

Sudan University of Science and Technology
College of Graduate Studies

**Developing University EFL Students' Communicative
Competence by Using Communicative Approach**
**(A Case Study of Third year students - College of
Languages - Sudan University of Science and
Technology)**

تطوير الكفاءة التواصلية لدي دارسي اللغة الإنجليزية بوصفها لغة أجنبية عن طريق
استخدام النهج التواصلية (دراسة حالة طلبة السنة الثالثة - كلية اللغات - جامعة
السودان للعلوم والتكنولوجيا)

**A Thesis Submitted in Fulfillment of the Requirements
for the Degree of PhD in English (Applied Linguistics)**

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Dedication

*To the souls of my parents. I always ask
almighty Allah to bless them with his mercy.*

To my brothers and sisters.

To my faithful wife.

To my friends and colleagues.

Acknowledgements

First of all, my thanks are due to the almighty Allah who helped me to accomplish this study. I wish to express my gratitude to Dr. Abdalla Yassin Abdalla, the supervisor, for his encouragement and guidance throughout this study. I would also like to thank third year university EFL students at Sudan University of Science and Technology (College of Languages) for their assistance in collecting the data of the study. Special thanks go to my best friend Nasereldin Makeen Zayd for his great help and cooperation in collecting the data of the study.

Abstract

The aim of this study is to develop the university EFL students' communicative competence. The descriptive, analytical method was used in this study. To collect the data the researcher designed two questionnaires, one for university EFL students and the other for English language teachers. The respondents of the study were eighty-eight. 76 university EFL students and 12 English language teachers. The data obtained was analyzed by using (SPSS) statistical package for social science. The findings of the study have revealed that, most of the university EFL students are unable to express their ideas properly, although they have an abundance of vocabulary. The findings of the study have also shown that most of the university EFL students have positive attitudes towards communicative competence. The results of the study also identified the best strategies that can be used to enhance university EFL students' communicative competence in English language teaching. The study recommends that, the English language textbooks should be compatible with the requirements of the student-centered approach. It also recommends that, English language teachers should adopt the communicative approach's strategies in EFL classroom.

Abstract

(Arabic Version)

المستخلص

الهدف من هذه الدراسة هو تطوير الكفاءة التواصلية لدي دارسي اللغة الإنجليزية بوصفها لغة أجنبية. استخدم الباحث المنهج الوصفي التحليلي في هذه الدراسة. قام الباحث بتصميم استبيانين لجمع البيانات, أحدهما لدارسي اللغة الإنجليزية والآخر لمدرسي اللغة الإنجليزية. عدد المشاركين في هذه الدراسة ثمانى وثمانون. ستة وسبعين طالبا وطالبة تم اختيارهم من جامعة السودان للعلوم والتكنولوجيا كلية اللغات قسم اللغة الإنجليزية المستوي الثالث واثنى عشر معلما من مختلف الجامعات. تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS). أظهرت نتائج الدراسة أن معظم الطلاب غير قادرين علي التعبير عن افكارهم بشكل صحح, علي الرغم من أن لديهم وفرة من المفردات. وقد أظهرت نتائج الدراسة ايضا أن هؤلاء الطلاب لديهم اتجاهات إجابيه نحو الكفاءة التواصلية. كما حددت نتائج الدراسة أفضل الاستراتيجيات في تدريس اللغة الإنجليزية التي يمكن استخدامها لتطوير كفاءة الطلاب التواصلية. أوصت الدراسة بأن تكون كتب اللغة الإنجليزية متوافقة مع متطلبات النهج المتمحور حول الطالب. كما أوصت بأن يعتمد مدرسو اللغة الإنجليزية استراتيجيات النهج التواصلية في الفصول الدراسية للغة الإنجليزية بوصفها لغة أجنبية.

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Chapter One

Introduction

1.0 Overview

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, questions, hypotheses, objective, significance and methodology of the study. It also defines the limits of the study.

1.1 Background

Learning an additional language is a difficult and complex endeavor. There exists not only the awesome task of mastering the grammatical system of the language, but also the job of learning how to utilize this system appropriately and effectively when actually communicating in real life situation. Describing this process is perhaps even more difficult. One of the areas of difficulties in EFL is the ability to use the language correctly and appropriately. However, globalization is leading to closer relationships between countries. So that English as a global language is widely used in communication between people and countries. Communication is a crucial activity at the center of world changing events. So that, developing learners' communicative competence is the most important part in the learning of the English language, mainly because of the fact that being able to express yourself in English today is very important and because through this learners get to use English language a lot themselves.

Yule (1996) states that, the complex nature of second language learning is not only from linguistic analysis, but also from other fields such as

communication studies, education, psychology, and sociology. This large scale is described as applied linguistics. Hymes (1972) argues that, the ability to communicate properly should be cultivated in language teaching. Learners should learn how to use a language in their daily communication in order to demonstrate their mastery of a language. Moreover, speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. Widdowson (1978) asserts that, language learning not merely as acquiring the knowledge of the rules of grammar, but also as acquiring the ability to use language to communicate.

Richards & Schmidt (2002) claim that, communicative competence is the knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular speech community. Communicative competence includes: grammatical competence or formal competence (that is, knowledge of the grammar, vocabulary, phonology, and semantics of a language), sociolinguistic competence or sociocultural competence (that is, knowledge of the relationship between language and its nonlinguistic context, knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which address forms should be used with communication theory), discourse competence (that is knowing how to begin and end conversations) and strategic competence, (that is, knowledge of communication strategies that can compensate for weakness in other areas). Canale and Swain (1980) state that, communicative competence consists of three domains of knowledge and

skills. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary. Sociolinguistics competence refers to the language user's ability to produce and understand language in different contexts and strategic competence refers to the ability of using language to achieve communicative goals and enhance the effectiveness of communication. According to Backman (1990), communicative language ability can be described as consisting of either knowledge or competence, and the capacity for implementing or executing that competence in appropriate, contextualized communicative language use. Yule (1996) also maintains that, communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly. The first component is grammatical competence, which involves the accurate use of words and structures. Concentration on grammatical competence only, however, will not provide the learner with the ability to interpret or produce L2 expressions appropriately. The ability to use appropriate language is the second component, called sociolinguistic competence. It enables the learner to know when to say can I have some water? Versus give me some water! According to the social context, much of what was discussed in terms of pragmatics has become familiar with the cultural context of the L2 if the learner is to develop sociolinguistic competence. The third component is called strategic competence. This is the ability to organize a message effectively and to compensate, via strategies, for any difficulties. In L2 use, learners inevitably experience moments when there is a gap between communicative intent and their ability to express that intent. Some learners may just stop talking (bad idea), whereas others will try to express themselves using a communication strategy (good idea).

1.2 Statement of the problem

Given the importance of communicative competence in English language teaching, a language user needs to use the language not only correctly, but also appropriately. They want to be able to master English to a high level of accuracy and fluency. Moreover, fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. Naturally, if learners can communicate well, they can get their message across to others in an effective way and they then have accurate instruction to complete their assigned tasks. If they are not able to communicate well, the messages they send get lost in translation. Kumar et al (2013) contends that, knowledge of the rules of grammar alone is not sufficient; the ability to use these rules appropriately to communicate meaningfully is equal, if not more, important. Hedge (2000) states that, communicative competence is a concept which "*Sets out to involve learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom*"(p. 71). Wilkins (1976) maintains that, communication required students perform certain functions, such as promising, inviting, and declining the invitation within a social context. Most of the students could produce sentences accurately in a lesson, but could not use them appropriately when communicating outside of the classroom, so that, being able to communicate required more than mastering linguistic structures.

This research is an attempt to investigate the possibility of developing the university EFL students' communicative competence by using the communicative approach. Most of the learners have a strong vocabulary, but they are not able to communicate appropriately and effectively. They have

also the ability to produce sentences in the classroom accurately, but they cannot communicate successfully outside of the classroom. However, developing learners' communicative competence is very important in learning the English language as well as language is defined as a system of communication consists of sounds, words and grammar or the system of communication used by people in a particular country. Krashen (1985) stresses that, language learning comes about through using language communicatively. This anti-structural view of learning is usually referred to as learning by doing. He felt that second language acquisition occurs subconsciously as a result of communicating in situations where the focus is on meaning. The development of the communicative ability occurs subconsciously in the learner, this subconscious process is similar to the process a child utilizes in acquiring his first language. Ingram (1995) asserts that, the notion of communicative competence evolved to address an observed problem that linguistic competence does not adequately account for how language is used or the form that occur in actual use. Anyhow, this study tries to investigate the possibility of enhancing learners' communicative competence in English language by using communicative approach.

1.3 Questions of the study

The scope of this research project is developing university EFL students' communicative competence in English language. With this broader scope the following research questions have been formulated.

1- Why are most of university EFL students unable to express their ideas properly, although they have an abundance of vocabulary?

2- What are the university EFL students' attitudes towards communicative competence?

3- What teaching strategies can be applied to improve learners' communicative competence?

1.4 Hypotheses of the study

In searching for answers to the research questions, the following hypotheses are made:

1- Most of university EFL students are unable to express their ideas properly because the English textbooks are not compatible with the requirements of student-centered approach.

2- University EFL students have positive attitudes towards communicative competence.

3- There are sufficient strategies can be used to evolve learners' communicative competence.

1.5 Objectives of the study

This study aims at the following:

1. To investigate the possibility of developing the university EFL students' communicative competence in English language.

2. To identify what stopping learners from communicating effectively, and using the language correctly and appropriately.

3. To find out the best teaching strategies of developing learners' communicative competence.

1.6 Significance of the study

This study is significant for the teachers and students as it sheds light on the realities of English today, its global and local power in Sudanese context, and in the ways which it has increasingly become important in global communication. Therefore, the findings of this study are expected to benefit both learners and teachers. The results of the study are expected to assist university EFL students to improve their communicative competence. The results of the study can also be useful to EFL teachers as they identified what stopping learners from communicating effectively, so they can make emphasis on them while teaching. This study is also expected to find out the best strategies of developing learners' communicative competence.

1.7 Methodology of the study

A descriptive, analytical method will be adopted in this study. To collect enough data on developing university EFL students' communicative competence, two questionnaires will be used. The first questionnaire will be developed and administered to university EFL students at Sudan University of science and technology. This questionnaire will yield in quantitative data which will be processed, tabulated and discussed. The second questionnaire will be designed and administered to English language teachers.

1.8 Limits of the study

The study is confined to enhance the university EFL learners' communicative competence. It only studies the problems in this area that are stopping learners from communicating effectively and using the language correctly and appropriately. This study is limited to a sample of the

populations which was chosen from Sudan University of Science and Technology, College of Languages, third year students.

1.9 Organization of the study

The present study will consist of five chapters: Chapter one will be an introduction and it will provide the general framework of the study. This chapter will shed light on the problem, questions, hypotheses, objectives, significance and methodology of the present study. Besides, it will state the limits and organization of the study.

Chapter two will present a review of the related literature. It will consist of two parts: part one will provide the historical background of communicative competence and clarify the concept of communicative competence and communicative approach in teaching English language. Part two will discuss the previous studies that, related to the present study inside and outside Sudan. This part will highlight what the researchers have achieved and what they not achieved. It will introduce the area in which the present study is going to dig deep.

Chapter three will be about the research methodology and instruments that will be used for collecting data. It will give a description of the subjects, sample, collecting data instruments and method of data analysis.

Chapter four will forward an analysis and discussion of the data collected by the study instruments. The data collected by the study instruments will be analyzed, tabulated, discussed, and displayed in relation to the hypotheses of the study. In this chapter, study findings will be forwarded and conclusion will be reached. Based on these findings, the hypotheses of the present study will confirm or reject.

Chapter five will provide a summary of the procedures of the present study. Then, conclusions and recommendations based on the findings of the study. Finally, topics related to the present study, for further studies will be suggested.

1.10 Summary of the chapter

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

Chapter Two

Literature Review

2.0 Introduction

This chapter outlines the theoretical background relevant to the study. It includes a description of the historical background of communicative competence since it was first proposed by American anthropological linguist Dell Hymes in (1972), and elaborates some of the models of communicative competence. In addition to communicative approach, to explore what communicative language teaching implies in terms of classroom activities, methods and materials, as the best strategies of teaching/learning English language. It also, provides previous studies.

2.1 Historical background of communicative competence

The term communicative competence has been in circulation for about forty five years and has been used extensively in justifications and explications of communicative language teaching. The evolution of communicative competence started with its original source Hymes (1972) through the contributions of Canale and Swain (1980) and Celce-Murcia et al (1995). There have been other models proposed to represent constructs similar to communicative competence (e.g. The ‘language ability’ in Backman 1990), however, this model has been developed with language assessment in mind rather than language teaching. The model proposed by Canale and Swain (1980) remains the key sources for discussions of communicative

competence and related applications in applied linguistics and language pedagogy.

Moreover, communicative competence is a term coined by the anthropological linguist Dell Hymes (1972); he introduced this notion as opposed to the theory of the formal linguist Noam Chomsky in 1965, who focused on linguistic competence and claimed that any consideration of social factors was outside the domain of linguistics. Hymes (1972) argues that, in addition to linguistic competence (the rules of describing sound systems and for combining sounds into morphemes and morphemes into sentences), one also needed notions of sociolinguistic competence (the rules for using language appropriately in context) to account for language acquisition and language use. Hymes thus asserted that, language structure and its acquisition were not context-free, while Chomsky had claimed they were (i.e. that an innate language mechanism was sufficient to account for first language acquisition).

At about that time applied linguists and language teachers were developing the communicative approach to language teaching in reaction to grammar translation and audio-lingual approaches to language pedagogy. Many applied linguists adopted Hymes' terminology and perspective, and his notion of communicative competence and became part of the theoretical justification for a new language, teaching approach and new teaching materials that were compatible with communication as the goal of second or foreign language teaching.

Among the earliest applied linguists to develop and elaborate a model of communicative competence that course designers and language teachers

could apply to teaching and assessment were Canale and Swain (1980), who added strategic competence (i.e. The ability to compensate for problems in communication and various types of planning) to the linguistic competence and socio-linguistic competence. They referred to linguistic competence as grammatical competence. A few years later, Canale (1983) added discourse competence (the ability to produce and interpret language beyond the sentence level) to the model. Celce-Murcia et al (1995) proposed actional competence (the ability to comprehend and produce all significant speech acts and speech act sets) should also be part of communicative competence. Figure 2.1 shows the historical development of communicative competence.

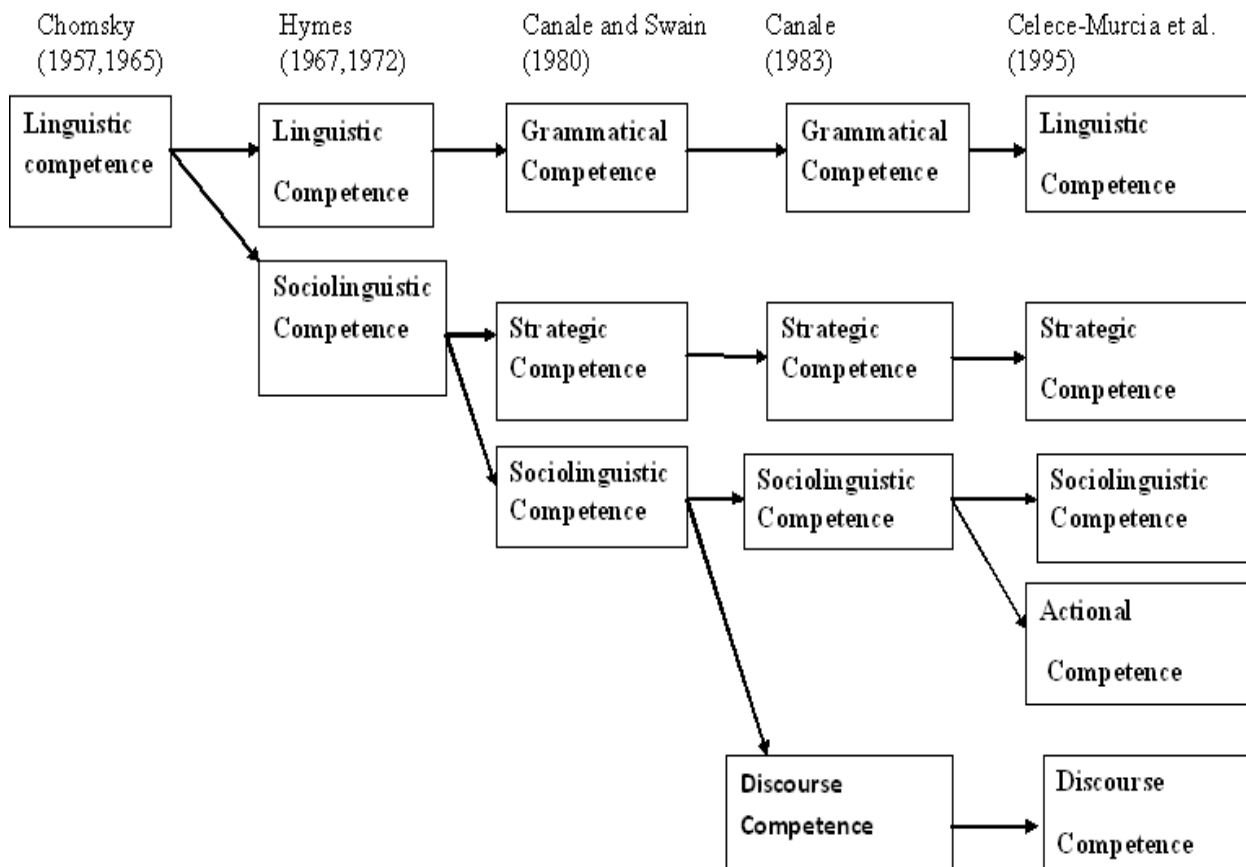


Figure 2.1 chronological evolution of ‘ communicative competence’ (Soler & Jorda, 2007,p.43)

2.2 Chomsky's theory of linguistic competence

As it was mentioned above, the term communicative competence was suggested by the American linguist Dell Hymes in (1972) as a sociolinguistic concept in reaction to 'linguistic competence' which proposed by Chomsky. Chomsky's contribution led to the emergence of the linguistic competence theory in which he clarifies (Chomsky:1965:3):-

“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 characteristics) in applying his knowledge of the language in actual performance”.

Chomsky makes a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) and based linguistic theory on an ideal speaker-listener with the perfect linguistic knowledge, which is supposed to be unaffected by cognitive and situational factors during actual linguistic performance. Campbell and Wales (1970) criticize Chomsky's hypothesis of the innate idea that regards children as having universal formal principles that determine language structure and ignore the learning factor involved in language learning. They claim that, according to the innate hypothesis, learning language is simply explained by innate predisposition. This hypothesis fails to take environmental factors into consideration in the development of communicative competence. However, Chomsky's

definition of competence, the knowledge of grammar and other aspects of language, omits the most important linguistic ability the ability to produce or understand utterances which are not so much grammatical but, more importantly, appropriate to the context in which they made.

2.3 Dell Hymes' model of communicative competence

Hymes (1972) states that, Chomsky's concept could not serve as a relevant component in a theory of real-life communication. Hymes made a clear distinction between two kinds of competence. The first, linguistic competence, concerns the production and understanding of grammatically correct utterances, whereas the second, communicative competence, involves what is appropriate or acceptable to say in a particular situation. He incorporated the notion of knowledge and ability into his definition of communicative competence, defining them as the *"knowledge as to when to speak, when not, and as to what to talk about with whom, what, where and in what manner... and the ability to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others"* (Hymes, 1972, p. 277).

Hymes also contends that, the consideration of the sociocultural aspects are imperative in any study of language use and accordingly increases the number of the parameters from two to four components, possibility, feasibility, appropriateness and occurrence, which he interpreted them in the following way:

- Possibility: the extent to which something is possible within the individual's linguistic system and grammatical knowledge.

- Feasibility: what is achievable within the psycholinguistic capacity of the individual?
- Appropriateness: to what extent something can be considered appropriate or acceptable in a particular communicative situation.
- Occurrence: to what degree something is actually done.

Hymes's framework proved to be a milestone in speaking about linguistic behavior and served as a basis for subsequent, more elaborate communicative competence models. Widdowson (1983) criticizes the limitation of using grammatical rules only in second language classrooms and advocated for the importance of teaching language social rules as well. He maintains that, linguistic competence learning was "*the internalization of a system of rules which defines correct component*" (p. 97). Linguistic competence rarely determines what people can do in any absolute sense. He writes:-

"The aim of language teaching has generally been understood as the gradual consolidation of competence in the learner's mind. Correctness is crucial to this operation since competence in language means conformity to rule. Any expression that does not conform is by definition ill formed and a sign of incompetence. But to force the learners into compliance in this way is to suppress the very creative capacity by which competence is naturally achieved. It is not surprising, therefore, that attempts at error elimination by exhortation and drills are so seldom effective". (Widdowson, 1983, p. 104).

According to Hymes communicative competence refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts. It also implies the language learners' ability to relate what is learned in the classroom to the outside world. Savignon (1983) stresses that, communicative competence is "*Functional language proficiency; the expression, and negotiation of meaning involving interaction between one or more persons belonging to the same or different speech community (communities) or between one person and a written or oral text*" (p. 303).

Naturally, communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and sociocultural aspects of that language. This understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. The realization of this level of knowledge is always a challenge for foreign language learners. Macaro (1997) refers to four beliefs among language teachers that facilitate the realization of the level of communicative competence. These include: giving more attention to speaking and listening skills than reading and writing, practicing more in communicating new information rather than already known information, enhancing students' involvement to overcome passive learning and focusing on practicing the language in meaningful situations rather than on producing well-formed sentences or in individual words.

Saville-Troike (1989) emphasizes, Hyme's notion of communicative competence, and divides a central construct of communicative competence into three types of knowledge: linguistic, interactional and cultural knowledge. The first one roughly corresponds to what Chomsky formulated

as competence, which one lucid difference: the inclusion of linguistic features that may transmit social messages as well as referential meanings, in linguistic description. 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. The second property she considers necessary for communicative competence is interactional skills. 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. The 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 instance, 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, if they are not able to recognize how a group of people speak well in a conversational exchange, and hence fail to act accordingly, they might offend their conversation partners.

2.4 Halliday's Meaning potential

Halliday looks at language from a functional point of view. For him learning a language is learning, meaning potential of language. Halliday (1978) maintains that, the term language acquisition is misleading in that nobody acquires language; what is acquired are the functions of language. Therefore and he refers to the term 'language development' to 'language acquisition'. Language according to Halliday is a product of social processes. When a child learns language, two simultaneous and inseparable processes occur: (1) he constructs a picture of the reality around him and inside him and (2) he constructs the semantic system, so this sense Halliday argues that language is shared meaning potential.

There are two complementary perspectives in linguistics: intra-organism perspective (the study of language means the investigation of language as knowledge of what the speaker knows) and inter-organism perspective (language is studied as social behavior or language in relation to social man). Halliday accepts the inter-organism perspective and asserts that the acceptance of the inter-organism perspective entails the acceptance of the functional theory of language development. The functional theory is not about the mental processes, but the social process involved in learning the mother tongue. Learning a language is learning how to mean:

“If there is anything in which the child can be said to acquire, it is a range of potential, which we could refer to as his ‘meaning potential’. This consists in the mastery of a small number of elementary functions of language, and of a range of choices in meaning within each one”. (Halliday, 1978, p. 19).

Referring to Hymes concept of communicative competence, Halliday takes Hymes to task by saying that he is applying the intra-organism perspective to the things which are essentially inter-organism. He calls Hymes stand as something like ‘pschosociolinguistics’. However, Halliday defines his notion of ‘Meaning potential’ in terms of culture and not of the mind: what the speakers can do and can mean, not what they know.

2.5 Canale and Swains’ model of communicative competence

Canale and Swain (1980) and Canale (1983) assert that the theoretical framework for communicative competence includes four areas of knowledge and skills. The first two types reflect the use of the linguistic system and the last two defined the functional aspects of communication.

2.5.1 Grammatical competence:

This type of competence will be understood to include knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology. It is the competence that we associate with mastering the linguistic code of a language. It is clear that what is meant by the grammatical competence is the mastery of the language code. It focuses directly on the knowledge and skills required to understand and express accurately the literal meaning of the utterances.

2.5.2 Discourse competence:

It is the ability we have to connect sentences in stretches of discourse and to inform a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like). Moreover,

discourse competence is the mastery of the 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...

2.5.3 Sociolinguistic competence:

This component is made up of two sets of rules: socio-cultural rules of use and rules of discourse. Knowledge of these rules will be crucial in interpreting utterances for social meaning, particularly when there is a low level of transparency between the literal meaning of an utterance and the speaker's intention. This type of competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction.

2.5.4 Strategic competence:

This component relates to the verbal and non-verbal communication strategies which learners may need to use either to compensate for breakdowns in communication or to enhance the effectiveness of communication. Under the former, one thinks of the use of hesitation fillers such as um, you know etc. Such strategies will be of two main types: those that relate primarily to grammatical competence (e.g. How to paraphrase grammatical forms that one has not mastered or cannot recall momentarily) and those that (e.g. Various role-playing strategies, how to address stranger when unsure of their social status).

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. In addition, their framework indicates that, the rules that EFL learners must learn for accumulation of their knowledge and skills to be communicatively competent in the use of their target language and these rules are not confined to systematic rules of grammar only but are also applied to all aspects of a language.

Hornberger (1989) argues that, Canale's model relied strongly on Hyme's framework of communicative competence and emphasized the importance of the appropriate factor. This model did not include linguistic functions, regardless the essential role they hold in communicative language teaching. Canale's framework was first to call attention to the importance of communication in language teaching, thus shifting the focus onto more practical aspects over theoretical one. However, the scope of the distinct components of the model was still in need of elaboration.

2.6 Bachman's Communicative Language Ability (CLA)

Bachman (1990) states that, communicative language ability can be described as consisting of both knowledge, and the capacity of implementing that knowledge in appropriate contextualized communicative language use. So he clearly distinguishes between knowledge and skills. His framework of communicative language ability which was constructed on the basis of extensive language testing, research included three principal components: language competence, strategic competence and psychophysiological mechanisms.

- 2.6.1 Language competence consists of a set of specific knowledge of components employed in communication. It has divided into two subcategories, organizational and pragmatic competence.
- 2.6.2 Organizational competence consists of two abilities grammatical competence which includes knowledge of vocabulary, morphology, syntax, and phonology/graphology. And textual competence includes the knowledge of the conventions for joining utterances together to form text, which is essentially a unit of language spoken or written. The text consists of two or more utterances that are structured according to the rules of cohesion and rhetorical organization.
- 2.6.3 Pragmatic competence is concerned with the relationship between utterances and the acts or functions that speakers intend to perform through these utterances, which can be called illocutionary force of utterances, and the characteristics of the context of language use that determine the appropriateness of utterances. However, pragmatic competence includes illocutionary force which means the intention of the speaker in uttering an utterance and sociolinguistic competence is defined as control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in the ways that are appropriate to the context.
- 2.6.4 Strategic competence is seen as the capacity that relates language competence, or knowledge of language to the language user's knowledge structures and features of the context in which communication takes place. Strategic competence performs assessment (identify the information needed for realizing a communicative goal in a particular context, decide which language

competence we have to achieve the goal, decide which abilities and knowledge we share with our interlocutor, evaluate the extent to which communication is successful), planning (retrieves relevant item from language competence, select modality or channel, assemble an utterance) and execution (use psycho-physiological mechanisms to realize the utterance).

2.6.5 Psycho-physiological mechanisms refer to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon.

Bachman and Palmer (1996) constructed a revised framework for communicative competence, in which they replaced the term competence with knowledge. While two major components of the model, language competence and strategic competence, were left unchanged, psychophysiological mechanisms were not included in the framework. The scope of some of the subcategories was broadened or alternatively reduced; for instance, in the new model, pragmatic knowledge incorporated functional, sociolinguistic and lexical knowledge. Strategic competence was viewed as *“a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities”* (Bachman and Palmer, 1996, p. 70). Bachman and Palmer’s revised model was undoubtedly one of the most elaborate frameworks. The components of the model roughly corresponded to the steps involved in the accomplishment of communicative goals, i.e., using linguistic knowledge as a basis that is shaped by the communicative context and the underlying metacognitive processes.

2.7 Celce-Murcia's model of communicative competence

Celce-Murcia and et al (1995) claim that, Canale and Swains' model has not made a serious attempt to specify the content of the model of communicative competence to the communicative language teaching requirements. They also criticize Bachman's model of communicative language ability. It is viewed as mere tools for language testing rather than the general model of communicative competence. As a result Celce-Murcia and et al produced a model of communicative competence which can be used as a content base for syllabus design. This model consists of five components.

2.7.1 Discourse competence

It concerns the selection, sequencing and arrangements of words, structures, sentences and utterances to achieve a unified spoken or written text.

- Cohesion: overt grammatical and lexical connectors.
- Deixis: situational grounding achieved through the use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual reference (e.g. the following table, the figure above).
- Coherence: covert link in the content of the discourse.
- Generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report lecture, sermon, etc.

2.7.2 Linguistic competence

It comprises the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources as well as the phonological and orthographic systems needed to realize communication as speech or writing.

2.7.3 Actional competence

Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent to linguistic form based on the knowledge of an inventory of verbal schemata that carry the illocutionary force (speech acts and speech act sets).

2.7.4 Sociocultural competence

It refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. However, these factors are complex and integrated, which stems from the fact that language is not simply a communication coding system, but also an integral part of the individual's identity and the most important channel of social organization, embedded in the culture of the communities where it is used.

- Social contextual factors: the participants' age, gender, status, social distance and their relation to each other.
- Stylistic appropriateness: politeness strategies, a sense of genres and registers.

- Cultural factors: background knowledge of the target language group, major dialect/regional differences, and cross-cultural awareness.

Moreover, this competence can be acquired in part through some knowledge of the life and tradition as well as knowledge of the history and literature of the target language community. An extended living experience among member of the target language group is probably the best experience for language acquisition if the learner has adequate basic preparation in both linguistic and sociocultural competence coupled with good powers of observation.

2.7.5 Strategic competence

The knowledge of communication strategy and how to use it. So, the strategies of language learning and use are specific behaviors that students use to enhance their own L2 learning. Work on communication strategies have typically highlighted three functions strategy use from three different perspectives.

- Psycholinguistic perspective: communication strategies are verbal plans used by speakers to overcome problems in the planning and execution stages of reaching a communicative goal. E.g. avoiding trouble spots or compensating of not knowing a vocabulary item.
- Interactional perspective: communication strategies involve appeals for help as well as other cooperative problem-solving behavior which occurs after some problem has surfaced during the course of communication that various types of negotiation of meaning and repair of mechanisms.

- Communication continuity/maintenance perspective: communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make speech plan.

2.8 Communication strategy

Tarone (1981) states that, communication strategy is a pattern a speaker accustomed to when dealing with communication difficulties and resolving them as follows: “*Communication strategies are used to compensate for some deficiency in the language system, and focus on exploring alternate ways of using what one does know for the transmission of a message without necessarily considering situation appropriateness*” (p. 287). Communication strategy works as a tool to bridge the gap between the student’s linguistic knowledge and functional language he/she needs to use in a situation in order to reach agreement on the meaning. Some of the possible ways to bridge that gap can be as follows:

2.8.1 Avoidance Strategies:

a-Topic avoidance: The speaker is lacking the necessary vocabulary to refer to an object or action, avoids any mention of it. E.g. wears a... pair of enormous trousers (braces).

b- Message abandonment: The speaker begins to talk about a concept, but feeling unable to continue, stops before reaching to his/her communicative goal. E.g. a shirt with... eh... umm..... I don’t know (tie).

c- Semantic avoidance: The speaker says something different from what was originally intended. E.g. an eye mm... very damaged (black eye)

d- Message reduction: The learner reduces their original message, repeats the same idea, but with less precision and detail. E.g. some kind of...

uniform (school less precision and detail. E.g. some kind of... uniform (school uniform).

2.8.2 Achievement Strategies:

1- Paraphrase

- a- Approximation: The speaker substitutes the desired unknown target language item for a new one, which is assumed to share semantic features with it to be correctly interpreted. E.g. you can see a pigeon hole (letter-box).
- b- Word coinage: The learner makes up a new word following the target language rules of derivation and composition.
- c- Circumlocution: The learner describes an object or action instead of using the appropriate target language item. E.g. it looks like a jacket without the arms? (Waistcoat).

2 - Conscious transfer

- a- Borrowing: The learner uses an L1 item or structure modified in accordance with the features of the target language. E.g. a bit more no well (weak).
- b- Language switch: The speaker uses an L1 item with no modification at all.

3- Appeal for assistance: The learner asks the interlocutor for lexical help. E.g. how do you call this? (Chin).

4- Mime: The learner uses a gesture or any other paralinguistic form.

The above discussion of the models of communicative competence is indicative of the interest and enthusiasm of the scholars who proposed them. It also indicates the popularity and the requirement of the model of communicative competence. The discussion also underlines the need of a

model of communicative competence to assess the linguistic achievement of the learner because of the last 45 years or so communicative competence has been set as the ultimate goal of language learning and teaching all over the world.

2.9 The Communicative Approach

Communicative approach plays an important role in developing learners' communicative competence. It aims to improve students' ability to communicate. Role-play and simulation have become very popular in communicative language teaching, where learners simulate a television program or a scene at an airport or they might put together the simulated front page of a newspaper. Sometimes they have to solve a puzzle and can only do so by sharing information. Sometimes they have to write a poem or construct a story together. All these activities and others have great role of enhancing learners' communicative competence. Littlewood (1981) maintains that, communicative activities can be divided into two: functional communication and social interaction. Functional communication activities are designed for the learners to use whatever language they have at their disposal. Therefore, the success is measured primarily by their ability to cope with the given task, not by their grammatical accuracy and appropriateness of their choice of the language. Social interaction activities place emphasis also on choosing language which is acceptable according to the particular situation. Consequently, the success is measured according to both the functional effectiveness and correct language choice.

Harmer (2008) states that, communicative approach or communicative language teaching is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but

also a shift in emphasis in how to teach. ‘What to teach aspects’ of the communicative approach stressed the significance of language functions rather focusing on grammar and vocabulary. A guiding principle was train students to use these language forms appropriately in a variety of contexts and for a variety of purposes. The ‘how to teach aspects’ of communicative approach is closely related to the idea ‘language learning will take care of itself’ and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for the student’s development of knowledge and skill. Activities in communicative language teaching involve learners in real or realistic communication, where the accuracy of the language they use is less important than the successful achievement of the communicative task they are performing.

What matters in communicative language teaching activities are that students should have a desire to communicate something. They should have a purpose for communicating (e.g. To make a point, to buy an airline ticket or write a letter to a newspaper). They should be focused on the content of what they are saying or writing rather than on a particular form. They should use a variety of languages rather than just one language structure. The teacher will not intervene to stop the activity; and the materials he or she relies on will not dictate what specific language forms the students use either. He also describes communicative and non-communicative activities as follows:

Non-communicative activities	Communicative activities
No communicative desire	A desire to communicate
No communicative purpose	A communicative purpose
Form not content	Content not form
One language item only	Variety of languages
Teacher intervention	No teacher intervention
Materials control	No materials control

Richard & Rodgers (2001) argue that, communicative language teaching (CLT) is an approach based on principles reflecting a communicative view of language and language learning, which underpins a wide variety of classroom procedures. Brown (1997) emphasizes that:

“Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need to apply classroom learning heretofore unrehearsed contexts in the real world”. (p. 13).

2.9.1 Principles of the CLT

1. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.
2. It is believed that communicative functions are more important than linguistic structures. *“One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view”* (Littlewood, 1981:1). Each language has a limited number of sentence patterns. Mastering only those sentence patterns does not help the learners to communicate in the target language. The learner needs to learn the communication functions of those structures.
3. While using the CLT approach in teaching language, the target language is used in the classroom. The target language is a vehicle for classroom communication, not just the object of study (Freeman (2000)). Because if the learners continue to use their native languages, they are not able to communicate in the target language.

4. Appropriate use of language is emphasized rather than accuracy. Accuracy comes at the later stage. It is believed that when the learners learn to use the language appropriately accuracy comes automatically.
5. Language should be taught by integrating all language skills and not by only one skill. It means communication approach is not limited to only speaking skill; reading and writing skills should be developed.
6. Language cannot be learnt through rote memorization. It cannot be learnt in isolation. It should be learnt through social interaction. To communicate in the target language, there is a need to struggle with language.
7. While using this approach, the major focus is to make the learner able to communicate in the target language. Errors are tolerated by the teacher because what is more important is to make them able to speak in the target language. The teacher should not correct them during the activities in which they are using the target language. The teacher can note the errors of the learners and make it correct after the activities are over.
8. The CLT approach provides the opportunities to communicate in the target language to the learners. It encourages teacher-student and student-student interaction. It helps to encourage the cooperative relationship among students. The teacher should give work in groups or in pairs which give opportunities to share the information among them. It also helps to promote the communication among them. Richards & Rodgers (1986) state that students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
9. The CLT approach provides the opportunities to the learners not only about what to say and but also about how to say.

10. The teacher should create situations which help to promote communication. The teacher should teach them how language should be used in a social context. The teacher should give activities such as role play, which help the learners to learn the language in social context.

11. Language teaching techniques should be designed in such way that it encourages the learners to use the target language. Functional aspects of language should be given importance. Dramas, role plays, games should be used in the classroom to promote the real communication.

12. Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension (Freeman (2000)).

2.9.2 Guidelines for the selection and development of appropriate classroom materials and procedures

Savignon (2002) proposes some guidelines for the selection and development of appropriate classroom materials and procedures as follows:

- Language teaching is based on a view of language as communication. Language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
- Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
- A learner's competence is considered in relative, not in absolute terms.

- More than one variety of a language is recognized as a viable model for learning and teaching.
- Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
- No single methodology or fixed set of techniques is prescribed.
- Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
- It is essential that learners be engaged in doing things with language that is, they use language in a variety of purposes in all phases of learning.

Richards (2006) claims that, communicative language teaching sets as its goal the teaching of communicative competence. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers in the classroom. And he also reports that, communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g. Knowing when to use formal and informal speech or when to use language appropriately in written as opposed to spoken communication).

- Knowing how to produce and understand different types of texts (e.g. Narratives, reports, conversation).
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. Through using different kinds of communication strategies).

2.9.3 Characteristics of communicative classes:

Sarosdy et al (2006) report, the characteristics of communicative classes as follows:

- Content based

Language is a tool for getting information about the world. In this approach message is more important than the form. Content can be integrated into English teaching, is based on a lot of authentic materials taken from various text types such as newspapers, journals, pamphlets, guidebooks, etc. these texts cover a wide range of topics, so in addition to broadening students' minds, they build up their vocabulary as well.

- Intercultural

Foreign language learning is often foreign culture learning. In order to understand just what foreign culture learning is, one needs to understand the nature of acculturation and culture shock. A person's world view, self-identity, systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another.

- Holistic

It means that the whole personality of the learner must be developed during language teaching, this term related to communicative

language teaching. It will focus teachers' attention on the fact that students' ways of thinking should also be developed.

- **Experiential**

The students are supposed to experience that the target language acquired is very useful in life. Authentic texts such as brochures, instructions, cookery book, etc. make students feel how practicable their knowledge in English is.

- **Learner-centered**

Learners' needs are very important in communicative language. Activities are chosen according to the various learning styles and must be also relevant to their ages. The goal of communicative language teaching is to make students communicatively competent.

2.9.4 Organization and management of the teaching/learning process.

- Teachers' roles will change. They can no longer be regarded as possessing sacrosanct knowledge, which they dispense in daily doses to their docile flock. Instead, they will need to set up tasks and activities in the learners play the major overt role. It is then their job to monitor these activities and to modify and adjust them as time goes by. This implies much less spectacular, and at the same time much less secure position.
- The learners' role will change correspondingly. They will no longer find it is enough to follow the lesson passively, but they will need to involve themselves as real people in the activities they are asked to undertake both inside and outside the classroom. This gives them at one and the same time, more freedom and more responsibility.

- The teaching materials will need to reflect the wide range of uses of the language. Almost inevitably there will be a preponderance of authentic over simplified materials.
- The techniques applied to these materials will be task-oriented rather than exercise-centered. It will be common to find students listening to or reading for information which they then discuss before formulating decisions or solutions in spoken or written form. In other words, the skills will be integrated rather than isolated. It will be rare to find students given a listening or reading text in isolation and ask to answer questions on it for no apparent reason.
- The classroom procedures adopted will favor interaction among students. This will have implications for the layout of the classroom (straight rows of chairs and desks are good for order but bad for communication). There will be an emphasis on work in pairs and small groups. Much work may be found in the exchange of information between groups. (Brumfit, 1986).

Furthermore, the teachers' role is just the facilitators who facilitate the learning process. Their responsibility is to create such situations in which communication can take place among the students. They monitor the learning process. While using the communicative approach in the classroom, the teachers do not interrupt during the learning process to correct the errors of the learners. They just note the errors and correct them later. Communicative approach focuses on communication process rather than mastering linguistic structures. This leads to different roles for the learners, mainly learner- centered approach in which the learners are given importance. The learners are expected to participate in the communication process actively. The cooperative approach rather than individualistic

approach. It is obvious that, communicative approach stands as the best approach in developing learners communicative competence. It provides an opportunity for learners to communicate in the target language. The use of functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in communicative approach such as dramas, role plays and games make learning so enjoyable.

2.9.5 Advantages and disadvantages of communicative approach

The implementation of communicative approach has brought a lot of advantages for Teaching English as a foreign/second language. Unlike audio lingual and grammar-translation methods, Communicative teaching emphasis on, task-oriented, student-centered language teaching practice and it provides students with comprehensive use of the English language, for communication of opportunities.

A- It motivates students to improve their ability of using English by themselves since it emphasizes on fluency in the target language. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This enables the learners to be more confident when interacting with other people and they also enjoy talking more (Brown, 2001).

B- CLT focuses on and aims at communicative competence. Thus, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in the CLT (Richards, 2006). It brings the real life situation of the native English into classroom activities such as role-play and simulation (Harmer, 2008).

C- The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centered to learner-centered. In other words, much more time issued by the learner that the role of the teacher is just to facilitate the learning process. Thus, the learner should exercise and communicate enough in the CLT class to achieve communicative competence (Brown, 2001).

There have been various criticisms on the principles of the communicative approach to teaching and learning language:

A- the approach gives priority to the meanings and rules of use rather than to grammar and rules of structure. In other words, it is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form. It is believed that with CLT, there is a danger of focusing too much on oral skills and less emphasis is given to reading and writing skills, (Al-Humaidi, n.d.as cited in Keithley, Kumm (2013).

B- Communicative approach focuses on fluency, but not on accuracy, so communicative language teaching leads to the production of fluent but inaccurate learners. What is predicted to happen here is the danger of giving priority to fluency over accuracy in CLT classes, so communicative approach is great for intermediate students and advanced students, but for beginners, some controlled practice is needed Students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and, if the exams used by any institution are grammar based, communicative fluency may not be appropriate.

C- Communicative approach is sometimes difficult to be implemented in an EFL classroom due to the lack of sources and equipments like authentic materials and native speaker teachers as well as the large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and for teaching aids and materials (Burnaby and Sun, 1989). The monitoring ability of the teacher must be very good. Despite teachers' best efforts, classroom activities are not actually real-life and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction. However, communicative approach provides an opportunity for the learners to communicate in the target language. The use of functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in this approach such as dramas, role plays and games make learning enjoyable.

2.10 Review of Previous Studies

The following part aims at examining the previous studies related to the present study. Some of these studies were conducted in Sudan and some were abroad. This part gives a thorough review of these studies. It focuses on the findings provided by these studies and their relevance to the present study.

2.10.1 Previous studies in Sudan

Abd-Allah (2016) conducted a study to clarify the impact of culture in the development of communicative competence in English language. The descriptive, analytical method was adopted in this study. For collecting data a questionnaire was designed to 30 teachers of English language with different experiences at Ombada locality, after analyzing the data, the

findings of the study shows that, misunderstanding of another culture causes confusion in developing communicative competence in English language. It has been recommended that, English language teachers should support their learners to be motivated by teaching language literature.

Zakaria (2015) conducted a study to clarify the communication problems among Sudanese EFL University Learners. To achieve the aim of his study, he employed the analytic descriptive approach. The subjects of the study consisted of 70 Sudanese EFL students drawn from the Faculty of Arts at Alneelain University. Two tools were employed for data collection: a questionnaire and an audio-recorded interview with the students. Results showed that the students knew what effective communication entails; proper negotiation of meaning through well-constructed message. The result also showed that the students could understand the message addressed to them, but they experienced difficulties responding properly. The students reported that the problem they faced in this respect was due to their limited knowledge about the target language and lack of confidence. Furthermore, the result proved that the environment in which the students learn and practice English did not encourage them to develop their communicative abilities. English does not have any communicative functions in the students' community. That is why the students have very poor communication strategies and in turn they fail to express their thoughts clearly and concisely.

Ahmed (2015) conducted a study on the Application of the Communicative Techniques in Teaching EFL Grammar at Tertiary Level in Sudan. The study aimed at investigating the effectiveness of the communicative approach on teaching grammar and language activities. The sample of the

study consists of 193 (male and female students) of general English language at Gazira University. It used the descriptive, analytical method. A descriptive-correlation design was employed to find out the effectiveness of the communicative approach in teaching grammar and language activities among the samples of the study. A student's pre-test and post-test and teachers' questionnaire were used for data collection. The data was analyzed by using a variety of statistical methods. The analysis of the data has focused on verifying the effectiveness of the communicative approach in understanding grammar and language activities compared to traditional approaches. The results of the study have revealed that, using the communicative approach in second language teaching is more effective in understanding grammar and language activities than traditional approaches, the Communicative approach is more convenient in learning EFL than other approaches and the communicative approach emphasizes on the students' initiative and interaction rather than simply on the teacher. It recommended that, language lab is important in order to provide learners with opportunities to be exposed to the target language as used by native speakers. It is useful for EFL teachers to follow training used in other countries, e.g. (China) in applying CA principles.

Ali (2014) conducted a study to test EFL learners' oral communicative competence in the Sudanese Secondary Schools. It attempts to find out the causes behind negligence of testing EFL learners' oral communicative competence. In addition, it tries to find out which technique would be the most suitable for that purpose. It adopted descriptive and analytical methods. For collecting data, a questionnaire and an interview were used. Based on the analysis of the collected data, the study concluded that testing learners'

oral communicative competence systematically in the Sudanese Secondary Schools was neglected, due to lack of awareness of its importance to the Sudanese teachers of English language. In addition, lack of adequate qualified teachers as examiners was largely considered as one of the main obstacles to that. Besides, it was revealed that, the ambiguity of the objectives of teaching English language to the Sudanese teachers of English was one of the main reasons behind the negligence of testing learners' oral communicative competence systematically in the Sudanese Secondary Schools. However, it turned out that subjective marking was not considered as one of the main hindrances for that. In the same respect, it was found out that oral interview was largely not considered the most suitable technique for testing learners' oral communicative competence in the Sudanese Secondary Schools. Based on the findings of the present study, it recommended, among others, including in the syllabus clear guidelines for teaching and testing English language in the Sudanese Secondary Schools. In addition, it advocated adopting an oral test in the Sudanese Secondary Schools immediately and gradually. Furthermore, it recommended a complementary listening comprehension test in the Sudanese Secondary Schools.

Omer (2014) conducted a study to investigate the difficulties of using communicative language teaching (CLT) in Basic schools. The significance of communicative language teaching (CLT) is that, enable the learners to express themselves fluently and help building enthusiasm in teachers of English language to use communicative language teaching and its techniques. For collecting data, a questionnaire was used for the teachers of English language in basic schools in Omdrman locality. The findings of the study proved that: there are problem with communicative language teaching

(CLT) in practice, and there are difficulties in using communicative techniques in teaching English in Basic Schools. These difficulties relate to the syllabus, large classes and time allocated to English language. The study also assured that some teachers do not specialize in English language and not graduated from colleges of education. According to the finding of the study, it recommended that: syllabuses should be designed with consideration to the communicative language teaching (CLT) techniques, and formulaic expression should be given much more care.

Abdellah (2011) conducted a study to investigate the Sudanese EFL learners' oral communication problems. The study intended to investigate the problems that face Sudanese EFL learners when they communicate orally in English, and the causes of these problems. It also aims to suggest solutions, and strategies which can help Sudanese EFL learners to overcome these problems. The research data have been obtained by using two instruments: the interview and classroom observation. The data have been computed and statistically analyzed (by using the Statistical Package of Social Science (SPSS) Program, version12). The research findings have shown that the main problems that face Sudanese EFL learners in oral communication are problems of pronunciation, weakness of speaking skills, difficulty in communication, and Lack of fluency. The findings have also revealed that most of the subjects think that the main causes of Sudanese EFL learners' oral communication problems are: lack of practice speaking in English, the negative effect of the Arabic environment, the shyness of students to speak in English, shortage of native English language teachers in Sudan and the influence of mother tongue. Some methods of teaching English are not suitable for developing the oral skills of the students, and

most of the textbooks do not have enough oral activities. In addition, the results have shown that the strategies that Sudanese EFL learners have to adopt to overcome these problems and develop their oral communication skills are: more Practice of speaking English, more reading and listening to English texts. Other strategies include: Teaching by native English teachers, changing the methods of teaching at all educational levels (adopting the communicative method of teaching) and the modification of the Sudanese textbooks at all levels of education to include more oral communication activities. The study mainly recommended that: Sudanese EFL learners have to do more practice speaking and listening to English language inside and outside the classroom in order to improve their oral communication skills. Sudanese syllabus designers have to increase the oral activities in English language textbooks at all levels of education to improve the oral skills of Sudanese EFL learners.

2.10.2 Review of some related Previous Studies abroad

Juhász (2015) conducted a study to explore the conceptualization of communicative competence in Secondary EFL Classrooms in Hungary. The aim of the study was to explore the way communicative competence is conceptualized in the teaching and learning process in secondary EFL classrooms in Hungary. Empirical data was gathered from various sources: the analysis of intermediate EFL course books, in-depth semi-structured interviews with a group of EFL teachers (N=6) and a questionnaire study with secondary school students (N=212) to gain a comprehensive picture of the construct. The results of the research revealed that (a) both teachers and students gave preference to the spoken aspects of communicative competence, (b) there was a certain mismatch between teachers' and

students' expectations and the content of course books, and (c) it was possible to prepare students for language exams and teach communicatively at the same time. The findings have implications for teachers, students, course book writers and other policy makers in the field of EFL teaching.

Biswalo (2015) conducted a study to explore the intercultural communicative competence (ICC) (the ability to interact and communicate across cultures) from the perspectives of six teachers of English in the three secondary schools in the Dodoma Municipality in Tanzania. It also explores colonial legacies and power relations surrounding the constructions of English language teaching (ELT) practices in Tanzania. The findings indicate that despite its important role in effective communication and interaction in this global age, teachers who participated in this study seemed to be unaware of ICC. Secondly, the findings reveal some evidence of colonial legacies which were inherent in ELT practices in English language classrooms in Tanzania. This results in the generation of multiple and complex subjectivities for teachers. Finally, the study demonstrates the ways in which Western theories need to be re-read and extended through post-colonial theory in order to understand ELT in Southern contexts the study generates and contributes knowledge to the area of ELT in secondary schools in Tanzania by emphasizing the importance of students gaining ICC for effective global interaction and communication.

Xiao (2014) conducted a study to clarify communicative competence and critical thinking: a Cross-cultural View of Chinese EFL Learners and Teachers In a University Context. This study explores a pedagogical framework for tertiary level learners which take full account of the traditions and context of Chinese English language teaching. It aims to adapt the

western-based communicative language teaching approach and communicative competence model for the Chinese setting at the university level so that both learners and teachers can benefit. The research methodology consists of a quantitative survey and a qualitative study which includes in-depth interviews and classroom observations. The aim is to compile first-hand information on learner/teacher attitudes towards teacher-centered and student centered teaching approaches, culture learning in EFL programs, and the major difficulties faced by both students and teachers in the teaching/learning process when CLT is introduced into English classes.

Alnatheer (2013) investigated the role of motivation and motivational strategies in Saudi students' communicative competence in English. Motivation and motivational strategies are generally believed to enhance student communicative competence in English as a foreign language; yet, there is not much empirical evidence to support this claim. The investigation focused on how motivation and motivational strategies influence Saudi students' communicative competence. In the First Phase, 16 participants were interviewed from two groups of Saudi students: Saudi students who were enrolled in English courses in Australian educational institutions and Saudi students living in Saudi Arabia who had graduated from Saudi Arabian high schools and were studying in English language institutes in Saudi Arabia. In the Second Phase, 279 participants from the two groups answered a questionnaire. The results indicated that participants' measured and self-reported communicative competence differed between the two groups. The Australian group had higher levels of measured and self-reported communicative competence than the Saudi group. The results also, indicated that participants' communicative competence is significantly

affected by motivation. The teaching strategies supporting motivation do not directly affect students' communicative competence, but rather affect their motivation.

Fraser (2010) conducted a comparative study of communicative competence in English language learners following 'Academic' and 'International Understanding' courses at High Schools in Japan. In Japan, where the traditional focus on English teaching has been on knowledge of a foreign language as a system, increasing emphasis is now being placed on the ability to communicate internationally. Achieving competence in a foreign language may be the result of many factors, including teaching methodology, instructional materials and personal motivation. The study examines how much communicative ability depends on classroom input, and how important other factors are in achieving success in written and spoken English. Two different English courses currently offered in Japanese high schools 'International Understanding' and general/academic – are examined, and their effect on communicative competence, language knowledge, motivation and attitudes to teaching and learning English are analyzed. Two groups of learners were traced throughout their 1st-year at senior high school, and their learning experiences are situated within the educational, and specifically English language learning, context of Japan, where the influence of societal pressures and public examinations conflicts with the need to learn English as a means of global communication. The findings demonstrate that those learners following the International Understanding course have generally increased their communicative competence as measured by essay and oral interview tests, and have improved their scores in an English proficiency test recognized in Japan as a

marker of academic achievement, to a statistically greater degree over those learners following a traditional EFL course. Significant differences were also confirmed in motivation.

Abahussain (2016) conducted a study to Implementing Communicative Language Teaching Method in Saudi Arabia: Challenges Faced by Formative Year Teachers in State Schools. The study, therefore explores the challenges faced by Saudi English teachers (SETs) in their teaching practice that might prevent them from teaching for communicative purposes and implementing CLT in their classes. In order to meet this objective, data obtained from interviews, questionnaires and documents were analyzed and classified into various categories. The findings of the study revealed that the current methodological practices of SETs are traditional teaching methods that stress the dominant role of teachers, marginalize students' interactions, focus on discrete skills, and encourage competitive rather than cooperative learning. Furthermore, by using CHAT theory as a framework, the study explored a range of challenges that SETs face when implementing CLT. These challenges stem from the individual and contextual levels of SETs' teaching practice. At the individual level, it emerged that SETs had some misconceptions about some of the main features of CLT, and were not sufficiently confident to run communicative classes and adopt CLT in their teaching practice. These shortcomings were a result of the SETs' pedagogical and linguistic preparation in their pre-service programmes. On the contextual level, there were two main types of constraint that challenge SETs in terms of teaching for communicative purposes and applying CLT in their teaching practice. Firstly, there were institutional and situational factors (for example the quality of the in-service training programme, examination purposes and classroom structure), and, secondly, socio-cultural factors

(such as the traditional view of education, and the status of the English language in the Saudi context) that seemed to be incompatible with teaching English for communicative purposes. The study concludes with recommendations that aim to help improve the current situation of TEFL in KSA. Ending the isolation between the key parties involved in EFL teaching and learning in the Saudi context is very important, and changes to pre-service and in-service programmes, as well as at the contextual levels, are also essential.

Judit (2013) conducted a study to explore a Mixed-Method Study on English Majors' Intercultural Communicative Competence. The aim of the study is to understand English majors' intercultural communicative competence in interactional contexts, and explore the factors influencing it. The dissertation follows the paradigm of mixed-method research, as it comprises a qualitative study (N=45), followed by a quantitative one (N=102), the design of which draws on the findings of the first study. The participants of the two studies are BA students of English at the Institute of English Studies, University of Pécs, Hungary. Altogether, 147 students took part in the two studies, 45 were third-year English majors (aged 20+), whereas 102 were first-year English majors (aged 19+). The data collection instruments involved in both studies were developed for this study, their construction, validation and piloting is discussed in detail in the respective chapters. The analysis of the data included qualitative content analysis for the first study, and descriptive statistics, correlation and regression analyses and structural equation modeling in the second study.

The findings of the study reveal that participants have diverse ideas on how to define an intercultural encounter, but project similar signs of intercultural awareness in the situations they describe. Most significantly, the analysis of

the narrative accounts reveals that students' intercultural performance is to a large extent influenced by cognitive, affective and contextual factors. The results of the statistical analyses show that the most important individual difference variables directly influencing students' intercultural communicative competence are their communication apprehension and their perceived communicative competence. Based on the findings of the studies, the dissertation suggests implications for improving students' intercultural communicative competence and defines further directions for research on the construct.

Al Alami (2014) Promoting Communicative Competence within EFL Contexts: Upon university graduation, under-graduate students studying in the United Arab Emirates are expected to acquire adequate communicative competence in English as a foreign language. Despite the efforts made within the area of teaching English to university students majoring in subjects other than English language and literature, the outcome as reflected by students' skills and competencies in English is still below expectations. Believing in the essential role literature can play in promoting communicative competence on the part of EFL learners; the current study introduces a literature-based course: LEARN AND GAIN. Adopting an experimental design, the research project involved two groups: experimental and control. To examine the treatment effectiveness, the researcher set and administered a pre-post-test. The pre-post-test aimed to measure subjects' communicative critical reading competence and subjects' communicative critical writing competence in English. Based on the statistical findings, the experimental group students' achievement of the communicative critical reading competence pre-post-test and the communicative critical writing

competence pre-post-test was significantly better than that of their counterparts of the control group students.

2.11 Summary of the Chapter

This chapter has been concerned with the presentation of the theoretical framework of the research, reporting a review of the related literature. It has divided into two sections. The first section clarified the concept of communicative competence and communicative approach in English language teaching. Regarding the notion of communicative competence as the learners' ability to use the language to communicate successfully. However, most of the students could produce sentences accurately in a lesson, but they could not use them appropriately when genuinely communicating outside of the classroom. Being able to communicate require more than mastering linguistic structure. So that, the present study will try to enhance learners' communicative competence through communicative approach or communicative language teaching (CLT). This approach will give learners a great opportunity to use the language effectively and appropriately when actually communicating in the real life situation. Communicative approach based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials.

The second section in this chapter provided a review of the previous studies inside and outside of Sudan. Some of the studies about the intercultural communicative competence, (the ability to interact and communicate across culture), and the others about the difficulties of using communicative language teaching (CLT) in the teaching of the English language.

Chapter Three

Research Methodology

3.0 Introduction

This chapter is concerned with the methodology of the study. A detailed description of the subjects will be provided, besides the instruments and procedures which are used for data collection of the study. Validity and reliability of the questionnaire and procedures of data analysis will also be presented throughout this chapter.

3.1 The method adopted

A descriptive, analytical method has been adopted in this study. For collecting data, two questionnaires were designed and validated by a panel of experts (see appendix 3). The reliability of the questionnaires was calculated statistically by using the Cronbach Alpha Coefficient. These questionnaires designed according to the Likert's five point scale (strongly agree, agree, neutral, disagree and strongly disagree). The questionnaires yielded in quantitative data, processed, tabulated and discussed. The SPSS program was used for data analysis. However, the first questionnaire was developed and administered to 76 universities EFL students at Sudan University of Science and Technology whereas the second questionnaire was designed and administered to 12 English language teachers.

3.2 Population of the Study

As the study has been focusing on the development of the university EFL students' communicative competence, so Sudanese university EFL learners are the population of the study. This study was conducted among the 3th year

students of English language, College of Languages, Sudan University of Science and Technology.

3.3 Sample of the study

The subjects of the present study were third year students of English language, College of Languages, Sudan University of Science and Technology. They were coming from different background and share similar experiences. Their ages ranged from 24-28 years old. 76 students, both males and females participated in the study. They were given a questionnaire to enhancing communicative competence in English language. In addition to 12 English language teachers have been chosen to know their point of views about the effective strategies can be used to evolve learners' communicative competence.

3.4 Data collection and Tools of the study

In this study, the researcher used two questionnaires for collecting the data. One for the university EFL students and the other for the English language teachers. The questionnaires followed Likert scales where the participants have to tick in the box the best answer among five options.

3.4.1 Students' Questionnaire

The questionnaire was designed in simple and clear language to avoid ambiguity and misunderstanding that are sometimes misleading to the respondents and the researcher explained some items for students while they were doing it. It consisted of three sections and twenty-four statements. The first part of the questionnaire deals with the students' abilities to express their ideas properly in the English language, the second part is about learners' attitudes towards communicative competence and the third part is

about teaching strategies that can be used to develop students' communicative competence. However, each one of the questionnaire's statements was related to specific section. See table (3.1) below.

Sections	Statements
Section One	1-8
Section Two	9-16
Section Three	17-24

Table (3.1) the sections and the statements of the questionnaire.

3.4.2 Teachers' Questionnaire

Besides the students' questionnaire the researcher designed a questionnaire for English language teachers. The teachers' questionnaire divided into two sections. The first section was designed to collect background information within the limits of anonymity of the informants. The information is only related to general things, i.e. gender, specialization, years of experience and the level of education. The second section of the questionnaire consists of fourteen statements about the strategies and techniques that can be used to develop students' communicative competence. So the main reason behind the teachers' questionnaire is to know the teachers' point of view about the effective strategies can be applied to evolve Sudanese EFL learners' communicative competence.

3.5 Pilot study

In order to check the validity of the questionnaire, the researcher ran a pilot study. Twenty copies of the questionnaire were distributed to some of the

University EFL students. The participants displayed no difficulty in understanding and completing the first draft of the questionnaire. Then it was finalized so that it was ready to be employed in the actual study. Therefore, those who participated in piloting were not included in the sample of the study.

3.6 Validity and Reliability of the Questionnaire

At the beginning, the researcher gave the questionnaire to some experts in the field of teaching English language, such as Dr. Sadia Osman Ibrahim, Dr. Yasir Bilal Saeed, Dr. Khalid Dawelbait Hassan and Ustaz. Yasser Yusuf Abualbasher for judgement. They agreed that the tool is comprehensive, adequate, suitable as well as useful for the purpose of the study. In addition, they advised that some of the statements should be changed to suit Likert scale (see appendix 3). The researcher has made some changes according to the experts' advice. Then permission was given from the supervisor and seventy-six copies of the questionnaire were distributed to the subjects of the study. Table (3.2) below, shows the reliability and validity of the students' questionnaire.

Table (3.2) reliability and validity test.

Test	Reliability	Validity	Interpretation
Value	0.715	0.846	Meaning full

The values of reliability are (0.715) and validity (0.846) this implies that the phases in the study are more consistency relating to the hypotheses of the study, which indicate that a questionnaire is characterized by high validity and high reliability. So, it achieves the purposes of the study and makes the

statistical analysis fit and acceptable. This was calculated by Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It's considered to be a measure of scale reliability. Technically speaking, Cronbach's alpha is not a statistical test, it is a coefficient of reliability (or consistency).

Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, we show the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equal the average variance.

One can see from this formula that if you increase the number of items, you increase a cronbach's alpha. Additionally, if the average inter-item correlation is low. Alpha will be low. As the average inter-item correlation increases, cronbach's alpha increases as well (holding the number of items constant).

3.7 Procedures of Data analysis

The questionnaire was distributed to the subjects of the study, and they were requested to fill in the questionnaire in the classroom. After collecting the data, the researcher used statistical analysis method in analyzing the questionnaire using SPSS program.

3.8 Summary of the chapter

This chapter has described the methodology of the study, the subjects of the study, data collection and tools of the study, pilot of the study, questionnaire reliability, questionnaire validity and procedures of data analysis.

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

This study is an attempt to investigate the possibility of developing university EFL students' communicative competence by using the communicative approach. The instruments used to collect the data were two questionnaires, one for university EFL students and the other for English language teachers. Results are displayed according to the statistical analysis of the collected data. The findings of the research were tackled with regard to the research questions. The researcher used tables to clarify and present the data with analysis and interpretation. Charts are added to display the visual representation of the tables' statements.

4.1 The Analysis of the students' questionnaire

The questionnaire addressed various aspects related to the learners' communicative competence and consists of three sections. It has twenty-four statements which are expected to answer the questions of the research which have posed in chapter one. The following table and figure illustrate the percentage of the respondents of the gender.

Table (4.1): Gender.

Sex	Frequency	Percentage
Male	30	39.5
Female	46	60.5
Total	76	100

Figure (4.1) Gender

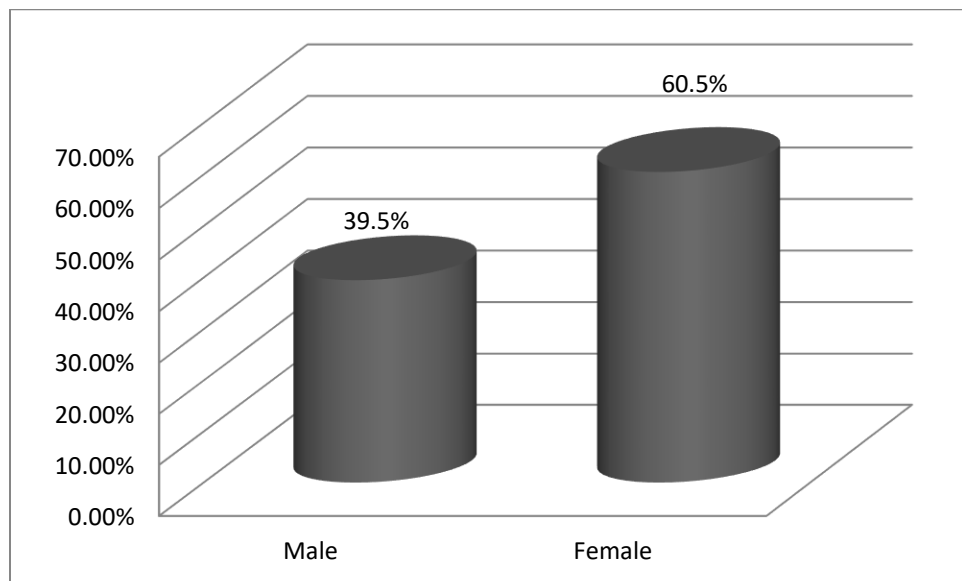


Table (4.1) above, shows the gender of the study. Seventy-six students have participated in this study. Forty-six females and thirty males. The percentage of females represent (60.5%), whereas males represent (39.5%). The figure (4.1.1) displays the visual representation of the questionnaire’s gender.

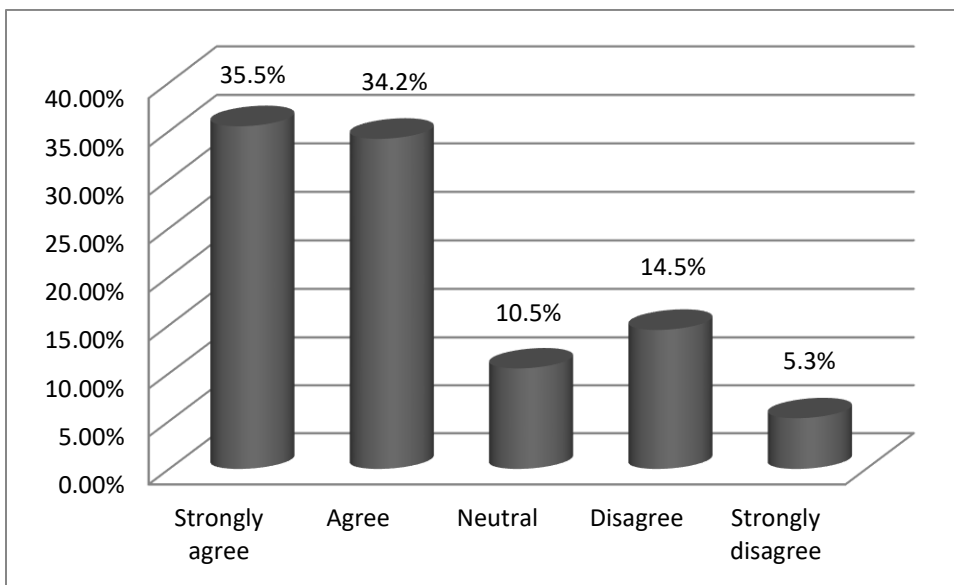
4.1.1 Section One

The first section of this questionnaire is about the students’ disabilities to express their ideas properly in the English language.

Table (4.2): The teaching styles are too rigid and inflexible.

Programs	Frequency	Percentage
Strongly agree	27	35.5
Agree	26	34.2
Neutral	8	10.5
Disagree	11	14.5
Strongly disagree	4	5.3
Total	76	100

Figure (4.2)



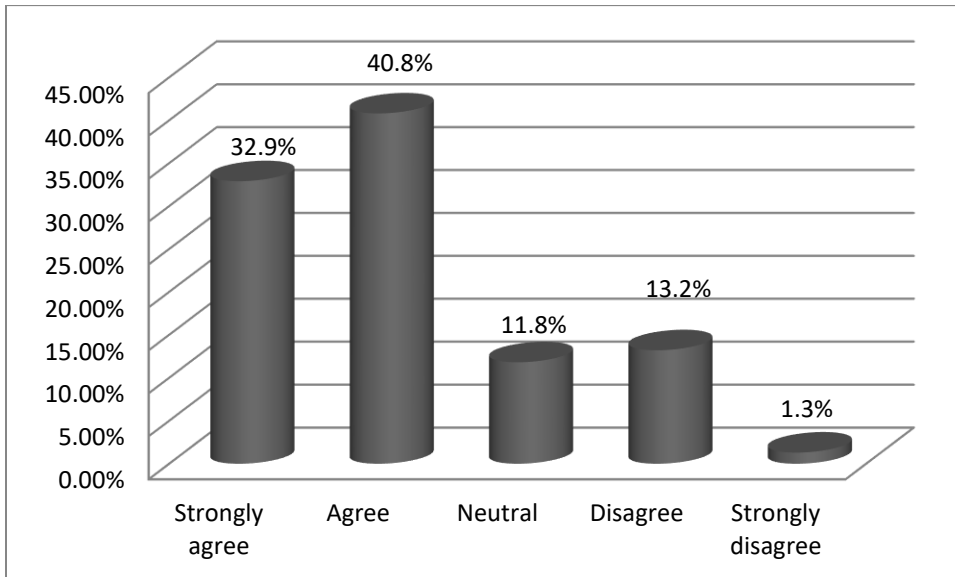
The first statement says that, the learning styles are too rigid and inflexible. From table (4.2) above, we can see that (35.5%) of the subjects strongly agree with the statement, (34.2%) agree with it, (10.5%) of them were neutral, (14.5%) disagree with that. Whereas (5.3%) of the participants strongly disagree with the item. According to figure (4.2) above, most of the respondents agree with the first statement. However, only a small number of the participants (5.0%) stated that, the learning styles are not too rigid and

flexible so they like the learning styles. Anyhow, this result pointed out one of the barriers obstructed EFL learners' ability to develop their communicative competence.

Table (4.3): I have few opportunities to practice English in the class.

Programs	Frequency	Percentage
Strongly agree	25	32.9
Agree	31	40.8
Neutral	9	11.8
Disagree	10	13.2
Strongly disagree	1	1.3
Total	76	100

Figure (4.3)



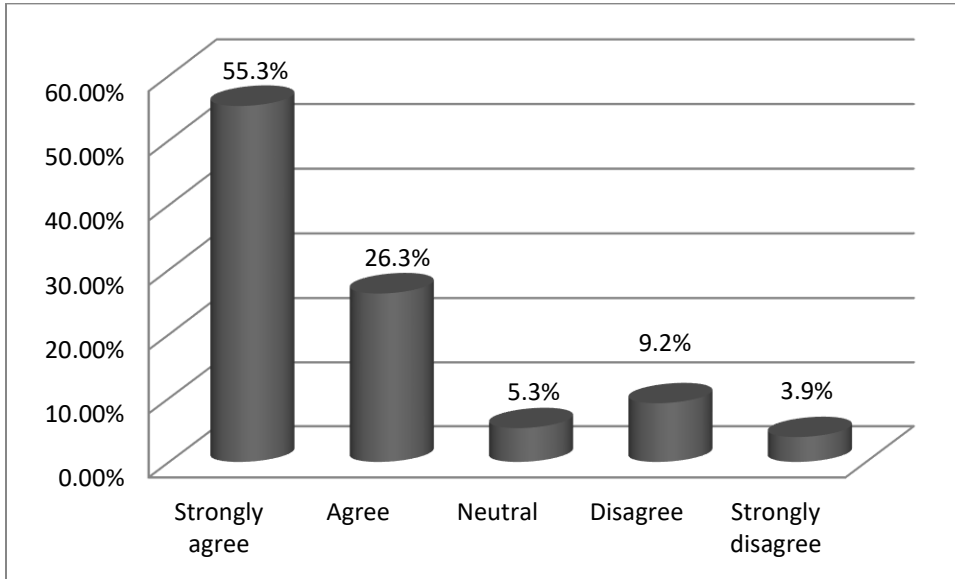
The second item shows that, I have few opportunities to practice English in the class. (32.9%) of the students strongly agree with this item, (40.8%) of them agree, (11.8%) remained neutral, (13.2%) of the subjects disagree with

this statement and (1.3%) of them strongly disagree with that. Having a look at figure (4.3) above, almost (73%) of the participants agree that, they have few opportunities to practice English in the class, while some (1.3%) stressed that, they have enough opportunities to practice English in the classroom. From these results we can say that, communication is neglected in the classroom. Teachers' major concern is to finish the lesson for the short time of the session; they talk all the time without giving the opportunity to the students to speak, consequently, the students become receptive rather than productive. However, learners need more opportunities to practice English in the classroom, because in the countries like Sudan, it seems that the main chance to practice speaking English is a classroom. The whole environment out of the class is Arabic. So, these views identified other obstacles that hindrance EFL students to communicate effectively in the English language.

Table (4.4): There is a lack of authentic English language materials (audio, videos).

Programs	Frequency	Percentage
Strongly agree	42	55.3
Agree	20	26.3
Neutral	4	5.3
Disagree	7	9.2
Strongly disagree	3	3.9
Total	76	100

Figure (4.4)



The item number three pointed out that, there is a lack of authentic English language materials (audio, videos). About (55.3%) of the respondents strongly agree with this item, (26.3%) of them agree with it, (5.3%) of the students were neutral and (9.2%) of them disagree with this item. Those who strongly disagree represent (3.9%) of the participants. From figure (4.4) above, the majority of the subjects agree that, there is a lack of authentic English language materials. Only a small number of the respondents (9.2% - 3.9%) stated that, authentic English language materials (audio, videos) are enough to develop their communicative competence in English language. However, from these results we can say that, most of the learners are not competent enough because of the lack of authentic English materials. The researcher thinks that, this fact was counted as one of the hindrances of developing students' ability to communicate properly.

Table (4.5): The facilities of the language lab are inadequate.

Programs	Frequency	Percentage
Strongly agree	19	25
Agree	26	34.2
Neutral	12	15.8
Disagree	12	15.8
Strongly disagree	7	9.2
Total	76	100

Figure (4.5)

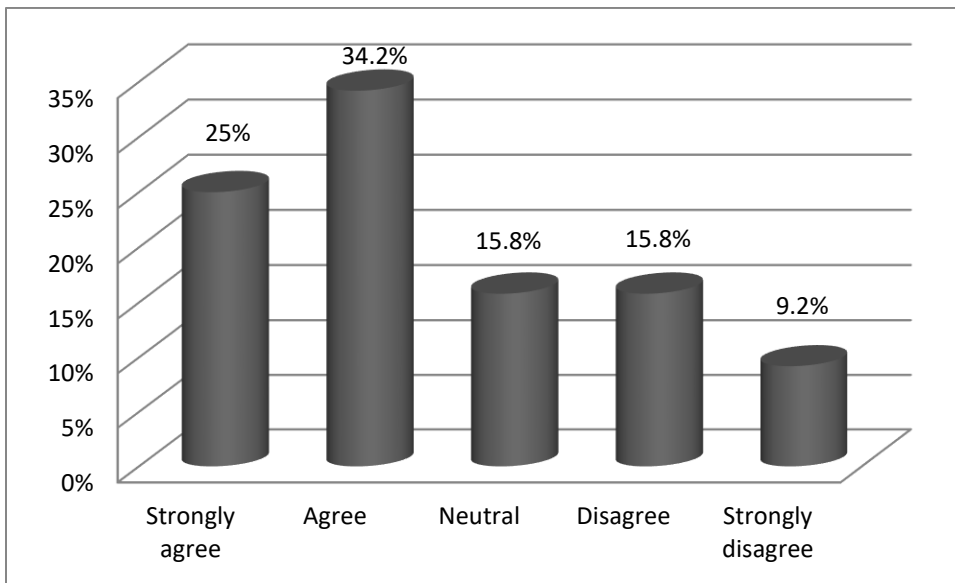


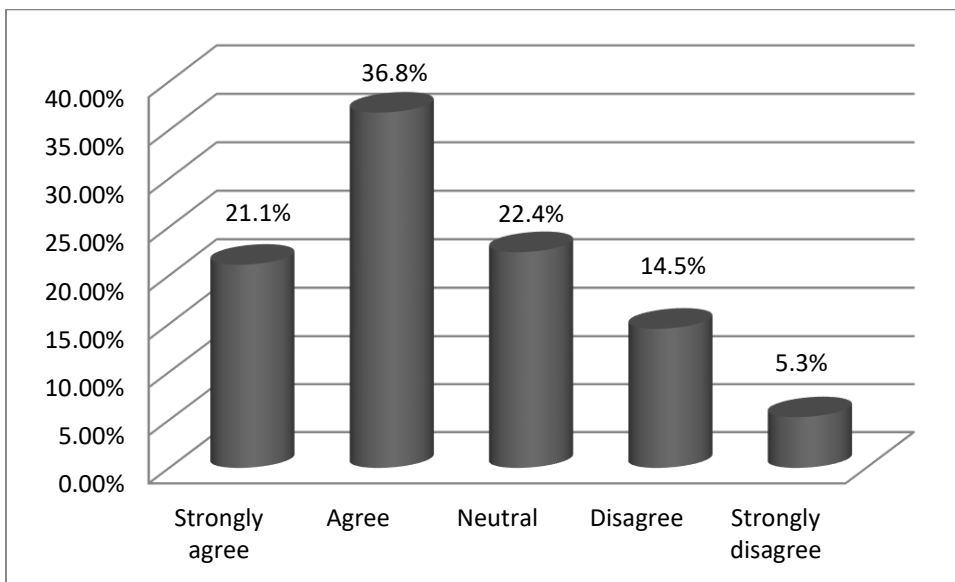
Table (4.5) above, indicates that (25%) of the respondents strongly agree this item, The facilities of the language lab are inadequate. About (34.2%) of them agree with this statement, (15.8%) were neutral, (15.8%) of the subjects disagree with it, and about (9.2%) of them strongly disagree that. Figure (4.5) above, shows that, most of the participants agree with this statement. (15.8% - 9.2%) of the learners see the facilities of the language lab

are adequate. Language lab is very important in teaching a target language, students learn the real life, language, the same way that natives speak it. So they hear their new vocabulary words in context they can speak naturally and effectively. Thus, these views also identified one of the obstacles that encounter EFL learners to develop their communicative competence.

Table (4.6): Teachers place too much stress on grammatical structures in English classes.

Programs	Frequency	Percentage
Strongly agree	16	21.1
Agree	28	36.8
Neutral	17	22.4
Disagree	11	14.5
Strongly disagree	4	5.3
Total	76	100

Figure (4.6)

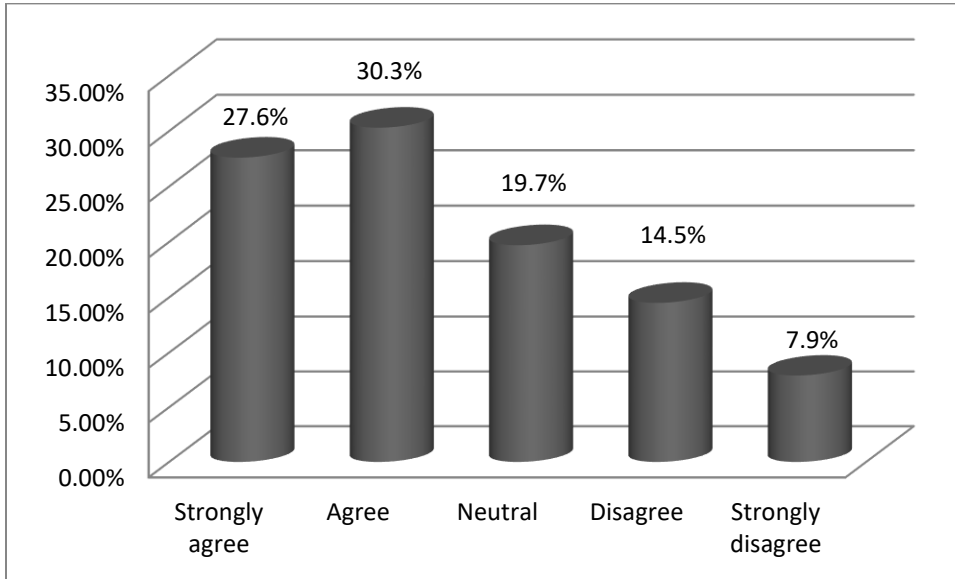


Regarding item number five which is Teachers place too much stress on grammatical structures in English classes. About (21.1%) of the students strongly agree with this item, (36.8%) of them agree with it, (22.4%) of the respondents remained neutral, while (14.5%) of them disagree with it and (5.3%) strongly disagree with that. According to figure (4.6) above, most of the sample agrees with this item which says teachers place too much stress on grammatical structures. Some of the participants pointed out that, teachers are not placing too much stress on grammatical structures in English classes. This result indicated that accuracy is important, but does not need to be the main goal. Students who communicate more information with a few mistakes are more likely to communicate successfully than ones who convey very little with no mistakes.

Table (4.7): The English language textbooks are not compatible with the requirements of the students-centered approach.

Programs	Frequency	Percentage
Strongly agree	21	27.6
Agree	23	30.3
Neutral	15	19.7
Disagree	11	14.5
Strongly disagree	6	7.9
Total	76	100

Figure (4.7)

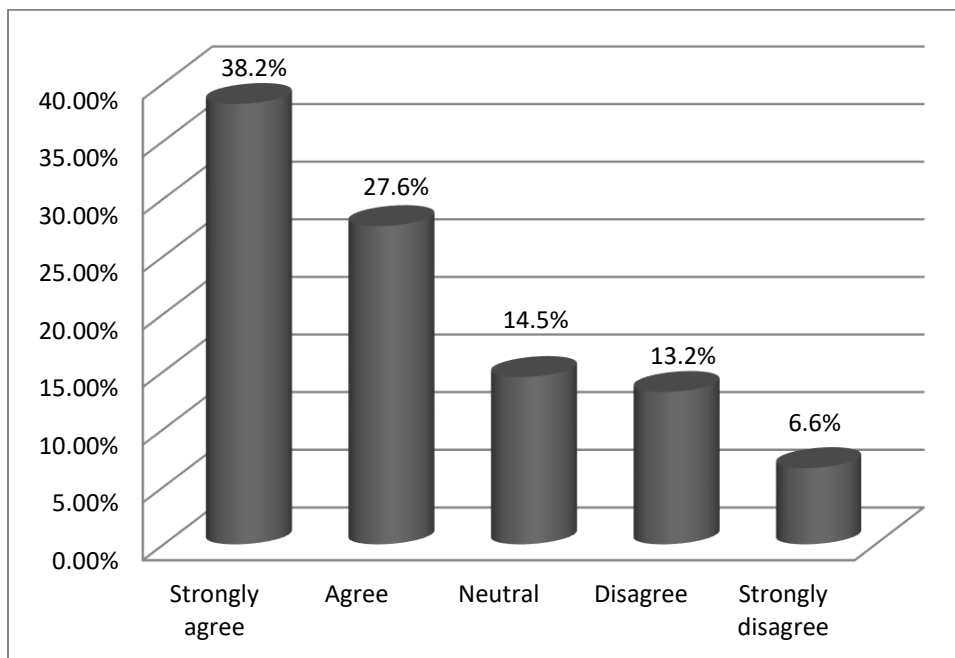


The sixth item says that, the English language textbooks are not compatible with the requirements of the students-centered approach. (27.6%) of the subjects strongly agree with this item, (30.3%) agree with it, (19.7%) were neutral and about (14.5%) of the participants disagree with the item. Those who strongly disagree represent (7.6%) of respondents. From the figure (4.7) above, we can say that more than half of the sample agrees with this item. Only (7.9) of the respondents stressed that, the English language textbooks are compatible with the requirements of the students-centered approach. However, these views also identified another obstacle that hindrance of enhancing learners' communicative competence.

Table (4.8): Students have little knowledge about English culture.

Programs	Frequency	Percentage
Strongly agree	29	38.2
Agree	21	27.6
Neutral	11	14.5
Disagree	10	13.2
Strongly disagree	5	6.6
Total	76	100

Figure (4.8)

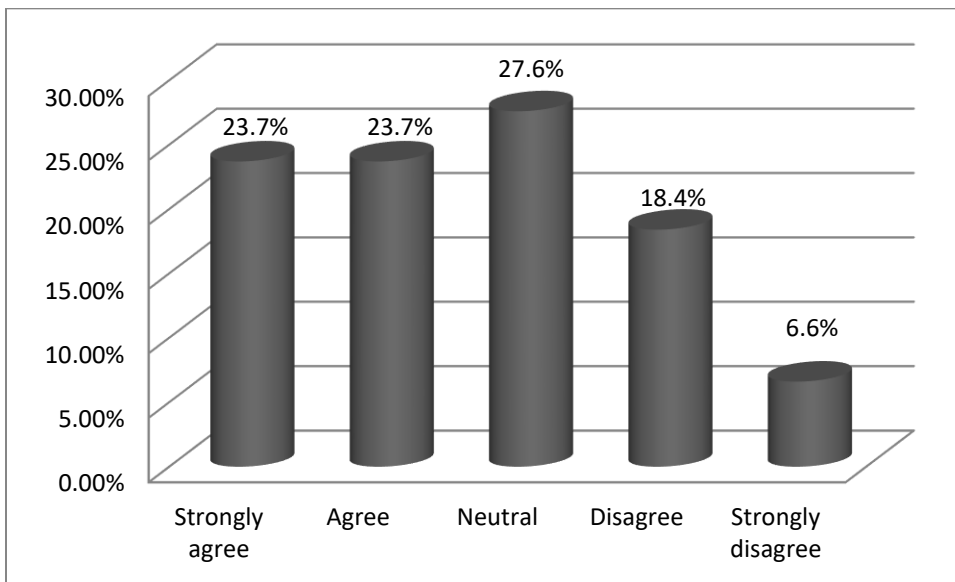


Concerning item number seven Students have little knowledge about English culture. (38.2%) of the participants strongly agree with this item, (27.6%) agree with it, (14.5%) of them were neutral, about (13.2%) of the subjects disagree, whereas (6.6%) of the respondents strongly disagree with that. As shown in figure (4.8) above, approximately most of the students agree with the statement, they have little knowledge about English culture. Only, a small number of those respondents were against that. However, integrating culture is an important and effective way to facilitate the learning process, and aimed to provide meanings and values to communicate. This result confirmed that the learners need to acquire the appropriate cultural knowledge about the target language.

Table (4.9): I am sensitive towards making mistakes while interacting in English.

Programs	Frequency	Percentage
Strongly agree	18	23.7
Agree	18	23.7
Neutral	21	27.6
Disagree	14	18.4
Strongly disagree	5	6.6
Total	76	100

Figure (4.9)



Regarding the rating of statement number eight, I am sensitive towards making mistakes while interacting in English. The above table indicates that, (23.7%) of the respondents strongly agree with this statement, (23.7%) agree with it, (27.6%) of them remained neutral, while (18.4%) of the subjects

disagree with it. Those who strongly disagree represent (6.6%) of the participants. From figure (4.9) above, we can say that half of the participants agree with this item. They worry about the mistakes they commit during the communication session. They also show that, they fear speaking English in public. They are afraid that when they make mistakes their peer will laugh at them. So these views called for the necessity of teaching materials that encourage learners to interact in English without any hesitation and motivate and prepare students to engage in a serious and effective process of teaching.

4.1.2 Section Two

The second section of the questionnaire is concerned with students' attitudes towards communicative competence.

Table (4.10): I want to use English language effectively in the real life situation.

Programs	Frequency	Percentage
Strongly agree	50	65.8
Agree	23	30.3
Neutral	1	1.3
Disagree	1	1.3
Strongly disagree	1	1.3
Total	76	100

Figure (4.10)

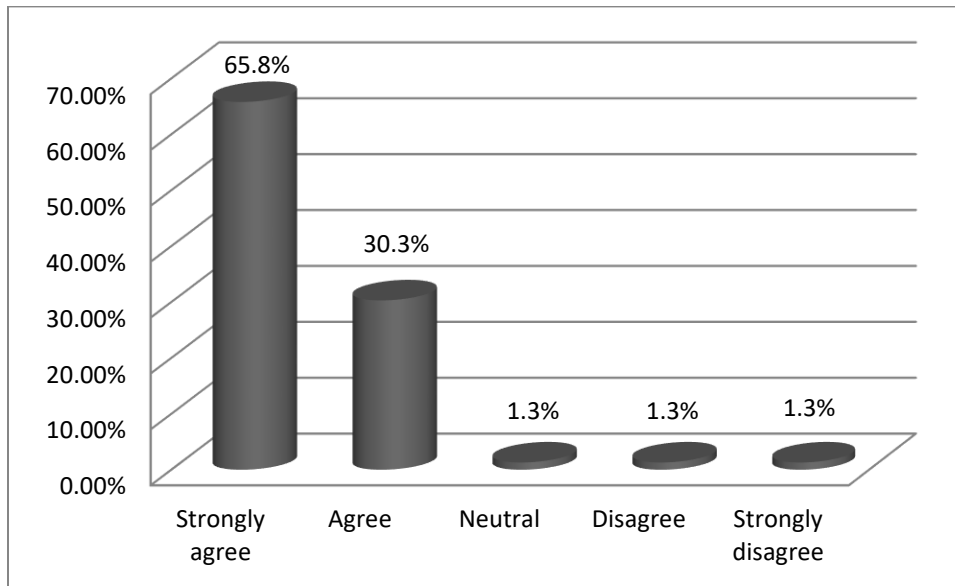
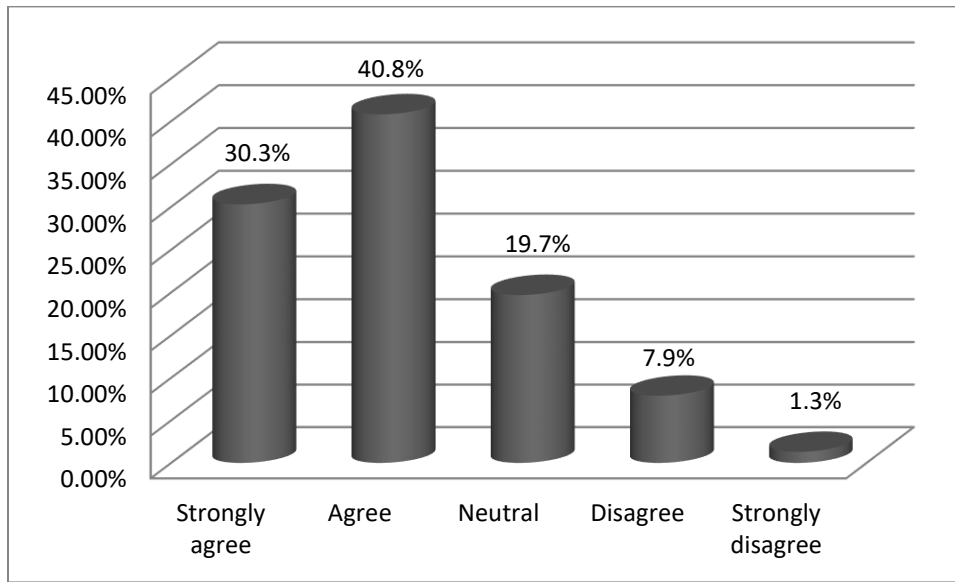


Table (4.10) above, shows that (65.8%) of the subjects strongly agree with this item. I want to use English language effectively in the real life situation. About (30.3%) agree with it, (1.3%) were neutral, (1.3%) disagree with that. Whereas (1.3%) of the respondents strongly disagree with that. If we have a look at figure (4.10) above, we can see that the majority of the participants agree with the item. So this is an expected result that all the students want to use English effectively in the real life situation.

Table (4.11): I need to use the language productively in unrehearsed situations.

Programs	Frequency	Percentage
Strongly agree	23	30.3
Agree	31	40.8
Neutral	15	19.7
Disagree	6	7.9
Strongly disagree	1	1.3
Total	76	100

Figure (4.11)



I need to use the language productively in unrehearsed situations, (30.3%) of the respondents strongly agree with this statement, (40.8%) agree with it, (19.7%) of the subjects remained neutral, only a small number (7.9%) of them disagree with it. Whereas (1.3%) of the students strongly disagree with this statement. According to figure (4.11) above, most of the participants agree that they need to use the language productively in unrehearsed situations. Learners have positive attitudes towards this point. However, teachers should encourage their students to discuss different social and cultural aspects of the target language speech community.

Table (4.12): I think improving my English communicative competence may help me a lot in my career.

Programs	Frequency	Percentage
Strongly agree	40	52.6
Agree	26	34.2
Neutral	2	2.6
Disagree	8	10.5
Strongly disagree	0	0.0
Total	76	100

Figure (4.12)

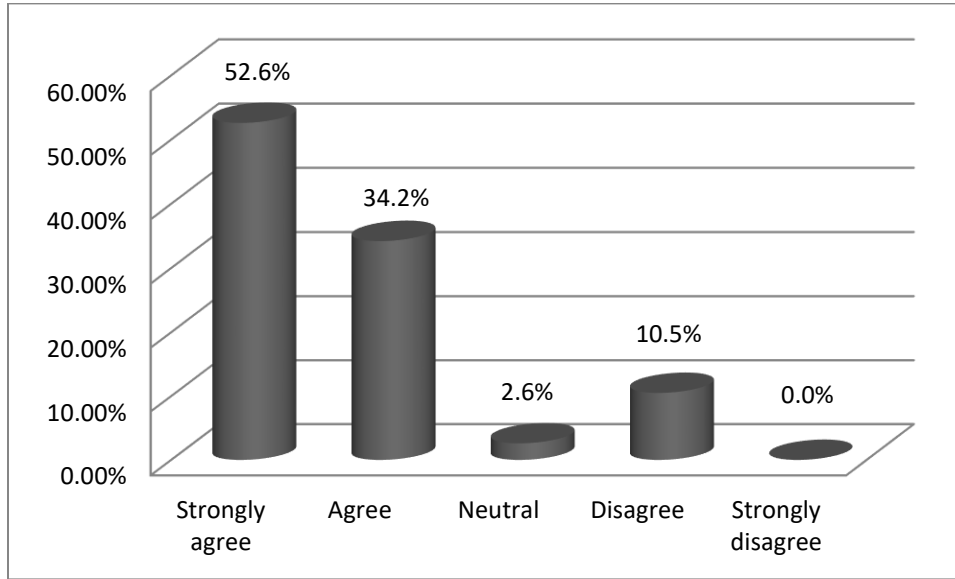
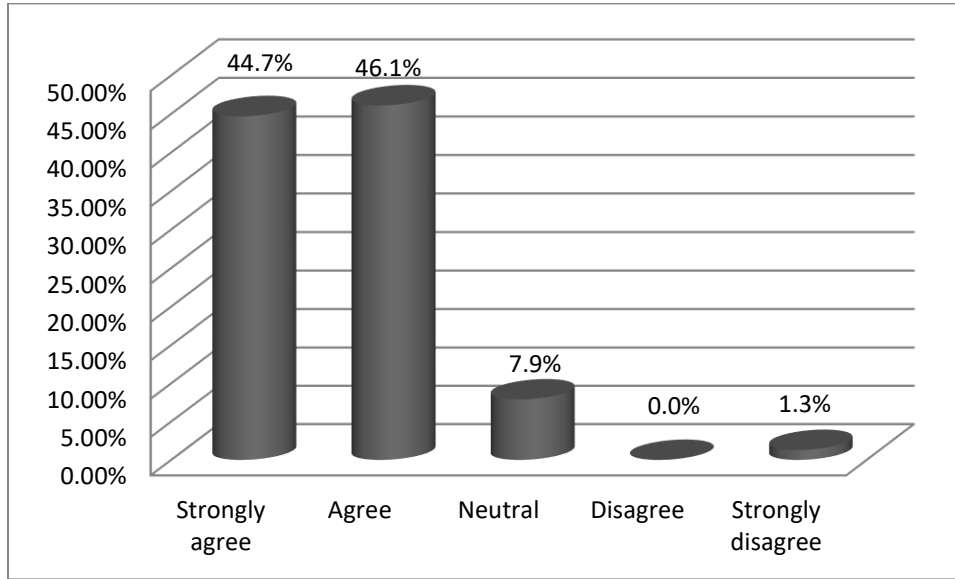


Table (4.12) shows that, (52.6%) of the respondents strongly agree with this item. I think improving my English communicative competence may help me a lot in my career. About (34.2%) agree with it, those who remained neutral represent (2.6%) of the subjects. (10.5%) of the participants disagree with this item. These attitudes showed that the majority of the subjects think that, improving their English communicative competence may help them a lot in their career (see figure 4.12). A few students (10.0%) state that, improving their English communicative competence may not help them a lot in their career.

Table (4.13): I like to communicate with others in English in my daily life.

Programs	Frequency	Percentage
Strongly agree	34	44.7
Agree	35	46.1
Neutral	6	7.9
Disagree	0	0.0
Strongly disagree	1	1.3
Total	76	100

Figure (4.13)

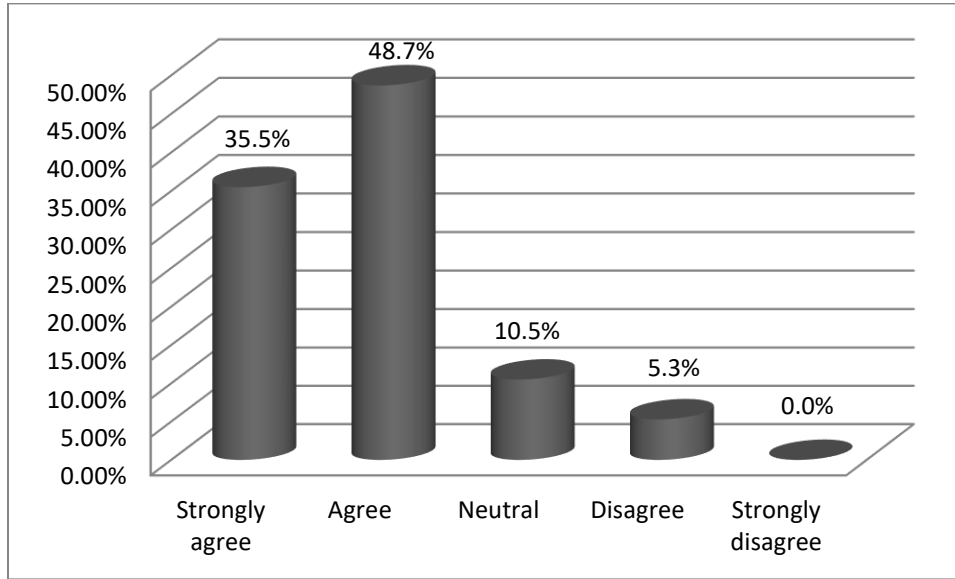


Concerning statement number twelve, I like to communicate with others in English in my daily life. (44.7%) of the respondents strongly agree with this statement, (46.1%) agree with it, about (7.9%) of them were neutral, (0.0%) of students disagree with that. Whereas (1.3%) of them strongly disagree with this item. Figure (4.13) above, shows that, a large number of the participants say they like to communicate with others in English in their daily life. The environment in which the students learn and practice English does not encourage or motivate them.

Table (4.14): I often watch English films outside the classroom

Programs	Frequency	Percentage
Strongly agree	27	35.5
Agree	37	48.7
Neutral	8	10.5
Disagree	4	5.3
Strongly disagree	0	0.0
Total	76	100

Figure (4.14)

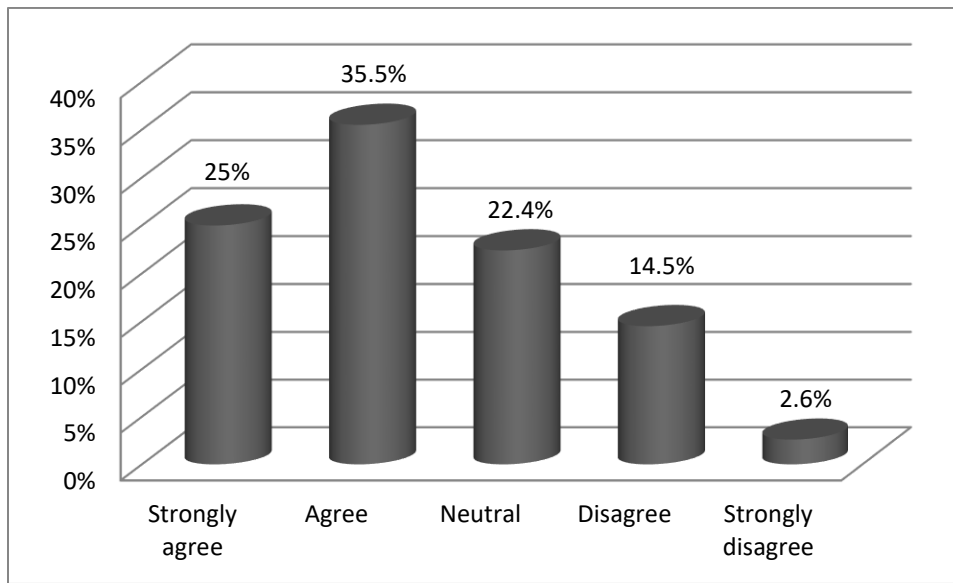


Regarding rating item number thirteen, I often watch English films outside the classroom. Table (4.14) shows that, (35.5%) of the subjects strongly agree with this statement, (48.7%) agree with it, (10.5%) were neutral and (5.3%) of them disagree with that, following that (0.0%) of the respondents strongly disagree with this statement. According to figure (4.14) above, we can say that most of the samples agree with this statement. As we can see only (5.3%) stated that they do not often watch English films outside the classroom. However, watching English films gives students chance to improve communicative competence and social skills.

Table (4.15): I like reading English newspapers or magazines after the class.

Programs	Frequency	Percentage
Strongly agree	19	25
Agree	27	35.5
Neutral	17	22.4
Disagree	11	14.5
Strongly disagree	2	2.6
Total	76	100

Figure (4.15)



I like reading English newspapers or magazines after the class. About (25%) of the respondents strongly agree with this item, (35.5%) agree with it, while (22.4%) remained neutral. Whereas (14.5%) of the participants disagree with it, only (2.6%) of them strongly disagree with the statement. Having looked at the figure (4.15) above, (60%) of the subjects agree with this item.

Table (4.16): You are interested in English culture.

Programs	Frequency	Percentage
Strongly agree	30	39.5
Agree	30	39.5
Neutral	8	10.5
Disagree	6	7.9
Strongly disagree	2	2.6
Total	76	100

Figure (4.16)

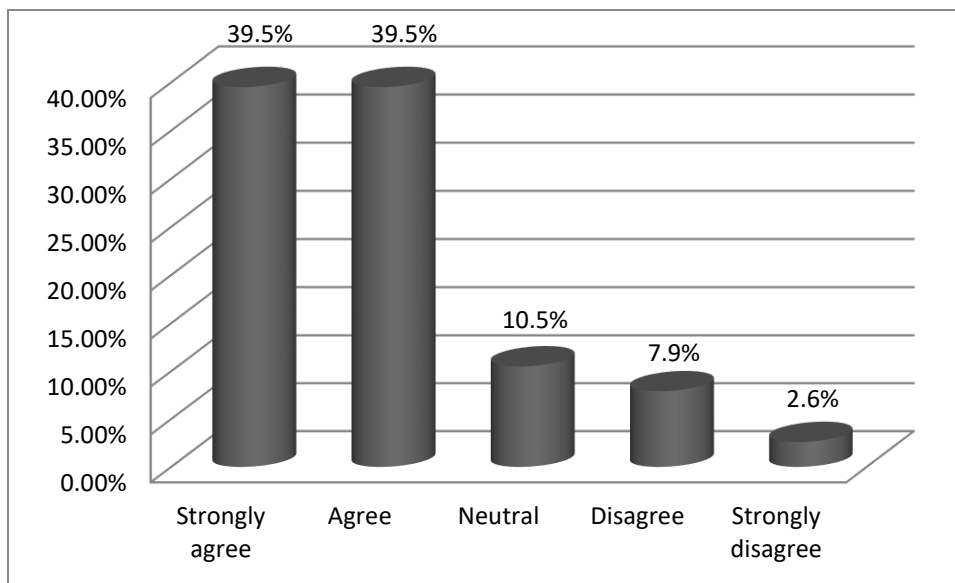


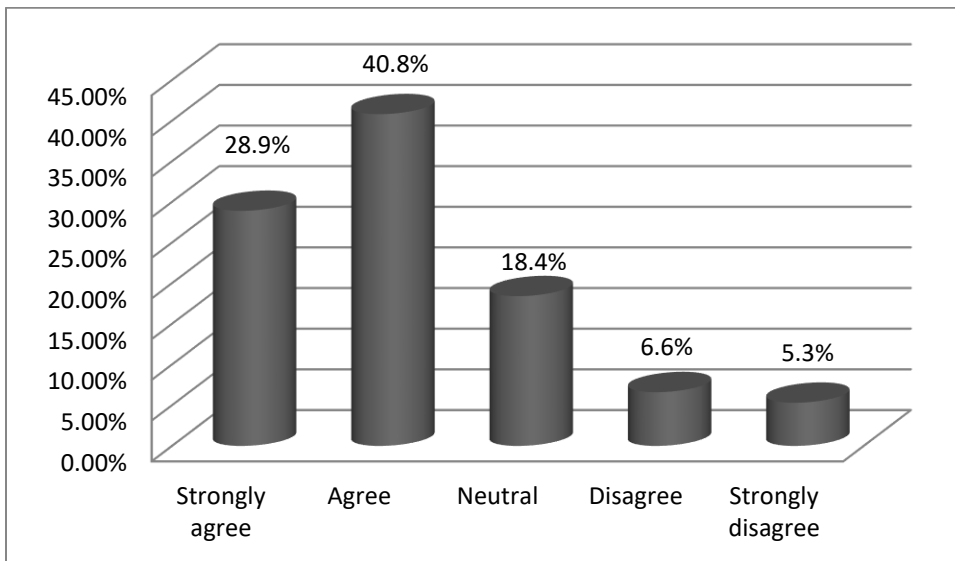
Table (4.16) above, shows that, (39.5%) of the participants strongly agree with this statement, I am interested in English culture. About (39.5%) of them agree with it, (10.5%) were neutral, while (7.9%) of the subjects disagree with that. Whereas (2.6%) of them strongly disagree with this item. As shown in figure (4.16) above, the majority of the samples agree that, they are interested in English culture. The problem with these students is their English language textbooks are not compatible with the requirements of

English culture in order to prepare them for real life situations. However, culture is crucial in teaching and learning English language. It raises motivation and develops intercultural competence in learners.

Table (4.17): I often listen to English language radio broadcast

Programs	Frequency	Percentage
Strongly agree	22	28.9
Agree	31	40.8
Neutral	14	18.4
Disagree	5	6.6
Strongly disagree	4	5.3
Total	76	100

Figure (4.17)



Regarding item sixteenth, I often listen to English language radio broadcast. (28.9%) of the respondents strongly agree with this item, (40.8%) of them agree with it, while (18.4%) remained neutral, about (6.6%) of the participants disagree with that. Those who strongly disagree represents

(5.3%). From the figure (4.17) above, more than half of the students say that, they often listen to English language radio broadcast.

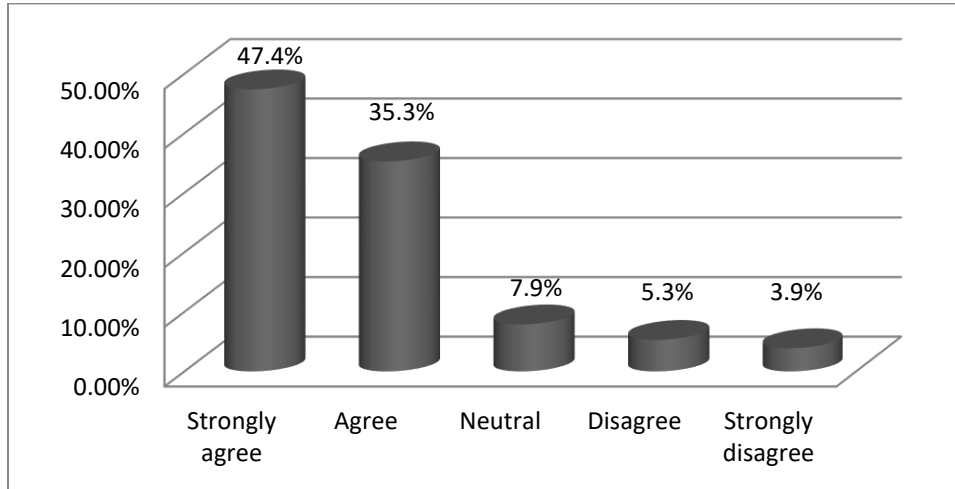
4.1.3 Section Three

The third section of the questionnaire is about teaching strategies that can be applied to improve EFL students' communicative competence.

Table (4.18): I like my teacher to divide the whole class into small groups in which we do teacher-directed group work.

Programs	Frequency	Percentage
Strongly agree	36	47.4
Agree	27	35.3
Neutral	6	7.9
Disagree	4	5.3
Strongly disagree	3	3.9
Total	76	100

Figure (4.18)



I like my teacher to divide the whole class into small groups in which we do teacher-directed group work. (47.4%) of the respondents strongly agree with this item, (35.5%) agree with it, following that (7.9%) of the subjects were neutral, while (5.3%) of them disagree with that. Only small numbers of the participants (3.9%) strongly disagree with this statement. From figure (4.18) above, we can say that the majority of the students agree with this item. So this result confirmed that, dividing the class into small groups is effective technique can be used to develop learners' communicative competence.

Table (4.19): In English classes, I like to watch English films and then discuss them with teacher's facilitation and guidance.

Programs	Frequency	Percentage
Strongly agree	43	56.6
Agree	20	26.3
Neutral	9	11.8
Disagree	3	3.9
Strongly disagree	1	1.3
Total	76	100

Figure (4.19)

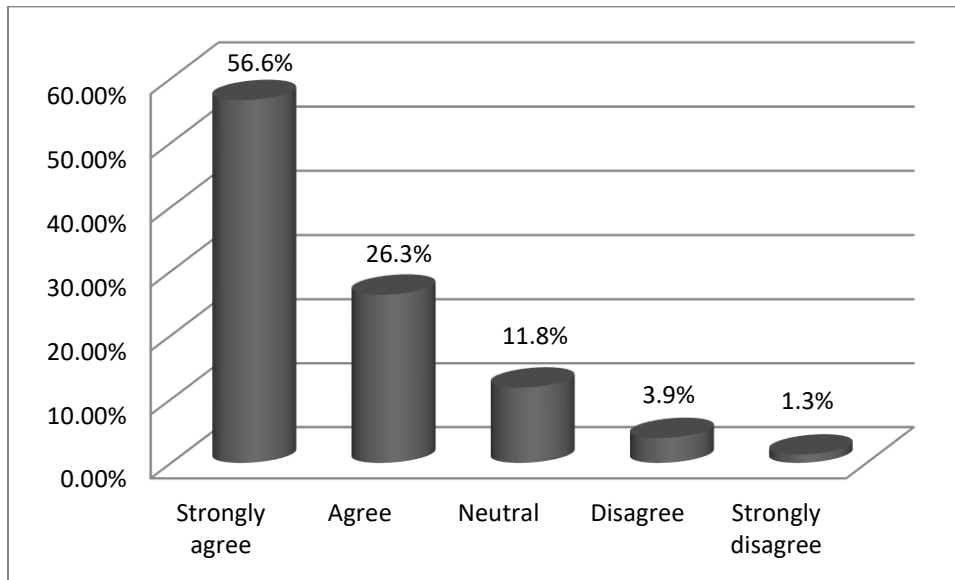
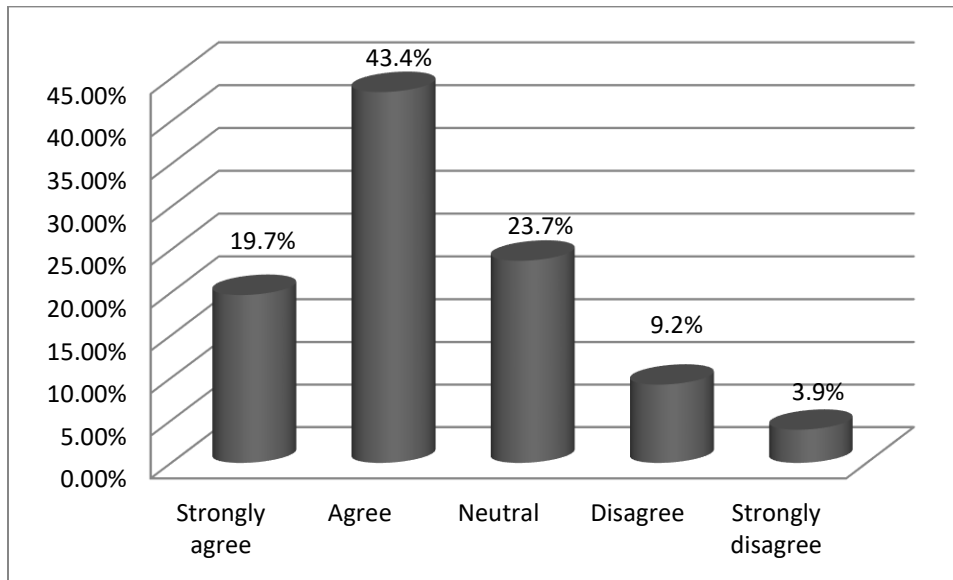


Table (4.19) above, shows that, (56.6%) of the participants strongly agree with the following item, In English classes, I like to watch English films and then discuss them with teacher’s facilitation and guidance. Whereas (26.3%) of them agree with it, about (11.8%) remained neutral, (3.9%) disagree with it, only (1.3%) of the respondents strongly disagree with that. Figure (4.19) above, shows clearly that most of the respondents agree with this item. This result confirmed that watching films are one of the effective strategies that can be used to develop learner’s communicative competence.

Table (4.20): The teacher gives opportunities for collaborative work.

Programs	Frequency	Percentage
Strongly agree	15	19.7
Agree	33	43.4
Neutral	18	23.7
Disagree	7	9.2
Strongly disagree	3	3.9
Total	76	100

Figure (4.20)

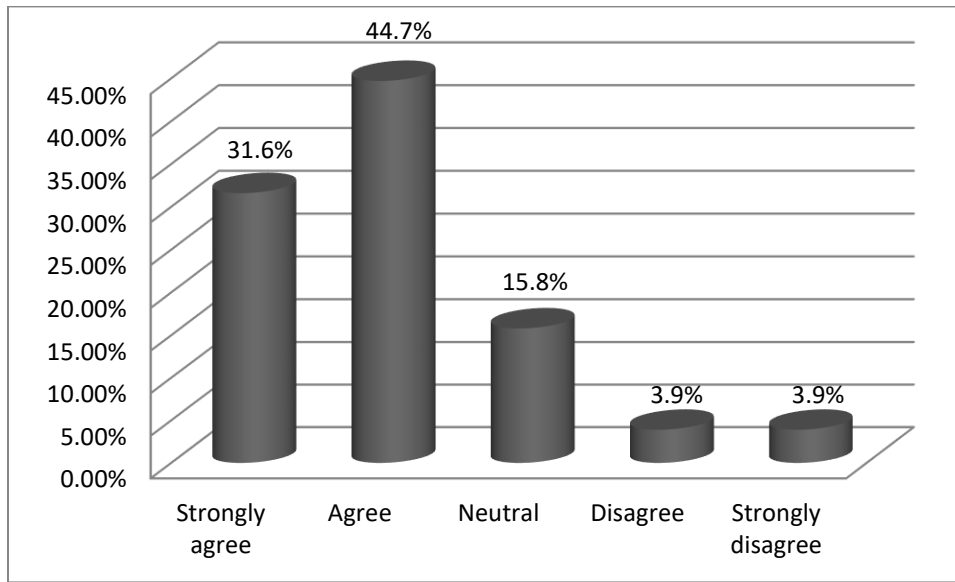


Regarding statement number nineteen, which says that, the teacher gives opportunities for collaborative work. (19.7%) of the students strongly agree with this statement, while (43.4%) of them agree with it. In addition to (23.7%) of the subjects were neutral, (9.2%) disagree with that. Those who strongly disagree with the statement represent (3.9%) of the respondents. From figure (4.20) we can say that the majority of the samples agree with this statement.

Table (4.21): The teacher gives students chances for debate in English.

Programs	Frequency	Percentage
Strongly agree	24	31.6
Agree	34	44.7
Neutral	12	15.8
Disagree	3	3.9
Strongly disagree	3	3.9
Total	76	100

Figure (4.21)

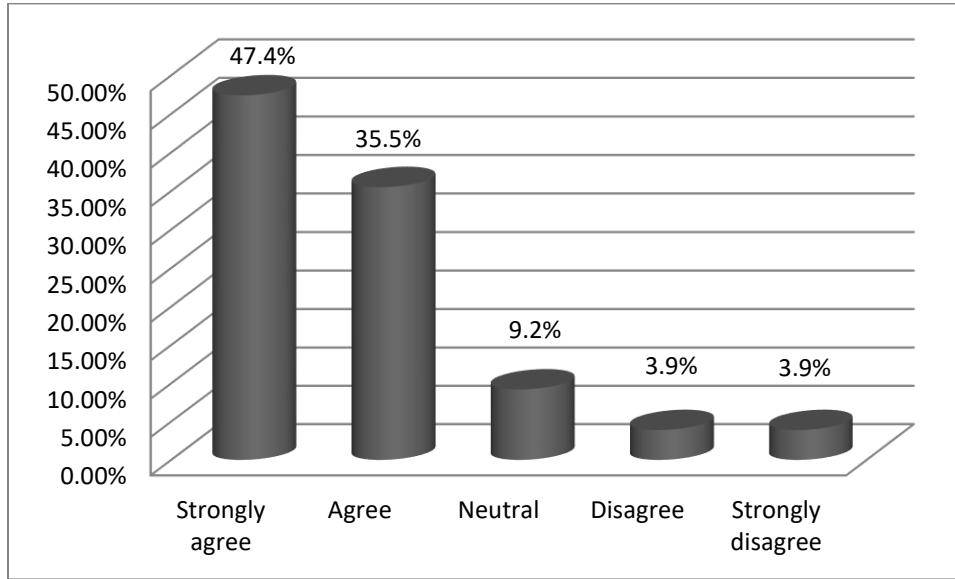


Regarding rating, the twentieth item which says that the teacher gives students chances for debate in English. About (31.6%) of the subjects strongly agree with this item, (44.7%) agree with it, following that (15.8%) of the participants remained neutral, (3.9%) of them disagree with that, and about the same number (3.9%) of the respondents strongly disagree with the statement. According to figure (4.21) above, the majority of the samples agree with this item. From this result, we can say that giving debate in the classroom is one of the effective strategies can be applied to enhance students' ability to communicate in English.

Table (4.22): I enjoy speaking English during small group work.

Programs	Frequency	Percentage
Strongly agree	36	47.4
Agree	27	35.5
Neutral	7	9.2
Disagree	3	3.9
Strongly disagree	3	3.9
Total	76	100

Figure (4.22)

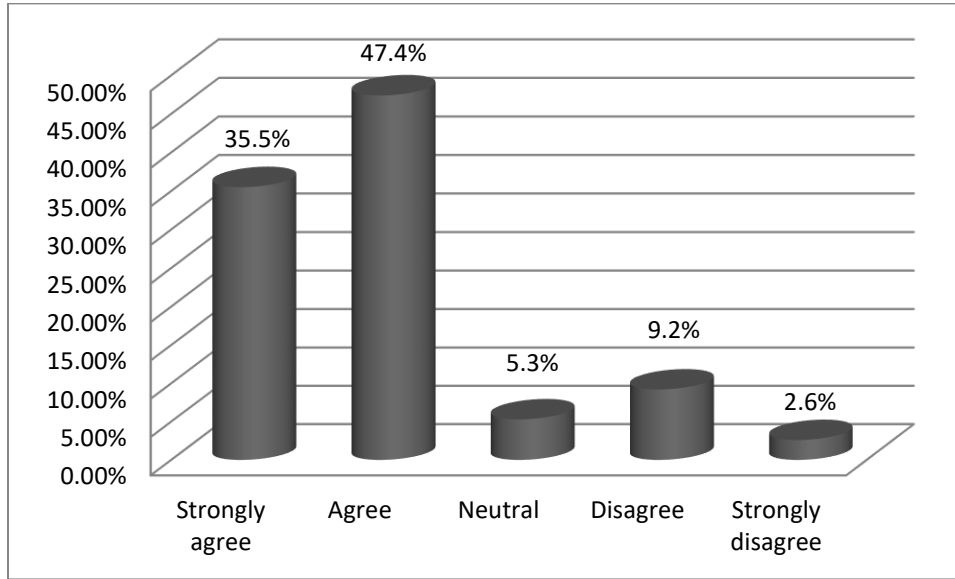


I enjoy speaking English during small group work. Table (4.22) shows about (47.4%) of the participants strongly agree with this statement, (35.5%) of them agree with it, the ones who remained neutral with this item represent (9.2%) of the samples. Whereas (3.9%) of them disagree with that. About the same number (3.9%) of the subjects strongly disagree with the item. Having a look at figure (4.22) above, most of the respondents agree with this statement. This result concurs with the previous results, as one of the effective techniques can be applied to develop EFL students' communicative competence.

Table (4.23): Working in small groups enhances my speaking skills.

Programs	Frequency	Percentage
Strongly agree	27	35.5
Agree	36	47.4
Neutral	4	5.3
Disagree	7	9.2
Strongly disagree	2	2.6
Total	76	100

Figure (4.23)

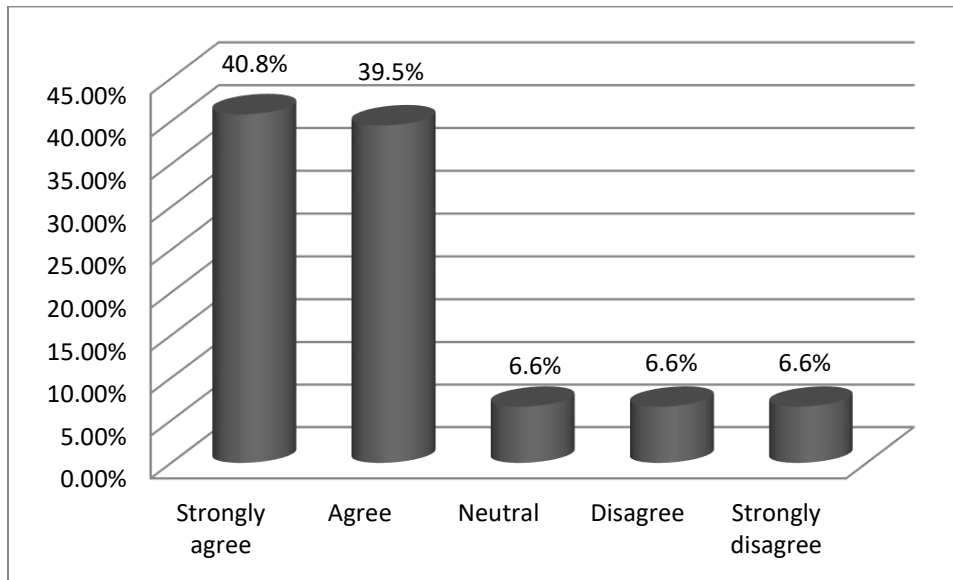


Concerning the twenty-two item which says that, working in small groups enhancing my speaking skills. (35.5%) of the subjects strongly agree with this item, (47.4%) of them agree with it, only (5.3%) of the participants were neutral, following that (9.2%) of them disagree with it, while (2.6%) of the students strongly disagree with that. Most of the subjects agree with the item according to the figure (4.23) above. This result also concurs with the previous results.

Table (4.24): Working in small groups increases my self-confidence.

Programs	Frequency	Percentage
Strongly agree	31	40.8
Agree	30	39.5
Neutral	5	6.6
Disagree	5	6.6
Strongly disagree	5	6.6
Total	76	100

Figure (4.24)

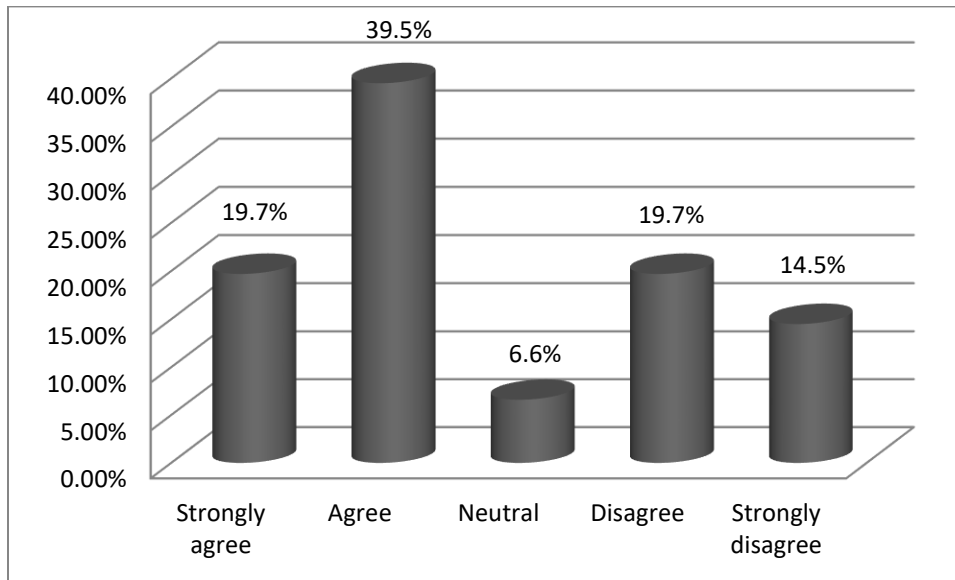


Working in small groups increases my self-confidence. Table (4.24) above, shows that, (40.8%) of the respondents strongly agree with this item, (39.5%) of them agree with it, (6.6%) remained neutral. Whereas (6.6%) of the participants disagree with that, about the same number (6.6%) of them strongly disagree. From figure (4.24) above, we see that the majority of the respondents agree that working in small groups increases their self-confidence. This result also concords with the previous results.

Table (4.25): The teacher gives students enough time in the class to practice their speaking skills.

Programs	Frequency	Percentage
Strongly agree	15	19.7
Agree	30	39.5
Neutral	5	6.6
Disagree	15	19.7
Strongly disagree	11	14.5
Total	76	100

Figure (4.25)



The last item in this questionnaire says that the teacher gives students enough time in the class to practice their speaking skills. (19.7%) of the subjects strongly agree with this item, (39.5%) of them agree with it, (6.6%) of the participants were neutral. Whereas (19.7%) of them disagree with the statement, while (14.5%) of the respondents strongly disagree with that. Figure (4.25) above, shows that, the majority of the samples agree with the item. However, most of the learners pointed out that, the best strategy to be adopted in order to improve their communicative competence is giving them more chances for more practice in speaking English and working in small groups.

4.2 The Analysis of the teachers' questionnaire

The questionnaire consists of two parts. The first part includes qualifications and experience of the subjects. The second part of the questionnaire contained the questionnaire's statements.

Table (4.26) Gender

Programs	Frequency	Percentage
Male	8	66.7
Female	4	33.3
Total	12	100

It is clear from the table (4.26) above, that the vast majority of the questionnaire respondents are males represent (66.7%) and the minority are females represent (33.3%).

Table (4.27) Years of experience.

Years of experience	Frequency	Percentage
Less than 5 years	0	0.0
More than 5 years	4	33.3
More than 10 years	8	66.7
Total	12	100

Table (4.27) above, shows the subjects' years of experience. The subjects whose experience between one to five represent (0.0). The respondents whose experiences between six to ten years represent(33.3%) and those whose experiences more than ten years represent (66.7).

Table (4.28) Academic qualification of participants.

Programs	Frequency	Percentage
BA	0	0.0
MA	1	8.3
PhD	11	91.7
Total	12	100

Table (4.28) above, represents academic qualifications of the subjects. By having a look at the table above, we can see that, about (8.3%) of the respondents hold master's degrees and (91.7%) of them hold PhD degrees. So the majority of the participants hold PhD degrees in English language.

Table (4.29) the Analysis of the Teachers' Questionnaire Data.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	In English classes I prefer a teacher-centered approach.	0 0.0%	0 0.0%	1 8.3%	4 33.3%	7 58.3%
2	In English classes I prefer a student-centered approach.	9 75%	3 25%	0 0.0%	0 0.0%	0 0.0%
3	In English classes I use various communicative activities (pair work, role-play, language games etc...)	6 50%	6 50%	0 0.0%	0 0.0%	0 0.0%
4	I use authentic materials to prepare my students for real life situation.	3 25%	9 75%	0 0.0%	0 0.0%	0 0.0%
5	Working in small groups improves learners, communicative competence.	9 75%	2 16.7%	0 0.0%	0 0.0%	1 8.3%
6	Classroom activities should be meaningful and involve real situation.	6 50%	5 41.7%	1 8.3%	0 0.0%	0 0.0%
7	Creating different real life situations help learners to enhance their communicative competence	5 41.7%	7 58.3%	0 0.0%	0 0.0%	0 0.0%
8	People learn language through	5 41.7%	5 41.7%	1 8.3%	1 8.3%	0 0.0%

	communicating it.					
9	Minor errors are not important in speaking a language.	3 25%	6 50%	3 25%	0 0.0%	0 0.0%
10	Foreign language learning is often foreign culture learning.	3 25%	8 66.7%	1 8.3%	0 0.0%	0 0.0%
11	My knowledge about western culture mainly comes from English classes.	1 8.3%	5 41.7%	6 50%	0 0.0%	0 0.0%
12	Students should have opportunities to talk about their communicative needs.	5 41.7%	4 33.3%	0 0.0%	3 25%	0 0.0%
13	Students should be given the opportunity to express their opinions.	8 66.7%	4 33.3%	0 0.0%	0 0.0%	0 0.0%
14	Students should be encouraged to develop strategies for interpreting language.	4 33.3%	7 58.3%	1 8.3%	0 0.0%	0 0.0%

Table (4.29) above, indicates that, about (58.3%) of the participants strongly disagree with the item, in English classes, I prefer a teacher-centered approach. (33.3%) of the subjects disagree and only a small number (8.3%) of the participants remained neutral, whereas (0.0%) of the respondents agree with that. (92%) of the teachers disagree with using a teacher-centered approach in English classes. So this is a good result.

In English classes, I prefer a student-centered approach, (75%) of the participants strongly agree with this item and (25%) of them agree with it. It

is clear that all of the subjects agree with this item. So from this result, it can be understood that using a student-centered approach in English classes is a good way to provide opportunities to learners to practice their language.

Regarding the item: in English classes, I use various communicative activities (pair work, role –play, language games, etc....). (50%) of the respondents strongly agree with this statement and (50%) of them agree with it. So, we can say that, (100%) of the participants agree with the statement. Using various communicative activities in English classes makes learning enjoyable.

The majority of the respondents (75%) agree with the item: I use authentic materials to prepare my students for real life situation. And (25%) of teachers strongly agree with that. (0.0%) of the subjects disagree and about the same number (0.0%) of those who remained neutral. The entire sample agrees that, using authentic materials is one of the effective strategies can be applied to develop students' communicative competence. This result concords with the previous results.

Working in small groups improves learners, communicative competence. (75%) of the participants strongly agree with that. (16.7%) of them agree with this item, and (0.0%) of the respondents were neutral. About the same number (0.0%) of those who disagree with that. Only (8.3%) of the participants strongly disagree with the statement.

Classroom activities should be meaningful and involve real situation. The subjects who strongly agree with this item represent (50%), while those who agree with the item represent (41.7%), the ones who disagree with this item

represent (0.0%), following that (8.3%) of the participants were neutral. It is obviously most of the subjects agree with this item.

All of the respondents (100%) agree with this item. Creating different real life situations help learners to enhance their communicative competence. As shown in the table (4.29) above, (41.7%) of the subjects strongly agree with this statement, (58.3%) of them agree with it, (0.0%) were neutral, whereas (0.0%) of them disagree with the item. In addition to (0.0%) of the subjects strongly disagree with that.

Regarding rating People learn language through communicating it. (41.7%) of the participants strongly agree with this item, those who agree with this item represent (41.7%) and following that (8.3%) of the samples remained neutral, only (8.3%) of them disagree with it. The ones who strongly disagree with this item represent (0.0%). This result also concords with the previous results.

Minor errors are not important in speaking a language. About (25%) of the respondents strongly agree with this statement, (50%) of them agree with it, and (25%) of the participants were neutral. Those who disagree with that represent (0.0%) and about the same number (0.0%) of the ones who strongly disagree with the item.

The table (4.29) above, shows that, (25%) of the participants strongly agree with this item, foreign language learning is often foreign culture learning. (66.7%) of them agree with it, whereas (8.3%) of the subjects were neutral, while (0.0%) of them disagree with the statement, and following that (0.0%) of the respondents strongly disagree with this item. Thus, these views assured that foreign culture is crucial in learning a language.

As shown in the table (4.29) above, only (8.3%) of the teachers strongly agree with the following statement: My knowledge about western culture mainly comes from English classes. About (41.7%) of them strongly agree with it, while (50%) of the participants remained neutral, (0.0%) of them disagree with that and the same number (0.0%) of those who strongly disagree with the item.

Regarding rating the statement number twelve says that, Students should have opportunities to talk about their communicative needs. Approximately (41.7%) of the respondents strongly agree with this statement, about (33.3%) of them agree with it, following that (0.0%) of the participants were neutral, while (25%) of them disagree with that and (0.0%) of the subjects strongly disagree the statement.

Students should be given the opportunity to express their opinions. Table (4.29) above, shows that, (66.7%) of the participants strongly agree with this item, about (33.3%) of them agree with it, while (0.0%) of them remained. (0.0%) of the subjects disagree with this item. In addition to (0.0%) of them strongly disagree with that. This fact denoted that, giving chances to the learners to express their opinion are helpful in developing their ideas and communicate effectively in English.

The last item of this questionnaire says that, students should be encouraged to develop strategies for interpreting language. According to table (4.29) above, about (33.3%) of the teachers strongly agree with this statement, (58.3%) of them agree with it, those who were neutral represent about (8.3%). The subjects who disagree with that represent (0.0%) and the same number (0.0%) of those who strongly disagree with the item.

However, most of the teachers argued that, communicative approach's strategies and techniques have a powerful effect in developing learners' communicative competence. These strategies give learners opportunities to communicate real meaning and allow them to learn to use the language. Activities produce meaningful and communication. Activities are better to carry out in small groups in which interaction among students are maximized.

4.3 Verification of the study hypotheses

This study investigated the possibility of developing the university EFL students' communicative competence by using the communicative approach. Regarding the first hypothesis, '*Most of university EFL students are unable to express their ideas properly, although they have an abundance of vocabulary*'. The findings revealed that, most of university EFL students are unable to express their ideas properly, although they have an abundant of vocabulary. However, the majority of the students think that, the main causes of this problem are: The learning styles are too rigid and inflexible; they have few opportunities to practice English in the class. There is a lack of authentic English language materials (audio, videos). The English language textbooks are not compatible with the requirements of the students-centered approach and the facilities of the language lab are inadequate.

The second hypothesis of this study, '*University EFL students have positive attitudes towards communicative competence*'. The results have shown that, most of the university EFL students have positive attitudes towards communicative competence. For they considered improving their English

communicative competence may help them a lot in their career. They also want to use English language effectively in the real life situation.

As for the third hypothesis, '*There are sufficient strategies can be used to evolve learners' communicative competence*'. The findings showed that, there are sufficient strategies can be used to evolve learners' communicative competence. Teachers and students argued that, communicative approach's strategies are the best strategies can be applied to develop learners' communicative competence. The researcher believes that the aim of communicative approach is to enhance learners' communicative competence. Therefore, such strategies, student- centered approach, small groups work provide great opportunities to learners to practice their speaking skills. The activities which are used in communicative approach such as drama, role-play and games make learning enjoyable.

4.4 Summary of the chapter

This chapter has covered the data analysis of the study, which is about the developing university EFL students' communicative competence by using the communicative approach. This is done through a questionnaire. Moreover, it showed the data tabulated in tables and figures. Then interpretations were made from the collected data.

Chapter Five

Conclusion, Findings, Recommendations, and Suggestions for further studies

5.0 Introduction

This study has investigated the possibility of developing the university EFL students' communicative competence by using the communicative approach. However, this chapter concludes the study and it contains the findings of the study, recommendations and suggestions of potential areas for further studies.

5.1 Conclusion

The results of this study revealed that (69.7%) of the university EFL students think that the learning styles are too rigid and inflexible. The majority of the respondents, about (81.6%) agreed that, there is a lack of authentic English language materials (audio, video). The findings showed that, the English language textbooks are not compatible with the requirements of the student-centered approach. However, the majority, approximately (59.2%) agreed that the facilities of the language lab are inadequate. So, the result clarified that, why are most of the university EFL students unable to express their ideas properly, although they have an abundance of vocabulary.

The findings showed that (96.1%) of the student want to use English language effectively in the real life situation. A great number of the respondents, about (86.8%) think that improving their communicative competence may help them a lot in their career. The results also showed that,

about (82.9%) of the learners like their teacher divides the whole class into small groups in which they do teacher-directed group work. (100%) of the English language teachers prefer student-centered approach to teacher-centered approach in English classes. All of the teachers agreed that, using various communicative activities (pair work, role-play, language games) in English classes help learners to enhance their communicative competence. In addition to creating different real life situations.

5.2 The Findings of the study

As mentioned above the aim of this study is to develop the university EFL students' communicative competence. The following are some of the major findings of the study.

1. The learning styles are too rigid and inflexible.
2. University EFL students have few opportunities to practice English in the class.
3. There is a lack of authentic English language materials (audio, videos).
4. The facilities of the language lab are inadequate.
5. Teachers place too much stress on grammatical structures in English classes.
6. The English language textbooks are not compatible with the requirements of the students-centered approach.
7. University EFL students want to use English language effectively in the real life situation.

8. University EFL students think that, improving their English communicative competence may help them a lot in their career.
9. They are interested in English culture.
10. University EFL students like their teacher to divide the whole class into small groups in which they do teacher-directed group work.
11. In English classes, students like to watch English films and then discuss them with teacher's facilitation and guidance.
12. Learners like their teacher to give them opportunities for collaborative work.
13. Students like their teacher to give them chances for debate in English.
14. They enjoy speaking English during small groups work.
15. Learners think that, working in small groups enhances their speaking skills.
16. English language teachers prefer a student-centered approach to a teacher-centered approach.
17. Using various communicative activities (pair work, role-play, language games,) improve learners' communicative competence.
18. Using authentic materials, prepare students for real life situation.
19. Working in small groups improves learners' communicative competence.
20. Classroom activities should be meaningful and involve real situation.

21. Creating different real life situations help learners to enhance their communicative competence.
22. Minor errors are not important in speaking a language.
23. Foreign language learning is often foreign culture learning.
24. English language teachers believe that students should be given the opportunity to express their opinions.

5.3 Recommendations

Based on the findings, the researcher recommends the following:

1. The English language textbooks should be compatible with the requirements of the student-centered approach.
2. English language teachers should adopt the communicative approach's strategies in EFL classroom.
3. EFL learners have to do more practice speaking and listening to English language inside and outside the classroom in order to improve their communicative competence.
4. Language lab is crucial so as to provide learners with opportunities to be exposed to the target language as used by native speakers.
5. The whole class should be divided into small groups in which they do teacher-directed group work.
6. The teachers should not place too much stress on grammatical structures in English classes.

7. Students should be given chances to talk about their communicative needs.
8. Classroom activities should be meaningful and involve real situation.
9. Students should be encouraged to express their opinions.
10. Teachers should give students opportunities for debate in English.

5.4 Suggestions for Further Studies

On the basis of the study, this section suggests areas for further future studies.

1. The same study can be conducted to cover other levels at the university.
2. The study concerns university EFL students, further research should be concerned with secondary school students.
3. The study only investigated the possibility of developing university EFL students' communicative competence- possible extension of the current study could focus on the role of the communicative competence in English language teaching.
4. Communicative approach is a comprehensive approach to English language teaching.
5. An investigation into the application of communicative approach's strategies in secondary schools.

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Appendices

Appendix 1

Sudan University of Science & Technology

College of Graduate Studies

University students' questionnaire

Dear respondent,

This questionnaire is part of a PhD thesis entitled "**Developing University EFL Students' Communicative Competence by Using Communicative Approach**".

Please, note that, there is no right or wrong answer, and your responses will be treated confidentially for this research purposes only.

You are kindly requested to tick (✓) accurately and honestly, after each alternative that best represents your opinion.

Mutwakil Abdalla Ali

PhD Candidate in English (Applied Linguistics)

College of Languages - Sudan University.

Please tick (✓) where appropriate. Gender: Male Female

1- Why are most of the Sudanese universities EFL students unable to express their ideas properly, although they have an abundant vocabulary?						
	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The teaching styles are too rigid and inflexible.					
2	I have few opportunities to practice English in the class.					
3	There is a lack of authentic English language materials (audio, videos).					
4	The facilities of the language lab are inadequate.					
5	Teachers place too much stress on grammatical structures in English classes.					
6	The English language textbooks are not compatible with the requirements of the students-centered					

	approach.					
7	Students have little knowledge about English culture.					
8	I am sensitive towards making mistakes while interacting in English.					

2-What are university EFL students' attitudes towards communicative competence?						
	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	I want to use English language effectively in the real life situation.					
10	I need to use the language productively in unrehearsed situations.					
11	I think improving my English communicative competence may help me a lot in my career.					
12	I like to communicate with others in English in my daily life.					
13	I often watch films in English outside the classroom.					
14	I like reading English newspapers or magazines after the class.					
15	You are interested in English culture.					
16	I often listen to English language radio broadcast.					

3- What teaching strategies can be applied to improve learners' communicative competence?						
	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17	I like my teacher to divide the whole class into small groups in which we do teacher-directed group work.					
18	In English classes, I like to watch English films and then discuss them with teacher's facilitation and guidance.					
19	The teacher gives opportunities for collaborative work.					
20	The teacher gives students chances for debate in English.					
21	I enjoy speaking English during small group work.					
22	Working in small groups enhances my speaking skills.					
23	Working in small groups increases my self-confidence.					
24	The teacher gives students enough time in the class to practice their speaking skills.					

Appendix 2
Sudan University of Science & Technology
College of Graduate Studies
English Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a PhD thesis entitled "**Developing University EFL Students' Communicative Competence by Using Communicative Approach**".

Your opinion will be of great help to the present study, and your responses will be confidentially kept and used for research purposes only.

Thank you for giving your time.

Mutwakil Abdalla Ali

PhD Candidate in English (Applied Linguistics)

College of Languages- Sudan University.

Please tick (√) where appropriate.

Gender: Male Female

Specialization: English Language Teachers.

Years of Experience: Less than 5 years More than 5 years More than 10 years

Academic Qualification: 1. BA 2. MA 3. PhD

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	In English classes, I prefer a teacher-centered approach.					
2	In English classes, I prefer a student-centered approach.					
3	In English classes, I use various communicative activities (pair work, role-play, language games etc..).					
4	I use authentic materials to prepare my students for real life situation.					
5	Working in small groups improves learners' communicative competence.					
6	Classroom activities should be meaningful and involve real situation.					
7	Creating different real life situations help learners to enhance their communicative competence.					
8	People learn language through communicating it.					
9	Minor errors are not important in speaking a language.					
10	Foreign language learning is often foreign culture learning.					
11	My knowledge about Western culture mainly comes from English classes.					
12	Students should have opportunities to talk about their communicative needs.					
13	Students should be given the opportunity to express their opinions.					
14	Students should be given opportunities to develop strategies for interpreting language.					

Appendix 3

Assessors of Questionnaires

The following experts tested the face validity of the questionnaires:

Dr. Yasir Bilal Saeed – Department of languages and Translation – Faculty of Education and Arts – University of Tabuk – Saudi Arabia.

Dr. Khalid Dawelbait Hassan - Department of languages and Translation – Faculty of Education and Arts – University of Tabuk – Saudi Arabia.

Dr. Sadia Osman Ibrahim–Department of English language and Linguistics – Faculty of Education - University of Kassala – Sudan.

Ustaz. Yassir Yusuf Abualbasher - Department of languages and Translation – Faculty of Education and Arts – University of Tabuk – Saudi Arabia.