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**The Use of Communicative Language Teaching to Enhance the
Communicative Competence of EGSP Learners
The case of B2 level at CEIL- Mohamed Kheider University of
Biskra**

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Declaration

I, Issam Eddine MOUADA, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted for any academic institution or university for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified.

Mr. Issam Eddine Mouada

Dedication

After Allah who granted me the power to endure and make it up to here,

The first worthies of mentioning are undoubtedly my dear Parents;

Mom, Dad, Thank you for being a blessed bliss and lifting me up since Day

01; I hope this makes you proud.

To my dear sisters, Lilia, Rihana and Amina whom even though they had no

idea what I was doing, they heartedly showed their utter support.

To family, friends and to whomever supported me.

And lastly, to Myself. I fought against all odds, made it and I still will.

May this be the start, not the end.

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Abstract

Communicative competence (CC) is nowadays regarded as the focus of many successful teaching and learning processes. It is both the foundation and the goal of the latter for that many language learners now seem to look forward to being communicatively apt. Accordingly, this study aims at investigating the workability and usefulness of the Communicative Language Teaching (CLT) approach in enhancing the Communicative Competence of EGSP-learners. It also seeks at highlighting a better understanding of its effect and unravelling learners' attitudes towards the implementation of the said approach and the appropriate strategies to be adopted in so doing. Additionally, in order to answer the research questions and test their proposed hypotheses, the study documents a mixed method investigation, the core of which was a quasi-experimental design where the experimental group, which consisted of 10 EGSP-learners, experienced various communicative activities that aimed at honing their language skills. Simultaneously, a focus group discussion (FGD) was used to acquire sufficient descriptive data that enriched the analysis and helped in the implementation of the Communicative Approach (CA). After the careful analysis and discretionary interpretations and inferences of the collected data, the findings of the present inquiry revealed a clear supremacy of CLT in developing the learners' language skills, as well as the appreciative positive attitudes of learners towards it, which consequently rendered the alternative hypotheses confirmed.

Key words: Communicative Language Teaching (CLT), Communicative Competence (CC), English for General Specific Purposes (EGSP), Communicative Approach (CA), Language Skills.

List of Abbreviations and Acronyms

AC: Actional Competence

CA: Communicative Approach

CC: Communicative Competence

CEIL: Centre d'Enseignement Intensif des Langues

CLT: Communicative Language Teaching

DC: Discourse Competence

EFL: English as a Foreign Language

EGSP: English for General Specific Purposes

FL: Foreign Language

FLT: Foreign Language Teaching

GC: Grammatical Competence

L2: Second Language

LC: Language Competence

LC: Linguistic Competence

PC: Pragmatic Competence

SC: Socio-cultural Competence

SLA: Second Language Acquisition

StC: Strategic Competence

TL: Target Language

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GENERAL INTRODUCTION

Introduction

With English becoming the world's Lingua franca, a language of science and the academic world, there has been an increasing interest in enrolling in ESP classrooms, chiefly English for General Specific Purposes (EGSP), with the one main aim of bettering the language skills. Many believe that language skills are only restricted to the four known skills, namely listening, speaking, reading and writing. However, Communication is, nowadays, considered an essential language skill in itself, and not only a mere act; for that a good speaker and listener does not necessarily mean a good user of language- for that it requires one to be communicatively competent. For the case of EGSP learners, communicative competence is regarded as the main intended crux of the teaching/ learning process.

In this sense, lots of researchers and scholars attempted to find teaching approaches that suit the best in enhancing the communicative competences of EGSP enrolees; and what is noticeable in recent years is that much attention and importance have been given to Communicative Language Teaching (CLT) because of the fact that since its inception, the proponents of CLT have been growing to prove its efficacy in ELT.

In light of this, the present study aims to uncover the theoretical backgrounds of both CLT and Communicative Competence and whatever centres them. It is also empirical to critically investigate and to test the workability applicability and the role of the Communicative approach (CA) in an EGSP-based classroom with the goal of enhancing the Communicative Competence of the said learners, particularly language skills.

1. Statement of the Problem

From our experience of three years of teaching EGSP, we observed that Communicative skills are of great deficiency for EGSP learners. Most of the latter enroll in

such classes to work on their communicative competence. The lack in communicative competences is one of the main obstacles that these foreign language learners encounter. It has been noticed that they face problems while trying to communicate properly, scripturally or orally, be it with teachers or even one another. Such deficiency could be a dissuading, po-faced knot if they ever got to pursue their purposes in an English speaking country.

Ordinarily, EGSP learners are not English specialists, but, prosaically, they have been exposed to some basic knowledge of English starting from Middle school up until University; and apparently that given knowledge and skills do not qualify them to communicate accurately anyhow if they are to face a fluent English speaker. Thus, they end up seeking for such classes to work on their communication. Hereby, qualified teachers who are aware of such anomalies would directly undertake some precautions and try to get over them following appropriate and various teaching/learning approaches, methods and technique.

It is within this framework that we directed our present study into applying the CLT approach in an EGSP-based classroom, aiming to positively impact the learners' communicative competence. The validity and workability of CLT in such settings are going to be explored, tested and confirmed.

2. Related Review of the Literature

Communicative language teaching has always been a fiery point of controversy since it was first incepted as an independent teaching approach in the 1960's. Different interpretations of CLT had been given. The literature pointed out how several scholars and researchers attempted to reveal this approach's opposed merits when it comes to enhancing learners communicative competences in whatever teaching setting they might be put in.

Many researchers and practitioners have advocated in favour of the CLT as an effective approach in enriching the learners' communicative competences. Primarily, Canale, M., & Swain, M. (1980), Savignon (1984), Dornyei (1995), Hird (1995), Pham (2005) and Richards (2006) who provided detailed descriptions of CLT in all its relative tenets. They considered CLT as a revolutionary approach against any other previous ones. When it comes to communicative competences, CLT was of great efficacy in sharpening the latter, they believed; CLT made learners more autonomous and aware of their own learning process. Also, Richards (2006) shed a light on the point that CLT is much needed for many students who needed English for specific occupational or educational settings; he stated that, for them, it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (e.g., that of nurse, engineer, flight attendant, pilot, biologist, etc.) rather than just to concentrate on more general English for CC is the actual main goal of such settings.

In the same vein, researches undergone by Crouch and Mazur (2001), Brookfield and Preskill (2005), Green (2012) using CLT's teaching methods- i.e. Group Discussions- seemed to result critically positive. Crouch and Mazur (2001), Brookfield and Preskill (2005)'s researches have shown that Group discussion methods lead to improvements in students' not only communicative competences, but also conceptual reasoning and examination performance. They explained that in-class discussions, along with simultaneous instructions, force students to explain, analyse and defend their answers to concept questions in the face of questioning by others with different perspectives; which is, forcibly, a push-up to communication skill. Also, Green (2012) engaged in a two months treatment of some students to determine if CLT had an effect on students' communicative performance, and ended up stating: "class discussions can be used as another strategy to engage students to be active participants in their learning while also

allowing students to demonstrate oral speaking skills in a respectful learning environment”.

Oppositely, Ellis (1994), Li (1998), Bax (2003), Yu (2012) doubted its feasibility and applicability in certain situations and settings; they believed that it mislead teachers into deviating from some key aspects in language teaching. They also exclaimed how hard it is to get to be a CLT-based teacher for that many restrictions may face teachers when adopting such approaches, mainly: cultural, qualitative and adaptative ones, along with the idea of CLT’s indefinability that makes it even harder for governments, generally, and teachers, specifically, to apply such approaches in the educational curricula.

In line with these views, we could observe how almost all the literature lack more investigation and exploration in the EGSP field. Almost no importance is given to such a field, only glimpses are casually shot. Because of that we attempt through this investigation to prove the merits and confirm the validity of using the CLT to enhance EGSP learners’ communicative competences. The latter would be done through a treatment in a heterogeneous EGSP-based classroom.

3. Research Questions

This research seeks to answer the following research questions:

RQ1: What is the impact of CLT on EGSP learners’ Communicative competences?

RQ2: What strategies does one need to implement CLT in EGSP classrooms?

RQ3: How would learners react to the use of CLT?

4. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: The appropriate use of CLT will positively influence the teaching and learning process in EGSP classrooms- specifically classroom Communications- which would prepare them for real life situations.

RH2: Teachers need to figure out different strategies and activities that help them implement CLT. The inappropriate use of such strategies may consequence in infelicitous results of learning.

RH3: It is expected that learners would react positively; their attitudes will be appreciative.

5. Research Aims

General Aim:

- The general aim of the present study is investigate the effectiveness of implementing the CLT approach in an EGSP classroom.

Specific Aims:

In specific aims, the present study seeks to:

- Highlight a better understanding of the positive and negative effects of using CLT to enhance EGSP learners' communicative competences.
- Investigate how EGSP learners would perceive and react to using CLT in their learning process. .

6. Research Methodology

As the nature of our present research compels, this study was grounded to a pragmatic paradigm using a mixed methods approach to fit along a one-group quasi-experiment design with a case study. The latter's sample constituted of 10 participants from the B2 level. It was based on a purposive sampling, for that the most acknowledged level, internationally speaking, is that very same level. The data was collected through

means of a Test (pre/post-tests) in order to obtain more quantitative, objective and concrete grounds of measurements, i.e. between the pre and the post-tests, and thus to confirm whether or not the treatment was efficient; Single Focus group discussion which assisted in gaining more qualitative and descriptive insight and outlooks of the said group. During this study, a treatment has been undertaken for 22 sessions; each session was two hours long, and different communicative language skills were tackled through different sessions- in which, chosen activities from the CLT approach-i.e. Jigsaw activities, Role plays and Group discussions- were used.

7. Significance of the Study

It is not obscure that very little direct research into the use of CLT in EGSP-Based classrooms has been done. So, the findings of this study will rebound to the benefit of several parties. What is worthy to mention firstly is that it would qualify EGSP enrollees to communicate more freely when put into a communicative English situation. Moreover, the findings are going to help teachers decide whether or not to implement such approach in such settings- what would enable them to train their student more effectively later on, especially those who are willing to apply the approach. Hence, in the long run, because of the EGSP nature of the study, which is heterogeneous, different academic n educational fields and disciplines are going to be involved; that is to say that the findings of the present study will ricochet to the benefit of the whole community and educational, academic society, holistically.

8. Limitations and Delimitations

It was intended to use a Needs Analysis questionnaire as a means of Data collection tool, yet the Focus Group Discussion replaced the latter for that it provided sufficient data concerning the needs and aims of the learners.

This study did not intend to treat learners as specialised ESP learners, yet the nature of the sample resembles that of English for General Specific Purposes (EGSP). Learners shared general needs in nature and common specific purposes of learning.

The findings of this study cannot be generalised to the total population as only 10 learners were involved in the study. That is a relatively small sample given the large number of Learners. The small sample size is a notable limitation

9. Research Design:

This study consists of three chapters. Chapter One served as a general representation of the Communicative Language Teaching (CLT) and all its relevant understandings and interpretations, principles, methodology and so on. Chapter Two was devoted to the theoretical frameworks of the Communicative Competence (CC), including its major elucidations, characteristics and surrounding conceptions. Chapter Three was dedicated to the field work and research methodology which entails the population, the sample of study, the used instruments in data gathering and analysis procedures.

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COMMUNICATIVE LANGUAGE
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1.2 Conceptualisation	Erreur ! Signet non défini.
1.3 Characteristics of CLT	Erreur ! Signet non défini.
1.4 General Principles and Methodology of CLT	Erreur ! Signet non défini.
1.5 The Roles of Teachers and Learners in the Classroom	Erreur ! Signet non défini.
1.5.1 Teacher's Roles.....	Erreur ! Signet non défini.
1.5.2 Learners' roles:.....	Erreur ! Signet non défini.
1.6 Communicative Classroom Activities in CLT	Erreur ! Signet non défini.
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Introduction

This chapter is a reviewing theoretical presentation of Communicative Language Teaching (CLT). In this chapter, we will provide an analytical synthesis of CLT's major tenets and aspects. It presents components of CLT, including its background, origin and inception, some of its over-viewing conceptualisations, main characteristics and bounding principles and methodology. This chapter also uncovers the shift that Communicative Language Teaching brought about in terms of teachers and students roles as well as the classroom activities embedded in such an approach and their assessments requirements. By the end, a critical view of the CLT's major drawbacks is to be denoted.

1.1 Background

Communication had always been a main focus when it comes to language learning/teaching, but it is not until the late 1960's that people actually started questioning the traditional language teaching approaches and showing more fixated interest in communicative matters.

It is highly important to mention that CLT did not start as an approach, initially; however, the importance of socio-cultural context of language and its discourse- proposed by the Polish anthropologist Bronislaw Malinowski (1884-1942) and the British linguist John Firth (1890-1960) - was the actual stimulus for the emergence of CLT. The latter influenced the linguistic theories of the American sociolinguist Dell Hymes (1927-2009) and the British Linguist Michael Halliday (1925) who eventually contributed enormously to the development and adoption of CLT in the language teaching field (Richards & Rodgers, 2001)

In both Britain and the United States, CLT appeared particularly due to the great dissatisfaction with the methods that was back then existing, that is, respectively, The Situational Language Teaching and the Audio-Lingual method, which were viewed as

incompatible to the language teaching/ learning requirements in that era. Additionally, according to Richards & Rodgers (2001), the main factor that rendered the CLT popular back then was the necessity to have more adults learn foreign languages all over Europe to allow a better inter-country communication. Such factors ended up persuading researchers to establish a better comprehensive theoretical foundation of the communicative approach that was afterwards adopted by all agents involved in language teaching, nationally and internationally (Richards & Rodgers, 2001).

In a nutshell, it is truly noticeable how recent this shift towards communicative language is. Yet, it was imperative because of how impractical the traditional approaches grew to be; they no longer answered learners' needs and further ambitions. Consequently, the Communicative approach (CA) was the answer to the long-lasting prayers of researchers and language practitioners.

1.2 Conceptualisation

Many linguists and scholars attempted to conceptualize CLT according to their own fields of work and perspectives. Some of the latter were intertwined, whereas, others were completely distinguished; exactly as Savignon (1984) denoted how CLT means different things to the different people who practice it. Some of the main scholars who tried to provide a better understanding and conceptualization of CLT are respectively: Savignon (2002), Richards (2004) and Brown (2007). It is clearly noticeable how closely interrelated their conceptualisations are.

Initially, Savignon (2002) wrote that "CLT refers to both processes and goals in classroom learning" and that "the central theoretical concept in communicative language teaching is communicative competence" and he added that one of the main goals of CLT is to develop a stronger communicative competence among L2 learners. He also exclaimed that some methodologists, particularly Richards and Rogers (2001) and Rao (2002) have

suggested that CLT is an essentially Western concept, inappropriate in other than Western contexts

Next, Richards (2004) considered CLT as any other prosaic approach, with its own principles, aims and goals, ways of language teaching/ learning and the classroom activities included within the process, and the roles of both teachers and learners inside the said classroom.

Richards added that the main aim of CLT has always been the teaching of communicative competence, and the language learning in such an approach has been viewed as a result of processes including: Interaction between the learner and users of the language; Collaborative creation of meaning; Creating meaningful and purposeful interaction through language; Negotiation of meaning as the learner and his or her interlocutor arrive at understanding; Learning through attending to the feedback learners get when they use the language; Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence; Trying out and experimenting with different ways of saying things.

Additionally, Brown (2007) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes” (p.378)

All in all, although scholars and practitioners gave their own interpretations and understandings of the Communicative Language Teaching (CLT) thinking they were different, it is observable that one researcher keeps adding up to the conceptualization of the preceding, and that if all those interpretations are synthesized, a final complementary definition of CLT could set an end to the presumed difference in conceptualisations.

1.3 Characteristics of CLT

Like any other approach, CLT is surely typified with some characteristics that mark its conception. Throughout the literature, it seems that most scholars and researches vicariously agreed on and denoted some commonly shared traits of CLT. Nunan (1991) was one of the firsts of provided some basic characteristics of CLT, then came Brown (2007) who rephrased and added up to Nunan's initial characterization.

Nunan listed five characteristics of CLT that were a main reference for years; these latter can be summed up as follows:

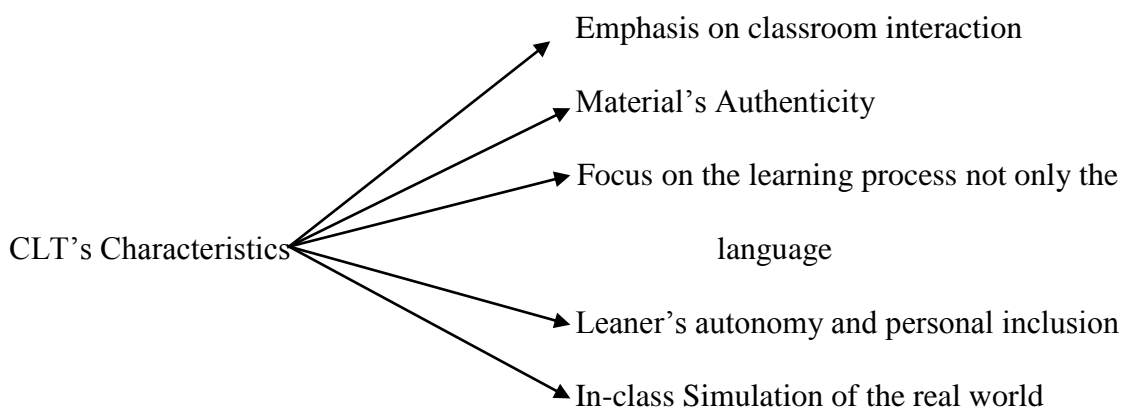


Figure 01. Nunan's proposed characteristics of CLT

Additionally, Brown (2007) also offered four interconnected characteristics of CLT:

1. Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p.241)

On the whole, these characteristics are the widely accounted for ones; they one way or another shape the initial and basic understanding of Communicative Language teaching, its inclination as an approach, methodology and functioning processes, practices and even further testing.

1.4 General Principles and Methodology of CLT

The literature out there provides many distinctive and totally different principles of CLT, yet what is plain is that all principles seem to be rushing in one way and no other. They all serve the same assumptions using different utterances. The most commonly found principles are mainly three shared assumptions:

- 1) Focus on communicative functions rather than the mere mastery of linguistic structures (Brown 2001; Widdowson 1990).
- 2) Extensive exposure to the target language by providing comprehensible input and letting language learners practice it in interactive ways, in order to increase the opportunities for negotiation of meaning among the learners (Hu 2002).
- 3) Establishing a relatable link between classroom activities and real life physical situations.

Furthermore, if we are to detail the different principles adopted in a CLT approach, it is essential to mention Berns (1990), Brown (2007) and Hadley (2001) - as stated in

Abahussain (2016) - who have provided the following summaries of the general principles of CLT:

A) The theory of language teaching and learning that CLT is based on is the conception that a language is a system for communication; this perceives language as a social means that learners use to convey meaning about something to someone for some purpose, either in oral or written language.

B) The efforts to communicate using the second/foreign language are supported in all stages of learning, especially at the outset of teaching, since the target language system could be learned best by endeavouring to communicate one's own meaning and by negotiation of meaning through interactions with others.

C) No single method or approach is prescribed. Activities and strategies for learning vary according to learners' preference and needs with the purposeful involvement of learners in pragmatic, authentic, and functional use of language.

D) Variety is recognised and welcomed as part of language progress; therefore, more than one variety of a language is recognised as an applicable model, and reasonable use of native language is acceptable. Translation may be used if necessary and is beneficial to students' learning and teachers' teaching.

E) The sequence of materials is determined by the content, function, and/or meaning that help sustain students' interest. Both target and home cultures are identified as playing an influential role in shaping learners' communicative competence, which is the goal of teaching in applying CLT.

F) Fluency and accuracy are considered in relative, not absolute, terms of correctness. Sometimes, fluency may be more important than accuracy in order to sustain learners' meaningful engagement in language use; however, sometimes accuracy may be

emphasised. Thus, part of teachers' responsibility is to offer appropriate corrective feedback on learners' errors.

As far as all these principles are concerned, a radical methodological shift, inevitably, affected the classrooms that adopted the communicative approach. New teaching methodologies along with a creative methodological perspective were brought about along with the inception of CLT. Such drastic shift had been considered to be a working solution to learners' communicative problems- including appropriateness. The change in the methodological perspective that touched the traditional classroom principles is, as Carlist (1984) stated, the answer to teachers' prayers.

1.5 The Roles of Teachers and Learners in the Classroom

The inevitable shift towards the CLT approach brought up new classroom activities that directly or vicariously implied new roles in the classroom for teachers and learners alike.

Richards (2006) and Jones (2007) directly issued:

Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. (P: 5)

To put that differently and in a nut-shelled perspective, we can provide this further classification:

1.5.1 Teacher's Roles

According to Breen and Candlin (1980), Brown (2006) and Larsen-Freeman (2001), teacher 's roles in communicative classes may vary differently according to classroom situations:

- A) A facilitator and guide rather than a transmitter of knowledge, who facilitates the communication process between all participants and various activities and texts
- B) An independent participant within the learning-teaching group
- C) An organiser of resources and a resource him/herself
- D) A researcher and learner/ co-learners
- E) A needs analyst.

1.5.1I Learners' roles:

As the roles of teachers change in a CLT classroom, learner's roles are no different. According to Brown (2007) and Hu (2002), learners' roles can be summarized as follows:

- A) Active participants who are often engaged in learner-centered, cooperative, collaborative learning processes.
- B) Negotiators for meaning
- C) Discoverers.
- D) Communicators.
- E) Contributors of knowledge and information.

To conclude, we can simply state that unlike many previous approaches, Communicative Language Teaching brought about a paradigm shift, and had a great impact on changing the roles of not only students, but also teachers inside a said classroom.

1.6 Communicative Classroom Activities in CLT

The arrival of CLT in the late 1960's led to the adoption of many, relatively new, classroom activities; both teachers and learners got the opportunity to be exposed to great distinctive variety of activities. Nevertheless, scholars' devotion delimited the shared characteristics among all the communicative activities adopted in a CLT-based classroom.

According to Clarke and Silberstein (1977), Johnson and Morrow (1981) and Richards (2006), a truly communicative activity is characterized by these main features:

- The existence of the information gap.
- Free choice of action in the study process.
- An opportunity to give and receive feedback during the communication.
- Authenticity: Classroom activities should parallel the "real world" as closely as possible.
- Emphasis on group and pair work.

In the same line, Littlewood (1981) established a methodological framework that structured CLT's classroom activities. The latter can be summed up as follows:

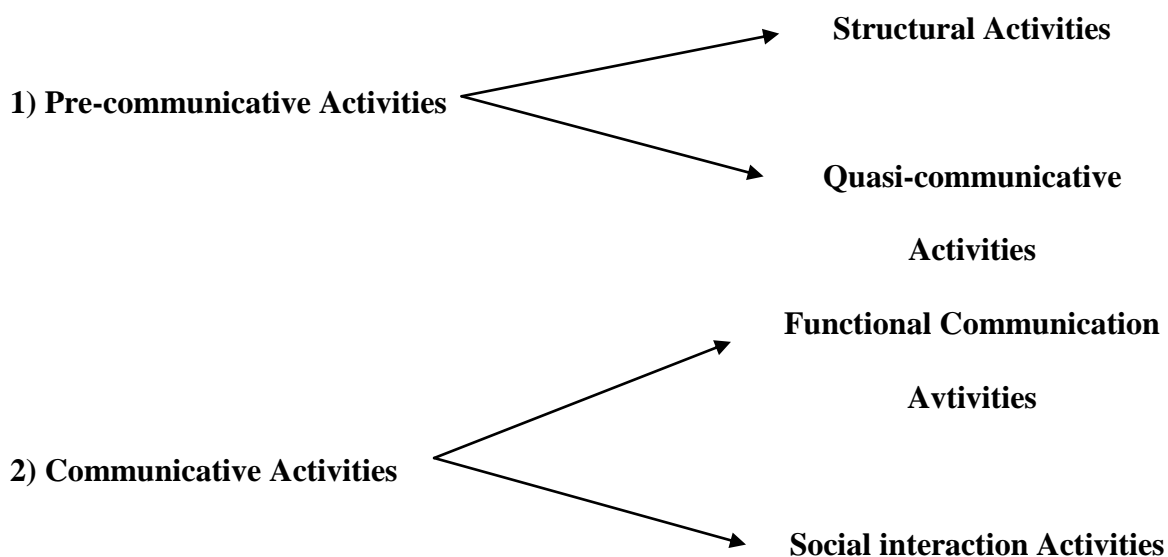


Figure 02. Littlewood (1981)'s Framework of CLT Activities

A better understanding of Littlewood's classification could be issued in the table

below:

TYPES	Pre-communicative Activities	Communicative Activities
AIMS	To give the learners fluent control over linguistic forms, so the learners will produce language which is acceptable.	(a) to provide 'whole-task practice' (b) to improve motivation, (c) to allow natural learning, (d) to create a context which supports learning
FUNCTIONS	To prepare the learner for later communication. The teacher may begin the teaching with a communicative activity.	Functional communication activities: comparing sets of pictures and noting similarities and differences, following directions, discovering missing features in a map or picture
EXAMPLES	Drills, question-and-answer practices	Social interaction activities: conversation and discussion sessions, dialogues and role plays, simulations, debates

Table 01. Littlewood (1981)'s classification of Classroom Activities

Moreover, CLT provided a varied set of activities that gave the chance for more language practices to take place at a said classroom. Some of these activities are: Role plays, Debates, pair and group works, Interviews, opinion sharing, Scavenger hunt... etc. But, as issued by Richards (2006) most of the aforementioned CLT's communicative activities fall under two main categories, as follows:

Activity	Interpretation	Examples
<p>1. Information-gap Activities:</p>	<p>These are activities that direct student into simulated communication in order to get information they do not initially possess. If these activities are done appropriately, students will be able to draw available vocabulary, grammar and communication strategies that are needed real communications.</p>	<p>Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.</p>
<p>2. Jigsaw Activities</p>	<p>These activities are also based on the information-gap principle. The class is prosaically divided into groups, and each group possesses a part of the needed information to complete a given activity- by fitting the pieces together. Such activities help student better their language resources to engage in meaningful communication practices.</p>	<p>The teacher takes a narrative and divides it into sections. Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.</p>

Table 02. Richards (2006)' Categorisation of CLT's classroom activities

In a nutshell, it is needful to say that even though CLT delivered distinctive classroom activities, it is still the teachers' responsibility to choose the activities that they believe are the best fit to their students' needs, and the ones they regard as the most efficient and effective for students developing communicative capacities in the target language.

1.7 Criticism of CLT

The widely held assumption that language is a means of communication has always misled scholars into false beliefs about such conceptions, language and communication. Communication is merely one single use to which language can be put, and it is not, whatsoever, the ultimate goal of language teaching and learning- as CLT's proponents claim.

After professionals recognised the latter, and though the CLT had a positive impact at first, but as it grew wider, it was looked at more critically. As issued in Edisherashvili (2014), the first harsh remarks with regard to CLT were those of Swan's (1985):

As the approach matures we become more conscious of its limitations, and identify issues in our current practice which require debate and experimentation. It [CLT] makes exaggerated claims for the power and novelty of its doctrines; it misrepresents the currents of thought it has replaced; it is often characterized by serious intellectual confusion; it is choked with jargon. (P: 2)

Swan begot a revolutionised critiques concerning CLT. As cited in Edisherashvili (2014), some of the main commonly shared drawbacks can be summed as follows:

1- Mainly aimed at developing language fluency, not accuracy

Harvey (1985), Hamerly (1987), Gathon and Segalowitz (2005) and Ngoc & Iwashita (2012) all share the same view that CLT predominantly focuses on developing fluency of learners, but greatly ignores language accuracy, the application of form-focused activities and the structural standpoint of language learners.

2- Non-academic teaching method, focused on the oral aspect of the language

Because of the momentum CLT had when it first appeared, teachers adopted it without a second thought, ignoring what it really was about, what led to “... the oversimplification of CLT and its perception as simply a means of teaching everyday communication” Widdowson (2007). Mitchell (1994) had already had the same standpoint as he reputed that CLT is a largely oral approach that marginalised the existence of the other skills of writing and reading. Thus, an approach that’s aimed at developing speaking skills only can never be regarded as academic.

3- Unnecessary focus on meta-linguistic skills

It is argued that CLT puts much uncalled-for emphasis on teaching metalinguistic language skills- i.e. the likes of conversational strategies- that students might already be in possession of in their mother tongue. Swan (1985) issued that engaging in a therapeutical procedure of learners conversational strategies because of the belief that they do not possess, or cannot transfer from their mother tongue, normal communication skills is one major drawback of CLT.

4- CLT’s plausible inapplicability in local contexts

Although CLT has spread world widely, it is and will always be originally a western-born approach to language teaching that’s application in rather different contexts might be challenging due to many factors including: teachers’ perception, attitudes in addition to social and cultural backgrounds. Both Li (1998) and Coskun (2011) agreed on the aforementioned matter, and they added that there is no evidence that proves CLT’s

workability in foreign contexts, what renders it useless in such non-western ones unless a solid proof is to be argued.

5- Too demanding towards teachers as well as learners

In this regard, scholars like Stratton (1977), Piaget (1971) and Harmer (2003) argued that communicative syllabi are deemed to be inefficient inside classrooms because of how they largely depend on cognitive development and relative language proficiency and self-sufficiency of language learners, which they don't usually possess and are beyond their capacities even in their own language, sometimes.

6- CLT-related Ambiguity

Another issue of CLT that has perturbed some critics is its enigmatic nature. Many researchers- mainly: Mitchell (1994), Karavas-Doukas (1996) and Mangubhai (2005) - and after many investigations and field experiments, asserted that CLT is more of an approach than a real teaching method, what opens the door for teachers to interpret matters as freely subjectively, resulting in many misinterpretations, confusions and misunderstandings of the main principles of CLT.

In sum, it is possible to say that even though CLT had mostly been considered as an ideal approach to language teaching, some drawbacks might inevitably lead to a reorganisation of one's assumptions about blindly applying it in a given classroom, for that adapting it to what suits students' needs might be the best fit.

1.8 The Communicative Language testing:

Tests are a good way to evaluate both, the approach the teacher used and whether or not it was affecting, and learners' achievements, developments and performances. Tests criterion and requirements are rationally affected by the type of the used approach. As for any kind of approach, an appropriate reflective testing should be assigned for a Communicative Approach (CA). When it comes to CLT, Brown (2005) identified five

requirements that make up what is known as a Communicative Test. The requirements he highlighted are 1) meaningful communication, 2) authentic situation, 3) unpredictable language input, 4) creative language output, and 5) integrated language skills:

1. *Meaningful communication*, i.e. the test needs to be based on communication that is meaningful to students, that is, it should meet their personal needs. It should promote and activate language which is useful for them. Making use of authentic situations can increase the likelihood that meaningful communication will be achieved.
2. *Authentic situation*, i.e. communicative test offer students the opportunity to encounter and use the target language receptively and productively in authentic situations to show how strong their language ability is.
3. *Unpredictable language input*, i.e. the fact that in reality it is usually impossible to predict what speakers will say; this natural way of communication should be replicated in a communicative test.
4. *Creative language output*, i.e. the fact that in reality language input is largely dependent on language input to prepare for one's reply.
5. *Integrated language skills*, i.e. a communicative test will elicit the learners' use of language skills integratively, as is the case in real life communication. (p. 21)

It is also empirical to highlight the fact that the Communicative Language Test is not usually harshly criticised. The literature only provides criticism of the forms of the approach, not its ways of testing. Since the communicative test gives more accurate, appropriate and more importantly practical insights of learners' creative experiences, it surely stands as one positive framework to language testing. Therefore, whenever opting for a Communicative approach, teachers should always put the above stated requirements

into consideration so that they can assume that it truly is a Communicative test, and consequently, a practical reflective evaluation of their learners' real performances.

Conclusion

This chapter has sought to administer a prevailing theoretical understanding of Communicative language teaching. Information concerning this approach's inception and how it evolved into what it is known to be today was provided, as well as the main characteristics and principles that shape its methodological structure were identified; not only that, but also general criticism and challenges that exist in this approach were discussed. What is white-listed for now is that even though CLT has claimed great reputation and triggered much enthusiasm, attention and momentum among teachers and scholars alike, there also exist much blurry lines regarding CLT's implementation in different teaching and learning contexts and situations. As it turns out, the need to "to adapt rather than adopt" (Littlewood, 2007, p. 245) should be highlighted and reconsidered so that the most of this approach-i.e. CLT- can be positively used in a fitting manner that suits various learning and teaching situations.

**CHAPTER TWO:
COMMUNICATIVE COMPETENCE:
REVIEW**

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Introduction

Communicative Competence (CC) is undoubtedly one of the most daunting aspects to achieve in the process of language learning, yet, it is still the ultimate goal of any language learner. It shapes a significant component in many linguistic areas, including the ways we speak, listen, read and write. That is why it has always been a contemporary hot topic that researchers and educators tried to interpret and characterise in several, distinctive manners.

The current chapter will provide a synthesised theoretical framework of Communicative Competence, its conceptualisations, history, characteristics, different interpretations and various proposed models. It also represents the relationship between CC and language teaching, the necessity for teaching it and ending up with the varied reasons that lead to poor communicative language.

2.1 Historical Background and Conceptualisations of Communicative Competence

As it is prosaically accepted, new assumptions and doctrines appear as a reaction to or an expansion of previously proposed ones; the ideology of Communicative Competence (CC) is no different. As the dissatisfaction of the traditional teaching methods and approaches lead to the inception of CLT, the same reason led to the creation of CC along with appearance of the CLT.

Hymes (1972) was the first to propose the concept of communicative competence as a revolutionised extension of Chomsky's (1965) Linguistic Competence and Performance. Chomsky referred to his term "competence" as the ideal perfected linguistic skills or knowledge of abstract rules of language-i.e. Grammar, Phonology and Lexis. He denoted that it is the learner's ability to understand and create unheard/ unseen sentences

(1965:40). For Performance, Chomsky defined it as the externalisation and actual use of that ideal linguistic knowledge one possesses. Hymes, however, did not approve of Chomsky's rigid and short-sighted view of language. Both Hymes (1972) and, later on, Halliday (1979) issued that Chomsky failed to encompass a crucial notion that has always affected language, specifically: the social aspects of language. Thus, Hymes attempted to provide a holistically broader notion of competence; that is the concept of 'Communicative Competence'.

Additionally, Hymes (1972) provided a definite wider conceptualisation of CC, he simply issued that 'it is the socially appropriate use of language' and described it as not only a congenital grammatical competence, but also as the ability to use that said competence in distinctive communicative situations. In other words, the focus of Hymes' theory is the needed knowledge that allows a speaker to communicate effectively within a given context; a knowledge that enables the speaker to use-i.e. produce and receive-language correctly in distinctive social situations. Moreover, Hymes (1972) added that a communicatively competent learner is one whose language understanding enables them to determine:

1. "whether something is formally possible and to what degree;
2. Whether something is feasible by virtue of the means of implementation available;
3. Whether something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether something is in fact done, actually performed, and what its doing entails." (p. 385).

To put that differently, Richards (2006) stated that Communicative Competence includes the following four aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately 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 communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies). (p.3)

Furthermore, many other researchers attempted to provide their own conceptualisation of CC, mainly Savignon (1972, 1983), Canale & Swaine (1980), Canale (1983) and Nunan (1989); respectively:

Savignon (1972, 1983) issued that is the ability to function 'in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors' (Savignon, 1972, p. 8).

Next, Canale & Swain viewed communicative competence as a blend of internal knowledge and outer, environmental skill needed for communication.

Also, Nunan (1989) defined CC as 'The ability to deploy linguistic interpersonal and socio-cultural knowledge effectively for communicative purposes' (p.212).

In a nutshell, though it is not easy to accurately define communicative competence, it is evident to say that all of the aforementioned conceptualisations seem to be heading in the same direction; synthesisedly, that is, communicative competence is merely the emulsion of an abstract linguistic knowledge and its actual correct and socio-culturally

appropriate use in the distinctive real life communicative settings in order to make meaning and accomplish different social tasks.

2.2 Interpretation of ‘Communicative’ and ‘Communication’

According to Turki (2018), the terms ‘Communicative’ and ‘Communication’ had been used differently to mean totally different things in textbooks. Researchers like Terrel, Van Patten, Savignon, Krashen and Nunan are examples of those who made a distinction between the aforementioned terms.

Thus, the distinction provided by Turki (2018) can be organised as follows:

Interpretation	Explanation
Communicative as talking	Communicative refers to oral activities of different nature. However, communication appears as the title for these oral activities or it refers to the open dialogue activities (guided conversation)
Communicative as application of Grammar	Communication refers to Grammar in practice. This grammar is exposed and explained in a traditional way, very commonly including explanations in the first language.
Communicative as Goal	Communication is the final stage of the learning process, not something that occurs all the time.
Communicative as interaction	Communicative refers to the fact that two speakers are engaged in the activity rather than the particular nature of the activity.
Communicative as skills	A large number of the textbooks focus on the developing of the four communicative skills and thus include some specific activities for each of them- i.e. Speaking, listening, Writing and Reading.

Table 03. Interpretations of Communicative Competence

In short, it is clear that Communicative could be interpreted differently depending on distinctive situations and contexts. Hence, what is mostly important and interesting here is the fact that the development of communicative competence could be looked at as the enhancement of the language's main four communicative skills, namely: Speaking, listening, Writing and Reading.

2.3 Characteristics of Communicative Competence

Usually, there are many characteristics of communicative competence provided in the literature, yet, as issued by Turki (2018), the most principal ones are those suggested by Savignon (2002). She summarised the basic characteristics as follows:

- Communicative competence is a dynamic rather than static concept; in fact, it depends on the negotiation of meaning between interlocutors who share to some extent the same symbolic and cultural system.
- Communicative competence applies to both written and spoken discourse.
- Communicative competence is context specific; indeed, successful communication in a particular situation depends on the understanding of its context.
- Communicative competence is defined as the underlying ability not only with respect to the linguistic knowledge but also the awareness of social cultural conventions. Moreover, performance is the overt manifestation of this ability, in other words, the verbal and nonverbal behaviour.
- Communicative competence is relative and not absolute; it definitely depends on the cooperation of all the participants involved in the act of communication.

It is observable that almost all the characteristics of Communicative competence provided by Savignon (2002) is actually based and referred from the rudimentary and basic conceptualisation of Hymes (1971). What Savignon did was simply a rephrasing of Hymes' understanding of a communicatively competent learner. So, in a nutshell,

one can say that though the conception of Communicative competence might be a vast one that involves many other aspects, yet, its characterisation is still feasible.

2.4 Models of Communicative Competence

Recent theoretical and empirical inquiry on communicative competence is usually based on four different, yet interrelated, models of communicative competence, orderly: Canale & Swain's; the model of Bachman and Palmer; Celce-Muria, Dornyei and Thurrel's model; and finally Usa Juan & Martinez's Model.

2.4.1 Canale & Swain's Model (1980, 1981)

This framework had at first three main components: Grammatical, Sociolinguistic and Strategic competence. Later on, Canale added a fourth element that he labelled: Discourse Competence.

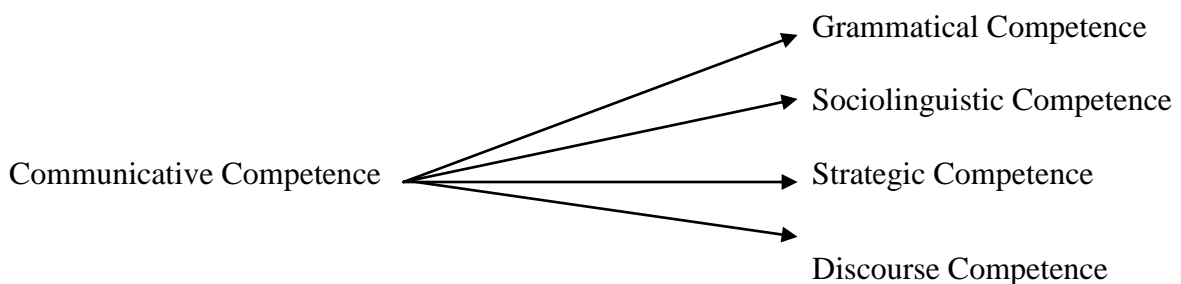


Figure 03. Canale and Swain's CC Model (1980, 1981)

According to Canale & Swain (1980, 1981), this model can be interpreted as follows:

2.4.1.1 Grammatical Competence (GC)

GC is parallel to Chomsky's linguistic competence, that is why some scholars use the terms 'Linguistic' and 'Grammatical' interchangeably. Canale & Swain defined it as the knowledge of the linguistic code (verbal or non-verbal) which includes: Grammatical rules, vocabulary, pronunciation, spelling, et cetera. This ability enables the speaker to use knowledge and skills needed for interpreting and producing the literal meanings of utterances.

2.4.1.2 Sociolinguistic Competence (SC)

This competence reflects Hymes's view of appropriateness of language in distinctive communicative settings. It is the ability to appropriately understand and use the linguistic code in accordance with the socio-cultural conventions/restrictions in a given context-i.e. the appropriate use of vocabulary, register, politeness and style.

2.4.1.3 Discourse Competence (DC)

DC is concerned with the selection and sequencing of utterances or sentences to produce a cohesive and coherent spoken or written text in a particular situational context in order to achieve a specific purpose: Political speech, Poetry, et cetera.

2.4.1.4 Strategic Competence (StC)

Strategic competence includes all possible verbal and non-verbal communication strategies that are used to remedy or overcome communication breakdowns. Strategic competence is what allows speakers to compensate for their insufficient competence in the other components of communicative competence. It includes: Paraphrasing, avoidance of utterances, repetition, circumlocution, reluctance, modifying, et cetera.

Canale & Swain's model of communicative competence was the simplest yet the most recognisable model for years, and it was the basis of all the later coming models, in one way or another, for that they all covered and based their models on what Canale & Swain provided as components within this very first model.

2.4.2 Bachman and Palmer's Model (1990, 1996)

Taking into consideration the previous model, Bachman and Palmer tried to adjust the model of communicative competence into a more comprehensive schema. They did not completely alter the preceding model of Canale & Swain, they simply reorganised it, adding up one basic change; instead of labelling it communicative competence, they

proposed an altered name, that is language competence/ability- which, according to them, consisted of two particular areas: Language knowledge and Strategic knowledge.

Moreover, Strategic Knowledge is the prosaic Strategic competence in Canale & Swain's model; what is actually adjusted is the Language knowledge. Language Knowledge consisted of two complementary components: Organisational knowledge and Pragmatic knowledge.

When it comes to the Organisational knowledge, it also composed of two abilities that are engaged in a mastery of linguistic rules and structures-i.e. Grammatical and Textual knowledge. Grammatical and Textual knowledge are parallel to Canale & Swain's Linguistic competence and Discourse competence, respectively.

Pragmatic knowledge refers to speakers' abilities to produce and interpret discourse-written or oral. It embodies two other areas of knowledge: Sociolinguistic knowledge, which represents Canale & Swain's Sociolinguistic competence and Illocution/ Functional knowledge, which is actually the main contribution and addition of Bachman and Palmer. Illocution Knowledge is simply conceptualised as the generation and understanding of speech acts correctly and appropriately according to the communicative situation.

In sum, it is evident to say that Bachman and Palmer kept the basic crux of Canale & Swain's model yet they basically added up and highlighted one more competence that they introduced as the ability of appropriately functioning within a speech event and a communicative context.

Bachman and Palmer's Model can be expressed as follows:

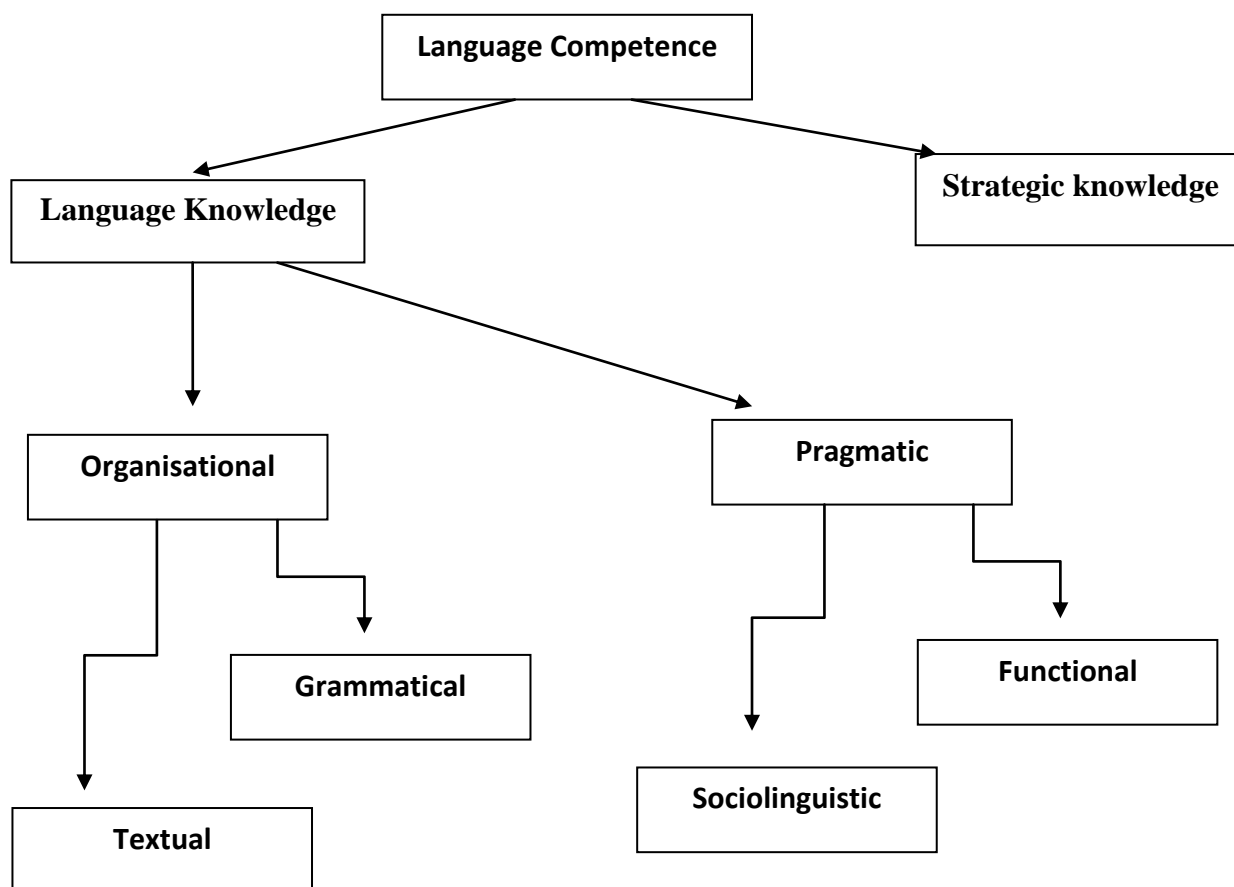


Figure 04. Bachman and Palmer's Model of Communicative Competence (1990, 1996)

2.4.3 Celce-Murcia *et al.* (1995) model of Communicative Competence

Celce-Murcia *et al.* (1995) issued that after Canale & Swain's model, there was no actual attempt for a later elaboration of the model and its content. They reacted against Bachman and Palmer's model (1990, 1996) and suggested a new model. Though Celce-Murcia *et al.* venerated Canale & Swain's model in they developed their model based on its content, their present model differed in certain respects.

Celce-Murcia *et al.*'s model contained five components of Communicative Competence: Linguistic, Discourse, Strategic, Socio-cultural and Actional competence.

Respectively, the three first components- Linguistic, Discourse and Strategic- are kept as they were previously expressed in the other models. The Socio-cultural competence is just a relabeling of Canale & Swain's sociolinguistic competence 'to better distinguish it from Actional competence' as Celce-Murcia *et al.* (1995) issued.

Actional Competence (AC) is what was actually brought about and introduced by Celce-Murcia *et al.* for the first time. According to Celce-Murcia *et al.* (1995), Actional Competence means 'the knowledge required to understand communicative intent by performing and interpreting speech act sets' (p. 9). In other words, it somehow reflects a pragmatic ability that is expressed in communicative context.

The model can be illustrated as follows:

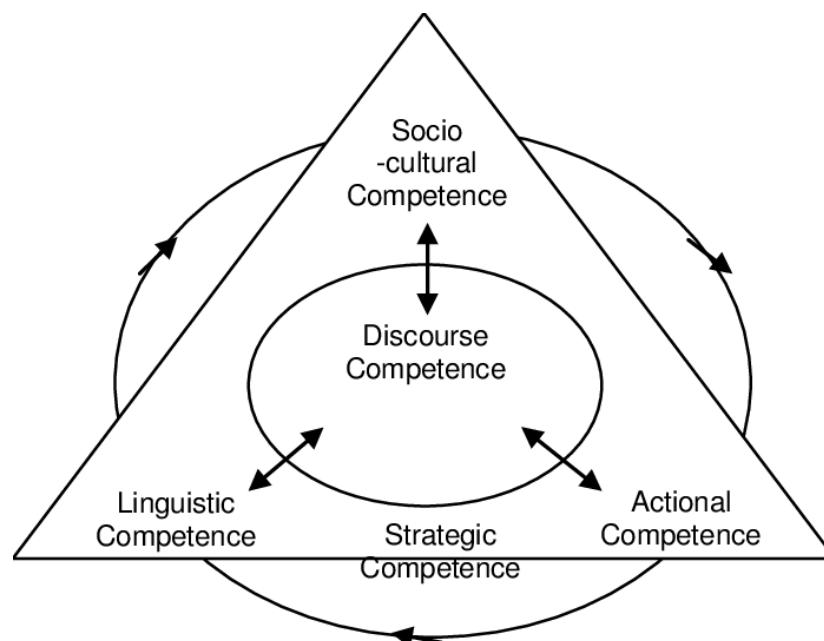


Figure 05. Model of Communicative Competence (Celce-Murcia et al. (1995))

2.4.4 Usó-Juan and Martínez-Flor's Model (2006a)

This present model stands as one of the latest and most recognised models. As for the case of the previous models, Usó-Juan and Martínez-Flor tried to stick to the basic components of communicative competence. They actually, did not deviate much from the

previously stated models; as a matter of fact, it is possible to say that they somehow combined the preceding models into one single synoptic, embodying model.

Usó-Juan and Martínez-Flor's model consists of five interrelated components: Linguistic, Strategic, Discursive, Pragmatic and Intercultural Competences. Intercultural competence seems to be newly introduced that they defined as: 'the knowledge of how to interpret and produce a spoken or written piece of discourse within a particular sociocultural context' (p. 161); however, an analysis of the latter definition would uncover the fact that Intercultural Competence is closely related and influenced by Celce-Murcia *et al.* (1995)'s Sociocultural competence.

Similarly, Pragmatic Competence is highly thought to be an extent of Bachman and Palmer (1990, 1996)'s conception of Pragmatic knowledge. Furthermore, the other remaining competences, particularly: Linguistic, Discourse and Strategic, are inevitably the very first basic components of Canale & Swain's model (1980, 1981).

Additionally, Usó-Juan and Martínez-Flor considered have put the Discourse competence at heart because they believed that the ability to produce and interpret spoken or written discourse is the most important factor in achieving successful communication. Thus, they (2006) elaborated: 'Discourse competence is located in a position where the rest of the components serve to build this competence which, in turn, shapes each of the other competencies.' (p. 160).

The Framework of Communicative Competence proposed by Usó-Juan and Martínez-Flor (2006a) can be represented as follows:

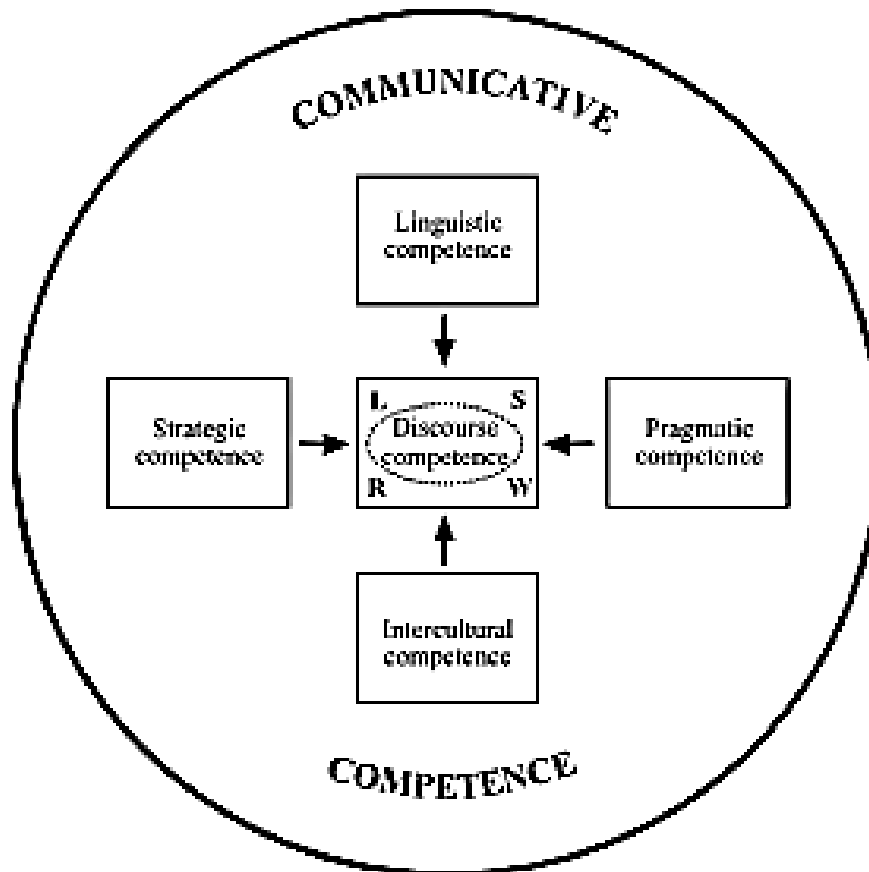


Figure 06. Components of communicative competence

(Usó-Juan and Martínez-Flor, 2006a: 16).

2.5 Communicative Competence and Language Teaching and Learning

No one can deny how empirical it is to be communicatively competent when learning and aspiring to appropriately use a foreign language. Most teaching approaches and methods nowadays put great emphasis on developing communicative competence of learners including all areas and skills: speaking, listening, reading and writing; that is to say that the ultimate goal of teaching competence of communication is to enable learners to master the language structure along with developing their communicative abilities in all possible forms.

Though, some scholars like Kasper (1997) believe that Communicative Competence is not a concrete concept that can be simply transmitted and taught to learners, but rather, opportunities to practice, develop and work on communicative abilities should be provided to those learners. In other words, if one opts for and puts communicative competence as the goal of the learning process, classroom activities should focus solely on different aspects related to communication and thus trigger learners to use all their language skills on distinctive subjects that prepare them for real-life situations.

Consequently, scholars and researchers have adopted more communicative-oriented teaching syllabuses and approaches to seek for more efficacious and potent ways for practicing and improving students' communicative skills to replace the prosaic, grammar-oriented approaches that was no longer felicitous. Ergo, Language Teaching arose as a ramification, putting Communicative Competence as the fundamental and cardinal core of the language learning and teaching process. CLT aspired for the purpose of fulfilling communicative goals of the language learning and teaching. It provided a communicative syllabus that embodied several interactional activities that tackled all the learners' skills, which, forsooth, was a great contribution in sharpening learners' communicative skills.

As stated previously, Communicative Language Teaching inclined several principles that were competency-based, meaning they majorly focused on honing communicative competence. According to Richards (2006), the competency-based principles are as follows:

- 1- Learners learn a language through using it to communicate;
- 2- Authentic and meaningful communication should be the goal of classroom activities;
- 3- Fluency is an important dimension of communication;
- 4- Communication involves the integration of different language skills;

5- Learning is a process of creative construction and involves trial and error.

These principles, vicariously, ended up including activities that were of communicative nature, and thus, they highlighted the importance of the Communicative skills that are regarded as communicative Competence.

To conclude, it is evident to say that Hymes' inception of the theory of 'Communicative Competence' played a significant role in the proceeding studies that based their inquiry on his concept to eventually come up with effectual and practical approaches and broader conceptions of terms related to teaching a second or a foreign language.

2.6 Necessity to Focus on Communicative Competence in Teaching

Mastering any language certainly starts with perfecting the four basic language skills: speaking, listening, reading and writing, and how to use them properly in real situations. Communicative competence, inevitably, includes all those aspects, what renders it a prior feature in language teaching. Teachers' task in teaching is certainly to qualify learners to be better communicators and users of Language, as Savignon (1997) issues "The role of the language teacher is to help learners get along in real-life situations" (p. 114).

In the same vein, Tarvyn (2015) explains more concerning the priority of focusing on Communicative Competence and denotes that:

L2 speakers must be able to process and interact with the language they experience in order to succeed in the sociocultural contexts in which they find themselves. Whether in the classroom, the grocery store, or the workplace, if L2 speakers do not have access to this language, they have less opportunity and less power to interact as equal members of social interactions. CC as a goal, through various Communicative Language Teaching (CLT) methodologies, allows L2 speakers the

cultural and linguistic knowledge needed to handle the interactional challenges presented to them. (p.07)

The focus on Communicative Competence in the teaching and learning process necessarily means a better and relatively successful preparation of learners for real interactions outside the classroom; and thus, a felicitous teaching and learning experience that allows L2 learners to practice and consequently use the TL more freely.

2.7 Problems Effecting Competence in Communication

It is truly noticeable how more L2 learners are pursuing English nowadays. Yet, the majority of those are not practically successful in their English learning journey. Most learners encounter numerous problems when aspiring to learn English, resulting in an infelicitous learning experience.

As cited in Thongma (2013, p.184), Normazidah, Koo, & Hazita (2012) and Trawiński (2005) presented some major factors that impact learners to have poor performance in English language learning:

- English is regarded as a difficult subject to learn.
- Learners' learning depends on the English teachers as authorities.
- There is a lack of support to use English in the home environment and the community.
- Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms
- Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.
- Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.
- Lack of motivation for learning or the negative attitude towards the target language.

In fact, these are the general factors that affect the overall English learning. Yet, when it comes to Competence in Communication precisely, the holistic amount of exposure to English, throughout the whole learning journey, is certainly the most observable and impacting factor. Indeed, the overall exposure to English is the one main factor that inevitably leads to the remaining others, ending up in poor communicative competence.

Statistically speaking, according to Mountford and Mackay (1978, p. 2-3), a prosaic L2 language learner is usually exposed to around 524 hours (starting from middle school up to secondary school) which is totally insufficient to meet learners' Communicative needs. They stated that:

When the English as a foreign language is taught to children at the primary school and early secondary levels of education, it is generally taught with a general aim and in mind-that is, it is regarded as a good thing for them to learn a foreign language as a part of a broad education. There is usually, however, no immediate and specific requirement for such children to make use of the language in many communicative situations.

They believed that not only what learners are exposed to is insufficient, but "it also is not communicative knowledge of the English language use, but rather a knowledge of how the syntax and lexical rules of English operate". Consequently, learners reach to University with great deficiencies and poor communicative performances. Additionally, Brumfit (1979) seemed to support the same claim, he issued:

The problem is that students who have received several years of formal English teaching frequently remain deficient in the ability to actually use the language, to understand its use, in

normal communication, whether in the spoken or written mode. (p. 116)

When learners finally get into university with less language knowledge and exposure to English and then they were supposed to have, many learning and encountering knots start to come up against them, making the learning process even more unpleasant to them.

All in all, though reasons of the deficiencies in English learning and of the poor Communicative Competence differ and vary, the inappropriate and insufficient exposure to the English language remains the one most recognised factor that is widely agreed upon, and a factor that might lead to unfortunate communicative confrontation.

Conclusion

To conclude, it is not erroneous to say that, after all, Communicative Competence is not an easy to concept to be defined absolutely or conceptualized according to one single framework. It prosaically means different things to different educators, according to each one's field of work and perspective.

This chapter was an attempt to review the basic notions related to Communicative Competence (CC), its historical backgrounds and its divergent conceptualisations and interpretations according to different researchers. Additionally, it tackled the distinct noteworthy models that various scholars proposed, along with its necessity and relationship to language teaching. Eventually, the chapter filed the main issues that affect the felicitous Competence in Communication.

**CHAPTER THREE:
ANALYSIS AND INTERPRETATION OF
DATA**

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Introduction

The current study aims at exploring the impact of Communicative Language Teaching (CLT) in enhancing the Communicative Competence of EGSP learners. This chapter is the representation of the field work and the analysis of the collected data. Firstly, it provides the theoretical background on the research methodology of the present study, along with the rationale of each data collection methods and the strategies that are used to examine the study's presumed hypotheses. The chapter also presents a description of the latter data collecting methods, Data analysis and the interpretation of the results, in addition to the statistical processes. In a nutshell, the chapter aims to present the careful discussion of findings with the main purpose of answering the anticipated research questions, and testing their hypotheses.

3.1 Rationale for Research Approach

According to Dornyei (2003) the mixed methods approach “ is a combination that has a great potential for future research as it can bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm" (pp. 130-131), that is why we decided to opt for a mixed methodology. Firstly, a quasi –experimental research that aimed at answering the first research question- “What is the impact of implementing CLT on EGSP learners’ Communicative competences?”- And discovering and evaluating the effectiveness of the communicative approach. Secondly, A focus group discussion (FGD) that has been adopted to serve as a vicarious, simplified needs analysis of learners in order to collect enough descriptive data to answer the remaining two research questions- RQ2: What strategies does one need to implement CLT in EGSP classrooms? And RQ3: “What would be the attitude of learners towards the implementing

of CLT?”. All in all, the present study, both qualitatively and quantitatively, describes the data gathered by means of the quasi experiment and a focus group discussion.

3.2 Population and Sample

The population of this study was English learners of the intensive language teaching centre of Biskra (CEIL). Ross (2005, p.1 as cited in Meddour, 2014) asserted that "The information derived from the resulting sample is customarily employed to develop useful generalizations about the population". Hence, based on a purposive sampling, a random group from the B2 level that consisted of ten (10) learners out of the total of sixty eight (68) learners have been chosen and volunteered to participate in the treatment. The group consisted of five (05) males and females from different fields of work and specialties, which made it a heterogeneous EGSP-based group. This level has been chosen because it is the most acknowledged level internationally for that it includes upper intermediate learners, which means they are fairly encountered to English and have previously gained skills that they're preparing to realise in the real world.

Also, since the nature of our sample is EGSP-based, it is also important to mention that, according to Meddour (2014), English for general specific purposes (EGSP) is a minor type of ESP, but it is General in nature, which means it encompasses learners from different domains who share Specific common purposes.

3.3 The Quasi-Experimental Study

As stated above, the quasi-experimental study was purposively adopted in order to explore the impact of implementing CLT in enhancing the Communicative Competence of EGSP learners. Down below are the descriptions of the methods and procedures used in this quasi-experiment, along with the sample selection, the quasi-experiment, the experimental program, the tests construction in addition to the data gathering procedures.

3.3.1 The Description of the Quasi-experiment

True experimentations in human and social sciences are almost impossible to be undertaken, that is why researches opt for a quasi-experiment whenever they are adopting an experimental research design because according to Moore (2008), (as cited in Meddour, 2014): "quasi-experimental studies may be more feasible or appropriate" especially to find out the correlations between variables which result from a particular treatment or manipulation.

Also, according to Cohen, Manion & Morison, (2007, p. 257) as cited in Meddour, (2014), the quasi-experimental studies may take different designs, mainly:

- The one group pretest-posttest design,
- The non-equivalent control group design,
- The time series design.

In addition, according to Moore (2008)- as cited in Meddour (2014)- all the above designs can provide helpful interpretations of causality and correlation relationships between the variables of the study. Thus, the one group pretest-posttest has been integrated as a design in the study.

Therefore, this current study aims at investigating the effectiveness of using the Communicative language teaching (CLT) to enhance the Communicative Competence of EGSP learners, its strategies and the attitudes towards it adopts the quasi-experiment, particularly the one group pretest-posttest design, with the one purpose of examining the effect of CLT on learners' CC, and consequently, measuring the relationship between the variables. In addition, Krik (1995, p.26), as cited in Meddour (2014), issued that the one-group pretest-posttest design allows for two hypotheses, the alternative (H1) and the null (H0) hypothesis; that is to say that by the end of the treatment we will either accept or reject one of the said hypotheses.

Furthermore, the one group pretest-posttest design rationally consisted of pre-test, treatment and then a post-test. Collecting holistic data on the experimental group before and after the treatment in order to make relevant inferences, analysis, and interpretations of the study outcomes, were the main aim of this design where the scores of both tests represented the pre and the post competencies and performances of learners.

Practically speaking, the present study has been conducted within twelve (12) weeks, i.e. three (03) months, two successive (02) sessions each week with two (02) hours for each session, which is translated as twenty-four (24) sessions or forty-eight (48) hours total count- including the whole: pre-test, treatment and the post-test. The time interval was set that way in order to be sufficient since the study tackled many language skills. The first and the final sessions were, respectively, devoted for the pre and post-test; the remaining 22 sessions were allocated for the treatment. During the treatment, the one-group study learners were exposed to different CLT-based activities that centred the four main skills: Speaking, Listening, Reading and Writing, aiming to better the learners' Communicative competence, and thus to test the workability of the CLT.

3.3.1.1 Experimental Program Description

To reach the previously highlighted aim of the treatment, i.e. investigating the workability and impact of Communicative Language Teaching (CLT) on learners Communicative Competence (CC), the researcher selected and adopted forty-four (44) activities that are arranged in the skills development section of the Headway upper-intermediate level students' book by Liz and John Soars. The activities were chosen for that after an analytical evaluation of both, the content and the nature of those activities, and the learners' needs, it was clear that those they truly served and were complementary to the desires of learners.

Moreover, the treatment started by the second session and after the pre-test and finished one session before the post one. During the sessions of the treatment, the selected forty-four (44) activities equally tackled the four (04) linguistic skills: Speaking, Listening, Reading and Writing; eleven (11) different activities have been devoted for each skill to guarantee the sufficient exposure to the all said competences. The organisation of sessions followed a certain pattern during the treatment; a session for Writing and Reading, proceeded by another that tackled Speaking and listening, during which learners got to abundantly and dynamically practice all the four skills along with the ongoing simultaneous evaluation and instruction of the teacher which provided and immediate feedback that allowed learners to monitor their own development. Further details are presented in Appendix B and C.

3.3.1.2 Tests Construction

According to Cohen, Manion, and Morison (2007, p.414 as cited in Meddour, 2014), "in tests, researchers have at their disposal a powerful method of data collection". Thus, in this study a pre-test and post-test have been conducted in order to measure the difference in learners' competences and performance before and after the treatment. The nature of this present study compels that both the pre and post-tests have to be of communicative origins and the requirements of such tests are presented earlier in chapter 01.

Practically speaking, the pre-test took place during the very first session-before the treatment- right after breaking the ice between the researcher/ teacher and the learners, and the post-test was administered in the last session- after the treatment (the twenty-second session (22)). According to Kitao (1996) Communicative tests should measure and reflect learners' ability in using language in real life situations. For productive skills: Speaking and Writing, he issued that emphasis should be put on "appropriateness rather than on

ability to form grammatically correct sentences”; when it comes to testing receptive skills, Kitao believes that focus is placed on understanding the communicative intent of the speaker or writer rather than on picking out specific details. Since both productive and receptive skills are usually combined, “testees must both comprehend and respond in real time”. He also denotes that, though it is up to teachers to prepare their own tests however they desire, communicative tests are better set on the notion of duality: Speaking goes with Listening, and Reading with Writing. Thus, the tests in this study followed that lead. Both the pre and post-tests included four (04) sub-tests for each language skill that were scored out of ten (10) each, putting in mind that the tests were paired: Speaking joined to Listening and Reading to Writing. Both tests have taken the same directions and format but with different content. For Listening, A video followed by comprehension activities, then individual oral discussions of the content and videos’ personal interpretations, while their speaking competence was being evaluated simultaneously. After that, learners were assigned a texts followed by questions to test their reading/understanding competence, and then they were asked to rewrite the texts (main ideas and interpretations) in their own style, so that their writing skill could be evaluated. Both, the pre-test and post-test, are respectively represented in the Appendix D and E.

3.3.2 Analysis and Interpretation of the Scores

As a final stage of the treatment, learners scores in the pre and post-test were collected, interpreted and analysed statistically and graphically using the experimental research quantitative descriptions, which Calder & Sapsfords (2006) (as cited in Meddour 2014) consider as “the most widely used measures in research reports and papers” p.214, mainly: the Frequency, the Mean, Standard Deviation, T-test and hypothesis testing.

3.3.2.1 Statistical Consideration

Attaining the difference between pre-test and post-test statistically necessitates computing the Mean, the Variance, and Standard Deviation, that would allow us later on to apply and calculate the t-test, degree of freedom and the statistical significance. In other words, it would be possible to test and whether confirm or reject our assumption, which is: the CLT's positive impact on the CC of EGSP learners.

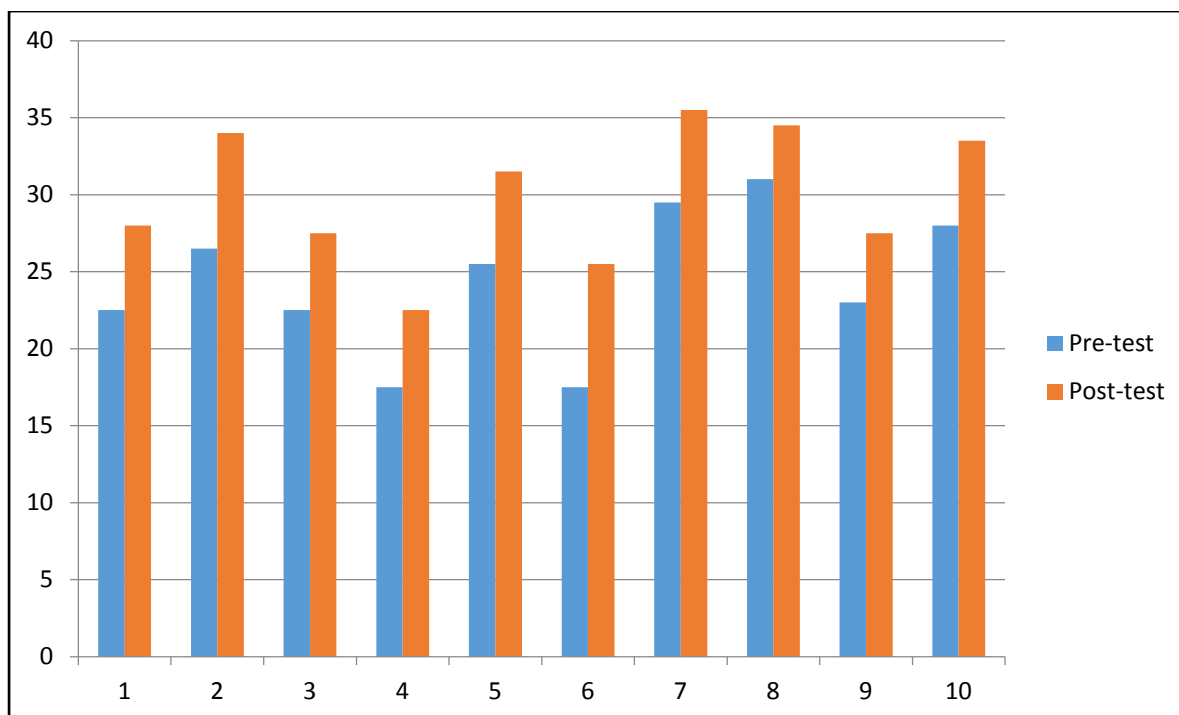
Also, it is important to denote that, instead of manually, we decided to adopt the SPSS as a measuring tool for all the needed calculations.

3.3.2.2 Learners Scores:

The scores obtained in the pre-test and post-test are presented in the table below in alphabetical order of the students names initials:

N	Learners' names and gender	Pre-test		Total/40	Post-test		Total/40
		Speaking+ Listening (/10 each)	Reading+ Writing (/10 each)		Speaking+ Listening (/10 each)	Reading+ Writing (/10 each)	
01	A. F (M)	6,5 + 5	6 + 5	22,5	7,5 + 7	7 + 6,5	28
02	Ch. M. F (M)	7 + 6,5	7 + 6	26,5	8,5 + 8	10 + 7,5	34
03	D. A (M)	5 + 6	6 + 5,5	22,5	6 + 8	7,5 + 6	27,5
04	D.O (M)	4 + 4	5,5 + 4	17,5	5,5 + 6	6 + 5	22,5
05	I. S (F)	7 + 5	7 + 6,5	25,5	8 + 7,5	9 + 7	31,5
06	M. A (M)	4 + 4,5	5 + 4	17,5	5,5 + 6,5	7,5 + 6	25,5
07	N. L (F)	7 + 8	7,5 + 7	29,5	8,5 + 9	10 + 8	35,5
08	O.CH (F)	7,5 + 8	8 + 7,5	31	8 + 9	9 + 8,5	34,5
09	R. S (F)	5,5 + 5	7 + 5,5	23	7 + 6	8 + 6,5	27,5
10	T. S (F)	7 + 6,5	7 + 7,5	28	8 + 9	8,5 + 8	33,5
				Sum= 243,5			Sum= 300

Table 04. Pre-test and Post-test Students' Scores



Graph 01. Pre-test and Post-test Learners' Scores

It is clear that both Table 4 and Graph 1 illustrate that there is an observable difference in learners' scores from pre-test to post-test. This assumption is reinforced and expressed in the sum of scores (243,5 Vs 300) with a vast difference of 56,5 between both sums. Thus, we can already make a preliminary inference that our treatment and intervention had a positive impact on the learners' better performance.

3.3.2.3 Calculations:

1. Frequencies of the Scores

The table below, ascendingly, presents the frequency of the learners' scores:

Pre-test		Post-test	
Score	Frequency	Score	Frequency
17,50	2	22,50	1
22,50	2	25,50	1
23,00	1	27,50	2
25,50	1	28,00	1
26,50	1	31,50	1
28,00	1	33,50	1
29,50	1	34,00	1
31,00	1	34,50	1
		35,50	1
Total	10		10

Table 05. Frequency Distribution of Score Values

In order to make relevant assumptions and implications of the scores values in relation to the treatment that Learners have gone through, we need to highlight the range of scores in both tests, the scores above and below the average, and the lowest and the highest scores.

For the pre-test, we notice that:

- The scores range from 17,5 to 31 with a supremacy of the score 17,5 and 22,5.
- 2 scores less than the average 20, and 8 scores above the average.
- The scores 17,5 and 22,5 are the highest scores frequency.

As for the post-test, we observe the following:

- The scores range from 22,50 to 35,5 with a supremacy of the score 27,50.
- All the scores are above the average 20.
- The score 35,50 being the highest score frequency.

2. The Mean

It is usually referred to as (\bar{X}) , and it simply represents the average of scores.

3. The Standard Deviation (SD)

The SD is used to calculate to what extent a set of scores varies in relation to the mean.

4. The variance

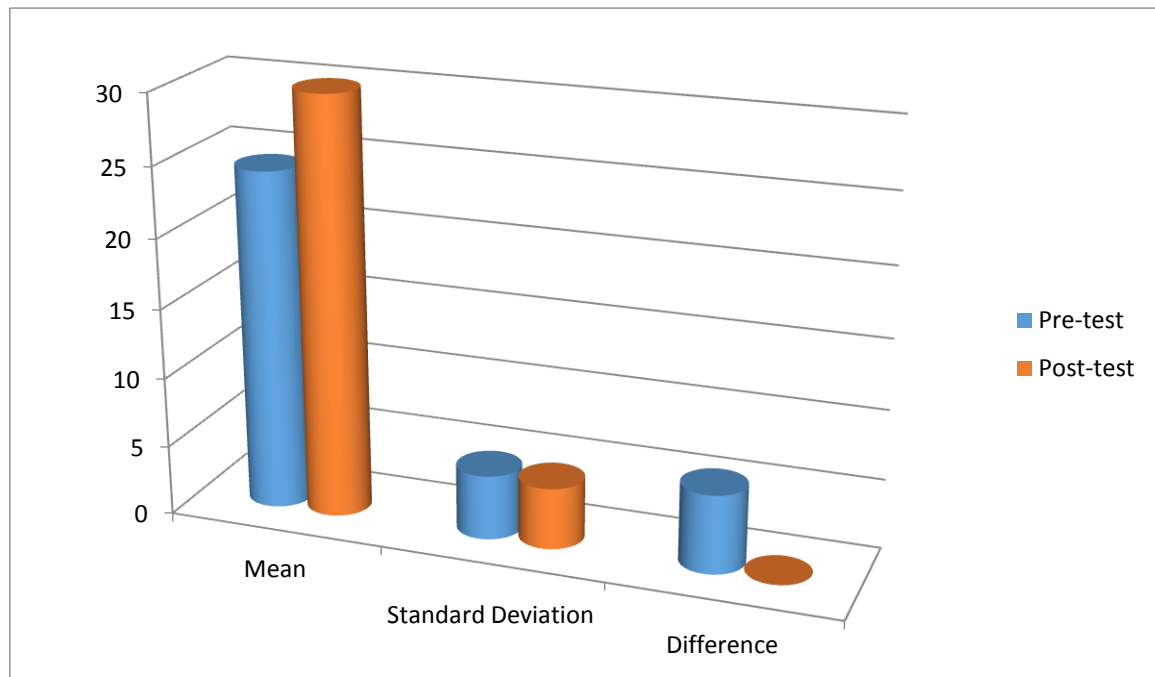
The Variance is symbolised as (S^2) . It measures and gives a general idea of how far and spread out our data set is.

All of the above, .i.e. the means, SDs and S^2 s, have been computed using the SPSS, and the results are:

	N	Mean	Std. Deviation	Variance
Pre-test summed scores	10	24,35	4,625	21,392
Post-test summed scores	10	30,00	4,396	19,333
Difference		5,65	0,228	2,059

Table 06. Pre-test and Post-test Means, Standard Deviations and Variances and their Differences

The graph below shows the difference between the Mean and the Standard Deviation of the above table:



Graph 02. Comparison of the Pre-test and Post-test's Mean and Standard Deviation

Table 3 and Graph 2 present a considerable difference that is up to an average of (5,5) in learners' scores. Thus, we can almost absolutely assume that the use of CLT as a teaching approach- which learners have undergone through the quasi-experiment- has indeed bettered the learners' scores in the post-test, which is expressed in the prodigious progress of all the learners.

However, to consolidate this enhancement statistically, we need to obtain more inferential statistics, which is the calculation of the T-test.

3.3.2.4 T-test calculation

The T-test is a type of statistical test that is used to compare between two means in order to adjudge if there is a significant difference between two tests or groups. In our case, a paired means test is what should be adopted.

Yet, before calculating the T-test, one needs to keep into consideration that along with the latter, other aspects are to be accounted for, namely:

- **The Degree of Freedom (*df*)**

As defined in Wikipedia, the number of degrees of freedom is the number of values in the final calculation of a statistic that are free to vary. In other words, the number of degrees of freedom can be defined as the minimum number of independent coordinates that can specify the position of the system completely.

- **Alpha Decision Level (α)**

As cited in Meddour (2014), Brown (1995) believes that before calculating the T-test, a researcher should set the alpha decision level to either $\alpha < .05$ or at the more conservative $\alpha < .01$ to be more evident.

As for our present study, we decided to set it at $\alpha < .05$ which means that only 5% chance of error is to be tolerated. The hypothesis is directional/ one-tailed, what renders the test directional too, because we already have a theoretical assumption that permits us to expect that one mean is to be higher than the other. In other words, we predicted that the post-test scores are to be better than those of the pre-test. We went for the one tailed hypothesis because "it is stronger than the two tailed test as it makes assumptions about the population and the direction of the outcome" (Cohen, Manion, and Morrison, 2007, p.504, cited in Meddour, 2014).

- **The Critical Value (*p*)**

Critical values are simply cut-off values that introduce the regions where the test statistic is to be valid and reliable.

- **Hypotheses**

According to Krik (1995, p.26 as cited in Meddour, 2014), the one-group pre-test and post-test design allows for two hypotheses, the alternative and the null hypothesis:

The 'null hypothesis' might be: H_0 : There is no statistically significant difference in mean pre- and post-scores.

And an 'alternative hypothesis' might be: H1: There is a statistically significant difference in mean pre- and post-marks

Again, we used the SPSS as measuring software, and after calculating using the appropriate aspects as stated before, we reached the following conclusions:

Paired Samples Test

Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	
Pair 1	Post-test summed scores - Pre-test summed scores	5,65	1,33437	,42197	4,695	

		95% Confidence Interval of the Difference	t	df	p-value
		Upper			
Pair 1	Post-test summed scores - Pre-test summed scores	6,60	13,390	9	,000

Table 07. Paired Samples Test results

Using the information obtained from table 4, we can state the following:

- $t_{obs} = 13,39$.
- $df = 9$.
- Critical value (According to Fisher and Yates' table of Critical values):
 $t_{crit} = 1,83$. Thus, $t_{crit} < t_{obs}$ ($1,83 < 13,39$).
- $P = ,000 < \alpha = ,05$.

At this point, all the data needed to decide the statistical significance of the present treatment have been deduced; now, all that is left are inferences.

3.3.3 The Statistical significance

The results above indicate that the observed statistics is higher than the critical value ($t_{obs} > t_{crit}$; $13.39 > 1.83$), thus, the null hypothesis (H_0) is to be rejected for that it is not supported at $P < .05$. Rationally, having rejected the null hypothesis, then the alternative (H_1) is the one to be accepted. In other words, less than 5% of the observed difference in pre-test and post-test's means ($24, 35 < 30$) is due to chance, and/or there is more than 95% plausibility that the progress was because of other factors other than chance.i.e. We are more than 95% certain that there is a relationship between the present treatment that inclined the use of CLT in the classroom and the post-test results.

Henceforth, we are sufficiently confident and in a fit position to advocate for the alternative hypothesis H_1 that claims that the learners' communicative competence and better performance is positively affected by the implementation of the CLT.

3.3.4 The Effect Size

To add up to the previously proved Statistical Significance, it is needed to attain what is known as 'The Effect Size' of the treatment.

The effect size is referred to as the Eta Squared and it simply is a quantitative measure of the magnitude of a phenomenon, and it is calculated as follows:

$$Eta\ Squared = \frac{t^2}{t^2 + (N1 - 1)} = \frac{179,29}{188.29} = 0,86$$

According to Cohen guidance (1988), the value (0,86) shows that there is a very large effect of the input- that is The use of CLT- on the output- that is students' final scores of the post-test. Therefore, it is evident to say that the already accomplished results have been statistically reconfirmed by means of the effect size.

Differently put, it is now revealed that the use of CLT resulted positively in the betterment of students' Communicative competence.

In a nutshell, the learners who had undergone the treatment- that was aimed at confirming the impact of CLT on learners' CC- showed an absolute development in the post-test comparing to the pre-one. Thus, the remarkable progress of learners in the post-test has, once again, significantly and statistically proved the workability of H₁. Indeed, the use of CLT as a teaching approach in an EGSP-based classroom positively impacted the learners' communicative competence.

3.4 Focus Group Discussion (FGD)

3.4.1 Rational and Aim

It is important to notice that The FGD is also labelled FG interview. According to Wisker (2001), the use of such interview is highly desirable for obtaining information based on i. emotions, feelings, experiences, ii. sensitive issues, and, iii. insider experience, privileged insights and experiences. Thus, the purpose behind this tool is to serve as a simplified and vicarious needs analysis of the learners and to collect sufficient information concerning their outlooks, and therefore, to answer both research question, second and third.

3.4.2 Description of the FGD

A structured discussion/interview was administered to our sample so that we examine the second and the third questions of the present inquiry. Thus, it was aimed at acquiring more acumen concerning the learners' desires, perspectives and outlooks.

The discussion included seven (07) open-ended questions; Six (06) initial ones that were asked during the same day of the pre-test-i.e. before the treatment, and the last one was the day of the pos-test. The first question investigated learners' actual reasons behind pursuing English, and thus helped us to (a) gain more insights into their actual needs and (b) decide which items to focus on during the treatment. The second and the third question sought to acquire a better understanding of the learners' past educational experiences and

their attitudes towards them. The fourth one aimed at providing us with activities suggestions and to reconfirm the learners needs, since their suggestions reflected their lacks. Question five was directed to discover if the learners had any possible background of the used approach, and the sixth question, once again, assisted in deciding learners anticipated goals. The final question (07) longed for a relative feedback concerning the approach, and thus discovering learners' overall attitudes towards the said approach and the learning process.

3.4.3 Analysis and Interpretation of the Results

1. Why are you Studying English?

A. English is the Lingua-franca:

This point is probably the most recognised one for that almost all the group (8/10, to be exact) insinuated that English is the world's language, one way or another. They directly denoted statements like:

- "I'm learning English because it is the most used language in the world".
- "English is an international language which made learning it a must nowadays".
- "English became a link between different nations".
- "English connects the world".

Learners seemed to realize how important English is nowadays. Little did they know that, statistically, English is the official language of 53 countries and that one out of five people can speak or at least understand it, yet they still were aware that a-English is the most dominating and commonly spoken language these last decades, b- it is used world-widely and c- it is, indeed, widespread. They believed that the latter forcibly necessitates learning and mastering English to some extent if they ever wanted to communicate with the outer world.

B. Communicative purposes:

Not a single learner hasn't mentioned the fact that they all want to learn English to communicate. Smooth and easy Communication is inevitably the core and the goal of any language learning process, not only English; however, with English, as we stated before, being the lingua-franca, learning it became a priority for that it is the first communicative language. Apparently, learners did fathom this fact; their answers could be further divided into three main communicative acts, mainly:

- **Speaking and listening purposes**

This part is the most general one of all. All learners mentioned that they want to either speak fluently or understand spoken English.

“I want to understand people when speaking and to speak fluent English myself”.

- **Travelling and going abroad**

Three learners mentioned that they travelled before, yet it was an infelicitous experience because they simply did not master English. The latter made them, along to other factors, enroll in English-fostering programs. Others two students issued that they want to leave Algeria and go live and work somewhere else (an English speaking country).

“I want to travel around the globe and meet new people, and English would help me do that”.

“My reason to study English is to leave Algeria because of more job opportunities abroad”.

- **Social interaction.**

This factor includes any sort of socialising; some learners believed that English is certainly a key to help them build relationship meet new people and make more friends especially that “Most websites and social media are and deal in English”.

C. Academic Purposes:

This was one more answer that many learners-specifically: (70%) - agreed upon. They believed that English would assess them both, educational and career-wise. That's why this aspect can be further classified as:

- Educational.
- Professional careers.
- Writing and Reading

A saying that summed this all up is “As a PhD Student, I’m studying English since I need it in my study and work. It can help me understand the newest researches and to write and interpret articles easily since they are a part of my professional and educational life”.

D. Personal:

One more common aspect among all the enrolees is the usual reason that most of the best films, music and TV shows are in English; mastering English would give them a better appreciation of those highlights. Additionally, 20% of the learners highlighted what seemed a very interesting aspect; they denoted that learning languages gives them a great sense of personal achievement, fulfillment and growth. Some of them also added that English is fairly easy to learn, or simply that it is a matter of interest.

“I’m what is commonly known as a series-holic (addicted to series and movies) and I’d like that I understand all what they’re saying and not just rely on subtitles”.

“I find English easier, more fun and amusing comparing to other languages”.

“..I was always interested in English from a young age, and now I am just following that desire”

2. How were you taught before?

Not surprisingly, the basic traditional grammar translation method (Textbooks and grammatical practices) was the dominating answer. Obviously, all learners (10/10) had gone through the theoretical Grammar textbooks during their English learning journey- that is considering their tertiary phase, up to university then to their independent learning- where they got to “learn some rules” and “language structures”. However, some of them (3/10) highlighted that they appreciated the intensive grammar courses because “they were more organised and direct” and that “they allowed them to confirm and strengthen their previously accumulated linguistic knowledge”.

Another remarkable aspect within the answers was the existence of individualistic, autonomous learners. Two learners made it clear that they acquired their present English skills on their own, relying mostly on social media (mainly: YouTube) and language-fostering electronic applications; even when they were exposed to textbooks, they used to consult the internet for further ado and verifications.

3. Did you like them?

“Although teachers were good and competent, their ways of teaching was the only thing I didn’t really like”

“I didn’t like how I was taught but I had no chance to change it. I think the problem is not teachers but in the whole syllabus: too much rules of grammar, vocabulary and conjugation courses, which made learning very boring”.

These too above mentioned answers piqued our interest. They actually represent most of the answers of the learners, that is: Negative. 70% of the answers were: No, I didn’t. As it is not flabbergasting at all, a great amount of the learners did not appreciate the methods through which they have been taught; even though their teachers were apt and

qualified, the approaches and the methods they used and followed their lead were not fitting to what their students actually needed the most.

Oppositely, three other students denoted that they actually did appreciate the grammatical exposure to language. To be exact, they appreciated “the balance between Grammar and oral learning” which, in fact, leads us to the assumption that, once again and after all, the purely linguistic and grammatical exposure to language was infelicitous.

4. How do you want to be taught?

It was totally observable how learners’ responses were vicariously rushing in one way, yet with different perspective. The responses to this question were compatible and in line with the first one of ‘Why are you learning English?’. This one, also, reflected their needs, further reasons to go with English, yet most importantly weaknesses. Why so? Because, rationally speaking, one highlights a certain activity, method or approach to use, only if s/he feels that it will cover a gap in her/his knowledge. So, learners relied on their discretion and suggested practices and items that they thought are handy and helpful to achieve their preset goals and reasons, or compensate for a deficiency they had.

Nevertheless, what was unexpected is that, one way or another, they all alluded to activities or skills that were 100% embedded in the CLT approach; they, unconsciously, suggested a communicative syllabus.”Videos, audios, songs, quizzes, role-plays, classroom interactions and discussions...” are some of the overall suggestions of the group. And even if some inclined that they wanted a part of the courses to be grammatical, one should not forget that CLT also does not fully neglect the linguistic and theoretical aspect of language learning.

- **Focus on communicative skills**

70% of the whole group wanted an emphasis on speaking and listening. In other words, they wanted to include activities that might help them better their communication

in the real world. This section simply wanted to opt for a more interactive ways of learning, other than those they've been accustomed to and which they considered as "boring".

"Of course we can't neglect Grammar, but I still want to focus on oral"

"I always enjoyed talking in groups and speeches

- **A mixture between Grammar and Oral performances**

This one category is allocated for the 30% of learners who wanted to focus on their four skills: Speaking, writing, listening and reading. They realised that both theoretical basis and practical one are equally important; to them, Speaking and listening are not enough, they suggested that reading and more importantly writing activities should be inclined.

"I want to improve the four skills: Speaking, writing, listening and reading because I will need them all in future".

5. Have you ever heard of CLT?

Unfortunately, all the responses were negative. The whole 10 Students were not exposed to any communicative syllabi before, which might be a hindering feature to the application of something that's relatively new to them for that it might even cause some anticipated inhospitable fuss within learners.

Because the answers were unfavourable, the teacher thereby had to explain what the CLT is about, its characteristics and the activities it supports, so that the learners could get a clear idea of what is it they're being exposed to.

6. What do you expect by the end of this treatment?

By the end, I hope "to improve" and "to be more satisfied" about my level in English, "more confident" and "more comfortable" when I communicate using English.

“I also expect to improve my speaking, writing and appropriately understand more cultural sides of English”.

This synthesis of responses is a representation of the learners’ expectations. The latter were positive and welcoming to the adoption of an approach that initially seemed out-landing.

Improvement, self-satisfaction, confidence and comfort, better communication, a fairly ameliorated mastery of the four skills in different contexts; all this is the crux of the learners applauding anticipation.

7. Have you met your prior expectations?

By the end of the treatment, one last question was added as a feedback and to see if the learners realised what they firstly aimed for.

Remarkably, 80% of the responses were positive and appreciative. Most of the learners seemed to venerate the way they’ve been taught by and the approach that was used in so doing. They appreciated “How different it was from previous ways that teachers used”, that “it made them contribute in building the lecture”, how “motivating” “interactive” “authentic” and not boring” it was, and that “it made learning English more fun to them”. The other 20% however, were not fully satisfied. They believed that even though they “felt progress” yet it was not up to what they initially anticipated. Nevertheless, since they did feel some development in their competences, this forcibly means that the time allocated for the treatment was not utterly enough for those 2 lone learners. A relative extension of the treatment’s period could have resulted in a 100% satisfaction.

All in all, the abovementioned findings allow us to answer the remaining research questions. Firstly, the second question—could be answered by stating that the best strategies to integrate are simply those related to CLT itself. If teachers possess a deep understanding of CLT itself, with the help of the learners needs, it would be easy for them

to simply adjust the activities of CLT to serve and fit into the requirements and desires of the learners.

Next, the results allow us to answer the third question that is concerned with the learners' attitudes towards the CLT. After analysing the latter, we are in position to say that the outlook of learners was fairly positive and welcoming to the adoption of CLT. This is represented in the fairly whole appreciative feedbacks of the learners.

3.5 Discussion of the Results

To review, the objective of the present study was to investigate the effectiveness of implementing the Communicative Language Teaching approach in enhancing EGSP learners' Communicative Competence. Thus, it aimed at assisting learners to improve their communicative competence, which was interpreted as the four language skills: Speaking, Listening, Reading and Writing in this study. Similarly, the study pursued promoting learners' productive and receptive language skills, interaction and autonomy while providing them with corrective feedbacks, and thus, it sought to prepare them for real life communications. The study also longed for the support of the wide integration of more communicative approaches in the Algerian EFL contexts.

Forsooth, the findings uncovered several impacts of CLT and interesting insights into developing the communicative competences using the said communicative approach. The critical analysis of the two (02) implied data gathering tools led to the deduction of positive relevant results, in many aspects. Initially, the quasi-experimental study reflected a weighty remarkable difference between learners' pre and post-tests scores. The statistically confirmed and sizeable progress in learners' scores proves the merits of using the Communicative Language Teaching to enhance the communicative competence of EGSP learners. By rejecting the null hypothesis at $p < .05$, it was induced that the outputs of the treatment were purely the aftermath of the treatment itself rather than other external

intervening factors; this was ramified and asserted by the calculation of the size effect, which in itself attested that the outcomes could be generalised to a larger extent. Having reached that, we were in position to accept and confirm the alternative hypothesis, and thus, concluded the workability and positively redeeming effectiveness of the Communicative Language Teaching (CLT) in enhancing EGSP-learners Communicative Competence (CC).

Furthermore, the Focus Group Discussion (FGD) served its prior aims and revealed much worthy information concerning learners, their attitudes, needs and preferences, and the ways of implementing the approach accordingly. The FGD allowed us to discover and decide one of the most suiting and fitting strategies one has to consider when willing to implement CLT. After conducting the FGD, we were able to deduce the learners' desires and learning goals and aims. Analysing those needs and reflecting them to the approach allowed us to reach up to the conclusion that the best strategy a teacher should account for before implementing the CLT is adjusting the latter's principles and activities to the learners needs. Adapting the activities to what the learners wanted not only resulted in a better classroom interaction, but also in a higher degrees of motivation and autonomy, which led to more receptive self-centred learners.

In addition, though we were hesitant concerning the implementation of a new approach at first and expected much anxiety within the classroom, the majority of the learners had appreciative and positive insights outlooks. They welcomed the approach and gladly received it; they even reacted accordingly. Learners appreciated the authenticity that CLT integrates and how it was efficient in raising their motivation and interest what resulted in a better understanding of the content of courses, and thus their linguistic skills.

In this respect, it is worthy to notice the extent to which the learners preferred the CLT's instructions and activities rather than the prosaic, boring –as they labelled them-

ways of teaching. This reflects the high positive attitudes of the learners towards the use of CLT in developing their Communicative Competence. Similarly, the findings also expressed that even if the learners confessed the importance of CLT, some of them still exclaimed their preference for autonomy and independent self-learning.

To conclude the controversy, the study findings revealed the practicality and usefulness of the Communicative Language Teaching in enhancing not only EGSP-learners Communicative competence, but also their interaction, motivation, interest and overall learning. Additionally, the study divulged the positive attitudes of learners towards CLT how they appreciatively reacted to it. This bestows answers to the prior research questions and confirms their proposed hypotheses.

Conclusion

This chapter was devoted for the analysis and the interpretation of the distinctive used research methods in different stages of this study. The data was collected by means of a quasi-experiment (pre/post-test) and a focus group discussion (FGD), and the procedures adopted in so doing were also provided. The quasi-experiment's results were critically analysed and interpreted both descriptively and statistically, whereas the FGD's data were illustratively scrutinised in order to reach a sufficient expressive results. By the end of the chapter, a rigorous and thorough discussion of the study findings was presented in order to provide a relatively definite and relevant answers to the research questions and to once again confirm the tested research hypothesis. All in all, this chapter served to provide an analytical, interpretive answer to the research questions and an absolute confirmation of the alternative hypothesis; so that, more scholars, teachers and even learners could make use of and consider implementing the Communicative approach in their language learning process, specifically linguistic skills honing.

General Conclusion

The present dissertation has investigated the impact of using the Communicative Language Teaching (CLT), as a distinguished approach, in enhancing the Communicative Competence of EGSP-learners. The current study aimed at exploring the workability, effectiveness and applicability of CLT as a boosting approach to the linguistic skills of EGSP- learners at Biskra's CEIL, since it is a case that needed refreshment, genuine intervening and remedies for so long. It also sought to discover learners' attitudes and outlooks towards the implementation of CLT and the working strategies that a teacher should consider in so doing. Taking everything into account, this dissertation simply longed to answer the prior research questions and test then confirm their proposed hypotheses.

Initially, it is empirical to, once again, inspect the related literature review that was presented in both chapters, the first and the second. The first chapter provided a holistic theoretical overview concerning the Communicative Language Teaching and all the tenets revolving around it, its background and conceptualisation, characteristics, principles and methodology, learners and teachers' roles it brought about and the classroom activities the latter use, in addition to its testing requirements and ending up with a critical view. Meanwhile, the second chapter was devoted for a general representation of Communicative Competence. It provided a historical background along with main framings of the Communicative Competence, its major interpretations, characteristics and basic proposed models, enclosing by the main reasons that result in poor Communicative Competence.

Moreover, in order to collect relevant data, reach appropriate inferences concerning the findings, and to answer the research questions and test the hypotheses, the research methods consisted of a quasi-experiment and a focus group discussion. During the quasi-

experiment, an intervening treatment took place over a period of time. The statistical tests that are a part of the quasi-experiment revealed a remarkable progress between learners' pre and post-performances. The latter was due to the learners' exposure to various embedded communicative activities, and that progress was later on statistically proved using the T-test and the size effect, which, consequently, answered the first Research question and, thus, led to the acceptance of the alternative hypothesis and the rejection of the null one.

Similarly, the structured focus group interview was conducted to gather enough qualitative and descriptive data concerning the appropriate teaching strategies, the attitudes and perspectives of learners towards CLT. After a careful analysis of the results, it was clear that learners were receptive to the communicative approach and had positive outlooks towards it; what, accordingly, offered a positive answer to the remaining research questions. As a final point, the dissertation provided with multiple suggestions and pedagogical suggestions for future inquiry and studies.

In a nutshell, this topical dissertation has chiefly explored the workability and effectiveness of CLT as a teaching approach in enhancing the Communicative Competence of EGSP-learners. The latter was deemed to be affective was confirmed to be an aid to assist learners work not only on their interactions, but also on their language skills, speaking, listening, reading and writing.

Recommendations and Suggestions

Since CLT proved its workability in an EGSP-based classroom, further recommendations and suggestions could be highlighted for later proceeding studies.

- Teachers and learners should consider applying the communicative Language Teaching in their varied and distinctive classrooms, yet with appropriate adjustments that suit their learning/teaching purposes.
- Educational policy-makers should consider the applicability of CLT and start embedding it in educational curriculums more often.
- The choice of activities should always be fitting to the learners needs so that one can ensure a better effectiveness in the learning process.
- Instead of traditional methods of teaching, interactional and communicative activities should be the main instructive tools because of how efficient, motivating and appealing they proved to be.
- When applying the CLT, both levels of learners and more importantly teachers should be put into considerations.
- To compensate for the CLT's shortcomings, a blended learning approach should be considered.
- As an applied linguistics researcher, we suggest that CLT should be assigned more importance; more communicative training programs should be set to prepare better "language trainers" rather than prosaic, traditional teachers.
- We recommend and advise further studies to use CLT with the aim of enhancing paired linguistic skills, rather than all the combined four skills.
- CLT should be implemented whenever the teacher is willing to establish and an interactive learning atmosphere that provides learners with opportunities to practice and use the language inside the classroom.

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Appendices

Appendix A. Approval letter

Appendix A. Approval letter

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التعليم العالي والبحث العلمي

Université Mohamed Khider
-Biskra -
Faculté des lettres et Langues
Département des langues étrangères
Filière d'anglais



جامعة محمد خيضر - بسكرة -
كلية الآداب واللغات
قسم الآداب واللغات الأجنبية
رقم : 30.2 / ش.ا / 2018
شعبة الانجليزية

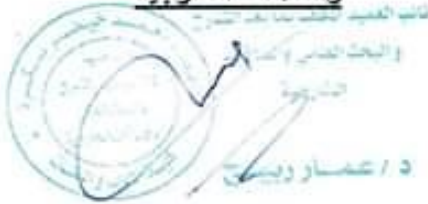
الى السيد: مدير مركز التعليم المكثف للغات

الموضوع : طلب تصريح لإجراء تربص

بشرفني أن أتمس من سيادتكم تمكين الطالب (ة): مودع عصام الدين صاحب رقم التسجيل : 14/35034900 من إجراء تربص مع الطلبة والأساتذة في مؤسستكم .
أحيطكم علما سيدي أن هذا الطالب يدرس لغة إنجليزية في السنة الثانية ماستر بجامعة محمد خيذر ببسكرة وهو بحاجة إلى هذا التربص من أجل أتمام مذكرة تخرج .
وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2018/12/11

نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية



مسؤول الشعبة

مسؤول شعبة الإنجليزية

أبو حاتم الطيب



Appendix B: The quasi-experiment' sessions scheduling

Sessions
Session one: Pretest 19 October 2018
Session Two + three 20 October 2018
Session four + Five 27 October 2018
Session Six + Seven 03 November 2018
Session Eight + Nine 10 October 2018
Session Ten + Eleven 17 October 2018
Session Twelve +Thirteen 24 October 2018
Session Fourteen + Fifteen 01 December 2018
Session Sixteen + Seventeen 8 December 2018
Session Eighteen + Nineteen 15 December 2018

Session Twenty + Twenty one 22 December 2018
Session Twenty two + Twenty three 29 December 2018
Session Twenty Four (Last) 30 December 2018

Appendix C: The Selected Activities

SKILLS DEVELOPMENT

READING	SPEAKING	LISTENING	WRITING p102
'Wonders of the modern world' – amazing technological and scientific achievements p10	Information gap – a UN Goodwill Ambassador p9 Discussion – what's the most important invention? p12	My wonders – three generations give their ideas about the wonders of the modern world p12	Correcting mistakes (1) – finding and correcting language mistakes in an informal letter p103
'The clown doctor' – a woman describes the job she loves p18	Discussion – what makes people happy? p14	Sports – three people talk about their free time activities p21	Letters and emails p104
'The painter and the writer' – the lives of Pablo Picasso and Ernest Hemingway (jigsaw) p26	Information gap – 'An amazing thing happened!' p25 Describing a book or a film you like p28	Books and films – people talk about their favourite books and films p28	A narrative (1) p106
'A world guide to good manners' – how to behave abroad p34	Talking about rules and regulations p32 Roleplay – starting a new job p33 Discussion – what advice would you give a foreign visitor? p34	Come round to my place! – entertaining friends in three different countries p36	For and against p108
'My kind of holiday' – a travel agent talks about her holidays p42	Arranging to meet p41 Discussion – your ideal holiday p42	A weather forecast p44	Making a reservation p109
'Global pizza' – the history of the world's favourite food p50	Talking about popular food and popular places to eat p50 Discussion – restaurants, cities and people you know p52	New York and London – An English couple talks about living in New York; an American gives his impressions of living in London (jigsaw) p52	A description (1) p110

<p>'Dream jobs' – three people describe their jobs (jigsaw) p58</p>	<p>Discussion – what's in the news today? p57 Roleplay – interviewing someone about their dream job p58</p>	<p>The busy life of a retired man – a man talks to his granddaughter about life since retirement p61</p>	<p>A letter of application p112</p>
<p>'Who wants to be a millionaire?' – what it's really like to win the lottery p66</p>	<p>Discussion – what would you do with £5 million? p65 Discussion – what charities would you support? p68</p>	<p>Song – 'Who Wants to Be a Millionaire?' p66 Three charities – who they are and what they do p68</p>	<p>A narrative (2) p114</p>
<p>'Family matters' – two points of view on a family relationship p74</p>	<p>Who's who in the family? p71 Quiz – what type of person are you? p76 Discussion – what size is the perfect family? p77</p>	<p>Brothers and sisters – two people talk about their families p77</p>	<p>A description (2) p116</p>
<p>'Famous for not being famous' – Dennis Woodruff, Hollywood 'movie' star p82</p>	<p>Exchanging information about major life events p81 Comparing information about two collectors p84</p>	<p>Collectors – two people talk about their unusual collections (jigsaw) p84</p>	<p>Writing a biography p117</p>
<p>'How well do you know your world? You ask ... we answer!' p90</p>	<p>Information gap – Finding out about Madonna p87 Stories of forgetfulness p92</p>	<p>The forgetful generation – a radio programme p92</p>	<p>Words that join ideas p118</p>

Appendix D: Pre-tests

Listening:

Watch and listen to Video then answer the following Questions briefly:

- 1- How many quills does a hedgehog have?

- 2- What kind of defensive mechanism do hedgehogs use?

- 3- What problem could a potential owner face?

- 4- What is the most common species of domesticated hedgehog?

- 5- When did the Romans domesticate a relative of the Algerian hedgehog?

- 6- What is the best place for a domesticated hedgehog to live in?

- 7- What accessory is a must in a hedgehog's house?

- 8- How long do hedgehogs live on average?

- 9- What disease are hedgehogs prone to?

- 10-What kind of families should hold back from keeping a hedgehog as a pet?

Speaking:

Relying on your own comprehension and interpretation, Discuss the content of the Video

Reading:

Memorandum

To all staff

The hospital is always trying to cut its carbon footprint, and to do this, we want to encourage staff, visitors and patients to use environmentally-friendly forms of transport to and from the hospital. Therefore, we are making the following changes, which will come into effect from 1st April: Car Park A will stay as a staff car park, but, to encourage car sharing, it will only be available to cars containing 3 passengers or more. This rule will be in place between 7am and 6pm. A car park attendant will monitor users. Note that cars do not have to leave the car park with three passengers. The parking fee will remain at the current price of £1 an hour up to a maximum of £5 per day. If you are interested in car sharing and wish to find members of staff who live in your area or along your route, please click on the link on the human resources page of the hospital website. Car Park C, previously a staff-only car-park, will now be open to visitors at the increased cost of £2/hour up to 5 hours, and £1 an hour after that. These new rates will also apply to staff/visitor Car Park E. Car Park B will only be open to blue card holders. Only senior and emergency staffs are eligible for this card.

A\ Comprehension & Exploration:

1) Choose and underline the correct answer:

1 -Under the rules, staff can only park in car park A at noon if...

- a) They hold a blue card.
- b) There are three people in the car.
- c) They stay for a maximum of 5hours.

2 -The cost to park in Car Park A for 4 hours will be...

- a. £1
- b. £4
- c. £5

3 -Staff should _____ to find people to share a car with them.

- a. go online
- b. visit the human resources department
- c. speak to their departmental manager

4 -After April 1st, Car Park C will be for...

Appendix E: Post-tests

Listening:

Answer the following Questions briefly:

- 1- Complete the sentence: He decided to follow the footsteps ...
- 2- Complete the sentence: He decided to try ...
- 3- What was the first challenge he tried?
- 4- What do the challenges influence?
- 5- What is the next challenge he talks about?
- 6- What changes are more sustainable?
- 7- Is the speaker trying to influence you to do something? What is it?
- 8- *What arguments is he stating?*
- 9- *What do you think is the Speaker's intention behind the speech?*

Speaking:

In your own words, discuss what the speaker was talking about, his purpose behind the video and whether you agree or not and why?

Reading:

Read about a proposal to build a solar farm near a British village called Barnley. Then answer the questions.

The Barnley Village Committee is opposed to plans to build a 6,890 panel solar farm on a 15-acre site adjacent to the village recreation ground, currently used for agriculture. Under the proposed scheme, the area will be surrounded by an 8ft-high fence. The panels themselves will be about 7 feet high.

The committee has already lodged an appeal to the local authority against construction of the

solar farm. The councillors are due to meet on 13th March to vote whether or not plans will go ahead. Local residents are invited to attend. Our objections will be presented before the board, and a representative from the solar firm SunGen will put forward the case for the development.

Residents are encouraged to voice their objections to the development. These must address the aspects of the scheme that violate the current planning policy. However, you are welcome to make your objections personal, by stating how the plans will affect you as a user of the recreation ground. Some of the most common objections are listed below:

1. The extensive views from the village and recreation ground across the open country will be blocked by the panels and high fencing. Furthermore, once the site has been built upon, it may be considered brownfield, thus an acceptable site for housing or industrial development. It does not, therefore, comply with the local policy which states that developments must not adversely effect on the appearance or character of the landscape.
2. The recreation ground has recently undergone major improvements including a perimeter running track, new playground equipment and seating. It is heavily used by families, sports teams and dog walkers, and is regularly used for village events. Cricket and football teams regularly use the recreation ground and it is not uncommon for balls to enter the field. Cricketers are worried that they may become liable for damage to solar panels. If teams are forced to relocate, this would adversely affect the character of the village, and may jeopardise participation in the children's teams. This goes against the National Planning Policy Framework which requires developments to promote high quality public space and encourage the active and continual use of public areas.
3. There has been no assessment of the extent to which noise from inverters and cooling fans will affect local residents.
4. As the ground beneath the solar panels will be surfaced, there will be more additional run-off of rainwater. The recreation ground already has problems with drainage, and these may be exacerbated by this development. A formal flood risk assessment must be submitted.
5. The lighting and security systems have not been outlined, it is not clear how the area will be made safe for children

Email your objections to planning@barnelycouncil.gov.uk, and quote the reference BLY7458/00578 in the subject line.

1 - What is the committee's opinion of the development?

- It is opposed to the development.
- It supports the development.
- It is waiting for comments from residents before taking a viewpoint.

2 - The solar farm would be built...

- on the recreation ground.
- in an agricultural field.
- on a brownfield site.

3 - The meeting with councillors...

- has already taken place.
- will take place shortly.
- has been proposed, but not planned.

4 - Which of the following is NOT true of the proposed solar farm?

- It will be surrounded by a high fence.
- It will comprise of 6,890 7-foot high panels.
- The solar panels will be placed directly on the grass.

5 - People who want to object the development are advised...

- not to write about their personal feelings.
- to refer to the village's planning policy.
- to send a letter in the mail.

6 -What is inferred about brownfield sites?

- It is easier to get permission to develop brownfield sites.
- There are already too many brownfield sites in the village.
- A brownfield site is not a suitable location for a solar farm.

7 - Teams may no longer play on the recreation ground because...

- parents will be worried about their children's safety.
- spectators won't want to watch matches at the recreation ground.
- players will be worried about damaging the panels.

8 - Which of the following is NOT true of the recreation ground?

- It has recently received considerable investment.
- It occasionally floods.
- It is well-lit.

Appendix F: A Sample of a Lesson Plan that includes Reading, Writing and Speaking

Objectives: By the End of this lectures, students will:				
<ul style="list-style-type: none"> • Develop a selection of pre-reading strategies to improve the likelihood of comprehension • Develop key reading sub-skills such as a) skimming, b) scanning, c) identifying the main ideas of texts or paragraphs, and d) guessing vocabulary from context • Apply targeted skills and strategies to interact in communicative post-reading tasks 				
<i>Time</i>	<i>Lesson Phase</i>	<i>Interaction Pattern</i>	<i>Teacher's Tasks</i>	<i>Learners' Tasks</i>
05'	<i>Warm up</i>	<i>T-Ls</i>	<i>Breaks the ice and prepares learners for the tasks</i>	<i>Respond and interact with the teacher.</i>
20'	<i>Pre-Reading</i>	<i>T-Ls</i>	<ul style="list-style-type: none"> -Proposes most difficult words to check and explains them - Instructs the learners as they start the preparatory activity 01 p. 10 	<ul style="list-style-type: none"> <i>Listen, take notes and ask for further explanations</i> <i>Do the activity</i>
35'	<i>While Reading</i>	<ul style="list-style-type: none"> <i>Individual work</i> <i>Pair work</i> <i>Open Class</i> 	<ul style="list-style-type: none"> <i>Invites the learners to read the paragraphs p.10</i> <i>Circles around them and helps any late learners to understand</i> <i>Asks Ls to discuss and label the pghs in pairs</i> <i>Discusses the content and evaluates learners' understanding thrn</i> <i>Asks them to do activity 03 p.10</i> 	<ul style="list-style-type: none"> <i>Start reading</i> <i>Ask for help and clarifications</i> <i>Do the task in pairs</i> <i>Learners express their views and interpretations, then do the activity</i>
30'	<i>Post-Reading/ Writing</i>	<i>Individual work</i>	<i>Asks learners to write about their own opinion about the topic</i>	<i>Do the written task</i>
30'	<i>Oral presentation/ Speaking</i>	<i>Group Work:</i>	<i>Oral Activity 04 p.10</i>	<i>Discuss the topic Orally</i>

Appendix G: Focus Group Discussion Questions

Question 01: Why are you studying English?

Question 02: *How were you taught before?*

Question 03: Did you like them?

Question 04: How do you want to be taught?

Question 05: Have you ever heard of CLT?

Question 06: What do you expect by the end of the treatment?

Question 07: Have you met your prior expectations?

Résumé

La compétence communicative (CC) est à présent considérée comme la cible de nombreux processus d'enseignement et d'apprentissage réussis. C'est à la fois le fondement et l'objectif de ce dernier car beaucoup d'apprenants en langues semblent maintenant avoir hâte d'être aptes à la communication. En conséquence, cette étude vise à examiner la faisabilité et l'utilité de l'approche d'enseignement communicative de la langue (CLT) pour améliorer la compétence communicative des apprenants EGSP. Il vise également à mettre en évidence une meilleure compréhension de ses effets et à dévoiler les attitudes des apprenants à l'égard de la mise en œuvre de ladite approche et des stratégies appropriées à adopter pour ce faire. De plus, afin de répondre aux questions de recherche et de tester les hypothèses proposées, l'étude documente une méthode mixte d'investigation, dont le cœur est un schéma quasi expérimental dans lequel le groupe expérimental, composé de 10 apprenants EGSP, a expérimenté diverses activités de communication qui visent à perfectionner leurs compétences linguistiques. Simultanément, une discussion de groupe a été utilisée pour acquérir suffisamment de données descriptives qui ont enrichi l'analyse et contribué à la mise en œuvre de l'approche communicative. Après une analyse minutieuse et des interprétations discrétionnaires et des inférences des données collectées, les conclusions de la présente enquête ont clairement révélé la suprématie du CLT dans le développement des compétences linguistiques des apprenants, ainsi que des attitudes positives des apprenants à son égard, qui a par conséquent rendu les hypothèses alternatives confirmées.

المخلص

تعتبر الكفاءة التواصلية في الوقت الحاضر محور اهتمام العديد من مناهج التعليم والتعلم الناجحة. إنها حقا الأساس والهدف من هذا الأخير لأنه على ما يبدو، الكثير من متعلمي اللغة يتطلعون إلى التواصل مع غيرهم بطلاقة. وفقاً لذلك، تهدف هذه الدراسة إلى التحقق من قابلية تطبيق منهج تدريس اللغة التواصلية وفائدته في تعزيز الكفاءة التواصلية للمتعلمين. كما تسعى إلى تسليط الضوء على فهم تأثيراته وكشف مواقف المتعلمين تجاه تطبيق المنهج المذكور والاستراتيجيات المناسبة التي يتعين اعتمادها في القيام بذلك. بالإضافة إلى ذلك، من أجل الإجابة على أسئلة هذه الدراسة واختبار فرضياتهم المقترحة، توثق الدراسة تحقيقاً مختلط المنهجية، كان جوهره تصميمًا شبه تجريبي، حيث شهدت المجموعة التجريبية، المؤلفة من 10 من المتعلمين، أنشطة تواصلية متنوعة هدفت إلى شحذ مهاراتهم اللغوية. في حين، تم استخدام مناقشة مركزة للمجموعة للحصول على البيانات الوصفية الكافية التي أثرت التحليل وساعدت في تطبيق المنهج التواصلية. بعد التحليل الدقيق والتفسيرات التقديرية والاستدلالات للبيانات التي تم جمعها، كشفت نتائج هذا الاستطلاع وجود تفوق واضح للمنهج التواصلية في تطوير المهارات اللغوية للمتعلمين، وكذلك المواقف الإيجابية التقديرية للمتعلمين تجاهها، مما أدى بالتالي إلى تأكيد الفرضيات البديلة.