

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



**Development of English Language Learners’  
Communicative Competence through Communicative  
Activities**

**A Case study: Khartoum Secondary School for Boys Khartoum State**

**تطوير الكفاءة الاتصالية للمتعلمين عبر الانشطة الاتصالية**

**دراسة حالة لمدرسة الخرطوم الثانوية بنين- ولاية الخرطوم**

**A Thesis Submitted in Fulfillment of the Requirements for  
the Degree of M.E.D in E.L.T**

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## **Dedication**

This effort is dedicated to my family who supported me a lot and patiently empathized. This study is dedicated to:

The souls of my father, grandfathers,

My beloved mother,

My wife, daughters,

All my teachers.

## **Acknowledgments**

I am extremely grateful to my supervisor Dr. Nada Sid Ahmed – Sudan University of Science and Technology, who provided me with thoughtful, comments and very useful suggestions. I was very lucky to learn a lot from her.

I would also like to extend my warm thanks to my brothers, Mohamed and Yousif for their efforts to complete the research and my colleagues Saddig, , Dr Hytham and Amir A lhassin

Finally and above all, glory and praise be to Our Lord, Allah, The Almighty and Most high and may peace and blessing be upon our prophet Mohammed the seal of the messengers and to all his companions' and followers

### **Abstract**

The study aims to develop learners' Communicative Competence. To ensure that, the study sets three hypotheses, third secondary students are weak in listening and speaking skills, the implementation of the communicative activities impact positively on teaching the listening and speaking skills, there is no a statistical difference on the standards of the listening and speaking skills for the students who are instructed according to the principles of the communicative activities and the one who are instructed according to the traditional activities. The study applies the experiment by selecting two groups of (41students) randomly, experimental group(21students) and control group(20students) from Khartoum secondary schools for boys. The study used the quantitative method.

After the statistical analysis of the pre-posttests for both groups the study revealed that: third secondary school students are weak in listening and speaking, communicative activities had impacted positively on teaching the listening and speaking skills, there is statistical difference on the standards of the listening and speaking skills for the students who are instructed according to the Communicative Activities and the students who are instructed according to the Traditional one. Then the study recommends that: Traditional activities should be replaced by the communicative activities; English language teachers should receive large doses of training on applying the principles of the communicative activities.

## مستخلص الدراسة

هدفت الدراسة الى تطوير الكفاءة الاتصالية عبر الانشطة الاتصالية ،وللتاكيد من ذلك وضعت الدراسة ثلاثة فروض وهي ان طلاب الصف الثالث الثانوى ضعاف فى مهارتى الاستماع والتحدث، تطبيق الانشطة الاتصالية فى تدريس مهارتى الاستماع والتحدث يؤثر ايجابيا على مهارات الطلاب فى الاستماع والتحدث وهناك فروق ذات دلالة احصائية فى مستويات الطلاب الذين درسوا وفقا لمبادئ الانشطة الاتصالية فى الاستماع والتحدث والطلاب الذين درسو وفقا لمبادئ الانشطة التقليدية فى الاستماع والتحدث .ولتطبيق التجربة اختارت الدراسة مجموعة تتكون من 41 طالبا،مجموعة ضابطة تتكون من(20 طالبا) ومجموعة تجريبية تتكون من(21 طالبا) من طلاب مدرسة الخرطوم الثانوية بنين فى العا 2012- 2013.

استخدمت الدراسة الطريقة الكمية، وحيث اظهرت نتائج التحليل الاحصائى ان مستوى درجات الطلاب للمجموعتين الضابطة والتجريبية فى الاختبار القبلى متساوية وان هناك فروقا ذات دلالة احصائية فى درجات الطلاب للمجموعة التجريبية والمجموعة الضابطة فى الاختبار البعدى ،كما ان هناك فروقا ذات دلالة احصائية فى درجات الطلاب فى الاختبار القبلى والبعدى للمجموعة التجريبية .حيث خلصت الدراسة الى التوصيات التالية (1)ان تحل الانشطة الاتصالية محل الانشطة التقليدية(2)اعتماد الانشطة الاتصالية انشطة بديلة فى تدريس اللغة الانجليزية فى المرحلة الثانوية .(3)اعطاء معلمي اللغة الانجليزية جرعات تدريبية على استخدام مبادئ الانشطة الاتصالية فى تدريس اللغة الانجليزية (5) ان يعمل مشرفو اللغة الانجليزية على المساعدة والتشجيع على تطبيق الانشطة الاتصالية فى العملية التعليمية .

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## **List of Abbreviations**

CAs: Communicative Activities

GTM: Grammar Translation Method

DM: Direct Method

CLT: Communicative Language Teaching

ESL: English as a Second Language

SIOP: Sheltered Instruction Observation Protocol

SW: Silent Way

ELT: English Language Teaching

EFL: English as a Foreign Language

# **CHAPTER ONE**

## **INTRODUCTION**

# **CHAPTER ONE**

## **Introduction**

### **1.0. Background of the study:**

In the field of the foreign and second language learning, many language teaching methods have been presented to improve the quality of teaching English language and achieve the desired effect on the learners. Some of these methods could not develop the learners' ability to speak the target language fluently. This has given rise to a new method presented to overcome the limitations of the previous ones. The communicative activities have been considered as one of the most accepted trends in the field of foreign and second language teaching (CAs), which was presented in 1970s. Nunan (1993:10) stated that "learners must not learn only to make grammatically correct, propositional statement about the experiential world, but must also develop the ability to use language to get things done. Chio (1999:4) points out that "In second and foreign language learning, developing students' communicative competence in the target language is one of the most significant goals of language professionals". So, the main aim of the communicative activities is to enable learners to communicate in the target language fluently. This particular aim is important because it is based on the recognition that "learning language is most effectively by using it in realistic situation" (Richards, 2001:36). The Communicative activities are broad activities to teaching that resulted from a focus on communication and organizing principle for teaching rather than a focus on mastery of grammatical system of the language. The communicative language teaching sets the communicative competence as it is a desired goal because it views the language as a tool

for communication. It holds that language should be learned through use and communication. Based on this notion, the teacher usually creates real life situations in the classes and has students to play roles. When we communicate, we use the language to accomplish some functions such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. In addition to that teaching English as a foreign language has long determined changes in pedagogical methods and continue to do so; the most important aspect is that the focus has been shifted from teacher-centered classes to student-centered classes. So, the most important thing that teachers do is to create the condition in which learning can take place. Learning English in Sudan can be categorized as true foreign language learning context rather than case in English as a second language situation. That is ,outside the class room , English is rarely used and is kept as classroom instruction which is the only input for language learning. Learners, therefore, receive limited target language input and have limited language learning time, unlike the second language learning situations where the target language is used outside the classroom.

Yalden (1981:1) states that “while great efforts have been made to enrich second and foreign language teaching , there are still too many students who complain that they have never learned to use the language naturally .Still there are problems with the methodologies teachers use . In addition to that, some Sudanese teachers argue that “The current English syllabus could not modify the communicative role played by teachers, and couldn’t decrease the teachers’ domination of English class.

Students in the Sudan spend seven years in learning English, and they can’t speak it fluently. This comes as the result of the teachers dominance of the

class where the learner is only a silent listener. The communicative activities break this barrier.

To sum up, the communicative activities can be set as candidate for helping foreign language learners develop their ability to speak the target language fluently. Therefore, this experimental study aims at measuring the impact of communicative activities on the communicative abilities of some Sudanese secondary students.

### **1.1. Statement of the problem:**

Foreign language teachings in Sudan have been long dated and traditional methods continue to be used. The methods used in teaching English language in Sudanese schools have failed to motivate students and instigate their involvement in class activities. The four skills are instructed according to some principles of Audio-lingual activities and Direct Method, a little effort is made to help the third secondary school students to speak English language, because of the progressive use of Traditional Activities. Communicative activities are not used in teaching English as a foreign language at the secondary schools. Third secondary school students cannot use the English language to communicate with lecturers when enrolled as beginners at Sudan universities.

## **1.2. Research Questions:**

The study tries to find answers for the following research questions.

1. Are the third year secondary school students weak in listening and speaking skills?
2. Will the implementation of the communicative activities impact positively on the teaching of the listening and speaking skills for the third year secondary school students?
3. Is there any a statistical difference on the standards of listening and speaking skills for the students who are instructed according to the communicative activities and the students who are instructed according to the traditional activities?

## **1.3. Research Hypotheses:**

The following are the hypotheses of the research.

1. The third year secondary school students are weak in listening and speaking skills.
2. The implementation of the communicative activities impact positively on the teaching of the listening and speaking skills for the third year secondary school students.
3. There is a statistical difference on the standards of listening and speaking skills for the students who are instructed according to the communicative activities and the students who are instructed according to the traditional ones.

#### **1.4. Objectives of the Study:**

The study tries to achieve the following objectives.

1. To identify the third year secondary school students' weak in listening and speaking using the communicative activities.
2. To examine whether the teaching of listening and speaking by using the communicative activities impact to overcome to the third year secondary school students ability in listening and speaking skills.
3. To measure the impact of the implementation of the Communicative Activities on teaching the listening and speaking skills for the third year secondary school students.

#### **1.5. Significance of the Study:**

This study will be beneficial for the following:

1. The findings of this study would enrich the ELT literature.
2. The study would make recommendations about improving ELT methodology in Sudan.
3. It would attempt to provide Sudan EFL teachers with knowledge about the principles of the Communicative Activities.
4. The recommendations of the study would help Sudanese students overcome the difficulties that they encounter when trying to communicate using English inside and outside the classroom.
5. The study would stimulate researchers to apply these activities to other Secondary students in order to discover its positive and/or negative impacts.

6. The findings of the study would help to influence the Ministry of Education to take into account the importance of implementing the CA and to provide teachers with large doses of training in the communicative Activities. It is important to get an insight into the impact of the CA on students' ability to understand English as used by native speakers.

### **1.6. Scope of the Study:**

The study will conduct to Khartoum secondary school for boys in Khartoum state. The study admits with third year secondary school students' in the academic year 2012-2013.

# **CHAPTER ONE**

## **INTRODUCTION**

## **CHAPTER TWO**

### **Theoretical Framework and Literature Review 2.0.**

#### **Introduction:**

This chapter presents a review of the relevant literature of English Language teaching methods and gives information regarding ELT in the Sudan, past and present.

#### **2.1. Methods of English Language Teaching before Communicative Activities:**

These methods have been considered as a basic beam of teaching English language, but they were failed to produce speakers to speak language as native speakers do. Educationalists and linguists describe them as traditional methods.

##### **2.1.1. The Grammar Translation Method (GTM):**

The meaning of the target language is made clear by translating it into the student native language.

The following are some of the principles of GTM:

-The ability to communicate in the target language is not a goal of foreign language instruction.

-Little attention is given to speaking and listening, and almost none to pronunciation.

-Learning is facilitated through attention to similarities between the target language and the native language.

-The teacher is the authority in the classroom. It is very important that students get the correct answer.

-Deductive application of an explicit grammar rule is a useful pedagogical technique, Richards & Rodger (1982:25).

The GTM can be characterized as follows:

Students are instructed to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then asked to apply the rules to the other examples.

For dissatisfaction of the grammar translation method a new method that was presented to an existence which is called Direct Method is introduced.

### **2.1.2. Direct Method (DM):**

Is the one of the methods in the field of ELT. Richards (1984) describes it as “a philosophy of instructional procedures rather than a specification for syllabus design and materials production”. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the GTM was not very effective in preparing students to use the target language communicatively, the DM became popular. The DM has one very basic rule: No translation is allowed. In fact the DM receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language (Diller, 1978). Direct method emphasizes vocabulary acquisition through exposure to its use in situations, and it has a strong theoretical base in linguistic and psychology. In the Direct Method, the use of the learners’ mother tongue is not permitted, therefore, the teacher must be a native speaker or like native proficiency in the target language. Since the spoken language is primary, learners hear the language first before seeing it in the written form.

The following are the principles of the DM:

- The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning .

- Students should learn to think in the target language as much as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.

- The purpose of language learning is communication) therefore students need to learn how to ask question as well as answer them).

- Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.

- Lessons should contain some conversational activities, some opportunity for students to use language in real context. Students should be encouraged to speak as much as possible.

In the DM, the process of teaching can be characterized as follows:

Teachers who use the DM believe students need to associate meaning and the target language directly. The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia and pictures .Grammar is instructed inductively; that rule or generalization from the examples.

An explicit grammar rule may never be given, Students practice vocabulary by using new words in complete sentences. However, this method depends on the teacher's skill, and not all teachers were proficient enough in the ELT to apply this method. When the Direct Method showed its impracticability in foreign language classroom, and it hasn't dealt with language content systematically, under the influence of systematic structural linguistic and behavioral psychology, a new activity which called Audio-Lingual Method came to an existence.

### **2.1.3. Audio-Lingual Method:**

It was presented and came forward to become dominant in language classroom during the period of 1940s to 1960s. This method known as aural- oral, functional skills and was introduced for the dissatisfaction of the Direct method and Grammar translation method, their adequacy, validity and specially with their treatment of spoken language .These activities focus on the acquisition of oral language skills, oral practice based on repetition and analogy. Brown (1994:57) explains that this method is based on the principle of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in the part as a reaction to the lack of speaking skill of the reading activities. Another factor that accounted for the methods' popularity was the "quickness" it achieved in leading learners toward communicative competence. Through extensive mimicry, memorization and "over learning" of language patterns and forms, students and teachers were able to immediate result. The overall goal of Audio-lingual Method was to create

communicative competence in learners. However, Audio-lingual method is a sort of methods for teaching English language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular- plural and tense transformations etc, using the target language. In Audio-lingual method the material has been presented from structural patterns instructed using repetitive drills, and no grammatical explanation, and very little use of mother tongue by a teacher. The teacher must be careful to ensure that all of the utterances which students will make are actually within the practical pattern. For Audio-lingual method structure was identified with its basic sentence patterns and grammatical structures. (Richard & Rodgers, 1988). "Language was instructed by systematic attention to pronunciation and by intensive oral drillings of its basic classroom technique" In Audio-lingual method, no emphasis is placed on meaning, students are made to repeat and say things without making sense of what is repeated (Larsen- Freeman, 2004).

#### **2.1.4. The Cognitive Activities:**

As the reaction of the above three traditional methods of teaching English Language as a second language. New activities were introduced, which are called the Cognitive activities. In these activities language is viewed as rule acquisition, not habit formation. Learners' errors are viewed as inevitable and as evidence of constructive learning process. Grammar is instructed deductively, rules first, practice later. Reading and writing are important like listening and speaking.

**2.1.5. Community Language Learning:** For the lack of the Cognitive activities, a new activity has come to existence, Community language learning. In this method teachers consider their students as 'whole persons' because, the Community Language Learning takes its principles from the general counseling-learning Activities developed by Charles A Curran. He believed that away to deal with the fears of students is for teachers to become 'language counselors'. Then, the teacher who can understand his students can indicate his acceptance of the students.

### **2.1.6. The Silent Way:**

The Silent Way Method is a method originated in the early 1970s and introduced by Caleb Gattegno is well known for the use of his activities to teaching of initial reading in which sounds are instructed by colors. The Silent Way is based on the premise that teacher should be silent as much as possible and learners should be encouraged to produce language as much as. The SW assumes that learners work with resources and nothing else as they are solely responsible for what they learn. In this method students are able to use the language for-self expression and they need to develop independence from the teacher to develop their own criteria for correctness (Spoky, 1989:150).

### **2.1.7. The Counseling- Learning Activities:**

As a result of affective-humanistic activities, the counseling-learning Activities were presented in language classrooms .In these Activities, “understanding” is emphasized between the teacher and learners, and is emphasized for each individual and teacher feelings. The teacher is viewed as a facilitator and should be proficient both in target language and students’ native language .Learners bring a material to the class and communication that is meaning to learners is emphasized in these Activities. In these activities learning of language rule may help learners monitor but it doesn’t help their acquisition or spontaneous use of the

target language (Karshen&Trave, 1983:27). For the dissatisfaction of these activities anew activities came to existences which are called Communicative Activities, focus on developing learner's communicative competence.

## **2.2. Communicative Activities (CAs):**

In the 1970s, educators began to question if they were going about meeting the goal in the right way. 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 structure .Students may know the rules of linguistic usage, but unable to use the language .It became clear that communication required that students perform certain functions as well, such as promising ,inviting, and declining invitations within a social context. In order to be able to communicate required communicative competence knowing when and how to say what to whom (Haymes, 1971:36). The Communicative Activities grow out of the idea that language is fundamentally a system for communication (Larsen- Freeman, 1980:53). The most important and popular teaching activities over the years1970s,Saviguon (1984:81) pointed that the CAs have been considered as one of the ideal activities all around the world by researchers, teachers and educators associated to produce a learner to speak language fluently.

CAs is also known as functional-notional activities. Moreover, these activities developed by Robert Langs focus on communicative competence. Therefore, the major important point of CAs which were described by Wilkins on where, how, when the learner express him self, not “what the student communicates through language”(Yalden, 1996:53).It emphasized that a great deal is put on communicative purpose of speech . Widdowson (1993:28) feels that “learners need knowledge of language as well as the ability to use this knowledge in real-life”.

### **2.2.1. Features of Communicative activities (CAs):**

The following are the common features of the Communicative Activities.

- The importance of language as a tool for communication, rather than a subject to be studied.
- Using “real-life” language in situations, rather than only grammatical rules.
- Balance between fluency and accuracy.
- Concern for the appropriate use of language according to the situation and various kinds of materials are used in the classroom, dialogues are used as the tool of learning.

-The four skills (reading, writing, listen and speaking) are equally emphasized to learn.

-The teachers' role is as a facilitator whereas learners play an important role.

-Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point.

-In communicating, a speaker has a choice not only about what to say, but also how to say it.

-The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors ( Haymes, 2000:37).

In addition, there is a cope of variety and innovations in the classroom and make the lesson interesting. So, the CAS take their primary aim as the development of students' ability to do things with language. Itis both student-centered and task-based .In the class where students are provided with plenty of opportunities to be engaged in real-life communicative in the target language. So, the communicative language teaching was prepared to provide learners with opportunities to communicate in a foreign language fluently. CAs call for increasing the teacher time; this comes as a result of providing learners with opportunities to speak

through co-operative independent activities. Harmer (2001:24) says that communication is the central feature in teaching and learning of a language.

In CAs, learning process is to transfer from structure to meaning, and in education process the major principles within the CAs are “the learners characteristics, ability, needs, motivation, limitation and resources” (Yalden, 1996).

### **2.2.2. The Communicative classroom:**

The Communicative classroom depends on three factors, the materials, the role of the teacher and the role of the students (Robert Langs, 1989:50).

#### **2.2.2.1. Materials:**

Materials play great role in classroom activities. Materials are important in communicative activities and must be suitable for directing and supporting communicative learning (Elli.1993:49). The following are the types of materials:

-text-based.

-task-based.

-realia

The above three types can be used as the basis for classroom activities and must be appropriate to the level of the students.

-Text-based materials such as practice exercises, gap fills, reading passages, recordings, etc.

-Task-based materials include game boards, materials for drilling, role-play cards, pair work tasks, and they are used to support real life situation such as job interview or playing booking in a hotel.

- realia includes such things as magazines, things from the real world outside the classroom, news paper, fruit and vegetable, maps, axes, etc.

#### **2.2.2.2. Teacher:**

The teacher in the CA has two major roles, to facilitate the communication process in the classroom and to act as an independent participant within the learning-teaching group (Robert Langs, 1989:36).

The teacher plays a great role as a facilitator of his students learning. He also acts as resource, an organizer of resources, a counselor, a guide, an entertainer, an analyst and a researcher. The teacher is the manager of the classroom activities, and one of his major responsibilities is to establish situations likely to promote communication, while in the activities he acts as an advisor, answering the students' questions and monitoring performance. On the other hand, he might be a "co-communicator" engaging in the communicative activity along with the student.

In CAs, the teacher is the initiator of the activities, but he doesn't always interact with the students. Sometimes he is a co-communicator, but more often he establishes situations which promote communication between and among the students. The teacher gives students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. The teacher evaluates not only his students' accuracy, but also their fluency (Larsen-Free man, 1986).

The teacher is likely to use a communicative test to evaluate his students .In fact , a teacher in communicative classroom will talk less and listen more becoming active facilitator of his students. The teacher roles to be less dominant in the classroom and develops more authentic relationships with students (Ellis, 1989:35).

#### **2.2.2.3. Student:**

According to the assumption of Communicative activities, students will be more motivated to study a foreign language since they feel learning to do something useful with the language they study. Students are provided with opportunities to acquire and use the target language in communicative classroom, this helps students to integrate the foreign language with their own personality and thus to feel more emotionally secure with it (Littlewood, 1981). The students must be

encouraged to use the target language in problem solving, exchange information communicative tasks and meaningful integration (Richards, 1984:36). Rodgers (2001:43) describes students in communicative classroom as improvisers and negotiators. Moreover, the learners will be guessers, analyzers, monitors of own speech, and individuals who are willing to make mistake of communication with others (Crookall & Oxford, 1990).

In addition to that, classroom instruction should incorporate the following features:

- Opportunities for students to be exposed to real communication.
- Opportunities for students to engage in using real communication.
- Activities which are meaningful to students and which will motivate them to become committed to sustaining that communication to accomplish a specific goal, such as solving a problem or completing a task (Taylor, 1983:72).

To sum up, the goal in communicative activities is students' competence. The teacher should step back and view sometimes performing as a mediator or monitor. A classroom during a communicative motion is far from calm. The students perform the speaking with the scene of the classroom during a communicative exercise. The students can manage their learning (Jin, 2008). Students are more

comfortable to participate in class and share their friends in group than to watch their teacher is like a model on the front of class.

### **2.2.3. Communicative Activities for Listening and Speaking:**

In communicative activities for listening and speaking, there are many tasks must be taken in account,(Saviguon,1984:70) some of these are: The students listen to the teacher when the teacher gives instruction, describes, tells stories, reads, asks question. Then, they listen to the same recordings of language lesson segments. After that, they can engage in conversation and role playing of modules. In addition to that, they listen to each other giving directions and asking questions. So, they should listen enough to cassette of oral materials in the classroom, playing language classroom games, using film that can watched many times and listening to selected radio or television programs, describing object from a picture or a chart, participating in some oral group activities, giving direction for other students and using their own words to tell or retell a well known story. So, the communicative activities play a fundamental role in providing students to use language for communicative aims. And the purpose of the communicative activities is to develop learners' communicative competence; the following activities are suitable for achieving this goal.

### **2.2.3.1. Role-play activity:**

In Cambridge International Dictionary of English, role-play is define as the person whom an actor represents in a film or play, while role-play is a method of acting out particular ways of behaving or pretending to be others who deal with new situations. A role -play is a learning activity in which students play out roles in simulated situations that relate to learning objectives (Brown, 1994:27) .In role-play, students are assigned roles and put into situations that they may encounter outside the classroom. Role-play is imitated life; the range of language functions expands considerably. Role-play is also known as “a classroom activity that gives the learner the opportunity to practice the language, the aspects of role-play behavior, and the actual roles he may need outside the classroom” (Livingstone, 1983:3). The teacher in the role-play should give students enough time through the situation carefully; students should be free in role-play. Role-play encourages students to participate and stimulates thinking; motivates students by involving them in realistic situation; helps students understand another person perspective. Role-play gives students opportunities to receive feed back on their performance in a safe setting. It also improves learners’ speaking skill in any situations, and help learners to interact.

In addition to that, there are reasons for using role play in teaching speaking and listening as follows:

Role-play helps shy learners by providing them with mask. Then, the role-play puts learners in situations in which they are required to use. Advantages of the Role-play are a simple and low-cost method .It focuses right on the problem and helps learners deal with it. It throws considerable light on crucial issues within a short period of time .It provides low risk opportunities to individuals to experiment with new behaviors and open oneself up, with support and understanding in the group. Role-play exposes an individual to various points of view as well as diverse reactions to a particular situation, which may not be possible in reality .It does not require much material or much advance preparation.

#### **2.2.3.2. Information-gap Activity:**

It is considered as one of the listening and speaking activities. Information-gap activity is also, known as “a situation where information is known by some of those present, students use the language they have their command to bridge the information- gap by asking questions giving information”(Gower etal.1995).

Information-gap activities step towards sustained student-to-student interaction an open-ended and meaningful context. Information-gap activities are necessary in

performance-based classroom and play a great role by providing learners with opportunity to practice the target language (Gower et al, 1995:42).

(Taylor, 1983:25) explains that "activities which require the bridging of information-gaps provide learners with great opportunities to learn how to deal with extended discourse above sentence level and to cope with receiving information which is new and unexpected". Taylor further adds that this kind of activity can be established by using jigsaw, which creates need for students to communicate with each other, and task dependency, which provides opportunities for students to practice a variety of communicative skill.

#### **2.2.3.3. Game activity:**

A game is an activity in which people agree to abide by a set of conditions in order to achieve a desired state or end. Game activity would motivate students' learning with fun. It also supplies chances to use language in authentic contexts and provide practice on language use and language usage. In addition to that, game creates an agreeable and supportive learning environment, promotes interpersonal relations (Taylor, 1983:44).

So, game activity is highly motivating; enjoyment, excitement and passion are naturally generated from playing game. Learners experience language use through performing activities in the form of game and in game situations, learners are

exposing themselves to the target language environment. They use whatever language resources available to them in order to achieve task goals. In game situations, the teacher encourages all attempts at communication in the target language rather than continuous error correction.

#### **2.2.3.4. Discussion activity:**

A discussion can be held for many reasons; the learners may aim to arrive at the end, share ideas about the event or find solutions in their discussion pair works (Brown, 200:52). The purpose of the discussion activity should be set by the teacher; discussion points should be relevant to the purpose.

#### **2.2.3.5. Story telling:**

Learners can summarize a story or tale they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps learners to express ideas in format of beginning, development, and ending, including the characters and setting of a story (RobortLangs, 1989:41).

## **2.3. English Language Teaching in Sudan:**

### **2.3.1. Historical background of English language teaching:**

About the year 1948 a new teacher's training institute was added to the Bakht-er-Ruda (Teachers Training Center ) when John Bright was a head of English language department there. Bright believed that comprehensive oral practice by teaching English through English (Direct Method) and Arabic translation methods, they helped in reducing grammatical mistakes. Nevertheless, oral speaking is better than learning English reading comprehension texts. Moreover, English language teachers and experts adopted several kinds of courses, and selected textbooks. During that time, some Sudanese teachers of English language were given opportunity to study abroad in England to receive high degrees to develop English language teaching in the Sudan.

### **2.3.2. Teaching of English Language After the Sudanese Independence to Present Study:**

About the year 1971-1990, the education ladder was changed and English language teaching had begun at the general secondary school. During that time, the teachers used the traditional methods in teaching English language. The number of periods of teaching per-week was increased and students could write and read English (Alamin, 2005:19).

In 1979, a new syllabus was introduced to replace the 'old one'. It was the Nile Course for Sudan, Stand for 'New Integrated Long English'. It was for both Intermediate and Secondary schools. The teachers used Direct and audio-visual method, the Nile course considered as an important syllabus which paved a road to pre-communicative activities, because Nile course adopted the idea of story-line, presented through practically communicative situations. It applied the revision techniques with several exercises and activities, through pair-work and group work (Sandel, 1982:121), but Nile course was changed and replaced with another one. The syllabus which is called The Sudan Practical Integrated National English (SPINE), prepared by Sudanese experts helped by native speakers'. This syllabus contains on six textbooks: three for basic level and the others for the secondary one. The SPINE focuses on teaching the four skills with special emphasis on reading and writing.

So, SPINE focuses on the advantages of all methods and avoids their demerits (Kebir, 2008:105), but the current methods of teaching English used by teachers in Sudanese schools are the type of traditional ones.

In addition to that, some teachers are not qualified enough to teach English by using Communicative Activities. They usually fail to complete teaching the content of the syllabus. SPINE neglects the two major skills of listening and speaking. Teachers spend the whole of the period in teaching grammar and

vocabulary, this is also causes a decline of English speaking by using traditional methods and drills. They do not use the communicative activities in order to practice listening and speaking skills or to develop communicative competence .To sum up, a number of factors could be taken in account about the failure of producing learners to speak English fluently. Some English language teachers in Sudan are not qualified and trained enough to teach English language by using the communicative activities. Another factor is that teachers do not have a clear idea about the communicative activities and some of them are not communicatively competent in English language. Teachers do not have a good knowledge about the communicative activities in the classroom teaching, they don't apply the principles of the communicative activities in their teaching (Hamdan, 2012:17). In addition to that, some teachers cannot distinguish between the activities of the methods or activities, some of them don't use the communicative activities, such as role-play, gaming or pair-work activities. A teacher cannot use the communicative activities unless s/he knows them, because by using the communicative activities, the learners can use the target language fluently.

## **2.4. Definition of key Terms:**

The study includes some definitions of key terms:

**2.4.1.Communicative activities** : The communicative activities or communicative language teaching are similar name that was given to a set of beliefs which included not only a re-examination of what aspects of language to teach , but also a shift in emphasis in how to teach (Harmer, 2003,p84). Basically, it aims at developing students communicative competence .It makes use of real-life situations that necessitate communication (Galloway, 1993, p.2).

**2.4.2. Communicative activity:** An activity in which the student use a second language to provide or elicit from other students' information or opinion which is unknown (Gower, Phillips, &Walter, 1995, p.209).

**2.4.3.Listening:** The act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech. The purpose of listening instruction is to make students active listeners to the same “inner voice”. It is a receptive or passive, skill comprising both a physical process and an interpretive, analytical process (Gower et al, 1995, p, 212; Mead &Rubin, 1985,p.1).

**2.4.4.Speaking:** An activity requiring the integration of many systems. All these factors combine to make speaking a second language or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. It is a productive or active skill .Speaking, in the present study, means using language for a purpose. In other words, instead of asking students o repeat sentences or recite English words, they practice real communication to talk about their real lives, ideas. In addition to the Oxford advanced Learners Dictionary

speaking is making use of words in an ordinary voice, uttering words; knowing and being able to use a language; expressing oneself in words; making a speech .In short, the speaking skill is the ability to perform the linguistic knowledge in actual communication.

**2.4.5.Interaction:** is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena. Two-ways communication between language users, where they are engaged in exchanging information past on their own knowledge and experience. Whereas educationist describe interaction as “the process of having a mutual effect, involvement, transferable of information with or without an intention behind it”.

**2.4.6. Function:** Categories of social behavior, e.g. request, apologies, complaints, greetings, invitations, etc. For every function, there are many different ways in which the function could be expressed; to invite someone we might say: Would you like us to go to a stationary? How about going to a stationary?

**2.4.7. Information gab:**

an information gap is a technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps. It is often used - in communicative language teaching and task-based language learning. Information gap tasks are contrasted with opinion gap tasks, in which all

information is shared at the start of the activity, and learners give their own opinions on the information given.

It is where two students or more work together where each has some parts of the answers to some kind of a problem or a question .They have to explain their part of information to their partner so that they end up with all the information .In addition to that, information gap activities are those in which students exchange information in order to complete a required task.

**2.4.8.Traditional activities :**Are activities such as grammar translation and audio-lingual method, which “focuses on grammatical rules and memorization of vocabulary” (Brown,200:97).It relies on repetition and drills (Ann,199,:4) .Wilkins defines it as “one in which the different parts of the language are instructed separately and step by step” (Ellis,1993:99) As Hill reminds that “everything arranged in a strictly grammatical order, without any regard for difficulty or ease of learning " where textbooks start with the regular nouns, then irregular ones ,then pronouns, adjective ,and so on .Then, they move on to morphology ,and then to syntax, which deals with word-order and uses of the different parts of speech.

**2.4.9. Monitoring:** teachers role in which s/he listens to the students and compares what is being said with what is intended .It is also used to refer to the teachers checking that an activity is going according to a plan, that the students are following instructions correctly (Gower et al, 1995:211).

## **2.5. Previous Studies:**

Many linguists and researchers believed that the communicative activities are the most ideal activities in the field of the foreign language teaching over the last few decades and they have been widely accepted as an effective way of teaching in ESL/EFL context. In addition to that some empirical studies have showed their effectiveness in teaching English as a foreign language.

### **Previous Study (1):**

Castillo's (2007) Study aimed to report on research carried out with eleventh graders at Colegio de Bachillerato Patria in Bogota. The main purpose of the research was to establish strategies to help students to improve their oral production in English. Instruments used to collect the data were: field notes, students' and teachers' surveys, students' interviews and audiotapes recordings. Considering the data gathered, this research prompted a more cooperative environment among students in the oral process. Finally, it was a way to motivate other teachers in the school to work with these kinds of strategies. Findings of the study show that all the 71 students at the end of the implementation have different attitude towards group work and the skill of speaking. At the beginning of the process students did not like to work in groups and felt uncomfortable speaking

English. After the experience of sharing and learning with others, they found real and concrete reasons to work with their partners. Many values were learned during the process, such as solidarity, responsibility, team spirit, etc. The oral production improvement gave students the opportunity to help and learn from their partners. They noticed that all of them had something to share and something to be valued in the group and they could express themselves and communicate orally without the pressure of grades or other Students' opinions. The previous study has helped the researcher in writing the theoretical framework related to speaking part.

### **Previous Study (2):**

Sugianto's (2008) study investigated (1) the question -and -answer technique in improving the students' speaking ability of agreement and disagreement expression,(2) the students' difficulties in improving their speaking ability of agreement and disagreement expression by using question and answer technique, (3) the effectiveness of question and answer technique in improving the students speaking ability of agreement and disagreement expression. The subject of this study is limited on the fifth year student of SDN 02 Growong Kidul Juwana-Pati, the researcher took (45) students. The tools of collecting the data were observation, interview, test, and documentation. The researcher used interactive model analysis to get the first and second objective and comparison method in order to get the third objective. The results showed that (1) the implementation of question and

answer technique was appropriate in teaching agreement and disagreement expression in SDN 02 Growong Kidul Juwana-Pati, (2) the students had some difficulties in improving their speaking ability of agreement and disagreement expression by using question and answer technique, mainly, they had difficulty in pronouncing the consonant symbol and the vowel symbol. (3) The question and answer technique was effective in improving the students' speaking ability of agreement and disagreement expression by indicating the rising percentage of the students' number (66 )who pass the test as much as (55, 3 %), and the rising percentage the students mean score as much as (25, 39 %). The researcher employed the idea of questioning as a strategy for improving speaking skills.

On the other hand, some researchers (Adams, 2004; Konstantyuk; 2003) have argued that students oral proficiency could be developed and improved when they engage in communicative activities specially when interacting with each other.

### **Previous Study (3):**

Konstantyuk (2003) supports the view that interaction techniques, such as discussion, simulations. Poetry, role-plays, drama, problem solving activities. Language games are considered integral part of the methodology .This specially lends empirical support for communicative teaching methods that advocate interactions between learners in the class room, similarly Adams confirms that conversational interactional can promote second language learning. She used a

treatment group for her experimental study, which participated in task-based interactions in experimental group and control group did not receive interactional opportunities. The results of the study showed that learner-learner interactions were more effective in promoting speaking.

Additionally, without teachers' awareness of the principles of the communicative activities an effective implementation of the communicative activities would be impossible. This, indeed, would indicate a gap between theory and practice. In this case, Yembise (1994) investigated the theoretical and practical relevance of the communicative activities to Indonesian EFL teachers'. His study was based on the assumption that teachers' understanding of the theoretical knowledge underlying the activities they adopt will be reflected in their classroom teaching.

#### **Previous Study (4):**

Flannigan (1999) in a study conducted to explore the development of students' teachers' beliefs and perception of CLT, emphasized inductive teaching practices, deemphasized formal grammar instruction and depended on the use of the target language in the classroom. Flannigan also, argues that "it is very difficult for untrained teachers to put into practice something about which they have a minimal understanding, especially when the classroom environment works against the implementation of the communicative activities.

On the other hand , some researchers have listed a number of difficulties to effective communicative and some challenges faced teachers in adopting the communicative activities of which the teachers feeling of frustration and pressure , pressure of the external examinations ,teachers distrust of educational administrators and their ideas ,teachers low level of English language proficiency and absence of teaching resources , support materials and economic factors.

Therefore, the central idea of the forgoing review was the effectiveness of the communicative activities and its applicability in certain context. The review has provided evidence regarding the improvement of the student's ability to speak the target language fluently. Interestingly, the literature has shown several difficulties that might impede effective communicative activities implementation.

## **2.5. Summary of the previous studies:**

The above are particularly interesting because they give some indication of the possibility of the impact of the communicative activities on the students overall performance in English as a second language or foreign language. However, some of them emphasized that the implementation of the Communicative Activities in the schools may face some difficulties whereas another empirical study have shown its effectiveness in promoting students communicative competence. Therefore, this study attempt to implement the communicative activities, taking

into account the need for controlling the reported hindrances, such control would focus on time, place, textbooks and students. The research believe that , simplified ,authentic and short activities could be used to accord with the forty-five minute period and limit place could be managed before instruction be given to students for daily smooth arrangement of groups . Supplementary materials would be used to enhance the textbooks.

So, this study aims to provide such empirical evidence, specially, the skills of listening and speaking.

To sum up, many previous studies have reported factors, which might impede effective implementation of the communicative activities; the results of the study will inspire Sudan Ministry of Education to facilitate this process for EFL teachers in Sudanese secondary schools.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

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### **Research Methodology**

#### **3.0. Introduction:**

This chapter introduces the research method and the population under study, the design of experiment, a detailed description of the research tool (listening & speaking tests), test validity, reliability, and methods of data analysis.

#### **3.1. Research Method:**

In order to achieve the objectives of the study, the researcher used the quantitative method for two groups, because the research desired to find out whether there is an impact of the implementation of communicative activities on teaching listening and speaking or not.

#### **3.2. Research Population:**

Burn(1996:8) defines population as “populations are groups consisting of all people to whom researchers wish to apply their findings.” From this definition, the population of this study was third year students at Khartoum Secondary school in Khartoum state, Sudan, enrolled at the first semester of the year (2012-2013).

The school was selected because it is equipped with many facilities. It was expected that such facilities would enable the procedures for using communicative activities.

### 3.3. Research Sample:

In secondary schools, mainly in Sudan, third year students at the secondary are divided into two sections; science and arts (a science class and an art class).

(21) Students are selected to be experimental group. The study uses this number of subjects in the communicative language teaching because large classes may provide weak result. Whereas (20) students are selected to be the control group. The total numbers of the participants are (41) male students aged between 17 to 18. The table below shows this:

Table (3-1)

#### Age distribution of participants:

| Age   | Experimental group | Control group | Total |
|-------|--------------------|---------------|-------|
| 17:00 | 10                 | 11            | 22    |
| 18:00 | 11                 | 9             | 19    |
|       | 21                 | 20            | 41    |

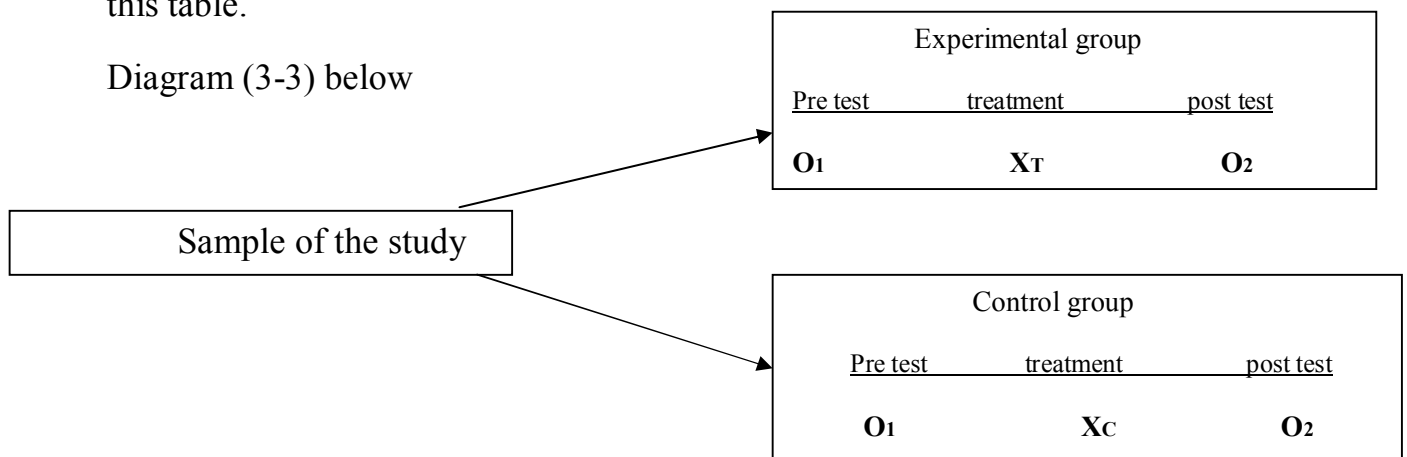
The above table explains that the experimental group represents about 51,220% of the sample of the study; whereas the control group represents 48,780% of the sample of the study.

Table (3-2)      **Sample distribution**

|                    | Frequency | Percentage |
|--------------------|-----------|------------|
| Experimental group | 21        | 51,220     |
| Control group      | 20        | 48,780     |
| Total              | 41        |            |

Both groups were chosen according to a randomized pre-test which can be seen in this table.

Diagram (3-3) below



**O1** represents the pretest of the experimental group and control group.

**O2** represents the post test of assessment of experimental group and control group

**XT** represents the treatment of the experimental group.

**XC** represents the treatment of the control group

Then, a pretest was given to both groups at the same time. The control group studied English language (listening and speaking) according to the traditional activities, whereas the experimental group studied English language according to the communicative activities. The researcher instructed the listening and speaking skills to the experimental group by himself, where as the control group instructed on the same skills by another instructor.

Some resources were used to gather communicative materials. After four weeks of the first term of (2012-2013) .Then, the research will give a post test to the two groups.

### **3.4. Research Instrument:**

#### **3.4.1. Test Description:**

The study involves a pre-test and a post-test, which were expected to cover the listening and speaking skills. The tests are designed according to the principles of the communicative activities.

The listening test targeted the following sub-skills:

1- understanding functions: listening for specific information (focusing on meaning rather than form) through multiple choice items in order to observe the students' ability to comprehend a short talk.

2-sound discrimination and recognition of phoneme sequences by asking the students whether the pronounced words are same or different and by circling the words they hear.

3- Guessing meaning from context by listening to short conversations and choosing the correct definition of the underlined words.

The speaking test targets the following sub-skills:

1- Discourse management: coherence and cohesion devices by reading a

given situation then choosing the best response orally.

2- Making the best choices for real-life situations by providing contextually appropriate responses orally. This is after reading four personalized situations which are described in few sentences and end with a question.

3- Pronouncing words correctly and with appropriate intonation.

4- Fluency and accuracy by engaging in an interview with the examiner.

### **3.4.2. Test Validity:**

Brown (1988:101) says that test validity is the degree to which a test measures what it claims to measure. While, Ground (1982:126) says that validity refers to the appropriateness of the interpretations of the test results. The concept of the validity, as used in testing, can be clarified further by noting the following general points :

-validity refers to the interpretation of the test results (not to itself) -validity is inferred from available evidence (not measured) .

-validity is specific to a particular use (selection, placement).

-validity is expressed by degree (high, moderate or low ) Gronund (1982:126) .In addition to that , Gay (1987:129) explains that logical validity includes content validity and it is so named because validity is determined by expert judgment. Therefore, to ensure that the test employed in the present study is valid, the test items were evaluated by some experts

from Sudan University of Science and Technology in the field of ELT to validate the suitability of tasks to the students' abilities, the clarity of the instructions, the feasibility of the test items, the suitability of the allotted time, and the test organization

### **3.4.3. Test Reliability:**

According to Harris (1969:14), reliability means the stability of the retest. He says that reliability is the degree to which a test consistently measure whatever it measures. In this study, the researcher used the test-retest, where a pilot study is conducted on 21 students. The test was piloted to make sure that the written format and the length of the time allowed was appropriate. The test was administered for appropriately (90) minutes. After four weeks of active teaching by using the communicative activities, the same test was retested on the same students. Coefficient Variation was used to measure if there was a significant difference between the test-retest results of the students instructed by using the communicative activities and the students instructed by using the traditional activities. It also measures the impacts of the communicative activities and the traditional activities on the listening and speaking skills. Taking into account the level of significance

is 0.05, for further investigation of the tests internal consistency, Cronbach's Alpha formula was applied to the data .If the value of Alpha is 90, which is considered to be quite high. Thus, the test can be a statistically reliable

### **3.4.4. Procedures of Data Collection:**

#### **3.4.4.1. Pretest:**

The pretest was the first activity which the researcher applied on the students before the treatment .Then, the researcher introduced himself to students and used a pretest which consists of five questions. The scores taken from vocabulary, accuracy, pronunciation, grammar and comprehension were used to measure the degree of pre-existing knowledge on the learner's levels and be compared with the rate of the post-test .Then the results of the two testes were recorded and statistically analyzed.

#### **3.4.4.2. Treatment:**

The study used two groups. The experimental group studied listening and speaking using the principles of the communicative activities whereas the control group studied listening and speaking by using the traditional activities .

The two groups had the same number of hours of instruction , which was six periods every week, forty-five minutes each .

The experimental group interacted in student-learning center class. The researcher showed the objectives of the experiment and principles of the communicative activities to the students at the beginning and familiarized the learners about the communicative language functions, such as greeting and socializations . Moreover, the students were asked to learn some fundamental expressions necessary for expressing appreciation , forgiveness ,etc. Structure is instructed implicitly , but sometimes explicitly , because the two usages were the essential elements of communicative competence (Tongue &Gibbons,1982:65 ) .This explains that the learners will acquire the language structures simultaneously as they engages in pair work interactions .

The researcher concentrated on the use of conversations and role plays in daily situations using different and various authentic listening materials . In practice the conversations, learners seats were arranged in groups of four or five in order to do conversations in a neat way easily. The researcher facilitated the communicative activities and acted as a monitor and an observer where as the learners practice the tasks. Taylor (1983:55) said that the teacher should offer forms , explain structures , introduce new pattern , provide vocabulary and identify errors. In lesson plans , the research used a model which was known as

the sheltered Instruction Observation Protocol ( SIOP ) .The SIOP model , according to Hamyes (2004) :12) , includes teacher preparation , instructional indicators such as comprehensible input and building of background knowledge as strategies for class room organization and delivery of instruction . In addition to that some educationists have pointed out the effectiveness of SIOP model. Hanson & Filibert (2006:52) indicate that “years of research have proven that students in classrooms implementing the SIOP model understand what is being instructed and have experienced success in learning grade-level content while developing their ability in English language skills”.

#### **3.5.4.3. Posttest:**

Posttest was the final activity that the researcher applied on the students after treatment by teaching listening and speaking using the communicative activities .

The researcher used the posttest which consisted of five questions. The scores taken from vocabulary, accuracy, pronunciation, grammar and comprehension were compared and then analyzed.

#### **3.4.4.4. Score:**

For the total test performance, scores were tabulated out of 50. For the listening test , task one was tabulated out of 6, task two out of 6, task three out of 10. On the speaking test ,task one was tabulated out of 10, task two out of 6, task three

out of 6, and task four out of 6. The listening and speaking test was administered in two periods of approximately 90 minutes

#### **3.4.4.5. Calculating and Analyzing the Test Scores:**

The data was calculated in order to analyze the pre-test and post-test. The types of analyses that the researcher used include Pearson Product Moment Coefficient, which indicates the degree of relationship between sets of numbers as well as the frequencies, percentage and means. The pair and the independent sample's t-test was used to decide whether there is difference in means between the two groups. This statistical calculation was additionally used to compare the following:

The pre-posttests for both groups and the mean for both groups. According to Burns (1995:33), the most common measure of central tendency in educational research is the arithmetic mean.

To sum up, the researcher gathered data from both tests for experimental group and control group in order to tabulate, analyze and interpret so as to answer the following questions:

1-What are the pretest mean scores of the two groups?.

2-What are the post-test mean scores of the two groups?.

3-Do the pretest scores differ significantly from the posttest scores of the control group?

4-Is there any significant difference between the pretest scores and posttest scores of the experimental group?

5-Does the mean score of the experimental group subjected to the communicative activities differ significantly from that of the control group?

6-Is there any significant difference between the mean scores of the respondents in the two groups on listening and speaking skills.

### **3.5. Summary of the Chapter:**

In this chapter, the researcher has presented the population and sample size under study, the design of the experiment, a detailed description of the research tool( listening and speaking test), test validity and reliability, ways of scoring, and quantitative method used. In the next chapter, the researcher will look at the statistical analysis as well as the findings.

# **CHAPTER FOUR**

## **DATA ANALYSIS, RESULTS AND DISCUSSION**

## **CHAPTER FOUR**

### **Data Analysis, Results and Discussion**

#### **4.0. Introduction:**

In this chapter, the researcher discusses the research questions and hypotheses related to the problem. The mean scores of both the experimental group and control group will be used to verify or reject the research hypothesis. In addition, a *t*-test will be applied to see whether the differences were significant or not.

#### **4.1. Statistical analysis of Experimental group and Control group pretest:**

The first thing that the researcher had done before the treatment was pretested in order to find out an answer for the first research question which is "Are the third secondary school students weak in listening and speaking skills ?", and the hypothesis which is "The third secondary school students are weak in listening and speaking skills. " The scores obtained by the students of both groups were computed to make comparison and to see whether there is a large difference between the mean scores of the pretest of experimental group and control group.

Table (4-1) **Degrees of experimental group and control group pretest:**

| Experimental group pretest |       | Control group pretest |      |
|----------------------------|-------|-----------------------|------|
| No                         | Score | No                    | Sore |
| 1                          | 24    | 1                     | 25   |
| 2                          | 26    | 2                     | 26   |
| 3                          | 30    | 3                     | 29   |
| 4                          | 28    | 4                     | 29   |
| 5                          | 26    | 5                     | 25   |
| 6                          | 27    | 6                     | 28   |
| 7                          | 22    | 7                     | 24   |
| 8                          | 30    | 8                     | 29   |
| 9                          | 24    | 9                     | 24   |
| 10                         | 23    | 10                    | 25   |
| 11                         | 24    | 11                    | 25   |
| 12                         | 25    | 12                    | 24   |
| 13                         | 28    | 13                    | 27   |
| 14                         | 26    | 14                    | 25   |
| 15                         | 30    | 15                    | 29   |
| 16                         | 28    | 16                    | 27   |
| 17                         | 23    | 17                    | 24   |
| 18                         | 27    | 18                    | 26   |
| 19                         | 29    | 19                    | 28   |
| 20                         | 28    | 20                    | 27   |
| 21                         | 30    |                       |      |

According to the above degrees the students of the two groups, the students are weak. Because the two groups are instructed according to the principles of the traditional activities. So, this shows that the groups are the same in the level of their language background .To ensure that these degrees are statistically weak based on the result of the t.test.

An overview of the t.test value of listening and speaking pretest for experimental and control group.

Table (4-2) **T.test value of experimental and control groups pretest:**

| <b>p. value</b> | <b>df</b> | <b>T. calculated</b> | <b>Std deviation</b> | <b>M</b> | <b>N</b> | <b>Group</b>        |
|-----------------|-----------|----------------------|----------------------|----------|----------|---------------------|
| 0.70            | 39        | 0.39                 | 2.5                  | 26.6     | 21       | <b>Experimental</b> |
|                 |           |                      | 1.9                  | 26.3     | 20       | <b>Control</b>      |

Key words:

N: number of the students.

M: mean

Std: standard deviation.

T: test

df : degree of difference.

The above table makes clear that the mean score of experimental group pretest is 20.6, and for the control group pretest is 26.3. This shows that the two groups' means are equal and the p.value is more than 0.05. This indicates that there is no significant difference between the degrees of the two groups. So, the controls group and experimental have the same level concerning their language proficiency. Then hypothesis which is "Third secondary school students are weak in listening

and speaking skills” is summarily accepted, because for the similarities between their degrees.

#### **4.2. Statistical analysis of control group pre-posttests:**

In order to find an answer for the second research question which is "Is there any statistical difference on the standards of listening and speaking skills for the students who are instructed according to the traditional activities?" the hypothesis showed that there is statistical difference on the standards of listening and speaking skills for the students who are instructed according to the traditional activities. The scores obtained by the students of this group were computed so as to make a comparison between the mean of the pretest and the mean of the posttest. Then, the scores were calculated to see whether there is a significant difference between the two mean scores or not.

The following table shows this.

**Table (4-3) Degrees of control group pre-posttests:**

| Control group pretest |       | Control group posttest |      |
|-----------------------|-------|------------------------|------|
| No                    | Score | No                     | Sore |
| 1                     | 25    | 1                      | 25   |
| 2                     | 26    | 2                      | 27   |
| 3                     | 29    | 3                      | 29   |
| 4                     | 29    | 4                      | 29   |
| 5                     | 25    | 5                      | 25   |
| 6                     | 28    | 6                      | 28   |
| 7                     | 24    | 7                      | 25   |
| 8                     | 29    | 8                      | 29   |
| 9                     | 24    | 9                      | 24   |
| 10                    | 25    | 10                     | 25   |
| 11                    | 25    | 11                     | 25   |
| 12                    | 24    | 12                     | 24   |
| 13                    | 27    | 13                     | 28   |
| 14                    | 25    | 14                     | 25   |
| 15                    | 29    | 15                     | 29   |
| 16                    | 27    | 16                     | 27   |
| 17                    | 24    | 17                     | 25   |
| 18                    | 26    | 18                     | 26   |
| 19                    | 28    | 19                     | 28   |
| 20                    | 27    | 20                     | 27   |

According to the above table, there is a great similarity between the student's degrees, because the students in this group were instructed according to the traditional activities .So, the traditional activities couldn't enable EFL learners to speak the target language. To ensure that this similarity is a statistically significant a t.test was used.

**Table(4-4) Overview of the t.test value of listening and speaking pre-posttest for control group:**

| <b>p. value</b> | <b>Df</b> | <b>T. calculated</b> | <b>Std deviation</b> | <b>M</b> | <b>N</b> | <b>Control group</b> |
|-----------------|-----------|----------------------|----------------------|----------|----------|----------------------|
| 0.42            | 19        | 2.2                  | 1.9                  | 26.3     | 20       | <b>Pre</b>           |
|                 |           |                      | 1.8                  | 26.5     | 20       | <b>Post</b>          |

According to the above table , the mean score of control group pretest was 26.3, whereas the mean score of the same group in the posttest was 26.5 .This indicates that there is no difference between the two means of the groups in both tests .To ensure that there is no statistical difference between the mean scores of pre posttests, the t.test was 0.42 which proves that there is no significant difference between the degrees of the pretest and the posttest for the control group .So that, the hypothesis assumed that “ third secondary school students are in listening and speaking skills” is summarily accepted because they were instructed according to the traditional activities

### **4.3. Statistical analysis of experimental group pre-posttests:**

The most important thing that the researcher had done after the pretest is the treatment, which is the implementation of the communicative activities. In order to find out an answer to the major research question : "will the implementation of the communicative activities impact positively on teaching the listening and speaking skills for the third secondary school students ?", the scores obtained by the students of this group were computed to make a comparison between the experimental group pre-test and the posttest. Then, the mean scores are calculated in order to see whether there is a significant difference between the two mean scores or not.

This can be seen in tables (4-5) and (4-6) below :

**Table (4-5) Overview of degrees of Experimental group pre-posttests:**

| Experimental group pretest |       | Experimental group posttest |      |
|----------------------------|-------|-----------------------------|------|
| No                         | Score | No                          | Sore |
| 1                          | 24    | 1                           | 40   |
| 2                          | 26    | 2                           | 42   |
| 3                          | 30    | 3                           | 44   |
| 4                          | 28    | 4                           | 42   |
| 5                          | 26    | 5                           | 46   |
| 6                          | 27    | 6                           | 40   |
| 7                          | 22    | 7                           | 42   |
| 8                          | 30    | 8                           | 43   |
| 9                          | 24    | 9                           | 44   |
| 10                         | 23    | 10                          | 46   |
| 11                         | 24    | 11                          | 40   |
| 12                         | 25    | 12                          | 48   |
| 13                         | 28    | 13                          | 42   |
| 14                         | 26    | 14                          | 41   |
| 15                         | 30    | 15                          | 47   |
| 16                         | 28    | 16                          | 44   |
| 17                         | 23    | 17                          | 45   |
| 18                         | 27    | 18                          | 40   |
| 19                         | 29    | 19                          | 48   |
| 20                         | 28    | 20                          | 46   |
| 21                         | 30    |                             | 43   |

According to the above results of experimental group in pre-posttests, there is a great difference between the two results. The degrees obtained by experimental group in pretest are weak, because the group was instructed according to the traditional activities, whereas the degrees obtained by the same group in posttest

are stronger, because the group was instructed according to the communicative activities. Then the study used a t.test to calculate the difference between the pre-posttests for this group.

**Table (4-6) Overview of the t.test value of listening and speaking pre-posttests for Experimental group:**

| p. value | Df | T. calculated | Std deviation | M    | N  | Experimental group |
|----------|----|---------------|---------------|------|----|--------------------|
| 0.00     | 20 | 22.9          | 2.5           | 26.6 | 21 | <b>Pre</b>         |
|          |    |               | 2.6           | 43.5 | 21 | <b>Post</b>        |

According to the above table, the mean score of experimental group pre-test was 26.6; and for the experimental group posttest was 43.5. This indicates that the mean score of experimental pretest is lower than the mean score of experimental group posttest. It means that there is a significant difference between the degrees of experimental group pre-test and posttest. Hence, the posttest at  $p < 0.05$  shows, they are equal to 0.00. This shows that there is a great difference between the pre-test and the posttest of experimental group. So, the hypothesis "The communicative activities impact positively on teaching of the listening and speaking skills for the third year secondary students is summarily accepted, because was instructed and interacted in CAs.

#### **4.4. Statistical analysis of experimental group and control group posttests:**

The other important thing in the study is the question four : "Is there any statistical difference on the standards of the listening and speaking skills of the students who are instructed according to the principles of the communicative activities and the students who are instructed according to the traditional activities?. In order to find an answer to this question, the degrees obtained by the students of these groups were computed to make a comparison between the two groups. Then, the mean scores of both groups were calculated to see whether there is any statistical difference between the two mean scores of both groups.

**Table(4-7) Overview of the degrees of experimental group and control group posttest:**

| Experimental group posttest |       | Control group posttest |      |
|-----------------------------|-------|------------------------|------|
| No                          | Score | No                     | Sore |
| 1                           | 40    | 1                      | 25   |
| 2                           | 42    | 2                      | 27   |
| 3                           | 44    | 3                      | 29   |
| 4                           | 42    | 4                      | 29   |
| 5                           | 46    | 5                      | 25   |
| 6                           | 40    | 6                      | 28   |
| 7                           | 42    | 7                      | 25   |
| 8                           | 43    | 8                      | 29   |
| 9                           | 44    | 9                      | 24   |
| 10                          | 46    | 10                     | 25   |
| 11                          | 40    | 11                     | 25   |
| 12                          | 48    | 12                     | 24   |
| 13                          | 42    | 13                     | 28   |
| 14                          | 41    | 14                     | 25   |
| 15                          | 47    | 15                     | 29   |
| 16                          | 44    | 16                     | 27   |
| 17                          | 45    | 17                     | 25   |
| 18                          | 40    | 18                     | 26   |
| 19                          | 48    | 19                     | 28   |
| 20                          | 46    | 20                     | 27   |
| 21                          | 43    |                        |      |

Table (4-7) above shows that the degrees are totally different, because the experimental group learned English through the Communicative activities, whereas the control group learned English through the traditional activities. So, the researcher used a t.test to prove that these differences are statistically significant.

**Table(4-8) Overview of the t.test value of listening and speaking posttest for Experimental group and control group:**

| <b>p. value</b> | <b>Df</b> | <b>T. calculated</b> | <b>Std deviation</b> | <b>M</b> | <b>N</b> | <b>Group</b>        |
|-----------------|-----------|----------------------|----------------------|----------|----------|---------------------|
| 0.00            | 39        | 23.9                 | 2.6                  | 43.5     | 21       | <b>Experimental</b> |
|                 |           |                      | 1.7                  | 26.5     | 20       | <b>Control</b>      |

Table (4-8) above table shows that the mean score of the experimental group posttest was 43.5; whereas for the control group was 26.6 .This, indicates that the two means are not equal ,because the mean score of the control group is lower than the mean score of the experimental group and the p.value of the t.tset is less than 0.05 and it is equal to 0.00 .This result shows that there is a big difference between the degrees of the students of experimental and of the control group. Hence, it can be said that the communicative activities had strong positive impact on the student's standards of listening and speaking skills. Therefore, the hypothesis: "There is statistical difference on the standards of the listening and speaking skills of the students who are instructed according to communicative activities and the students who are instructed to the traditional one" is summarily accepted, because there are two differences, one in their real degrees and the other is clearly in the t.test.

## **4.6. Results:**

According to the statistical analysis the researcher finds the following results:

1-Third year secondary school students are weak in listening and speaking skills.

2-The implementation of the communicative activities impacted positively on teaching the listening and speaking for the third year secondary school students.

3-There is a statistically significant difference on the standards of the listening and speaking skills for the students who are instructed according to the principles of the communicative activities and the those who are instructed according to the traditional ones.

## **4.6. Discussion:**

The major finding of the statistical analysis of the research was a positive answer for the main research question. The analysis found that the communicative activities had impacted positively on the students listening and speaking skills. This was arrived at through the mean scores of posttest for experimental group, and the performance of the students of experimental group which was more concerning rather than the performance of the control group in the posttest.

Then, the results of pretest of both groups showed that there was no a statistically significant difference between the students groups in the levels of their language proficiency in listening and speaking skills. So, the findings of the present study showed that the experimental group gained higher scores on the posttest than the control group scores in the posttest. Thus ,there was a great significant difference between the experimental group and control group on the posttest scores .So, this difference was seen as a result of the daily group work and pair work for experimental group which provided the students with much doses of opportunities to speak English all the time .During the six weeks of experiment, the experimental group used to listen daily to the native speakers through tapes and CDs; whereas the control group did not have such opportunity .Therefore, the students of the experimental group have become more confident and more proficient to speak the target language. Moreover, the communicative activities such as games, conversations practice, role-play, informationgab and other communicative activities required students to work in groups or pair work. (Likewise SU,1990:23), confirms that : “role-play might be a valuable and valid means for helping and encouraging students to gain the communicative competence in the classroom, it provides learners with large opportunities to use the real-life language according to the situation conducive to the development of oral communicative skills. His findings showed a significant improvement in his

subject's communicative competence. Similarly, (Konstantyuk, 2003:36) and (Green, 1993:32) when he found out the communicative activities rated as more enjoyable than the non-communicative ones.

(Tucnel, 2006 :82), in addition, suggests that : "The addition of communicative element leads to higher student achievement in measuring their test scores, and later in their specialist studies " .According to the present study, there was no significant difference between the control group pre-posttests ,the control group had no opportunities to practice communicative activities .However ,practitioners (Gage,1975:2 )"argue that traditional methods are inadequate and untrustworthy, because they do not help students to use the target language as it is used in real-life situations" when they need to communicate effectively with others. However, the traditional activities fail to take into account the students oral proficiency.

Thus, Tamburo,(1986) confirms that learner-centered strategies, can be used to enhance language and communicative skills acquisition to gain more positive attitudes towards language learning. So, students who learn via a traditional classroom do not have an opportunity to be responsible for their learning. They obey what they are told to do by their instructor(s) .In addition, the traditional seating way of the students in the classroom, which in rows, do not allow them to engage in meaningful conversations, role-play, problem solving and other communicative activities .Therefore, the traditional activities do not help the

learners to speak the target language according to the situation; it means that the control group could not improve their listening and speaking skills, because much time is devoted for memorizing language forms .

However, the knowledge of the grammatical rules would not build the learners ability to speak the target language. This, in addition to the absence of listening and speaking in the final exams of Sudanese third year secondary schools, lead to the ignorance of assessing evaluating of listening and speaking skills as important aspects in language learning .

Therefore, care can be taken on these skills taking into account both the teachers and students.

To sum up, the skills of experimental group in listening and speaking are improved by applying the communicative activities on teaching the listening and speaking skills.

#### **4.7. Summary:**

This chapter has presented the statistical analyses of experimental group and control group pre-posttests. It has also examined the research hypotheses and answered the research questions and ends with discussion.

**CHAPTER FIVE**

**CONCLUSION, RECOMMENDATIONS AND  
SUGGESTIONS FOR FURTHER STUDIES**

## **CHAPTER FIVE**

### **Conclusions, Recommendations and Suggestions for Further Studies**

#### **5.0. Introduction:**

In this chapter the study will deal with the conclusions, recommendations and the suggestions for further studies.

#### **5.1. Conclusions:**

After the findings, the study concludes that: Firstly, based on the results obtained, we can conclude that EFL learners, mainly, third-year secondary schools in Sudan are weak in listening and speaking skills. This is because the current syllabus did not give much attention to these skills as many teachers prefer to use the traditional activities. This has come as a result of the treatment that the researcher did. Accordingly, no difference has been detected statistically.

Secondly, there is a positive impact on teaching the listening and speaking skills for third-year secondary school students. This has come positively when the researcher implemented the communicative activities. Therefore, there is a statistically significant difference on the standards of the listening and speaking

skills on both groups on the use of the communicative activities and the traditional activities.

## **5.2. Recommendations:**

Based on the present results, the present study has recommended the following:

- 1- To replace the traditional activities with the communicative ones in teaching English language at secondary schools to develop communicative competence.
- 2- In-service English language teachers should have more sessions of training in applying the communicative activities to develop communicative competence.
- 3- English language supervisors should facilitate and encourage the process of the communicative activities implementation for listening and speaking skills.
- 4- English language teachers should help and encourage students to work in pairs and groups so as to promote their listening and speaking skills by using the target language, solely, in the classroom discussions.
- 5- Communicative activities in language teaching can be used as alternative activities in teaching of the language skills at secondary schools.

### **5.3. Suggestions for Further Studies:**

The researcher suggests the following topics for further studies on the same areas:

- 1- The concepts of the secondary school teachers towards the communicative activities on the teaching of English language.
- 2- The effect of the communicative activities on teaching reading and writing for the secondary students.
- 3- The evaluation of the effect of the communicative activities on teaching the listening and speaking skills.

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# **Appendixes**

## Lesson Plan (Listening and Speaking)

Time : 45

Class :3<sup>rd</sup>-year secondary school students

Unit : 3

Lesson: 4

Topic: Pick-up Line

The researcher used the following steps in teaching the listening and speaking skills

Aims:

By the end of the lesson the learners' should be able to:

- practice listening and speaking via listening to CDs.
- make conversation and discussion with their classmates.
- speak the target language fluently.

### Implementation of the activities

1. Students listen to a dialogue about “pick-up”
2. After listening to the dialogue, divide students into pairs. They have to discuss if the bee in the dialogue is smart in picking up the flower and state reasons why it is smart or not. Then pick several pairs to share their ideas with the class.
3. Introduce some “cliché” or “smart” pick-up lines to class. Introduce different counties’ pick-up lines.
4. Discuss questions related with pick-up lines. (can be done in a group) Discuss questions like: (1) How do most bees pick up flowers? (2) How do flowers pick up bees? (3) Share their own experiences of picking up someone or being picked up by others.
5. Each pair creates a dialogue about “picking up” by using pick up lines created by themselves.
6. Perform the dialogue in front of the class.
7. Students choose the best pick up lines classmates created.

**Evaluation:**

Learners created some dialogues and conversations.

The learners were able to speak the target language fluently.

## **Pre -posttests**

### **Students Version**

**Name:** .....

**Class:** Third year, section

**Total time:** 90 minute

### **PART (1): Listening Test (45)**

***Q1: A(comprehension) .Listen to the story, paying special attention to the details. Then choose the correct answer.(total 20 minutes)***

My seven-year-old cousin Lamont thinks rules are for breaking, not for following. Our grandmother says, “A fence is nothing’ to a child but an invitation to climb.” When she says that, she must be thinking of Lamont. Once he saw a “Keep Off the Grass” sign outside the science museum, and he sat down on the grass right next to the sign until I dragged him away. Another time, when my aunt brought out a plate of cookies and said we could have two each, he grabbed five right in front of her. If you ask Lamont why he breaks rules, the reason he gives most often is that he likes keeping other people on their toes. Child behaviorist Dr. Ramon Chuya puts it another way: “Children test rules constantly to find out their limits”. They want to know that there are consequences for their behavior, and they need to find out just what those consequences are.”

**1. Lamont thinks rules are for.....**

- a. following
- b. respecting
- c. breaking

**2. If you ask Lamont why he breaks rules?**

- a. because he doesn't like children
- b. because he likes keeping other people on their toe
- c. because he dislike keeping other people on other toes

**3. Children test rules constantly to find out...**

- a. their hobbies
- b. their desire
- c. their limits

**4. Our grandmother says "A fence is nothing, to child but an invitation to climb"**

- a. she must be thinking of her husband
- b. she must be thinking of her sister
- c. she must be thinking of Lamont

**Q2. (Vocabulary). Short dialogues**

**(Vocabulary). Listen to the following dialogues .Then circle the correct meaning of the underline words.(15minutes)**

**1. Patrick :** Jone , I heard you were late for class this morning

**Jone :** I over slept and missed the bus.

- a. get up early
- b. didn't sleep enough
- c. heard the bell
- d. sleep too late

**2. Lora:** where did Jamey and Sally go for their honey moon ?

**Riana:** They were going to Puerto Rico, but they couldn't afford it, so they went to St, Ausustine instead for one week.

- a. a holiday to celebrate national day
- b. a holiday for married couple
- c. a holiday after school
- d. a holiday teachers celebrate

**3. Shawn :** Did Patrick return the books to the library

**Secretary:** No, he didn't. He had them renew.

- a. read all of the books
- b. extended the borrowing

c. photocopied the books

d. borrowed some more books

**4. Jamey:** How long are you going to be a way?

**Darin:** I'm planning on spending the weekend at the beach as long as the weather stays nice.

a. a place near the desert.

b. a place beside the school

c. a place beside the sea

d. a place on the hill

**Q3.(pronunciation) 1. Listen to the word pairs. Circle the word you hear (5minutes)**

1. Three                  tree.

2. Mouse                mouth.

3. Sin                    thin.

4. Sigh                  thigh.

5. Tense                tenth

**2. Listen to the following words pairs. Are the words said the same or different? Write (s) for same and (D) for different (5minutes)**

1. (       )

2. (       )

3. (       )

4. (       )

5. (       )

## Part (2): Speaking Test

Total time (45minute)

### Q4.(grammar)

Choose the correct answer from a, b, c or d (15 minutes)

1-Can you hear what is he.....?

- a. Saying    b. speaking    c. telling    d. Talking

2- Please be .....when you cross this road .

- a. Careless    b. careful    c. carring    d.careless

3-I usually.....up at 6:30 a.m. every morning.

- a. get    b. rise    c. awake    d. go

4- What exercise do you like doing .....of all ?

- a. best    b. before    c. after

5- Excuse me..... if you can help me

- a. expect    b. hope    c. wonder

6- Have you seen my car keys? I can't find .....anywhere.

- a. him    b. them    c. they    d. that

7- I have been waiting for 30 minutes and the bus hasn't arrived....

- a. not yet    b. already    c. yet    d. till

8- Who would like to .....off the debate?

- a. begin    b. start    c .begin    d. starting

9- I only want .....little sugar in my tea, please.

- a. a    b. the    c. such    d. an

10- ..... is that over there?

- a. Who.   b. whom   c. which   d. whose

**Q5.(Accuracy)**

**A. Choose the correct answer from a ,b, or c, for each situations (5minutes)**

**1. A stranger stops you in the street and says, “Excuse me .Could you tell me the way to the police station, please?” you can’t help him, so you say:**

- a. thank you I can’t help you
- b. please. Don’t know
- c. I’m afraid I don’t know where it is.

**2. I’m afraid I have a bad cold**

- a. that is very bad luck .But thank you for coming to the meeting
- b. keep away from me .I don’t want to catch it.
- c. I know someone who died from a bad cold

**3. My sister has had an accident.**

- a. I’m sorry to hear that. Is the car ok?
- b. Really?
- c. I’m sorry to hear that. Is she all right?

**B. What will you say in the following situations?(10minutes)**

**1. Someone has just returned from a journey. What will you say to him?**

**2. Your mother has forgotten where she has put her glasses. She cannot see too well without them?**

**3. someone you have just met is talking about an English test that he has to take tomorrow .He says.”I’m going to fail it”**

### **C .Oral question**

**Each student will have an interview with the teacher (15 minutes)**

**1. Speak about one of the following topics:**

- School.
- The weather.
- Country.
- Hobbies.

**2. Speak about yourself.**