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*Full Length Research Paper*

# Application Of the Communicative Techniques in Teaching EFL Grammar at Tertiary Level in Sudan

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This paper aims at investigating the effectiveness of the communicative approach on teaching grammar and language activities. The sample of the study consists of 193 (male and female students) of general English language at Gazira University, Faculty of Education for the academic year 2013/2014. It used the descriptive analytical method. A descriptive-correlation design was employed to find out the effectiveness of communicative approach in teaching grammar and language activities among the samples of the study. A student's pre-test and post- test and teachers' questionnaire were used for data collection. The data was analyzed by using a variety of statistical methods. The analysis of the data has focused on verifying the effectiveness of the communicative approach in understanding grammar and language activities compared to traditional approaches .The results of the investigation have revealed the following:

1. Using the communicative approach in second language teaching is more effective in understanding grammar and language activities than traditional approaches.
2. The Communicative approach is more convenient in learning EFL than other approaches.
3. The communicative approach emphasize on the students' initiative and interaction rather than simply on the teacher. The study concluded with some recommendations
  1. Language lab is important in order to provide learners with opportunities to be exposed to the target language as used by native speakers.
  2. It is useful for EFL teachers to follow training used in other countries e.g. (China) in applying CA principles.
  3. Finally, further researches which are related to the communicative approach are suggested.

**Keywords:** Communicative Techniques, Grammar, EFL, Sudan

## INTRODUCTION

The communicative approach as new method has dominated English language teaching it has firmly established itself as a new movement to the old ones, and there is a good historical reason for this; that Language is not only structure but also function and since then communicative functional language has taken on as increasingly important role within applied linguistics and language teaching. Hymes (1971) redefinition of Chomsky's (1965) view of language competence in addition to the work of Wilkins (1976) and the council of Europe have helped the researches in defining and

developing the CL.T.

## Statement of the problem

The lack of authentic communicative materials and the poor environment inside and outside the class rooms, the shortage of references and periodicals , the lack of interaction with native speakers of English ,and the kind of students themselves they do not favor guessing , using synonyms or paraphrasing , when they are not sure

about the correct meaning of a particular word, the poor performance of the students, a lack of knowledge of the fundamentals of the language. 'Language learning is best served when students are interacting, completing a task, learning content or resolving real-life issues as the goal of language; is to develop communicative competence' (Richards and Rogers 2010).

## Research Questions

This study tries to answer the following questions:

1/ To what extent is the communicative approach effective in teaching English Language.

2/ Does the communicative approach improve the understanding of grammar and language activities and it is more appropriate than traditional approaches?

## Hypotheses of the study

The study aims to show the following hypotheses:

1/ The hypothesis of this study is that the communicative approach is more effective in acquiring grammar and language activities than the traditional approaches.

2/ Students will become more active after the experiment and promote their scores in the post test.

## Theoretical background

### The Communicative Language Teaching

The need for communication over the last few decades has been relentless, leading to the emergence of the 'Communicative Language Teaching' (CLT) which expands on the goal of enhancing 'communicative competence'. Teaching students how to use the language is considered to be more important than learning the language itself. Brown (1994) explains the objectives of this approach saying:

"Beyond grammatical discourse element in communication, we are propping the nature of social, cultural and pragmatic features of language. We are exploring pedagogical means for "real-life" communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate long life language learning among our students and our classroom practice seeks to draw on whatever intrinsically sparks learning to reach their fullest potential." (p36).

As the scope of (CLT) has expanded, it was considered

an approach rather than a method, which aims to make communicative competence the goal of language teaching, develop procedures for the teaching of the four skills that acknowledge the interdependence of language and communication. (Richards and Rodger, 1986:66).

Moreover, Harmer (2001) maintains that "The (CLT) is a name which was given to a set of beliefs which not only includes a re-examination of what aspects to teach, but also a shift in emphasis in how to teach. He clarifies that by saying: "The 'what to teach' aspect of the (CLT) stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of context and for a variety of purposes. The 'how to teach aspect' is closely related to the idea that 'learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill'. (p.84-85).

Concerning the activities, students are involved in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Moreover, students simulate a television program or a scene at an airport. They also practice shaping the front page of a newspaper or write a poem or construct a story together. All these activities aim to put students in real communication.

## Definition and principles of (CLT)

There is considerable debate as to appropriate ways of defining CLT, and no single model of CLT is universally accepted as authoritative (McGroarty, 1984; Markee, 1997). Yet, according to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence. Despite being a simplistic account of CLT, this idea of communicative competence is considered to be the main conception of CLT. Communicative competence include knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally.

In fact, CLT is not a monolithic and uniform approach to language teaching (Ellis, 2003). In accordance with a classification proposed by (Howatt (1948), CLT consists of a 'weak' and a 'strong' version. The weak version of CLT is based on the assumption that the components of communicative competence can be identified, and thus systematically taught (Ellis, 2003). From this perspective, CLT can be thought to be an interventionist and analytic approach to language teaching, which means that CLT does not display a fundamental difference from the earlier

traditional approaches.

This weak version of CLT highlights the significance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching (Howatt (1948). Such a version of CLT proposes that instead of teaching the structural properties of language, teachers pay attention to particular notions such as 'possibility', 'possession', as well as language functions such as 'making requests' and 'giving advice.' It is possible to claim that this version is manifested in the proposals for notional/functional syllabuses put forward by Wilkins (1976) and Van Ek (1976).

On the contrary, a strong version of CLT is based on the claim that "language is acquired through communication" (Howatt (1948). In other words, learners do not go through a learning experience in which they acquire the structural properties of a language and then learn to use this structural system in communication. As a matter of fact, they discover the system itself as they learn how to communicate in a language. This version proposes that teachers provide learners with ample opportunities to familiarize themselves with how language is used in actual communication. As (Howatt (1948) puts it, the strong version of CLT entails "using English to learn it".

Another typical feature of communicative language teaching is that "it gives planned emphasis on functional as well as structural features of language, combining these into a more completely communicative view" (Littlewood, 1981). Teachers who espouse CLT move beyond teaching structural rules of the target language, and create opportunities for learners to use the target language in a meaningful way. In doing so, they help their learners build up communicative competence.

Through small group activities, the students are engaged in meaningful and authentic language use rather than in the simply mechanical practice of language patterns. Emphasizing the importance of pair and group work as an indispensable aspect of CLT classroom, Richards (2006) argues that carrying out activities in pair and group work will benefit the learners in the following ways:

1/They can learn from hearing the language used by other members of the group. 2/They will produce a greater amount of language than they would use in teacher-fronted activities. 3/Their motivational level is likely to increase. 4/They will have the chance to develop fluency.

In this respect, using authentic materials can be helpful for language teachers to expose their students to the target language the way it is used by native speakers. Richards (2006) lists the following arguments in favor of the use of authentic sources as the basis of communicative classroom learning:

1 /They provide cultural information about the target

language. 2 /They provide exposure to real language. 3 /They relate more closely to learners' needs. 4 /They supported a more creative approach to teaching.

Another feature of CLT is "its learner-centered and experience-based view of second language teaching"(Richards & Rodgers, 1986).

Besides, in a CLT classroom, students must be made to feel secure, unthreatened, and non-defensive, so teachers adopting CLT should avoid taking on a teacher-centered authoritarian attitude (Taylor, 1983).

Brown (2001), in describing the key principles of CLT, offers the following six characteristics:

1/Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic. 2/Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not central focus, but rather aspects for language that enable learner to accomplish those purposes.

3/Fluency and accuracy are seen as complementary 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/Students in a communicative class ultimately have to use language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with skills necessary for communication in those contexts.

5/Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6/The role of the teacher is that of facilitator and guide, not an all-known bestowal of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

### **A critical view on the Communicative Approach to Language Teaching**

The communicative approach to language teaching stresses the importance of communication and interaction among the pupils and between the teacher and the pupils to learn a foreign language.

Rather than repeating mechanically dialogues or grammar rules learnt by heart, the communicative approach encourages pupils to use the target language in semi authentic contexts. This approach also values the pupils' personal experiences outside the classroom as a way to facilitate their learning in the lesson. So, most of the tasks of this approach demand that pupils work in pairs or in groups and discuss different aspects of their

lives.

Another common task in the communicative approach is games like guessing as students have to ask and answer questions among themselves to do them (use Are/ you? And the short answer yes, I am or No, I'm not). Grammar points are introduced to support the learning of the structure in questions. The good thing about the CA is that it makes students speak the language even at a beginner level and they are usually enthusiastic about this.

The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more. The approach also leads to gains in the areas of grammatical, sociolinguistic, discourse, and strategic competence through communication. One negative aspect that I can see (but I am Italian and we're obsessed with grammar) is that the study of grammar is somewhat pushed to the side and pupils find it increasingly difficult to be aware of how a language works. (Iprono, November 13, 2010. Teacher in Middle School, Associate Editor, Expert. Scribe, Dickens, the Bards).

Another major disadvantage might be that it is difficult for the teacher alone to check the language use of every student, especially in a big class.

The students are allowed to make mistakes but they need to be corrected-preferably not whilst in the middle of a conversation-by the teacher in order to improve and so as not to make the same mistake again and again.

Therefore it is not helpful if there's only one teacher for one class.

Another point concerning the teacher might be that it depends on the teacher how motivating or boring the lesson will be. The teacher needs to prepare the materials at home and needs to make it as motivating and creative as possible so that the students find the tasks meaningful and motivating, and are eager to communicate with each other.

### **Grammar as knowledge in the mind**

SLA/FLL research relies mainly on another meaning of 'grammar' – the knowledge of language that the speaker possesses in the mind, known as linguistic or grammatical competence, originally taken from Chomsky's work of the 1960s. A more recent definition is as follows:

By 'grammatical Competence' I mean the cognitive state that encompasses all those aspects of form and meaning and their relation, including underlying structures that enter into that relation, which properly assigned to the specific subsystem of the human mind that relates representations of forms and meaning. (Chomsky, 1980: p 59).

All speakers know the grammar of their language in the

sense of language as a mental state without having to study it. A speaker of English knows that 'Is John is the man who French?' is wrong, without looking it up in any book indeed few grammar books would much help. A native speaker knows the system of the language. He/she may not be able to verbalize this knowledge clearly; it is implicit knowledge below the level of consciousness.

As well as grammatical competence, native speakers also possess knowledge of how language is used. This is often called communicative competence by those who see the public functions of language as crucial

(Hymes, 1972) rather than the ways we use language inside our minds.

### **Grammar and Communication**

The ability to communicate is not the same thing as the ability to use "proper" grammar knowing proper grammar merely allows you to express ideas in ways that are acceptable to a certain class of people (register), or to control the nuances of grammar to convey things subtly. But communication skills can be quite good even if one's grammar isn't perfect or if one isn't a native speaker of the language in question. Good grammar is not a prerequisite for communicative competence.

Grammar is an important essence to communication because it helps structure and sentence

### **The Impact of CLT on students' interest in grammar learning**

CLT appearing between the 1960s and 1970s marks the beginning of major innovation within language teaching and it has been widely accepted nowadays because of its superior principles. Obviously, grammar plays an important role in ELT because learners cannot communicate effectively without grammar. Furthermore, the understanding of grammar helps to build up confidence in using the target language and encourages us to use the language accurately and appropriately.

### **Classification of activities in classroom**

There are various classification of activities that are typically found in a communicative language classroom. Paulston and Bruder(1976), for example, in their book Teaching English as a second language: teaching and procedures classified the activity types that they thought were of maximum benefit in enabling students to attain communicative competence into the four categories below:

i. Social Formulas and Dialogs: These cover such speech encounters as greetings, partings, introductions,

excuses, compliments, complaints, hiding feelings, etc. It is actually very difficult to lie, to complain and to turn someone down for a date in another language, and the learners of a foreign language need to be taught how to get along with those situations in an appropriate manner.

ii. **Community Oriented Tasks:** Those are sets of exercises which compel the student to interact with native speakers outside the classroom.

iii. **Problem-Solving Activities:** The students are presented with a problem and some alternative solution, from among which they have to choose one or create their own.

iv. **Role Plays:** - In role plays, students are assigned a fictitious role. The students may even act out the role of themselves. The simplicity of role plays and the improvisation is a matter of student proficiency. Paulston and Bruder maintain that the teacher should attach importance to the format of the role play.

Celce-Murcia also examined the classroom activities that help develop their communication skills and grouped them under four basic headings for the ease of discussion:

### **Linguistically Structured Activities**

These activities generally revolve around the presentation or the practice of certain linguistic structures. What she suggests is that although these activities are not inhibitive, they may pretty well turn out to be so unless they are contextualized and made meaningful. The structured interview, where the students question each other for factual information, thus exchanging real information; and language game can best exemplify useful linguistically structured activities.

i. **Performance Activities:** These are activities in which students prepare something before hand and deliver their message to the class, which is or can be followed by a classroom discussion.

ii. **Participation Activities:** In participation activities, students take part in some communicative activities in natural settings. Guided discussions, interviews, and oral dialogs best exemplify these types of activities. Here, the factor of authenticity arouse interest and motivation on the part of the learners, calling for a natural need to carry out what is expected by the activity.

iii. **Observation Activities:** In observation activities, learners are expected to observe and/or record verbal and nonverbal interactions between two or more native speakers of the target language, which is of extreme benefit in that the students appreciate and become aware of the target language as it is actually used in real life.

There is another possible distinction between fluency activities that worth mentioning.:

i. **Information-Gap Activities:** An important aspect of communication in CLT is the notion of information gap.

This refer to be the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

ii. **Jigsaw activities:** These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

iii. **Communication games:** These games primarily involve information-gap activities which are intended to provoke communication in the classroom. The games are generally in the form of puzzles, drawing pictures and putting things given in the correct order. The students have a piece of information which is part of the total, what they need to do is to walk around to get the necessary information in order to reach the entire information, through which an artificial need on the part of the learners is created to get them to speak. Students feel it as a challenge to participate; thus an unconscious learning and practicing of knowledge occurs which erase out the fears learners have for speaking in the class.

iv. **Discussion and debates:** Discussion and debate are of widely utilized activity types due to their low effort demanding nature of the teacher. Every now and then, an intimate atmosphere of discussion occurs in the classroom, however, when appropriately exploited, these discussions will undoubtedly end up in speaking opportunities of extreme worth, both in terms of language presentation and practice, either encouraging competition or cooperation, which one to choose is a matter of familiarity with the students; the teacher may foster discussion over debate.

v. **Prepared talks and oral presentations:** These are the talks which are prepared by students about a specific topic and given in the class with the aim of persuading, informing students about a topic or just to entertain them.

vi. **Information-gathering activities:** Student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

vii. **Opinion-sharing activities:** Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

## METHODOLOGY

### Data collection

The subjects of the present study were the general English language students enrolled at Gazira university, Faculty of Education who studied English as a university requirement. They were (193) Sudanese students (40 males and 153 females). The students were divided into two equal groups (experimental group and control group).

Another sample is 26 English language teachers from different Sudanese universities who were given a questionnaire to show their different opinions about English Language methods.

### Data collection instruments

The data in this study was collected by utilizing two instruments for the study: two tests (pre and post) tests which were given to the general English language students and a questionnaire which was distributed to English language teachers.

### The students' test

The experimental and control groups were pre-tested on, grammar, and language activities. The grammar test consisted of 14 items.

The subjects were required to answer questions on i.e. information questions, parallel verbs transitive vs. intransitive verbs, change the active sentences to passive sentences, Tag question Information questions, Comparisons, Modal auxiliaries Countable vs. Uncountable nouns, Adjective clauses Tenses and Choice questions (Who) questions, Yes and No questions. All subjects in the experimental and control groups were tested to determine the post-treatment of grammar and language activities. The same test was given to the subjects at the end of the semester as post test.

The second instrument is questionnaire which consisted of 32 items, filled by 26 English language teachers to show their opinions about English language teaching methods, classroom strategies, teachers' and students' interaction.

### Data analysis

#### Procedure

In this section, the results of the pre-tests and the post-tests will be statistically treated using the SPSS program. The tests will be as follows:

(1) Descriptive statistics to show the mean, the mode, the median and the standard deviation for each test in both groups (the control group and the experiment group)

(2) Paired sample T-tests for each group.

(3) Independent samples T-tests

(4) Effect size for the experiment group

To address the hypotheses of the study, two kinds of teaching approaches were applied to the subject. The experimental group was taught through the communicative approach, grammar and language activities (the name of the book is Fundamentals of English Grammar (third Edition – by Betty Schramper Azar). Whereas the control group was taught through the traditional approaches, two language structures instructions which are grammar and language activities were selected as the target of instruction to test the hypothesis of the study.

Both of the experimental and control groups were given the test. The experimental group consist of 97 students and they receive communicative instruction on the grammar and language activities which is based broadly on applying the theoretical perspective of the

Communicative language by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. The control group consist of 96 students and they received traditional approaches instructions on grammar i.e. Directions: some words can be used both as noun and as a verb. If the word in italics is used as a noun circle. If the word in italics is used as a verb circle v, the lecture for each group, was held in three hours – duration and the lectures lasted for three months.

Table (3-1) above shows that there is a high correlation between the two tests before the application of the new method (communicative approach and after the application on teaching Grammar and language activities).

The results of the statistical analysis of the grammar and language activities indicate that the two tests are reliable i.e. they can be copied with similar results. Davies (1990) maintains that reliability of a test must have at least a correlation of 0.9 which gives a consistency of about 0.90.

### Reliability

According to Hatch and Lazaraton (1991) The reliability coefficient is always reported as a correlation (r) in several statistical measurements such as, T-test, person correlation, ANOVA, and reliability analysis. In this study the person correlation and the equation below have been used to find reliability. The above table (3-4) shows that reliability coefficient for answers is the sample (0.76%). The truth is the square root of the ratio

**Table (3.1)** Description of sample based on universities

No.	University	Respondents
1	Khartoum University	4
2	University of Gezira	10
3	Alnelain university	7
4	Red sea university	5
5	Alahfad university	1
6	Sudan open university	3
	Total	30

**Table (3-1)** Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	193	.668	.000

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
pre	193	57	29	86	57.51	11.834	140.053
post	193	63	31	94	63.80	13.494	182.076
Valid N (listwise)	193						

**T-Test**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	57.51	193	11.834	.852
	post	63.80	193	13.494	.971

**Sample(1)**pre(before experience) :Size 193 range 57 ,minimum degree is 29 ,maximum degree is 86 and variance are 140,053

**Sample2.**post(after experience) size:193 the same size for students ,range 63 ,the minimum degree increase to 31 and the maximum degree 94 the mean of regards is 63.80,standard deviation is 13,494 the variance 1s 182

**Table 3-2** indicates That, there is strong significance differences=-8.388"sig=-.000"between the sample, before and after the experience.

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre - post	-6.295	10.427	.751	-7.776	-4.815	-8.388	192	.000

suggesting that a questionnaire study is characterized by a degree of stability through which the purpose of the study is supposed to yield reliable data.

**Expert-validation (face validity)**

Accompanied with a proposal included the aims and

**Table (3.4)** Correlation ,Reliability and Validity of the Questionnaire

No	Sample study	Correlation	Reliability	Validity
1	Teachers	0.67	0.80	0.99

**Reliability Statistics**

Cronbach's Alpha	N of Items
.762	32

**Table (3.5)** Reliability factors of the study population

No. Of items	Cronbach's Alpha	Correlation between forms spearman- Brown Coefficient
32	.958	.956

Cronbach's Alpha is (.958) = .96 which indicates a high degree of reliability.

**Table (4. 1)** Shows Academic qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	1	3.8	4.0	4.0
	post graduate diploma	1	3.8	4.0	8.0
	Master	12	46.2	48.0	56.0
	PhD	10	38.5	40.0	96.0
	Other	1	3.8	4.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
	Total	26	100.0		

**Table (4.3)** statement 3: Communicative approach headed for personalize and localize language and modified to interest students.

Frequency	Percent	Valid Percent
5	19.2	19.2
12	46.2	46.2
9	34.6	34.6
26	100.0	100.0

**Table (4.4)** Statement 4: Communicative approach seeks to use authentic resources

Frequency	Percent	Valid Percent
8	30.8	30.8
18	69.2	69.2
26	100.0	100.0

objectives, statement of the research problem, questions, hypotheses and variables of the study, the researcher administered the communicative approach and traditional approaches in teaching grammar and language.

Activities designed by the researcher (2012) reviewed

by assistant professors in English language at University of Khartoum in Faculty of Arts (department of linguistics), university of Gezira and kassla university . To ensure the validity of content and to check it. The experts were asked to check every item in the light of the



**Table (4.5)** Statement 5: Practicing communicative activities is essential for mastering a foreign language

Frequency	Percent	Valid Percent
1	3.8	3.8
3	11.5	11.5
7	26.9	26.9
15	57.7	57.7
26	100.0	100.0

**Table (4-6)** statement 6: Classrooms should provide opportunities to run through real life situation and provide opportunities for real communication

Frequency	Percent	Valid Percent
7	26.9	26.9
19	73.1	73.1
26	100.0	100.0

**Table (4.7)** Statement 7; Classroom activities maximize opportunities for learners to use target language in a communicative way for learning full activities

Frequency	Percent	Valid Percent
2	7.7	7.7
1	3.8	3.8
7	26.9	26.9
16	61.5	61.5
26	100.0	100.0

**Table (4.8)** Statement 8: One of the great problems of teaching a large class is trying to communicate with students on personal level.

Frequency	Percent	Valid Percent
1	3.8	3.8
1	3.8	3.8
16	61.5	61.5
8	30.8	30.8
26	100.0	100.0

**Table (4.9)** Teachers may note errors during activities and return to them later with accurate based activities

Frequency	Percent	Valid Percent
1	3.8	3.8
1	3.8	3.8
1	3.8	3.8
14	53.8	53.8
9	34.6	34.6
26	100.0	100.0

**Table (4.10):** Teaching is the only source of knowledge in the classroom

Frequency	Percent	Valid Percent
1	3.8	3.8
13	50.0	50.0
8	30.8	30.8
4	15.4	15.4
26	100.0	100.0

**Table (4-11):** Grammatical rules should be inductive explained in classes of learning English

Frequency	Percent	Valid Percent
2	7.7	7.7
1	3.8	3.8
15	57.7	57.7
8	30.8	30.8
26	100.0	100.0

**Table (4-12)** statement 12:The Use of the target language as a normal medium for class room management and instruction reflects natural language acquisition

Frequency	Percent	Valid Percent
1	3.8	3.8
1	3.8	3.8
13	50.0	50.0
11	42.3	42.3
26	100.0	100.0

**Table (4-13)** Teachers must correct all grammatical mistakes

Frequency	Percent	Valid Percent
3	11.5	11.5
5	19.2	19.2
5	19.2	19.2
6	23.1	23.1
7	26.9	26.9
26	100.0	100.0

**Table (4-14)** The teacher should create an atmosphere for the students to communicate in English

Frequency	Percent	Valid Percent
8	30.8	30.8
18	69.2	69.2
26	100.0	100.0

**Table (4-15)** Each day before you begin a lesson, explain your objectives, give a short simple explanation of what the students are going to learn

Frequency	Percent	Valid Percent
1	3.8	3.8
3	11.5	11.5
7	26.9	26.9
15	57.7	57.7
26	100.0	100.0

**Table (4-16)** There should be more formal study of grammar English in classes

Frequency	Percent	Valid Percent
1	3.8	3.8
10	38.5	38.5
3	11.5	11.5
10	38.5	38.5
2	7.7	7.7
26	100.0	100.0

**Table (4-17)** Social skills are important parts of language learning

Frequency	Percent	Valid Percent
2	7.7	7.7
2	7.7	7.7
11	42.3	42.3
11	42.3	42.3
26	100.0	100.0

**Table (4.18)** Every learner learns a language in the same way by using the four skills

Frequency	Percent	Valid Percent
4	15.4	15.4
4	15.4	15.4
4	15.4	15.4
8	30.8	30.8
6	23.1	23.1
26	100.0	100.0

**Table (4.19)** Students can help each other to learn a language inside the class

Frequency	Percent	Valid Percent
2	7.7	7.7
2	7.7	7.7
10	38.5	38.5
12	46.2	46.2
26	100.0	100.0

**Table (4.20)** Errors are natural parts of learning

Frequency	Percent	Valid Percent
2	7.7	7.7
7	26.9	26.9
17	65.4	65.4
26	100.0	100.0

**Table (4.21)** Errors of forms are tolerated during fluency-based activities when are seen as an outcome of the development of some skills

Frequency	Percent	Valid Percent
2	7.7	7.7
2	7.7	7.7
9	34.6	34.6
13	50.0	50.0
26	100.0	100.0

**Table (4.22)** Students can have limited linguistic knowledge and still be successful communicators

Frequency	Percent	Valid Percent
3	11.5	11.5
14	53.8	53.8
9	34.6	34.6
26	100.0	100.0

**Table (4.23)** Students resist in active participation in communicative activities

Frequency	Percent	Valid Percent
7	26.9	26.9
5	19.2	19.2
10	38.5	38.5
4	15.4	15.4
26	100.0	100.0

**Table (4-2)** Teachers' responded to statement (1) Communicative approach often meets the learner needs.

Frequency	Percent	Valid Percent
1	3.8	3.8
1	3.8	3.8
6	23.1	23.1
18	69.2	69.2
26	100.0	100.0

**Table (4.2)** statement 2: Communicative approach is not just limited to oral skills; reading, writing skills need to be developed to promote students confidence in all four skills

Frequency	Percent	Valid Percent
1	3.8	3.8
8	30.8	30.8
17	65.4	65.4
26	100.0	100.0

Frequency	Percent	Valid Percent
1	3.8	3.8
12	46.2	46.2
13	50.0	50.0
26	100.0	100.0

**Table (4.25)** Grammar can still be taught, but less systematically in a traditional method

Frequency	Percent	Valid Percent
1	3.8	3.8
2	7.7	7.7
1	3.8	3.8
16	61.5	61.5
6	23.1	23.1
26	100.0	100.0

objectives and the variables of the research. They suggested that (3) items out of the (35) (Appendix 8) should be reduced, separated, deleted and changed by another. At last, the opinions of all reviewers indicated the suitability of the scale then the researcher did all the required modifications of the scale.

## Data Analysis Discussion and Results

### Questionnaire. Teachers' profile

This section will give an idea about the academic qualification of the teachers who responded to the

**Table (4.26)** Small group activities improve social skills, critical thinking skill, confidence and achievements

Frequency	Percent	Valid Percent
1	3.8	3.8
11	42.3	42.3
14	53.8	53.8
26	100.0	100.0

**Table (4.27)** The best way to learn English is to read and talk about interesting authentic

Frequency	Percent	Valid Percent
6	23.1	23.1
10	38.5	38.5
10	38.5	38.5
26	100.0	100.0

**Table (4.28)** It's more important to study and practice grammatical patterns than to practice English in an interactive way in the classroom

Frequency	Percent	Valid Percent
4	15.4	15.4
12	46.2	46.2
1	3.8	3.8
5	19.2	19.2
4	15.4	15.4
26	100.0	100.0

**Table (4.29)** Students are less confident and less prepared for CLT

Frequency	Percent	Valid Percent
2	7.7	7.7
6	23.1	23.1
6	23.1	23.1
9	34.6	34.6
3	11.5	11.5
26	100.0	100.0

**Table (4.30)** The existing syllabus (Fundamentals of English grammar) is not suitable for communicative activities for the first year

Frequency	Percent	Valid Percent
1	3.8	3.8
3	11.5	11.5
9	34.6	34.6
5	19.2	19.2
8	30.8	30.8
26	100.0	100.0

questionnaire as well as showing their field experience in teaching English.

**Academic qualifications**

The above table (4-1) shows the Academic qualifications of the teachers who participated in the questionnaire.

**Statistical result for Teachers profile Questionnaire**

The researcher has to validate the assumptions Add to conduct a number of processors statistical data compiled by and in accordance with the descriptive and analytical approach , has been done by statistical analysis program called Statistical Package for the Social Sciences SPSS have chosen from that packet processing that fit a

**Table (4.31)** Language analysis and grammar explanation may help some learners to some extend

Frequency	Percent	Valid Percent
5	19.2	19.2
16	61.5	61.5
5	19.2	19.2
26	100.0	100.0

**Table (4.32)** Maybe Problems are related to the theory and practice of CLT itself

Frequency	Percent	Valid Percent
1	3.8	3.8
4	15.4	15.4
4	15.4	15.4
13	50.0	50.0
4	15.4	15.4
26	100.0	100.0

hypothesis.

**Teachers’ responded to the questionnaire**

This section presents the data obtained from the questionnaire which the teachers completed. The following is a Chi-square analyzes to examine the relevant data and details are as follows:

The results in the preceding (table4-9) indicate that 69% of the responses strongly agree, 23% agree with the statement which said: Communicative approach often meets the learner needs .The sum of agreement is 91%, whereas 3.8% disagree, 0%had no opinion and3.5%strongly disagree. Meaning that the communicative approach depends on the process of communication for mastering the language.

Table (4.2) shows that: In responded to statement (2) The general rate of agreement is 95% from the total number of the teachers. This means that ,the majority of the English language teachers agree with the idea that : Communicative approach is not just limited to oral skills; reading, writing skills need to be developed to promote students confidence in all four skills.0%from the teachers who participated in the questionnaire had no opinion 2.7% disagree while 3.8%strongly disagree.

Table (4.3) shows that: The general rate of agreement is 80% agree with the idea of Communicative approach headed for personalize and co-vocalize language and modified to interest students’ .That means. Language is always more easily retained by learners. While 0%of the responses had no opinion, 19.2 % strongly disagree and 18, 1% disagree with the item above.

Table (4-4) shows that: With reference to the results obtained in the above table ,the general rate of agreement is 91% of the responses agree with the idea that: communicative approach is much more students' oriented ,because it is dictated by students' need and

interest,0% had no opinion whereas7,7%disagree and7,2 %strongly disagree.

Table (4-5) shows that: In responding to statement (5). The general rate of agreement is 92.2% from the total number of the teachers. This means that ,the majority of the English language teachers agree with the idea that ; Practicing communicative activities is essential for the sole purpose of mastering the construction and to use the language spontaneously .while7.7% of the responses disagree with this item and 0% strongly disagree.

The statistical analysis to the above statement indicates that the rate of agreement is 89% of the responses agree with the idea that Classrooms should provide opportunities to run through real life situation and provide opportunities for real communication 0% had no opinion ,3,8%disagree and7,7%strongly disagree as table (4-6) shows. Real communication, Emphasis on creative role plays simulations /surveys /projects /play test-all produce spontaneity and improvisation not just repetition and drills.

The table a above(7) shows that the general rate of agreement is 87% of the total number of the responses who see that: ;Classroom activities maximize opportunities for learners to use target language in a communicative way for learning full activities , helps to make minds more flexible and spire self confidence to help learners to develop their second language and should aim to provide support from the teachers. Whereas 0%had no opinion, 30, 8% disagree and 7.7% strongly disagree.

With reference to the above results, table (8) shows that the general agreement is 91% of the teachers who agree that, communication with an individual student in a large class means that trying to communicate with students on personal level will make a great frustration and disturbance.

The range of agreement is 87% of the teachers who are agree with the idea that Teacher may note errors

during activities and return to them later with accurate based activities as table(9)shows, because some teachers agree with the idea that students errors are signals of progress in language learning.

The range of agreement is 45% as table (10) above shows: The teachers who agree with the idea that: Teaching is the only source of knowledge in the classroom..this is related to traditional class room teaching of English in the main body of the expanse of home study only emphasized the teachers on the knowledge which is a teacher –centered knowledge ,neglect of students ability.

With reference to the above table (11) grammatical rules should be inductive explained in classes of learning English.

It is clear that, 87% is the range of the agreement among the total number of the teachers who are aware of the idea that, grammar rules should be explained and revised before beginning of the communication as we know; the best way to learn English is to study grammar.

To use target language in a communicative way for meaningful activities-as shown in table (12) reflects naturalistic language acquisition. The sum of agreement for the teachers who participate in the questionnaire is92%

The general rate of agreement is 50% of the responses agree that: Teachers must correct all grammatical mistakes, while 17, 8 % of the responses had no opinion, 19, 2% disagree and 11, 5% strongly disagree Correction of errors should be discreet noted by a teacher –let them talk and express themselves –form of language becomes secondary.

The sum of agreement is 98%who agree with the idea of including "communicative tasks" into the lesson and spend half of the lesson on communication. The goal of many language teachers today is to prepare their students to communicate in English as shown in the above table (4-14). Whereas 2.0% disagree and 0% strongly disagree.

The sum of agreement is 83% as shown in table (4-15) agree with the idea of preparing the lessons before they start teaching. Every day the teacher must prepare the presentation in his note and put his general objectives and specific objectives ex. What will the students learn from this lesson?. What will the lesson be about and so on? While 0% had no opinion about this idea, 11% disagree and 3. 2 % strongly disagree.

With reference to the general rate of agreement for the statement: There should be more formal study of grammar English in classes is 88% meaning that master the language rules to understand and express the literal meaning of the knowledge and skills needed that is the capacity of words and meaning.Whereas0% had no opinion ,38.5%disagree and 2.8%strongly disagree

The general rate of agreement is 84.6%of the teachers agree with the idea that Social skills are important part in language learning.

Table (4-18) shows that 23, 1 % of the respondents strongly agree with the statement that says" Every learner learns a language in the same way by using the four skills", the percentage of acceptance of the opinion is further supported by other respondents 30, 5 % agree to the same idea. On the other hand, respondents 0% have no opinion about that, and others 15, 4 % disagree. And 15, 4% are strongly disagree. The sum of agreement is53.6%.

Table (19) shows that (42, 2%) of the respondent strongly agree with the statement which says "Students can help each other to learn a language inside the classroom ". The acceptance of the opinion is further supported by other respondents (38, 5%) agree to the same idea. So the sum of agreement is(84.7%) On the other hand, respondents (with 0%) have no opinion about that, and others (with 7, 7%) disagree. And (6, 9%) are strongly disagree.

The sum of agreement is 82.3% agree with the idea that Errors are natural parts of learning. Learners trying their best to use the language creatively and spontaneously are bound to make errors .constant correction is unnecessary and should be discreet noted by teacher ,whereas respondents with percentage of 0% have no idea and respondents with percentage of 8,1% disagree and 0%strongly disagree.

The sum of agreement is 84.6 of the teachers who agree with the idea that Errors of forms are tolerated during fluency-based activities when are seen as an outcome of the development of some skills. On the other hand, respondents (with 0%) have no opinion about that, and others (with a percentage of (6, 9 %) disagree. And 7, 4% strongly disagree.

Table (22) show that (53, 8 %) of the respondent strongly agree with the statement that says " Students can have limited linguistic knowledge and still be successful communicators. Other respondents (34,6 %) agree to the same statement. The sum of acceptance of the opinion is 88.4%. On the other hand, respondents (with 0%) have no opinion about that, and others (with a percentage of (11, 3 %) are disagree. And 0% are strongly disagree.

Table (23) show that (15.4 %) of the respondents strongly agree with the statement that says" Students resist in active participation in communicative activities" In addition to these, there are (38.5 %) respondents who agree to that. So the sum of agreement is.53.9% However, there are respondents (.0%) who have no opinion about that and others (19.2 %) who disagree. Added to these are (26, 9%) who strongly disagree.

Here, a majority of 53,9% of the respondents agree with the idea that students are not just hearing teacher, but having personal contact themselves with language ,practicing sounds themselves per mutating sentence patterns and getting chance to make mistake and learn from doing so.

Table (24) by learning to communicate students will be

more motivated to study foreign language they will feel they are learning to do something useful with the language.

Table (24) and Figure (24) show that (50 %) of the respondents strongly agree with the statement that says "By learning to communicate students will be more motivated to study foreign language they will feel they are learning to do something useful with the language" The of acceptance of the opinion is further supported by other respondents (46, 2%) agree to the same statement. On the other hand, respondents with ( 0%) have no opinion about that, others with a (3.8%) disagree ,and 0% strongly disagree.

The sum of agreement is 96.2 %of the respondents agree with the idea that motivates students arouse their interest and leads to more active participation.

The sum of agreement is 84.6% who agree with the idea that: Grammar can still be taught, but less systematically, in a traditional method, in traditional ways alongside more innovative approaches .Recognized that communication depends on grammar .Disregard of grammatical form will virtually guarantee breakdown in communication .While3.5% have no opinion 6.7%disagree and 5.1% are strongly disagree.

Table (26) show that (53,8 %) of the respondents strongly agree with the statement that says "Small group activities improve social skills, critical thinking skill, confidence and achievements" The acceptance of the opinion is further supported by other respondents (42,3 %) who agree to the same and others of (3.8%) disagree.Whearas0% have no opinion about this idea.

The sum of agreement is 96.1% of the teachers who agree with the idea small group activities improve social skill.

Table (27) shows that (38, 5 %) of the respondent strongly agree with the statement that says "The best way to learn English is to read and talk about interesting authentic. The acceptance of the opinion is further supported by other respondents (37, 9 %) who agree to the same. So the sum of agreement is76.4% on the other hand, respondents with (0%) have no opinion about that, and others with (23%) disagree, and 0% strongly disagree.

Traditional method of teaching depend s on learning grammar and master the four basic skills but ,do not pay attention to how the language as a communicative tool to apply in practice .The sum of agreement as shown in fig(28)is (34.6%) of the teachers agree with the idea and (3,8) who have no opinion but ,(46.2 ) disagree in addition to(15.4%) who strongly disagree .

The general rate of agreement is 46.1%as shows traditional classroom teaching method inherited on consequence of the neglect of student ability whereas communicative teaching emphasizes the learners' cognitive ability .which allow the students themselves to think about and express their views and to use language to communicate. While 23.1%have no opinion, 22.1%

disagree and 7.7% strongly disagree.

The Total number of agreement is 50% as shown in fig(30)this means that the majority of English language teachers agree with the idea of this statement : The existing syllabus (Fundamentals of English grammar) is not suitable for communicative activities for the first year because it depends on traditional method of teaching in order described as: mechanical drilling (drill) in the context of practice(practice in context) because traditional method is limited in emphasizing the vocabulary an very few opportunities for the students to communicate.Whearas34% had no opinion ,11.5% disagree and 3.8% strongly disagree.

The rate of agreement is 83.0% for the teachers who agree of the idea that:)Language analysis and grammar explanation may help some learners but, extensive experience of target language helps everyone .Students need to hear plenty said about the topic in foreign language at regular and recurrent intervals, so they are exposed to the topic and can assimilate it While

In respond to the statement in Table (32) Maybe Problems are related to the theory and practice of CLT itself the general agreement of the respondents were80.5%. Whearas18.1%disagree,0% have no opinion and 0% strongly disagree While the communicative Language teaching in the implementation process as to existence of such defects but it is in current English teaching role is undeniable

### Testing the hypotheses of the study

The first Hypothesis is that: The communicative approach is more effective in teaching grammar and. language activities than the traditional approaches.

To test the hypotheses of this study the researcher used the items in (Scale A,B andC1) in the questionnaire ,items from(1-5),are about communicative approach and the importance of including the communicative tasks ,in each lesson the goal of many English language teachers today ,so that they can prepare their students to communicate in English .the rate of agreement in question 2 is very high it is 95% also question 5 is 92%which indicates that there is a high degree of agreement about both items .So it becomes clear that ,communication is required that students perform certain functions as well , such as statement 2 in the questionnaire " Communicative approach is not just limited to oral skills; reading, writing skills need to be developed to promote pupils confidence in all four skills "being able to communicate requires more than mastering linguistic competence .Hymes(1971),The theoretical core of which is Hymes's communicative competence theory knowing when and how to say what to whom and the theory of Halliday's functional linguistics communicative language teaching.

Item from (6 -16) examine the teachers' interaction in



the classroom 91% of the teachers who agree that , communication with an individual student in a large class means that trying to communicate with students on personal level will make a great frustration and disturbance We find that the communicative approach emphasis on students ' initiative and interaction rather than traditional approaches .

Also the rate of agreement is 89% of the responses agree with the idea that Classrooms should provide opportunities to run through real life situation and provide opportunities for real communication ,Emphasis on creative role plays simulations /surveys /projects /play test-all produce spontaneity and improvisation not just repetition and drills as for the direct method ,grammatical method .The study found that ,the majority of the teachers respondents are agree of the idea that communicative approach can promote meaningful interactions discussion of relevant issues and critical thinking skills .So the communicative approach is more effective in acquiring grammar and language activities ,than the traditional approaches.

The second hypothesis of this study is that: Students will become more active after the experiment and promote their scores in the post test.

It is said that ,one of the basic assumptions of CLT is that ,by learning to communicate students will be more motivated to study a foreign language ,since they will feel they are learning to do something useful with the language ,also it is said that it will be more useful if the teachers give opportunities for the students to express their individuality by having them share their ideas and opinions on a regular basis .(Item 7 )in the questionnaire shows that the general rate of agreement is 87% of the total number of the responses who see that: Classroom activities maximize opportunities for learners to use target language in a communicative way for learning full activities , helps to make minds more flexible and spire self confidence , to help learners to develop their second language and should aim to provide support from the teachers.

So students will become more active by the many opportunities for cooperative interactions with their fellow students and teachers thus they will promote their scores .In conclusion and with reference to the hypothesis of the research (1 and 2 ) it can be said that ,most of the English language teachers agree with the idea that ,the communicative approach with its meaning full interaction ,and critical thinking is more effective in acquiring grammar and language activities than traditional approaches.

## **SUMMARY OF RESULTS**

The results of this study have revealed the following:

1/ the communicative approach to second language teaching is more effective in teaching grammar and

language learning activities than traditional approaches

2/The communicative approach emphasizes developing the four language skills integrally

3/It provides the teacher with many practical ways for evaluating the students learning process and achievement in terms of four language skills

4/Variation of activities, games, role-plays, group –work .etc, facilitate and enrich the communicative approach.

5/ The communicative presentation for the students is much more effective than traditional approaches

6/ Students have enjoyed the different communicative task

7/Some of the teachers do not know how to deal with the communicative approach and its techniques.

## **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations can be made. May be considered useful in teaching English Language

1-Add more authentic texts in Sudanese universities

2-Recent methodological developments should be taken into consideration by EFL teachers

3- EEL teachers should receive training from other countries in applying CA principles

4- Language lab is important in order to provide learners with opportunities to be exposed to the target language as used by native speakers

5- Students should work in pairs and groups to promote their speaking skills

6-Teachers should select" texts" that are related to the students' needs .individual differences and cultures the goal is to provide meaning full texts

7- Textbooks should be bases on the communicative interactions, to aid the students in oral communication

8-Teachers must be more flexible in classroom methodology.

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