



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



**Investigating the Role of Social Environment on  
Developing English Communicative Competences**

**تقصي دور البيئة الاجتماعية في تطوير كفاءات  
التخاطب لدى طلاب اللغة الانجليزية**

**A thesis submitted in fulfillment of requirement for the  
degree of Med in ELT**

**By**

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**2016**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

قال تعالى:

**(فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا).**

صدق الله العظيم

سورة طه الآية (114)

## **Dedication**

I dedicate this research to

My father

To my mother

To my brother

Hassan Ibrahim

## **Acknowledgement**

I would like to express my thanks to my supervisor

**Dr. Hassan Mahill**

The father of English department at Sudan University

And everyone helped me in this study.

## **Abstract**

This study aims at investigating the role of social environment in promoting the oral communicative competences. The researcher has adopted the quantitative method as well as the questionnaire as tool for collecting data relevant to the study. To highlight the importance of social environment in promoting the oral communicative competences. The sample of this study comprises of (30) teachers. The marks obtained from the questionnaire were compared. From one hand, the results have revealed that the students encountered difficulties in promoting the oral communicative competences. The result has shown that the questionnaire indicates that there is highly different significance among students. Therefore, this indicates that students are in need of social environment to promote their oral communicative competences.

## ملخص البحث

تهدف هذه الدراسة إلى تفصي دور البيئة الإجتماعية في تطوير الكفاءة التواصلية التخاطبية ، وقد أعتمد الباحث المنهج الوصفي التحليلي بالإضافة إلى الإستبانة كأداة لجمع المعلومات المتعلقة بالدراسة.

ولتسليط الضوء على أهمية البيئة الإجتماعية في ترقية الكفاءة التواصلية التخاطبية.

شمل مجتمع البحث ثلاثون معلما وقد حلت النتائج التي تم التوصل إليها عن طريق الإستبانة وكشفت هذه النتائج عن الصعوبات التي يواجهها الطلاب في تطوير الكفاءة التواصلية لديهم. وتشير نتائج الدراسة إلى أن الكفاءة التواصلية التخاطبية ذات أهمية قصوى وسط التلاميذ الشئ الذي يؤكد أن التلاميذ في أمس الحاجة إلى التخاطب.

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# CHAPTER ONE

## INTRODUCTION

# Chapter One

## Introduction

### 1-0 Context of the Study

In the first place communication is considered to be a means of understanding each other. No doubt; communication has many different ways, such as television, book, and computer. And so on. That is why communication is considered to be very important, also the world becomes as a small village, so wherever you go you need to communicate, especially in English.

As James M. Heslin (2006) says: our communication with others creates a looking – glass self, he adds that if societies reflect a negative image to its people, they tend to think of themselves negatively. According to this vision we find that some students speak English perfectly inside their Universities, but when they go out they speak their mother tongue, therefore these students have negative side in their interaction, as a result it will be difficult for them to develop their communication skills.

- 1- According to John D. Delemater, and Daniel Myer: communication is the process whereby people transmit information about their spoken and written words, through voice qualities and physical closeness through gestures and posture.
- 2- As Alan Barker (Communication is the act of transmitting).

## **1-1 Statement of the problem**

Most of our students suffer from difficulties and weakness in their communicative competence skill especially in English and this refer to many reasons as lack of self – confidence, support, interest, training program, practice lack for time to communicate, so this study helps to find some solution and explore mind to develop our self particularly in English interaction.

## **1-2 The objective of the Study**

This study aims to:

- Investigate the effect of social environment on developing communicative competence skills.
- To find out how can students develop their communicative competence?
- Highlight the problems areas to find solution.

## **1-3 Question of the Study**

- 1- How dose social environment effect on student's communications.
- 2- How do students develop their English Communicative of competence skill?
- 3- Do students practice English in real involvement of communication?

## **1-4 the Hypotheses of the Study**

- 1- Social environment affects greatly on students communicative competence skills.
- 2- The students do not develop their English communicative skills to the best way.

3- The students practice their English only in very narrow space of development.

### **1-5 Significance of the Study**

This study has encouraged students to use English languages communicatively by practicing new training program which may lead them to interest English language , motivate them to perceive learning process and interact with other foreign learners who study in the same university and even with their teachers so they may renew their ways in involvement .

### **1-6 Methodology of the Study**

This Study has used follow the descriptive analytical and quantitative methods and as well as questionnaire has been used as a tool to collect data and information relevant to this study.

### **1-7 Limitation of Study:**

This study will investigate the effect of social Environment and developing English language communicative competence skill. The study will take place at Sudan University of Science and Technology – Collage of education – English language Department – A study case for the fourth class in the year (2015 – 2016).

**CHAPTER TWO**  
**LITERATURE REVIEW AND**  
**PREVIOUS STUDIES**

# **Chapter Two**

## **Literature Review and Previous Studies**

### **Part One: Theoretical Background**

#### **2-0 Introduction:**

In everyday life, communication is necessary in almost all situations since people must communicate in order to exchange information. Communicative competence is essential for successful learning among the academic institutions as it is an important area of area of study. Therefore, approaches and studies are various in this field, this observation is obvious and clear to those who work in this area. Thus it is very important to submit many studies to facilitate learning for students who study English as a second language; hence developing English communicative competence skill should be considered with more concentration.

There are many factors that may affect the communicative competence; the most prominent factor is the social environment factor which will be handled through the present study to show the problematic areas that can hinder the students to communicate with each other inside the classroom.

This chapter presents a background taken from references specialized in the area of study written by other authors as well as the previous studies related to the present topic.

#### **2-1 Definitions:**

According to Borich (1999), it is necessary to measure the social environment in the classroom. His approach focuses on the classroom as a unique social system which includes interpersonal relationships among

the students, relationships between the students and the teacher and how the students understand the social dimension in the classroom, such as activities, organization and cooperation.

Regarding the dimensions of social environment, Fraster and Walberg (1982) have identified fifteen dimensions which are written briefly below:

- 1 Cohesiveness:  
When a group of individuals interact for a period of time, a feeling of intimacy or togetherness grows among them.
- 2 Diversity:  
The extent to which the class provides for different students' background, interests and activities is important to learning.
- 3 Formality:  
The extent to which behavior within a class is guided by formal rules can influence the flexibility necessary for both teacher and students to achieve stated goals.
- 4 Speed:  
Student's commitment to the goals of the class is best achieved when students feel they are learning at the same rate of other students. A pace that is too fast will discourage commitment to the group goals on the part of the less able learners; a pace that is too slow will discourage commitment from able learners.
- 5 Environment:  
The classroom's physical environment including the amount of space and type of equipment influences the structure of the group and the relationships among its members. Generally, the more the classroom reflects the world outside, the more opportunity there is to learn.
- 6 Friction:

This dimension refers to the extent to which certain students are responsible for class tension and hostility among the members of classroom.

- 7 Goal direction:  
Clearly stated goals and their acceptance by the group orient the class and outline expected roles for class members.
- 8 Favoritism:  
This dimension indicates the extent to which some students and the teacher behave in ways that benefit some class members at the expense of others.
- 9 Cliques:  
Cliques within a class can lead to the hostility among class members and endanger alternate norms which may lead to less than optimal group productivity.
- 10 Satisfaction:  
Whether or not students gain events and activities that are assigned affects their learning.
- 11 Disorganization:  
Class disorganization is believed to be related preposition reduce instructional time and therefore reducing opportunity to learn.
- 12 Difficulty:  
Generally, students who perceive the content as easy tend to perform more poorly on measures of achievement than those who do not.
- 13 Apathy:  
Students who fail to see the purpose or personal relevance of class activities perform more poorly than those who do see the connections between class work and their lives.
- 14 Democratic:  
This dimension indicates where the class perceives itself on an authoritarian – democratic continuum.
- 15 Competitiveness:  
The effect of competitiveness has been shown to differ widely both within and across class rooms.



## **2-2 Effects of Social Acceptance on Behavior:**

Hurlock (1974) states that a person is judged by his behavior, this judgment influences his personality. Those who are accepted interact with others, and those who are not accepted do not interact towards others. Therefore, people who feel welcomed and accepted are more accepted to respond and deal friendly than those who behave differently. Hurlock points out that there are two main conditions concerning the influences of social acceptance; they are how secure the person feels in his status in the group, and how important social acceptance is to him.

## **2-3 Social Competence and Human Behavior:**

Quillen and Hanna (1948) have shown out that social education in the university is concerned with helping learners to build desirable and happy personal and social relationship with their colleagues and teachers in order to achieve the competence necessary to make a positive interaction. Social education thus directs the total university program. Whatever type of education (public education and private education) cannot determine the personality for developing the behavior characteristics needed. The social studies however, must play a major role in any program of social education designed to help youth.

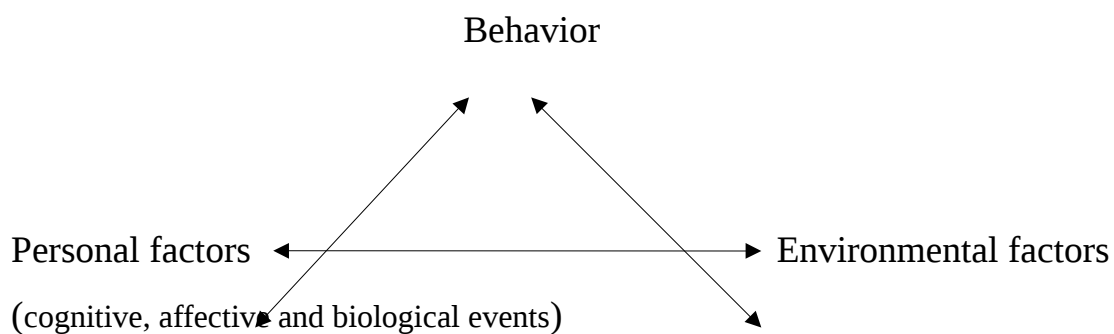
## 2-4 The Cognitive Theory (Social Environment):

The theory is shown by Bandura (1986) as "*a view of human functioning that accord central role to cognitive, vicarious, self-regulatory and self-reflective process in human adaptation and change. People are viewed as self-organizing, proactive, self- and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses*".

From this theoretical respective, human functioning is viewed as the product of dynamic interplay of personal, behavioral, and environmental influences.

Bandura altered the label of his theory from social learning to social "cognitive" both to distance it from prevalent social learning theories of the day and to emphasize that cognition plays a critical role in people's capability to construct reality, self- regulate and encode information and perform behavior.

## 2.5 Model of Reciprocal Determinism:



This social cognitive theory stands in clear contrast to theories of human functioning that overemphasize the role that environmental factors play in the development of human behavior and learning.

## 2-6 Definitions of Communication:

Delamater and Myers (2007) define communication as the process whereby people transmit information about their ideas, feelings, and interaction to one another.

Oxford Advanced Learners Dictionary (2005) defines communication as the activity or process of expressing ideas and feelings or of giving people information: speech is the fastest method of communication need to be kept open. Doctors do not always have good communication skills. non-verbal communication. We are in regular communication by letter.

Another definition of communications stated by Oxford Advanced Learner Dictionary is that; communications are methods of sending information, especially telephones, radio, computers, etc, or road of railways: communication systems/ links / technology. ((The new airport will improve communication between the islands. Some has prevented communication with the outside world for three days)). (Informal) a message, letter or telephones call: a communication from the leader of the party.

## **2-7 Communication Skills:**

Communication skills are clarified by Marshall and Williams (1986) as they state that there are four general areas that are seen as important:

- 1 Receiver skills: including study skills, information retrieval and note taking.
- 2 Presentation skills: including oral, written and visual presentation skills.
- 3 Skills in communicating person to person: including interviewing and being interviewed.
- 4 Skills in working in groups: including participating in and leading groups and running meeting.

Ruben (1984) defines communication when he says:

*"Few words are used in as many different ways by as many different people as communication. To some communication brings to mind an image of a speaker addressing an audience from behind a lectern the lively discussion of colleagues at a meeting, or an exchange of glances between lovers. Others associate the term primarily with mass media – newspapers, television, books, magazines, radio or the recording industry. For still other communication has to do with computers cathode-ray tubes, terminals, telephone lines and satellites".*

Verderber and verderber (1977) have provided definition to the interpersonal communication as they state that "it is the transactional process of sharing meaning, by transactional process we mean there is interdependence between those who are communicating; communication is a continuous, dynamic interaction with no clear beginning or end".

Barker (2010) defines communication as he states that "the word communication came to refer to the movement of goods and people as well as information. We still use the word in these ways of course: roads and railways are forms of communication, just as much as speaking or writing". Furthermore, communication is defined by Rowson (1988) as she indicates that:

*"Given that we accept responsibility for communicating, we want to make it as successful as possible. Being able to communicate confidently means being able to achieve our desired goals without bullying others. However, we communicate, whether it is through the spoken word, the written word or sign language it is for a purpose; to instruct or inform to please to entertain or to educate".*

According to Neher (1997) "communication shares roots with 'communal' 'community' and 'common' the ideas behind these roots in the

idea of people sharing something or holding something in common. In other words communication is a solitary activity".

Communication is also defined by Rickheit and Strohner (2010) as " In most communication situations, we have two or more communication partners with some internal knowledge who are connected to each other by the following five links:

- 1 Information transmission and feedback.
- 2 Informational medium.
- 3 Referential knowledge.
- 4 Partner knowledge and mindreading.
- 5 Physical and social situation.

According to Satterwhite, & Sue (2007) "communication is the exchange of information. Communication is a vital part of our everyday lives. Beginning at birth. Speaking, listening, reading, writing and even observing are part of communication process."

Fiske (1982) defines communication in his book Introduction to Communication Studies as he states that "communication is one of those human activities that everyone recognizes, but few can define satisfactorily. Communication is talking to one another, it is television, it is spreading information, it is our hair style it is literary criticism; the list is endless'.

Communication is defined by Kenny (2009) as he says: " I define communication as social process. Communication is social because it involves interaction between people .communication is a process because it consists of an ongoing series of exchanges. In these exchanges, one person uses symbols to intentionally send a message; then others interpret the message's meaning and respond."

According to Plante and Beeson (2004) who define normal communication as " Human communication which embodies a rich tapestry of information conveyed through elements of movements, emotional expression and vocalization. They state that communication includes all means by which information is transmitted between a sender and a receiver."

### **2-8 communication components:**

According to Satterwhite, & Sue (2007), there are six basic components of communication they are:

- 1 Message sender.
- 2 Actual message.
- 3 Message transmission.
- 4 Message receiver.
- 5 Message interpretation.
- 6 Feedback.

### **2-9 Factors that influence communication:**

Satterwhite, & Sue (2007) has mentioned four factors that influence the communication process, they are clarified as follows:

- 1 The background of the receiver.
- 2 The appearance of the sender.
- 3 Barriers that might negatively affect the intended message.
- 4 The language and communication skill of the sender and receiver.

### **2-10 Purposes of Communication:**

The purpose of communication should be the first step in planning any message of communication. Satterwhite, & Sue (2007) indicates that there are four main purposes of communication:

- 1 To inquire.
- 2 To inform.
- 3 To persuade
- 4 To develop goodwill.

## **2-11 Types of Communication:**

Communication can be divided into three main types. According to Satterwhite (2007) " communication has three categories; oral, written, and nonverbal. Satterwhite, & Sue (2007) states that:

- 1 Oral communication uses spoken words to exchange ideas and information.
- 2 Written communication is the exchange of information through letters, words and sentences.

Nonverbal communication is the communication without expressing something verbally

## **2-12 How can you Improve your Communication Skills?**

To answer this question; Rowson (1988) identified five main points, she explains them as follows:

You need to:

- 1 Ask the right question.
- 2 Listen effectively.
- 3 Read and interpret body language.
- 4 Understand what is being said behind the words.
- 5 Use the right words.

You need self-confidence, understanding and an open mind and you need to be unselfish, have a mature personality and be genuinely interested in other people.

According to Barker there are seven ways to improve your conversation, he states that ; your success as a manager depends on your ability to hold effective and productive conversation. Barker mentions seven proven strategies:

- 1 Clarify your objective.
- 2 Structure your thinking.
- 3 Manage your time.
- 4 Find common ground.
- 5 Move beyond argument.
- 6 Summarize often.
- 7 Use visuals.

Moreover, Mehan (1979) suggests that "students need to know with whom, when, and where, they can speak and act, they must have speech and behavior that are appropriate for classroom situation and they must be able to interpret implicit classroom rules". Wilkinson (1982) has provided comments on classroom communication competence as he indicates that "full participation in classroom activities requires competence in both the social and interactional aspects of classroom language , in other words, classroom communication competence.

According to Ellis (1990) "any second language that takes place in some result from the process of interaction the learner takes part in". another comment on the classroom communicative competence is declared by Allwright (1984) when he states that " the process of classroom interaction determines what language learning opportunities become available to be learned". In addition to those statements for more information about the classroom communicative competence.

Cook, Gumperz and Gumperz (1982) have show out that "Differences in students' linguistic and cultural backgrounds inevitably influence how, when, where and why they communicate in second language classrooms. If students are unaware of the social and interactional norms that regulate participation in the classroom activities, they may learn little from their classroom experiences".



## **2-13 Communicative Competence:**

Johnson (1995) has defined the classroom communicative competence as he states that:

*"Classroom communicative competence is essential in order for second language students to participate in and learn from their classroom experiences, of course, it should be evident by norms that regulate classroom communication will vary depending on differences among teachers, students, classroom events, and the socio-cultural contexts within which classroom exists. For teachers to define classroom communicative competence they must recognize the structural and functional norms that govern classroom communication, the social and interactional norms that regulate participation in classroom events, and socio-cultural contexts within which classroom exists".*

## **2-14 Communication in Second Language Classroom:**

Cazden (1986) presents ideas about communication in second language classrooms. He indicates that, in the second language classrooms, the language whether it is English or any other language is the medium with which the teachers teach and students learn. Thus the instructional object is to master the language. Therefore, it is essential to involve all those who are learning in the second language education. However, communication in the second language classroom is not a single task. Classroom communication has been described as a 'problematic medium'. Johnson comments on Cozden's statements. He says: ' since differences in how , when , where and to whom things are communicated cannot only create misunderstandings, but can also seriously affect teaching and learning. Johnson claims that if there are a variety of students in the classroom belong to different linguistic and cultural background learning

a second language then teachers cannot suggest that their students will learn, talk, act or interact perfectly. However, if teachers understand how to create communicative tasks in the classroom activities, they may be better able to control the patterns of classroom communication to create the environment that facilitate both classroom learning and second language acquisition.

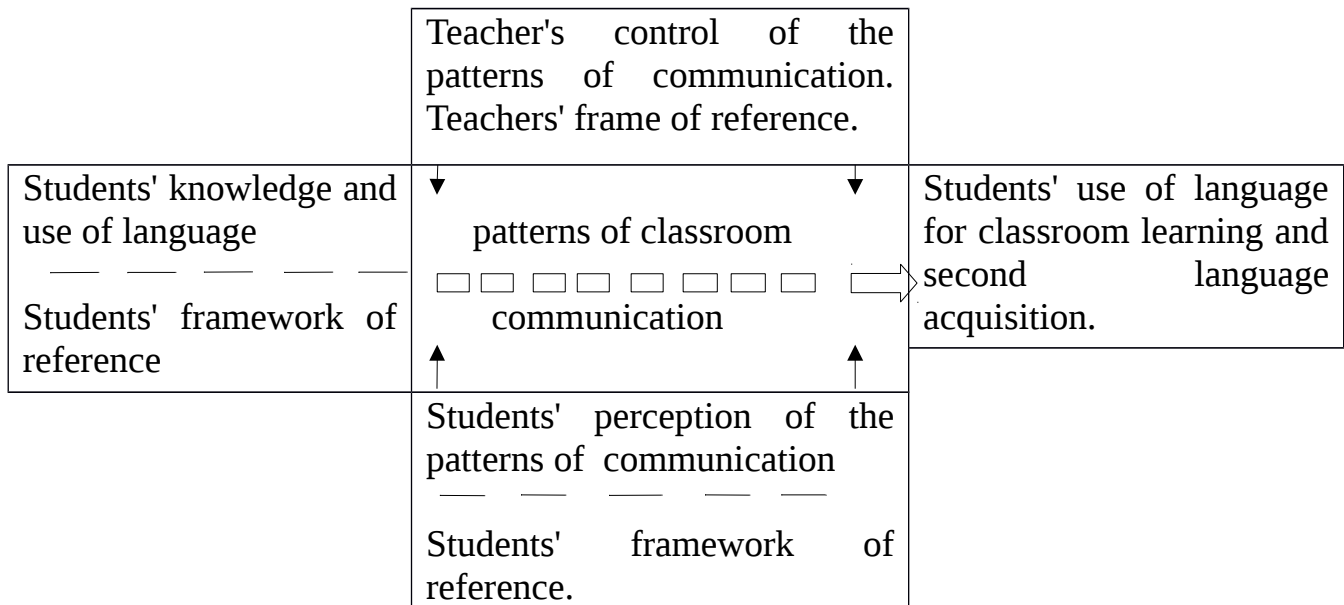
## **2.15 The Framework for Understanding communication in Second Language Classrooms:**

Barnes (1976) characterizes the patterns of classroom communication established and mentioned by teachers. He points out that teachers determine not only the ways in which students use the language, but also what they learn. He has assured the role students play as active participants in the creation of knowledge. He supports the idea that teachers and students interpret classroom activities through their own frame references.

In the framework form understanding communication in second language classrooms which is adapted from Barnes's original model. The box below represents the second language students knowledge and use of language. Both their native language and the way they acquire the language. This governs how they understand what around them, participate in social interactions and organize their learning. This knowledge is acquired from social and cultural backgrounds and life experiences and thus represents the students' use of language on the opposite box.

The central area of the framework represents the common understanding of how , when , where and with whom language is to be used. The upper box represents the teacher's control of the patterns of communication with

aspects of their professional knowledge that show how they instruct their students. The lower box represents the students' perception of the patterns of communication and how they respond to their teachers.



**A framework for understanding communication in second language classroom (adapted from Douglas Barnes)**

Each component of the framework is defined and its contribution on communication in second language classroom is evaluated. Here is an explanation for each component in the box.

1. Teachers' control of the patterns of classroom communication:  
This is the most important component, because teachers control what goes in the classroom communication. Belleck et al. (1966) describe the language of the classroom as a game with rules, both implicit and explicit, the object of the game is to carry on talk about subject matter, and success is based on the amount of learning students receive and practice. The teacher sets up the rules of the game, he is the most active player to whom students must react as respondents.

2. Students' perception of the patterns of classroom communication:  
This is another important component, because teaching and learning is considered as interactive process, Barnes (1976) claims that:  
*"Give- and – take between teachers' and students' shared understandings, then how students interpret what teachers say and do will also shape the patterns of classroom communication. Students' perceptions of the patterns of classroom communication can be examined in terms of how students perceive and respond to what their teachers say and do during second language instruction"*.
3. Students' Knowledge of the Use of Language:  
The third component of the framework is students' knowledge and use of language to confirm this issue. Hymes (1972) states that second language students come to the class with an accumulation of previous experiences and knowledge which they use to understand the world around them. This knowledge includes the language, the medium which they use to acquire the new knowledge. Furthermore, Johnson (1995) claims that communicative competence is measured by the extent to which second language students can comply with the norms that regulate communication with any given socio-linguistic context.
4. Students' Use of Language for Classroom Learning and Second Language Acquisition:  
This is the fourth component of the framework for understanding communication in second language classrooms, it is concerned with the extent to which students acquire the second language. Fillmore (1982) claims that there are two roles concerning the language in the second language classrooms:
  - 1 To convey the content of what is to be learned.
  - 2 To provide input in order to acquire that language.

Fillmore suggests that language input shapes second language acquisition only when it is placed within concrete meaningful contexts in which learners can understand the message even if they do not understand all of the language. Moreover, Ellis (1990) indicates that researchers' interests in the relationship between classroom interaction and second language acquisition have proposed various hypotheses that acknowledge the role of both learners' input and output as shaping the language learning experiences available to second language students.

## **2-16 Promoting Students' Use of Language for Second Language Acquisition:**

Johnson (1995) points out that if teachers wish to promote classrooms communication, they must be willing to look within themselves to understand what they do, why they do; look and listen to their students, to see what are they capable of; to alter, adjust, and extend what they do so as to maximize their students' competences and in turn allow students to use language in a way that encourages classroom learning and fosters second language acquisition.

Moreover, they must begin to understand how patterns of communication are stabilized and maintained, come to terms with their own frames of reference, recognize their students' linguistic, instructional and cognitive competences, and allow for greater variability in the patterns of communication.

## **2-17 Involvement of Parents:**

Chomsky's Perspective on Competence The conception of communicative competence came about in reaction to the following assertion made by generative-grammarian Norm Chomsky.

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky, 1965).

Chomsky clearly distinguished the description of language form (competence) and language use (performance) and established that the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists.

## **Perspectives from Sociolinguistics**

It was not long before Chomsky's notion of idealized linguistic competence came under attack. Dell Hymes, a sociolinguist as well as ethnographer of communication, was the first, among many distinguished language scholars, to introduce the idea of communicative competence in terms of the "appropriateness of socio-cultural significance of an utterance" (Canale and Swain, 1980). Hymes (1974), retaining the idea of Chomsky's underlying grammatical competence, looks at contextual relevance as one of the crucial aspects of one's knowledge of language and claims that meaning in communication is determined by its speech community and actual communicative event in question, which consists of the following components which calls SPEAKING (a mnemonic code word): Setting, Participants, Ends, Act sequence, Key, Instrumentalities,

Norms of interaction and interpretation, and Genre (see Hymes, 1974; Coulthard, 1985; Jaworski and Coupland, 1999; Kramsch, 1993; and Wardhaugh, 1998, for detailed descriptions of SPEAKING). These are broadly considered speech contexts in which real verbal interaction takes place. For a person to say he or she knows a language, therefore, he or she must know “when to speak, when not, ... what to talk about with whom, when, where, in what manner” (Hymes, 1972: 277), in addition to how to make a sentence grammatical. In other words, he maintains that the knowledge of language that Chomsky associated with competence should be taken more comprehensively to include knowledge about the above-mentioned components, namely the rules of language use.

Furthermore, in addition to the knowledge of appropriateness a speaker is presumed to have in using his or her language, Hymes brings into discussion the issue of occurrence (whether and to what extent something is done) and feasibility (whether and to what extent something is possible under any given circumstance), which makes not only one’s knowledge but also expectation part of his or her competence (Duranti, 1988; Hymes, 1972; Saville-Troike 1989, 1996). This more elaborated concept of communicative competence has broadened the definition and treatment of language competence for linguistic inquiry.

### **The Ethnographical point of view:**

Saville-Troike, another ethnographer who is fundamentally in line with Hymes’ notion of communicative competence, considers the issue from the viewpoint of second or foreign language contexts. She distinctly divides a central construct of communicative competence into three types of knowledge: linguistic, interactional, and cultural knowledge (Saville-Troike, 1989, 1996). The first one roughly corresponds to what Chomsky formulated as competence, with one lucid difference: the inclusion of linguistic features that may transmit social messages as well as referential

meanings, in linguistic description. Citing her own experience with a Japanese learner of English who used the phrase on her term paper “and all that clap” to mean “etc.,” Saville-Troike argues that recognizing linguistic variations that carry certain social meanings sometimes pose serious problems even for advanced students of English. Therefore, knowledge of the full range of the linguistic code, including those features that transmit social information, she concludes, needs to be viewed as part of one’s communicative competence.

The second property she considers necessary for communicative competence is interactional skills, namely the knowledge and expectation of social norms and conventions. Native speakers of English know how to execute their talk appropriately in a given communicative setting, such as how to do turn-taking naturally when talking to a friend or how to ask someone of a higher status to do something for them. These interactional skills are difficult for students to learn because in many cases they are not taught explicitly in the classroom. Besides the pronunciation of words, grammatical construction of sentences, and the use of vocabulary that learners are presented and learn, according to Saville-Troike, the interaction patterns are an essential part of communicative competence they need to acquire.

Cultural knowledge, especially the social structure of the speech community and the values and attitudes attached to language use, is the third component for Saville-Troike’s communicative competence. For example, a native speaker of English can readily identify ways of speaking that are appropriate for men and women, for children and adults, and for the educated and uneducated. For English learners, however, it may not be so easy, and if they are not able to recognize how a group of people “speaks well” in a conversational exchange, and hence fail to act accordingly, they might make themselves a target of ridicule or



imputation or simply offend their conversation partner. As we can see, these three areas of knowledge Saville-Troike proposes as basic constituents of one's communicative competence are all related to Hymes' appropriateness in communicative events in which interlocutors conduct verbal acts.

## **2-18 Interactional Aspects: Gumperz**

Perhaps more anthropologically inclined, Gumperz, citing off man's (1981) "Interactional Order," which is the generation of discourse functioning to bridge the linguistic and social elements, argues that one should look at talk in context as one form of communicative practice. Talk is not "just a matter of individuals' encoding and decoding messages" (Gumperz, 2001: 218), but also something by which conversationalists attempt to attain their communicative goals in real-life communicative exchange. Gumperz questions whether theoretical linguists should use judgment of grammaticality as the basis for syntactic analysis. He points out that whether a sentence is grammatical or not cannot be determined without a speaker's ability to imagine a context in which the sentence is interpreted. He is also aware that the scope of sociolinguistic research on an interlocutor's communicative competence has become somewhat narrower, as many sociolinguists simply preoccupy themselves with finding the occurrence and distribution of uttered items or verbal strategies in speech situations based on such external variables as speakers and hearers, audience, settings, and so on (Gumperz, 1997). According to Gumperz, this approach runs the risk of making sociolinguistics research on competence "highly particularistic" (1997).

Discussing meaning creation and interpretation at a more general level than the mere sentence level, Gumperz emphasizes the importance

of how interlocutors share signaling conventions necessary to carry on their conversations. One aspect of the productive and interpretive processes he calls contextualization cues has been of special interest to him. Contextualization cues, defined as linguistic, paralinguistic, or interactive features habitually used and perceived by interlocutors in order to realize this signaling effect, take many different forms such as the selection of a certain style or code, the use of certain syntactic or lexical forms, and strategies involving conversation openings and closings, just to name a few (Gumperz, 1982). The following brief dialog has a number of contextualization cues and other discursive structures contributing to the establishment of a shared understanding of what is actually happening between the two interlocutors:

A: Are you going to be here for ten minutes?

B: Go ahead and take your break. Take longer, if you want.

A: I'll just be outside on the porch. Call me if you need me.

B: OK. Don't worry. (Gumperz, 1997: 41)

Gumperz argues that if these two interlocutors' knowledge about their language is limited to a sentence-level, grammatical correctness, such a simple message as a request and its acceptance cannot be interpreted and therefore not successfully exchanged. For example, B's understanding of A's first utterance as a request was possible because B was aware of the illocutionary force of A's question and used conversational inference to arrive at a correct interpretation of A's intention. Conversational inferences such as this are cued contextually, according to Gumperz (1997), by rhythmic organization, utterance prominence to highlight some elements, the signaling of turn-taking, the choice of discourse strategies that influence their interpretation, and so on. In summary, Gumperz's view of a person's language competence is

that it is a matter that always has to be discussed in relation to interaction, and the appropriate contextualization to mark communicative conventions is an indispensable factor for the success in conversational exchange. This runs parallel to the notion of competence developed by Hymes and Saville-Troike, although the focus is different

## **2-19 Perspectives from Second Language Acquisition:**

### **Four Areas of Communicative Competence:**

In their often-cited article on communicative competence in relation to second language pedagogy, Canale and Swain (1980) proposed a theoretical framework in which they outline the contents and boundaries of three areas of communicative competence: grammatical, sociolinguistic, and strategic competence. Sociolinguistic competence was further divided by Canale (1983) into two separate components: sociolinguistic and discourse competence. He defines communicative competence as “the underlying systems of knowledge and skill required for communication” (Canale, 1983: 5). What is intriguing about their framework of communicative competence is that even the aspects of skills that are needed to employ the knowledge are now assumed to be part of one’s competence.

The communicative competence is, then, distinguished from what Canale calls “actual communication,” which is defined as “the realization of such knowledge and skill under limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions, and interfering background noises” (Canale, 1983: 5). If we are to compare Canale and Swain’s construct of communicative competence with that of Chomsky’s in a broad sense, Chomsky’s “competence” is equivalent to the “grammatical competence”

mentioned by Canale and Swain, and all other areas of their framework are lacking in Chomsky's definition. As far as performance is concerned, Chomsky's performance and Canale and Swain's actual communication point to roughly the same phenomenon of uttering sentences in real communicative situations. The four areas of communicative competence they identified are briefly outlined below:

**2-19-1 Grammatical competence:**

The mastery of L2 phonological and lexico-grammatical rules and rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances (e.g., acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences, correct spelling, etc.)

**2-19-2 Sociolinguistic competence.**

The mastery of socio-cultural rules of appropriate use of L2; that is, how utterances are produced and understood in different sociolinguistic contexts (e.g., understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships, etc.)

**2-19-3 Discourse competence:**

The mastery of rules concerning cohesion and coherence of various kinds of discourse in L2 (e.g., use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, etc.)

**2-19-4 Strategic competence:** The mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g., paraphrasing, how to

address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.)

As it is clear from the way their framework is described, their intention was to discover the kinds of knowledge and skills that an L2 learner needs to be taught and to develop the theoretical basis for a communicative approach in the second language teaching based on an understanding of the nature of human communication (Canale and Swain, 1980). In addition, their framework indicates that it is the rules that an L2 learner must learn for accumulation of their knowledge and skills to be communicatively competent in the use of their target language and that these rules are not confined to systematic rules of grammar only but are also applied to all aspects of a language. Since they put forward their first framework of communicative competence in detail, there have been numerous studies that have analyzed it more comprehensively or employ it in SLA research (Bachman and Palmer, 1982; Kasper and Rose, 2002; O'Malley and Chamot, 1990; Swain, 1985; Skehan, 1995; Tarone and Yule, 1989; Verhoeven, 1997).

## **2-20 Communicative language ability: Bachman**

Ten years after Canale and Swain had introduced the influential framework of communicative competence, a more comprehensive, stratified model was proposed by Bachman, who stressed the importance of describing “the processes by which [the] various components interact with each other and with the context in which language use occurs” (Bachman, 1990: 81). He pointed out the fact that earlier theories on language proficiency, particularly the frameworks constructed by Lado (1961) and Carroll (1961, 1968), apparently failed to take into account the distinction between linguistic knowledge and the four basic language skills (speaking, listening, writing, and reading), arguing that it

was difficult to see whether the knowledge components were understood in their theories as simply manifested in the language skills in different modalities and channels, or whether they are fundamentally different in quality (Bachman,1990).

Using a different terminology for the object of description (Bachman calls it “communicative language ability,” which is abbreviated as CLA), he developed three central components for CLA that are essential to define one’s competence in communicative language use:

language competence, strategic competence, and psychophysiological mechanisms. Of the three, though, only language competence is dealt with here. The first component he termed as language competence consists of two parts: organizational competence and pragmatic competence. The organizational competence is further divided into grammatical competence and textual competence. Bachman’s grammatical competence is consonant with Canale and Swain’s grammatical competence, in that it comprises abilities to control the formal structure of language. The second one, textual competence, pertains to the knowledge of conventions for cohesion and coherence and rhetorical organization. It also includes conventions for language use in conversations, involving starting, maintaining, and closing conversations. Bachman’s textual competence can, thus, be said to have both the part of Canale and Swain’s discourse competence and the part of their strategic competence.

Bachman’s pragmatic competence, the other element in language competence, mainly focuses on the relationship between what one says in his or her communicative acts and what functions he or she intends to perform through his or her utterances. This concerns illocutionary force of an utterance, or “the knowledge of pragmatic conventions for performing acceptable language functions” (Bachman 1990: 90), which

he embodies as illocutionary competence under the pragmatic competence. Illocutionary competence enables a speaker to use his or her language to serve a variety of functions and a hearer to interpret the illocutionary force of an utterance or discourse required of him or her. One needs, however, more than illocutionary competence to successfully execute an act to intend a certain communicative function; he or she must have knowledge of appropriateness based on the language use context in which he or she finds themselves when engaging in a communicative exchange. Bachman calls it sociolinguistic competence and this is the other component for his pragmatic competence.

To be more precise, Bachman discusses four abilities pertaining to sociolinguistic competence: ability to be sensitive to regional and social language varieties, ability to be sensitive to differences in register, ability to produce and interpret utterances based on naturalness of language use, or what Pawley and Syder (1983) refer to as a native-like way of communication and ability to understand cultural reference and figures of speech (Bachman, 1990: 95-98).

In his framework, sociolinguistic competence and illocutionary competence are put together to form a speaker's pragmatic competence, which, in turn, composes, along with grammatical competence, his or her language competence.

## **2-21 The Role of Communicative Competence in L2 Teaching the importance of Communication-oriented Framework**

Adoption of the communication-oriented foreign language teaching, popularly known as Communicative Language Teaching (CLT), in English classrooms has been repeatedly stressed by SLA researchers,

and indeed, there have been many studies attempting to determine its effects on L2 learners (Breen and Candlin, 1980; Canale, 1983; Canale and Swain, 1980; Fillmore, 1979; Kasper and Rose, 2002; O'Malley and Chamot, 1990; Oxford, 1990; Swain, 1985; Skehan, 1995; Tarone and Yule, 1989; Widdowson, 1978). In discussing syllabus design, for example, Canale and Swain (1980) justify the application of CLT by defending it against the claim that the communicatively oriented syllabus tends to be disorganized in terms of acquisition of grammar. They believe that there are no empirical data to support it and that the functionally organized communicative approach is more likely than the grammar-based approach "to have positive consequences for learner motivation" (Canale and Swain, 1980: 32) as it provides a form of in-class training that makes learners feel more comfortable, confident, and encouraged, with a clear, visible purpose for L2 learning, namely successful communication. With respect to the use of strategies in learning a target language, Rubin (1979) describes seven learning strategies typically employed by a "good language learner" in a second language classroom. While many of the strategies seem to be rooted in the cognitive processes for language learning, she claims that a learner's intent behind the use of the strategies is a strong drive to communicate, and not effective understanding of grammatical items presented, and consequently there is much relevance and value in throwing light on what a learner does to develop his or her communicative competence in classroom activities.

## **2-22 Developing Communicative Competence as a Primary Focus of L2 Teaching:**

Brown (1994a), viewing CLT as an approach (that is, a theoretical position about the nature of language and of language teaching), rather



than a specific method of teaching, describes four underlying characteristics in defining CLT in a second language classroom, which are summarized below:

Focus in a classroom should be on all of the components of communicative competence of which grammatical or linguistic competence is just part.

*"Classroom activities should be designed to engage students in the pragmatic, authentic, and functional use of language for meaningful purposes. Both fluency and accuracy should be considered equally important in a second language learning classroom. And they are complementary. Students have to use their target language, productively and receptively, in unrehearsed contexts under proper guidance, but not under the control of a teacher". (Brown, 1994a: 245).*

It is clear from these characteristics that CLT is a major departure from earlier pedagogical approaches, particularly grammar translation methods that pay special attention to overt presentation of grammatical rules and translation. And yet there seems to be a little consensus as to what actually to present to the learners or what lesson "techniques"<sup>1</sup> (Brown, 1994a) to use to enhance their communicative competence and not just their grammatical commands through CLT.

Moreover, Brown (1994b) lists six key words of CLT to better understand what it aims at: learner-centered, cooperative (collaborative), interactive, integrated, content-centered, and task-based. They indicate supposedly ways in which language teaching is conducted communicatively, and so reflect the abovementioned characteristics of CLT. He presumes that many

teachers of English at the college level across Britain are currently employing techniques or methods based on at least some of these key CLT words, if they are given a place to do so. Indeed, he always try to structure the required English classes he teach at Sophia Junior College as communicatively as possible, by taking these interconnected features of CLT into consideration. It is difficult, however, to ensure that students become communicatively more competent through classroom activities provide for them. Given that in Japan the students are learning English as a foreign language, the very fact that their communicative use in English outside the classroom is bound to be limited; their success in acquiring communicative competence in their target language is not as easily obtained as understanding of grammar. In the following section, a few suggestions are offered for foreign language teachers to help make their syllabus communicatively oriented, which can be applied most effectively to integrative English classes. They are the use of audiovisual recordings, role-playing, and explicit teaching of speech acts.

### **2-23 Use of Audiovisual Recordings:**

L2 learners can benefit from viewing and reviewing audiovisual recordings such as videotapes and visual hypermedia software of their own communicative interactions and model interactions by native speakers. In learning how to make requests, for example, the students can not only participate in, say, pair work as part of their function-building exercise, but also film their actual performance to collect data for analysis. The data ideally cover a wide range of situations in which they make or receive requests, in terms of social status and role of interlocutors, degree of imposition internal to the act of the request being made, and so on. Through close examination of their recordings and introspection, the students will have a chance to reflect on what they said

to make requests (grammatical competence). To measure the success of the students' performance, the teacher can, then, play a video clip that shows model performance by native speakers of the target language, in order for them to see how different or similar their communicative performance of requests is, when contrasted with how native speakers execute the same act. Here, the students can both review their grammatical precision in use and learn about the socio-cultural appropriateness of the communicative event. Moreover, the very nature of the audiovisual material enables the students to see and analyze their own and native speaker's nonverbal communication as well. It is, thus, advisable that the students study their own communicative experience and the nature and characteristics of social interaction in their target language so as to develop their L2 sociolinguistic competence (Erickson, 1996).

One major difficulty facing the use of videotapes this way, however, is the lack of availability of sources of the model interaction. Unlike the environment that surrounds students learning English as their second language in English speaking countries, which most likely provides them with lots of language input, whether they be communicative or not, outside their classroom, for the majority of Japanese college students learning English as a foreign language, the access to such sources is quite limited outside the classroom. This limitation makes it difficult for the teacher to collect audiovisual data on video. One way to compensate for that problem is to ask native speakers of the students' target language to perform the relevant acts and film them, although what the students look at is then no longer a naturally occurring conversation. Or, the teacher may turn to existing audiovisual materials, such as TV talk shows, TV dramas, or movies. We may not be able to draw a direct comparison between the students' performance and that of TV personalities, in terms

of the contents of request and social situations in which the act of request is made. Nevertheless, these are valuable visual and auditory stimuli for the students, and there is much to be gained through reviewing reflectively their own communicative performance and recognizing how different it is from the way the native speakers of their target language performs.

## **2-24 Role-play:**

Role-play is an effective way to develop students' communicative competence, especially the sociolinguistic and strategic competence discussed in Canale and Swain's (1980) framework. It also helps the students acquire what Saville-Troike (1996) describes as interactional knowledge. Learning a language for a wide range of social and expressive functions requires more than just learning word- and sentence-formation, correct pronunciation, and orthography; rather, one learns "a system of use whose rules and norms are an integral part of culture" (Schiffrin, 1996: 323). In other words, language learning should be a dynamic process and a means to acquire knowledge to act appropriately in a cultural group. For this end to be met, a teacher needs to provide the students with chances to act and interact verbally in the classroom. In the discussion of the use of audiovisual recordings above, it was suggested that the students tape-record their own communicative performance for introspection and reflection. Their performance to be recorded can best be analyzed for this purpose through spontaneous role-plays. Usually, role-plays are properly framed, yet open-ended, bilateral, interactive, and above all, highly contextualized in nature. However, Clark (1987), acknowledging the value of role-plays in a foreign language classroom, cautions us that a form of role-play in which the students simply act out a predetermined script made by someone else would result in mere

memorization of stereotypical expressions that may or may not have real-life application in actual communicative exchange. Instead, the teacher must structure his or her role-plays in a way that their students engage in “role-making” and “role-negotiating” as they interact.

Going back to Brown’s (1994b) list of the six key words of CLT, we can say that role-plays that encompass the role-negotiating aspects in them have, though in a loose sense, all six characteristics.

They are learner-centered activities that call for collaboration of the interacting participants, and there are invariably communicative goals to be accomplished by the participants, who produce and interpret sentences for the exchange of social as well as referential meaning. This approach makes role-plays one of the most effective or even crucial techniques to be employed in CLT to build one’s sociolinguistic and strategic competence.

## **2-25 Speech Acts:**

The speech act, or performative use of language, is an area that many Japanese students have trouble dealing with. It is because speech acts are generally difficult for L2 learners to realize in terms of grammar and vocabulary, formulas and conventionalized expressions, and socio-cultural difference between their L1 and L2, and because in many cases Japanese students are not taught explicitly in the classroom how to signal their intent in performing an illocutionary act, beyond the semantic meanings of syntactic structures.

The knowledge needed to perform and understand illocutionary acts constitutes part of communicative competence and is included in Canale’s (1983) sociolinguistic competence and in Bachman’s (1990) illocutionary competence under pragmatic ability. When a learner fails to

make or respond to an appropriate speech act, it is said that sociopragmatic failure has occurred. Likewise, a learner's deviation from the standard patterns of executing the act is called pragmalinguistic failure (Thomas, 1983). Below is an example of communicative failure in an act of apology that I have come across.<sup>2</sup> Here, two students, playing the role of classmates, are instructed to perform the speech act, according to a pre-selected situation in response to the Discourse Completion Task. Student B borrowed Student A's notebook for an upcoming exam, but accidentally ruined it. Now, Student A asks Student B to return it to her.

Student A: I need the notebook I lent you. Do you have it now?

Student B: I'm sorry. I'm so sorry. I was bad. I'm sorry. Can you excuse me?  
Student A: Well ...

There is clear evidence of pragmatic linguistic failure in student's apology, namely a linguistically inappropriate way of making an apology that fails to conform to the native-speaker norm. First, B does not respond to the question "Do you have it now?" with a yes or no. Then, B repeats "I'm sorry" three times with a semantically incorrect sentence of "I was bad" (the student may have meant "I did a bad thing") followed by, again, semantically and pragmatically inappropriate "Can you excuse me?" at the end. Student B's apology, if used in a real communicative situation with a native speaker of English, will most likely be unacceptable under normal circumstances.

It is clear that students will not be able to make an apology or a request, or express gratitude by learning discrete grammatical items. There will be very little room in a grammar-focused syllabus to offer the students a chance to know that Americans more or less tend to include an

explanation of why and how something happened that leads them to apologize (Yoshida et al., 2000).<sup>3</sup> Moreover, the number of “I’m sorry” uttered in their act of apology does not determine how sincerely they are apologizing. Also, in this example, we can note a clear-cut case of L1 transfer in the repeated use of “I’m sorry” and the lack of explanation, which are often seen in the Japanese style of apology. All this indicates that the students do not necessarily “pick up” complex speech behavior and socio-cultural strategies and sociolinguistic forms. Therefore, explicit teaching of speech act strategies will be needed for students to gain illocutionary competence (Cohen, 1996).

One thing that the teacher must keep in mind when incorporating the practice of speech acts in the form of, say, role-play, into his or her syllabus is that students should not be drawn by the teacher to blindly accept the native-speaker norms of performing an act. Speech acts are culture specific and some students consciously avoid “imitating” native-speaker norms and choose to stick with their own styles. After all, language learning is very much reflected in the degree to which one identifies with the target culture, and if we would like language learning to be communicative, the learner’s autonomy should be maintained as much as possible. As foreign language teachers, our contribution will be to inform the students what native speakers in general tend to say to apologize, for example, and how and why they say it, as a mere fact. Then, it is up to them to adopt the native-speaker norms of apology and practice them on their own. As we have seen, the ability to perform speech acts is an important aspect of one’s communicative competence. But at the same time, because it is deeply related to the cultural values of speakers, the teacher should deal with it with care.

Communicative competence have been defined and discussed in many different ways by language scholars of different fields. There is, however, one thing in common that is seen in the writings of all these scholars: linguistic, or grammatical competence, should be considered just one aspect of overall competence an individual has with language. With the change of focus from grammar to communication within linguistic theories (as the field of sociolinguistics developed), L2 language teachers and researchers, too, have shifted the object of their linguistic analysis accordingly. Although teachers and researchers are aware of the need to improve students' communicative competence and try out new ideas to contribute to meeting that need, there seems to be still a long way to go. In this paper, three suggestions were made to add extra communicativeness to the teaching syllabus. They are not new ideas for L2 teaching, but each one of them has a place in CLT and will help language learners acquire the knowledge of appropriateness in all facets of their target language.

## **Part Two:**

### **2-26 Previous Studies:**

#### **1. Al-Fadil, (2010):**

It is generally acknowledged that Strategy is a means of regulation and control to obtain the best results through the correct path that we take in the framework of educational process therefore the research aims at verifying the efficiency of teaching some of the strategies to develop English oral communication skills for Sudanese secondary school students (third-grade) it also aims at identifying the strategies, teachers and students employ when they teach and learn speaking and listening skills.

The results and recommendations which were as follows:



- According to teachers' questionnaires for using speaking strategies only two strategies were used out of thirteen effective strategies.
- According to teachers' questionnaires for using listening strategies only one strategy is used out of seven effective strategies.
- According to students' questionnaires for using speaking strategies only two strategies were used out of eighteen effective strategies.
- According to students' questionnaires for using listening strategies, no strategy was used out of nine effective strategies.
- there was a clear difference in the speaking pre and post tests' performance ,which has clearly demonstrated the efficiency of training students on some strategies of speaking skill / before asking them to participate in that skill.
- There was a clear difference in the listening pre and post tests' performance, which has clearly demonstrated the efficiency of training students on some strategies of listening skill before asking them to participate in that skill. According to the above stated results, the researcher suggests the following recommendations:
- Teachers should use the recommended methods for teaching the speaking strategies.
- Teachers should use the recommended methods for teaching listening strategies, must train students on those strategies so that they can master the skill.

**2. Abu Groon, (2010).**

This study aims mainly to know the role of tasks-based learning in enhancing student's communication skills at secondary schools and to show ways and effective means to help students to communicate with each other inside and outside the classroom.

The study also investigates the actual problems that encounter students when they speak English and it suggests remedies for these problems. Because of the importance of the communication skill for EFL students at secondary schools is not given much

attention, so that this study seeks to identify the actual reasons behind this problem.

The researcher adopted the descriptive method. Also, the researcher the questionnaire and an interview as tools to carry out this study.

The subjects of this study are composed of thirty teachers for questionnaire and ten experts' teachers for the interview. findings of this study showed that: The time allotted for students in the classroom is not enough to develop their own oral skill, fear and shyness of making mistakes are the soul reasons behind students reluctance communicate in English. Also classroom activities are insufficient to motivate the students to communicate in English. In addition majority of the teachers don't give their students with topics for conversation or discussion to develop their communication skills. Moreover listening and speaking are the least practiced skills.

Finally, the researcher recommends that: Teachers should encourage students to speak in English inside and outside the classroom, also to design specific courses that help students to communicate orally with each other, and to provide students with enough time to communicate in English.

### **3. Osman, (2011).**

This dissertation is An Analytical Study of the Text book Material Provided in SPINE (III for Devolving the Sudanese basic School Eighth Class Pupils' Speaking Skill Competences Exactly SPINE III purpose of this study analysis what extent speaking skill competences aspects in the text book of this course. 'The researcher used Descriptive Method and then the three tools questionnaire, observation and content analyses through SPSS

program, and statistical package for social sciences. The research was reached the

Findings:

- Most Teachers do not deal with practicing speaking skill competences aspects with pupils.
  - Some Teacher missed dialogue techniques and that help pupils to support their speaking skill by the pair group and other dialogue techniques.
  - The pupils deal with translation during watching films and that do not help pupils to developing their speaking skill.
- The syllabuses shorten in the aspects of dialogues and these lead pupils 1ck to acquisition speaking skill by proper ways.

#### 4. **El Turabi, (2012).**

This research undertakes to investigate the reasons behind students' lack of interaction in large university classes and consider the impact of the seating, inhibitions, teaching materials and the teacher training on students' ability to interact orally in these classes.

Teachers' awareness of the impact of CLT on enhancing the speaking skill, as well as the extent to which the English language syllabus cater for the speaking skill are also investigated. J am objective is to see the impact of the following domains of teachers, students, methodology, classroom and the syllabus on promoting the speaking skill at the tertiary level.

The sample of the study consists of the second year students (above one hundred) studying English in Omdurman Islamic University and thirty English language teachers in seven Sudanese universities./v0 instruments were used for data collection: teachers' questionnaire and classroom observation.

The data was computed and analyzed with the Statistical Packages for Social Sciences.

**The study showed that:**

- Large university classrooms are not conducive to teaching English Communicatively.
- Teachers' knowledge of CLT is not reflected in large EFL classrooms.
- The present English language syllabus at the tertiary level does not give speaking enough space.
- Teachers often use the mother tongue for classroom management.
- Most time is often taken up with teacher talk.
- Participation is often dominated by a minority of talkative participants.

The study ends that teachers should reduce students' inhibitions through using group work and respecting their contributions and that teachers' knowledge of CLT should be reflected in their actual teaching practice. The number of students in a classroom should not exceed 40, and the seats and desks should not be fixed to the floor, so that successful learning and effective teaching can occur. The study also recommends that communicative courses should be part of the syllabus.

##### **5. Eltahir, (2010).**

This study is aimed to evaluate the role of games in developing English language learning in basic schools. At this study the researcher wants to prove that SPINE series do not contain enough games with concentrating on the first three books. Also prove that Classroom games have different ways to enhance English language learning and improve pupils' language in very useful and joyful ways. In another hand, the researcher wants to show teachers how to use games through their teaching stages. The methodologies used were descriptive and experimental one.

The population of the study were primary school teachers and pupils, the subjects were (15) teachers from Khartoum state, students from different four classes (each class from different school) participated at this study.

The researcher uses three different tools to collect data, interviews for expert teachers, observation for different schools (two governmental and two private schools) and analyses of (3) first books of SPINE series.

The study hypothesized that the first three books of SPINE series don't have enough games. Classroom games motivate pupils to learn more English language also affect their performance in learning language and improve their skills. The games values saved when teachers train their pupils from early time of the year how to play games. Using Classroom Games through lesson are more valuable than using them separately.

The analysis from the collected data illustrated that, there are enough Classroom Games at the first three books of SPINE series, but the syllabus designers make most of them as a revision with concentrating on vocabulary and spelling. Also the study finds Classroom Games deal with different learning styles and give pupils chances to learn through their own ways, so they motivate pupils to participate and interact with each other in English language; even shy pupils to interact, improve and enhance their language. When teachers train their students from the beginning of the year they avoid understanding of games rules which may lead students to distract their attention and waste games values. Using classroom games through lesson are more valuable than using them separately, they depend on the lesson but it time dose not enough to use them.

The study presented some recommendations, the most important one is:

When the teachers choose Classroom Games they must concentrate on games which have great values in language learning with

consider lesson time, number of pupils and lesson aims and design the lesson plan according to that.

# CHAPTER THREE

## RESEARCH METHODOLOGY

## **Chapter Three**

### **Research Methodology**

#### **3.0 Introduction**

This chapter has discussed the following: methods of the study, population of the study, sample of the study, the experiment, description of the sample and the instruments, reliability, validity and data analysis procedure.

#### **3.1 Methods and Tools of the Study**

The researcher has used the descriptive analytical and quantitative methods as well as the questionnaire as tool to investigate the following hypotheses as stated in chapter one:

1. Social environment affects greatly on students' communicative competent skills.
2. Students do not develop their English communicative skills to the best way.
3. The students practice their English only in a very narrow space of development.

The researcher has used the statistical package for social sciences (SPSS) namely; the researcher focuses on percentage and frequencies.

#### **3.2 Population and Sample of the Study**

The population of this study is drawn exclusively from Sudan University of Science and Technology, College of Education-Forth Year students.



### **3.3 Tools of the study**

The researcher used questionnaire as a tool to collect the information of the study. The questionnaire which was given to the (30) Sudanese English teachers whom were selected randomly.

#### **3.3.1 Teachers' Questionnaire**

The questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of the research and identifies the researcher. It uses Likert 5-point scale (strongly agree, agree, uncertain, disagree and strongly disagree). The statements are about the cohesive devices in terms of writing skills.

The questionnaire was designed as a tool for collecting information about the problem encountered by fourth year English language students at Sudan University of Science and Technology. The questionnaire included 12 statements given to (30) Sudanese English teachers from different universities. It was judged an experienced professors and doctors from Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the findings are as in the table of analysis.

### **3.4 Validity and Reliability**

Validity is made to investigate the content of the questionnaire should measure the items that the researcher would like to investigate.

Reliability refers to the following, when we repeat the questionnaire should give me equivalent result.

### **3.5 Data Analysis Procedure**

The researcher used the SPSS programme for analysis of data. This will be made for the teachers' questionnaire.

### **3.6 Summary**

This chapter has drawn the road map for the study. It has described the different aspects of the research (population, samples, tools, etc.). It also described in detail the questionnaire and the procedures for data analysis.

# CHAPTER FOUR

# DATA ANALYSIS

## **Chapter Four**

### **Data Analysis**

#### **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire. Questionnaire was given to 30 respondents who represent the teachers' community (see appendix) in Sudanese universities.

#### **4.1. The Responses to the Questionnaire**

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

#### **4.2. Analysis of Teachers' Questionnaire**

Now, let us turn to analyze the teachers' questionnaire. All Tables show the scores assigned to each of the 12 statements by the 30 respondents.

### Section One:

**Social environment affects greatly on students' communicative competent skills.**

#### Statement (1)

**Social environment creates real interaction among students.**

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 19        | 63.40%     |
| Agree             | 09        | 30.00%     |
| Neutral           | 01        | 3.30%      |
| Disagree          | -         | -          |
| Strongly disagree | 01        | 3.30%      |
| Total             | 30        | 100%       |

Table (4.1) above show that a majority of the respondents (93.40%) Strongly agree and agree that Social environment creates real interaction among students. Only 3.30% do not agree to that. This justifies that Social environment creates real interaction among students.

#### .Statement (2)

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly disagree | 15        | 50.00%     |
| Agree             | 14        | 46.70%     |
| Neutral           | 01        | 3.30%      |
| Disagree          | -         | -          |
| Strongly disagree | -         | -          |
| Total             | 30        | 100%       |

Social environment contributes greatly in shaping students' communicative competence.

Table (4.2) above explain that a vast majority of the respondents (96.70%) Strongly agree and agree that Social environment contributes greatly in shaping students' communicative competence. Only 00% do

not agree to that. This indicates that Social environment contributes greatly in shaping students' communicative competence.

**Statement (3)**

Social environments is vital for building students' communicative competence

| <b>Statement</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Strongly disagree | 17               | 56.70%            |
| Agree             | 11               | 36.70%            |
| Neutral           | 01               | 3.30%             |
| Disagree          | -                | -                 |
| Strongly disagree | 01               | 3.30%             |
| <b>Total</b>      | <b>30</b>        | <b>100%</b>       |

Table (4.3) above show that a vast majority of the respondents (93.40%) Strongly agree and agree that Social environments are vital for building students' communicative competence. Only 3.30% do not agree to that. This indicates that Social environments are vital for building students' communicative competence.

#### **Statement (4)**

Social environment plays a great role in students' self-confidence.

| <b>Statement</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Strongly disagree | 15               | 50.00%            |
| Agree             | 14               | 46.70%            |
| Neutral           | -                | -                 |
| Disagree          | -                | -                 |
| Strongly disagree | 01               | 3.30%             |
| Total             | 30               | 100%              |

Table (4.4) above show that a vast majority of the respondents (96.70%) Strongly agree and agree that Social environment plays a great role in students' self-confidence. Only 3.30% do not agree to that. This indicates that Social environment plays a great role in students' self-confidence.

#### **Statement (5)**

Students of English have wide opportunities for developing English Language.

| <b>Statement</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Strongly disagree | 05               | 16.70%            |
| Agree             | 17               | 56.70%            |
| Neutral           | 02               | 6.60%             |
| Disagree          | 03               | 10.00%            |
| Strongly disagree | 03               | 10.00%            |
| Total             | 30               | 100%              |

Table (4.5) above show that a vast majority of the respondents (73.40%) Strongly agree and agree that Students of English have wide opportunities for developing English Language. Only 20% do not agree to that. This indicates that Students of English have wide opportunities for developing English Language.

### Statement (6)

The practice of English in the classroom involves students in real communication.

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly disagree | 10        | 33.30%     |
| Agree             | 11        | 36.70%     |
| Neutral           | 07        | 23.40%     |
| Disagree          | 02        | 6.60%      |
| Strongly disagree | -         | -          |
| Total             | 30        | 100%       |

Table (4.6) above explain that a vast majority of the respondents (70%) Strongly agree and agree that the practice of English in the classroom involves students in real communication. Only 6.60% do not agree to that. This indicates that the practice of English in the classroom involves students in real communication.

### Statement (7)

The practice of English reflects the students' real standards.

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly disagree | 14        | 46.70%     |
| Agree             | 11        | 36.70%     |
| Neutral           | 02        | 6.60%      |
| Disagree          | 03        | 10.00%     |
| Strongly disagree | -         | -          |
| Total             | 30        | 100%       |

Table (4.7) above express that a vast majority of the respondents (83.40%) Strongly agree and agree that the practice of English reflects the students' real standards. Only 10% do not agree to that. This indicates that the practice of English reflects the students' real standards.

### Statement (8)



The practice of English develops students' thoughts.

| <b>Statement</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Strongly agree    | 08               | 26.70%            |
| Agree             | 13               | 43.30%            |
| Neutral           | 07               | 23.40%            |
| Disagree          | 01               | 3.30%             |
| Strongly disagree | 01               | 3.30%             |
| Total             | 30               | 100.00%           |

Table (4.8) above show that a vast majority of the respondents (70%) Strongly agree and agree that the practice of English develops students' thoughts. Only 6.60% do not agree to that. This indicates that the practice of English develops students' thoughts.

**Section Two:**

**Students do not develop their English communicative skills to the best way.**

**Statement (9)**

Students of English language are competent enough to develop their communicative skills.

Table (4.9) above show that a vast majority of the respondents (20%) Strongly agree and agree that Students of English language are competent enough to develop their communicative skills. Only 56.70% do not agree

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 05        | 16.70%     |
| Agree             | 01        | 3.30%      |
| Neutral           | 07        | 23.30%     |
| Disagree          | 14        | 46.70%     |
| Strongly disagree | 03        | 10.00%     |
| Total             | 30        | 100.00%    |

to that. This indicates that Students of English language are competent enough to develop their communicative skills.

**Statement (10)**

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 01        | 3.30%      |
| Agree             | 02        | 6.70%      |
| Neutral           | 06        | 20.00%     |
| Disagree          | 18        | 60.00%     |
| Strongly disagree | 03        | 10.00%     |
| Total             | 30        | 100%       |

Students of English language are well trained in using their communicative competence.

Table (4.10) above explain that a vast majority of the respondents (10%) Strongly agree and agree that Students of English language are well trained in using their communicative competence. Only 70% do not agree to that. This indicates that Students of English language are well trained in using their communicative competence.

### Statement (11)

Students of English language are familiar with the best skills of communicative competence

| <b>Statement</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Strongly disagree | 03               | 10.00%            |
| Agree             | 04               | 13.30%            |
| Neutral           | 07               | 23.40%            |
| Disagree          | 16               | 53.30%            |
| Strongly disagree | -                | -                 |
| Total             | 30               | 100%              |

Table (4.10) above explain that a vast majority of the respondents (23.30%) Strongly agree and agree that strongly agree and agree that Students of English language are familiar with the best skills of communicative competence. Only 53.30% do not agree to that. This indicates that Students of English language are familiar with the best skills of communicative competence

### Statement (12)

Students of English language are in need of communicative competence.

| Statement         | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree    | 16        | 53.30%     |
| Agree             | 12        | 40.00%     |
| Neutral           | 02        | 6.70%      |
| Disagree          | -         | -          |
| Strongly disagree | -         | -          |
| Total             | 30        | 100%       |

Table (4.12) above explain that a vast majority of the respondents (93.30%) Strongly agree and agree that Students of English language are in need of communicative competence. Only 00% do not agree to. This indicates that Students of English language are in need of communicative competence.

### 4.3 The Highest and Lowest Agreement through the Teachers' responses

As seen from the above tables that statements in all sections obtained the highest mean of agreement given by the teachers. In other words, these statements scored a percentage of 82.3% agreement among the teachers. This gives evidence that the teachers of English (respondents) were in total agreement with the concept that students do not know how to speak, understand the speech, give feedback and have self-confidence.

This indicates the evidence that the teachers have favour to understand the problematic areas of students' oral communicative competences.

#### **4.4 The Highest and Lowest Disagreement through the Teachers' responses**

Statements gave the highest disagreement and lowest percentage – with a percentage of 10.6 %. It disagrees with the idea of pleasure and benefit, which are found students' oral communicative competences.

#### **4.5 Chapter Summary**

To sum up, the findings of this chapter revealed that all sections justify 'the Need for social environment' was highly rated by the first year students.

We can say there was a consensus of opinions in favor of the students does not know how to speak, understand the speech, give feedback and have self-confidence. The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents' uncertainly in the all hypotheses.

The responses to all statements in terms of social environment. All statements are positive in these sections were either strongly agreed to or only agreed to.

The percentages of the negative responses were less significant for the students, but higher for the teachers.

All teachers agreed to the all statements of the sections "social environment". The undecided responses, however, showed small differences.

The majority of the respondents were in favor of the need for the social environment. A very large majority of the respondents agreed on:

- a the importance of helping the learner to acquire communicative competences;
- b the fact that social environment increases awareness of students' inferring meaning of words;

c the urgent need for social environment especially for explaining and understanding of the difficult areas in English;

d Necessity that their English teachers know their abilities.

When the students' responses were compared among themselves, no statistical significant differences were perceivable which stated that the students have no opportunity for social environment.

However, the teachers confirm that social environments should be one of the main mediam of improving students' performance, they were in favor of the use of social environmentin in teaching the target language so as to reach the maximum efficiency in understanding how to speak fluently.

**CHAPTER FIVE**

**SUMMARY, FINDINGS,  
RECOMMENDATIONS AND  
CONCLUSION**

## **Chapter Five**

### **Summary, Findings, Recommendations and Conclusion**

#### **3.1 summary**

the present study contains five chapters constructed as follow: chapter one, includes a back ground about the study, it also describes the statement of the problem which claim that the Sudanese students has many difficulties and weakness in their communicative competence in using English language, according the study in chapter one this also displays three objectives, three questions, three hypothesis three significance of the study is seated beside the limitation of the topic, find and place, as well as the methodology.

Chapter tow contains literature review and the previous studies. The literature review focuses in the main communication and competence skills social studies and development beside five related previous studies.

Chapter three describe the methodology of the study in which questionnaire is used a tool for gathering the row information from the respondent of the device.

In chapter four the study displays the analysis to the questionnaire using (SPSS) which lead to the finding and recommendations.

Chapter five shows the summary, finding, conclusion and recommendations as well as suggestions in addition to the references and appendixes.



## 5.1 Findings

**The researcher has come out with the following findings:**

1. Social environment creates real interaction among students.
2. Social environment contributes greatly in shaping students' communicative competence.
3. Social environments are vital for building students' communicative competence.
4. Social environment plays a great role in students' self-confidence.
5. Students of English have wide opportunities for developing English Language.
6. The practice of English in the classroom involves students in real communication.
7. The practice of English reflects the students' real standards.
8. The practice of English develops students' thoughts.
9. Students of English language are in need of communicative competence.

## **5.2 Recommendations**

**The researcher has come out with the following Recommendations:**

1. Students of English language should be competent enough to develop their communicative skills.
2. Students of English language should be well trained in using their communicative competence.
3. Students of English language should be familiar with the best skills of communicative competence.

## **5.3 Conclusion**

The scholars have seen that in everyday life, communication is necessary in almost all situations since people must communicate in order to exchange information. Communicative competence is essential for successful learning among the academic institutions as it is an important area of area of study. Therefore, approaches and studies are various in this field, this observation is obvious and clear to those who work in this area. Thus it is very important to submit many studies to facilitate learning for students who study English as a second language, hence developing English communicative competence skill should be considered with more concentration.

There are many factors that may affect the communicative competence; the most prominent factor is the social environment factor which will be handled through the present study to show the problematic areas that can hinder the students to communicate with each other inside the classroom.

The researcher has seen that social environment creates real interaction among students as well as social environment contributes greatly in shaping students' communicative competence. The researcher states that social environments are vital for building students' communicative competence and social environment plays a great role in students' self-confidence. The researcher has claimed that students of English have wide opportunities for developing English Language and the practice of English in the classroom involves students in real communication. The researcher has stated that the practice of English reflects the students' real standards and the practice of English develops students' thoughts. The researcher has added that students of English language are in need of communicative competence.

The researcher hopes that students of English language should be competent enough to develop their communicative skills as well as Students of English language should be well trained in using their communicative competence. The researcher wishes that students of English language should be familiar with the best skills of communicative competence.

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## 5-7 Appendix:

بسم الله الرحمن الرحيم

**Sudan University of Science and Technology**

**College of Graduate Studies**

**Department of English Language**

Dear  
teachers.....  
.....

This questionnaire is part of a study for M. Ed degree (in English language teaching) conducted at the college of graduate studies, Sudan University of Science and Technology.

The questionnaire seeks to elicit information about **Investigating the Role of Social Environment in Developing English Learners' Communicative Competences.**

I am definitely sure that you would be kind enough to answer all the questions in this questionnaire to the best of your knowledge and ability and to help the researcher with appropriate ideas and suggestions.

You may be assured that your responses will be regarded as confidential information and will be used only for research purposes.

Thank you for your important contribution and cooperation.

**Yours sincerely**

**The researcher**

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Statements  | No |
|-------------------|----------|---------|-------|----------------|---|----|
|                   |          |         |       |                | Social environment creates real interaction among students.                                 | 1  |
|                   |          |         |       |                | Social environment contributes greatly in shaping students' communicative competence.       | 2  |
|                   |          |         |       |                | social environments is vital for building students' communicative competence                | 3  |
|                   |          |         |       |                | Social environment plays a great role in students' self-confidence                          | 4  |
|                   |          |         |       |                | Students of English have wide opportunities for developing English Language.                | 5  |
|                   |          |         |       |                | The practice of English in the classroom involves students in real communication.           | 6  |
|                   |          |         |       |                | The practice of English reflects the students' real standards.                              | 7  |
|                   |          |         |       |                | The practice of English develops students' thoughts.  | 8  |
|                   |          |         |       |                | Students of English language are competent enough to develop their communicative skills.    | 9  |
|                   |          |         |       |                | Students of English language are well trained in using their communicative competence.      | 10 |
|                   |          |         |       |                | Students of English language are familiar with the best skills of communicative competence. | 11 |
|                   |          |         |       |                | Students of English language are in need of communicative competence.                       | 12 |

- **The questionnaire:**