

The Effect of the Communicative Approach at College English Reading Class

Batool Assim Hameed

ABSTRACT

Although revolutionary changes have taken place in foreign language learning methodology, most of our teachers, ignorant of these recent developments, still follow traditional approaches in which the teacher, is the only speaker and the students being silent, listeners have practically got nothing to do other than listen to what the teacher says. Such approaches, predominantly teacher-centered, it cannot arouse student's genuine interest in the content being taught, it also cannot involve the students in the teaching-learning process.

This paper intends to show how a communicative approach enables a teacher in the classroom to teach more effectively by directly involving the students in the classroom activities. It will focus on communicative language teaching, its application and different understanding of it from students' and teachers'.

1.1 Introduction

This research presents a communicative approach in language teaching. In most classes English learning strategies are primarily composed of the following features: focus on reading and writing; grammar and translation; memorization and vocabulary (Rao, 2002: p.1).

However, this traditional grammar-translation method "failed to develop an adequate level of communicative competence (i.e. the ability to use the target language for authentic communication" (Hu, 2002: p.93).

In order to catch up with the development of economy and to improve students' communicative competence and their overall ability in language. Both secondary schools and universities began to reform English teaching by introducing Communicative Language Teaching in the early 1980s'. With Communicative Language Teaching now in place the stress is on listening and speaking activities along with the previous focus on reading and writing (Lingie Jin, 2005: pp.1-2).

Some students have responded negatively to communicative activities, while some teachers have not been confident about using communicative language teaching pedagogies (ibid). Most teachers in our English classrooms are unaware of the recent developments in ELT methodology, they followed traditional teacher-centered approaches which neither arouse students' genuine interest in the subject being taught, nor do they involve the students in the meaningful classroom interaction (Sujit K. Dutta, n.p.p.521).

Recent researchers in ELT methodology have established that an ideal classroom situation is one which stresses on the students' participation and communication. It can "add a fresh momentum into the teaching of literature by stimulating students' desire to read & encouraging their responses" (Collie & Slater, 1987: p.8).

This paper is composed of three sections: the first section explores the aims, the problems, the hypotheses, the values and the limits of the study.

The second section reports on the study of a communicative approach to College English reading and explores the feasibility of using a communicative approach in reading classes.

The third section presents a study of Tikrit students' perceptions of communicative activities in English classes. Its pioneers is to change the traditional grammar-translation-method into a student centered communicative approach.

1.2 The Problems

1. The teacher should motivate students to discuss in as much English as possible and to interrogate students to be more dynamic, more communicative and sociable.
2. To make use of the limited time in class to improve students' overall language competence by communicating in class since their textbook consists of reading materials.
3. In teaching a foreign language no class is allocated for students to communicate using appropriate social language and expressions, also less time is spent on oral practice (productive or reproductive), because traditional approaches to language teaching have concentrated on grammatical structures of language rather than the functions.
4. The students have difficulties in using the language because the classroom experience keeps them from developing their own style. Therefore communicative language teaching allows the teachers to include communicative activities into their teaching and use the best elements of other methods not to neglect them completely.

1.4 The Aims of the Study

1. This paper aims to present the experiment of the communicative approach applied in the course to show its effectiveness, which focuses on the teaching of texts.
2. To enable students to participate in classroom activities and to allow them to make their own discoveries about the language making the students more responsible managers of their own learning.
3. To reduce teachers from talking a lot and encourage communication.
4. Communicative Language Teaching encourages students to put their knowledge of the new language into practice and motivates students to speak in a foreign language to improve their communicative skills.

1.4 The Hypotheses

1. There is a positive effect of using Communicative Language Teaching LT in English reading classes.
2. There is a negative effect of using Communicative Language Teaching in English reading classes.
3. Communicative Language Teaching will develop the students' ability of using language.

1.5 The Limits of the Study

1. The sample of the study is limited to second year EFL students (both male & female) for the academic year 2009-2010.

2. An experiment is limited for a month from a book taught for the second year students in comprehension and composition with some paragraphs chosen from it.
3. College of Education, English Department, University of Tikrit.

1.6 The Values of the Study

1. Communicative Language Teaching related to teaching Reading texts and paves the way for further investigations on this subject.
2. It sheds light on the required adjustment in the method used in teaching reading communicatively at university level.

1.7 The Significance of the Study

1. To develop the four language skills that make relationship with communication and to deepen the student understanding of the text through communicating and participating the material with the teacher in class.
2. To help the students understand the discourse structure of what they were reading.
3. To make the students more responsible for their own learning.

1.8 Definition of Basic Terms

1.8.1 Communicative Approach: the approach that can be labeled as communicative language teaching as the emphasis switched from the material practice of language patterns to activities that engaged the learner in more meaningful and authentic language use. It tended

to give the impression of a syllabus without direction and a sense of communication for communication's sake.¹

Section Two: Literature Review

Communicative Language Teaching

2.1 Historical Background

The Communicative Language Teaching or the Notional-Functional Approach emerged in the 1970s of 1980s as a revolt against the belief of the Grammar Translation Method which emphasized rules and grammar to learn a language (Internet 1: p.1).

It extends and develops Chomsky's 'Linguistic Competence' to 'Communicative Competence', i.e. it includes knowledge of the rules that enable the speaker to distinguish grammatically correct sentences as well as rules of the appropriate use of language in real situations (Hymes, 1972: p.278; Allen and Widdowson, 1978: p. 132.)

There is an argument concerning Communicative Language Teaching because traditional approaches to language teaching have concentrated on teaching the grammatical structures of language rather than the functions. Communicative Language Teaching allows the teachers to include communicative activities into their teaching and use the best elements of the other methods not to neglect them completely (Internet 2, p.1).

The emphasis is that new words were not presented in isolation, but in the context of a complete sentence and in a meaningful situation (Senel, 2002: P.122). The teacher has to explain the vocabulary and expressions to accomplish the

¹ The One Stop Magazine. The Magazine for E.L Teachers. The Communicative approach in TEFL, ESL, EFL. P.1

communicative purposes, give the students questions and answers based on the topics and sometimes use real objects to clarify the meaning (Mora, n.p: p.2).

It develops the four language skills that make relationship with communication (Richards & Rodgers, 1994: p.66). Therefore, human relationships are demanded (Finocchiaro & Brumfit, 1983: p.58). " Language is interactions; it is interpersonal activity and has a clear relationship with society (Margie, S. Berns, 1984: p.5).

When Communicative Language Teaching was introduced in classes, it met with considerable resistance, it changed the traditional grammar translation method into a student-centered communicative approach (Li, 2003: p.3; Zhu, 2003: p.3). Because studies of foreign language classes revealed that 80% of lesson time was occupied by teacher's personal lecturing while learners hardly got a chance to practice their second language (CH1 Qui-ling, 2008: p.2).

The central characteristic of Communicative Language Teaching is that "almost everything that is done, is done with communicative intent" (Rao, 2002: p.87) and "the teacher being a patient listener is the basic requirement" (Gerngross and Puchta, 1994: p.98).

In the process of communicative activities, it is desirable that authentic materials be introduced and learners be provided with a chance to develop strategies for understanding language as native speakers do. Communicative Language Teaching is "learners-centered and experienced-based teaching ", (Lingjie Jin, et al, 2005: p.3). Because an emphasis on grammar would lead to prevent the learners from developing their communicative competence. In grammar-translation classes teachers' explanations and exercises of grammar might be a waste of time. In these classes, there is little

chance for students to communicate with language (Widdowson, 1978: p.58).

In the recent years, the communicative approach has been adapted to the elementary, middle, secondary and post secondary levels and it has known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction and Communicative Language Teaching (Internet 2: p.1).

2.2 Grammar Translation Method

The Grammar Translation Method of foreign language is one of the most traditional methods, dating back to the late 19th and early 20th centuries. It was originally used to teach 'dead language and literature', such as Greek and Latin because of its heavy bias towards written work as compared to oral production. The principle characteristically of the Grammar Translation Method were as follows:

1. This method is a way of studying language that approaches the first language through detailed analysis and memorizing of its grammar rules, followed by application of this knowledge of the task of translating sentences and texts into and out of the target language (Richards and Rodgers, 2003: p.5).
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening (Richard and Rodgers, 2003: p.6).
3. The test is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation (Tim Bowen, n.p., p.1). Vocabulary selection is based only on the reading texts used and words are taught

through bilingual word lists, dictionary study and memorization (Richards and Rodgers, 2003: p.6).

4. Accuracy is emphasized and the language items should be used accurately (Tim Bown, n.p., p.1).
5. The students native language is the medium of instruction. It is used to explain conceptual problems to discuss the use of a particular grammatical structure (Tim Bowen, n.p.: p.5), because grammar is taught with extensive explanations in the native language and later they applied the production of sentences through translation from one language to the other (Nancy Thuleen, 1996: p.1)

2.3 Teaching Reading Communicatively

The course of reading is very important for the students of English at the university level. The traditional approach to teaching the course is totally teacher-centered based on grammar and translation. The students just get exposed to discrete language forms and structures, which they can hardly use in their own production, they are seldom provided with the opportunities to use the language (Runmei Yu, 2006 : p.41).

In order to show the effectiveness of the communicative approach in reading classes. The following points can be seen:

2.3.1 The integration of skills practice

One of the aims of the reading class is to provide the students with the opportunity to practice the reading skills. Before starting to explain the text, the students are asked to skim the headings or sub-headings of the discourse with two tasks in mind. One is that they need to summarize the gist of the discourse briefly

and the other is that they should come up with a brief analysis of the structure of discourse, the students can get a picture of the whole discourse, before learning it paragraph by paragraph (Runmie Yu, 2006: p.42), because in the traditional reading class, there is only one skill practiced in class, which is the skill of reading intensively. The practice of other reading skills such as skimming, scanning are neglected. In the communicative approach, the authors integrate the practice of reading skills of skimming and scanning as well as that of speaking and writing. In this way, the texts are fully exploited and the content of the lesson is much enriched. As a result, the integration of the skills practice motivates the students to learn the course (Runmei Yu, 2006: p.43).

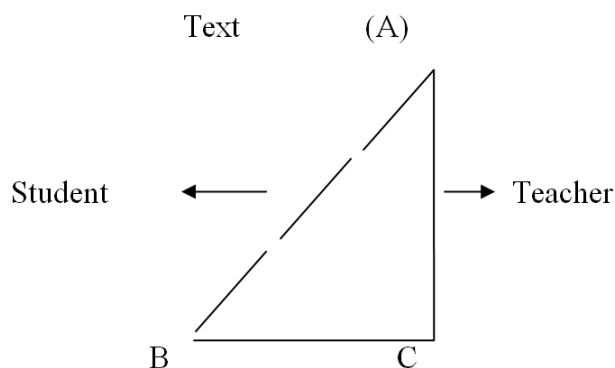
2.3.2 The change of the teacher's role and student's role

In the traditional method, it was the teacher who talked for the most time in class. The students could not get any time to communicate at all (Runmei Yu, 2006: p.42).

Communicative Approach shifted the teacher-centeredness to the student-centeredness (ibid: p.41). But according to the Communicative Approach, the teaching contents and the activities are open (Li Bi, 2006: p.30).

The role of the teacher in the classroom may be explained in Table (1)

Table (1)
The Role of the Teacher in the Classroom



The circle on the top marked 'A' is the text made up of layers of meanings. At a distance from 'A' is the base point 'B' where the student is situated. AC is the area from which the teacher guides and controls the students to make an eventful journey to 'A'. the dotted line BA suggest that without the teacher's guidance, students are likely to get lost on the way before they get to the text-spot. However, both the teacher and the students through a set of activities meet at the journey end at 'A'.

The teacher's task in class is to help students understand the discourse structure of what they were reading. This is an efficient way to understand the reading of materials and get the main ideas (Lingji Jin et al, 2005: p.7). He also need to be more aware of their new roles.

A classroom during a communicative activity is far from quiet. The students do most of the speaking and frequently the scene of a classroom during a communicative exercise is active, the students leave their seats to complete a task (Freeman, 1986: p.60).

Snow (1996: p.8) states that students learn effectively about language when they take part actively in the communication with language rather than passively accepting what the teacher said.

2.4 The Reasons for Classroom Anxiety in Foreign Language Teaching

Communicative Approach is an effective method to deal with classroom anxiety, which is very common, it influences students' achievements in foreign language learning. Usually college students experience high levels of classroom anxiety, especially when they are called on to respond orally in English, for example, when asked to speak they feel they are presenting themselves badly, by showing only some of their real personality and some of their real intelligence, they express more stressful than performing in other subject class (Allwright & Baily, 1991: p.29).

Therefore, the communicative way of language teaching not only reduces students' classroom anxiety but also stimulate their interest and evoke their enthusiasm in communication (LiBi, 2006: p.3).

In communicative classes, learners feel safer and less stressed because a good group atmosphere relaxes them and releases their tension (ibid).

2.5 The Application of Communicative to College English Reading Class

In formulating a communicative approach, the teacher, will be careful enough to choose only those items which not only stimulate students' interest but also reveal aspects of the text under discussion (Sujit K. Dutta, n.p: p.22).

Activities like: pre-recording, whilst reading and post reading not only establish an interface between language and literature leading to communicative exercises but also create a challenging classroom situation in which students try to put all their available resources into action (ibid).

After selecting the relevant activities, the teacher along with the students, makes a cautious and step-by-step journey to the text-spot which the students are of the reluctant to visit (ibid).

There are three steps taken to conduct communicative activities in class:

2.5.1 Pre-reading activities

It may be carried out with a view to warm-up students and to arouse their interest in the text (Sujit K. Dutta, n.p.: p.523). In order to make students familiar with the topic they are going to read about, group discussion, pair work and individual presentation were arranged before reading to make sure that everyone took part in the interaction. Sometimes teachers had to join in as a partner (Lingie Jin et al, 2005: p.9).

Some properties of the text which may be used for drawing inferences are: the title, illustration, warmers, key words and language exercises. (Sujit K. Dutta, n.p.: p.524).

2.5.1.1 The Title

The title of the reading passage is always important, because it aims to indicate the subject or theme of the text. The teacher in the classroom announces that he/she is going to discuss a passage (without the text) and asks students to predict what is likely to happen in the text. He/she writes the title on the board or on the

OHP (overhead projector). The teacher may ask the following questions about the title:

1. Is the title a single word or a group of words?
2. What do you understand by fire?
3. Can you name some major cities in the world?
4. Can you predict, on the basis of this title what is likely to happen in the passage?
5. Is the passage going to describe some incident that took place in the city ? (Sujit K. Dutta, n.p.: p.525).

Students work either in groups, pairs or individually, when they have written down their answers, the teacher collects and discusses them without making obvious suggestions. The teacher should try to sustain and then develop their interest by offering follow-up activities (ibid: p.525).

2.5.1.2 Illustration

After discussing the title, the teacher may present an illustration, which can provide important clues for predicting the context of the topic of the text for example an illustration of the passage 'The City of Deadwood ' , show a city which is famous for discovering gold there and it is acquired an extraordinary reputation. This city is located on the deep valley, but it was threatened by fire twice, which forced the families to leave the city with their belongings (ibid: p.525).

After distributing the copies of the illustration, the teacher asks the students to derive as much information as possible about the setting of the passage by closely examining the details. The teacher asks the following questions with alternative choices provides to ensure students' ready involvement in the classroom discussion:

1. Is the city very close to an island or is it far away from it?
2. Is the city near the river or not?
3. Is the weather calm and quiet or stormy and violent?

The teacher can also present the following general questions for open discussion which enable the students to express their feelings, to arrive at some tentative conclusions:

1. What is gold and what is it used for?
2. What does the famous city suggest to you?
3. Try to find out as many details as possible of the setting of the passage from the illustration (ibid: p.p. 525-526).

2.5.1.3 Key words and phrases

Sometimes the text provides clues for predicting its theme or content through the vocabulary used. For the passage "The City of Deadwood", the teacher can present the following list of carefully selected words, phrases and expressions:

Famous city

An extra ordinary reputation

Threatened by fire

Fire-brigades

Students discuss in groups or pairs the semantic implications of the words, while the teacher asks the following question and guide the students to find answers to theme:

1. What impression of the fire do you get from the following words and phrases?
The biggest villain
Firemen and flames
Chimney and sucks

2. Is the city calm and security or is it dangerous and threatened by enemy?
3. Is the setting likely to be a hilly area or a sandy beach?
4. Is the weather fair and cool or is it misty and rough?
5. Do the above questions suggest a positive or a negative atmosphere? (ibid: p.528).

Prediction activities on the basis of the key words can give an impression of the atmosphere of the reading passage and stimulate their interest in reading it (ibid: p. 529).

2.5.2 Whilst reading activities

After performed a set of pre-reading activities learners have brought themselves very close to the text they are going to read soon. Whilst reading activities, are designed to make the text more accessible to the students by developing a professional interaction between the text and its readers. Some whilst reading activities are:

1. Listening to good reading of the text.
2. Reading the text.
3. Language exercises.
4. Checking against predictions made about the text in the pre-reading activities (ibid: 529).

It is therefore, better if the students can first listen to the text without having to read it. If the text is long, the teacher can read out some of its interesting sections which encourages them to read the whole text (ibid: pp.529-530).

It is now time for the students to read the text either individually or in pairs or groups (ibid: p.530).

Other whilst reading activities are:

- A predictive reading activity which is suitable for narrative passages which are divided into parts for one groups. They were asked to work in small groups to predict what would happen later. Each student in the group had to offer his/her own prediction and share these with the whole of the class (Lingjie Jin et al, 2005: p.9).
- A Jigsaw reading activity, the teacher divided the selected material into sections and copied them for students. Then the teacher divided the students into groups, each group read only one paragraph within a limited time trying to find the main idea and predict what would happen in the following paragraph or may be what had happened in the previous paragraph (Lingjie Jin et al, 2005: p.10).

2.5.3 Post Reading Activities

These activities are carried out with a view to create an appropriate situation for the learners to express their reactions in reading the text. The principal aims of these activities are:

- To deepen students' understanding of the text.
- To generate interest in the creative use of language.
- To provide opportunities leading to further interaction.

Finally, in post-reading activities the teachers asked questions about the passage to get feedback from the students after these reading activities. All activities were organized to see that students participate actively in all interactions and finally improve their overall English language ability (Lingjie Jin et al, 2005: p.10).

Section Three

Methodology Procedures

3.1 Introductory Note:

The classroom is one of the most convenient places for educational experimentations since the results of these experiments can be applied in it.

In order to fulfill the main purposes of this study, to determine whether at the end of instruction, the students achievements taught with Communicative Language Teaching will equal or surpass that of students taught without Communicative Language Teaching, i.e. Grammar Translation Method.

3.2 The Sample Selection

A sample of learners has been selected randomly and a test has been constructed to determine how far the two tests have been compared. Thirty students are randomly chosen from the second year, English Department, College of Education, Tikrit University in the academic year 2009-2010.

3.3 The Population of the Research

The sample of the study has been chosen from the second year EFL students (both male and female) for the academic year 2009-2010.

An experiment lasted for a month from a book taught to the second year students in comprehension and composition with some paragraphs chosen from it.

3.4 Construction of the Test

In order to have an objective measure for the assessment of the learners' achievement, a test has been constructed. The first step is constructing the test is to derive the objectives concerning English reading and the interaction of the students with the text. It is based on the idea that "the key to successful test construction is a clear and precise definition of the objectives involved." (Valette, 1967: 17).

3.5 Features of the test

The test is a subjective test. It has been constructed as a means of assessing the learners' achievement. The classroom activities may be divided into three categories which are (A) pre-reading activities. (B) whilst-reading activities and (C) Post-reading activities. Pre-reading activities may be carried out to warm up students and arouse their interest in the test. Post-reading activities are conducted to deepen students' understanding of the text and to stimulate thought and discussion of the problems arising out of the test.

3.6 Scoring Scheme of the Test

The test has five questions. The researcher corrects the answer sheets of thirty students. Question number one is out of (5) marks; question number two is out of (5) marks; while question number three is out of (5) marks also; while question number four contains two items. (A) is out of (2) marks and (B) is out of (3) marks.

The last question which is question number five is out of (5) marks. The total marks of the test will be (25) marks , as shown in Table (2) and Appendix (A).

Table (2)**The Distribution of Marks on the Questions of the Test**

questions	The marks	Kinds of activity
1	Five marks	Whilst-reading activity
2	Five marks	Post-reading
3	Five marks	Pre-reading activity
4		
A	Two marks	Whilst reading activity
B	Three marks	Whilst reading activity
5	Five marks	Post reading activity

3.7 Validity of the Test

Bell (1981: 198) comments that "the test is valid if it actually measures what we want to measure". It is the agreement about the test, if it is suitable to measure a particular area or not. The items of the test have been exposed to a jury¹ in order to ascertain face validity of the test. The jury members have agreed that the test items are appropriate to measure the purposes they are designed for.

¹ The Jury

1. Dr. Amra Ibrahim Sultan (Ph.D.) in English Methodology, English Department, College of Education , Tikrit University.
2. Mrs. Manal Omar Musa. Instructor in English Methodology, English Department, College of Education , Tikrit University.
3. Dr. Nagham Q. Yahya Ph.D.) in English Methodology, English Department, College of Education , Tikrit University.
4. Istabraq Tariq Juad) Instructor in English Methodology, English Department, College of Education, Tikrit University.

3.8 The statistical Tools Used

In order to determine whether there are significant differences between the pretest and post test scores, the researcher has used the Means, Standard Deviations, (t) test formula for dependent samples.

$$t = \frac{d}{sd}$$

$$sd = \sqrt{\frac{sd^2}{n}}$$

$$sd^2 = \frac{\sum d^2 - (\sum d)^2 / n}{n-1}$$

d = Mean of difference

sd = Standard Deviation of difference

(Hinkle, Wielsma Jurs, 1982: 218)

In order to determine whether there is a significant difference between the two mean scores of the pre-test and post test scores, the researcher has compared the mean scores of the two groups.

The 't' test value is (3.949) which indicates that there is a significant difference as compared with 't' critical value which is (2.00) at 0.05 level. As shown in Table (3) and Appendix (B).

Table (3)

The Mean, Standard Deviation, 't' value of the Pre-test and Post-test of the Student Marks.

Test	Mean	Standard Deviation	'T' Value
Pre-test	12.47	4.31	3.949
Post-test	15.13	4.99	
Difference	2.9		
T cv	2.00		

3.9 Reliability of the Test

Reliability is "a necessary characteristic of any competent test. A test must first be reliable, i.e. the scores obtained through it are stable or consistent as measuring devices" (Haider, 1989: 98).

In this study the test can be reliable by measuring its reliability by the test-retest method). Thirty students from the second year, college of Education have been chosen to apply the test for estimating its reliability.

Pearson formula¹ indicates that the correlation coefficient of reliability is (0.96) as shown in Appendix (C) .

3.10 Discussion of the Results

This study sought to investigate whether a communicative approach could help students acquire their vocabulary through reading and develop their ability of using language and arouse their interest in reading English (Li, 2003: p.8).

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

1

The case study explored Tikrit students' perceptions of communicative activities in EFL classroom. Sometimes the lack of authentic English context and confidence in themselves prevent them participating in communicative activities. Some creative activities were accepted by good English learners. The teacher found it helpful to direct class discussion and the students were interested in authentic English materials.

All students were interested in Communicative Language Teaching method in class. However, some students encountered difficulties caused by communicative activities, because they used to the traditional grammar- translation method, which was teacher-centered, they didn't attach importance to communicative activities although they were interested in them.

In spite of these difficulties the students hold positive attitude to Communicative Language Teaching, they enjoyed the activities and participate with the teacher share her/him explaining the materials.

Section Four

Conclusion

The results have come out from the studies, however the conclusion may not be drawn easily. The results of the students showed that communicative language teaching is favourable than Grammar Translation Method.

The results also indicate the relative superiority of teaching English communicatively. Therefore, the results have confirmed the first hypothesis at the outset of the study, i.e. that there is a positive effect of using communicative language teaching in English reading classes.

The results also indicate the importance of various activities given by the teacher, as the teacher is described as a juggler moving from one activity to another in foreign language learning situation, accompanied by personal contact between the teacher and the students. It should be conducted that communicative approach was advantageous and favourable, it aroused their interest in English learning and developing their learner autonomy.

From a theoretical point of view these results uphold the point of view that language teaching is communication between the student and the text, the students should read the text, then they should interact with the teacher and interact among themselves.

From a pedagogical points of view the result uphold the importance of reading and interaction between the students and the text, which enables the learner to develop communication inside the classroom.

Recommendations

College English teaching needs further reforming and some of the key issues have yet to be fully resolved especially in pre-reading activities.

The following practical recommendations can be derived from the findings of the study:

1. English teachers can do much to make the experience for a learner rewarding and enjoyable. It might be important for English learners to practice in an authentic context, teachers could create environment for students to practice the language which give them some insights into real-life situations.
2. More attention should be directed to teachers of English, providing them with the up-to-date method to be acquainted

with the development in teaching methods of English, and the teacher should stimulate his students to study English.

3. Reading the text by the teacher is necessary to make the students get the benefit of language skills: listening and reading with explanation between the teachers and the students.
4. Since the study has demonstrated the superiority of simple contact between the teacher and students, it is essential to set-up small classes of students, since larger classes usually obstruct intimate contact between the teacher and the students.

Suggestions for Further Studies

1. A study to be conducted to find out the difference between male and female achievement in studying the text communicatively.
2. A study to be conducted to find out the difference between evening studies and morning studies in reading communicatively.
3. A study to be conducted to find out the effect of other techniques on teaching English communicatively.

References

- Allwright, D. & Bailey, K. M. (1991). Focus on the Language Classroom. Cambridge: Cambridge University Press.
- Allen, J.P. B & H. G., Widdowson (1978). "Teaching the Communicative Use of English ". in Mackay , R. & Mountford, A. (ed.).
- Bell, Roger T. An Introduction to Applied Linguistics, Approaches and Methods in Language Teaching. London: Batsford Academic and Educational Ltd. (1981).

- Berns, M.S. (1984). Functional Approaches to Language & Language Teaching: Another Look. In S. Savignon & M.S. Berns (Ed.), "Initiatives in Communicative Language Teaching. A Book of Readings" (pp.2-31). Reading, M.A. Addison-Wesley.
- Bowen, Tim. "Teaching approaches: the grammar-translation method. An article discussing the grammar-translation approach to language Learning. www.mingoville.com
- Carrel, P. J. Devine & Eskey, D. (eds.). (1988). Interrogative Approaches to Second Language Reading. Cambridge: Cambridge University Press.
- Collie, J.; Slatter, S. (1987). Literature in the Language Classroom. Cambridge: Cambridge University Press.
- CHI Qiu-Ling "Study of Group Discussion EFL Classroom Teaching ". (M.A. graduate student of School of Foreign Languages for International. Business, Shanghai Institute of Foreign Trade; research fields: Business English , English teaching. Feb. 2008, volume 5, No. (Serial No.50).
- Dutta, Sujit, K. (n.p.). Teaching Poetry in the School Classroom: An Integrated and Communicative Approach. Professor of English at the University of Chittagong, Bangladesh.
- Finocciaro, Mary and Brumfit Christopher (1983). The Functional-Notional Approach from Theory to Practice. New York: Oxford University Press.
- Gerngross, G. and Puchta, H. (1984). Beyond notions and functions: Language teaching or the art of letting go. In S. Savignon and M.S. Berns (Eds.), "Initiatives in Communicative language teaching A book of readings" (pp.89-107). Reading, M.A: Advison-Wesley.

-
-
- Gardner, D. & Miller, L. (1999) Establishing self-access from theory to practice. Shanghai Foreign Language. Education Press.
- Haider, Samira Mohammed Ali. "The Teaching of Grammar in the Primary Stage in Iraq." Unpublished M.A. Thesis. University of Baghdad (1989).
- Hinkle, D. E., et al. Basic Behavioural Statistics. Boston: Houghton Mifflin (1982).
- Hu, G. (2002) . Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in China. *Language, Culture and Curriculum* , pp.93-105.
- Hymes, D. (1972). "On Communicative Competence". In Pride & Holmes (2nd ed.).
- Internet (1) /File://A:\\the %20 the communicative %20 classroom %20 the %20 communicative %20 approach. In TEFL, ESL, EFL.
- Internet (2) "The Communicative Approach in English as a Foreign Language Teaching." English Language School 40 years of Experience Teaching English. Study with us Today!www.livemocah.com
- Jin, Linjie. Michael Singh, & Linqun Li, (2005). Communicative Language Teaching in China: Misconceptions. Applications & Perceptions. Jilin University, China.
- Larsen-Freeman, D. (1986). Teaching & Principles in Language Teaching. Oxford: Oxford University Press.
- LiBi (2006). A Brief Analysis About the WH Function of the Communicative Approach. It can Lighten Classroom Anxiety in Foreign Language Teaching." *Lang Fang*

Teachers College Sep. 2006. Volume 3. No.9 (Serial No.33).

- Li, L. (2003) . A Study on Communicative Approach to the Teaching of English Reading. (Unpublished thesis of Master Degree, Jilin University , China).
- Little Wood, W. (1981), Communicative Language Teaching. New York: Cambridge University Press.
- Moody, H. L. B. (1983). "Approaches to the Study of Literature: a practitioner's view", in Brumfit, C.J (ed.) Teaching Literature Overseas: Language based approaches, English Language Teaching Documents 115: program/British Council.
- Mora, Jill Kerper, ED.D. "A Lesson Outline for the Communicative Approach." San Diego State University. File: //A:\\Communicative %20 Approach % 20. A Lesson % 20Outline. Htm.
- Rao. Z. (2002). Chinese Students Perceptions of Communicative and Non-Communicative Activities in EFL Classroom System 30. pp. 85-105.
- Richards, Jack C. & Theodore S. Rodgers (1994). Approaches & Methods in Language Teaching (A Description & Analysis. Cambridge: Cambridge University Press.
- Richards, Jack C. & Rodgers. Theodore, S. (2003). Approaches & Methods in Language Teaching Cambridge: Cambridge University Press.
- Senel, M. (2002). A Suggested Textbook for the Students&the Teachers of ELT Departments of the Faculties of Education for Approaches in ELT course, Unpublished Ph.D. Dissertation. Ankara: Hacettepe University.

- Snow, D. (1996). *More than a Native Speaker*. Alexandria, Virginia: TESOL, Inc.
- The One Stop Magazine. *The Magazine for English Language Teachers. The Communicative Approach in TEFL, ESL, EFL*. Macmillan Publishers Ltd. 2004.
- Thuleen, Nancy. "The Grammar-Translation Method.". Website Article. 24 October 1996.<http://www.nthulen.com/papers/720report.html>.
- Thomson, G. (1996). Some Misconceptions about the Communicative Language Teaching. *ELT journal*, volume 50 (1).
- Valette, Rebecca M. Modern language Testing. New York: Harcourt, Brace & Inc. (1967).
- Widdowson, H.G. (1972). "The Teaching of English as Communication", *English Language Teaching* 27, 7: 15-19, Cambridge: Cambridge University Press.
- Widdowson, H.G. (1978). Teaching Language as Communication. Oxford: Oxford University Press.
- Yu, Runmei & Suzhen Ren (2006). Teaching Intensive Reading Communicatively. *Sino-US English Teaching*. Mar.2006. volume 3, No.3 (serial No.27).
- Zhu, H. (2003), Globalization & New ELT Challengers in China. *English Today*. Pp.36-41.

Appendix A**The Test**

Q1. The City of Deadwood in South Dakota became famous in the 19th c. & it acquired an extraordinary reputation. Can you name some famous cities? What are they famous for? (5 marks)

Q2: Write briefly a composition on one of the following topics: (choose 2 only).

1. The famous river.
2. The well-known writer.
3. The aeroplane.
4. A journey to the space. (5 marks)

Q3: Can you predict on the basis of this title 'the villain', what is likely to happen in the passage? (5 marks)

Q4: A- If I give you a passage talked about a ship. What does it remind you of? Explain briefly. (2 marks).

B. Write synonymous for the following expressions:

Villain, Wallet, Receipt, Luggage office, Slacker, Wrinkle (6 marks)

Q5. Give the main idea and the title for the following paragraph:

Friendship is above reason, for, though you virtues in a friend, he was your friend before you find them. It is a gift that you offer because we must ; to give us the reward of virtue would be to set a price upon it, and those who do that here no friendship to give. If you choose your friends on the ground that you are virtues and want virtuous company, you are no nearer to true friendship than if you choose them for commercial reasons.

Note: The Title should contain more than one word .

(5 marks)

Appendix B

The Learners' Pre-test & Post test Scores

The students' Numbers	Post Test Scores	Pre Test Scores
1.	21	14
2.	6	4
3.	15	11
4.	15	18
5.	16	14
6.	16	18
7.	5	14
8.	21	18
9.	21	14
10.	15	10
11.	16	10
12.	5	2
13.	22	20
14.	22	12
15.	18	18
16.	14	12
17.	20	12
18.	16	13
19.	9	10
20.	10	7
21.	12	10
22.	20	14
23.	19	14
24.	12	9
25.	20	15
26.	12	10

The students' Numbers	Post Test Scores	Pre Test Scores
27.	12	9
28.	17	15
29.	10	8
30.	17	19

Appendix C

The Learners' Test & Re- test for estimating its Reliability

The students' Numbers	Test	Re- Test
1.	21	20
2.	6	8
3.	15	13
4.	15	14
5.	16	15
6.	16	18
7.	5	6
8.	21	20
9.	21	19
10.	15	16
11.	16	17
12.	5	7
13.	22	20
14.	22	21
15.	18	20
16.	14	13
17.	20	21
18.	16	14
19.	9	8

The Effect of the Communicative Approach at College English ...
Batool Assim Hameed

The students' Numbers	Test	Re- Test
20.	10	7
21.	12	12
22.	20	21
23.	19	20
24.	12	12
25.	20	19
26.	12	13
27.	12	12
28.	17	15
29.	10	10
30.	17	16

Appendix D

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English Language
GTM	Grammar Translation Method