

Chapter One

Chapter One

Introduction

For all four skills listening – writing – speaking and reading speaking seems the most important skills.

The communicative approach , so important because it makes good relationship if you can effectively communicate then other people now your feeling without being understood.

In this approach the student have been expected to use the language communicatively out side the classroom .it is (Dallhym View).

Arthur, 1983, stat

Sourest such as , J.L.m, Jrim, faved variously , such approach as national function and the communicative approach.

Statement of the problem

As we are student at Sudan university.

We found that the third year student suffer greatly in speaking.

The student allow to use their mother tongue I their class, and they are not disciplined in using the target language in the learning process

Objectives of the study:

1. The study aims to investigate the importance of communicative approach in speaking skills.
2. To review student attitudes

Research question:

1. To what extent the communicative approach has role play in developing speaking skills.
2. How we can develop learners ability in communicative approach.
3. Why the student of third year suffer greatly in speaking skills.

Hypotheses:

1. The communicative approach plays great role in developing speaking skills.
2. We can develop learner is ability by speaking a lot
3. Third year student prefer touse their mother tongue

Significance of the study:

This study will help in the developing of the learners speaking skills.

Also it will help to allow student and encourage them to use or to fuscous. On the target language in side the class room , because most of the student are not disciplined in using the target language.

Limitation of the study :

This study will be limited to the Sudan university student , college of education , English department , third year student 2011- 2015

Methodology :

The researcher will use the descriptive analytical and quantities method and questionnaire as a tool in the collection of data and information in fortuning this study .

Chapter Two

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Journals written in communicative approach

Chomsky defined ability to speak with the native speaker in the same terms as competence in studying a language could be developed in intuitive language of the language condition .

M – Chomsky (1965) considered people who do not know grammar or can not read and write as non , competent , if we take for an example a man from country side who can neither speak more write , we can say that in this communicative conditions there is no need for writing or reading and that why his completely competent is stultifying his every day communicative needs then we can see that competence is personal communicative needs .

N Chomsky . categorically rejected the notion that language was acquired through a form of conditioning dependent reinforcement or reward . he stressed that children come to the world with acquired through a form of conditioning dependent reinforcement or reward.

N – Chomsky' sinner (code) has no relations to the cognitive approach in language learning and students without talent thus are doomed to a poor existence in language class of course if a class in frontal and the teachers personal attention to every student is paid according to the number of the student in the class- minutes of

the lesson and other factors , many students stay without any attention be it attended or less able student .

Krashen (1982) model a clear distinction between language learning and language a question the former has long been linked to the traditional approach of language study generally practical in second language education in high schools world wide Korea being no exception . in the traditional approach where a language is consciously learned through the application of intellectual and logical deductive reasoning (Krashen , 1982) a key feature of this approach is the emphasis on form (accuracy) as being of greater importance than the communication (fluency) can sequent on develops a solid understanding of grammar and linguistic .

Form in the absence of equivocal practical usage acquiring language .

- Conversely language acquisition refers to the process of natural assimilation involving institute and subconscious processes there , the learner is an active participant using the L2 in the production of real interactions . this approach is similar to the way children learn their native tongue . a process that preclude function skill in the spoken language without theoretical knowledge (Krashen 1982) learners develop characterizes of the language as well as its structure

and vocabulary. This process facilitates comprehension, the capability for creative communication and for the identification of cultural values much of this approach is reflected in the principles of communicative language teaching .

- Nuna (1991)

In Kim and Margolis 200- pg-42) contends that a second language is learned most effectively in the early stages if the pressure for production is taken off the learner's reinforcing the need to adequately paper learners. Before expecting the reproduction of correct language to present the demoralizing effects of pressuring students into in com principle tasks and a activates ELT materials must reflect the level and needs of the student therefore , teachers must be cautions in unedifying classroom activates and instruction so as not to make language learning unduly challengedwith un rest tic goals.

Despite the use of cult approaches in schools over three decades claims are still being made that cult approaches are not finding full expression in elementary and secondly classroom and that many teacher remain uncertain about what cult is and unsure about hour to implement it in classrooms (Duquatte 1995) such clean-shaven been indeed a constant refrain in the cult literature over the last twenty years

As an approach to teaching second language elementary and secondary schools has been in vogue since the early 1970 “marquee” 1993 sure brick 1999 wolf 1994) as a result of a greater focus on communication in second language education this approach features extensive in traction in the second language bittern following , learning , a second language can be facilities , through using the language for communication purpose such communication should be both authentic and meaning full, a greater emphasis should be placed on language user rather than language knowledge.

Learner anatomy . in language use and learner risk . taking should be encored and fluency and approach in the use of the second language should take precedence over structural correctness CLT thus encompasses number of different techniques and does not have a structured set of procedures that teachers should follow.

Thorn bury (1998) claimed that the version of cult that appears in most class rooms, has-been and remains a chimera , a hybrid of communicative and non communicative approach.

Cult in classroom using is not curly weak butterfly weak (p-110)

A judgment based on his observations of EFL classroom in elementary and secondary schools and in service teacher education

courses over 20 years a similar comment surfaced a gain in 2002) .
Despite the theoretical development of communicative language
teaching CLT understanding among practitioners remains limited ,
more over a growing number of students indicate “that classroom
in which is CLT effectively used are rare ” (sato – 2001 p-41

Dash wood and son (2005)

Yielded findings quite at odds with those making proactive
comments of such teachers . it showed that five of the six
teacher alt , but two quite experienced lot teacher held quite
robust . understanding soft CLT and that these were closely
aligned with theoretical conceptions of CLT appearing in the
literature more over.

The authors claimed that the classroom practices of these
teacher reflected their practical theories about how to use CLT
features , not generally associated with foreign language
teaching but with teaching in general.

It is possible that these counter , cu story finding could be the
result of the language teaching but with teaching in general .

According to netting (1984)

While there is general agreement , about some of the characters of CLT other aspects lack consensus or ever clear definition almost a deal later.

Whitley (1993)

Mede similar assessment , attributing a lack of definitely cordite and confusion among teachers as to the meaning of CLT to static from scholarly debate that , in his opinion featured garbled massages from researchers and disagreement among them .

Harris (1999)

Who have claimed that CLT describes competence or proficiency, or what in consist of but is not , it self a means to acquiring it they argue that statements of the type using skills is the mean to learning them and learning is the means to their use are circular, their circularity , makes them devoid of any meaning that can be used practically by teachers in classrooms .

Papers written in communicative approach

Hattum (2006) defined the communicative approach is deemed a success if the teacher understands the student but if the teacher is from the same region as the student the teacher will understand errors resulting from an flounce from their first language native speaker of the target language may still have difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach . the adapted communicative approach not assimilation when the teacher pretends to understands only what any regular speaker of the target language would and needs. A cording to brimful (1984) tackled that communicative approach to second language have generally in creased the amount of speaking practice in the classroom activates such as in formation gap tasks, games role plays and interviews, are usually done orally in the accuracy, fluency polarity , according to brown and Yule (1983) tackled such activities are usually employed for the development of fluency in respect of each activity success is measured by how accurately information has been conveyed or has well a problem has been solved in other word s many communicative involve to transactional language .

According to much by (1978) tackled : at the same time it is common practice for materials and programmers that claim to be communicative to be based on emotional factional syllabus .

According to Higgins and middle miss (1982) different structures that realize a language fiction one grouped together and presented to learner .

Although this approach seem to facilitate the development of conversational skills the implementation actually displays a number of problems first it gives the leaner the false impression that the exists a one to one correspondence between form and function in reality this matching is not as straight for ward as one might have imagined .

According to Sinclair and coulthard (1992)tackled the objectives of this paper exemplified as follows exemplified with the enter negative what are you language said by a teacher to student and showed that as a genuine question or a working form the teacher depends on factor many of which are not linguistic . Mohasco and Arthur (1987) warned that any approach that lead student to equate on particular language from with one particular fiction will lead to miss understanding in conversation because an important requirement for success is being able to inter predicted speech acts correctly .

According to brown (1999) definitely there is a need to equip student should communicate pertinent in Sangamon where the weaker student are prone to speak Singh by rich form of the

English language when words and phrases of local dialects and language are incorporated .

This is point which the government has inculcated Conover as it signifies the deteriorating standard of the English language as authentic text taken from news paper , magazines and books are usually used in the general paper weaker student face enormous difficulty in comprehending the text as well as Swan observes such student get logged down in a morass of unfamiliar lexis and idiom.

I consider this paper is the best because it adds to me how to properly student who are not acquainted with the communicative approach also the importance of the communicative activities and it shows us the success of communicative approach is dependent on the teacher understanding the student .

Finally It is of our most importance for teacher if the general paper need to adapt the communicative approach to suit the needs of their student Singapore this means that they need to take into consideration the preferred learning style of their student and to the layout of different student in excellent article on the different learning needs of student in Singapore it is discovered that student have different style of learning ..

Chapter Three

Chapter Three

Methodology

Introduction:

This chapter presents the procedures of the data collection from the sample of the study using questionnaire. For the students of Sudan University of Science and Technology, college of Education department, third year.

The sample:

Choosing a sample of a research is one of the essential procedures for providing answers to the question raised by the study . thus the research sample consist of “30” students from Sudan University taken part in providing and giving the necessary data through a questionnaire.

Research tools:

Student’s questionnaire was used to collect the necessary data.

The student’s data.

The student’s questionnaire design:

The student’s questionnaire was designed to elicit information about the role of communication approach in developing learners speaking, it includes “12” statements to draw and elicit facts

which contributed positively to the role of communicative approach in developing learner is speaking.

Data analysis

Table (1) of all four skills (reading listening – writing – seems the most important skills.

Kind		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	1	3.3	3.3	3.3
	Agree	6	20.0	20.0	23.3
	Strongly agree	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage.

I have found that my assumption has been achieved with the estimate degree (76+20) \implies (96%)

Table (2) Oral communication lesson helps students in speaking and learns language best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Agree	12	40.0	40.0	43.3
	Strongly agree	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (40+56) \implies (96%)

Table (3)

Many of the students never use communicative approach inside the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	8	26.7	26.7	26.7
	Agree	18	60.0	60.0	86.7
	Strongly agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (60+13) \implies (73%)

Table (4)

Communicative approach gives the students ability to experience forging language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	1	3.3	3.3	3.3
	Agree	15	50.0	50.0	53.3
	Strongly agree	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (50+46) \implies (96%)

Table (5) The direct method that allows the learner to acquire the target language is the communicative approach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Not sure	9	30.0	30.0	40.0
	Agree	10	33.3	33.3	73.3
	Strongly agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (26+30) \implies (56%)

Table (6) Writing seems the best way to reflect your idea than speaking.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	6.7	6.7	6.7
	Disagree	4	13.3	13.3	20.0
	Not sure	6	20.0	20.0	40.0
	Agree	13	43.3	43.3	83.3
	Strongly agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (43.3+16.7) \implies (60%)

Table (7) Speaking helps you in developing your accent

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	6.7	7.4	7.4
Not sure	1	3.3	3.7	11.1
Valid Agree	10	33.3	37.0	48.1
Strongly agree	14	46.7	51.9	100.0
Total	27	90.0	100.0	
Missing System	3	10.0		
Total	30	100.0		

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (37+51) \implies (88%)

Table (8) Communicative approach allows speaking target language frequently

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	3.3	3.3	3.3
Disagree	3	10.0	10.0	13.3
Valid Not sure	8	26.7	26.7	40.0
Agree	8	26.7	26.7	66.7
Strongly agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (26+33) \implies (59%)

Table (9) Communicative approach makes the lesson more interactive

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Disagree	2	6.7	6.9	6.9
	Not sure	5	16.7	17.2	24.1
	Agree	11	36.7	37.9	62.1
	Strongly agree	11	36.7	37.9	100.0
	Total	29	96.7	100.0	
Missing	System	1	3.3		
Total		30	100.0		

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (37+37) \implies (74%)

Table (10) Communicative approach is important for students to learn the foreign language

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Not sure	3	10.0	10.0	10.0
	Agree	15	50.0	50.0	60.0
	Strongly agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

According to the above method degree in terms of percentage .

I have found that my assumption has been achieved with the estimate degree (50+40) \implies (90%)

Table (11) Avery good pronunciation come form practice a lot in speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3
	Not sure	3	10.0	13.3
	Agree	7	23.3	36.7
	Strongly agree	19	63.3	100.0
	Total	30	100.0	100.0

According to the above method degree in terms of percentage .

I have found that my assumption has bean achieved with the estimate degree (23+63) \implies (86%)

Table (12) The development of learners speaking depends on communicative approach.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	3.3	3.3
	Not sure	5	16.7	20.0
	Agree	13	43.3	63.3
	Strongly agree	11	36.7	100.0
	Total	30	100.0	100.0

According to the above method degree in terms of percentage .

I have found that my assumption has bean achieved with the estimate degree (43+36) \implies (79%)

Test hypotheses

To verify the fact that the hypothesis realized or not we use the Chi-square test for the significance of differences between the views of the respondents of the study sample as we use the p-value (significance level) to determine whether these differences are statistically significant, if we found that there is a significant difference we will calculate the median of the answers and that has been given a specific code where it was as follows 0.5 = strongly Agree 0.4 = agree 0.3 = neutral 0.2 = I do not agree 0.1 = strongly disagree, when you have the phrase significant difference, we look at the median value is the explanation on the basis of this value.

Table shows the result of Chi-square test for each phrases resolution

	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012
Chi-Square	9.667 ^c	8.379 ^e	7.800 ^a	26.000 ^b	12.133 ^b
Df	4	3	2	3	3
Asymp. Sig.	.046	.039	.020	.000	.007

Result		Asymp. Sig.	Chi-Square	Sentences	No
Agree	3.7333	.000	26.600 ^a	Of all four skills (reading listening – writing – seems the most important skills.	1
Agree	3.5000	.001	13.400 ^a	Oral communication lesson helps students in speaking and learns language best	2
Not sure	2.8667	.006	10.400 ^a	Many of the students never use communicative approach inside the classroom	3
Not sure	3.4333	.002	12.200 ^a	Communicative approach gives the students ability to experience forging language.	4
Not sure	2.7667	.276	3.867 ^b	The direct method that allows the learner to aquire the target language is the communicative approach	5
Not sure	2.5000	.020	11.667 ^c	Writing seems the best way to reflect your idea than speaking.	6
Not sure	3.2593	.001	17.593 ^d	Speaking helps you in developing your accent	7
Not sure	2.7667	.046	9.667 ^c	Communicative approach allows speaking target language frequently	8
Not sure	3.0690	.039	8.379 ^e	Communicative approach makes the lesson more interactive	9
Not sure	3.3000	.020	7.800 ^a	Communicative approach is important for students to learn the foreign language	10
Not sure	3.4667	.000	26.000 ^b	Avery good pronunciation come form practice a lot in speaking	11
Not sure	3.1000	.007	12.133 ^b	The development of learners speaking depends on communicative approach.	12

The table above shows the result of Chi-square test for phrases For the initial hypothesis is:

.1Of all four skills (reading listening - writing - seems the most important skills. Amounted Chi-square test 26.600a value of 0.000 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of respondents strongly agree.

.2Oral communication lesson helps students in speaking and learns language best value of Chi-square test 13.400a value of 0.001 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of respondents strongly agree.

.3Many of the students never use communicative approach inside the classroom value of Chi-square test 10.400a value of 0.006 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.4Communicative approach gives the students ability to experience forging language. The value of the chi square test 12.200a value of 0.276 which is the value of the probability of

significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.5The direct method that allows the learner to acquire the target language is the communicative approach the value of the chi square test probability of 0.020 3.867b worth a value of significance in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.6Writing seems the best way to reflect your idea than speaking. The value of the chi square test 11.667c value of 0.001 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.7Speaking helps you in developing your accent the value of Chi-square test 17.593d value of 0.046 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.8Communicative approach allows speaking target language frequently amounted to Chi-square test 9.667c value of 0.039 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the

views of the study sample and in favor of those who answered Not sure.

.9Communicative approach makes the lesson more interactive value of Chi-square test 8.379e value of 0.020 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.10Communicative approach is important for students to learn the foreign language amounted to Chi-square test 7.800a value of 0.000 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.11Avery good pronunciation come form practice a lot in speaking the value of Chi-square test 26.000b value of 0.000 which is the value of the probability of significant differences in the sense that there are statistically significant differences in the views of the study sample and in favor of those who answered Not sure.

.12The development of learners speaking depends on communicative approach the value of the chi square test 12.133b value of 0.007 which is the value of the probability of significant differences in the sense that there are statistically significant

differences in the views of the study sample and in favor of those who answered Not sure.

Chapter Five

Chapter Five

Discussion:

According to the method degree we found that the first hypotheses is achieved (96%) and the second hypotheses is achieved (88%) , the third hypotheses is achieved (86%).

Conclusion and Recommendation :

Finding :

1. Of all four skills (reading , writing , listening and speaking) speaking seems the most important skills.
2. Aral communication lesson help student in speaking and learned language best .
3. Many of the student nave use communicative approach is side the classroom.
4. Communicative approach yive the student ability to experience forging language .
5. Speaking helps you in developing cyour
6. Communicative approach makes the lesson more interactive.
7. Communicative Approach is important for student to learn the foreign learning .
8. Very good pronunciation come from practice a lot in speaking .
9. The development of learners speaking depends on communicative approach.

Recommendation :

1. The direct method that allowed the learners to acquire the target language the communicative approach so it should be used .
2. The writing seems the best way to reflect your Ideas than speaking you should used the communicative approach more than writing.
3. Communicative approach allows speaking target language frequently should be used .

Conclusion:

According to the scholar they defined the communicative approach is deemed success if the teacher understands the student but if the teacher is from same region as the student the teacher will understand errors.

Also they said the communicative approach to second language have generally increased the amount of speaking practice in the classroom activities.

Point of view we see that the communication approach is play great role in devolving learner's speaking skills , to prepare students to speak the second language teacher should use the communicative approach , and communicative activities.

We hope that the teacher used different technique in teaching speaking skills and the student should practice a lot in the second language, and used it in the day live , also the government should play great role to develop the communicative approach, and should provide suitable laboratory.

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