



Sudan University of Science and Technology (SUST)



College of Graduate Studies

College of Education

**Effectiveness of Using Communicative Approach in Developing
Students' Speaking Skills**

فعالية إستخدام منهج اللغة التوصلى فى تطوير مهارات المخاطبة لدى طلاب اللغة الإنجليزية

**A Thesis Submitted in fulfillment of the requirements for Ph.D. Degree in
English (Applied Linguistics)**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the name of Allah,
The most Gracious, The most merciful.**

Dedication

This work is dedicated to:

To my family

Acknowledgement

First of all, I would like to thank Allah, the almighty, for granting me the energy and power to continue my efforts to prepare this work and supporting me through this journey and for the patience he gave me to complete this research study. Special appreciation to Prof Mahmoud Ali Ahmed for everything he has done. Words are not enough to describe my thanks to him for his expertise, precious time, patience, guidance, and continual support of me to accomplish this study. Also, I would like to thank everyone who has had a role in supporting me or has contributed to the process of my research. Furthermore, I would like to express my deepest appreciation to Dr. Mustaf Omer Khaleel who did the statistical Analysis part. Finally, I would like to thank Lorraine's for their support. Also, my thanks extended to Ustaz, Ezzelden Abdelbagi for his helping in the layout and typing task.

Abstract

The study aims at investigating the effectiveness of using the communicative language approach (CLT) in developing the speaking skills of secondary school students from the perspective of English language teachers. The study also seeks to identify the problems that hindered teachers from using the communicative language teaching approach (CLT). To achieve the objectives of the study, the researcher used the descriptive approach. The questionnaire was also used to collect data from the participants. A random sample of all English language teachers in Omdurman locality was chosen. Accordingly, 100 teachers participated in this study. The data obtained from the subjects was analyzed using the Statistical Package for Social Sciences (SPSS). The study revealed the following results:

1. There is a positive relationship between the teacher's attitudes towards the effective use of the communicative language approach and encouraging students to improve speaking skills.
2. The communicative language approach plays an effective role in developing the speaking skill of English language students.
3. There is a positive relationship between teachers' attitudes towards using the communicative language approach and its effective application in developing the speaking skill of English language students.
4. The lack of authentic material and class size represent the biggest problems that teachers faced in applying the communicative language approach in teaching speaking skills to English language students.
5. There are statistically significant differences between teachers' attitudes and the effective use of the communicative approach according to the years of experience, as the study revealed that the participants with experience (10-15 years) are more willing and effective towards using the communicative language teaching approach (CLT) in developing students' speaking skills.

مستخلص الدراسة (باللغة العربية)

هدفت الدراسة للتحقق من فعالية إستخدام منهج اللغة التواصلي في تطوير مهارات الخطابة لدى طلاب المرحلة الثانوية من وجهة نظر معلمي اللغة الإنجليزية. كما تسعى الدراسة للتعرف على المشكلات التي عاقت المعلمين من إستخدام منهج تدريس اللغة التواصلي (CLT) . لتحقيق أهداف الدراسة أستخدمت الباحثة المنهج الوصفي. كما أستخدمت الاستبانة لجمع البيانات من المشاركين . تم اختيار عينة عشوائية من جميع معلمي اللغة الإنجليزية في محلية أم درمان . وعليه فقد شارك في هذه الدراسة (100) معلم ومعلمة. تم تحليل المعلومات المتحصل عليها من المفحوصين باستخدام برنامج الحزمة الإحصائية للعلوم الإجتماعية (SPSS). حيث كشفت الدراسة عن النتائج التالية: 1. وجود علاقة إيجابية بين اتجاهات المعلم نحو الاستخدام الفعال لمنهج اللغة التواصلي وتشجيع الطلاب على تحسين مهارات التحدث 2. يلعب منهج اللغة التواصلي دورا فعالا في تطوير مهارة الخطابة لدى طلاب اللغة الانجليزية. 3. توجد علاقة إيجابية بين اتجاهات المعلمين نحو إستخدام منهج اللغة التواصلي والتطبيق الفعال له في تطوير مهارة الخطابة لدى طلاب اللغة الانجليزية. 4. يمثل نقص المواد المعتمدة وحجم الفصل الدراسي أكبر المشكلات التي واجهت المعلمين في تطبيق منهج اللغة التواصلي في تدريس مهارة الخطابة لطلاب اللغة الإنجليزية. . 5. توجد فروق ذات دلالة إحصائية بين اتجاهات المعلمين والاستخدام الفعال للمنهج التواصلي وفقاً لسنوات الخبرة، حيث كشفت الدراسة أن المشاركين ذوي الخبرة (10-15 سنة) هم أكثر رغبة و فاعلية نحو إستخدام منهج تدريس اللغة التواصلي (CLT) في تطوير مهارة الخطابة لدى طلاب اللغة الانجليزية .

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Chapter One

General Framework of the study

Chapter One

General Framework of the study

1.1 Introduction

Although English is considered to be a critical language in Sudan and taught as an essential subject at both primary and secondary levels, it still counted as a significant problem for learners to master. For years, teachers have been changing and adopting various pedagogical approaches to encourage students to understand and use English as a conversation medium in their education and professions later on. The Sudanese government has also put a lot of works in performing pedagogical changes in the education plan to achieve its purpose in improving the use of information communication and technology (ICT) in the educational system. Many English language teachers have recognized several parts that guide students' concerns. McCroskey (1977) identified a phenomenon is known as communication apprehension (CA) to be a primary element associated with poor speaking skills when an 'individual level of anxiety or fear connected with either real or expected interaction with another person or persons'. Students also revealed mixed feelings of anxiety, hesitation, shyness, unwillingness, etc. when it comes to talking or speaking in English. Nevertheless, since teaching and learning rely massively on communication, students must improve their communication skills.

At present, speaking a foreign language serves one of the essential requirements of today's society. Besides other skills and experience, it is regarded as one of the most influencing factors while appealing for a job or sustaining a particular work position under the condition of advancing the language level. Knowing a foreign language is a requirement for everyone in general. Consequently, the researcher considers the communicative activities a useful tool for English teachers to improve students' communicative skills. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology accessible in the past. Today, many educators expected teachers to provide their students with useful active knowledge of the foreign language, not just theory about the language.

The communicative approach focuses on a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities. Nevertheless, speaking in a foreign language has often been seen as the most difficult of the four skills. *“While listening and reading involve the ability to receive messages correctly and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.”* (Harmer 2015, P.16)

When students learn a foreign language, they very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items). Still, then they find out that they cannot

use this language to communicate when they want to. Scrivener (2005, 147) claims that there seem to be some difficulties in moving the tongue from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear to seem foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction, and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they want to say. Thus, the researcher intended to assess the impact of applying the (C.L.A) and evaluate the effects due to this approach in the target group speaking skills.

1.2 Statements of the problem

The objectives Although Sudanese English language teachers, as other teachers, understood the importance of the communicative approach in developing the student speaking skills in the English language, some of them ignoring this approach in their teaching process. Therefore, the researcher would like to assess the effectiveness of using CLA in developing students' speaking skills. From her experience in teaching for many years, the researcher observed that secondary school students speaking abilities are not as required or they don't have high speaking abilities, which enable them to speak fluently and accurately. Therefore, the researcher hypothesized the cause of the problem due to the absence of CLA in their learning process. The research derived from the following questions: What is the impact of using CLA on the student's speaking skills. What are

the barriers that hinder secondary school teachers from implementing the communicative approach in their teaching practice?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out the relationship between teachers' attitudes and practical usage of the communicative approach.
2. To identify factors that hinder teachers from using communicative approach do develop students speaking skills
3. To highlights the importance of CLA among English language teachers at the secondary school level.

1.4 Research Questions

1. What is the relationship between teachers' attitudes and practical usage of the communicative approach?
2. What are the effective factors that hinder teachers from using the communicative approach do develop students speaking skills?
3. To what extent does the communicative approach develop students speaking skills?

1.5 Research Hypothesis

1. Teacher attitudes towards effective usage of the communicative approach positively affect student motivation to improve speaking skills.
2. There is a relationship between teachers' attitudes and effective use of communicative approaches related to gender and teaching experience.

1.6 Research Methodology

To meet the aims and objectives of the study, the researcher must select the most appropriate design for achieving the goals of the survey (Parahoo, 2006). The researcher proposed a quantitative approach using a descriptive method. The researcher employed a questionnaire to collect the data from the participants of the study. The sample will be selected randomly out of all English language teachers at Omdurman Locality. The information gained from the surveys will be analyzed using the software Statistical Package for Social Sciences (SPSS). After the interpretation of the results, then the conclusion and recommendation will be drawn here.

1.7 Population and Sampling

Parahoo (2006, p.258) defines the population as “the total number of units from which data can potentially be collected. “Proctor et al. (2010) claim that, in quantitative research, the researcher has to calculate the size of the sample at the design stage. Polit & Beck (2010) mentioned that quantitative researchers should select the most significant

sample likely so that it represents the board population. Thus, the researcher uses a sample size of 100 female and male teachers from secondary school at Omdurman locality.

1.8 Significance of the Study

This research study achieves two significant goals:

Concerning practical significance, firstly, this study is essential as it investigates the impact of the students speaking skills by using the communicative language teaching approach. It may provide ESL teachers with a specific language teaching procedure that they can use in their classrooms to enhance learners' speaking skills and to encourage students to maximize their capabilities by using communicative language teaching approach. Secondly, the significant role of CLA in teaching English and how we can save a considerable amount of time wasted for years as a result of the lack of awareness regarding its importance as a useful tool for developing students' speaking skills. The lack of implementing or lack of knowledge towards CLA may negatively influence their speaking levels. Thirdly, the findings of this study will assist educators, teachers in identifying the relevant factors that hinder their implementation of CLA in developing speaking skills to avoid them and address these factors critically. Fourthly, this study anticipated enhancing the knowledge and experience of the teachers from a different corner.

Theoretically, this study is substantial for the reason that the previous literature on CLA and its impacts on developing students Speaking skills had not adequately addressed locally and internationally by academics, and only a few studies handled the topic. In other words, there is a limit, or no previous researchers have tried to investigate the impacts of CLA in developing speaking skills, which means that there is a gap in the literature concerning this phenomenon. Therefore, a significant amount of research should have conducted to bridge this gap. Finally, the results of this study might support the decision-makers in the educational field and curricula designers to have profound insight into the importance of implementing CLA in developing English language speaking skills. The results of this study might assist the decision-makers at the Ministry of Education to take into consideration the significant role of using CLA in developing students' speaking skills. Therefore, they have to consider it in their strategic planning for curricula design in the future.

1.9 Research Design

This study consists of several chapters. Chapter one includes the background to the study, problem statement, and research questions. Also, it contains the purpose of the study, research objectives. Moreover, it outlines the significance of the study, the scope of the research and delimitation of the study, limitations, assumptions, and definition of important terms used. In chapter two, we reviewed the literature, which is related to the research study. Besides, section two provides a review of relevant literature in the field of

English language teaching approaches, particularly, communicative approach and its impact on the students' speaking skills. Chapter three offers comprehensive information about the conceptual model that drives this study and the research variables. The section also includes the research design, target population, sample size, and sampling procedure. Also, in chapter three, the data collection instruments and analysis procedures were presented. Chapter four contains data analysis, presentation, and interpretations. Chapter five summarizes the findings, discussions, conclusions, and recommendations for action based on the study findings.

1.10 Limitations of the study

The study has a number of limitations. Firstly, the sample of participants was small with only 100 teachers in total. Secondly, the responses are only taken from Omdurman Locality. Finally, the study limited to the academic year (2019-2020).

1.10 Summary of Chapter one.

This chapter introduces the background of this study. Also, it investigates the research problem, objectives, significance of the study. Additionally, it includes the scope of the study, the definition of critical terms, and the structure of this study.

Chapter Two

Literature Review and Pervious Studies

Chapter Two

Literature Review and Pervious Studies

2.1 Introduction

This chapter includes the definitions of CLA concept and the historical background of CAL. Also, it explains the literature relating to the area of Communicative Language Approach (CLA) which is the most influential language teaching methodology in many countries around the world. Furthermore, it covers the teaching methodologies and activities that techniques that used inside language classroom. The purpose of this literature review is to examine CLA situations in ESL settings and to investigate potential issues around the adoption of it into English as Second Language (ESL) classrooms. Finally, many previous studies conducted in this field will be reviewed here.

2.2 TheDefinition of Communicative Language Approach

(Richards, 2006) defined communicative language teaching 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 and learners in the classroom. To date, there exists no absolute consensus regarding the meaning of CLA. Still, several authors believed that it is an approach that advocates the use of language as

a means of communication. CLA is introduced and characterized in various ways in the literature (Harmer 2015).

Richards and Schmidt (2013, p.99) stated that a communicative language approach is an approach to foreign or second language teaching. It emphasizes that the goal of language learning is communicative competence, which seeks to make meaningful communication and language use a focus of all classroom activities. Thus, the primary purpose of CLA is to develop learners' communicative ability, which helps them to interact effectively using a foreign language (Halliday, 1975).

Despite the variety of definitions that are attached to CLA, all the interpretations based on the following general assumptions or characteristics: The primary purpose of learning a language is to achieve meaningful communication through involving learners in an active process of target language interaction (Brown 2014, Canale and Swain 1980, Hymes 1972). The development of both accuracy and fluency required in learning the language. According to (Littlewood 1985, P.1), "CLA gives planned emphasis on the functional as well as structural features of the language." Additionally, the building of communicative ability achieved by adopting a tolerant attitude towards errors. (Richards and Schmidt, 2013) argues that CLA is a learner-centered approach, where learners play a prominent role by spending the majority of the class time practicing the language (Richards and Rodgers 2001) while the teachers' purpose is to facilitate and monitor the

teaching. (Nuna, 1991, p. 1) said that the introduction of authentic texts into the learning situation expected in CLA.

Although the above characteristics seek to achieve communicative competence, they differ in how this communicative competence is attained. In this vein, different researchers have made a clear distinction between the weak and strong versions of CLA (Ellis and Shintani 2014). (Howatt, 1984) differentiates between strong and weak versions in that the former one is associated with the combination of structural features of a language and communicative elements. That means it aims to use a traditional accuracy-oriented methodology to teach the characteristics of communication. (Holliday, 1994, p.170) points out that “teachers who used to the lesson structure of the presentation, practice and production in the earlier “structural approach” find this version easier to understand and adopt than the more mysterious strong version.”

The weak version focuses on the practical and social side of communicative competence (Ellis and Shintyan 2014). Whereas the strong version emphasizes fluency-oriented method in reaching the communicative use of language and encourages learners to use language for communication rather than to practice the language in a controlled manner. (Ellis and Shintyan, 2014, P. 54) explained, “the strong version is predicated on the principle that classroom language learning will proceed more efficiently if it occurs in a similar way to “natural” language learning.” However, in a context where English is regarded as a foreign language, it seems hard to learn or develop a style naturally during

the interaction or use because of the lack of exposure to English in an environment of that context. In the context of this research, the weak version of CLA may be the most suitable version in which both structural and communicative elements have a role to play in EFL in the Sudanese Secondary school classroom setting for two reasons. Firstly, fundamental and traditional practices rooted in the Sudanese context for decades, and its influence is still evident in learning and teaching English. Many studies revealed, the use of conventional methods such as the Grammar-translation method, Audio-lingual method, and direct method is still in effect in Sudanese classrooms. Thus, it may be possible to argue that the use of the weak version of CLA, combining both the structural and communicative elements, will be appropriate to implement as well as being easier for teachers to adopt. Secondly, for a setting such as Sudanese where English is a foreign language, an understanding of language as Grammar and structure will help in developing and achieving communicative proficiency. This grammatical or linguistic knowledge can provide a foundation before further development of communicative competence. From the above distinction between the weak and robust version of CLA, and as a result of my research, I argued that the weak version seems to be more suitable to adopt in Sudanese secondary schools. It is essential to retrace the development stages of second language learning about the following language learning theories to understand the historical background of CLA.

2.1 Development and implementation of CLA

In this section, a general overview of the development of CLA is presented by identifying the main theories of second language learning (SLL) and their associated teaching methodologies. The theoretical underpinnings of the term “communicative competence”, alongside the reasons for CLA’s emergence, are discussed. Finally, this section ends with the classroom methods for CLA and a critique of this approach.

2.2 The History of Communicative Language Teaching

If we return back to the history of communicative language teaching we find that it started developing in Great Britain in 1960s as an alternative method to the earlier structural methods when applied linguistics began to question the assumption underlying the situational language teaching and it was partly in response to Chomsky (1970) criticism of structural theories and British functional linguists such as Firth and Holliday, as well as American sociolinguists. Actually; communicative language teaching mainly has been influenced by the American sociolinguist Hymes. He introduced the term communicative competence which was based on the two Chomsky’s notions competence and performance. According to (Brown, 2014) competence is “a non-observable ability to do something, to perform something”. Moreover; (Widdowson, 1978, P. 26) defines competence as knowledge of how to recognize and to use sentences for the performance of communicative acts.

2.3 The Goals of Language Teaching

According to (Jack (2006), communicative language teaching sets as its goal the teaching of communicative competence. First, grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a word. It relates to the understanding of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how learners formed the sentences. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the grammatical rules on the other page. The unit of analysis and practice is typically the sentence. Grammatical competence is an essential dimension of language learning. However, it is not involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the word for meaningful communication. It is the latter capacity that is understood by the term communicative competence. Communicative competence includes the following aspects of language knowledge. For example, it was knowing how to use language for a range of different purposes and functions. Also, it includes Knowing how to vary our use of communication according to the setting and the participants. (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations) Knowing how to

maintain contact despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

2.4 Communicative Language Approach (CLA)

Speaking about CLA characteristics (Richards, 2006), emphasis that people learn one language when they use it to do things, rather than by studying its functions, we have a lot of different examples where students learned a second foreign language because of their needs for that kind of language. According to (Richards, 2006) we can say that the students' motivation to learn a specific language was because of the need. Communication method is a method which does not stress practicing the rules. According to scholars of this method it is important to speak a language but not to tell me how language works. There are a lot of people who use the language in real communication and most of them did not follow even a single foreign language course which means that they lack a significant structural and grammatical rules of the language but as Jack Richard points out, mistakes are not important so they are tolerated, the most important thing is to use communication or to speak a language and to understand each other in order to communicate. English of twenty-first century should be the English of communication, where people want to be able to communicate among themselves and therefore researchers of English language when speaking about English language pronunciation and terminology, use different names for their English language speaking,

such as: American English, British English, Chinese English, Albanian English, Russian English, etc. People are not interested in how they are stressing the word or a sentence, they want to be understood. Therefore, (Richards, 2006) states that language competence is, its usage to the purposes and functions.

2.5 What is Communicative Competence

(Hymes, 1972) introduced “communicative competence” on the basis of Chomsky’s notions competence and performance, He believed that according to second language acquisition, to acquire a language, learners should understand the language rules and also know how to apply these rules in his his/her communication. Furthermore, (Hymes, 1972) stated that “communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts”. Moreover, (Brown, 2014) stated that the speaker needs to communicate the language and to be able to use it according to the sociocultural environment. This means that the speaker of foreign language should use the language in a specific context. Furthermore, (Canale and Swain, 1980) and (Savignon, 2006) considered communicative competence in terms of four components: grammatical competence, discourse competence, sociocultural competence, and strategic competence. (Bagaric and Djigunovic 2007) mentioned that many applied linguists have contributed to the theory of communicative competence (CC). This term was first proposed by (Hymes,

1972)who described it as “the overall underlying knowledge and ability for language which the speaker-listener possesses”. The term “competence”, as coined by (Hymes,1972) is related to learner’s needs. Learning a language should enable a learner to use that language appropriately in specific settings and situations (Klapper and Centre for Information on Language Teaching and Research 2006); for example, communicative competence reflects the speakers’ communicative ability, which allows them to communicate effectively in the real world, considering the context in which the utterances are made (Nunan 1992, Richards and Rodgers 2014, Savignon 2006).

2.6 Second Language Learning Theories (SLL)

Learning language has been associated with various learning theories, which consequently led to different methods for language teaching. It is important to understand the influence of each theory of language learning in order to comprehend the mechanism involved in teaching a language. In this section, I will highlight the most prominent theories of language learning. Five hundred years ago, foreign language learning was focused on the teaching of Latin, which was the prevalent language in most fields in Europe, such as education, commerce, and religion. Teaching a foreign language was based on the presentation of Latin grammar, which “was taught through learning of grammatical rules, study of conjugations, translation, and practice in writing sample sentences” (Richards and Rodgers,2014, P.4). However, due to the European political

changes in the 16th century, English and other languages like French and Italian gained importance, which caused Latin to vanish as a dominant language at that time. Although the status of Latin teaching decreased, it had become the standard method for teaching foreign languages, which later became recognized as the(GTM). (Richards and Rodgers, 2014) outline the characteristics of GTM as follows:

- 1- The goal of foreign language study is to learn a language in order to read its literature, translating sentences and texts into and out of the target language
- 2- Reading and Writing are the major focus, and little attention is paid to speaking and listening.
- 3- Vocabulary selection is based solely on the reading texts, and words are taught through bilingual word lists and memorization
- 3- Accuracy is emphasized, grammar is taught deductively, and students' native language is the medium of instruction. These rigorous characteristics for leaning a foreign language by memorizing isolated lists of vocabulary and grammatical rules, and focusing solely on translation, attracted criticism towards GTM in the mid- and late-19th century, particularly given the increased demand among Europeans for communication and oral proficiency in foreign languages.

2.6.1 The Behaviorist Theory

The behaviorist theory is based on the principle that learning a language involves acquiring a new Behaviour through a process of conditioning and reinforcement. This theory was exemplified by (Skinner,1986), who viewed human Behaviour as a natural response to a stimulus in the environment, so learning is a process of forming habits through stimulus, copying, response and imitation techniques. Learning, according to this theory mainly focuses on observable Behaviour and disregards the role of mental ability, but learning underlies all kinds of Behaviour, whether this is observable or not. (Johnson, 2008, P.18) points out: Behaviorism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed Behaviour from the examples provided to the learner by his or her environment. Behaviorists use a contrastive analysis hypothesis (CAH) in which a comparison between the first language (L1) and second language (L2) can reveal areas of similarity and difference. More specifically, an L2 learner has already a well-established set of L1 habits that could be transferred during his/her L2 learning, resulting either in facilitating or inhibiting the L2 learning process (Mitchell, 2013) argues that L1 transfer will facilitate L2 learning when similarities exist between the two languages, whereas transfer will be a source of difficulty when differences exist between the L1 and L2 systems. Under this theory, in order to avoid the fossilization of errors, reinforcement and error correction are anticipated. The influence of behaviorism is clear in the field of teaching language, where

it provides the theoretical basis for the Audio-Lingual Method. This method is known as an “army method”, since it originated during World War II and served American military operations in making people fluent in a target language (Richards and Rodgers 2014). The Audio-Lingual Method emerged from a combination of “structural linguistics theory, contrastive analysis, aural-oral procedures, and behaviorist psychology” (Richards and Rodgers, 2014). (Ellis and Shintani 2014) outlined structural linguistic principles which viewed structured “grammar” as the main backbone of teaching a foreign language. In other words, grammatical structure and sentence patterns were the main features of teaching, with a focus on pronunciation through involving learners in intensive oral drills of sentence patterns. Thus, the Audi-Lingual Method was underpinned by structural linguistics as the theory of language and the psychological principles of behaviorist learning theory, as explained above (Ellis and Shintani 2014). Due to the increased perception of the importance of practicing a language and dissatisfaction with GTM, which gave priority to literary rather than spoken language, the Audio-Lingual Method emerged. It adopted the behaviorism principles which views language learning as habit-formation using the techniques of repetition, rote memorization and mechanical drills (Lightbown and Spada 2013). Although the Audio-Lingual Method was widely employed as a popular teaching method in different language contexts to achieve oral communication, in the 1960s, the theoretical principles of audio-lingualism were challenged. Dialogues and drill techniques were no longer considered a suitable model of

learning, as they do not help students to transfer what they learn into actual communication. Additionally, humans have an innate ability to use and learn a language in different ways rather than through mindless repetition. This view of language learning suffers from limitations, as it neglects the role of humans' mental ability in learning a language. (Chomsky, 1970) claimed that learning a language is a different process that cannot be understood as a kind of behaviour and stimulus response, and so proposed a mentalist (cognitive) theory of language learning. Learning during a behavioral exchange is not considered a source of learning but, rather, a display of the learning process (Ellis and Shintani 2014).

2.6.2 Cognitive Theory

Thus, the theoretical underpinnings of this method began to fade, influenced by Chomsky's mentalist view of language learning; namely, the cognitive theory, which offered an alternative perspective to behaviorism theory in the 1960s. It highlighted the important role of the innate mental capacity of humans to develop a systematic understanding of language, offering an internalized system for language learning, which occurs through a whole mental process. Under this theory, learning is viewed as an active process and learners are regarded as effective participants in learning a language. According to (Girder, 1993, P.2)“as individuals learn, they actively create cognitive structures which determine their concepts of self and the environment”. Learning a

language cannot be simply embodied in a stimulus-response process, but can be seen as a conscious process, where importance is given to unobservable constructs, such as the mind, attitudes, motivation and thinking, that influence learners' behavior (Mitchell, et al. 2013). Due to the active nature of the learner's role, the influence of this theory on language teaching can be explained most effectively in terms of focusing on the mental activities of learning, such as problem-solving, information-processing and reasoning questions. The view of learning language under this theory has led to language teaching methods that give priority to learners' inherent capacity to learn a language, such as the Natural Approach (Krashen and Terrell 1983). Although the cognitive perspective contributed to the theoretical basis for designing teaching language instruction by providing a range of practices and strategies, its failure to acknowledge the tangible role plagued by social processes led to the development of socio-cultural theory (SCT). SCT assumes that humans' mental function and cognitive capacity develop as a result of social communication through the involvement of social performance entailing communicative functions. From this perspective, learners' use and participation in communicative activities are viewed as "scaffolding or nutrition" for their language learning. The theory was first proposed by Vygotsky who observed both children and also children and adults in the 1920s-30s. He found that the children's language was mainly improved through social interaction. This mediation process that emerged from the social interaction between individuals and the interactive environment was referred to

as the Zone of Proximal Development (ZPD). Vygotsky (1986) defined ZPD as the difference between what a person can achieve when acting alone and what the same person can accomplish when acting with support from someone else and/or cultural artifacts. According to Vygotsky, individuals learn a language on two levels: firstly, through social interaction with others (inter-psychological) and, secondly, on the individual level (intra-psychological) (Mitchell, et al. 2013). Thus, under this theory, learning a language is mediated and constructed through social interaction and then individuals transfer what they have received from their environment during the process of appropriation. SCT contributed to learning language by presenting a new ideology. Therefore, its influence on language teaching occurs during social interaction and cooperative learning. Learning takes place through interaction, including aspects such as storytelling or thinking aloud. According to (Dongyu, et al, 2013) “One major implication of sociocultural theory is that it provides the psycholinguistic framework for a number of approaches (task-based learning and collaborative learning)”.

2.6.3 Constructivism Learning Theory:

Another learning theory that arose in response to behaviorism is constructivism. This is based on the assumption that learning occurs as a result of creating meaning from experience. (Ertmer and Newby, 2013, P.55) point out, “Constructivism is a theory that equates learning with creating meaning from experience”. In other words, learners play

an active part in making and constructing knowledge. While the traditional cognitive theory viewed the mind as a reference to reality, according to constructivism, the mind interacts with the world in order to refine and filter the input producing its reality. More specifically, constructivists believe that knowledge is a result of humans' interpretation of the world rather than being mind-independent. They contend the existence of the world in building the knowledge (Ertmer and Newby 2013). Constructivists believe in the value of actual experience with regard to learning. Thus, knowledge is constantly changeable, since it is subject to alterations in the context in which it occurs. Due to the importance of the philosophical assumptions of this theory, it began to be applied in the classroom. Constructivism advocates active learning construction by encouraging critical thinking and fostering students' motivation. Learning requires learners to create new ideas and construct knowledge, and teachers to create an environment that enables learners to construct and strengthen their understanding. (Fosnot, 1989) argues that constructivist teaching helps to create learners who are independent and critical thinkers, who ask questions and are eager to explore. This view towards learning contributes as well as constitutes the theoretical principles of the communicative approach. Based on the constructivist theories of language use, (Applebee, 1993) argues rather than treating the subject of English as subject matter to be memorized, a constructivist approach treats it as a body of knowledge, skills, and strategies that must be constructed by the learner out of experiences and interactions within the social context of the classroom. These theoretical

developments have influenced language teaching instruction, where the focus of learning has shifted from the “passive transfer of facts and routines to the active application of ideas to problems” (Ertmer and Newby 2013:58). Thus, these assumptions lay the theoretical underpinning of CLA Drawing on the above theories, learning English as a foreign language in the Libyan context has been influenced by various learning theories, starting with teaching English using GTM and the Audio-Lingual Methods in the 1970s and 80s, based on the theoretical assumptions of behaviorism theory. However, the fact that these teaching methods did not help Libyan students to communicate in English led to an innovation in English teaching with the introduction of a new curriculum, grounded on the CLA approach, which aims to promote communicative competence, as explained in the previous section.

2.7 How do Students Learn a Language?

(Richards, 2006) stated that learning a foreign language in the past considered as mechanical. Richards also put emphasis on precision and accuracy of a language. This means that students had to compile grammatically correct sentences without even a single grammatical mistake in morphology and syntactic. My opinion is that this method makes student highly dependent from the teacher, not giving much opportunities to students to communicate in a relaxed way, among teachers and students, as well as students themselves. Students would learn things by heart, which they can be known at present but

not to be able to produce knowledge at the moment they needed. The constructive theory with the method of communication has a different point of view compared to some other methods where the student becomes the center of the class and where the teacher is only a facilitator. (Richards, 2006) describes learning through communication method as follows:

- Interactivity between language learners and speakers.
- Creating a collaborative (cooperative) meaning.
- Establish a meaningful interactivity through a language.
- Learning through a student participation feedback when they learn or use a language.
- Being carefully about the language they hear (the input) and attempt to incorporate new forms with anyone who develops communicative competences.
- Attempt of using the language and experiment with various forms the language.

The broad aim of CLA is to apply theoretical perspective of communicative approach making communicative competence a purpose of teaching and accepting interconnection of a language and communication (Diane, 2000). (Richards, 2006) when speaking about his experience in a class where is used CLA, he speaks according to his class observations. Based on these observations he comes out with the following principles: Whenever possible "authentic language" should be used – a language that is used in a real context. Being able to convey the goals of speaker and writer, is part of being competent in communication. English as (target language) is a tool for communication in

the classroom, and not just the object of study. A function may have different linguistic forms. Since the focus of the course is the real use of language, then it is presented along with a wide range of varieties of linguistic forms. We should emphasize the process of communication but not on language forms. Games are important, as they have clear features, shared with real communicative events. Also, the speaker takes immediate/instant feedback by the listener, no matter if he / she have made a successful communication. As activity as a goal has the fluency of a language, the teacher does not correct the student but takes notes for the student's mistakes and later discusses with the class.

2.8 Seven Principles of the Principled Communicative Approach (PCA)

The researcher has argued in this study that the real challenge for language teaching methodology is to specify the nature of the optimal cooperation between explicit and implicit learning processes in a principled manner. Working out the details of a new, principled communicative approach (PCA) is clearly an ongoing process, but based on the research conducted over the past decade, we can formulate some key guiding principles for the approach. I would like to describe seven key – and somewhat overlapping – principles that are in accordance with the state of the art of my research knowledge of impact of communicative language approach (CLA) on students' speaking skills (Dörnyei, 2009).

1. **The personal significance principle:** PCA should be meaning-focused and personally significant as a whole. This has been the basic tenet of student centered, communicative language teaching for the past 25 years, and I believe that this principle is just as valid now as when it was first formulated(Dörnyei, 2013).

2. **The controlled practice principle:** While the overall purpose of language learning is to prepare the learners for meaningful communication, skill learning theory suggests that – similar to the training of musicians or athletes – it should also include controlled practice activities to promote the automatization of L2 skills. The purpose of this practice should be clearly explained to the learners and the content/format should be made as motivating as possible within the tasks’ inherent constraints(Dörnyei, 2009).

3. **The declarative input principle:** To provide jump starts for subsequent automatization, PCA should contain explicit initial input components. This declarative input can be offered in several ways, including the potential utilization of accelerated learning techniques and rote-learning(Dörnyei, 2009).

4. **The focus-on-form principle:** While maintaining an overall meaning-oriented approach, PCA should also pay attention to the formal/structural aspects of the L2 that determine accuracy and appropriateness at the linguistic, discourse and pragmatic levels. An important hallmark of good teaching is finding the optimal balance between meaning-based and form-focused activities in the dynamic classroom context(Dörnyei, 2009).

5. **The formulaic language principle:** PCA should include the teaching of formulaic language as a featured component. There should be sufficient awareness raising of the significance and pervasiveness of formulaic language in real-life communication, and selected phrases should be practiced and recycled intensively.

6. **The language exposure principle:** PCA should offer learners extensive exposure to large amounts of L2 input that can feed the learners' implicit learning mechanisms. In order to make the most of this exposure, learners should be given some explicit preparation in terms of pre-task activities (e.g. pre-reading/listening/watching tasks or explanations of some salient aspects of the material) to prime them for maximum intake (Dörnyei, 2009).

7. **The focused interaction principle:** PCA should offer learners ample opportunities to participate in genuine L2 interaction. For best effect, such communicative practice should always have a specific formal or functional focus, and should always be associated with target phrases to practice. In sum, the essence of the principled communicative approach that I am advocating is the creative integration of meaningful communication with relevant declarative input and the automatization of both linguistic rules and lexical items. In instructed SLA, the more is not the merrier if it is not focused. (Dörnyei, 2009).

2.9 Language as a tool of Communication

Communicative approach is an approach that emphasizes on the use of language as a communication tool. In this approach, language is seen as something dealing with what to do (function) or meaning which can be expressed through the language. In other words, communicative approach refers to the nature of language that has a function of communication not only knowledge but also structure and vocabulary. In the implementation of communicative language teaching approach, there are four competencies including grammatical, sociolinguistic, discourse, and strategic competence. It is in accordance with (Abate, 2014) who suggested that there were four elements of communicative competence, i.e grammatical, discourse, pragmatic, and strategic competence. Grammatical competence is linguistic competence, which includes a mastery of language cues, an ability to recognize and use of the characteristics of vocabulary, morphology, syntax, and phonology, school of words and sentence formation. Sociolinguistic competence is interdisciplinary competence. People can use language properly, fairly and suitable for the social context of language usage. Discourse competence is related to the interpretation of discourse or language structures that is larger than topic sentences, paragraphs, chapters, books or appreciation of literary works. While the strategic competence is the ability to use language along with several strategies to avoid insufficiency of language knowledge of the speaker.

There are eight basic principles of the communicative approach, namely:

- (1) teaching of language was emphasized on language as a means of communication,
- (2) diversification was acknowledged and accepted as a part of language development,
- (3) students' competency was relative,
- (4) language variation was recognized as a model that was run continuously,
- (5) culture was recognized as an instrument that formed communicative competence, (6) there was no single method defined,
- (7) the use of language was recognized as an ideal service, which had textual and international functions, and
- (8) students loved the language that was used for various purposes (Abade, 2014, p.129).

Teachers need to understand the principles well in application of the communicative approach at the classroom situation. The usage level of the communicative approach is depended on the degree of application of these principles in classroom situation. Communicative approach emphasizes on communication in the learning process rather than mastery of linguistic forms. Teacher's role is to facilitate students in the communication process. While the students do a lot of practice. In addition to that, accuracy and fluency are used simultaneously. (Jin, 2008) showed that students developed communication while practicing the language competence. Thus, the

communicative approach in language teaching is aimed at establishing communication competencies, not merely shaping linguistic competence. Students were guided not only to be able to use the language in various contexts of communication but also to know about the language (Sehe et al.,2016). Communicative language teaching approach is to develop students' communication competencies which include the ability of interpreting linguistic forms which is explicitly or implicitly stated. (Sekiziyivu and Mugimu, 2015) said that communicative approach assumed two purposes, namely learning the language to learn it and to use it. Goal achievement is eventually to improve students' learning outcomes in Indonesian, but so far, it has not been studied carefully how different teaching Indonesian by implementing communicative approach to the improvement of students' achievements is. The fact in the field is considered that language teaching has not been conducted well. The study results of (Asmari, 2015) in Saudi Arabia revealed that teachers were confronted by various challenges related to teachers, students, education system, and communicative language teaching. Some problems were lack of communicative language training, accessing communicative language teaching, low-proficiency, lack of motivation among students, evaluation system to assess communicative competence of students. In addition, the communicative approach has not been performed utterly in Indonesian. The research results from (Norcarane, 1995, p. 48) suggested that learning Indonesian was still grammatical oriented. Some teachers claim that they use communicative approach, but their materials and techniques have not shown

it. When it is examined further, based on the Law No. 2 on National Education System, Indonesian language teaching in elementary schools does not solely make the literate output, but it should be provided with foundation to establish various abilities that determines the next success.

2.10 Classroom Activities for CLA

In CLA, classroom activities should be conducive to developing learners' communicative competence. (Littlewood, 1985) has divided the events into "pre communicative activities" and "communicative activities" (p. 86). He has asserted that classroom activities in CLA start with pre-communicative activities and finish with communicative activities. According to him, pre-communicative activities include different types of drills or question and answer practice. (Littlewood, 1985, p. 86) states that pre-communicative knowledge and skills can help the learner to communicate for meaning in communicative activities such as cued dialogues, role play, discussion, debate." According to (Richards 2006), a significant feature of communication in CLA is the concept of the "information gap (p. 18), this indicates the phenomena as in real communication; people usually interact with each other to receive the information they do not have. In CLA, "pair and group work" is emphasized because most of the activities are designed by teachers to carried out in "pairs or small groups" (Richards, 2006, p. 20). Through pair and group work, learners can learn to hear the language used by other participants of the group and

get the chance to generate a higher amount of communication. Moreover, pair and group work have the potential to increase learners' motivational levels.

Unlike the traditional teaching methods, such as GTM, which adopted traditional techniques related to translation, rote learning, and grammar, the main characteristic of CLA, as indicated by (Larsen-Freeman, 1986), is "almost everything that done with communicative intent." Communicative activities, such as games and roleplay, are designed to promote appropriate communication and develop learners' (Brown 2014, Richards and Rodgers 2014). (Savignon, 2006) also argues that learners are required to negotiate meaning to achieve the desired competence. According to (Knight 2001), "the learner can communicate successfully in the target language in real situations, rather than have a conscious understanding of the rules governing that language." Another distinctive feature is that it enhances learners' motivation to learn a language, and the CLA approach encourages the learning of English through the use of authentic and real-world materials (Littlewood 1985). To practice a language effectively, different means used as teaching aids, such as communication games, problem-solving, and activity cards. (Richards and Rodgers, 2001) identified three different types of materials, including text-based materials, task-based materials, and realia. Thus, teachers offer the learners of CLA opportunities to interact and communicate genuinely, which enables them to understand a language as it used by fluent speakers (Canale and Swain, 1980). This technique contrasts with traditional language learning methods, such as GTM. Learners acquire a language

by interacting with others. Hence, students should perform communicative activities in small groups to maximize their language 52 practices. However, this dimension of CLA can be challenging to implement in large classes with high numbers of students as it is challenging to meet all of the students' needs (Ju, 2013). What characterizes CLA is also its label as a learner-centered approach, which alters both the teachers' and students' roles. In CLA, the teacher-centered learning process on the learners, who "are seen as being able to assume a more active and participatory role than is usual in traditional approaches" (Tudor 1993:22). Students play a more responsible role during the learning process, by taking part and making sense of what they are learning. To develop and enhance this active student role, students should be given a high level of tolerance and comfort, which consequently requires teachers to change their positions and adopt more active and facilitative roles. As (Ahmed and Rao, 2013) point out, teachers abandoned lecture notes and PowerPoint presentations for a more energetic, engaging, collaborative style of teaching". Thus, this kind of stimulating environment encourages students to participate freely in class without being concerned about making mistakes.

2.11 The Role of the Teacher in CLA

The teacher plays an important role in CLA. (Richards, 2006) stated that, "the role of the teacher in CLA is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the

language and to reflect on language use and language learning” (p. 23). (Richards and Rodgers, 1986) described teacher roles in the following terms: The teacher has two main roles: the first role is to facilitate the communication between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. (p. 77). According to (Richards and Rodgers, 1986) other roles assumed for teachers in CLA are “needs analyst, counselor, and group process manager” (p. 77). The CLA teacher should know how to determine and respond to learners’ language needs. As a counselor, a CLA teacher is expected to assist learners to communicate effectively by giving advice, feedback, and motivation. Moreover, CLA teachers should know how to organize the classroom as a setting for communication and communicative activities. The teacher’s role in CLA is “less dominant” than in a teacher-centered method (Larsen-Freeman, 2000, p. 129). According to (Ahmed, 2014) a teacher in CLA plays the role of the guide, and not an “all-knowing knowledge provider” (p. 3). Therefore, the roles of the teacher in CLA are different from the traditional roles of a language teacher and these are one of the most crucial factors in the successful implementation of CLA in any context.

2.12 The Role of the Learners in CLA

Learners in CLA have many important roles to play as well. (Richards, 2006) has stated, “Learners in CLA develop their own routes to language learning, progress at different

rates, and have different needs and motivation for language learning” (p. 23). According to (Richards and Rodgers, 1986)CLA emphasizes the process of communication which leads to “different roles for learners from those found in more traditional second language classrooms” (p. 77). (Richards and Rodgers, 1986) described the learner’s role within CLA in the following terms: The role of learners as negotiator emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (p. 77) According to (Larsen, 2000)learners in CLA are “communicators” (p. 129). She has said that learners in CLA are “more responsible managers” of their own learning (p. 129). Similarly, (Richards, 2006) has said that learners in CLA re expected to take “greater degree of responsibility” for their own learning (p. 5). So, the learners themselves are responsible for conducting the interaction among them. Learners, in CLA, should always take the opportunity to share their ideas and opinions. According to (Richards, 2006), in CLA, learner first, learning second. It indicates that learners’ engagement is a priority in CLA. If learners in a language classroom are not engaged, learning does not take place. Therefore, learners are not mere passive listeners; rather, they are active participants in a CLA classroom situation.

In this section covered the important aspects that shaped a foundation to the study with the introduction and definition of some key concepts, some of which can be quite ambiguous even among scholars. One such concept is the concept of attitudes.

2.13 Students' Attitudes

The concept of attitudes is a fairly complicated one, and it is often defined and measured in varying ways within different disciplines. The concept is ambiguous in everyday language use and there does not appear to be an inclusive, widely accepted definition. To better understand the concept, I will first briefly explain three historical definitions introduced by (Garrett, 2010, PP. 19-20). (Thurstone, 1931) defined attitudes as a response for or against an object of psychological nature. Thurstone's early definition had an emphasis on having an emotional reaction to something. Two decades later (Allport, 1954) stated that attitudes mean learned inclinations to react with particular thoughts, feelings and behavior when encountering specific people or objects. This definition included the idea that attitudes do not only influence the way a person feels, but their thoughts and actions as well. Moreover, Allport definition was significant in that it suggested that attitudes are learned, as opposed to Thurstone, whose definition did not say anything as to how attitudes are formed. This definition by Allport put emphasis on the upbringing of individuals in the development of attitudes. (Garrett,2010, p.20) defined the concept as a disposition to respond to a class of objects in a way that can be

either favorable or unfavorable, or something in between. Sarnoff's description added to the previous definitions that attitudes can be either positive or negative, ranging on a spectrum between two extremes. It also increased emphasis on attitudes concerning entire categories and not only specific individuals or items. More recently (Ester et al., 2006, p.8) have defined attitudes as "beliefs about specific objects or situations." They add that attitudes can be positive or negative, and depend on a person's values. In my opinion this definition seems to omit the much earlier idea from (Allport, 1954, as cited by Garrett 2010:19), of where and how attitudes show: Allport argued that attitudes influence both feelings and thoughts, as well as perhaps most importantly behavior. Another more recent definition by (Smith, 2005, p. 106) does include Allport's argument, as Smith states that attitudes are evaluative dispositions, usually influencing the thinking, feelings and actions of a person. (Smith,2005, p.107) also broadens this definition, arguing that essentially attitudes mean "standing in relation to other beings." In other words, attitudes require encountering an object and having a relation to it (Smith, 2005, p.107) also argues that if an object has no relevance, there is no need for an evaluative disposition – a person cannot have an attitude toward something that is in no way significant to them. While it is certainly inclusive, Smith's broadening of the definition seems slightly vague without much explanation of what is meant. In this study the concept of attitudes is understood through a combination of (Ester et al., 2006, p. 8) definition and (Smith's, 2005, p.107) definition, both influenced heavily by the three historically significant definitions

examined at the start of the section. Attitudes are considered in this study to be views and opinions concerning particular types of objects or situations, as stated by (Ester et al., 2006,p.8), while they can also be beliefs about people, According to (Garrett 2010,p. 19) attitudes are by nature evaluative, and they influence a person's thoughts, emotions and behavior, as described by (Smith, 2005,p.107). Furthermore, the object of an attitude has to have some kind of relevance or significance to validate the existence of attitudes toward them (Smith 2005, p. 107).

In this subsection explained what is understood with the concept in this study with regard to communicative activities in the classroom, and examine the difference between task and exercise more closely.

(Long, 1985, p.89) defines task broadly as “an activity done for personal reasons or to please others, with the motivation being either the result of the task or some kind of compensation”. That is to say, doing the dishes, picking up trash on the street and going to work are all tasks. Long's definition has been criticized for being non-linguistic, since it takes advantage of examples that require no language use (Nunan, 1992). (Ellis, and Shintani2014) agrees with the previous sentiment, arguing that since the main aim of foreign language teaching is for learners to gain competence in language use, it is counterproductive to demonstrate task with activities that require no language use. (Ellis, and Shintani2014) goes on to state that tasks most importantly involve conveying meanings. This supports (Nunan's 1992) argument that tasks in classrooms require

comprehension, manipulation, production or interaction in the target language while learners are primarily focused on meaning. While there is an objective in tasks, there is no predetermined answer. Therefore, the defining characteristics of tasks as introduced by (Bygate et al., 2001) are the use of target language to reach an objective and a focus on meaning rather than form in the use of the target language. Tasks are similar activities to ones that learners might encounter in real life, such as negotiating meanings and problem-solving. To make a distinction between task and exercise, (Ellis and Shintani, 2014) suggests that while tasks require focus on conveying meanings, exercises are focused on form. Furthermore, (Ellis and Shintani 2014) argues, that tasks and exercises are different in the kind of meaning that is involved. He explains that tasks are focused on pragmatic meaning, i.e. the context of language use, whereas exercises are concerned with semantic meaning, i.e. what certain linguistic forms convey regardless of context. According to (Widdowson, 1998) the key difference is that a task aims at developing language skills, whereas an exercise has language skills as a prerequisite, and therefore in exercises there is a predetermined correct answer required from the learners. A typical exercise would therefore be a fill-in-the-gap textbook activity.

2.14 Language Fluency

An essential concept in CLA, and any discussion of communication and interaction, is fluency. Usually speaking happens quite spontaneously and there is little time for

consideration. When reading or writing one can spend as much time as needed to understand or properly formulate each sentence. In oral interaction, however, one has to constantly plan their speech in real time, in addition to trying to understand what others are saying in real time. Of course, spoken communication and written communication are different to a large degree in e.g. the types of assistance that is available. In written communication one might typically use dictionaries etc., whereas in spoken communication help is often offered by other people. The problem with stopping to hesitate and consider, and interruptions to the interaction is that they take away from the fluency of communication, interfering with its efficiency. On the other hand, speaking too fast and carelessly can lead to incomprehensible structures and interfere with the efficiency of communication anyway. Thus, there is a debate to be had in foreign language teaching of whether the focus of oral skills should be on fluency or grammatical accuracy (Folse 2006 and Bygate 2001). Although fluency is sometimes viewed simply as the pace at which a foreign language speaker is able to generate language, (Thornbury, 2005, p.6-8) asserts that the concept is not quite that simple, detailing additional elements of fluency. He explains that pauses in particular are a crucial factor for fluency, since both their frequency and placing, as well as how they are filled all play a part in the perception of a speaker's fluency. Thus, a fluent speaker would in general avoid excessive pausing, position them in natural places and fill them with filler sounds, such as umm and ah, or filler words, such as you know, like and basically. There are some basic

principles in how fluency in a foreign language can be practiced (Nation and Newton 2009). Importantly, when working on fluency, the subject of discussion needs to be familiar to drive the communication forward, and linguistic resources that are required in the tasks, such as vocabulary and structures, need to be well enough known to the learners that they do not stumble due to morphological or syntactic inadequacies. Furthermore, activities where fluency is practiced should be focused on meaning, as emphasized in the methodologies of CLA and TBT. There should be a reason for the learners to attempt to succeed in the communication and focus on what they are trying to achieve with language, rather than what they are saying. It is often also helpful to put some type of stress on the learners to try to interact with each other at a faster pace than they are used to, such as a time limit.

2.15 Language skills

Although it is quite difficult, and oftentimes not very sensible, to differentiate between different skills in authentic language use, language teaching has traditionally focused on four separate skills of language use: reading and listening comprehension along with written and spoken production. In modern language teaching a fifth skill, grammarian is sometimes added, which means the skills to make use of appropriate grammar structures in a meaningful and accurate way. As grammar is certainly a crucial part of foreign language teaching, it will be considered a language skill in the present study. In addition,

other types of skills will also be included, specifically vocabulary, cultural skills, communication strategies and pronunciation, as these can be seen as essential parts of learning and teaching foreign languages, while none of the four traditional skills properly describe these aspects.

Vocabulary is an area of language teaching that, although not traditionally included in the four skills, is usually taught and moreover tested as a separate entity. This is the case even more so with regard to pronunciation, which is often included as a completely separate area in coursebooks. Understanding of the target culture is also viewed in this study as a separate language skill, because, as (Byram, 1997) argues, language used in a context always includes and is directed by cultural and social rules. The ninth and final language skill as perceived in this study is communication strategies, which is included as it is an important part of (Canale and Swain, 1980) model of communicative competence, discussed in more detail in section 3.1 of this study. While other parts of Canale and Swain model are adequately included in the skills mentioned above, communication strategies, or strategic competence, as in Canale and Swain model, cannot properly be placed in any previous category of skills. In the present study communication strategies are understood as the verbal and nonverbal methods that language speakers use to compensate for inadequate skills with regard to e.g. grammar.

2.16 Difficulties in Implementing CLT in the EFL Classroom

EFL learners encounter many obstacles that prevent them from improving their speaking skills in the Saudi context. First, students may lack opportunities that allow them to practice oral communication with each other (Wajid & Saleem, 2017). One teacher suggested that she was unable to use CLT activities in the classroom because these activities help students acquire proficiency instead of practicing grammar and sentence structure (Richards & Rodgers, 2001). Second, students in Saudi universities are used to memorizing paragraphs and textbook exercises when they prepare for their tests. Such practices hinder the improvement of their speaking proficiency (Alwazir & Shukri, 2016).

Third, some EFL students have had bad experiences when trying to learn the English language because of a lack of effective implementation of learning strategies and activities in the classroom. These bad experiences often lead them to form negative viewpoints about the possibility of learning the English language which take a lot of time to overcome (Alwazir & Shukri, 2016). Many research studies have concluded that teaching and learning English in the Arab context was not successfully implemented (Rababah, 2003; Al-Jarf, 2008). Similarly, Al-Hazmi (2006) claimed that teaching English in the Arab context is based on “a traditional, top-down, textbook-oriented, teacher-led methodology” (p. 38). Fourth, teachers face a tiring task in making Saudi

learners practice English efficiently as those learners have limited exposure to and understanding of the target language. Saudi learners encounter difficulties in acquiring speaking and writing skills since they communicate in Arabic everywhere (Khan, 2013). Fifth, Shumin (2002) found that Saudi learners of English hesitate to speak English due to their lack of exposure to real-life situations. Such situations would allow them to use the target language for communication and voicing their opinions.

In addition, Alwazir and Shukri (2016) asserted that students can improve vocabulary learning and grammar mastery through relying on memorization, although they may face other difficulties in acquiring the English language. Until recently, EFL students have been considered passive learners when it comes to acquiring the target language in the classroom. Moreover, their participation in the classroom has often been limited to one or two sentences as a response to their teacher's questions (Jamjoom, 2009). Owing to social and psychological reasons, students feel stressed and nervous to speak English in the classroom, which tends to make them opt for silence (Koran, 2015). To put it simply, EFL students are neglected in speaking sessions when they feel too shy or nervous to speak in front of their classmates. Moreover, teachers may not have enough time to motivate them to speak. Finally, traditional teaching methods create dull and anxious educational environments where students become demotivated; consequently, they lack any spirit of innovation or critical thinking (Alharbi, 2015).

2.17 Usefulness of CLT

CLT is affirmed to be the most used and well-known approach to help students communicate effectively (Larsen-Freeman, 2000). It is an approach with many distinctive characteristics. Richards and Rogers (2001) argued that one of these distinctive attributes is that the teaching process is learner-centred and experience-based. Moreover, Richards (2006) asserted that CLT has several unique features, such as making genuine communication the target of learning English as well as giving students opportunities to reflect upon their experiences and what they know (Richards, 2006). Through CLT, students enhance fluency and accuracy, use the four skills interchangeably since they exist together in the real world, and generate and discover grammatical rules. CLT deals with learning the English language as an ongoing process that focuses on learning from trial-and-error practices that result in facilitating the learning process (Richards, 2006). There are many advantages to involving students in pair and group work activities (Richards, 2006). One of the advantages is that students learn the target language through listening to other members in group activities. Students learn more vocabulary items and grammatical patterns and enjoy increased motivation levels in group or pair work activities rather than in a teacher-centred classroom (Richards, 2006). Brown (1993) pointed out that it is more important to learn to speak the target language fluently and to be understood by others than to learn grammar and sentence structure. Moreover, CLT is significant in highlighting the importance of not correcting students' oral mistakes while

they are speaking since trial-and-error practice is a part of the development of their speaking ability. Therefore, it is better to keep students' errors in mind during the activity and then point them out after the activity finishes (Brown, 1993). Teachers need to implement CLT activities in the classroom to increase students' interest and class participation, thereby improving their performance (Uzoma & Ibrahim, 2018); in contrast, teacher-centred classrooms need to become less common. In sum, more promotion of CLT implementation in the classroom is needed (Uzoma & Ibrahim, 2018).

2.18 CLT Activities in the EFL Classroom

Communicative activities are important to stimulate students' communication with each other in the English class, and these activities should be ranged from easy to more complex based on the level of the students. Moreover, teachers should provide their students with constant scaffolding and feedback for each activity they are involved in (Banciu&Jireghie, 2012). Oradee (2012) asserted that such communicative activities include information gaps, jigsaw activities, problem-solving, and role-playing, all of which can improve students' speaking skills. Hedge (2008) suggested that free discussion and role-playing are better for enhancing students' oral production. In light of the above, the following three paragraphs discuss the main communicative activities which will be used in the current study.

2.19 Previous Studies

Many researchers and language specialists investigated the usage of communicative Language Teaching techniques and related studies to develop the communicative proficiency of students. Communicative Competence is a concept commenced by (Hymes, 1972). Hymes defined that the “communicative competence” is what a speaker needs to know in order to communicate in a speech community. Communicative Language Teaching is a best method of transforming learners into the environment of target language. (Littlewood, 2007) claimed, CLA advocates teaching practices that develop communicative competence in authentic contexts. (Larsen-Freeman, 2000) explains the theories and practices of CLA have faced various challenges in the ESL. (Littlewood, 2007) explains Communicative Language Approach can be understood as a simple set of principles about the goals of language teaching, how learners learn a language, kinds of classroom activities which best facilitate learning, and the roles of teacher and learners in the classroom. (Littlewood, 2007) examined, in many South Asian countries including Sri Lanka, the implementation of CLA methodology encounters many problems as CLA clashes with the native cultural environment of learning and certain other factors. The above researches are based on CLA and its implementation.

(Ahmad and Rao, 2012; Ju, 2013) have identified several factors that hinder the successful implementation of CLA in China. (Ahmad and Rao, 2012) presented that it

was not feasible to adopt CLA because China has its special characteristics. These characteristics included the teachers' inability to teach communicatively and the pressure of grammar focused examination system. Again, (Ju, 2013) stated, "The application of CLA encounters difficulties because of large population; English teaching in China always takes a form of big classes with more students" (p. 1581). According to him it is not possible for English teachers to analyze each learner's need and help accordingly. Therefore, in China, English teachers are facing difficulties in implementing CLA in their classes.

(Mowlaie and Rahimi, 2010) attempted to discover the disparity between the attitudes of English language teachers in one language school in Iran towards the tenets of CLA and their classroom practice. They conducted the study with 100 EFL teachers who were teaching English in different branches of one of the well-known language schools in Tehran, Iran. The results have showed that their classroom practice is not in harmony with their attitude. The researchers have found that the main reason lies in the lack of enough training opportunities on CLA for the teachers. (Vaezi and Abbaspour, 2014) also have examined teachers' perceptions of CLA in Iran by administering an attitude questionnaire. He found that the teachers favor group work activities; however, they cannot organize group work activities in their classes. The researchers have pointed that the discrepancy among the teachers' perception and practice is due to their cultural background in the context of Iran. CLA in (Vietnam,2007) has conducted a research on

the effectiveness of CLA in Vietnam. The three teachers of his study were teaching English at a university in Vietnam and all of them highlighted the potential usefulness of CLA. The results have showed that the teachers wanted to implement CLA in their classes. However, they experienced some challenges in implementing the “common CLA techniques such as pair work and group work” (p. 198). Therefore, they have talked about the need to “adapt rather than imply adopt CLA” in (Vietnam, 2007) has found that one of the main problems in using CLA in Vietnam was that teachers were dependent on the inherent traditional practices.

(Chang and Goswami, 2011) have attempted to find out the factors that hinder the implementation of CLA “in Taiwanese college English classes” (p. 3). The researchers conducted interviews with “eight teachers from two universities in southern Taiwan that integrate CLA into English curriculum” (p. 5). The interviewees viewed “inadequate teacher training” as a factor that failed to assist them in implementing CLA (p. 8). They also reported that students’ resistance to class participation was one of the main barriers they faced in implementing CLA in their classrooms. Besides, the participants stated that “test-oriented teaching” had been one of the constraints in practicing CLA (p. 9). Moreover, they referred to large classes as another obstacle to practicing CLA. In addition, the interviewees identified limited teaching hours as a challenge to apply CLA in the English class in the context of Taiwan.

Chapter Three

Research Methodology

Chapter Three

Research Methodology

This chapter contains the research methodology pursued in the data collection and analysis. The section also discusses the research design adopted by the researcher, the target population, and sampling techniques used to select the samples. The chapter covers data collection procedures and data collection techniques used in this study. A questionnaire is a useful tool for data collection in this study. The reliability and validity of this questionnaire had presented comprehensively. Moreover, the chapter presents data analysis methods adopted for the study. Finally, the section describes the research variables and summary of the part.

3.2 Research Methodology

The current study adopted a descriptive research design. According to (Burns and Grove 2003, p.201), descriptive research designed to provide a picture of a situation as it naturally happens. Moreover, (Copper and Schindler) define research design as the blueprint for the research process. It explains precisely how the study conducted in technical terms, and it elaborates on how the researcher will perform sample selection, data collection instrument that used, and research procedures, among other specified tasks. Whereas, (Cox and Haddrd,2010) define research design as clearly identified structures within which a research study implemented. This study employed a descriptive

research method, which used direct explanation, analysis, and description of a particular phenomenon without the

interference of the researcher (Copper and Schindler,2014). This method enabled the researcher to identify and describe the characteristics of the study population and their relationships.

3.3Data Collection Instrument

(Copper and Schindler, 2014) define primary data as the original search where data collected is designed specifically to answer the research questions. According to (Brown, 2014) “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing solutions. Furthermore, (Brown 2014) states that the questionnaire is one of the most common methods of data collection in quantitative research. Sampling is very popular since they are easy to construct, extremely versatile, capable of gathering a large amount of information quickly in such a readily processable way. Therefore, the researcher used questionnaires to collect primary data. The survey divided into two sections. The first section captured the demographics of the research participants. The second sections consist of statements to elicit responses from the participants regarding The Effectiveness of using a communicative approach in developing students’ speaking skills at secondary school level from teachers’ perceptions.

3.4 Questionnaire Validity and Reliability

3.4.1 Validity

A successful study should take cognizance of two significant factors, to ensure that there is no ambiguity in the interpretation of questions and answers and that inaccuracy in responses does not occur. These are the reliability and validity of data and methods used (Saunders et al., 2009). Moreover, (Hamed 2016) mentioned that validity means measures that intended to be measured. Validity refers to how well an idea “fits” with actual reality. That is to what extent the study objective is measured as it intended to be (Neumann, 2012).

To sum up, all social researchers want their measures to be reliable and valid (ibid). According to Yin (1994), four logical tests needed to judge the quality of any given research design. The researcher applies the techniques of measuring the questionnaire validity. To ensure that the constructed survey questionnaire is suitable to collect the required data that contribute to the achievement of this research objective. The questionnaire instrument validity aims to explain how well the collected information covers the actual area of investigation.

Table 3.1. Questionnaire validity by method of Pearson correlation:

Constructs	Items	Pearson Correlation	Items	Pearson Correlation
The relationship between teachers' attitudes and effective usage of communicative approach	X1	0.58**	X5	0.73**
	X2	0.76**	X6	0.71**
	X3	0.85**	X7	0.54**
	X4	0.79**		
The effective factors that hinder teachers from using communicative approach to develop students speaking skills	Y1	0.67**	Y5	0.68**
	Y2	0.75**	Y6	0.68**
	Y3	0.63**	Y7	0.71**
	Y4	0.75**		
The communicative approach do develop students speaking skills	Z1	0.66**	Z4	0.73**
	Z2	0.68**	Z5	0.70**
	Z3	0.70**	Z6	0.76**

This table shows the results of the internal consistency (validity) of the questionnaire for each dimension. For the first dimension (The relationship between teachers' attitudes and practical usage of communicative approach), all Pearson correlation coefficients came in the range (0.54 – 0.85), which are positive, high, and statistically significant at level (0.01). For the second dimension (The practical factors that hinder teachers from using a communicative approach to develop students speaking skills), all Pearson correlation coefficients came in the range (0.63 – 0.75), which are positive, high, and statistically significant at level (0.01). For the third dimension (The communicative approach to develop students speaking skills), the coefficients came in the range (0.66 – 0.76), which

are positive, high, and statistically significant at level (0.01) thus, the questionnaire enjoys a high level of internal consistency within its dimensions.

3.4.2 Reliability

According to (Mahajan 2017), reliability refers to the stability of findings. In addition to that, a detailed assessment of reliability and validity involves the appraisal of methods used to collect data. Security refers to the degree of accuracy of the data collected. Safety means dependability or consistency. It means that the same thing repeated under very similar conditions (Neumann, 2012). The researcher is cautious in selecting the sample to ensure accessibility and reliability. The researcher carefully designs the questionnaire in understandable and straightforward language for easy comprehension by our respondents.

Table 3.2. Reliability test by Cronbach's Alpha method

Dimension	No of Items	Cronbach's Alpha
1. The relationship between teachers' attitudes and effective usage of communicative approach	7	0.829
2. The effective factors that hinder teachers from using communicative approach to develop students speaking skills	7	0.807
3. The communicative approach to develop students speaking skills	6	0.793
Total questionnaire	20	0.887

The previous table shows the results of reliability by Cronbach's Alpha method. It shows that the values of Cronbach's Alpha for the first dimension is (0.829), and for the second dimension is (0.807), and for the third dimension is (0.793). The Cronbach's Alpha for

the total questionnaire is (0.887). It is found that all the values of Cronbach's Alpha are big (>0.70) (George and Mallery (2003)), so, these make the researcher satisfied with the reliability of the questionnaire.

3.5 Population and Sampling

3.5.1 Population

(Parahoo, 2006, p.258) defines the population as “the total number of units from which data can potentially be collected”. Also, (Copper and Schindler,2014) define the population as the total collection of elements about which the researcher intended to make inferences. Therefore, the current study interested in making judgments about Sudanese secondary school teachers who teacher in Omdurman Locality.

3.5.2 Sampling

(Polit and Beck, 2010) mentioned that quantitative researchers should select the most significant sample likely, which represents the board population. Furthermore, (Mugenda and Mugenda, 2012) define sampling design as the framework of a guide that assists in determining how study samples identified from the study population. (Saunders 2009) defines sampling as procedures practiced by the researcher to pick a subgroup of community to participate in the investigation. The subset is carefully selected to be representative of the community as a whole with relevant characteristics. Each member is

referred to as a subject, a respondent. Thus, the researcher suggested using a sample size of 100 participants.

3.5.3 Sample and size

(Proctor **et al.**, 2010) define a sample as “a proportion of a population.” Furthermore, Proctor claims that, in quantitative research, the researcher should calculate the size of the sample at the design stage. According to (OECD 2012), the sampling technique is the specific process through which the researcher selects the entities of the example. This study employed a simple random sampling technique to pick the study sample. (Mugenda **et al.**, 2012) define the random sampling technique as a method that gives elements through which a study population an equal chance of being sampled. A sample size comprises a group of respondents, consisting of part of the target population carefully selected to represent that population (Cooper and Schindler (2014). The sample consists of 100 Sudanese secondary school English Language teachers in Omdurman Locality, and the following table shows their demographic characteristics.

Table 3.3 Frequency distribution of participants according to demographic characteristics.

Variables	Categories	Frequency	Percent
Gender	<i>Male</i>	53	53.0%
	<i>Female</i>	47	47.0%
Age	<i>25 – 30</i>	7	7.0%
	<i>30 – 35</i>	12	12.0%
	<i>35 – 40</i>	27	27.0%
	<i>40-45</i>	28	28.0%
	<i>45-50</i>	19	19.0%
	<i>50 and more</i>	7	7.0%
Teaching Experience	<i>1 – 5 years</i>	16	16.0%
	<i>5 – 10 years</i>	26	26.0%
	<i>10 – 15 years</i>	27	27.0%
	<i>15 – 20 years</i>	22	22.0%
	<i>20 – 25 years</i>	9	9.0%
Total		100	100.0%

Table (3.3) shows frequency distribution of the participants according to their demographic characteristics, we find the following:

Regarding Gender; it is found that 53.0 % of the participants are male, while 47.0 % are female.

Regarding Age; it is found that 28.0 % of the participants in the age group (45-45 years), 27.0% in the age group (35-40 years), 19.0% in the age (45-50 years), 12.0% in the age (30-35 years), 7.0% in the age (25-30 years), and 7.0% in the age (50 and more).

Regarding Teaching Experience; it is found that 27.0% of the participants their teaching experience (10-15 years), 26.0% have (5-10) years of teaching experience, 22.0% have (15-20) years of teaching experience, 16.0% have (1-5) years of teaching experience, and 9.0% have (20-25) years of teaching experience.

3.6 Statistical Analysis

The data obtained from the surveys will be analyzed employing the software Statistical Package for Social Sciences (SPSS). (Mugenda et al., 2012) defines data analysis as a process of taking order, structure, and meaning to the mass of data collected in the research. The statistical procedures employed to analyze the data collected by the questionnaire include both the descriptive and inferential statistical methods. The descriptive-analytical method includes frequencies, percentages to describe the sample of the study according to demographic characteristics, in addition to that the mean values and standard deviations were employed to interpret the sample responses for each statement or item. However, the inferential statistics method Includes the correlation coefficient, and regression analysis is used by the researcher to test the research hypotheses. The researcher measured the reliability of the questionnaire by Cronbach's Alpha Coefficient test, and Person Correlation Coefficient is used to test the survey questionnaire validity. The findings of the study presented utilizing statistics and diagrams.

Table 4.2 Five-level Likert items

Agreement Level	weight	Score Interval
Strongly Disagree	1	1 – < 1.80
Disagree	2	1.80 – < 2.60
Not Sure	3	2.60 – < 3.40
Agree	4	3.40 – < 4.20
Strongly agree	5	4.20 – 5.0

The previous table of five-level Likert scale shows the weights for each level of agreement towards a statement subject to five-level Likert scale in addition to the weighted mean. “Likert scaling is a bipolar scaling method which is used to measure either positive or negative response toward a statement” (Ubersax, 2006).

Data Analysis Techniques

In this study, many statistical procedures and tests were employed to analyze the data which were collected by the questionnaire. These procedures and tests include:

- 1\ Cronbach's Alpha Coefficient to test the reliability of the questionnaire.
- 2\ Pearson Correlation Coefficient to test the internal consistency of the questionnaire.
- 3\ Frequencies and percentages to describe the sample according to their demographic characteristics.
- 4\ Means, standard deviations and non-parametric Chi-square to study sample opinion toward each statement.

5\ One-way analysis of variance (ANOVA) and independent samples t-test to test the differences between participants' opinion according to their demographic characteristics.

6\ Simple linear regression to study the relationship between (IVs) and (DV).

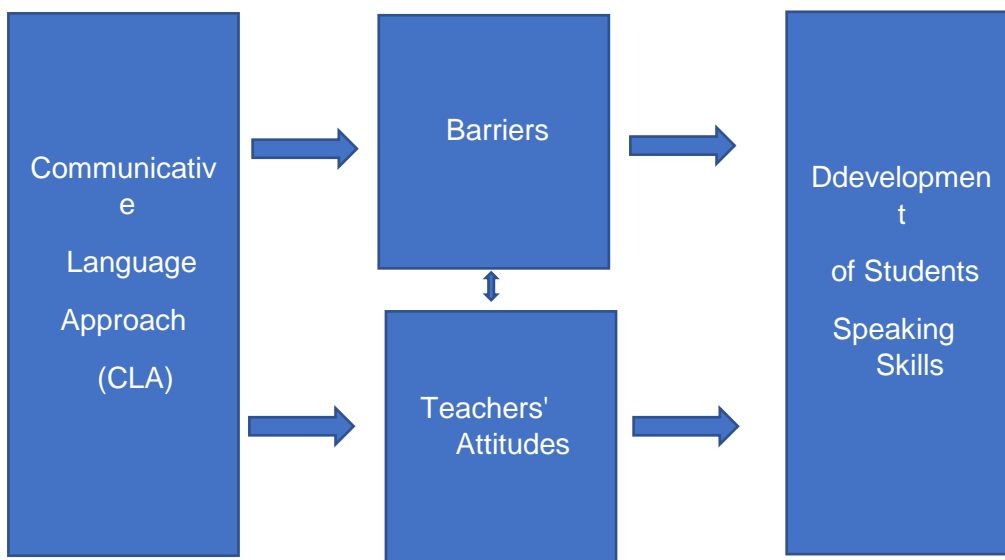
The software; Statistical Package for Social Sciences (SPSS) version (24) is used to analyze the data. P-values < 0.05 if considered significant.

3.7 Chapter Summary

This chapter has displayed the research methodology used for the study. The researcher used a descriptive research method to achieve the purpose of the study. The researcher was also able to classify the population as the entire Sudanese secondary school English language teachers who teach at Omdurman locality. The simple random sampling method has also implemented as the study sampling technique. Data collection conducted using a questionnaire. The research procedures included ethical considerations such as permission from participants to carry out the study, leading reliability, and validity. The researcher analyzed for descriptive and inferential statistics applying (SPSS). Lastly, the study findings were displayed using statistics and diagrams.

3.8. Research Model

This model below identifies the relationship between dependent variable and independent variables used in this study.



Research Model (Researcher own design,2020)

Chapter Four

Data Analysis and Results' Interpretation

Chapter Four

Data Analysis and Results' Interpretation

4.1 Introduction.

This chapter presents the results reached from data after conducting the statistical analysis, in addition to the discussion of these results to achieve study objectives and to answer research questions and to test research hypotheses. Some statistical processes and tests were used.

4.2 Answering Research Questions and Test of Hypotheses.

In this part, the researcher tries to analyze the items of each dimension by calculating means, standard deviations and chi-square test to answer research questions, in addition to independent samples t-test, one-way analysis of variance (ANOVA, and simple linear regression to test research hypotheses.

Question 1. What is the relationship between teachers' attitudes and effective usage of communicative approach?

To answer this question, the researcher used mean, standard deviation and chi-square test for the statement on the first dimension – as shown in the following table.

Table 4.1 The relationship between teachers' attitudes and effective usage of communicative approach.

Statements	Mean	STD	Rank	Chi-square	p-value	Level
1. I think using CLA in my classroom helps my whole teaching process.	4.56	0.74	1	105.5	0.000	Strongly Agree
2. Using CLA helps in building strong relationship between me and my students	4.41	0.74	6	70.4	0.000	Strongly Agree
3. Using CLA in my classroom helps me share ideas and, opinions with my learners	4.49	0.69	2	85.8	0.000	Strongly Agree
4. Using CLA in my classroom helps me brainstorming ideas about different topics.	4.40	0.71	7	122.2	0.000	Strongly Agree
5. Using CLA in my classroom will help me to communicate effectively with my students inside and outside the classroom	4.45	0.73	5	124.8	0.000	Strongly Agree
6. I think using CLA in my classroom makes me more creative.	4.46	0.70	4	80.2	0.000	Strongly Agree
7. I believe using CLA is only wasting students' time.	4.48	0.84	3	144.8	0.000	Strongly Agree
Total	4.46	0.74				Strongly Agree

Table No. 4.1 shows the mean, standard deviation and non-parametric chi-square test for goodness of fit of the answers of each statement in the first dimension: The relationship between teachers' attitudes and effective usage of communicative approach.

The mean of the whole dimension which is (4.46) lies in the range (4.20 – 5.0) – according to Five-Likert scale. Moreover, the results of chi-square test show significant difference for each statement at level (0.01) which indicates that the majority of participants strongly agree to the statements of the first dimension, i.e. the majority of participants strongly agree that there is relationship between teachers' attitudes and effective usage of communicative approach – in general.

According to the mean value of each statement, the statements have been reordering in descending order from the highest mean to the lowest, so we find that the statement (1. I think using CLA in my classroom helps my whole teaching process) came in the first order with the highest mean (4.56) and level of response (Strongly Agree), then the statement (3. Using CLA in my classroom helps me share ideas and, opinions with my learners) came in the second order with mean (4.49) and level of response (Strongly Agree), then the statement (7. I believe using CLA is only wasting students' time) came in the third order with mean (4.48) and level of response (Strongly Agree), then the statement (6. I think using CLA in my classroom makes me more creative) came in the fourth order with mean (4.46) and level of response (Strongly Agree), then the statement (5. Using CLA in my classroom will help me to communicate effectively with my

students inside and outside the classroom) came in the fifth order with mean (4.45) and level of response (Strongly Agree), then the statement (2. Using CLA helps in building strong relationship between me and my students) came in the sixth order with mean (4.41) and level of response (Strongly Agree), then the statement (4. Using CLA in my classroom helps me brainstorming ideas about different topics) came in the seventh order with mean (4.40) and level of response (Strongly Agree).

Question 2. What are the effective factors that hinder teachers from using communicative approach to develop students speaking skills?

To answer this question, the researcher used mean, standard deviation and chi-square test for the statement on the second dimension – as shown in the following table.

Table 4.2 The effective factors that hinder teachers from using communicative approach to develop students speaking skills.

Statements	Mean	STD	Ran k	Chi- square	p- value	Level
1. Lack of authentic materials hinder the use of CLA in my classroom.	4.39	1.02	1	132.7	0.000	Strongly agree
2. Classroom size makes using CLA in my classroom more difficult.	4.30	0.95	2	104.3	0.000	Strongly agree
3. Insufficient speaking tasks in the curriculum deprives me from using CLA in my teaching process.	3.95	1.01	6	60.7	0.000	Agree
4. Centralized grammar-based exams are at odds with the use of CLA in my class.	4.14	0.91	4	79.9	0.000	Agree
5. Developing CLA material for communicative classes needs more time.	3.98	1.05	5	66.7	0.000	Agree
6. Students' prior knowledge hinder using CLA in my classroom	3.79	1.27	7	40.5	0.000	Agree
7. Inadequate training in CLA is a key barrier of using it in my classroom	4.23	0.63	3	80.7	0.000	Strongly agree
Total	4.11	0.98				Agree

Table No. 4.2 shows the mean, standard deviation and non-parametric chi-square test for goodness of fit of the answers of each statement in the second dimension: The effective factors that hinder teachers from using communicative approach to develop students speaking skills.

The mean of the whole dimension which is (4.11) lies in the range (3.40 –< 4.20) – according to Five-Likert scale. Moreover, the results of chi-square test show significant difference for each statement at level (0.01) which indicates that the majority of participants agree to the statements of the second dimension, i.e. the majority of participants agree that there are effective factors that hinder teachers from using communicative approach to develop students speaking skills – in general.

According to the mean value of each statement, the statements have been reordering in descending order from the highest mean to the lowest, so we find that the statement (1. Lack of authentic materials hinder the use of CLA in my classroom) came firstly with the highest mean (4.39) and level of response (Strongly agree), then the statement (2. Classroom size makes using CLA in my classroom more difficult) came in the second order with mean (4.30) and level of response (Strongly agree), then the statement (7. Inadequate training in CLA is a key barrier of using it in my classroom) came in the third order with mean (4.23) and level of response (Strongly agree), then the statement (4. Centralized grammar-based exams are at odds with the use of CLA in my class) came in the fourth order with mean (4.14) and level of response (Agree), then the statement (5.

Developing CLA material for communicative classes needs more time) came in the fifth order with mean (3.98) and level of response (Agree), then the statement (3. Insufficient speaking tasks in the curriculum deprives me from using CLA in my teaching process) came in the sixth order with mean (3.95) and level of response (Agree), then the statement (6. Students' prior knowledge hinder using CLA in my classroom) came in the seventh order with mean (3.79) and level of response (Agree).

Question 3. To what extents does the communicative approach develop students speaking skills?

To answer this question, the researcher used mean, standard deviation and chi-square test for the statement on the third dimension – as shown in the following table.

Table 4.3 The communicative approach do develop students speaking skills.

Statements	Mean	STD	Rank	Chi-square	p-value	Level
1. Using CLA enhances students speaking skills	4.53	0.73	1	144.8	0.000	Strongly agree
2. I think using CLA motivates my students to speak fluently inside and outside the classroom.	4.37	0.75	4	64.9	0.000	Strongly agree
3. Students' low motivation for communicative competence makes the use of CLA in my classroom a more challenging task.	4.25	0.70	6	123.5	0.000	Strongly agree
4. I think using CLA motivates my student to speak accurately inside and outside the classroom.	4.47	0.72	2	129.9	0.000	Strongly agree
5. Using CLA encourages me to spend more time on pair work rather than on explicit grammatical rule	4.35	0.83	5	105.7	0.000	Strongly agree
6. I think using CLA allows my use target language in students to the classroom	4.43	0.62	3	92.5	0.000	Strongly agree
Total	4.40	0.73				Strongly Agree

The previous Table No. 4.3 shows the mean, standard deviation and non-parametric chi-square test for goodness of fit of the answers of each statement in the third dimension: The communicative approach to develop students speaking skills.

The mean of the whole dimension which is (4.40) lies in the range (4.20 – 5.0) – according to Five-Likert scale. Moreover, the results of chi-square test show significant difference for each statement at level (0.01) which indicates that the majority of participants strongly agree to the statements of the third dimension, i.e. the majority of participants strongly agree that the communicative approach do develop students speaking skills – in general.

According to the mean value of each statement, the statements have been reordering in descending order from the highest mean to the lowest, so we find that the statement (1. Using CLA enhances students speaking skills) came in the first order with the highest mean (4.53) and level of response (Strongly agree), then the statement (4. I think using CLA motivates my student to speak accurately inside and outside the classroom) came in the second order with mean (4.47) and level of response (Strongly agree), then the statement (6. I think using CLA allows my students to use target language in the classroom) came in the third order with mean (4.43) and level of response (Strongly agree), then the statement (2. I think using CLA motivates my students to speak fluently inside and outside the classroom) came in the fourth order with mean (4.37) and level of response (Strongly agree), then the statement (5. Using CLA encourages me to spend

more time on pair work rather than on explicit grammatical rule) came in the fifth order with mean (4.35) and level of response (Strongly agree), then the statement (3. Students' low motivation for communicative competence makes the use of CLA in my classroom a more challenging task) came in the sixth order with mean (4.25) and level of response (Strongly agree).

4.3 Test of Hypotheses

1\ Teacher attitudes towards effective usage of communicative approach positively affects student motivation to improve speaking skills.

To test this hypothesis, simple linear regression was employed to study the relationship between Teacher attitudes towards effective usage of communicative approach (Independent Variable) and student motivation to improve speaking skills (Dependent Variable), and the results are as follows:

Table 4.4 Regression analysis of the effect of Teacher attitudes towards effective usage of communicative approach on students' motivation to improve speaking skills.

Effect	R	R ²	F	B	P-value	Decision
The effect of Teacher attitudes towards effective usage of communicative approach on students' motivation to improve speaking skills	0.775	0.601	147.7	0.765	0.000	Supported

Table 4.4 shows the results of regression analysis for the relationship between Teacher attitudes towards effective usage of communicative approach and students' motivation to improve speaking skills. The results showed the existence of the positive significant and high relationship between teacher attitudes towards effective usage of communicative approach and students' motivation to improve speaking skills ($R = 0.775$). The coefficient of determination ($R^2 = 0.601$) indicates that 60.1% of the variation in students' motivation to improve speaking skills can be explained and resorted to Teacher attitudes towards effective usage of communicative approach. The ($\beta = 0.765$) which indicates high positive effect for teacher attitudes towards effective usage of communicative approach on students' motivation to improve speaking skills, and this effect is statistically significant since ($F=147.7$ and $p\text{-value} = 0.000$) which demonstrates the significance of the effect and accordingly the significance of regression model.

From the above, it can be safely reach to accept the first hypothesis; Teacher attitudes towards effective usage of communicative approach positively affects student motivation to improve speaking skills.

2\ There is a relation between teachers' attitudes and effective use of communicative approach related to gender and teaching experience.

To investigate the differences in teachers' attitudes and effective use of communicative approach with regard to their demographic factors, one-way analysis of variance (ANOVA) and the independent samples T-test were used.

Table 4.5 The difference in teachers’ attitudes and effective use of communicative approach according to gender and teaching experience.

Variables	Categories	Mean	Standard deviation	Test used	Test value	p-value
Gender	Male	4.41	0.57	T-test	-1.094	0.277
	Female	4.53	0.46			
Years of Experience	1 – 5 years	4.27*	0.35	ANOVA	2.753	0.032*
	5 – 10 years	4.50	0.65			
	10 – 15 years	4.65*	0.37			
	15 – 20 years	4.27	0.54			
	20 – 45 years	4.67	0.47			

The previous table shows the results of independent samples t-test and one-way analysis of variance (ANOVA) for the difference in the attitudes and effective use of communicative approach according to gender and teaching experience, it is found the following:

Regarding gender, the result of t-test showed that the test value is ($T = -1.094$) with p-value (0.277) which is higher than (0.05). This means the difference is not statistically significant, hence, there is no statistically significant difference in teachers’ attitudes and effective use of communicative approach according to gender.

Regarding Years of Experience, the result ANOVA showed that the test value is (2.753) with p-value (0.032) which is less than (0.05) and it indicates statistical significance

difference, hence, there is a statistically significant difference in teachers' attitudes and effective use of communicative approach according to Years of Experience. The result of post-hock test LSD shows that the difference is reported between the two groups (1-5 years) and (10-15 years) – for favor of participant with (10-15 years) of experience with the higher mean, i.e. the participants with experience (10-15 years) have the highest attitudes and effective use of communicative approach than the other participants with experience (1-5 years).

Chapter Five

Findings discussions, Recommendations, and Suggestions for Future studies

Chapter Five

Findings discussion, Recommendations, and Suggestions for Further studies

5.1 Introduction

This chapter concludes the thesis by answering the research questions proposed at the beginning of the research. A discussion of research findings is summarized in this chapter as well. The proposed recommendations and conclusions are outlined from this study. Also, it provides a suggestion for future studies. The findings, conclusions are extracted from this study, and recommendations will provide significant input regarding the effectiveness of using a communicative approach in developing students' speaking skills at secondary school level from teachers' perceptions.

5.2 Discussion

This section presents a summary and a short discussion of the Findings of the research questions and hypothesis. It also attempts to explain and interpret the results in light of the reviewed literature. Based on data analysis in the previous chapter, as well as answering the research questions, and testing the research hypotheses, the study concluded with the following findings:

5.2.1. Discussion of the Findings of Question One: What is the relationship between teachers' attitudes and effective usage of communicative approach?

The majority of participants strongly agree that there is a positive relationship between teachers' attitudes and effective usage of the communicative approach. The mains

statements that gathered the highest level of response are: I think using CLA in my classroom helps my whole teaching process and using CLA in my class helps me share ideas and opinions with my learners. This means that most of the study participants assured that the use of CLT in the classrooms helped them to share the knowledge and facilitated their teaching process.

5.2.2 Discussion of the Findings of Question two: What are the effective factors that hinder teachers from using communicative approach do develop students speaking skills?

The majority of participants agree that there are effective factors that hinder teachers from using communicative approach to develop students speaking skills. The main statements which gathered their highest level of response are the following: Lack of authentic materials hinder the use of CLA in my and Classroom size makes using CLA in my classroom more difficult. This clearly shows that the most effective factors that hinder teachers from implementing CLT in their classes are lacking of authentic material and classroom size.

5.2.3 Discussion of the Findings of Question three: To what extents does the communicative approach develop students speaking skills?

The majority of participants strongly agree that the communicative approach to develop students speaking skills – in general, and the main statements which gathered their highest level of response:

- Using CLA enhances students speaking skills
- I think using CLA motivates my student to speak accurately inside and outside the classroom.

This result indicates that their participants of the study confirmed that using CLT in classroom enhanced their students speaking skill and motivated them to speak fluently.

5.3/1 Discussion of the Findings of Hypostasis one: which stated that “Teacher attitudes towards effective usage of communicative approach positively affects student motivation to improve speaking skills”.

The study revealed that there is a positive significant and high relationship between teacher attitudes towards effective usage of communicative approach and students’ motivation to improve speaking skills.

5.3.2 Discussion of the Findings of Hypostasis two: which stated that “There is a relation between teachers’ attitudes and effective use of communicative approach related to gender and teaching experience

Firstly, the sample consists of (100) Sudanese secondary school English Language teachers in Omdurman Locality (53.0 % male, and 47.0 % female). The study found that 28.0 % in the age group (45-45 years), and 27.0% in the age group (35-40 years), 27.0% of their teaching experience (10-15 years), and 26.0% have (5-10) years of teaching experience. Besides, *the* findings show that there is no statistically significant difference in teachers’ attitudes and effective use of the communicative approach according to

gender. Moreover, the study found that there is a statistically significant difference in teachers' beliefs and effective use of the communicative approach according to years of experience. The result showed that the participants with experience (10-15 years) have the highest attitudes and effective use of the communicative approach than the other participants with experience (1-5 years).

5.4 Implications and Recommendations

Teachers have to consider many pedagogical implications when it comes to implementing CLT activities in the classroom. Most of the Sudanese secondary school teachers still think the traditional way of teaching and book-based teaching to be the most suitable method when it comes to teaching EFL students. Nevertheless, it is essential to consider other approaches to teaching to differentiate the teaching technique in the classroom.

Therefore, the researcher suggested the following recommendations:

- Teachers are encouraged to attempt to implement CLT activities in the classroom to find out whether learners prefer this type of instruction or not.
- Secondary school teachers have to carry out a needs analysis to determine what type of communicative activities students feel is relatable and comfortable to participate in their classes.
- The administration of educational institutions is required to provide teachers with authentic materials to be able to implement CLT effectively in the classroom;

- The government should give the teachers training sessions on how to conduct this CLT approach efficiently in their classrooms;
- School leaders should encourage the teacher to implement the student-centered approach in their teaching process to enhance students' learning process.

3.5 Suggestions for Future studies

The application of the CLT approach should be tested on different levels of education, such as primary, elementary, secondary and higher education. All of the four language skills should be included in language assessment. Further work is also needed in syllabus design for the CLT approach. Moreover, future study should be conducted on the effectiveness of modern Technology on implementing CLT activities in Sudanese secondary schools setting.

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Sudan University of Science and Technology

College of Graduate Studies

College of Education



**The Effectiveness of Using Communicative Approach in Developing
Students' Speaking Skill at Secondary School level from Teachers'
Perceptions**

(A Case Study: Omdurman Locality)

Teachers' Questionnaire

1440 هـ - 2019 م

**The Effectiveness of Using Communicative Approach in Developing Students' Speaking Skills at
Secondary School level from Teachers' Perceptions**

The purpose of this study is to investigate the effectiveness of using communicative approach in developing students' speaking skills at secondary school level from Sudanese secondary teachers' perceptions.

It also aims to identify the factors that hinder teachers from implementing CLA in developing Sudanese secondary school students' speaking skills

Rest assured that all information gained from this study will be dealt with utmost confidentiality. The results of this study will only be used for academic purposes and any personal information will never be revealed in the report.

Thanks in advance for your contribution

Part one:

General Information

✓ **Please choose the most applicable to you in each instance**

1) **Gender:** a) Male [] b) Female []

2) **Age:** 25 -30 [] 30- 35 [] 35-40 [] 40-45 [] 45-50 [] 50 and more []

3) **Teaching Experience:** 1 -5 [] 5- 10 [] 10-15 [] 15-20 [] 20-25 [] more than 25 []

Part Two

Please tick (✓) the answer of your choice to show the extent to which you agree or disagree with any of the statements below:

Keys: 5 (Strongly agree) 4 (Agree) 3 (Not sure) 2 (Disagree) 1 (Strongly disagree)

No	Statments	5	4	3	2	1
1	Lack of authentic materials hinder the use of CLA in my classroom.					
2	Classroom size makes using CLA in my classroom more difficult.					
3	I think using CLA in my classroom helps my whole teaching process.					
4	Using CLA enhances students speaking skills					
5	Using CLA helps in building strong relationship between me and my students					
6	Using CLA in my classroom helps me share ideas and, opinions with my learners					
7	Using CLA in my classroom helps me brainstorming ideas about different topics.					
8	Using CLA in my classroom will help me to communicate effectively with my students inside and outside the classroom					
9	I think using CLA in my classroom makes me more creative.					
10	I believe using CLA is only wasting students' time.					
11	I think using CLA motivates my students to speak fluently inside and outside the classroom.					
12	Insufficient speaking tasks in the curriculum deprives me from using CLA in my teaching process.					
13	Students' low motivation for communicative competence makes the use of CLA in my classroom a more challenging task.					
14	Centralized grammar-based exams are at odds with the use of CLA in my class.					
15	Developing CLA material for communicative classes needs more time.					

16	I think using CLA motivates my student to speak accurately inside and outside the classroom.					
17	me to spend more time on pair work Using CLA encourages rather than on explicit grammatical rule					
18	in guagestudents to use target lan my sl think using CLA allow the classroom					
19	Stprior knoweldge 'sudent hinders using CLA in my classroom					
20	in my it using of barrier key adequate training in CLA is anl classroom					