hypotheses

4.7.1.1 Hypothesis No (1)

The first hypothesis is stated as follow “**Applying the communicative language teaching develops EFL learners’ communicative competence.**”

The objective of this hypothesis is to attempt to examine the effectiveness of applying the communicative language teaching to develop EFL learners’ communicative competence.

To test this hypothesis, we should know the results of the pretest and the posttest are interpreted below:

1. Using the Past Tense

In the first item, the percentage of excellent students was 0%, it increased to 7.40%, and the difference was 7.40%.

The percentage of very good was 1.23% in the pretest, it increased to 3.70%, and the difference was 2.47%.

The percentage of good student was 12.34% in the pretest, it increased to 38.27% in the posttest, and the difference was 25.93%.

The percentage of medium students was 13.58% it increased to 24.69% the difference was 11.11%.

The percentage of weak students was 14.81% it reduced to 13.58% the difference is 1.23%.

The percentage of very weak students was 58.02%, it was reduced to 12.34%, and the difference was 45.68%.

2. Using WH Questions

In this question, the percentage of excellent students was 0% in the pretest, it increased to 6.17% in the posttest, and the difference was 6.17%.

The percentage of very good students was 0%, it increased to 20.98% in the posttest, and the difference was 20.98%.

The percentage of good students was 14.81% in the pretest, in the posttest, it remained as it was, and there was no difference.

The percentage of medium students was 11.11% in the pretest, it increased to 17.28% in the posttest, and the difference was 6.17%.

The percentage of weak students was 16.04% it increased to 23.34% the difference was 7.41%.

The percentage of very weak students was 58.02%, it reduced to 17.28%, and the difference was 40.47%.

3. Introducing Self

In this point, the percentage of excellent students was 1.23% in the pretest, it increased to 18.51% in the posttest, and the difference was 17.28%.

The percentage of very good students was 3.70% in the pretest it increased to 22.22% in the posttest the difference was 18.52%.

The percentage of good students was 12.34% in the pretest, it increased to 18.51% in the posttest, and the difference was 6.17%.

The percentage of medium students was 8.64%, it increased to 13.58% in the posttest, and the difference was 4.94%.

The percentage of weak students was 11.11% in the pretest; it remained as it was in the posttest. There is no difference.

The percentage of very weak students was 62.96%, in the posttest, it reduced to 16.04%, and the difference was 46.92%.

4. Asking for the Direction

In this question, the percentage of excellent students was 0% in the pretest, it increased to 13.58% in the posttest, and the difference was 13.58%.

The percentage of very good students was 7.40% in the pretest, it increased to 16.04%, and the difference was 8.64%.

The percentage of good students was 13.58% in the pretest, it increased to 32.09%, and the difference was 18.51%.

The percentage of medium students was 4.93% in the pretest, it increased to 14.81% in the posttest, and the difference was 9.88%.

The percentage of weak students was 7.40% in the pretest, it increased to 9.87% in the posttest, and the difference was 2.47%.

The percentage of very weak students was 66.66%, it reduced to 13.58%, and the difference was 53.08%.

5. Apologizing

In this question, the percentage of excellent students was 1.23%, it increased to 17.28%, and the difference was 16.05%.

The percentage of very good students was 6.17% in the pretest, it increased to 22.22% in the posttest, and the difference was 16.05%.

The percentage of good students was 4.93% in the pretest, it increased to 14.81%, and the difference was 9.88%.

The percentage of medium students was 11.11%, it increased to 13.58%, and the difference was 2.47%.

The percentage of weak students in the pretest was 8.64%, in the posttest, it was 8.64%, it remained as it was, and there is no difference.

The percentage of very weak students was 67.90%, in the posttest, it decreased to 23.45%, and the difference was 44.54%.

6. Using Pronouns

In this question, the percentage of excellent students was 1.23%, it increased to 30.86%, and the difference was 16.05%.

The percentage of very good students was 11.11% in the pretest, it increased to 19.75% in the posttest, and the difference was 8.64%.

The percentage of good students was 7.40% in the pretest, it decreased to 6.17%, and the difference was 1.23%.

The percentage of medium students was 19.75%, it decreased to 14.28%, and the difference was 4.94%.

The percentage of weak students in the pretest was 33.33%, in the posttest; it decreased to 17.28%, and the difference was 16.05%.

The percentage of very weak students was 27.16%, in the posttest, it decreased to 11.11%, and the difference was 16.05%.

7. Using Conjunctions

In this question, the percentage of excellent students was 7.40% in the pretest, it increased to 27.16% in the posttest, and the difference was 19.76%.

The percentage of very good students was 11.11%, it increased to 30.86% in the posttest, and the difference was 19.75%.

The percentage of good students was 3.70% in the pretest, in the posttest, it increased to 6.17%, and the difference was 2.47%.

The percentage of medium students was 14.81% in the pretest, it increased to 18.51% in the posttest, and the difference was 3.7%.

The percentage of weak students was 25.92%, it decreased to 8.64%, and the difference was 17.28%.

The percentage of very weak students was 37.03%, it reduced to 8.64%, and the difference was 28.39%.

According to the results of the analysis of the pretest and the posttest, it is very clear that communicative language teaching affects positively on the learners' levels and contributes to develop their communicative competence.

4.7.1.2 Hypothesis No (2)

The second hypothesis is stated as follow:

“Teacher plays a vital role in motivating EFL learners to develop communicative competence.”

The objective of this hypothesis is to examine the effective role of the teacher to motivate EFL learners to develop communicative competence. In

order to test this hypothesis we must know the respondents' opinions about each questions in the questionnaire.

Results of teachers' questionnaire ensure the essential role of the teachers:

1. 73% of the respondents agreed that EFL teacher plays an essential role in motivating EFL learners to develop communicative competence.
2. 60% of the participants ensure teacher's role is to impart knowledge and facilitate learning through explanations and examples in language classrooms.
3. 86% of the respondents agree that teacher should work hard to integrate the four language skills in the classroom activities.
4. 97% of the respondents opine that: some EFL teachers do not use communicative activities in the classroom.
5. 97% of the respondents also opine that: some EFL teachers do not encourage EFL learners to participate in the different CLT activities.

4.7.1.3Hypothesis No (3)

The third hypothesis is **“Using communicative language teaching activities contribute to promoting communication.”**

The objective of this hypothesis is examines the effectiveness of the communicative language teaching activities and their vital role in promoting communication among the EFL learners.

To test this hypothesis, we must be acquainted with the respondents' opinions about each question from the hypothesis's question, and other questions. According to results of the questionnaire:

1. 97% of the respondents ensure that: Using communicative language teaching activities contributes to promoting communication.

2. 90% of the respondents consent that: Role-play and language videos are valuable methods to gain confidence in speaking.
3. 70% of the respondent consent confirm that using group discussion is very useful to help EFL students to be more self-confident.
4. 80% of the teachers ensure that: Language games increase learners' interest and involve them in using the target language.
5. 70% of the respondents consent that: group work helps students to explore problems for themselves and hence offers them chances for finding a solution for these problems.

4.7.4 Hypothesis No (4)

The fourth hypothesis is stated as follow “**Raising learners’ awareness contributes to mastering communicative competence.**”

The objective of this hypothesis is to enable the learners to be acquainted with the importance of communicative competence in the different learning stages. According to results of the questionnaire:

1. 86% of the respondents agree opine that: raising EFL learners’ awareness contributes to mastering communicative competence.
2. 80% of the teachers consent that: EFL learners should be aware of communicating in the target language rather than using their mother tongue.
3. 80% of the respondents ensure that: EFL learners should be acquainted with the importance of participation in classroom practice to produce the language fluently.
4. 70% of the respondents consent that: Forgiving students’ errors increase their level of awareness of the importance of language communication.

5. 50% of the respondents opine that: The more secured the students feel, the highest level of their cognitive awareness.

4.8 Summary of the Chapter

This chapter has covered the data analysis and interpretation, which, had been collected through the questionnaire for the teachers and the communicative ability test for the students. The analysis is done through the Statistical Package for the Social Sciences (SPSS) programme. Then interpretations were made for the collected data. Finally, the researcher has discussed the results.

Chapter Five

**Main Findings, Conclusion,
Recommendation and Suggestion
for Further Studies**

Chapter Five

Main Findings, Conclusions

Recommendations and Suggestions for Further Studies

5.0 Introduction

The Communicative Language Teaching Method is considered as one of the most important teaching methods used to English as a Foreign Language. The study shed the light on this method since it focus on communication as a mean and the ultimate goal learning foreign languages. The researcher tried to ensure the importance of this method to be used intensively at universities foster learning English as a foreign language. To fulfill the purpose of the study, the researcher applied a pretest and posttest and a questionnaire as tools for collecting data. These data had analyzed by the use of the Statistical Package for Social Sciences (SPSS) programme. This chapter includes presenting the main findings and conclusion. Furthermore, brief recommendations and suggestions are also included.

5.1 The Main Findings

The researcher reached out the following findings:

1. Applying the communicative language teaching (CLT) method develops EFL learners' communicative competence.
2. CLT method helps EFL learners to learn the language through interaction.
3. CLT method enables EFL learners to produce the target language fluently.

4. Using authentic materials offers chances for the learners to be familiar with the target language.
5. The teacher plays an essential role in motivating EFL learners to develop communicative competence.
6. Role-play and language videos are valuable methods to gain confidence in speaking.
7. Language games increase learners' interest and involve them in using the target language.
8. Group work helps students to explore problems for themselves and hence offers them chances for finding a solution for these problems.
9. Raising EFL learners' awareness contributes to mastering communicative competence.
10. EFL learners should be aware of communicating in the target language rather than using their mother tongue.

5.2 Conclusions

Referring to the findings of the study, the researcher opines that using the communicative-language teaching method in Sudanese universities is useful for developing the students' communicative competence, and some other communication problems, since it offers them opportunities for practicing the target language through group discussion and role playing activities and the results of study ensure this point of view.

This method also provides many solutions for the students' problems such as lack of motivation, negative attitudes toward learning English as a foreign language, and inability of using English outside the classroom. This method depends on interaction in using the language inside the classroom,

besides that, it provide the learners with many communicative activities such as discussion, language games, role-play, jigsaw, problem solving, using of the authentic materials and etc.. All of these mentioned activities facilitate using the target and provide the learners with great chances of using the language inside and outside the classroom.

Teacher's awareness about implementing CLT play an essential role to help the learners to realize the significance the communicative competence, and the teacher's role is to motivate them discard the negative attitude that may appear and handicap their learning.

Finally, the researcher is looking forward to seeing Sudanese students overcome the communication problems that stand as obstacles in their way of mastering English as a foreign language.

5.3 Recommendations

In the light of the findings of the study, the research recommends the following points:

1. Sudanese EFL teachers are to be aware of the importance of CLT teaching method.
2. EFL teachers should be well-trained and highly qualified and specialized to use CLT method and other teaching methodology to improve the students' communicative competence.
3. EFL teachers should encourage their students to use CLT activities for gaining self-confidence.
4. Syllabus-designers should give the CLT method enough space when designing EFL syllabus.

5. EFL Teachers should assert the importance of the communicative competence for the learners; and they should together be able to acquire it from the early stages.

5.4 Suggestions for Further Studies

The study suggests the following areas to be studied for further research:

1. Challenges encounter EFL teachers in implementing CLT in Sudanese universities.
2. Difficulties encounter the young learners in acquiring the communicative competence.
3. Teaching Language skills through the Communicative-Language Teaching Method.

5.5 Summary of the Chapter

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

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Appendices

Appendix No (1)

Communicative Ability Test

Name: _____

Time: 2 hours

Answer all Questions:

Q 1: A. Put the verbs between brackets in their correct forms:

1. He _____ to Cape Town before 2017. (not be)
2. The storm destroyed the sandcastle we _____. (build)
3. She _____ her homework. (do)
4. My brother ate all of the cake that my mum _____. (make)
5. Yesterday, I _____ football. (play)

B. Write questions for the following answers using WH Question words:

1. _____? My name is Omar.
2. _____? I am 13 years old.
3. _____? It is John's.
4. _____? He is from Khartoum.
5. _____? Because I am busy.
6. _____? My new car is red.
7. _____? My birthday is on 2000
8. _____? I am going to America next holiday.
9. _____? I prefer the red one.
10. _____? My favorite player is Mohammed Salah.

Q3:1. Put a suitable pronoun to complete the sentence:

1. On the left, you can see Simon. (Simon) _____ is my brother.
2. My name is Sue. (Sue) _____ am English.
3. Our dog is a girl, Judy. (Judy) _____ is two years old.
4. I wrote this poem _____. (self)
5. She called _____ yesterday. (Ahmed)

2. Write a suitable conjunction in the correct place:

1. The children forgot their homework _____ the teacher was very angry.
2. It was very sunny last Sunday _____ we went to the beach.
3. Can you read _____ write English words?
4. My father likes football _____ he does not like basketball.
5. We are not going to the bank _____ it is closed.

Appendix No (1)

Teachers' Questionnaire

Dear Teacher:

This questionnaire is designed as a tool to collect data for Ph.D. degree in English language teaching; the study title is “**Exploring the Implementation of the Communicative Approach to Develop EFL Learners' Communicative Competence**”. Please, tick (✓) in front of your choice use only one option.

1. Gender: Male () Female ()

2. Years of Experience: 1. (1-5) 2. (5-10) 3. (10-15) 4.
(15-20)

5. (More than 20)

3. Qualifications:

1. Ph.D. 2. M.A 3. B.A

No	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	Applying the communicative language teaching (CLT) method develops EFL learners' communicative competence.					
2	CLT method helps EFL learners to learn the language through					

	interaction.					
3	CLT method enables EFL learners to produce the target language fluently.					
4	CLT provides EFL learners with opportunities to practice the language effectively.					
5	Using authentic materials offers chances for the learners to be familiar with the target language.					
6	The teacher plays an essential role in motivating EFL learners to develop communicative competence.					
7	The teacher's role is to impart knowledge and facilitate learning through explanations and examples in language classrooms.					
8	The teacher should work hard to integrate the four language skills in the classroom activities.					

9	Some teachers do not use communicative activities in the classroom					
10	Some teachers do not encourage EFL learners to participate in the different CLT activities.					
11	Using communicative language teaching activities contributes to promoting communication.					
12	Role-play and language videos are valuable methods to gain confidence in speaking.					
13	Using group discussion is very useful to help EFL students to be more self-confident.					
14	Language games increase learners' interest and involve them in using the target language.					
15	Group work helps students to explore problems for themselves and hence offers					

	them chances for finding a solution for these problems.					
16	Raising EFL learners' awareness contributes to mastering communicative competence.					
17	EFL learners should be aware of communicating in the target language rather than using their mother tongue.					
18	EFL learners should be acquainted with the importance of participation in classroom practice to produce the language fluently.					
19	Forgiving students' errors increase their level of awareness of the importance of language communication.					
20	The more secured the students feel, the highest level of their cognitive awareness.					

