

The Effectiveness of a Program Based on Communicative Approach in the Achievement of EFL Basic Education Students in English Language at the Faculty of Education, Beni-Suef University.

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Abstract

The current study investigates the effectiveness of Using the Communicative Approach in increasing the achievement in English among Second Year EFL Basic Education Students at Faculty of Education in Beni-Suef University Lists of these skills were directed through a pre- test, followed by implementing a program based on Communicative Approach Learning for teaching these skills. The researcher used the design of one group which received the course firstly by the use of the regular method of teaching in the form of lecture without any role played by the learners, so the course was completely teacher centered. A pre-posttest based on the program was made for the group. Their scores in the test were low and many terms and phrases were not clear or understandable for them. After teaching the group using the program, a post-test was implemented. The results showed a clear progress in the performance of the group in the test. Thus the program proved effective in improving their achievement. Results were calculated, analyzed in tables and followed by the conclusion, recommendations of the research and suggestions for further research.

Keywords: *Program, Communicative Approach ,Achievement.*

Introduction

Communicative Approach learning has an important place in education because it fosters student engagement and allows the traditional micromanaging teacher to transform into a guide.

The current education model emphasizes teacher control and curriculum based on standardized testing, which stunts students' natural learning processes.

This study investigated the positive outcomes of Communicative Approach learning and how these practices can be included in mainstream, elementary classrooms.

A review of the literature found that student-driven curriculum uses experiential knowledge and student choice to increase student responsibility and retention, while establishing effective techniques for self-regulation.

It also exposes the difficulties in creating a student centered environment for contemporary teachers due to the many political, financial and creative factors that affect decisions about classroom organization and lesson planning.

Communicative Language Teaching

Communicative language teaching makes use of real-life situations that necessitate communication.

The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, this relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

The real-life simulations change from day to day.

Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal

activity and has a clear relationship with society.

In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their

Origins of Communicative Language Teaching

Its origins are many, insofar as one teaching methodology tends to influence the next.

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Roles Of Teacher & Student In CLT

Teachers in communicative classrooms will find themselves talking less and listening more-becoming active facilitators of their students' learning (Larsen-Freeman, 1986).

The teacher sets up the exercise, but because the students' performance is the

goal, the teacher must step back and observe, sometimes acting as referee or monitor.

A classroom during a communicative activity is far from quiet, however.

The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general.

Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

Many of the modern English as a second language textbooks and much of the recently published research concentrate on the Communicative Approach.

In the early 1970s, the "Communicative Approach grew out of the work of linguists, "including Halliday and Hymes, who "viewed language first and foremost as a system for communication" (Celce-Murcia 1991, p. 8).

The Communicative Approach is also known as Communicative Language Teaching (CLT) (Richards and Rodgers1998).

The Communicative Approach was started, in part, by the rejection "in the belief that consciously learning the grammar of a language will necessarily result in an ability to use the language" (Yule 1996, pp. 193-194).

Before the creation of the Communicative Approach, language classrooms were sterile environments, and CLT was created to address language as something to be understood as more than just scientifically or grammatically based.

Since the 1970s, the Communicative Approach has grown and developed (Richards and Rodgers, 1998).

The former Japanese State Secretary for Foreign Affairs, Ichita Yamamoto, was quoted as saying, "Japanese political leaders also need to have sufficient

English ability to be able to convey messages...by appearing on television shows even with no notice" (Toda and Mohara2000, p. 8).

This focus on overall communicative competence can best be seen in the Communicative Approach, which acknowledges the interdependence of language and communication" (Richards and Rodgers, 1998, p. 66).

The authors agree that the application of the interactive method is not always possible and justified. The term interaction, in the process of learning, and particularly in the teaching process, may have various definitions, from understanding it as a method of the organization of learning with others to raising the notion at the level of the teaching system.

Regardless of the differences at the terminological and notional levels, interactive learning in the teaching process has many advantages compared to traditional learning (Branković, 2005).

First and foremost, it should result in achieving better educational outcomes. The initial criteria for designing interactive learning include some significant characteristics of any effective teaching: 1) clearly structured lessons, 2) a large part of actual learning time, 3) an encouraging atmosphere for learning, 4) clarity of learning content, 5) the establishment of meaningful communication, 6) the versatility of teaching methods, 7) individual encouragement, 8) practice work triggering intelligence, 9) transparency of expected outcomes, and 10) a prepared teaching environment (Meyer, 2004).

Beside these significant characteristics of each effective teaching process, the interactive learning is distinguishable by some other specific traits, first and foremost evident through the functional unity or complementarity of all three pedagogical strategies of learning: instructing, learning and self-education.

The application of interactive learning is directed towards increasing the quality of communication in the teaching process.

The focus of the research in this paper is the influence of the communicative

approach on the quality of the teaching process, and the purposeful interaction that has been both the method and the aim of the communicative approach.

The authors of this paper argue that the interactive method significantly adds to a successful implementation of purposeful communication in the teaching process.

The authors argue that effective communication in the teaching process implies mutual respect, equality of all the participants in the process, honesty and straightforwardness, together with the acknowledgement of both teachers' and students' needs.

The results of experimental research relating to the impact of interactive learning on the quality of communication in the language teaching process are presented in this paper.

The effects of interactive learning have been expressed through a higher degree of communication freedom and active listening enticement.

The overall results of this research point to the significance of further training of teachers in terms of the application of the interactive method in the classroom, thus creating an atmosphere abundant in positive stimuli and challenges for the students. (Kovačevići, B. et al., 2017)

In order for this to be achieved in foreign language teaching, the teacher should rely first and foremost on the communicative approach and its methodology.ii

The communicative approach in language teaching implies a holistic and humanistic approach to teaching that stresses the interaction and communication (Vilotić et al, 2015).

The main purpose of the communicative approach is to develop communicative competence, at the same time acknowledging the interdependence of language and communication.

This implies developing the aspect of competence enabling us to convey and interpret messages and to negotiate meanings interpersonally within specific

contexts (Richards and Rodgers, et al., 2011).

What is an essential and, to a certain extent idealistic prospect in the classroom is for the teacher to be able to establish an optimal level of balance among the individual characteristics of students and their mental capability for doing their best in the process of learning, to create a friendly atmosphere for learning through emphasizing the importance of mutual respect, to prompt motivation, and, finally, to contextualize in a socially meaningful way what is being taught in the classroom. (Richards, J.C. & T.S. Rogers, 2001)

Communicative Language Teaching (CLT)

The language teaching field has been influenced by two interacting forces: One comes from the outside of the profession and the other from the inside (Richards & Rodgers, 2014).

The world has changed, and English has become the global language. This is the reason why in the last decades there has been a great effort to discover the best ways to learn a language, in this case, English (Crystal, 2012).

According to Richards and Rodgers (2014), proponents of the CLT did not describe it as a method but as an approach “that aimed to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (p. 85).

It is important to know for some people, CLT means a little more than the integration of grammar and function, but for others, it is just an approach where students work interactively in groups, using available resources to solve tasks.

Arzamendi et al. (2016) says that it is a set of approaches, rather than a method. Some of the first forms of Communicative Language Teaching tended to take apart any open inclusion of structure of the language in the syllabus because it was feared that it would result in the rejection and bad acceptance that the

previous methods, ap-proaches, and methodologies had.

The syllabus de-signers founded their theoretical ideas in the work of Prabhu (1987), where he argued that the knowledge we need to use a language is complicated enough to be dealt with by simply teaching grammar.

The main theory in CLT is that learners have to develop their communicative competence, which is the ability to know not only grammatical structures, but also the appropriate language use in given situations or social contexts (Savignon, 2017).

Context of the Study

The sense of researcher emanated from noticing weakness in the achievement of second year primary education students at Faculty of Education, Beni- Suef University.

He found a clear weakness in achievement under the regular methods of teaching. He noticed that through their weak performance and low marks in the pre-test.

He applied a pre-test to students to know something about their achievement. He found that they deal with the vocabulary weakly and don't use it properly nor put it in its proper place that is why he thought of using this new procedure. He found a clear weakness in their achievement through the results of the preposttest.

He began a whole program based on Communicative Approach and different activities to develop their academic performance.

Through observations and questionnaires in addition to his career as a lecturer he noticed that most of the student teachers suffer from this problem.

When the researcher asked his students to express some ideas or subjects he found a clear weakness in their performance and, in turn, their academic achievement.

The researcher selected a group of students at Faculty of Education, Beni-

Suef University randomly and began to test their achievement in a good manner.

He gave them some drills through a prepared program where he let them perform in the lecture and write down their answers to the evaluations based on parts of the program to assess their academic achievement.

The results showed a clear deficiency in academic achievement among those students. Most of them exposed a kind of passivity and reluctance in their achievement after his explanation of the material added to their low scores in the tests implemented on them.

The new in this research is the fact that the researcher made a quasi-posttest at the end of the term after he had given them a further lecture online base on the program where he was surprised by their high scores .

As far as the researcher knows, the weakness in academic achievement must have a very negative effect on dealing and corresponding with others.

The person who does not have the academic achievement will lose many elements in his correspondence with different kinds of TOEFL& ILETS tests and consequently will lose a lot of information included in the message of such tests in addition to other syllabuses and contents which may shape his life and determine his future.

Hence he will not benefit from the experience of others or proceed in his life and career.

Therefore a concentration on that academic achievement should be clear when dealing with the field of teaching and learning as the experience of the teacher shifts to his leaner via academic achievement.

Based on that perception special classes should be designed and well prepared for learners who have deficiency in academic achievement.

These classes can be supplied with the latest apparatuses and technology .

Population and sample

The problem of study can be stated in the fact that second year primary education students at Faculty of Education, Beni- Suef University generally have deficiency in some achievement skills which include organization , time management , prioritization concentration, motivation , specific information, drawing a conclusion and agreement expressions when they learn by the regular methods of teaching.

Questions of the Study

The main question of the research is (To what extent will Communicative Approach curriculum be able to develop achievement skills among EFL student teachers at the Faculty of Education, Beni- Suef University?)

Objectives of the Study

This study aims to:

- (1)Improve achievement skills which include organization , time management , prioritization concentration, motivation , specific information, drawing a conclusion and agreement expressions in which there are deficiencies among second year English primary education students at Faculty of Education, Beni-Suef University.
- (2)Design a proposed Communicative Approach curriculum intended to develop achievement skills which include organization , time management , prioritization concentration, motivation , specific information, drawing a conclusion and agreement expressions among second year EFL student teachers at the Faculty of Education, Beni- Suef University.
- (3)Investigate the effectiveness of a teaching-learning program based Communicative Approach Approach in developing achievement skills which include organization , time management , prioritization concentration, motivation , specific information, drawing a conclusion and agreement

expressions among second year second year English primary education students at Faculty of Education, Beni- Suef University

Consequently, the purpose of this paper is to explain the benefits and reasoning behind Communicative Approach Education. This paper also documents how university lecturers as well as schoolteachers can implement Communicative Approach curriculum to accommodate all learning styles and curiosities, while still meeting the Common Core Standards in accordance with standardized testing requirements. Already the researcher had received some ministry exams papers in some schools added to the exams he himself put to university students in 2022 first term among which were his participants.

Hypothesis of the Study

There is a statistically significant difference in achievement mean scores between the pre-test and the post-test of the experimental group in favor of the post test.

Significance of the Study

The current study is expected to help the following categories:

- (1) Students of English primary education at the Faculty of Education; by determining their level in the achievement skills, developing weak skills.
- (2) Teachers; by providing them with a new strategy to communicate with their students, and developing their skills in achievement. They can also benefit from the audio tests in determining the level of their students.
- (3) Language Program Designers; by providing them with a list of the most important achievement skills which students need in the university stage, and helping them design curricula which can develop the achievement skills by the use of Communicative Approach.

Variables of the Study

1. The independent variable which is Communicative Approach program.
2. The dependent variable which is improving some achievement skills which include organization , time management , prioritization concentration, motivation , specific information, drawing a conclusion, agreement expressions among second year English primary education students at the Faculty of Education.

Delimitations of the Study

The current Study is delimited to the following:

- (1) One group selected from second year EFL primary education students, at the Faculty of Education, Beni-Suef University in 2021.
- (2) Two months for implementing the program via Internet sessions where the researcher was in contact with his participants and sent his word files and comments.
- (3) Two months for implementing the program via face-to-face lectures where the researcher was in contact with his participants through explanation of a written program of the material.
- (4) Some achievement skills which include organization , time management , prioritization concentration, motivation , specific information, drawing a conclusion, , agreement expressions.

Participants of the Study

This study has been implemented on 35 students from second year students of English primary education at the Faculty of Education at Beni-Suef University.

Instruments & Materials of the Study

- 1- Pre-posttest in achievement prepared by the researcher.
- 3-A list of achievement skills required to second year students of English primary education at the Faculty of Education at Beni-Suef University.

4-The proposed form of Communicative Approach program intended to develop achievement skills among second year students of English primary education at the Faculty of Education at Beni-Suef University.

Design of the Study

The researcher used a quasi –experimental design with one group from second year students of English primary education at the Faculty of Education at Beni-Suef University; selected randomly and exposed to pre-post tests for measuring their achievement skills.

They were exposed to the Communicative Approach program of teaching to develop achievement skills among them.

Definition of Terms

The following definitions were adopted in the current study

The Program

1. A plan aimed at achieving a clear objective, with details on the way some work can be done, by whom, when, and what means or resources will be used (Business Dictionary, 2017) .
- 2.A brief usually written account of the order to be followed and the characteristics to be presented, and the persons sharing.(Merriam Webster, 2017.
3. A plan or system under which action may be taken toward a goal (Merriam Webster, 2017).

4. The Operational Definition

The researcher adopted the first definition (A plan aimed at achieving a clear objective, with details on the way some work can be done, by whom, when, and what means or resources will be used).

Communicative Approach

- The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

- The Communicative Approach – or Communicative Language Teaching (CLT) – is a teaching approach that highlights the importance of real communication for learning to take place. In this post, you’ll find definitions, examples and ideas for classroom activities. - Communicating meaning is the main goal in CLT, and language is seen as a tool for learners to reach this aim.

- In order to achieve this, different types of syllabi were created, amongst them, the functional-notional syllabus, that enables learners to focus on the meaning (function) of language and practice it in a realistic setting.

- In the Communicative Approach, learners are at the center of instruction. That means that the teacher’s role has changed when compared to previous methodologies such as Audiolingualism and the Direct Method. The teacher is now seen as a facilitator in the learning process, and some of the responsibilities attributed to them .

- The Operational Definition:

The researcher adopted the first definition (The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language).

Achievement

- Something accomplished, especially by superior ability, special effort, great courage, etc.; a great or heroic deed: *his remarkable achievements in art*.
- The act of [achieving](#); attainment or accomplishment: *the achievement of one's object*.
- *Heraldry*. The full display of the armorial bearings of an individual or corporation.
- *Digital Technology*. A title or icon associated with a user profile or account that indicates the person's skill or rank in an online community, especially on a gaming platform.
- The Operational Definition:

The researcher adopted the first definition (Something accomplished, especially by superior ability, special effort, great courage, etc.; a great or heroic deed: *his remarkable achievements in art*).

In the procedures of the study the researcher reviewed the literature related to Communicative Approach and achievement skills in English language, selected the sample of the study, constructed a pre-post test for the group to measure their level in EFL achievement, implemented an integrated program which covered all these skills, judged and modified the pre-post test and calculated its validity through verifying and modifying its MCQ and True/False questions, administered and scored the pre-test to the participants of the study, taught the selected group by the use of Communicative Approach, administered and scored the post-test to the participants of the research at the end of the treatment, analyzed and interpreted the results in statistical tables and figures, wrote the findings and proved the hypothesis of the study and finally drew conclusions, recommendations and suggestions for further researches.

Analysis of students' achievement after the treatment

Table (1): Mean scores of the group in achievement Post-Test based on T-test.

The Group	No	Average	Median	Std. Deviation	Torsion Modulus	Q. calculated	Q. Sig at 0.05
Pre-Test	35	٢٩.٦	٢٨	٧.٩	٠.٦١	١.٤٤	Not Significant
Post-Test	35	٥٣.٢٦	48	٩.٥	١.٦٦	1.44	

It is clear from the previous table that the conditions for using the test are available to reveal the significance of the differences between the mean scores of the students of the pre and post experimental group in the achievement test for students of the second year in English at the Faculty of Education at Beni Suef University, because:) And the scores of the students of the post-experimental group are 1.66, each of which falls between -3 and +3 and is close to zero, which indicates the moderation of the distribution of the scores of the students of the pre and post groups, and their closeness to the moderation distribution.

The value of the “F” ratio for the homogeneity between the scores of the pre and post group students (1.44), which is less than the tabular “F” value, and thus the “F” value can be calculated for the difference between the average scores of the two groups because the difference between their variance is not significant.

These results in fact are supported by the study of Richards and Rodgers (1998, p. 66) which stated that the focus on overall communicative competence can best be seen in the Communicative Approach, which acknowledges the interdependence of language and communication, thus leading to successful achievement.

The study of Yule (1996, pp. 193-194) also prove and justify these results as he mentioned that the Communicative Approach was started, in part, by the

rejection "in the belief that consciously learning the grammar of a language will necessarily result in an ability to use the language , such thing which can lead to a real achievement in English Language. These results in fact are also supported by the study of Toda and Mohara2000, p. 8) which mentioned that even political leaders also need to have sufficient English ability to be able to convey messages. If we applied that aspect on the field of education it would lead to a real achievement in English Language.

Findings

The study resulted in the following findings:

- (1) There was a statistically significant difference in achievement mean scores of the experimental group between the Pre-Test and the Post-Test after the treatment in favor of the Post-Test.
- (2) The proposed program based on Communicative Approach was effective in improving achievement skills among second year English Department students at the Faculty of Education.

Conclusion

Based on the above findings and the background of literature related to the research, the following conclusions can be drawn:

1. The proposed program based on Communicative Approach is effective in developing achievement among second year EFL student teachers and gives a valuable outcome.
2. The implementation of Communicative Approach program enhances achievement among students; this is proved clearly in the interactive competence skills.
3. The Communicative Approach program stimulates students towards independent practice of English language instead of direct instruction.

4. The Communicative Approach activities are worth implementing in an EFL environment. They give extensive opportunities for the learners and provide an active experience in real life situations. They are very effective in motivating shy students and low achievers towards participation and interaction both in synchronous and asynchronous activities.

The learners are given the immediate feedback which gives the learner a chance for confidence and self-evaluation

Based on the data on the improvement of achievement skills, the students showed a notable improvement in achievement skills taught in the program which had a positive impact on their responsibility for their learning.

Recommendations

In the light of the previous results and the review of literature, the researcher provided the following recommendations:

- (1) EFL instructors should examine effectiveness of the Communicative Approach in developing English reading skills.
- (2) English language instructors should adopt Communicative Approach strategies in developing English writing skills.
- (3) Teachers should redesign their reading and writing courses by using Communicative Approach.
- (4) Instructors should use class time for application of content to increase interaction.
- (5) Communicative Approach program should be used with undergraduate stage for a greater interaction and engagement.
- (6) Teachers should take into consideration the training on communication and contact between students both online and off-line.
- (7) Teaching Aids should be well prepared, tested, specified and accurately put to address the learner's responsibility for his learning and enhance his imagination.

Suggestions for Further Studies

At the end of that treatment the following suggestions can be provided for further studies:

- (1) Implementing the proposed program based on Communicative Approach in developing different language skills.
- (2) Implementing the proposed program based on Communicative Approach in the achievement of students in English language.
- (3) Implementing the proposed program based on Communicative Approach in the achievement of students in other languages.
- (4) Implementing the proposed program based on Communicative Approach in fields other than Education like Engineering, marketing, policy and economy.
- (5) Exploring other factors that affect students' achievement skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.
- (6) Exploring other factors that affect students speaking skills such as duration of engagement on-line, gender, background knowledge, motivation, language proficiency and age.
- (7) Implementing all the principles, fundamentals, fields and strategies of Communicative Approach during the training sessions.
- (8) Blending Communicative Approach with other branches like speech therapy in dealing with learners with learning disabilities.
- (9) Implementing the co-researcher system in further Communicative Approach studies.
- (10) Implementing Communicative Approach on-line and off-line.
- (11) Implementing Communicative Approach Philosophy at all the fields of life as a moral lesson to the learner.

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