

Investigating the Influence of Using Communicative Language Teaching Approach in Promoting Students' Speaking Skill

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Abstract:

This study aimed at investigating the influence of using Communicative Language teaching Approach in improving speaking skill. The researchers adopted the descriptive analytical method, pre-post test has been used as primary tool for data collection. The sample of study were students at Hamaza Ibn Almatolib secondary school for boys. Umbeddah Locality. The researcher applied a Chi-Squared test to animalize and verify the hypothesis. The results of the study shown that students' communicative competence was highly progressed because pair and group work had provided students sufficient time to overcome anxiety, fearful criticism, and build students' self-confidence. The researcher recommended that teachers should be well-trained in implementing CLT approach. On the other hand, students should be given an ample time to practice the activities in the classroom.

Keywords: investigating, influenced, CLT approach, performance, Communicative competence

المستخلص :

هدفت هذه الورقة الي تقصي اثر استخدام نظرية التواصل في تطوير مهارة التحدث لدي الطلاب. واستخدم الباحثون المنهج التجريبي منها الاختبار القبلي والبعدي كادة اولية لجمع البيانات. وثلثت الدراسة في طلاب مدرسة حمزة بن المطلب الثانوية للاولاد بمحلية امبدة. وطبق الباحثون اختبار مربع كاي لتحليل وتحقيق الفرضية. وقد اظهرت النتائج كفاءة التواصل للطلاب. تطورت هذه الدراسة بفضل نظام المجموعات التي اعطت الطلاب وقتا كافيا للتخلص من التوتر النفسي, والخوف اثناء النقد وبناء ثقة الطلاب في انفسهم. ومن اهم التوصيات تاهيل المعلمين عن طريق التدريب الجيد في كيفية التعامل مع نظرية التواصل. ومن ناحية اخري يجب علي المعلمين منح الطلاب وقتا كافيا لاداء التمارين داخل حجرة الصف.

Introduction

(i) This study aimed at investigating the influence of using CLT approach in promoting students speaking skill, because the second year students at secondary schools faced challenges to speak English language properly.

(ii) The researcher adopted analytical method to collect the data. Pre -post test was used to solve students' proficiency problems in speaking skills.

(iii) According to authors such as Canale (1983), Nunan (1991), (2004) and Littlewoods (2007), CLT focuses on language as it used in real contexts i.e.

“language for real life” communication, and so the students are give opportunities to express their ideas and opinions. The teacher acts as facilitator during classroom activities that, the student will ultimately be equipped with tools in order to generate a spontaneous language use outside the classrooms bounders. It is rightly considered as the means of developing fluency in real learning situation.

Communicative language teaching approach (CLT) is one of the lasts pedagogic approach, which set the principles of motivation to enforce learning in classrooms

CLT incorporates the idea of interaction considering students as an essential element of learning for whole process of classroom interaction. The basic pedagogical principle of CLT is the successful acquisition of the target language, on the part of which the learners depends on the amount of interaction, and negotiation of meaning that they participate in it. In this way, the integration of the language input and output contribute to the language development system of the learners (Beale,2002,p.15).

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Communicative language teaching approach, is regarded as a theory of language teaching and learning. educationalist and decision makers predicted that language, which uses as communication should develop student’s communicative competence.(Richards and Rodgers,2001) have explained “CLT approach, provides certain model of research paradigm,” theory to (Celce-Murcia, 2001) it depends on theory of language function, and use communication that, employs to develop communicative competence.

CLT approach, is an approach, which used to develop communicative competence

and it can do two objectives in classroom, first it will process the way of teaching in classroom, and make learning easy for students to practice speaking skills easily. Secondly, it achieves the goals of learning in classroom. (Habermas et al, 1970) have stated “ communicative language teaching approach, links between process and goals of learning inside classroom” from perspective side of theory, which regarded competence as its central concept. Interestingly, communicative language teaching, prescribed from multidisciplinary views, which comprises linguistics, psychology, sociology, philosophy and educational research. It has widely being spread to extent the implementation of methods, which improve the progress in learner’s abilities, when participate in classroom.

Savignon (1997), mentions that CLT approach can be seen to drive from multidisciplinary perspective, and includes at least linguistics, psychology, philosophy, sociology, and educational research so, more consideration has been put on the development of its implementing program and methodologies, which promote the progressing of functional language ability, through learner participation in communicative events. Some experts, and authors has idea that CLT approach, should not include grammar, because its best medium is communication.

Spada (2007), states that there is widely believe from authors that, CLT approach does not comprises grammar, because they thought it contains the concept of meaning, rather than grammar, that is to say, the functions which CLT syllabuses are organized, are connected with correspondent grammatical point.

On the same way Thornbury (1999:23) assumes that, a widespread belief that CLT eclipsed attention to grammar is not only partly true, although CLT syllabuses are organized according to categories of meaning of functions, they still have strong grammar basis that is to say, the functions which CLT syllabuses, are organized and connected with their correspondent grammatical point.

Curtin H Pesola (1994) defines communicative language teaching as a contextual and actual approach used to guide students to communicate in various classroom activities . In another sense, (Haas. M,1999) has stated that, communicative language teaching, is a learning process , which involves the various activities to communication that, take place in classroom activity, in addition Scarcella (1992) defines CLT as theoretical device in conducting learning teaching process, through various communicative activities.

According to, (Habermas et al, 1970) CLT approach, dose not need entail complete rejection of familiar materials. Because, materials designed to promote communicative competence, can be used as aids to memorization, repletion, and translation grammar exercises. Implementing CLT a approach, in classroom for teaching speaking skill will presents two theories, linguistics and communication. These theories use to develop student's communicative competence.

Statement of the problem

The study investigates the influence of Communicative Language Teaching on improving student's speaking skill in secondary school. There have been a lot of problems which face students and teachers. The students has speaking learning problems. While the teachers

find difficulties to implement the CLT approach to teach speaking skill in classrooms.

Objective of the study

To find out whether communicative language teaching approach affect the development of speaking skill.

Question of the study

To what extent can communicative language teaching approach affect students' development of speaking skill.

Hypothesis of the study

The researcher hypothesize that:

Communicative language teaching approach can significantly affect students' development of speaking skill.

Limitations of the study

This study was limited to investigate the problems affecting students in using communicative language teaching approach to develop speaking skill. It was conducted limits at Sudan University of Science and Technology, College of Languages the study sample was exclusively drawn from second year students at Hamaza Secondary School at Umbeddah Locality as well as teachers, who teach English. It also limited to(ESL) learners who need to develop communicative competence.

Definition of Communicative Competence

Competences were defined in different terms due to different views of authors and goals of some experts in using English as a second language (ESL) in society. Thus, each competence maintains a special definition of terms. The author who maintained different views about competence were Bashman, et al (1990-1991),who give communicative competence different terms. Consequently, the controversial of the term competence comes from its upstage in language.



So, competences are different in their upstage according to their objectives and expertise use of language in society. Therefore, the competence was given separated definition of terms. Increasingly, the controversiality of the term “competence” comes from its upstage in language. The first author who named the term was Dell Hymes (1979) who states that, the term competence is related to social norm, so that the word ‘communicative’ represents and correspond some social norms to the competence. He refers to it as an aspect of our competence which enables us to convey and interpret messages and negotiate meaning interpersonally with specific context.

Savignon (1972), explains that the term communicative competence was characterizes the ability of other speakers who make the meaning distinguished from their ability to recite dialogues or to perform on discrete-point test of grammatical knowledge. Therefore, the CLT approach is considered to be a theory of language communication and the goal of language teaching. Each competence has its own functional purpose for improving student’s proficiency learning level. So, the researcher selected communicative competence, because it is one of an ideal competencies which has great affect on improving students’ speaking skills. Communicative competence provides student’s the ability to understand socio cultural and discourse rules of society in using the language properly.

Barnes (1990), states that understanding the socio-cultural context will define the appropriateness of learners for assuring an attainment of communicative competence in requiring understanding of socio cultural contexts of language

use. Competences were defined in different terms due to different views of authors and goals of some experts in using (ESL) language in society. Thus, each competence maintains a special definition term. The authors who maintains different views about competence were Bashman, et al (1990-1991) they give communicative competence different terms. Consequently, The controversial of the term ‘competence’ comes from its upstage.

The term communicative competence encourages learners to use their ability to interact in classrooms with their peers, these abilities will convey meaningful ideas and differentiate between ability of student to practice speech or perform syntactical set of sentence rules.

The views of Communicative Competence

Chomsky (1965), states that we can not discuss the term competence with out mentioning performance. According to Chomsky competence refers to knowledge of grammar and other aspects of language that is to say, linguistics system which an internalized given language of an ideal native speaker whereas performance refers to actual use of language that concern the psychological factors involved in the perception and production of speech. He assumes that, in both linguistic and language teaching definitions of competence have shown a continual development underling current interpretations of the term three general hypothesis can be perceived. The first acceptance of language as a cognitive phenomenon, which use of linguistic code of a language (performance) and rule - based knowledge stored in speakers’ mind competence.

On the other hand, communicative competence according to Hymes's (1972), points views is considered as a goal for language teaching for example, the person who acquired communicative competence acquire both language and abilities for language use. Assuming that, coining the term "Communicative Competence" as a goal of language teaching has been used to contrast Chomsky's theory of competence. Hymes (1971), and Campbell and Wales (1970) considered that, competence performance distinction provide no place for consideration of the appropriateness of socio-cultural significance of an utterance in situational and verbal context, in which it is used then come up with broader notion of competence that is communicative competence which, includes not only grammatical competence but also contextual or socio linguistic competence, (knowledge of the rules of language). He continued his thought and mentioned that, the person who acquires communicative competence will acquire both language and its ability in use. Hymes use the term 'communicative' to contrast Chomsky's theory of competence, he considers communicative competence the goal of language teaching and learning. So, the term communicative competence encourages learners to use their speaking ability to interact in classroom with their peers, these abilities will convey meaningful ideas and differentiate between ability of student to practice speech or perform syntactical set of sentence rules. so it teaches learners to use their speaking ability to practice English activities. The term communicative competence encourage learners to use their speaking ability to interact in classrooms with their peers, these abilities will convey meaningful ideas and differentiate between

ability of student practice speech or perform syntactical set of sentence rules. Savignon (1972) assumes that, the term communicative competence was characterize the ability of classroom language learners to interact with other speakers; and makes meaning of sentence distinguished from their ability to recite dialogues or to perform on discrete-point test of grammatical knowledge therefore, CLT approach consider to be the theory of language communication and the goal of language teaching. Competence was first study by Hymes who, refer to it as aspect of our competence enable us to convey and interpret messages and to negotiate meanings interpersonally with specific context.

Hymes (1971) explains that, the speech communities and the integration of language communication and culture were not unlike that of Firth and Halliday (1970) in the British linguistic tradition the communicative competence can be seen as equivalent of Halliday "meaning potential" similarly the focus is not on language learning but language as social behavior.

Brown (2007p.246) assumes that, communicative competence has been introduces in discussion of language use or second or foreign language learning. So, Communicative competence is regarded as theoretical concept of language teaching approach. The main goal for communicative competence is to develop teaching techniques and procedures which account for communication.

Harmer (1998, P.84) states that, techniques and procedures for language teaching skills is base on independent aspects of language and communication, which develop by CLT approach because. It aims to make communicative competence the goal of language teaching

Teaching Speaking Skill Through CLT Approach

So, CLT approach was the best method which will be implemented in classroom to raise our students' speaking performance. And it is regarded as a theory of language teaching and learning. educationalist and decision makers suggest that, language which uses as communication should develop student's communicative competence. Richards and Rodgers, (2001) explain that. CLT approach, provides certain model of research paradigm theory to (Celce-Murcia ,2001). It depends on theory of language function and use communication that employs to develop communicative competence.

It is an approach, which used to develop communicative competence, and it can do two objectives in classroom first, it will process the way of teaching in classroom and make learning easy for students to practice speaking skills. Secondly, it achieves the goals of learning. Habermas et al (1970) states that. communicative language teaching approach, links between process and goals of learning inside classroom. From perspective side of theory which regarded competence as its central concept.

Communicative competence are known in the three areas of language learning :grammatical, sociolinguistic and strategic competence. In addition, the researcher is suppose to know how methodology has affected students' communicative competence and how learners actually require understanding culture's rules and act in society with different learning style. Sometimes an individual tries to speak but fail more times to acquire knowledge and enhance the success of communicative competence.

Galloway (1993), states that we acquiring language, when we try to practice conversation but sometimes we fail and keep trying until reach the communicative success of language. That is to say , practicing an activities will encourage learners achieving communicative competence accurately. for this purpose CLT approach, build on task-base oriented students centered ' to language teaching practice. Language teaching practice provides a harmonious relationship between teacher and students. Both CLT approach, and communicative competence presented by Council of Europe, as slogan of methodology, which accounts for pedagogy and language use. (Council of Europe,2001). In early days of CLT 'approach communicative competence' become the slogan under which various methodological practices sought to link pedagogy with language use in real world.

Speaking Skills and Communication

Speaking skill is very important in forming communication, and it is away of expressing meaning between the speaker and the receiver in form of pragmatic and social relationship to enhance student's communicative competence.

We perform speaking in order to communicate with each other. Better communication means better understanding of others persons and ourselves. Consequently, Communication is a continuous process of expression interpretation and negotiation. The opportunities for communication are infinite and include system of signs and symbols, communication requires a sender, receiver and a medium. It can be said that , both hears and speakers do interactions by giving responds to what they have heard and listened to.

Generally, people who encounter others through this oral communication have a certain goal that , they want to achieve the goal that underlies people to do the communication.

Bygate (1982, p.3), explains that speaking skills has great importance over other four skills. Because, the person who speaks the language consider to be some one, who that language very well. For this reason speaking skill requires appropriate methods and approaches to carry-out teaching and learning process for developing learners' understanding competent. In teaching speaking skill There has been great influence between competence of an individual to store the knowledge , information and performance of doing sentence construction and lexical items in terms of written and spoken speech.

On the other hand , teaching and learning speaking skill develop student's communicative competence according to Hyme's (1972) the competencies are considered to be the goal of language teaching for example, the person who acquired communicative competence acquire both language and abilities for language use. He assuming that coining the term 'Communicative Competence ' as a goal of language teaching has been used to contrast Chomsky's theory of competence .

Accordingly, teaching speaking skill in classroom with CLT a approach presents two theories linguistics theory and communicative ones, they are used to developing student's competence. Larsen and Freeman,(2000), express that communicative competence acknowledge an interdependence of language and communication . Because,

it considered as the goal of language teaching. Moreover, Barnes (1990), explains that understanding of socio cultural context will define an appropriateness of learner's communicative competence, which assure an attainment of competence in requiring understanding of socio cultural contexts of language use.

Methodology

The study adopted experimental method for data collection, The data were gathered qualitatively. Pre-post test. Mp3 recorded test. The pre and post test were used to measure the student's aspects of language speaking (grammar, vocabulary and pronunciation) to perform speaking skill.

Population and Sample

The population of the study setting in Umbeddah locality, and it is comprises school environment, the materials used students and teachers of English language. The subjects of the study consist of (114) second year students study English as second language (ESL).Those students registered in Hamaza secondary School for Boys in Umbeddah. Omdurman state.

Instrument and Tool

The tool which used to carried out the study was pre-post test. The data was researcher used SPSS program. The quantitatively data was computed and analyzed to make the difference of the two tests mean value.

Pilot of the study

The test was formulated to test the validity in order to obtain students' score marks achievements. There fore, the test has been set to test (Ten second year students, who were chosen randomly as a pilot study. They have been chosen to a achieve uniformly of the test.

The data, which was analyzing from pilot study, was reliable because some items have been substituted in the instrument. The test was written into five questions to cover grammar, vocabulary, and pronunciation, it was carried-out rated by the researcher.

Procedures and Challenges

When pilot test was conducted, the researcher revealed that. There were some questions need to be reconstructed, and some test questions techniques suggested to be substituted by other suitable ones. The first challenges faced the students as follows. The students were unable to answer the questions given them correctly, because some words were unfamiliar, and other were difficult to understand their meaning properly. Also some typing words on papers' pages were written in small font which let the researcher to rewrite them clearly.

Validity and Reliability of the Study

Validity of the tool

Validity explains how well the located data covers the actual area of investigation validity basically means to measure, what is intended to be measured (Ghurri and Gronhaug,2005). Validity basically means to ensure what is intended to be measured. Content validity is define as the " degree to which items in an instruments reflect the content universe to which instrument will be generalized; Straub, Boudreau et al 204) of IS. It is highly recommended to apply on tent validity while the new instrument ensure that it includes all items that are essential and eliminates undesirable items to particular constructed domain (Lewis et al ,1995,

Results of the study introduction

Boudreau et al, 2001). The judgmental approach to establish content validity involves literature review can then follow up with evaluation by expert judges or panels.

On the other hand, validity is also a measurement used to identify the validity degree among the respondents, according to their responses on certain criterion. The validity is a count a number of methods among them it is the validity using the square root of (reliability coefficient). The value of reliability and validity lies in the range between (0-1).The same two tests was valid and accurate because the control group was (12) and the experimental group was (13). T-test suggest, (P-value 0.325) being greater than 0.05). our nul hypothesis is accepted since we have not applied the intended strategy. There is not significance different between two groups.

Reliability

Reliability refer Reliability refer to the reliability of any test, to obtain the same results if the same measurement is used for more than one time under the same conditions. In addition, reliability means when a certain test was applied on a number of individuals, and the marks of every one was a counted ; then the same test applied another time on the same group , and the same marks were obtained; then we can describe this test as reliable. Moreover, reliability is define as the degree of accuracy of data that, the test measures. The most useful method for calculating reliability. Alpha, Cranbach coefficient.

$$Validity = \sqrt{Reliability}$$

To test student's communicative competence. Pre and post tests were used. These tests were structured to test student's aspects of language speaking(grammar, vocabulary and pronunciation) to perform speaking and to decide which areas of student's weakness need to be talked for further study. The final results of the two tests were compared in order to present the difference of their mean value. The research will presents according to the study hypothesis.

Hypothesis of the test

Pre and post test. Mp3 recorded sound test

Before the treatment of testing the CLT approach on testing speaking skill. A pre- recorded reading test was given to the participant in order to generate their homogeneity, and determine their ability and knowledge. The test which consisted of two recorded text parts separated in to different questions, and was

administered to the both groups. The students were given text reading oral test the teacher recorded students' mispronounced from the whole passage. The number of each students' mistakes calculated and set the total number of mistakes the students made during reading passage text and there were (50) words in passage. Furthermore, other dialogue recorded test was made to test pair students for example student (A) ask student (B) to answer the question given him, the same model of question task practiced by different (6) students.

Then, the same process was followed to calculate the reading text, which applied on a dialogue recorded test. The number of two words the students pronounced were to set and carry-out their score marks following transcription system. The students 'individual scores on the proficiency recorded test was (50) scores for both (experimental and control group) as following:

Descriptive Statistics for pre-post test experimental and control groups

	Mean	Std. Deviation	N
Pre control	11	3.0	5
post control	12	3.9	5
Pre exp	13	5.5	5
Post exp	25.5	7.4	5

Figure (4.3)

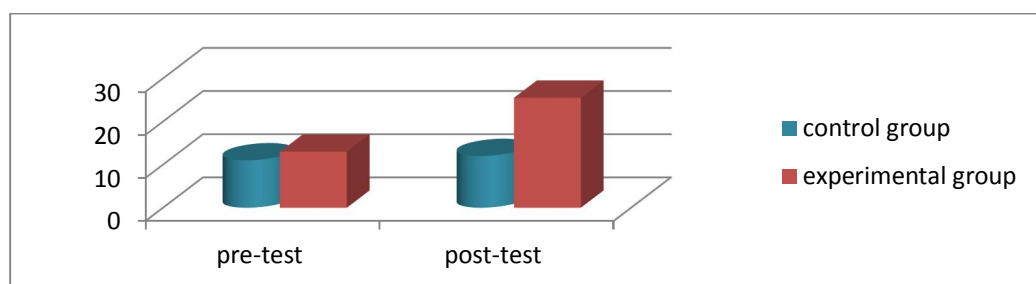


Figure (4.3)

The following figure illustrates the comparison of the mean values of both groups pre test and post test for recording student's reading test.

According to figure No (4.3). The performance of experimental group was better than the control group there is significant difference between their mean values after the treatment. To calculate that, our strategy has been helpful and that our students knowledge has been involved for these reasons calculate that, our strategy has been helpful and that our students knowledge has been involved for these reasons:

1	CLT approach provides students' opportunity to practice speaking
2	Some students get more time to interact with their colleagues
3	The teachers acted as classroom organizer more than dominator
4	The number of students in the classroom were reduced because the students were divided into pair and group work
5	The students formed learning centered-based approach and they were classroom dominator

Conclusion

The results of the present study indicate that, Communicative competence has been developed very well when CLT approach was implemented in classroom. According to results of final post test. The researcher used Aquasi T-test to analyzed students achievements score in order to differentiate between the two mean values. Thus, the mean value for control group was (20.6) while, the mean for experimental group was (39.5) because, a T- test which was employed for hypothesis testing purposes gave result of T- test suggestion. P-value (0.001) was less than (0.05) there is a meaningful difference between two groups. Therefore, the null hypothesis is rejected and the alternative hypotheses is accepted. The same test has been implemented for pronunciation. As shown above from the final post test results for the two mean values of (reading and dialogue) tests the student's communicative competence has gradually developed and speaking skill improved perfectly. that is to say our strategy was helpful because, experimental post reading texts was (25.5 std).Deviation (7.4) while dialogue post text was (20.5 std) Deviation (3.4).

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