

**DEVELOPING ORAL COMMUNICATION SKILLS OF
ADVANCED ENGLISH LEARNERS AT NATIONAL
UNIVERSITY OF MODERN LANGUAGES (NUML)**



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DEDICATION

I dedicate this thesis to my dear husband Fazal-e-Hassan who has helped me at every step in completion of this uphill task. Without his moral support and encouragement I would not be able to do it efficiently.

I would also like to dedicate this thesis to my deceased mother who always prayed for me and my elder brother (Aamir Goreja) who passed away during the completion of this project. May his soul rest in peace!

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ABSTRACT

This research dealt with the problem of developing oral communication skills of advanced English learners. These learners possessed knowledge about grammatical structures but they are lagging behind in using the language and conveying the message across. Oral communication is a complex phenomenon and it demands intense practice of language use so the learners could easily communicate in real life situations. In order to resolve this problem it was assumed that communicative language teaching approach CLT will help in improving verbal/nonverbal language use of the advanced learners. This teaching method triggers use of communicative strategies and motivation during interpersonal communication as it involves group work and pair work, use of authentic materials and conductance of task based activities like role plays, discussions and interviews. On the basis of this theoretical framework, learners of advance diploma from National University of Modern Languages (NUML) were selected for the sake of experiment. They were divided into two groups: experimental and control group. Experimental group was given treatment (taught) for 12 weeks with CLT based syllabus and lesson plans, but control group remained deprived of this treatment. During the treatment phase, subjects were kept under strict observation which was recorded on daily basis. Achievement test was conducted before and after the experiment to assess the performance of the learners of both groups. The scores gathered through pre-test and post-test were used to calculate the value of t in t -test for independent sample. The observations of researcher and calculation of t -value of experimental and control group revealed that the application of CLT for teaching oral communication skills at advanced level was effective.

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CHAPTER 1

INTRODUCTION

1.1 Introduction of the study

The need for developing communication skills in English has grown with the passage of time and as a result the demand for English language learning has increased around the globe. This increasing demand for language learning in English has given rise to many quality language teaching resources, language teaching methodologies and a variety of materials for language teaching. Nowadays, learners are desirous of improving their communication skills in English language. Learning of English language is possible in a variety of ways for example through electronic and print media, travelling, and study abroad, as well as through the internet and direct instruction. People want to master the language to a greater level of fluency as well as accuracy. Fluency in English is necessary for advancement in different fields of employment in this competitive world. It is considered as a prerequisite for studying abroad and getting jobs. Therefore an appropriate teaching methodology is strongly required for quality teaching and learning.

The Oxford English Dictionary defines communication as "the imparting, conveying, or exchange of ideas, knowledge and information with words or body language". It is the most important phenomenon in human interaction. Communication skills is the capability of a person

to transfer his thoughts, ideas and information he or she wants to share with people in a way that is being comprehensible by the person on the receiving end. So communication involves two agents sender (S) and receiver (R) who follows the reciprocity conditions through inter stimulation and response.

Communication usually has two major divisions: verbal and nonverbal. Verbal communication refers to the form of communication in which message can be conveyed through word of mouth or a piece of writing hence two types: oral and written communication. Verbal communication among humans is quite different from the communication which takes place in animals. It has some unique features like: the information which is transferred is of human character and usually conveys feelings, attitudes, hopes, desires etc. Human language contains symbolic signs which have arbitrary relationships to their referents. Sometimes iconic and indexical symbols are also used. Verbal communication demands social environments and situations which effect communicative events in a limited way. In this way continuous communication itself builds a context in which it takes place. Successful communication is context- dependent and therefore embedded in its particular discourse community (Bizzel, 1989). While nonverbal communication which usually accompanies verbal communication refers to the use of proper body language during interactions.

Speaking is fundamental to human communication. Most of us speak more than we write in our daily routine life, yet plenty of English teachers usually dedicate most of the time on reading and writing practice in the classroom, neglecting speaking and listening skills, having no time for its practice. Oral communication skills should be taught and practiced in the second language classroom to develop the potential in all the students to communicate efficiently in the English

language. As (Nunan, 1991) wrote, "Success is measured in terms of the ability to carry out a conversation in the (target) language."

As (Brown D. H., 1994) stated speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, unpredictable and evolving. Oral communication is a rhetorical skill that relies on an understanding of what to say and how to say it. It ranges from informal conversations, where there is no preplanned content to formal presentations which take place in highly structured settings. As oral communication is an interactive process, so it can be developed by giving learners an opportunity for mutual interaction. Participants involved in mutual interaction express their ideas according to cultural setting, situational setting and on the basis of shared experience and knowledge which helps them to understand each other in a particular context. "Communication is more than merely an exchange of words between parties; it is asociological encounter and through exchange of meanings in the communication process, social reality is created, maintained and modified" (Halliday, 1978).

Learners need to learn effective oral communication skills to perform successfully in their academic and professional lives. In today's information oriented world, where world has become a global village, communication skills can be the most effective tool. With the help of these skills, knowledge and information can be disseminated conveniently and effectively. According to (Wilkins.D, 1976) 'communicative' means a language learner has the capacity to understand others and phrase ideas instead of merely explaining the language through conventional notions of vocabulary and grammar. Nevertheless, an effective communicator is capable to conduct

himself/herself in variety of environments like personal, professional, and academic with confidence.

At beginner's and intermediate level learners usually learn the basics of the language like grammar, syntax, semantics, vocabulary and develop skills in exploiting the linguistic system. But at tertiary level (advanced) along with linguistic competence they need to comprehend and manipulate the social, cultural and pragmatic features of language in order to acquire communicative competence. It refers mainly to a learner's potential to use the language effectively. It is not only a learner's capacity to apply the rules of grammar in sentences, but also to express one's opinion and negotiate meaning in certain utterances in different situations offered by various contexts which is referred as communicative competence (Hymes, 1972).

1.2 Background of the study

In Pakistani schools, English is taught as a compulsory subject at primary and secondary levels along with other important subjects. Language learners in most of the schools are intrinsically motivated for learning English. Main purpose is to pass the examination not to learn a language. In schools and colleges practice of language skills i.e. listening skill, and speaking skill is very rare as the major focus is on reading and writing skill to get through the examination. Consequently, even after learning English in school as a compulsory subject for so many years, the second language learners retain their low performance, especially in oral communication. Learning English as a subject gave them knowledge about grammar (syntax), semantics and some vocabulary items but they are unable to use language and language skills efficiently in a social context. This lack of communicative ability is revealed when learners appear for interviews. In today's competitive world when the demand of learning English language has increased, majority of the local graduates are facing the problem of unemployment as they

“failed to secure jobs because of their lack of competence in the English language, evident particularly during interviews” (Chan, 2006).

It refers implicitly to the lack of competence of the advanced learners in oral communication in English language. In this way, developing oral communication of second language learners has always been the fundamental motive of language teachers.

The teaching of English in a second language classroom can be done through variety of approaches and methods which are being implemented to enhance the learning process of the second language among non-native speakers. Selection of an effective teaching methodology for developing oral communication skills is a difficult choice. Usually, oral communication which displays a consistent and powerful link of communication with language in society is taught by implementing traditional methods in the classroom. As found by (Pham, 2006) “those who do not have a thorough understanding of CLT can hardly develop practices appropriate to the learning context, thus they easily return to traditional teaching.”

The major challenge nowadays for English teachers, at the advanced level, is to provide variety of context and situations to these second language learners to communicate orally while using English, so they can fulfill the demands of the job market. This is directly related to the effectiveness of the communicative language teaching CLT in second language classrooms, to develop oral communication among Pakistani students. In this teaching method, teachers make use of real-life situations, which students probably encounter in routine life like talking to a shopkeeper for bargaining, a dialogue between mother and daughter, discussion on a festival etc. Basically, this teaching method emphasizes on rigorous practice and language use for developing communicative skills in the target language. So the students are provided with many opportunities for using the language and are involved in communicative events like agreeing or

disagreeing, expressing likes and dislikes, giving and seeking opinions. Hence, the activities are designed for generating confidence avoiding reluctance and promoting self learning in authentic situations besides teaching through peers. Lessons are focused on completing tasks through the use of target language (Littlewood.W, 1981).

English language learners are enhancing language proficiency, almost all over the world in order to perform efficiently in academics and their particular professions. In Pakistani context, advanced learners are those students who joined the university after completing their post graduation/graduation or fourteen years of formal education. As (Ravitch, 2013) stated an English language learner (ELL) is "A student whose home language is not English and who has not yet acquired proficiency in English." These learners have studied English as a subject not as a language and mainly want to develop their oral communication skills in order to acquire proficiency in English language. They have ample knowledge about grammar of the language and have practiced writing and reading during the course of study. Oral/aural skills have not been practiced in their particular institutions so they took admission in National University of Modern languages (NUML) to develop their communicative efficiency. Their weakness in oral communication is quite evident when they appear for interviews at the time of admission.

1.3 Rationale

In National University of Modern Languages (NUML) different English language courses are conducted every semester at different levels (beginners intermediate and advanced) for improving language skills of students. The students of (advanced diploma) join NUML from different parts of the country (Pakistan) and even after completing their fourteen years of formal education are deficient in oral communication skills in English. They want to develop the skills to communicate efficiently in order to enter their desired professions confidently and

competitively. The above situation aided the researcher in conducting research on the topic of oral communication skills.

1.4 Statement of the problem

English language learning is about effective communication. Speaker's knowledge about the sounds, syntax, grammar and semantics of a language are required to construct grammatical sentences, but simultaneously communicative competence is needed to communicate effectively in real life situations. To acquire this ability, it is the speaker's knowledge about the use of second language which matters. Learning a language in context is the only way to learn and use it with greater efficiency and accuracy, but in Pakistan it is not possible to get access to the natural context. This can be attained through communicative language teaching (CLT) which provides an environment where communication skills can be learnt effectively. The present study is designed to develop the communicative competence of advanced English learners with the help of CLT.

1.5 Hypothesis of the study

Keeping in view the problems faced by advanced learners the following assumption was made:

Communicative language teaching methodology (CLT) helps in developing the oral communication skills of English language learners at advanced level.

1.6 Delimitation

As oral communication skills are a set of oral/aural skills, the researcher would delimit the teaching of these skills to certain elements so that learners would acquire communicative proficiency professionally and academically. The following oral communication skills were practiced with the use of communicative strategies, by advanced learners in the classroom where communicative language teaching is employed through communicative activities.

- ❖ Skill of dyadic communication: conversational routines and interviews.
- ❖ Formulaic sequences and exchanges like greeting and leave-taking expression, telling about likes and dislikes, asking questions and giving answers etc.
- ❖ Describing, explaining, giving an opinion, agreeing and disagreeing in group discussions
- ❖ Giving and asking for information during presentations
- ❖ Use of paralinguistic features in oral communications like gestures, posture, facial expression, loudness, stress, tempo, intonation etc.
- ❖ Attentive listening and giving attention to other speakers
- ❖ Achievement communicative strategies like appeal for assistance, approximation.

1.7 Significance of the study

The adoption of communicative approach in second language teaching brings into light some relevant issues regarding teachers' training, materials development, syllabus designing, assessment and evaluation. These issues should be addressed in order to enhance the students' level of language performance, especially in oral communication. So the research is significant as it will provide guidelines to various stakeholders involved in second language teaching such as policy makers, curriculum planners, syllabus designers, material developers, master teacher trainers, resource persons in workshops as well as instructors and teachers, to make more effective pedagogical decisions in relation to second language teaching.

1.8 Research Methodology

The research was experimental in nature. The population of the study was 70 students of advanced level stratified on the variable of grade (36% A grade, 36% B grade, 28% C grade) 16 students were kept in stratum A and stratum B each while 13 students from stratum C were included making a total of 45 as a sample.

1.9 Research Design

It's a two group experimental research design in which the sample has been divided into two groups: experimental group containing 23 students and control group having 22 students for the sake of comparison and for acquiring reliability and validity during and after the experiment.

The instruments used for the research were the achievement tests to measure the progress of learners in the beginning and at the end of the course of study i.e. Pre-test and Post-test.

The researcher had collected data by conducting a pretest (Appendix I) of the selected sample before treatment in order to test their communicative efficiency. The pretest was developed keeping in view the principles of the communicative language teaching (CLT) method for teaching communication skills to second language learners. After the pretest a treatment of 12 weeks was given to the experimental group while teaching with the help of lesson plans (Appendix IV) designed on weekly basis. During treatment phase researcher observed and recorded the changes in the behavior of learners through structured observation sheet (Appendix V). After this treatment of 12 weeks a post test (Appendix VI having the same pattern of pretest) was conducted to assess the oral ability of learners of both groups. The assessment of oral ability was recorded according to the scoring scheme (Appendix VII).

1.10 Data Collection and Analysis

The analysis of the data was done on Microsoft Excel. The achievement scores secured by advanced learners in pretest and posttest were entered in the cells and percentages of both groups were calculated initially. Afterwards, mean and standard deviation of experimental and control group was calculated. T-test was applied to calculate the t-value. The results reveal the difference in the performance of control and experimental group.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Recent pedagogical research in the second language learning sphere reflects a multidimensional exploration of the various second language acquisition theories as well as their corresponding practices via current teaching methodologies and approaches. There are assorted limitations regarding specific implementation of these approaches but one component remains the focal point of language learning success: meaningful language use at all stages of the second language acquisition process.

For learners to acquire more advanced language proficiency, pedagogues must acknowledge the interdependence of language and communication. The focus on meaning and purpose through the learner's exposure to authentic language is necessary for acquiring communicative efficiency. Communication is interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is dynamic as it engages us consciously and unconsciously in communicative activities. Communication is a symbolic process as it involves not only flow of words through a series of steps but also facial expressions and gestures which are concomitant to spoken interaction.

2.2 Oral Communication

Oral communication is a productive skill involving encoding transmitting and decoding intended messages. It is an ongoing and circular process because during decoding the process of encoding already starts. At its most basic level, oral communication is the spoken interaction between two or more people in a speech community in real world. It is ever changing, interactive, and irretrievable and always embedded in a context. It is a continuous activity that involves two or more people who interact, exchange information and influence each other's ideas. It is irreversible in a way that its effects cannot be altered once a communication has taken place, despite taking efforts to change them.

Oral communication is an exchange of meaning and understanding. It consists of multiple elements which are essential for the success or failure of the interaction. The skills with which the speaker should be familiar along with language to communicate efficiently are: fluency, correct pronunciation, eye contact with audience, body language, style of speaking, understanding, persuading and adapting to the audience, active and reflexive listening, politeness, preciseness, organization etc. So, oral competency is defined as the ability to communicate orally using various oral communicative strategies for various communicative purposes in various communicative contexts with various communicative communities.

Oral communication consists of three main steps: encoding of message (production), sending a message through a communicative channel and decoding of message (reception) and its interpretation. Besides it is goal-oriented-the sender intends to achieve certain goals which depends upon the behavior and response of the listener (receiver). It consists of following three elements: message (information), a medium of communication and complex communication network (Sabol and Ondruš, 1981,).

Message is converted into language (code) by a sender and transferred as a discourse through a channel to a receiver. Usually communication starts when the sender has information in hand but sometimes communication process is initiated without any preplanned message or purpose as in some stereotypical situations like greetings, congratulations, condoling etc.

Language is transferred through a medium. This transfer of code can take place through the primary code in verbal communication i.e. the system of arbitrary symbols along with grammatical and pragmatic rules. Besides this dominant code verbal communication is possible through non linguistic sign systems e.g. using the index finger to point at things. The signs in this type of communication show analogical behavior towards other signs in the environment, simultaneously affecting someone's behavior in a particular community. Certain features of **paralanguage** are significant in organizing the mechanism of turn taking in face-to-face encounters because it is meta communication which is inter factional and culture-tied. Non linguistic codes can be of different types but the most common of all are kinesics (body language) and proxemics (space). (Friesen, 1969) explained five functions of nonverbal behavior: repetition, contradiction, complementation, regulation and substitution. Non verbal communication either repeats or substitutes what is said verbally. Sometimes it complements and regulates the communicative event. But if it contradicts with verbal behavior communication breakdown occurs. The linguistic and non-linguistic systems work hand in hand as paralanguage stimulates the process of communication because human brain decodes images quickly while language is decoded in a linear, sequential manner which takes more time to process. If they do not work simultaneously communication breakup will occur. Oral communication is concurrent with non verbal communication which modifies the meaning of utterances and facilitates exchange of idea and emotion.

The communication network includes sender (encoder), receiver (decoder) channel and context. A **channel** is a path through which a message is sent, representing physical connection between communicants. Channel determines the type of contact between the participants like face to face conversation (dyadic communication), cell phone talk, electronic media etc. **Context** represents a set of circumstances surrounding a particular speech event with other components of setting. It is vital for the production and interpretation of utterances. For example meeting an old friend in a wedding ceremony after a long time will define the context of implicit and explicit utterances of the speakers. Conversations are not only embedded in situational contexts but also in cultural and pragmatic (knowledge and experience) context. (Porter, 1991) put forwarded that communication occurs in a situation and is controlled by the rules of social and physical contexts. On the other hand, culture of a country is a rule governing system that defines the functions, forms and contents of communication.

Noise is disturbance which obstructs the transfer of a message e.g. semantic ambiguity, irony or any other cause would lead to the communication failure. In order to compensate for the loss of information in the transmitted signal, redundancy is sometimes found in utterances. **Feedback** is a response that a sender obtains from receiver. It imparts information about success or failure of communication. Backchannel signals obtain the transfer of the information that the message is being received and signal the degree of (un)involvedness of the receiver in the communication. They may be verbal (noises: mhm, right, really) or non-verbal (smile, head nod) and may differ as to the degree of their spontaneity. In some contexts they may be more obligatory than in others e.g. teachers' feedback is mandatory in the classroom interaction. In relation to feedback on communication, (Ur, 1996) distinguishes between three focus areas of feedback to be provided: on the result, on process, and on the language use. Response of receiver is important in

a way because sender would alter his/her production accordingly. **Turn taking** suggests those signals which reveal the end of individual contributions and the willingness to 'yield the floor' – linguistic end of syntactic unit; paralinguistic (reestablishment of eye-contact). **Pragmatic effect** is a desired effect that a sender wants to attain with the help of whole communication activity.

On daily basis, people produce thousands and thousands of words without making any remarkable effort. (Chaney, 1998) defined speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". (Hymes, 1972) suggests the acronym 'speaking' as a mnemonic device to present the following components of speech situation:

- **Settings** - setting, scene;
- **Participants** - speaker/hearer (sender/receiver, addressor/addressee), audience;
- **Ends** - functions (transactional or interactional) and outcomes (effects);
- **Act sequences** - message form and content;
- **Key** – tone, mood or manner (e.g., serious, formal, facetious, ironic, sarcastic);
- **Instrumentalities** – channel (verbal, non-verbal, face-to-face, written, electronic, etc.) and code (language variety);
- **Norms** - norms of interaction and interpretation;
- **Genres** – genre (e.g., lecture, seminar, story, joke) and/or a speech act (e.g., asking, answering).

2.2.1 Listening and Speaking Relationship:

In fact, both listening and speaking happen together; when teachers center their attention on speaking, listening is always there. There is "a natural link between speaking and listening"

(Brown, 2001), and teachers should pay attention to incorporate these two skills in the teaching process. They both complement one another in almost all the activities used to teach speaking.

Developing oral communication skills depends upon number of factors like the process of communication, interaction patterns, amount of information processed, non verbal clues, encoder, decoder and above all the context which defines the interaction. In order to achieve a communicative goal orally, the following two aspects are important: knowledge of the language, and skill in using this knowledge. It is not sufficient to possess a certain amount of knowledge, but a speaker of the language should be capable enough to use this linguistic knowledge in variety of situations. Possessing the skill of using language plays a dominant role in completion of communicative goals, so the speaker should be capable enough to alter or rephrase the utterances on the spot. This ability to use the language is further divided into two components: production skills and interaction skills. (Bygate.M, 1991)

2.2.2 Production skills

When speakers communicate with the audience accordingly the process of production of coherent language usually takes place at certain time and in particular situations. The process of production is affected by time and processing conditions and speaker has to use devices which facilitate productions and the tools to compensate for difficulties.

When speakers use devices which help them make the oral production possible or easier it is generally called 'facilitation'. There are four elementary ways of facilitating that are employed: simplifying structures, ellipsis, formulaic expressions, and use of time creating devices.

Simplification: Use of parataxis (coordinating conjunction)

Ellipsis: omission of certain parts of sentence

Formulaic expressions: idioms, collocations, lexical bundles etc.

Time creating devices: fillers, pauses and hesitations

On the other hand, when a speaker wants to alter, correct or change what he or she has said, they will need to make use of compensation devices. These include tools such as self-correction, false starts, repetition and rephrasing. So the processing conditions of oral language have certain common linguistic features:

Adjustments: hesitations, false starts, self corrections, rephrasing and circumlocutions

Syntactic features: ellipsis and parataxis

Repetition: expansion or reduction

Formulaic expressions: prefabricated units, speech formulas, conversational routines.

Formulaic sequences serve as a means to meet the communication needs when language learners and users have inadequate linguistic competence. These sequences make it easier for the hearer to decode, which increases the likelihood of the interactional purpose being achieved. As (Wray.A, 2000) stated

A sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is stored and retrieved whole from the memory at the time of use, rather than being subject to generation or analysis by the language grammar.

The incorporation of all these features, in the teaching-learning process is of paramount importance, in order to develop students' oral production.

All these features [facilitation, compensation] may in fact *help* learners to speak, and hence help them to *learn* to speak . . . In addition to helping learners to learn to speak, these features may also help learners to sound *normal* in their use of the foreign language (Bygate, 1987).

Facilitation and compensation, when learnt help students and make the oral production possible or easier, as they can be learnt conveniently.

2.2.3 Interaction skills

According to (Bygate, 1987), both speakers and listeners, besides being good at processing spoken words should be 'good communicators' or possess interaction skills, which means 'good at saying what they want to say in a way which the listener finds understandable'. Spoken interaction then depends on reciprocity conditions during the process of speech, so the communication of meaning relies upon two kinds of skill: routines and negotiation skills

Routines are the typical patterns in which speakers organize what they want to communicate. The two kinds of routines are identified: information and interactive. The information routines involve imparting information through typical information structures and can be divided in to two more types: expository and evaluative. Expository routines contain factual information, for example, stories, descriptions, comparisons, or instructions and the evaluative routines deal with the expression of reasoning like explanations, justifications, predictions and preferences. The interaction routines, present the various ways, in which interactions are organized dealing with the logical organization and order of the parts of conversation. Interaction routines can typically be observed in telephonic conversations, interviews, or conversations at the party. These routines present the typical patterns of conversation i.e. to initiate, develop and conclude a conversation.

Negotiation skills resolve communication problems making the speaker and listener capable enough to be clearly understood. These skills get routines through by the management of interaction and negotiation of meaning. Management of interaction covers two main aspects: agenda management and turn-taking. Agenda management deals with the participants' right to select a topic of conversation. They decide how to develop or shift from one topic to another

gradually. Effective turn-taking requires certain abilities: how to signal that one wants to speak, capturing the right moment to get a turn, how to use appropriate turn structure in order to take one's turn properly, identifying other people's signals of their willingness to speak, and knowing how to let someone else have a turn. In other words, one should be capable enough to manage an interaction. In this way, social talk creates a characteristic structure in the resulting conversation.

.....where one person offers a topic for comment by the other person, responds to the other person if his topic is successful, and if it is not, proffers another topic of conversation. Such interactional chats are frequently characterized by constantly shifting topics and a great deal of agreement upon them (Yule, 1983).

Negotiation of meaning 'refers to the skill of communicating ideas clearly and exhibiting understanding or misunderstanding during a conversation'. For sufficient understanding a level of explicitness is required between speaker and listener. Speaker's expression depends upon what the interlocutor want to know and can comprehend. This process of understanding is ensured when speaker uses certain procedures of negotiation like, metaphor, rephrase, paraphrase or any set of words which enhance interaction.

Mainly, there are two basic aspects that are distinguished while considering the skill of speaking. These include the knowledge of the language and the skill in using this knowledge. The knowledge of producing the language has to be used in different circumstances as they appear during a conversation by means of the skill. The ability to use the knowledge requires two kinds of skills – production skills, and interaction skills.

Production skills involve two aspects – facilitation and compensation, brought about by processing conditions. The use of both devices facilitates the oral production. Interaction skills, on the other hand, involve routines and negotiation skills. Routines present the typical patterns of

conversation including interaction and information routines. Negotiation skills serve as a means for enabling the speaker and listener to make themselves understood. This is achieved by two aspects: management of interaction and negotiation of meaning.

According to (Harmer, 2001) the two necessary elements for fluent oral production is: knowledge of 'language features', and 'mental/social processing'. Linguistic features involved in the process of oral production, are: connected speech, expressive devices, lexis and grammar, and negotiation of language. The overview is given below:

- connected speech – conveying fluent connected speech including contractions and stress patterns);
- expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (gestures, postures, facial expressions)
- lexis and grammar – supplying common lexical phrases for different functions
- agreeing, disagreeing, explaining, asking questions etc.)
- negotiation of language – to get clarification and reveal the structure of what we are saying.

In order to carry on a successful language interaction, it is desired to comprehend the use of the linguistic features through mental/social processing while taking the help of 'the rapid processing skills'. 'Mental/social processing' consists of three main features – language processing, interacting with others, and on-the-spot information processing: language processing refers to the processing in the head and putting the language into coherent order, which demands the need for understandability and conveying of meaning, interacting with others – includes attentive listening with comprehension and a knowledge of how to take turns linguistically or allow others

to do so and on-the-spot information processing includes processing the information, the receiver receives from the sender on the spot.

To develop the ability to wage oral communication, it is necessary that the participant possesses knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas – connected speech, expressive devices, lexis and grammar, and negotiation of language. Possessing these language features along with the ability of ‘mental/social processing’, will help the speaker to achieve successful communication goal. Processing skills include these features – language processing, interacting with others, and on-the-spot information processing (Villmecc, 2006).

On the basis of Harmer and Bygates’s views on speaking skills it is evident that communication is a process and it demands interaction with others. As, there are no ideal encoders or decoders of a language who possess awareness of the rules of second language hence are unable to use it appropriately in all social interactions. During the process of oral communication, people require not only knowledge of linguistic structures but their use in particular context as well. It is implicitly related to the concept of communicative competence or ‘communicative language ability’ (CLA) which comprises two basic features: firstly, knowledge, competence in the language, and, secondly, the capacity for implementing or using the competence (Bachman, 1994) . ‘Communicative language ability’ framework includes three components: language competence, strategic competence, and psychological mechanisms.

Language competency is divided into two categories: organizational and pragmatic competence.

Organizational competence further subdivided into grammatical and textual competence.

Grammatical competence includes the knowledge of vocabulary, morphology, syntax, and

phonology and graphology all of which govern, the choice of words to express specific signs, their particular forms, organizations in utterances to express opinions and ideas. Textual competence, on the other hand, includes the knowledge of the conventions for joining utterances together to form a text/discourse structured according to rules of cohesion, rhetorical and conversational organization. So organizational competence refers to those abilities involved in organizing the formal structure of language for producing and identifying grammatically correct utterances, understanding their propositional content, and converting them to texts/discourses.

The second category of language competence is pragmatic competence, further divided into functional competence and sociolinguistic competence. Functional competence deals with the pragmatic knowledge of conventions for performing ideational, heuristic, manipulative, and imaginative language functions needed for language development 'pertaining to sending and receiving intended meanings' while sociolinguistic competence refers to the knowledge of the sociolinguistic conventions for performing these language functions in a given context which deals with the language varieties, registers, knowledge of dialects and figures of speech and deal with such considerations as politeness, formality, metaphor and cultural aspects of the language. Both competencies concern 'the relationship between utterances and the acts of functions that speakers . . . intend to perform through these utterances'. In relation to functional competence a widely employed model of language functions by (Halliday, 1994) also identifies four communicative 'meta functions': ideational (referential, experiential, i.e., understanding the world), interpersonal (conative, expressive, i.e., acting on the participants), textual (construction of discourses) and logical (building logical connections within discourses).

While language competence is a set of specific knowledge components that are utilized in communication with the aid of language, strategic competence is the term that characterizes the

mental capacity for implementing the components of language competence in contextualized communicative language use. The third component, psycho physiological mechanisms present the neurological and psychological processes involved in the actual execution of language as a physical phenomenon (Bachman, 1994).

This frame work deals with the knowledge of connecting words into utterances according to the rules (linguistic competence) and simultaneously inform the communicators about the use of particular set of utterances in typical situations (strategic competence). Both competencies than, in relation to oral production, provide devices for creating cohesive relationships in oral discourse and organizing such discourse in ways that are 'maximally efficient in achieving the communicative goals of the interlocutors' (Brown D. H., 1994).

For Canale and Swain, strategic competence is: "how to cope in an authentic communicative situation and how to keep the communicative channel open". Strategic competence is mainly related to communication strategies. When learners try to say something and then fail, seeking to find the right word or sentence, they tend to mime, use some gestures and use the structure "you know", they are using achievement strategy. On the other hand, if students, sometimes, feel uncertain about their knowledge concerning a particular form, so they tend to avoid using it and select, for instance, "perhaps" they have incorporated reduction strategy (Hedge, 2000).

2.3 Communicative Strategies (CS)

Communicative strategies (CS) play a significant role in second language acquisition (SLA).

(Færch, 1983) define "communicative strategy as potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". They argue that communicative strategies encourage hypothesis formation and risk is essential for automatization.

Classification of communicative strategies (CS)

(Færch, 1983), stated communicative strategies as a psychological process, and suggested CS is the solution to the individual's problems of processing rather than the speaker's and the hearer's mutual problems. The communicative strategies were categorized into two main aspects: achievement communicative strategies and reduction communicative strategies. The achievement communicative strategies involve hypothesis formation and the communicator's practical statement and it can promote language acquisition. On the other hand, when using reduction communicative strategies, the original purpose is changed and it may result in less language acquisition.

2.3.1 Achievement strategies

By using the achievement strategies, learners try to solve communicative problems in the planning phase due to insufficient linguistic resources. The achievement CSs were subcategorized into: code-switching, inter-lingual strategies, cooperative strategies and nonverbal strategies. Most of the following strategies are connected with problems in the planning phase and some others with problems in the execution phase.

1) Code-switching

When communicating with others in foreign languages, there is always a switching from L2 to L1. The extent to which the switching happens depends on the real communicative situation. For example, foreign classroom students often share the L1 with their teacher, which enables them to switch code extensively between L2 and L1.

2) Inter-lingual transfer

Learners always ignore the IL code when using the code-switching strategy. However, strategies of inter-lingual transfer result in a combination of linguistic features from the IL and L1. Inter-lingual transfer may not only occur on the phonological level but also at the pragmatic level. For

example: Native speaker: How do you read the word "think"? Learner: Um, /sik/ (in Chinese there is no /θ/ for /th/, there is only /s/ similar to /θ/ in English) By using their IL system, learners may have several ways of coping with communicative problems, such as generalize, paraphrase, coin new words or restructure. From the perspective of IL, **generalization** means that learners solve problems in the planning phase by filling "gaps" in their plans with IL items which they would not normally use in such context. While, from the perspective of L2, the strategy resembles overgeneralization of an L2 item, as it results in the extension of an item to an inappropriate context. For example, we often use the word fruit to stand for a particular type of fruit i.e. water melon. **Paraphrase** strategy means the learner replaces an L2 item by describing or exemplifying it. Paraphrase refers to not only the form of description or circumlocutions but also bears the form of exemplification. For instance: "Lily: ...Um, something that you use when your hair is wet and you want to dry it...Marry: Oh, you mean hair dryer." "Jack: ...You take it when you want to make tea or coffee. Jim: Um, that's kettle". **Word coinage** refers to the strategy that the learner replaces an L2 item with a new created L2 item. In the following example the learner wants to talk about "the curve of stadium". E.g. we were sitting in the rounding of the stadium and ... **Restructuring** strategy is often applied when the learner realizes that he cannot finish his previous plan, and develops an alternative constituent plan to ensure the expressing of his message.

3) Cooperative strategy

(Færch, 1983) explain "although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis". If the individual

decides to depend on his interlocutor that he is experiencing a communicative problem and that he needs help, he makes use of the cooperative communication strategy of "appealing". Appeals can be characterized as "self-initiated other-repairs". As can be seen in the following example:
 Student: Miss, how do you spell "star"? Teacher: S-t and then look at car referring to the word "car".

4) Nonverbal strategy

Nonverbal strategy means the strategy which learners use to replace a lexical item or an action.

In our daily communications, individuals often use nonverbal strategies, such as mime, gesture and sound-imitation. Although nonverbal strategies are less systematic than verbal behavior, it is still very important in interpersonal interaction. Furthermore, nonverbal language including not only the gestures, posture, facial expression but also other signs which are possible to present by a communicator, for instance, his address or his hair style.

2.3.2 Reduction strategies

In order to prevent producing non-fluent or incorrect utterances by using insufficiently acquired rules, learners may make up their mind to communicate by "reduced" systems which concentrate on old rules. When a second language learner interacts with a native speaker, the native speaker may use some simplified version of their L1 system to match the learner's receptive level. Therefore, reduction strategies play an important role in learners' process of second language acquisition.

1) Formal reduction strategies

In reduction strategies, there are two main aspects. Firstly, it is the formal reduction strategies. The formal reduction strategies refer to the reduction by which parts of linguistic system are avoided. Learners tend to adopt formal reduction strategies mainly for the following two reasons. First of all, learners want to avoid making mistakes. Error avoidance, to some extent, may be

psychologically determined. Some second language learners believe that linguistic correctness is a prerequisite for the success of communication. Secondly, second language learners want to increase their fluency. It may facilitate communication by increasing fluency..

2) Functional reduction strategies

Functional reduction may affect the following three main types of elements of the communicative goal: actionable communicative goal, modal communicative goal and propositional communicative goal. Functional reduction of the actionable communicative goal may be reduced when learners experience difficulties in performing specific speech acts. Functional reduction of modal communicative goal may occur to the learners who experience problems in making their utterance appropriate for politeness or social distance. When coming across communicative tasks which demand other types of speech acts (for example, argumentative directive functions), learners may experience considerable problems in performing tense. In this case, they either avoid engaging in communication situations which are likely to necessitate the use of such functions, or abstain from using them in communication.

Functional reduction of the propositional content includes strategies such as topic avoidance, message abandonment, and meaning replacement. By using topic avoidance is meant that learners manage to prevent the occurrence of topics that are certain to present difficulties. Topic avoidance is used only in connection with problems in the planning phase; in contrast, message avoidance can be used in connection with problems in the execution phase. The result of topic avoidance and message avoidance is that the learner gives up referring to a specific topic, while, in meaning replacement learners are confronted by a planning or retrieval problem, so they try to operate within the intended propositional content and preserve the topic but refer to it by a more general expression. Meaning replacement usually leads to vagueness.

Different from psycho linguistically orientated researchers, such as (Færch, 1983) who think of communicative strategies as psychological process, (Taron.E, 1980) studies communicative strategies from the perspective of social interaction and elaborates the definition of CS as: "mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared.... meaning structures include both linguistic and socio-linguistic structure". Communicative strategies were categorized by (Taron.E, 1980) under the following three main types.

1) Paraphrase

Paraphrase includes three subcategories:

Approximation: The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker e.g. "pipe" for "water pipe", you can see aaa ... a pigeon hole" (letterbox) grandfather may be paraphrased as "my father's father".

Word coinage: The learner's creation of a new word in order to communicate a desired concept e.g. "airball" for "ballon", house shoes for slippers, art gallery as a "picture place".

Circumlocution: The learner's describing the characteristic or elements of an object or action instead of using the appropriate target language structure e.g. "She is, uh, smoking something. I don't know what its name is. That is cigar, it's like ja- jacket without the arms? (waist coat)

2) Transfer

Transfer has four elements in it:

Literal translation: the learner's translating word for word from the native language e.g. "He invites him to drink" for "They toast one another".

Language switch: the learner's using the native language term without bothering to translate e.g. "balon" for 'ballon" or "tirtil" for "turtle".

Appeal for assistance: the learner asks for the correct term or structure e.g. "what is this?" "how do you call this?" (Chin)

Mime: the learner uses nonverbal strategies in place of a meaning structure e.g. "clapping one's hands to illustrate applause", (learner mimics knocking) (doorknocker)

3) **Avoidance** includes three major divisions:

Topic avoidance: a learner's using of passing concepts for which the vocabulary or other meaning structures are not known to them. The speaker, lacking the necessary vocabulary to refer to an object or action, avoids any mention to it. E.g. „wears a ... pair of enormous trousers' (braces)

Message abandonment: a learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance. Eg. „a shirt with ... eh ... umm I don't know" (tie)

Message reduction: The learner reduces their original message, reports the same idea but with less precision and detail. e.g. some kind of ... uniform" (school uniform).

Reduction strategies can be regarded as "risk-avoiding" while achievement strategies may be seen as "risk-taking" which contributes to successful language learning. As (Taron.E, 1980) stated that the main purpose of Communicative Strategies (CS) is to deal with communication problems and are employed to increase efficiency in speech production.

2.4 Communicative language teaching CLT and Oral communication skills

The Communicative language teaching (CLT) has its foundation on two main guiding principles: to develop communicative competence, (Widdowson 1978) and communication both an end and a means towards language learning (Long 1985). Based upon these two principles CLT does a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at

least as important as learning the language itself. (Brown D. H., 1994) aptly describes the features of Communicative Language Teaching (CLT):

- i. CLT emphasizes upon social, cultural and pragmatic features of language instead of grammatical discourses.
- ii. Classroom practices of communication are based upon unrehearsed practice in variety of contexts.
- iii. The major focus is to develop fluency in communication so the learners could perform in real life situations
- iv. When CLT is employed in the classroom the potential of cooperative learning develop among participants as they interact with others for accomplishment of tasks.

So Communicative language teaching is a set of principles about the goal of language teaching, how learners learn along in unrehearsed context, the kinds of classroom activities that best facilitate learning and enhance fluency whereby the learners use language productively and receptively in the classroom. Since communication is a process, it is insufficient to have knowledge of target language forms, meanings and functions. Learners must be able to apply this grammatical knowledge in real life situations which is practiced in Communicative language teaching. In addition, (Harmer, 2001) when suggesting features of CLT implies that 'the language learning will take care of itself' and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

In relation to this, communicative language teaching implies that language teachers should supply learners with opportunities to use target language along with linguistic structures, hence shifting attention from linguistic competence to communicative competence to enhance oral

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communication skills. In order to attain this, learners are involved in a number of communicative activities which leads to spontaneous language use in variety of social settings.

Communicative activities are categorized into two groups: pre-communicative activities and communicative activities. The aim of the pre-communicative activities is to 'help the learners to develop links with meanings that will later enable them to use this language for communicative purposes'. The second category forms a group of 'communicative activities' which are divided into two categories: 'functional activities', and 'social interaction activities'. The purpose of the functional communication activities is to practice students' ability to get meaning across as effectively as possible. The activities included in it are information sharing, identifying pictures, discovering sequences, locating missing information, sharing and processing information by reconstructing story sequences, extracting information to solve a problem, etc. On the other hand, social interaction activities deals with the social meanings of the language through, for example, simulation and role-play activities, discussions or conversations thus developing also social acceptability in the language use (Littlewood.W, 1991).

As (Johnson, 1982) study found the following. These activities take many forms:

- Wright (1976) achieves it by showing out of focus slides which the students attempt to identify.
- Byrne (1978) provides incomplete plans and diagrams which students have to complete by asking for information.
- Allwright (1977) places a screen between students and gets one to place objects in a certain pattern: this pattern is thus communicated to students behind the screen.
- Geddes and Sutridge (1979) develop jigsaw listening in which students listen to different taped materials and then communicate their content to others in the class.

Most of these techniques operate by providing information to some and withholding from others. An important aspect in CLT is the principle of **information gap**, which states that in real communication, people normally communicate in order to get information they do not possess. More authentic communication usually takes place in the second language classroom if learners obtain information for their own self by manipulating their linguistic and communicative resources, avoiding routine drills based on language forms. For example, the class is divided into 5-6 groups and each group has some portion of the information required to complete a story. The class has to fix the pieces together like a jigsaw puzzle to complete the whole by making use of given hints. For completion of this information gap activity (jigsaw activity), learners will utilize efficiently their language resources to impart information while getting involved in meaningful communication practice making use of communication strategies exhausting the source of vocabulary as well. As (Richards, 1992) comments:

Finally without information gap practice and genuine communication, the appropriate use of language in different contexts is neglected. Student without this knowledge maybe able to compose grammatical sentences but still not be able to use them appropriately with other people. Without information gaps, classroom activities will be mechanical and artificial.

Other activities based on the principle of information gap are interviews, opinion exchange and role play and jigsaw activities.

Role play plays a pivotal role in enhancing interpersonal skills of learners, as (Lingard, 2002) argues "Team work skills and team member participation can often be enhanced through role playing". Role plays give students an opportunity to assume different social roles in various social contexts. In employing this technique, students are asked to make pairs or groups of 3-6

students. They are given a situation and roles are assigned for enactment in the classroom, like dialogue between mother and daughter, conversation between doctor and patient, a hotel manager surrounded by customers. Students prepare their roles and improvise the scene on the basis of given information or clues. The information about the assumed role can be given verbally by the teacher or through a role card. Role plays enhance the opportunities for negotiation of meaning and interactive processes.

Discussions and Presentations are equally important for developing oral communication skills of learners with the help of communicative language teaching. The teachers who incorporate daily discussions and weekly presentation in their lesson plans can facilitate learners in improving upon their communication skills.

Learners are exposed to these communicative activities while keeping in view the aspect of fluency which is the real focus in communicative language teaching. Teacher controlled class activities that focus on the accuracy of language involve making drills and controlled conversations, while fluency activities focus on conversations, discussions or story-telling. Fluency activities include project work, various information gap activities, and role plays carried out within groups or pairs (Byrne, 1991).

In CLT classroom management procure special attention. Sometimes learners work individually as in speeches and oral presentations but it is necessary to make pairs and groups for mutual interaction. (Byrne, 1991) suggests that there are different ways of making pairs like open pairs, fixed pairs and flexible pairs but prefers the existing classroom management where students can work with their neighbors or with little movement when necessary without any fuss.

The physical reorganization can be done very simply by getting some students to turn face those behind them if they are normally in rows. This may need a little

modification... but once the students are settled into fixed groups, they will assume them quickly and with little fuss each time (Ur, 1991).

Methodologists discuss the settlement of students within the groups as flexible or fixed. They recommend that teachers set up fixed or flexible groups that are likely to prevent some problems connected with their consequent misbehavior. Group work tends to support cooperative learning, and generate confidence and courage in shy students when dealing with the target language.

(Harmer, 2001) While considering organization of classroom in groups and pairs recommends three stages in relation to conducting various communicative speaking activities— before, during, and after i.e. pre-activity stage, during-activity stage, and conclusion stage. Each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources. Therefore, the first stage, pre-activity stage, includes two main areas - firstly 'engage-instruct-initiate sequence' and secondly 'grouping students'. 'Engage' refers to the techniques for involving or engaging students,' instruct' deals with teacher giving instructions to students and 'initiate' means setting the stage to start the activity. All learners are divided into either pairs or groups for conducting communicative activities.

During-activity stage focuses on 'the roles of the teacher' that he or she can take on during activities. The role of teacher varies according to the demands of the learner and situation. Another focus 'the mother tongue use', which deals with the attitudes of learners towards mother tongue use in the classroom, and actions that can be taken by the teacher to promote the use of English and prevent the use of first language will be included in this stage.

Conclusion stage concerning organizing activities includes the areas which focus on the process of 'stopping the activity' at an appropriate time and providing feedback after the activity. (Harmer, 2001) comments on providing feedback after the activity. 'What the groups have done

must be displayed and related to in some way by teacher and class: assessed, criticized, admired, argued with, or even simply listened with interest'.

Many methodologists favored the use of authentic 'from life' materials in the second language classroom while applying communicative teaching method with activities. These include language-based realia, such as magazines, advertisements, newspapers and visual sources such as pictures, maps, charts, movies etc, around which communicative activities can be built. Short texts can also be used for practicing oral communication skills effectively. (Clark, 1977) stated:

Classroom activities should be as close to the "real world" as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not on the medium. The purposes of speaking should be the same in class as they are in real life.

The authentic materials are beneficial because they provide more cultural information about the target language and give a better exposure to real language. They relate more closely to learners' needs and support a more creative approach to teaching. Authentic materials are viewed as a medium of influencing the quality of classroom interaction and communicative language use.

The ongoing process of communicative language use among people in daily routine life is based on two purposes: transactional and interactional. Talking to somebody for establishing and maintaining social relationships is termed as interactional purpose while transactional purpose involves communicating to get something done which includes exchange of goods and services. Most spoken interactions "can be placed on a continuum from relatively predictable to relatively unpredictable" (Nunan, 1999). Classroom activities should embody both interactional and transactional purposes as language learners will have to speak the target language in both settings.

This theoretical perspective does not suggest that communicative language teaching which leads to language use in the second language classroom would automatically result in second language acquisition. Students may use the existing knowledge through lexical system without constructing new knowledge. So teachers and language educators need to give more importance to communicative activities which help in developing communicative efficiency and lead to second language acquisition as well. Teachers need to be cautious in the selection and sequencing of activities in order to attain the desired outcomes. Besides, proper planning about the structure of activity and giving learners the opportunity to repeat an activity would help in attaining targets. Planning and improvisation both are equally important for the execution of a balanced lesson plan.

The term 'balanced' suggests that in most cases a lesson which is so tightly planned (and implemented) that there is no room at all for improvisation, and conversely, a lesson which is not planned at all and therefore entirely improvised, would generally be considered unbalanced and perhaps not entirely effective (Van Lier, 1991).

Balanced teaching demands flexibility towards the activity-based pedagogy which needs not to be structured and can be altered according to the needs of the learners. The teaching techniques required for activity-based learning are very different from those of ordinary language teaching. The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity. Errors are admissible and considered as part of learning and focus is on learning processes not on product.

2.5 Communicative Language Teaching and Motivation

Motivation is: "what gets you going, keeps you going, and determines where you're going to go" (Slavin.R.E, 2006). In other words, motivation is the drive that helps one meet his/her desired goals. Motivation is fundamental in learning in the sense that it controls the students' behavior; it

serves as an evidence for teachers to interpret how much students are willing to learn. Motivation is one of the major affective factors to second language acquisition as it is the most important cause in students' success or failure. (Harmer, 2001) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something". Extroversion and introversion are two important affective components of motivation involved in second language acquisition. Extroversion represents the portion of people who are sociable and outgoing, while introversion represents the portion of people who are generally shy and inhibited.

Intrinsic motivation: Introversion is "the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people" (Brown, 2007). In other words, introverts do not need the presence of others to feel in a better state. Introverts are shy, inhibited and risk avoiders, they are all time silent and refuse any kind of participation in the classroom. Even though, introverts have strength that extroverts do not have. For this, teachers can help them in bringing out this strength by engaging them in different language games and activities mainly role plays.

(Slavin.R.E, 2006) commented that "Classroom instruction should enhance intrinsic motivation as much as possible". Moreover, language teachers can maintain the students interest by using a variety of interesting presentation modes like songs, films, guest speakers, demonstrations, computers, language games, role plays, and so forth. Furthermore, teachers can "help students set their own goals" by encouraging them to work firmer to reach the aims they set.

Extrinsic Motivation: Extroversion, as defined by Brown (2007) is "the extent to which a person has a deep-rooted need to receive ego enhancement, self-esteem, and a sense of wholeness from other people." In other words, extroverts usually need the presence of others to feel good. The element of sociability in extroversion is a crucial constituent in language learning

which reveals sociable learners are more self-confident and risk takers; they participate in almost all language activities without caring much about making mistakes.

Teachers provide learners with extrinsic incentive as “a reward that is external to the activity, such as recognition or good grade and “clear, immediate and frequent feedback”. Feedback is “information on the results of one’s efforts” (Slavin.R.E, 2006). Feedback can be positive and “consists of short interjections, like good, okay” or negative which “consists exclusively of the instructor repeating the learner’s response with a rising intonation.” Positive feedback is being more efficient than negative feedback in changing the students’ behavior. Furthermore, teachers can “increase the value and availability of extrinsic motivators”; i.e. students “must value incentives that are used to motivate them” (Nunan, 1991).

2.5.1 Activities Used in CLT to enhance motivation

Communicative language teaching emphasizes the use of various activities usually in groups, such as games (guessing games), role play (performing a dialogue in a given context), projects, interviews (may take the form of dialogues), information gap, discussion and debate, and jigsaw (strip story). In order, to accelerate the second language learning process, teachers conduct different classroom activities such as role plays, discussions, audio/visual aids, language games, and group work. Such activities enhance motivation in the students, help introverts get rid of their shyness and extroverts to be more empathic, lower inhibition and anxiety, encourage them to take risks and higher their self-esteem.

2.5.2 CLT in the motivational process

(Dörnyei, 1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted

out". (Dörnyei, 1998) derived a process model from this definition that identifies three stages within the evolution of motivation:

Preactional Stage – The first stage implies an act of initiation, there must be a rationale behind the desire to pursue a specific goal or task.

Actional Stage – The second stage suggests preservation, in that the individual must have a desire or drive to continue towards that goal and consequently preserve the pursuit meaning thereby, that the learner's attention and interest on the task at hand must be "maintained" and "protected."

Post actional Stage – The third and final stage addresses retrospection. At this stage, the concept that past experiences can dictate reactions towards the L2 and thereby affect any future interactions. So the learner reflects back on his or her past experiences, which often determine the learner's future motivation.

Using this model as a framework, we can define motivation as a dynamic process of initiation, preservation, and retrospection. CLT assists to bring about the motivational process and carry learners through this process conveniently.

1. Initiation

There are several facets of creating initial student motivation.

Majority of the learners have certain unrealistic beliefs about second language learning which hinder language learning process, so by enhancing the motivational level and learners' expectancy of success, such false beliefs can be neutralized.

In a second language classroom, mastering the course content should not be the class group's ultimate aim, but completion of a particular task in a situation should be considered significant.

Use of authentic material like magazines, newspapers, storybooks etc. must be selected and improvised cautiously in the classroom as it enhances motivation.

CLT effectively generate a variety of specific classroom techniques and activities to promote the particular communicative dimension that motivates learners in the very beginning. It sustains learners at this pre actional stage, (initiation) which easily leads them into the actional (preservation) stage.

2. Preservation

Since human behavior is highly unpredictable the natural tendency to lose sight of the goal, to get tired of the activity, and to give way to attractive distractions will result in the initial motivation gradually disappear, therefore, motivation needs to be actively nurtured in different ways. Activities in CLT are enjoyable and authentic so that students feel they are applicable to their lives. By presenting students with positive interactions with the target language, CLT assists in preserving motivation. An important part of a motivational teaching practice that has a considerable empowering effect is to raise student awareness of relevant communicative strategies and to remind them at appropriate times of their usefulness. This stage provides memorable experiences on which students can favorably reflect, thereby entering conveniently in the third and final stage of the L2 motivational process: the post actional stage (retrospection).

3. Positive Retrospection

The way learners feel about their past accomplishments and the amount of satisfaction they experience after successful task completion will determine how they approach subsequent learning tasks. The students' appraisal of their past performance depends not only on the objective level of the success they have attained but also on how subjectively they interpret their achievement. Teachers can help learners to evaluate their past performance by using appropriate

strategies, in a more “positive light,” taking more satisfaction in their progress, and explain their past failures in a constructive way. Feed back is very important at this stage as it had particularly strong impact on the students’ self-appraisal. Various forms of feedback have at least three functions: Appropriate motivational feedback can have a gratifying function, that is, by offering praise it can increase learner satisfaction and lift the learning spirit. Positive motivational feedback communicated with trust and encouragement can promote a positive self-concept and self-confidence in the student. Motivational feedback should be informative, prompting the learner to reflect constructively on areas that need improvement. In this way, CLT controls the judgmental nature of feedback (Brown J. D., 2013).

As in accordance with (Krashen, 1981) Input Hypothesis, which states that acquisition occurs when L2 learners receive comprehensible input ($i+1$), i representing language competence and $+1$ representing input above this level. CLT focuses on communicative interaction, students’ participation in the activities rather than correctness, which eliminates the need of formal students’ assessment. Instead, CLT teachers’ focus on students’ strengths and build their confidence, thereby providing students with a positive experience, rather than one in which they feel is representative of their failures and poor abilities. CLT operates at one step beyond the learner’s level and a learner never feels incapable in a CLT classroom.

2.6 Limitations of CLT

Communicative language teaching has its benefits because it helps in developing all the four skills of language i.e. speaking reading, writing and listening. It is applicable in variety of contexts and gives a learner-centered environment in the classroom. In spite of having wide applicability and validity in teaching learning situation CLT has a set of short comings which are given below:

- ❖ The lack of linguistic guidelines which results in problems to identify the linguistic content of CLT.
- ❖ Interactive tasks which are supposed to focus on the comprehensibility of the language give priority to fluency over accuracy.
- ❖ Language forms although necessary in language learning are not considered in CLT.
- ❖ Conversational interaction may not match the learner's view of learning (Alcon, 2004).

In relation to explore linguistic outlines (Bachman, 1994) and (Canale M. M., 1980) gave models of communicative competence and (Van Ek, 1975) and (Wilkins.D, 1976) tried to develop the communicative syllabus which was of no practical help. From a communicative perspective it was argued, that learners will interact and take part in conversation in order to accomplish the communicative task which automatically promote second language learning but actually it does not happen. Linguistic forms which are necessary for communication are over looked as learners' objective is fluency and result is the production of wrong structures. Conversation patterns may set the scene but it does not necessarily lead to second language acquisition. Verbal passivity interfere the interaction as learning outcomes are determined by affective and cognitive factors.

To sum up, communicative language teaching offers a wider perspective for teaching productive and interactive skills especially at intermediate and advanced level because these learners are familiar with grammatical structures, but it may not prove as much effective at beginner's level of second language learning. It also provides ample opportunities to advanced learners for the practice of interactive processes which are helpful in improving oral communication skills but the teachers should not neglect the limitations of this method. Keeping in view the sloppy side,

language teachers can effectively manipulate this method of instruction and can improve and test the speaking skills of learners.

2.7 CLT & NUML

The National University of Modern Languages offers variety of courses for language learning. In English department the courses offered are at three levels: beginner's intermediate and advanced. At beginner's level BBC stage 1&2 are used as text book and at intermediate level the prescribed textbook is Headway Intermediate. For advanced learners the recommended textbook is Headway Advanced which contains activities for teaching integrated skills. In short, there is no separate syllabus for teaching oral communication skills of advanced learners. Besides, the activities which are designed for bringing improvement in speaking skills are not focused. The speaking activities mainly dealt with exact pronunciation of structures and giving learners' awareness about some vocabulary items (Appendix) without emphasizing upon language functions, communicative strategies and conversational patterns with exact body language. Besides this, close observation revealed that practice of language teaching at advanced level in NUML did not incorporate the aspect of motivation as well. So the researcher, as part of system designed lesson plans with specific focus on language functions, nonverbal communication and achievement communicative strategies. These lesson plans were carefully planned and were divided into three stages: pre activity, during activity (practice stage) and (production) conclusion stage as suggested by (Harmer, 2001). These three stages are directly in relation to the three aspects of motivational process: initiation, preservation and retrospection. Every stage of lesson plan motivated the learners intrinsically so they took part in interpersonal activities effectively. With the help of these communicative activities incorporated in carefully planned lesson plans researcher taught the effective use of communicative strategies and paralinguistic as well. These practices were uncommon and practically not implemented at NUML.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The paradigm selected for this particular research is quantitative in nature. The development in human language and second language acquisition can be conveniently measured through quantitative methods. The research studies of linguistics in this paradigm had strengthened its credibility among other scientific researches. As (Creswell, 1994) stated about quantitative approach as "an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true." In this research the researcher tests a theory by specifying narrow hypotheses and collects data to support or refute the hypotheses. An experimental design is the one in which attitudes are assessed on the basis of hypothesis both before and after an experimental treatment. The data are collected with instruments that measures attitudes and behavior, and the information is analyzed using statistical procedures and hypothesis testing.

In this way, the research method selected for the study was experimental. An experiment is usually a study of cause and effect and it gives more accurate and valid results. As (Gay, 1996) explained.

Experimental research is the only type of research that can truly test hypothesis concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems; both practical and theoretical....experimental research is both the most demanding and the most productive type of research....

The underlying implication is that differential hypotheses can be tested with the help of experimental research as it provides a framework for other researchers as well.

3.2 Research design

The research design used in this study was a two-group comparative experimental design. An experimental research strategy usually involves comparison of two or more situations (classes, schools and districts) that are matching on important factors, such as race and social class in every possible way, but that differ in few factors (such as curriculum materials, teaching methods, leadership style) whose effect or outcomes are tested. It provided form and logical structure to the research, and thus answer the research hypothesis empirically.

3.2.1 Population

To carry out research on the basis of this design a class of advance diploma students (morning session) was taken from NUML (National University of Modern Languages). (Gay, 1987) has defined population "as the group of interest to the researcher, the group to which he or she would like the results of study to be generalisable" (p. 102). So the target population selected for the study was 70 students of advanced diploma (first semester) who joined the university in the month of February 2012.

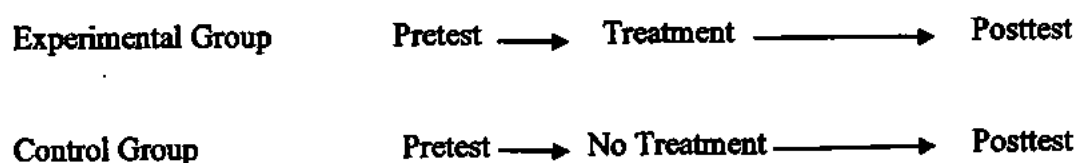
3.2.2 Sample

The strategy of stratified sampling was adopted for this research in order to select a sample from target population. (Gay, 1996) has defined sample as "selecting a group of subjects for a study in

such a way that the individuals represent the larger group from which they were selected". Stratified sample is the one in which the entire target population is divided into different subgroups or strata. Afterwards, the researcher randomly selects the final subjects from the various strata. This type of sampling technique is very effective as it highlights specific subgroups within the population and has a high statistical precision.

As the research was comparative experimental in nature, the total sample of 45 subjects was divided in to two groups for the sake of comparison. One group was the experimental group comprising 23 students that received the intervention. The other was the control group containing 22 students that received the usual treatment or was an alternative treatment group that received a different intervention that is being tested. So, two groups **Experimental** and **Control** were formulated.

Two group pre-test/post-test design



The total sample size of the two groups is 45. It is a mixed ability class so the stratified sample was selected to cater all types of learners i.e. excellent, good and average. The different strata were made on the basis of their previous academic qualification and the grades which they secure. In this way, three strata were made namely: stratum A, stratum B and stratum C. 45 students have been stratified on the variable of grade (36% stratum A, 36% stratum B, 28% stratum C). In other words, the researcher has kept 16 students in both stratum A and B and stratum C contains 13 students only. The description of sample has been given:

Table 3.1**Description of Stratified Sample for the present research**

Stratum A	Stratum B	Stratum C	Total
70% and above	60% -----69%	50%-----59%	
16	16	13	45

3.3 Instruments

For conducting the experimental research the cognitive instruments were employed to measure the progress of learners at the end of the course. The achievement tests used were:

- Pre-test
- Post-test
- Structured observation

3.3.1 Pre-test

A preliminary test was administered to measure a subject's basic knowledge about English language for placing in an educational experience or course of study. Learners were analyzed on communicative tasks to establish their knowledge and performance on these tasks. The test was adapted from IELTS (International English Language Testing System) pattern of speaking test and modified according to the needs of the learners. Its duration was of 12 minutes and consisted activity cards. Every card contained speaking topics and hints for learners (Appendix I). This test determined their knowledge about organization of ideas, fluency central idea of content and use of non verbal trait.

3.3.2 Post- test

The two groups were again assessed on communicative tasks in post test (Appendix VII) after teaching for twelve weeks. This test was prepared on a pattern similar to pretest which was presented to them earlier. It was also adapted and modified from IELTS speaking test. The time limit given to the students was again 12 minutes. They have to speak on the topics given to them through activity cards. Posttest was given to subjects of both groups. The experimental group received a treatment of 12 weeks but control group remained without treatment.

3.3.3 Structured Observation

Another tool used for measuring the progress of learners on oral communication was structured observation (Appendix VI). Structured observation is used to study specific people's behavior under particular conditions. It helps the researcher in two ways, firstly to understand the process of particular behavior of subjects and secondly helps in measuring the behavior during a specific time period (Bryman, 1988).

Structured observation takes place when the researcher creates a situation where a behavior can occur. The researcher had kept the antecedent conditions controlled so the consequent behavior of every subject can be readily observed. The researcher recorded the observation on the basis of the observation categories which are directly related to the variables.

First category was the use of paralinguistic support during the interactions. The following features of nonverbal communication were closely observed: posture, eye contact and body movement, attentive listening and voice modulation. Besides this, the researcher has also made another category about the effective use of achievement communicative strategies like mime, approximation or rephrasing in order to get a clear picture of the improvement of oral communication of subjects. The third category was placed to evaluate the frequency of different

phases of motivation: initiation, preservation and retrospection among subjects which was enhanced and in the classroom with the help of communicative activities like role play, pair work, group discussions and information gap activities. All categories were determined cautiously on likert frequency scale.

3.4 Variables

In experimental research strategy, there is deliberate manipulation of certain stimuli, treatments or environmental conditions and observation of how the condition or behavior of the subject is affected. When experiment is conducted certain variables are manipulated and their effects on other variables observed (Campbell and Stanley, 1966). The variables are operationally defined:

3.4.1 Independent variables (IV)

As in experimental research there is deliberate manipulation of one variable, while trying to keep all other variables constant which enabled the researchers to study the effects of independent variable on the dependent variable. It provides the input which is modified by the model to change the output, therefore sometimes referred as 'input variables'. The independent variable in the study was Communicative Language Teaching (CLT). It was manipulated to observe its effect on the dependent variable. As it is a method of instruction which has to be implemented in the language classroom so the researcher brought changes in the classroom organization and teaching material to conduct classroom activities with the help of audio visual aids.

- Organization of learners: Pair work and group work or individual presentations
- Use of authentic material by teacher along with use of audio-visual aids in the classroom
- Classroom activities: role play, discussion, debates, information gap activities
- Feedback of teacher and dynamic role of teacher

All these factors affect classroom environment collectively and learners individually.

3.4.2 Dependent variables (DV)

Dependent variable is affected by the independent variable. As the experimenter changes the independent variable the change in dependent variable is observed and recorded. It deals with the output or response of the target population which the experimenter wants to change and measure in the experiment. The dependent variable used in the study was oral communication skills which is a complex phenomenon and a unique skill. The researcher had focused on the following set of production and interaction skills for the sake of experiment as it is difficult to encompass all forms of oral communication.

Following is the set of language functions used during oral communication and was selected by the experimenter for experiment and tested with the help of achievement tests.

- ❖ **Dyadic communication: conversational routines and interviews.**
- ❖ **Formulaic sequences and exchanges like greeting and leave-taking expression, telling about likes and dislikes, asking questions and giving answers etc.**
- ❖ **Describing, explaining, giving an opinion, agreeing and disagreeing in group discussions**
- ❖ **Giving and asking for information during presentations**
- ❖ **Paralinguistic features in oral communications like gestures, posture, facial expression, loudness, stress, tempo, intonation etc.**
- ❖ **Attentive listening and giving attention to other speakers**
- ❖ **achievement communicative strategies: mime, appeal for assistance, approximation, rephrasing**

The experimenter wanted to measure the effect of IV (CLT) on conversational skills of subjects and it was done through recording the scores of learners on pretest and posttest.

3.4.3 Extraneous Variables

These are the variables which are not the independent variable, but could affect the results (dependent variable) of the experiment. As (Gay, 1996) stated "any uncontrolled extraneous variables affecting performance on the dependent variable are threats to the validity of an experiment." The different types of extraneous variables identified in this research were: participant variables which suggest the mood, anxiety, intelligence, academic qualification and attention span of learners. Situational variables include noise, temperature, lighting etc. The extraneous variable which can affect the experiment the most is experimenter herself because experimenter would unconsciously convey subjects how to behave due to bias. The experimenter controlled the situational variables conveniently with the help of administrative authorities. Participant variables were kept constant while keeping affective filter low in the classroom and took a stratified sample in order to prevent the intervention of confounding variable i.e. intelligence/academic background of participant.

3.4.4 Control Variables

Variables that are held constant throughout the experiment in order to assess or clarify the relationship between two other variables are called control variables. In this experiment, the control variables were the age, gender, religion and nationality of subjects which were kept constant. They did not affect the outcomes of the experiment.

In this chapter the researcher has explained about the research design, target population, sample size and instruments used for this experimental research. The different types of variables are also defined operationally for the sake of understanding.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

The experiment was conducted on a group of advance diploma students of first semester (Morning) who joined the university (NUML) in February 2012 for developing oral communication skills in English language. The personal profiles of these learners displayed the diverse nature of group. They had come from different backgrounds in terms of gender, region, academic qualification, experience and level of teaching. Most of the students were graduates and some girls and boys were post graduates as well. The professions in which the advance diploma students were involved in were also different. Majority of the students belonged to the profession of teaching. There were students from the profession of Information Technology IT, law, banking and fine arts. Almost all students had joined the language course for improving oral communication skills.

4.2 Subjects

The total sample (45 subjects) of the research was divided into two groups for the sake of comparison. So experimental group had 23 students and control group had 22 students. Each group was divided into three strata: stratum A, B and C. At this stage, the subjects from all three strata were randomly selected and further divided into three sub categories. In this way, in experimental group stratum A and B had eight subjects each, and stratum C consists of seven subjects making a total of 23. The sample used for experimental group is shown in table below:

Table 4.2.1
(SAMPLE) Experimental Group

Stratum A	Stratum B	Stratum C	Total
70% and above	60% -----69%	50%-----59%	
08	08	07	23

Similarly the control group had a sum total of 22 subjects. These subjects were randomly selected from the three strata and kept in further sub groups. Consequently, stratum A and B contained eight subjects and six subjects comprises stratum C. The sample of control group is given in Table.

Table 4.2.2
(SAMPLE) Control Group

Stratum A	Stratum B	Stratum C	Total
70% and above	60% -----69%	50%-----59%	
08	08	06	22

4.3 Variables

The two variables independent and dependent variables were used to determine the cause and effect relationship in the experiment. The independent variable (IV) was communicative language teaching method which was manipulated to measure its effect on dependent variable (DV) i.e. oral communication skills. The confounding variable intelligence of subjects was also

controlled in order to avoid intervention. For experimental group the experimenter changes IV but for control group there is no change in IV.

4.4 Data Collection

The group of learners selected for the sake of experiment was divided into two groups (control and experimental) which were further divided into three strata for the sake of validity in the experiment. The researcher wanted to assess whether there was improvement in their oral communication skills or not.

4.4.1 Instruments

The two instruments used by the experimenter were cognitive instruments and structured observation. Cognitive instruments measure the individual's success in academic areas. These instruments can be divided into achievement tests and aptitude tests. The researcher has used the achievement tests for the sake of experiment.

4.4.2 Achievement Tests

The achievement tests were adapted from IELTS (International English Language Testing System) speaking test and utilized for collecting data. The two types of achievement tests were pretest and post test (Appendix I&VII). The duration of each test conducted was 12 minutes. Each learner was given an activity card consisting of two sections. First section comprises of 6 minutes in which the learner was given the opportunity to talk on a particular topic on the basis of hints given on the card. Second section is a question answer session of six minutes in which the interaction between examiner and learner took place. In this way both production and interaction skills were evaluated from these tests. The scores obtained by participants of both groups were noted and tabulated for analysis.

4.4.3 Structured Observation

A structured observation sheet (Appendix VI) was also used by the experimenter in the class room when the process of treatment was going on. This observation sheet was divided in to three categories in order to monitor and record every activity that affects the process of communication. First category comprises of the use of achievement communicative strategy used by the subjects during interaction. The communicative strategies recorded by the experimenter were: approximation, nonverbal strategy, appeal for assistance and rephrasing. Second category of observation sheet was divided into four sub categories in order to assess the paralinguistic support during interpersonal communication. The subcategories were: eye contact, gestures and posture, attentive listening and voice modulation which were also assessed on the same criterion. The third category of observation sheet meant to record the different phases of motivation indicated by subjects: initiation, preservation and retrospection which were triggered due to prevalent communicative environment in the classroom. All categories were determined on a five point frequency likert scale: very frequently, frequently, occasionally, rarely and never. The treatment given to the experimental group was for a time span of twelve weeks.

4.5 Procedure

As the research was pre-test and post-test two group design, therefore it was divided into following phases.

1. Pre-test Phase
2. Teaching Phase (Treatment Phase)
3. Post- test phase

4.5.1 Pre-test Phase.

Pre-test (Appendix I) was conducted to assess the performance of students in both groups (control and experimental) on oral communication skills. This pretest was conducted before treatment in order to test their communicative efficiency. The pretest was developed keeping in view the major tenets of communicative language teaching.

4.5.2 Treatment Phase (Teaching with Lesson plans)

After the pretest, a treatment of 12 weeks was given only to the Experimental group by teaching with the aid of communicative activities (Schedule given in Appendix II) like role plays, interviews, information gap activities, exchanging information and discussions based on lesson plans (Appendix V). These lesson plans had the communicative pattern of pre activity stage, during activity and conclusion stage which include communicative processes like information sharing, negotiation of meaning and mutual interaction. Audio-visual aids like DVD player, tape recorder, pictures, wall charts and flashcards were utilized during teaching through lesson plans to conduct these class room activities which motivated the learners to attain oral communication skills rapidly while using communicative strategies. While every subject of experimental group was closely monitored by the researcher for the use of achievement communicative strategies, proper body language and showing motivation during the process of interpersonal communication. This structured observation was recorded on a sheet on daily basis. On the other

hand, Control group remained without this treatment and was taught in a usual way where the main focus is to attain correct pronunciation and accuracy in the use of grammatical structures (Appendix IV).

4.5.3 Post- test Phase

A post test (Appendix VII) was conducted to assess the oral ability of learners of experimental and control group after the treatment. The questions in the tests were designed in order to evaluate the conceptual awareness. Performance level of every individual of both groups was assessed through analytic scoring scheme which was done by following the criterion given in (Appendix VIII). The oral ability was measured in terms of conveying and organizing the central message, provision of supporting material, fluency and nonverbal delivery techniques like eye contact, body language etc. This sample scoring sheet has been adapted, modified and retrieved from the website (<http://www.aacu.org/value/rubrics/pdf/OralCommunication.pdf>). The control group which remained without treatment was assessed in post test for the sake of comparison only. Later on, the results of the tests were measured through scores.

4.6 Data Analysis

4.6.1 Pre tests of experimental and control group

Researcher's hypothesis was that Communicative language teaching (CLT) would improve oral communication skills of advanced English learners. Firstly in phase I, the two groups control and experimental group were given the pretest to measure their performance in the beginning of the experiment. The two groups were further divided into three strata A, B and C for the sake of precision.

First of all, stratum A's scores were analyzed. The eight subjects of control and experimental group appeared in pretests and their scores were tabulated (Appendix IX).

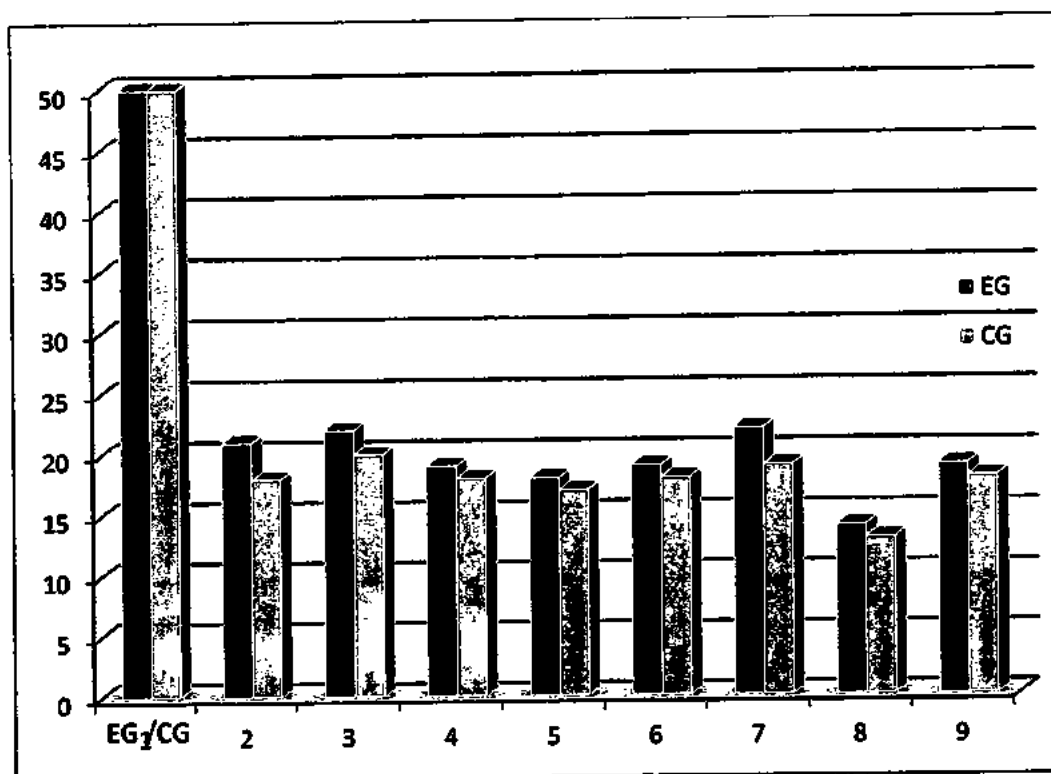


Figure 4.2: Pre tests of CG and EG (Stratum A)

Figure 4.2 shows the comparison of the scores of eight subjects kept in stratum A of control and experimental group for pretest. The graphic representation clearly reveals that the total scores were 50 and the scores of the subjects of experimental group range from the value of 14 to the value of 22. On the other hand the value of the score of control group range from 13-20. In this way, in the beginning of the experiment both the subjects in this stratum scored almost in a similar fashion.

After the analysis of stratum A the subjects in stratum B were taken into consideration. They were given the same pretest to measure their communicative skills in which same time limit (12 minutes) was given for production and interaction.

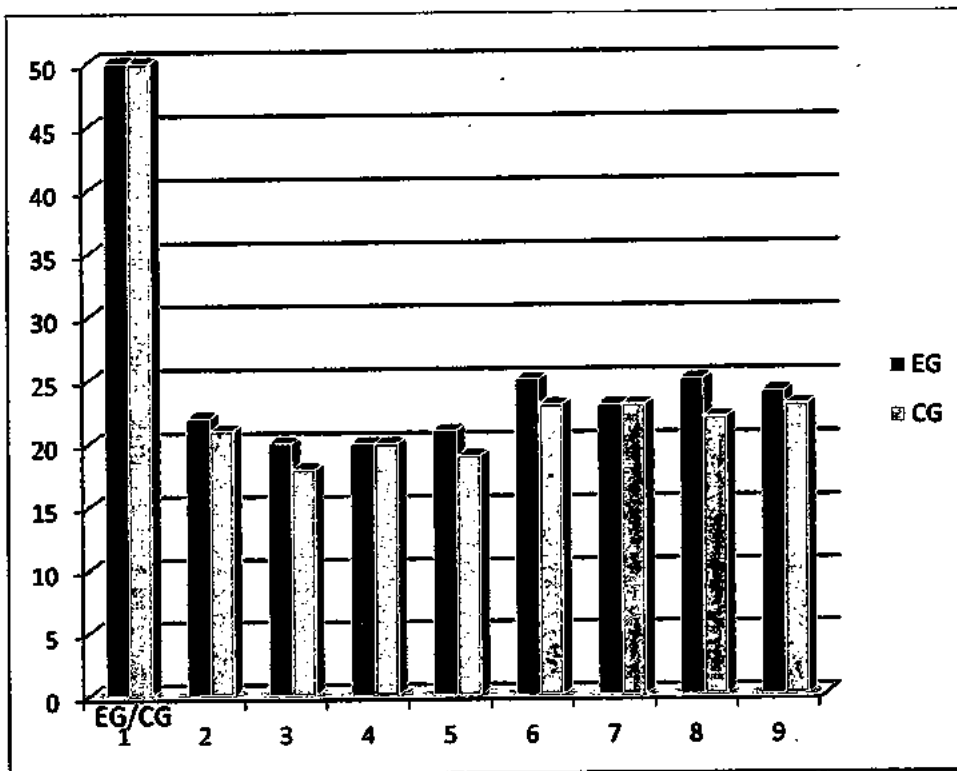


Figure 4.3: Pre tests of CG and EG (Stratum B)

In figure 4.3 the performance of the subjects in stratum B has been represented. Eight subjects from each group were kept in this stratum as well. Out of the total score of 50 the scores of experimental group range from 20-25 and the scores of control group range from the value of 18 to the value of 23. Although this stratum was slightly better than stratum A but the subjects in both the groups are almost at the same level.

Some subjects were kept in the last stratum labeled as stratum C. They were also tested initially with the help of same instrument and the scores were tabulated (Appendix IX).

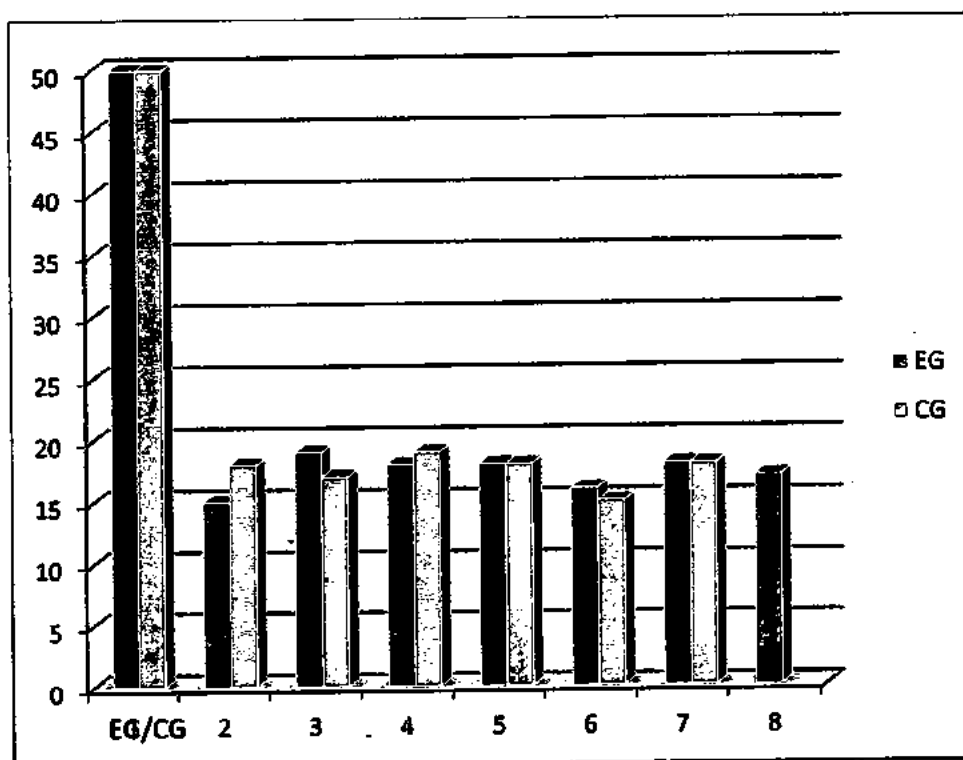


Figure 4.4: Pretests of CG and EG (Stratum C)

Figure 4.4 shows the performance of control and experimental group kept in stratum C. The control group has six subjects while the experimental group contained seven subjects. The score obtained by control group were from the value of 15-19. While the scores obtained by experimental group also ranges from 15-19. This data revealed that subjects kept in this stratum are also at the same level.

Pre-test scores reveal that all subjects from strata A, B and C of control and experimental group were at the same level at the initial stage of the experiment.

4.6.2 Statistical Analysis of Pre tests of control and experimental group

The statistical analysis of the data was done in Microsoft Excel. The scores were entered in cells and percentages were calculated. Besides, the mean and standard deviation was also calculated. In this way, the pretest scores were used to calculate the value of t and t test for independent

sample was used to determine whether there is probably a significant difference between the means of two independent samples. The formula employed for this purpose is as under:

(<http://www.sjsu.edu/people/peter.a.lee/courses/ScWk242/s1/t%20Test%20Notes.pdf>)

$$T = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Whereas N_1 = no of subjects in sample 1

N_2 = no of subjects in sample 2

SD_1 = Standard deviation of sample 1

SD_2 = Standard deviation of sample 2

M_1 = mean of sample 1

M_2 = mean of sample 2

Table 4.6.2

Summary of Statistical Analysis: Comparison of Pre-Tests of Experimental Group and Control Group

PRETEST		
Statistical Analysis	Experimental group	Control group
No of scores	23	22
Sum of scores	452	414
Mean	19.6	18.8
Sum of squared scores	9102	7924

SD(Standard Deviation)	3.15	2.51
α Level of significance	0.05	
Table value	2.021	
t-value	0.95	
Degree of freedom (df)	43	

It was observed that t-value of comparison was 0.95 at the probability level of 0.05 and the degree of freedom was 43. And this t-value was less than the table value which was 2.021. It means the difference between all three strata of the two groups was insignificant and both groups were at the same level at the time of experiment. The statistical analysis of the scores has been given in the Table 4.6.1.

4.6.3 Post tests of experimental and control group

Phase II deals with the post-test analysis of experimental group and control group. The experimental group consisted of 23 subjects and the control group had 22 subjects. These subjects were further divided into three strata and each one was analyzed distinctly.

Firstly the posttest scores of subjects of experimental and control group kept in stratum A were measured and tabulated (Appendix X):

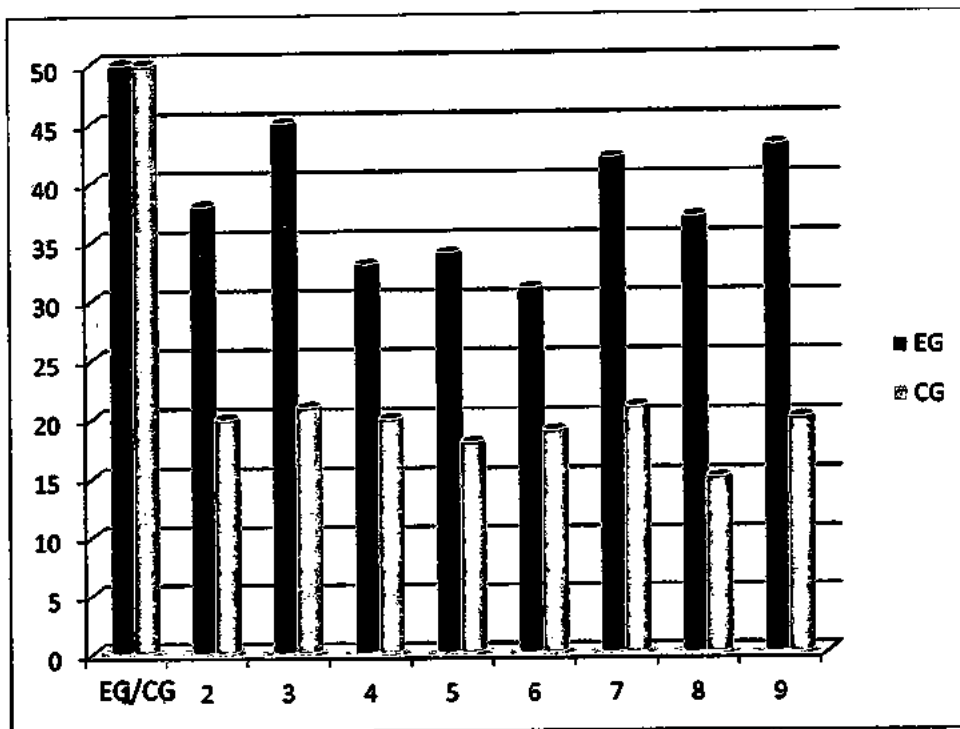


Figure 4.5: Post tests of CG and EG (Stratum A)

The above figure 4.5 shows the post test comparison of the subjects of control and experimental group in stratum A. Eight subjects were kept in both the groups and were assigned scores from a sum total of 50. The scores of the subjects of control group range from 15-21 and the scores of experimental group was from 31-45. The post test scores show signs of improvement in the performance of strata A of experimental group.

After this, post test scores of stratum B of control and experimental group were tabulated and analyzed for comparison (Appendix X).

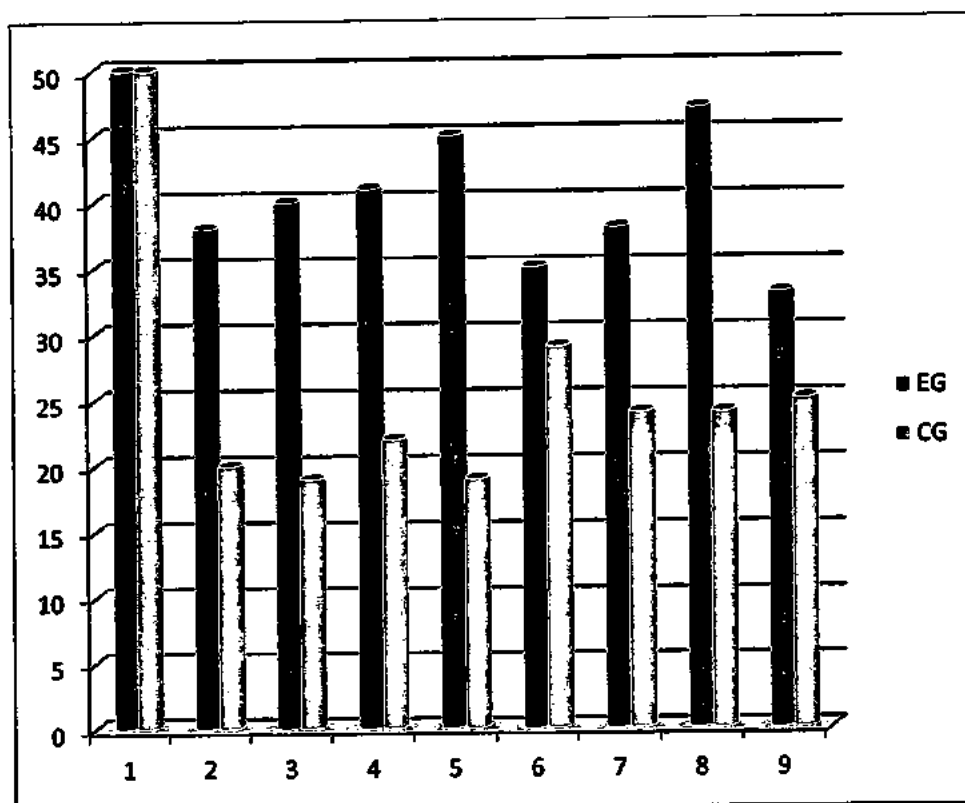


Figure 4.6: Post tests of CG and EG (Stratum B)

The above figure shows the equal number of participants i.e. eight in two groups control and experimental. They appeared in post test and scores were measured and recorded. The graph shows the total value of scores was 50 and the scores of experimental group were from 33-47, whereas the range of the value of scores of control group is 19-29. The difference in values shows the difference in performance.

Last of all, the post test scores of stratum C of control group and experimental group were collected and compared.

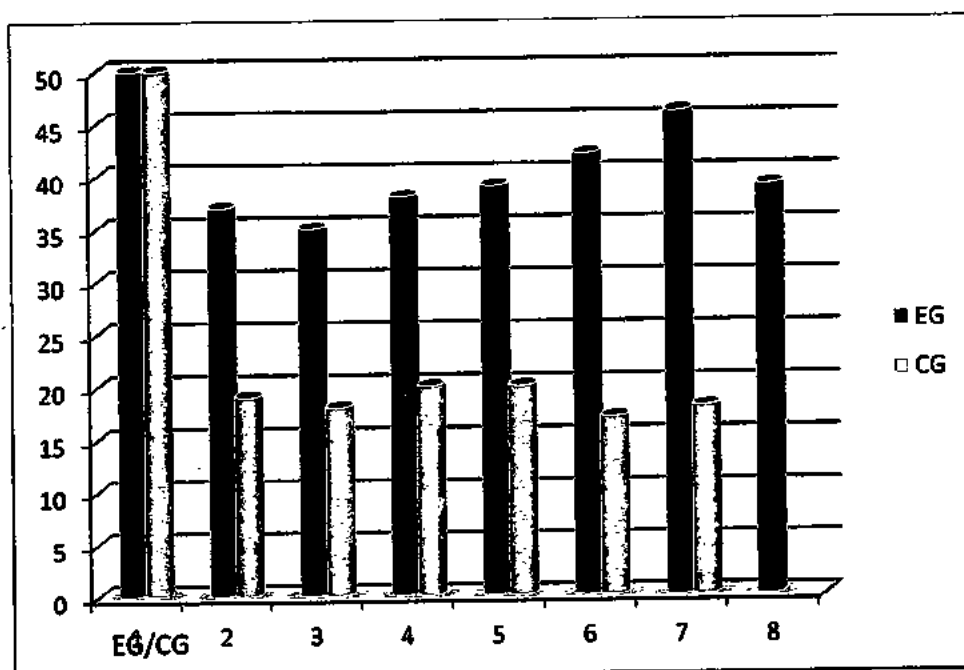


Figure 4.7: Post tests of CG and EG (Stratum C)

Figure 4.7 shows the results of the scores of the subjects kept in stratum C of experimental and control group. Seven subjects comprised experimental group and control group consists of six subjects, making a sum total of 13 subjects. The scores of subjects in control group range from 17-20 and the range of the value of the scores of experimental group is 35-46. Subjects of stratum C in experimental group also improved upon their scores and showed good performance.

Post test scores of both groups reflected that subjects in Experimental group performed better irrespective of grade. Not only stratum A subjects showed signs of improvement but subjects from stratum C and B also improved upon. On the contrary, control group reflected low level performance.

4.6.4 Statistical Analysis of Post tests of experimental and control group

Post-test scores of experimental group and control group along with percentages were used to calculate the t-value in Microsoft Excel. Firstly the means and standard deviation was calculated and later the formula of T test for independent sample was employed in this phase as well.

Table 4.6.4

Summary of Statistical Analysis: Comparison of Post-Tests of Experimental Group and Control Group

	POST TEST	POST TEST
Statistical analysis	Experimental group	Control group
No of scores	23	22
Sum of scores	896	441
Mean	38.95	20.0
Sum of squared scores	35334	13377
Standard Deviation	4.41	2.81
α (Level of significance)	0.05	
Table value	2.021	
t-value	17.38	
Degree of freedom (df)	43	

It was observed that t-value of comparison was 17.38 at the probability level of 0.05 and the degree of freedom was 43. And this t-value was greater than the table value which was 2.021.

This post-test statistical analysis showed significant difference between the post test scores of experimental and control group. This analysis has also rejected the null hypothesis which states that there is no difference in the performance of both groups and accepted our hypothesis that all the subjects in the entire strata of experimental group performed better on the basis of instructions and tasks assigned to them through CLT. The statistical analysis of the scores had been given in the Table 4.6.2.

4.6.5 Structured observation

Observation is a part of every experiment as experiments are incomplete without close monitoring of the subjects by the experimenter. In this study an observation sheet was prepared to keep the record of 36 speaking activities conducted in the classroom of experimental group on daily basis. First category of the observation sheet dealt with the use of achievement communicative strategies.

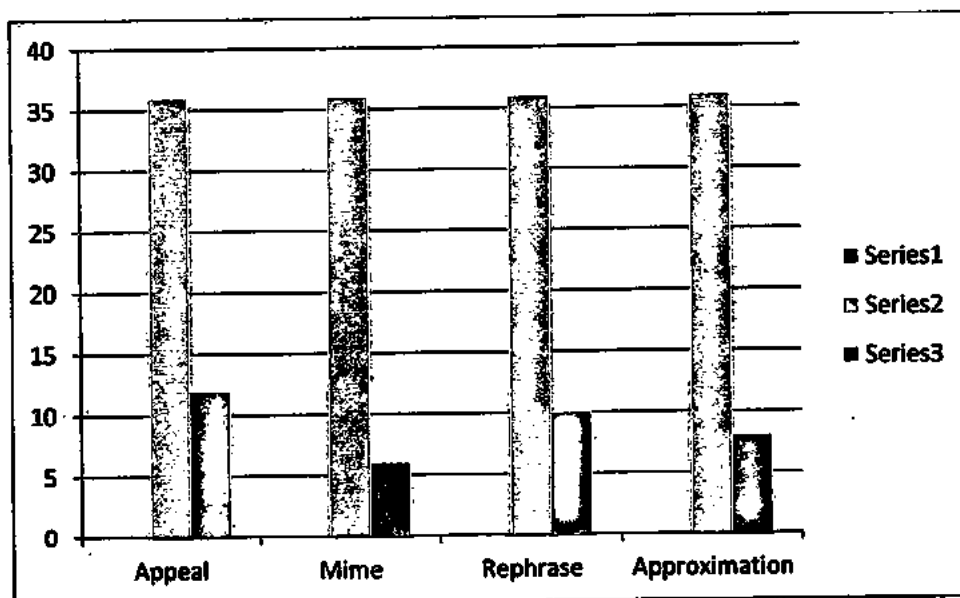


Figure 4.8: Use of communicative strategies

Figure 4.8 show the graphical representation of the use of communicative strategies used by subjects in the classroom. Results reveal that the use of strategy appeal for assistance was 33% in the classroom as it was used in 12 activities out of the total of 36. The non verbal strategy or mime was used in total 6 activities showing the percentage of 17. Use of the strategy of rephrasing was 28% as it was used in 10 activities. Besides, the strategy of approximation was used in only 8 activities and the ratio of use is relatively low i.e. 22%.

The paralinguistic used by subjects during the treatment phase was also observed and recorded by the experimenter.

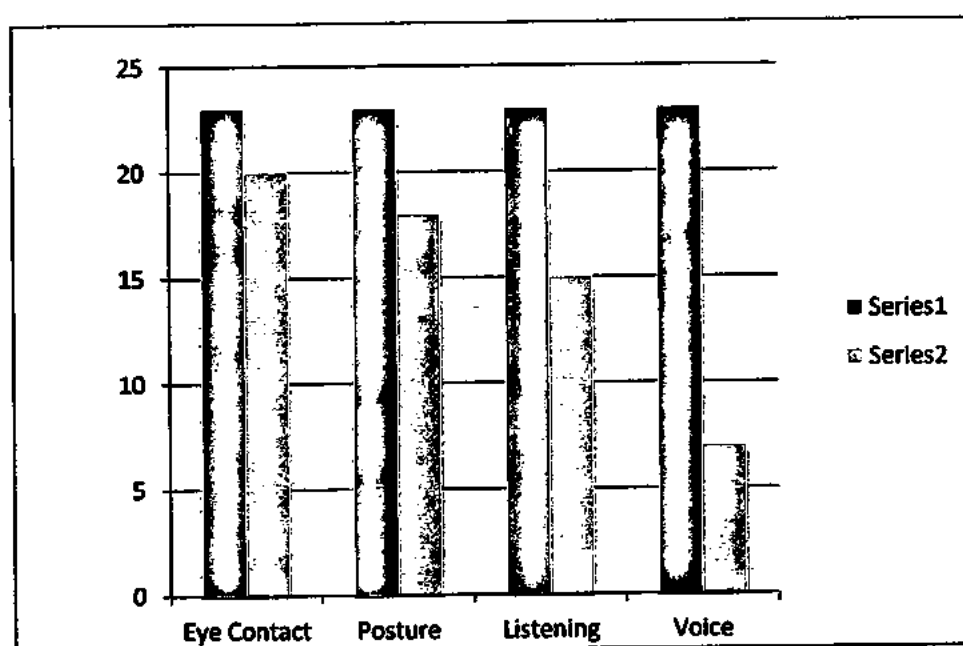


Figure 4.9: Paralinguistic support

Figure 4.9 show the use of paralinguistic features by the subjects who were kept under scrutiny. The maximum numbers of subjects 87% (20) keep eye contact with listeners. While 78% (18) subjects avoid sloppy posture and their body language like the use of head and hands were according to the utterances. The attentive listeners in the experimental group were 15 (65%). The

disproportion which was observed (30%) was in voice modulation. Very few subjects (7) were familiar with the accurate intonation patterns, stress and exact pronunciation.

The researcher conducted 36 speaking activities in the time period of twelve weeks. Observation sheet was used to keep the record of the frequency of the motivational level in subjects.

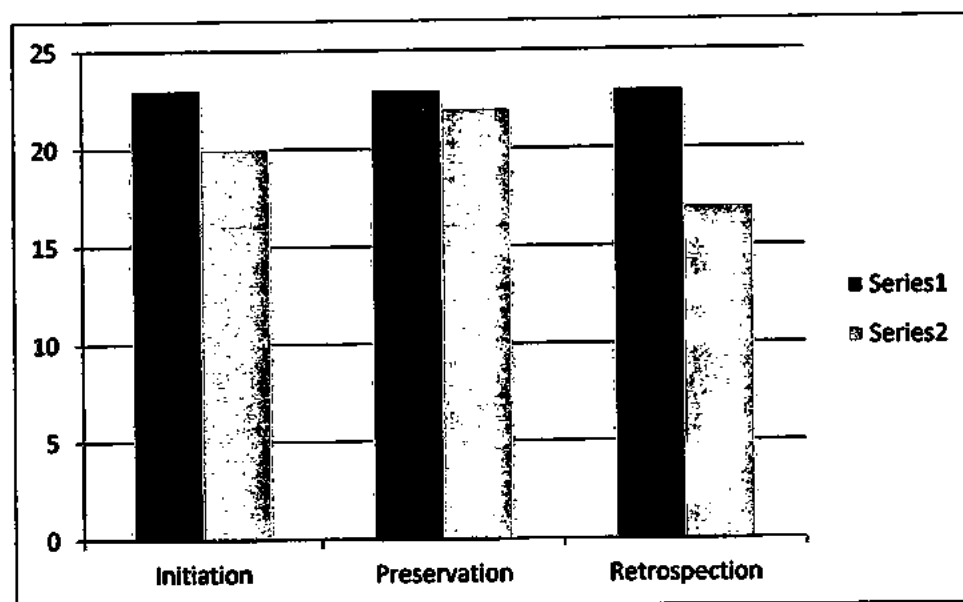


Figure 4.10: Phases of motivation

Figure 4.10 is the graphical representation of the phases/levels of motivation through which every subject passed. Out of total 23 subjects, 20 were motivated in the beginning (warm up activity) showing the percentage of 87. Majority of the subjects 22 (96%) remained motivated till the next stage of the communicative activities held in the classroom i.e. preservation. Few (17) 74% retain the interest till the third stage (feedback) and enter into positive retrospection.

4.7 Interpretation of Data and Results

The above experiment was conducted on 45 subjects of NUML. These subjects were further divided into two groups: experimental and control group. The experimental group was given treatment for 12 weeks and the control group remained without treatment. The instruments used

for collecting the scores of the subjects before and after the experiment were pretest and post test. After data collection and analysis it has been observed that before the experiment was conducted at the time of pretest subjects were unaware of the communicative techniques and were unable to employ the communicative strategies in the target language, therefore they could not perform well in pretests. The statistical analysis has also proved this aspect of learner's incapacity to work efficiently in pretests. So the subjects did not have the skill of using the linguistic structures, accurate kinesics in real life situations.

In posttest after the treatment of twelve weeks the change in the performance of the subjects of all three strata of experimental group could be observed but the scores of the subjects of control group chosen for study show no sign of improvement in any strata. Simultaneously the calculation of t-value after employing independent sample t test also revealed that there is significant change in the performance of experimental group as compared to the control group. In this way, the researcher accepted the assumption that the oral communication skills of learners develop after the application of CLT in a second language classroom reaching the conclusion that the performance of experimental group show signs of improvement in post test, thereby rejecting the null hypothesis that there is no difference in the performance of the group before and after the experiment.

4.7.1 Reliability of Test

The test used by the researcher has reliability because it produced stable and consistent results as it was prepared on the pattern of test and retest over a period of time. The experimenter had used the pattern of pre test and post test after twelve weeks in order to attain reliability in the experiment.

4.7.2 Validity of Test

It refers to how well the test measured what it has purported to measure. The test used has internal and external reliability both. It has internal validity because it has proved that the observed effects of independent variable on dependent variable are original and are not caused due to extraneous factors. As the results of experimental group based upon achievement tests could be generalized to other groups where English is taught as second language thereby giving the test external validity. The test used in this experiment was adapted from IELTS speaking test and modified by the experimenter but the contents of test helped the researcher in evaluating the behavior and interactive and productive skills of subjects which gave the test content validity as well.

The structured observations helped the experimenter in this artificial interactional setting to chart different forms of behavior. First section of observation sheet showed the use of communicative strategies by subjects of experimental group to maximize language acquisition. Almost all the subjects in experimental group used the strategy of assistance because it is the characteristic of CLT that interlocutors can take help from each other so its use was maximized, as in 12 activities. Besides, learners also used words which are closed to the real words in 8 communicative activities, so making use of approximation, but the mime although practiced less (in 6 activities only) was really enjoyed by all the subjects as they find it easy to express themselves with it. Rephrasing was another strategy utilized abundantly in almost 10 activities by subjects as they come to know about its effectiveness as Figure 4.8 reveal.

Similarly, another observation made by experimenter while collecting quantitative data was about non verbal trait of subjects. Most of the subjects could retain an eye contact with audience except some shy ones whose number was less (3) but they tried to put on the habit. Similarly

78% of the subjects were able to listen attentively and respond to others during greetings and leave taking expressions and in expressing likes or dislikes as figure 4.9 revealed. At the same time, it was observed that majority (65%) of the subjects' body movements in experimental group like head nod, hand gestures and posture were according to the type of situation in which the interaction took place. Some of the subjects had slouching posture indicated by researcher and they improved upon. On the other side, few of the learners (only 7) were aware of stress and intonation patterns so majority could not modulate the voice properly which they learnt through listening passages and watching movies on television.

Third section of observation sheet dealt with the rise of motivational level of 23 subjects in 36 communicative activities conducted in the classroom according to the schedule (Appendix II). The researcher created a context with the help of these activities to observe the changes in behavior. Subjects enjoyed all the activities but the visible proportion in the rise of motivational spirit can be seen in figure 4.10. Most of the activities conducted begin with a warm up activity which gained attention of participants at the initial stage and they willingly participate. In fact, while doing an information gap activity, the subjects revealed maximum involvement in mutual interaction especially when they took interviews of other subjects in the garb of celebrities, singers or anchor persons, so the frequency of occurrence of such activities was kept higher. Similarly when they assume the role of a character like shopkeeper, clerk or teacher the production of naive utterances was noted and these role plays also generate maximum confidence in learners hence 'preserving' motivation. It was observed that weak and shy students also participate and enjoy, so more opportunities were given to subjects to do role plays. Group discussions and debates on different topics also amuse the subjects as they were less anxious and more relaxed during performance. Subjects learn the function of agreeing, disagreeing and

explaining rapidly with the help of group discussions. Although the activities related to individual presentations were conducted few times because the researcher observed that except few good speakers the subjects did not participate, as presentation skills demand more planning, confidence, exact execution of information in hand and a sharp contact with audience. But they were highly motivated throughout the enactments and situations. Feedback given by teacher to learners about their accomplishments during the completion of task results in positive 'retrospection' to some extent but the level as compared to the first two phases i.e. initiation and preservation remains low.

Other than these observations, the researcher faced some practical constraints during the execution of the whole experiment. The plan of 40 activities could not be accomplished due to certain personal and administrative reasons and the experimenter could conduct only 36 activities. Besides, the schedule was altered according to the interest and motivational level of students. Sometimes, the researcher has to shift to alternate plans due to sudden unforeseen problems. At times, some participants create problems and try to disturb the classroom environment. But despite these difficulties the researcher accomplished the task of conducting an experiment.

CHAPTER 5

CONCLUSION

5.1 Findings

The present research started with the research question whether CLT would be helpful in bringing improvement in the oral communication skills of advanced English language learners or not. For this purpose, the researcher selected the 45 advanced learners (first semester) of National University of Modern Languages (NUML) for the sake of experiment. Research pattern of quantitative-descriptive was adopted to conduct the research.

On the basis of this question, an experimental research was conducted. The advanced learners were divided into two groups i.e. 'experimental group' and 'control group.' Experimental group received the treatment of 12 weeks and extensively practiced the use of language functions in real life along with non verbal communication. During treatment, this group was taught through communicative activities like group discussions, information gap activities, role plays and interviews based on communicative language teaching method. As a result, their motivational level remained high as they were engaged in interpersonal communication with the conscious and abundant use of achievement communicative strategies. But on the contrary, control group remained without this treatment and was taught in a usual way where the focus was on acquisition of correct grammatical structures and vocabulary items. Before giving this treatment a pre-test of both groups was taken. Later a post-test of the same pattern was also conducted and the scores were compared.

The results show a significant difference in the performance of experimental group and control group. The performance of experimental group improved as compared to the control group. The data collected through achievement tests was analyzed with the help of graph charts and statistical analysis was done with the help of t-test. Differences in the calculated t-value and tabulated t-value revealed the difference between the performances of two groups. The observations recorded throughout the treatment period also showed improvements on the part of subjects of experimental group. Therefore, it was proven that CLT was an effective teaching pedagogy for developing oral communication skills of advanced English language learners.

5.2 Limitations of the study

The findings from analysis respond to hypothesis and help to achieve its goals which were to identify different communication processes to enhance communication skills of advanced learners. These findings have several significant limitations for both assessing the performance of learners and constructing the instrument for measuring it. On the other hand, the instrument does not focus on all types of skills like listening, thinking and non verbal skill acquired during communication. It gives general information about the sub skills relevant to oral communication skills only. Hence improvement in manipulation of teaching methodology is possible besides, measurement methods can also be altered.

5.3 Implications for further research

The results of this study have major implications for task based instruction TBI in Pakistan which can be realized methodologically in Communicative Language Teaching methodology. This method addresses the issue of language learning in the classroom where interactional processes are practiced with the help of specially designed instructional tasks. As CLT gives learner autonomy over their own learning when they are engaged in interaction with others and

an environment of cooperative learning is developed which can be replicated in any context. Based on this research a faculty development program can be arranged for the faculty members who are not explicitly involved in teaching of English as a second language. It has been observed during the course of the experiment that people from other departments join the course of communication skills because they are lacking in this particular field. So the research is helpful for teacher trainer's and faculty development programmers.

The results of the study are consistent with 'CLT paradigm shift which has brought changes in approaches to second language pedagogy' (Richards, 2006). English is not taught solely as a subject but is linked to other subjects in the curriculum as a result of content based instruction CBI. Meaningful learning through variety of contents leads to develop fluency because learners negotiate meaning, use communicative strategies, correct misunderstandings and work to avoid communication breakdowns. In this way, the research is helpful for all those learners who are pursuing their degrees in other fields like information technology, management sciences, economics, computer sciences etc. and want to improve their oral communication skills. The major influx of knowledge is available in English language so the research would give benefits to these learners to excel academically and professionally.

The findings of this study have multidimensional effects on education systems where CLT is employed in the classroom. Learners use different learning and communicative strategies during the course of development of second language which leads to develop higher order thinking skills. During the process of language learning learners apply their thinking skills in situations that go beyond the classroom and consequently critical/creative thinking is developed. In this respect, the above experimental research can help the language educators in planning new programs for foreigners whose first language is not English. The same strategy of language

learning with CLT can be applied to all those learners who are involved in the process of gaining higher education because this method is not based on traditional forms of assessment like drills and multiple choice questions rather the process of learning through doing is assessed with new methods like interviews, observations and discussions. So, the problem of assessment can be resolved with the employment of communicative language teaching in the classroom.

5.4 Conclusion

In the light of above study, the researcher can firmly establish the notion that communicative language teaching approach (CLT) is greatly effective in bringing improvement in oral communication skills of learners. Oral communication is the most powerful tool in today's competitive world. People who have good command in it can excel in any field as it is the basic prerequisite in most of the jobs in the country and abroad. Apart from it, development in oral communication skills will also help the learners in academics and improve their grades. During the application of CLT students are immensely engaged in communicative tasks in the classroom, which were taken from real life situations like interviews and discussions. When learners exchange ideas and opinions open mindedly in the classroom they do not feel alienated in the outer world. In this way, participants develop the capability to communicate.

In this research, during the whole treatment phase the researcher had followed CLT extensively and adopted the learner-centered approach which leads to an environment of co operation and support in the classroom, where students participate in a variety of tasks and generate confidence gradually. Besides, for the practice of oral communication skills the researcher has provided improvised settings so that classroom interaction becomes realistic and meaningful. This suggests that the main objective is not passing an exam but completion of minor communicative tasks, resultantly overcoming fear and hesitation.

The researcher observed that the major advantage while implementing CLT is the use of authentic material other than the textbook like advertisements, newspaper cuttings or storybooks with or without pictures. The main responsibility of a teacher is to consider and cater to the needs of his/her students. If the text book offers less creative opportunities, for example, doing a substitution drill or reading a dialogue between two people, a teacher can select, adapt and supplement another text to practice a communicative activity in the classroom. Similarly, if teacher considers an activity in the course book to be irrelevant or not according to the level of students, there are many other activities which can be more meaningful, like conducting surveys, using a picture as a stimulus and questions for elicitation or a series of pictures which learners have to put in a sequence for story discussion.

In this research, a mixed ability class was taken as a sample and researcher noticed that CLT addresses the challenge of the mixed-ability class very aptly. When the lesson reaches the stage of production, where learners are involved in free speaking without interruption, they conveniently participate according to their capacity and level of confidence. It is a challenge for the excellent students, while others with an average ability also put in effort to communicate which is fruitful. Each mixed ability class has its own requirements and CLT whenever is employed intelligently is applicable under suitable circumstances.

The lesson plans made by the researcher were more structured but student-centered. The teacher plays a very significant role in conducting activities that confirm oral communication actually happens. Fluent language use leads to self correction. CLT implicitly benefits students by providing them vocabulary items relevant to a particular situation, grammatical structures and functions, as well as communication strategies, which equip and enable them to mutually interact efficiently.

In short, CLT is quite helpful in dealing with the problem of mixed-ability classes, fostering motivation among learners, shifting the teaching focus from form to fluency, and inculcating collaborative learning.

Nevertheless, CLT is a holistic approach. Its major focus is not the conventional structural syllabus but it takes into consideration the communicative aspect of language. It provides vitality and motivation within the second language classroom, as it is a learner-centered approach. It highlights the needs and the interests of the learner. In today's world where communication of information has ample scope in almost all walks of life, CLT can play a pivotal role in the field of education around the globe.

5.5 Recommendations

On the basis of findings and results collected, following recommendations have been made for syllabus designers, curriculum planners, language instructors, teacher trainers and teachers.

- i. The institutions while integrating CLT based instruction in their language courses and programs must have a comprehensive policy like NUML regarding effective integration of CLT.
- ii. Course development coordinators or the material developers should consider the limitations of institutions and needs of the students.
- iii. Trained faculty should be given the task of planning, designing and coordinating CLT based language programs.
- iv. Syllabus designers should focus on communicative task- based syllabus while giving consideration to variety of activities, so that students should not feel boredom. Syllabus should cater the needs of different types of learners like excellent, good, average etc. A good syllabus contains variety of activities and follows the learner-centered approach.

- v. CLT should be adopted as a teaching methodology by teachers because it is effective in improving communication skills. Practicing vocabulary items for different kinds of situations will provide useful guidelines to learners.
- vi. Functions of language should be taught in the classroom while following the technique of group work and pair work.
- vii. Language instructors should take presentations from participants during workshops as public speaking is a very effective phenomenon in learning communication.
- viii. Teachers' training in use of authentic material like pictures and realia in the language classroom while teaching oral communication skills is truly beneficial for the students as 'a picture is worth a thousand words'.

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APPENDIX I

PRE-TEST

Subject: Oral communication skills

Marks: 50

Time: 12 minutes

Level: Advanced

Learners were given activity cards on particular topics, which include key points that students should talk about. Every learner was given a time span of 6 minutes. Two minutes were given for preparation and 4 minutes for delivery. The examiner will ask further questions which are connected to the topics given previously. 6 minutes were allotted for question answer session.

SAMPLE ACTIVITY CARD

Describe a place you have visited that you have fond memories of.

Hints for student:

- 1) Where this was?
- 2) Why you went there?
- 3) What you did there?
- 4) What it was about the place that makes it so memorable.

ACTIVITY CARD 1 (for student)

Describe your favorite personal possession.

(6 minutes)

Hints for students:

- 1) What this possession is?
- 2) When you first got it?
- 3) When do you use it?
- 4) Why it's so important to you?

Example Questions (asked by the examiner)**(6 minutes)**

Q: It is sometimes argued that local cultures are being destroyed by tourism. Why do think people might feel this?

Q: What benefits do people get from travelling to other countries?

Q: Do you think people are becoming too materialistic?

Q: To what extent are people's buying habits affected by advertising?

ACTIVITY CARD 2 (for student)

Tell something about your favorite news channel

Hints for students:

- 1) What is it?
- 2) How often do you watch it?
- 3) Explain why you like it?

Example Questions (asked by the examiner)

Q: What do you think for ordinary people the most effective media to get news is?

Q: Compare the people's attitude to media between now and the past 20 years?

Q: Should we trust the journalists?

Q: What do you think what a good journalist should be?

APPENDIX II

WEEKLY PLAN OF COMMUNICATIVE ACTIVITIES

Topic	Communicative activity	Number of weeks	Audio-visual aids
Giving opinions, Asking questions for getting information, food recipes	Information gap activities	2 weeks	Newspaper cuttings. Worksheets
Talking about a restaurant, wedding, birth, funeral	Role plays	2 weeks	TV/CD player Cue cards
Various debatable topics.	Public speaking (individually)	2 weeks	Flash cards
Story reading	Assuming the role of characters.	2 weeks	Reading passages/ Story books
Introduce each other. Taking interview from celebrity.	Interviews	2 weeks	Tape recorder, CD player
Small talks on different topics	Group discussions	2 weeks	Pictures/ Wall charts
Total		12 weeks	

APPENDIX III

SYLLABUS FOR EXPERIMENTAL GROUP

WEEK 1

- a) Introduce somebody and use basic greeting and leave-taking expression.
- b) Ask and answer simple questions on familiar topic and about personal details.
- c) Make and respond to simple statements.

WEEK 2

- a) Order something to eat or drink.
- b) Express and respond to feelings.
- c) Give or seek personal opinions.

WEEK 3

- a) Describe yourself, family and where you live.
- b) Describe your hobbies and interests.
- c) Say what you like or dislike.

WEEK 4

- a) Ask for and give directions.
- b) Make and respond to invitation.
- c) Make and accept apologies.

WEEK 5

- a) Give description of places, persons.
- b) Use public transport, asking for basic information.
- c) Make simple purchases.

WEEK 6

- a) Talk about numbers, quantities and time.
- b) Say what you want in a shop and ask the price.
- c) Ask for attention.

APPENDIX IV

SYLLABUS OUTLINE OF CONTROL GROUP



CONTENTS

You will need to listen to the cassette/CD for some exercises.
If you don't have the cassette/CD, you can read the transcripts on p42-57.

UNIT 1**Avoiding repetition**

- 1 Using auxiliary and modal verbs 5
- 2 Reduced infinitives 6
- 3 Synonyms or near synonyms 6

Listening

- 4 Home from home! 7

Pronunciation

- 5 Losing a syllable 7

Vocabulary

- 6 Immigration and politics 8

Prepositions

- 7 Verb + preposition 9
- 8 American versus British English 10

UNIT 2**Tense review**

- 1 General review 11
- 2 Correcting mistakes 11
- 3 Text completion 12

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LESSON PLAN FOR CONTROL GROUP

Time: 75 minutes

Objectives

- The students will be able to: use modals like shall, will, would, could, must etc. for expressing obligations.
- The learners will be able to: pronounce modal auxiliary verbs with accurate stress patterns.

Introduction

Pre-activity (Presentation)

10 minutes

Teacher introduced the modal auxiliaries (like: should, could, would, might etc.) and gave some examples from real life to explain the skill of obligation like, 'you should perform your duty, the girl must take care while getting down from tree and that boy could not climb the beanstalk'. Besides, the teacher explicitly emphasizes the use of exact pronunciation of words in utterances. Learners can use these new vocabulary items in order to improve their grammar usage.

Explanation

10 minutes

The teacher showed media clip of some people fulfilling obligations. Teacher emphasized upon the use of accurate structures and various vocabulary items like the use of modals during interactions.

During activity (Focused practice)

20 minutes

- Teacher asked following comprehension questions

Q1. What would you do before going to a party? I would like to change my dress.

Q2. How could you keep yourselves clean? I would wash myself on daily basis.

In this manner, drilling practice would go on without any significant innovation on the part of the learner.

Conclusion (Production)

35 minutes

Class was divided into groups and students perform the activity following the input and guidelines given by the teacher. Students focused more on accuracy and practice some structures necessary to fulfill an obligation like I could not lock the door; I should have locked the door. Later, groups perform using modals like shall, should not, could not.

Feedback

Teacher commented on students' performance, suggested alternative phrases or ideas making students aware of other possible vocabulary items for obligation while reinforcing exact pronunciation.

Outcome of lesson plan

- After completing this lesson learner were able to: use modals like shall, will, would, could, must etc.
- After completing this lesson learner were able to: pronounce modal auxiliary verbs with accurate stress patterns.

APPENDIX V
LESSON PLANS FOR EXPERIMENTAL GROUP
LESSON PLAN 1

Time: 75 minutes

Objectives

- The students will be able to: describe a place/object/person in real life.
- The learners will be able to: use communicative strategies like rephrasing and appeal for assistance.

Introduction

Pre-activity (Presentation)

10 minutes

Teacher introduced the describing words (adjectives: bright, well decorated, beautiful, small etc.) and gave some examples from real life to explain the skill of description like description of an object such as room (this room is spacious, beautiful and well-lighted), chair (broken, brown, wooden) or description of persons (tall, smart, handsome and helpful). Besides, the teacher explicitly emphasizes the use of communicative strategy of rephrasing during the description. Learners can rephrase the utterances (like I want to talk about someone who willingly help others and accommodate. Oh! Sorry I repeat 'a cooperative person') if they are unable to express an idea or thought during an interaction with the partner. Simultaneously learners can appeal for assistance from teacher as well such as: what do you call this showing arm (elbow).

Explanation

10 minutes

The teacher showed media clip of customers ordering food in a restaurant (e.g., from TV show or movie). Teacher asked general comprehension questions from students (what kind of restaurant,

which food item etc.) Describe familiar routines or food items mentioned (e.g., names / types of Eastern foods)

During activity (Focused practice)

20 minutes

- Teacher asked following comprehension questions

Q1. What kind of restaurant would you like to visit? Well-decorated, close to house, spacious

Q2. What is your favorite dish? Describe the dish: delicious, readily available, tempting

Q3. What is your preference for buying food: cheaper, reasonable rate, expensive

Q4. Do you consider the external decor of restaurant? Embellishments all around

Q5. Describe the buffet dinner? Standing, multiple dishes, starter, dessert

Q6. Describe the location and interior of washroom in a restaurant: sideways, clean, well-lighted,

Q7. Whom would you like to accompany when visiting a new restaurant? Name and describe the person: lively, witty, talkative, and well-mannered.

Conclusion (Production)

35 minutes

Class was divided into groups and students create their own restaurant dialogues / skits using descriptive words and techniques. Learners ask abundantly for lexical help from interlocutor using 'appeal for assistance' and rephrasing during description of restaurant and food items.

Like one group member asked what do you call this list of food items and the other one replies (menu card). Similarly one member asked about the place where dinners are served for huge gatherings and the other replied taking help from teacher (banquet hall). The other group members produce and rephrase utterances like 'this restaurant is well decorated, clean and can accommodate many people I mean to say 'spacious'. Later, groups perform demonstrating the skill of describing along with the use of the communicative strategies; rephrasing and appeal for assistance.

Feedback

Teacher applauded students' performance, suggested alternative phrases or ideas making students aware of other possible vocabulary items for description while reinforcing the strategy of rephrasing in daily life.

Outcome of lesson plan

- After completing this lesson learners were able to: use the communicative strategy of rephrasing and appeal for assistance.
- After completing this lesson learner were able to: describe a place, person or object.

LESSON PLAN 2

Time: 75 minutes

Objectives

- The students will be able to: state/express their opinion (agree or disagree) verbally on a topic in real life.
- The learners will be able to: demonstrate non verbal communication like upright posture, good eye contact and attentive listening during oral communication.

Introduction

Pre activity (Presentation)

10 minutes

Teacher provoked the learners by asking questions on variety of topics like what is your opinion on child labor, what do you mean by junk food, what is the significance of mobile in a person's common life etc. Teacher also threw light on the significance of paralanguage (non verbal communication) during normal routine interactions.

Explanation

10 minutes

Pictures of people who are involved in discussions and presentations were displayed for learners (attached with lesson) in the classroom in order to demonstrate the right kind of body language during speaking. Besides, the teacher reinforced the use of phrases to be used during conversations such as, I agree because....., according to my opinion this matter can be resolved,.....I am against this motion due to following reasons.....how to start and end a discussion and guide them to carry out the conversation wheel.

During activity (Focused practice)

20 minutes

Teacher displayed all the topics of discussion along with pictures on wall charts so all students could observe conveniently. Teacher inquired which topics were appropriate for small group

discussions. For those topics which are appropriate, think of one interesting comment to make when the teacher asked and show a picture. For those topics which are inappropriate, be able to explain why you believe they are not appropriate for group discussion.

Activity: Topics (on wall charts) for stating an opinion

- The latest films
- The One True Path to Eternal Life
- Cars
- Your home town
- Your last/worst holiday
- Your favorite movie-star
- The weather
- Gardening
- Your family
- Your best friend
- A magazine
- Learning a language
- Playing tennis
- Your current job
- An interesting excursion nearby
- The Internet
- Keeping healthy
- Your favorite food
- Finding a job in your country

Conclusion (production)

35 minutes

Class was divided into five/six groups. Every group was assigned a separate topic with different set of pictures. Each member expressed ideas on a particular topic while agreeing or disagreeing with other members of the group on a different topic. Like one learner commented 'I think junk food is the biggest cause of obesity nowadays' while the other member of the group listened him with patience and maintained a proper posture and eye contact with others during the discussion. Similarly another learner gave his opinion on the excessive use of internet and its harmful impact upon youth and children. The other member disagreed by stating 'in my opinion internet is the

biggest source of information in modern times and cannot be avoided. In this way the process of verbal communication with the proper use of body language continued.

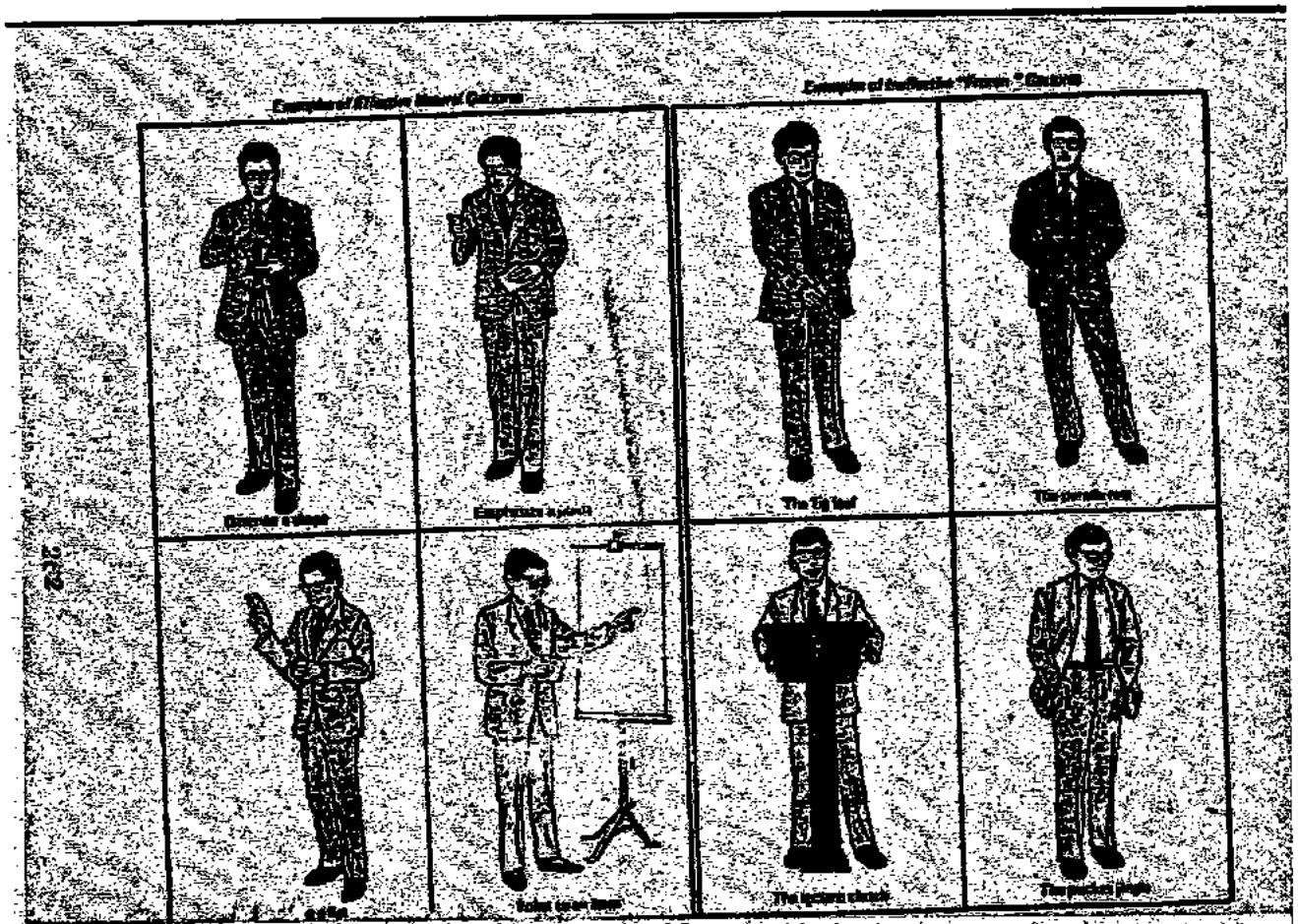
Feedback

Teacher applauded students' performance, suggested alternative phrases or ideas making students aware of other possible vocabulary items for giving opinions while highlighting the significance of non verbal communication in daily life.

Outcome of lesson plan

- After completing this lesson learners were able to: show accurate body language, eye contact and capacity to listen others.

■ After completing this lesson learners were able to: express opinion on variety of topics during interactional routines.



PAPER III: SPENDING PLAN

200



ADDITIONAL

PHOTOGRAPHS

LESSON PLAN 3

Time: 75 minutes

Objectives

- The students will be able to: identify and use formulaic expressions (like greetings and leave taking expressions) in real life.
- The learners will be able to: indicate the three aspects of motivation: initiation, preservation and retrospection when they are engaged in the process of communication.

Introduction

Pre activity

10 minutes

Teacher use the technique of brainstorming by directly asking students how do they receive and greet a guest/friend whom they meet after some time or a long time. Teacher wrote expressions suggested by students on board (how are you? what's up). Similarly, the leave taking expressions were also asked (goodbye! see you soon, will meet again, good luck) and enlisted to facilitate learners. So the participants were motivated initially to participate and express their own thoughts in a speaking session instead of following the conventional method of teaching where only teacher imparts knowledge. This direct involvement of learners led to the production of naive utterances.

Explanation

10 minutes

Teacher divided the class in to groups and distributed some reading passages containing stories like 'Snow white and the seven dwarfs', 'Sleeping Beauty', Goldilocks and the three bears, Hensel and Gretel. Teacher highlights the conventional formulaic expressions in the stories like 'once upon a time'; 'there was a witch/wizard with magic spells', 'lived happily ever after', and

guided them to underline it. In this way learners became familiar with formulaic expressions in daily routine life and in written form as well.

During activity (Focused practice)

20 minutes

Activity: Group discussion.

As the class was divided into groups and every group got different situation for role play. For instance, one group would receive snow white (imaginary character) while using greetings. Another group will demonstrate the departing scene of Hensel and Gretel (story character) using leave taking expressions. Learners would make their own dialogues taking help from each other and teacher.

Students' production /Conclusion

35 minutes

Every group had to do a role play based on the character and formulaic expression given to them. For example, in a group one girl became snow white and the rest of the members assumed the garb of dwarfs who greeted her merrily like, how do you do? How was your day? Etc. The role players outlined the scene according to the situation and prepared dialogue. One corner of classroom became the dwarfs' house and the other corner became a jungle from which snow white came and the scene enactment took place. The students portray their roles, responding realistically to each other. Similarly other group followed the same pattern, assumed the role of goldilocks and bears while imitated the expressions of greetings and leave taking. In this way, the motivational level which was initiated previously was raised to the level of 'preservation' as the learners remain motivated while communicating independently with low anxiety level and having fewer interactions with teacher.

Feedback

Teacher had a class discussion, after the enactments had been completed. Teacher evaluated the role playing, while commenting on the effectiveness of the use of exact expressions in the classroom and daily life. In the end, teacher informed learners about their past failures and recent performances regarding oral communication, thereby, taking them into the third stage of motivation 'retrospection' where learners got a sense of accomplishment as none of them feel incapable in the classroom.

Outcome of lesson plan

- After completing this lesson learners were able to: identify and use formulaic expressions (like greetings and leave taking expressions) in real life.
- After completing this lesson learners were able to: indicate the three aspects of motivation: initiation, preservation and retrospection when they are engaged in the process of communication.

LESSON PLAN 4

Time: 75 minutes

Objectives

- The students will be able to: give and follow instructions in a real life situation.
- The learners will be able to: use communicative (achievement) strategies like approximation and nonverbal strategy (mime).

Introduction

Pre-activity (Presentation)

10 minutes

Teacher introduced the imperatives (put, fill, keep, use, go, bring, add etc.) and gave some examples from real life to explain the technique of instructing, like giving instructions to a child as 'how to keep books in your schoolbag in proper order: keep your books in one section, put the notebooks in the other and use outer pocket for other stationery items'. Besides, the teacher explicitly emphasizes the use of achievement communicative strategy of approximation while instructing. Learners can use the strategy of approximation if they do not know the accurate utterances or words (like I want to say bag used during travelling, you mean traveling bag or baggage, yeah!) during an interaction with the partner. Simultaneously learners can use the non verbal strategy (gesture, action) instead of words for completion of an utterance, like they can use the action of knocking on the door or gesture of pouring water in a glass.

Explanation

10 minutes

Teacher brought conversations of different people giving and following instructions, which were played on tape recorder for the learners. Teacher asked general comprehension questions from

students (what kind of instruction, which order taken etc.) in order to check their listening comprehension.

During activity (Focused practice)

20 minutes

Students work in pairs to give and follow instructions related to familiar routines from each other, like a simple activity given to a pair was 'how to clean your room, one learner gave instructions like, 'put all the dirty items (garbage) in the waste container (means waste basket or dust bin) hence used the strategy of approximation. The other learner followed the instructions by using actions (mime). Similarly, one partner of the pair told the other to keep flowers in the flower bottle, approximately close to the accurate word (vase) thereby use of approximation during interaction and the other one did by showing through gestures, so nonverbal strategy in action.

Conclusion (Production)

35 minutes

Class was divided into pairs and students were given situations like (how to make a cup of tea, how to bake cake, how to brush and floss your teeth) to create their own set of instructions by using imperatives and relevant communicative achievement strategies (approximation and mime) during interpersonal communication. Learners got an opportunity to work and practice freely with their partners and later performed in front of the whole class. For example, one pair improvised the situation of tea-making by using imperatives like, "fill your pot with water and put it on the stove to boil. Put hot water in the kettle to warm it and later empty it. Add hot water and one teaspoon of tea-leaves in the kettle and leave it to 'obtain color for few minutes' instead of using (brew the tea). Similarly, saying use a perforated container (instead of strainer) to clean (strain) the tea while pouring tea in each cup, so the frequent use of approximation during interaction. The other participant of the whole situation followed the instructions while making

use of suitable gestures and actions hence mime works here effectively. Later, pairs also used approximation communicative strategy and nonverbal strategy while giving and following instructions in different situations assigned to them.

Feedback

Teacher applauded students' performance, suggested alternative phrases or ideas making students aware of other possible imperatives for instruction while reinforcing the achievement strategy of approximation in daily life to enhance interpersonal communication.

Outcome of lesson plan

- After completing this lesson learners were able to: use the communicative strategy of approximation and nonverbal strategy (mime).
- After completing this lesson learner were able to: give and follow instructions in a real life situation.

LESSON PLAN 5

Time: 75 minutes

Objectives

- The students will be able to: state/express their preferences (like or dislike) verbally on a topic in real life.
- The learners will be able to: perform kinesics: body language, accurate eye contact and attentive listening during oral communication.

Introduction

Pre activity (Presentation)

10 minutes

Teacher initiated the activity by showing various pictures of persons (famous personalities like Abdul Sattar Edhi), places (most popular one like, Faisal mosque) and objects (like mobile, cold drinks, elegant dresses) and provoked the learners to express their preferences for a particular person or object. Teacher also threw light on the significance of paralanguage (non verbal communication) during normal routine interactions.

Explanation

10 minutes

Pictures of people who are involved in oral communication were displayed for learners (Appendix V) in the classroom in order to demonstrate the right kind of body language during speaking. Besides, the teacher reinforced the use of phrases to be used during conversations such as, I like using cell phone because it helps to convey the message instantly, or I dislike cold drinks due to its harmful effects on health. In this way, they can start and end a discussion.

During activity (Focused practice)

20 minutes

Teacher displayed all the pictures on wall charts so the students could observe conveniently. Teacher inquired about their likes and dislikes towards a particular person, place and objects. Everyone participated in this discussion while telling the reasons of their likes and dislikes.

Conclusion (production)**35 minutes**

Class was divided into five/six groups. Every group was given a different set of pictures. Each member expressed their likes and dislikes on those particular pictures with other members of the group. Like one learner commented 'I like the dress worn by this girl in the picture as it looks elegant and nice, while the other members of the group listened him/her with patience and maintained a proper posture and eye contact with others during the discussion. Similarly another learner expressed his disliking on the excessive use of cigarettes and its harmful impact upon a man's health. The other members also stated their preferences on variety of other objects: I like to sleep in the day and work at night, I dislike eating burgers and sandwiches. In this way the process of verbal communication with the proper use of kinesics continued.

Feedback

Teacher applauded students' performance, suggested alternative phrases or ideas making students aware of other possible vocabulary items to be used for the expression of their own preferences in real life while reinforcing the effective use of kinesics in daily life.

Outcome of lesson plan

- After completing this lesson learners were able to: state/express their preferences (like or dislike) verbally on a topic in real life.
- After completing this lesson learners were able to: perform kinesics: body language, accurate eye contact and attentive listening during oral communication.

LESSON PLAN 6

Time: 75 minutes

Objectives

- The students will be able to: exchange information in the form of dyad in real life.
- The learners will be able to: indicate the three aspects of motivation: initiation, preservation and retrospection when they are engaged in the process of communication.

Introduction

Pre activity

10 minutes

Teacher provoked students by directly asking how they extract information from somebody. Teacher wrote expressions suggested by students on board (may I know your name?, do you know where the next block/street is? , where did Mr. Salim reside? etc.). In the next phase of this warm up activity, teacher asked how they respond to somebody who is seeking information such as (Yeah, I can help you to do this task, you can deposit the check in your bank, and if you turn right you will find the red house on the left side of the road) and enlisted them as well in order to facilitate learners. So the participants were motivated initially to participate with the help of this warm up activity and they express their own thoughts in a speaking session instead of the conventional teaching where only teacher imparts knowledge.

Explanation

10 minutes

Teacher divided the class in to pairs and distributed some reading passages containing dialogues. She highlighted the method of getting information from each other. One person can assume the role of Mr. A and other person can become Mr. B while asking and answering questions from each other.

During activity (Focused practice)**20 minutes.**

As the class was divided into pairs and every pair got a different situation for role play. For instance, one pair would assume the role of mother and daughter in a real life situation. Sara (daughter) asked Razia (mother) where you have kept my clothes. Razia replied go and check your cupboard. In this way learners made their own dialogues by taking help from each other and passages given to them.

Students' production /Conclusion**35 minutes**

Every pair had to do a role play based on the dyadic situation given to them. For example, in a pair one girl became celebrity and the other one assumed the role of host. In this way they exchange information with each other while discussing the routine activities' of the celebrity's life like what is your favorite food, (replied biryani) which color/month do you like,(answered white, January) how do you keep yourself physically fit (responded by doing exercise) and the conversation goes on. The role players outlined the scene according to the situation and prepared dialogue. The students portray their roles, responding realistically to each other. Similarly other pair followed the same pattern, assumed the role of employer and employee while filling in the information gap during an interview. In this way, the motivational level which was initiated in the warm up activity was raised to the level of preservation as the learners interact actively and independently, less conscious of teacher's presence.

Feedback

Teacher had a class discussion, after the dyads had been completed. Teacher evaluated the role playing, while commenting on the effectiveness of the use of information gap activity in the classroom and daily life. In the end, teacher compared and contrasted learners past failures and

recent accomplishments regarding oral communication, thereby, pushing them into the third stage of motivation: retrospection.

Outcome of lesson plan

- After completing this lesson learners were able to: exchange information in the form of dyad in real life.
- After completing this lesson learners were able to: indicate the three aspects of motivation: initiation, preservation and retrospection when they are engaged in the process of communication.

APPENDIX VI
OBSERVATION SHEET (SAMPLE)

Achievement strategy	Very frequently	Frequently	Occasionally	Rarely	Never
	5	4	3	2	1
Rephrase					
Appeal for assistance					
Mime/Non verbal strategy					
Approximation					
Para linguistics					
Eye contact					
Posture					
Attentive listening					
Voice modulation					
Intrinsic motivation					
Initiation					
Preservation					
Retrospection					

APPENDIX VII.

POST-TEST

Subject: Oral communication skills

Time: 12 minutes

Marks: 50

Level: Advanced

Learners were given activity cards on a particular topic, which include key points that students should talk about. Every learner was given a time span of 6 minutes. Two minutes were given for preparation and 4 minutes for delivery. The examiner will ask further questions which are connected to the topics given previously. 6 minutes were allotted for question answer session.

SAMPLE ACTIVITY CARD

Many people enjoy visiting zoos and seeing the animals. Other people believe that animals should not be taken from their natural surroundings and put into zoos.

1. What is your opinion?
2. Do you keep pets?
3. Explain any personal experience?
4. What it was about the place that make the visit to the zoo so memorable.

ACTIVITY CARD 1 (for students)

Tell something about your learning English experience.

6 minutes

- 1) When and where you study English?
- 2) What English course does you like the best?
- 3) Explain why it is important for you?

Example Questions (asked by the examiner)

6 minutes

Q: Why are you studying English?

Q: Do you think learning English will benefit you?

Q: What do you think is the best way to study English?

Q: How difficulties in teaching English can be resolved?

ACTIVITY CARD 2 (for the student)

Tell me about an equipment of your household (such as computer, television, refrigerator, mobile phone as so on).

Hints for students:

- 1) What it is?
- 2) What do you do with it?
- 3) Explain why it is important for you?

Example Questions (asked by the examiner)

Q: Do you always keep it?

Q: Is it worth much?

Q: Do you think the technology will have development in the future?

Q: Why the gadget is important?

Q: How often do you access internet on computer?

- **ORGANIZATION**

1. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
2. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.
3. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation
4. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.

- **FLUENCY**

1. Speech is very slow and uneven except for short or routine sentences.
2. Speech is frequently hesitant and jerky: sentences may be left uncompleted.
3. Speech is occasionally hesitant with some unevenness cause by rephrasing and groping for words.
4. Speech is effortless and smooth, but perceptibly non native in speech and evenness.

- **DELIVERY**

1. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
2. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.
3. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.

4. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

- **SUPPORTING MATERIAL**

1. Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
2. Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.
3. Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.
4. A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.

- **CENTRAL MESSAGE**

1. Central message can be deduced, but is not explicitly stated in the presentation
2. Central message is basically understandable but is not often repeated and is not memorable.

3. Central message is clear and consistent with the supporting material.
4. Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

APPENDIX IX

COMPARISON OF PRETEST

EXPERIMENTAL GROUP CONTROLGROUP

Subject	Stratum	Total Marks	Percentage	Total Marks	Percentage
		50	%	50	%
		Pretest		Pre test	
Student 1	A	21	42	18	36
Student 2	A	22	44	20	40
Student 3	A	19	38	18	36
Student 4	A	18	36	17	34
Student 5	A	19	38	18	36
Student 6	A	22	44	19	38
Student 7	A	14	28	13	26
Student 8	A	19	38	18	36
Student 9	B	22	44	21	42
Student 10	B	20	40	18	36
Student 11	B	20	40	20	40

Student 12	B	21	42	19	38
Student 13	B	25	50	23	46
Student 14	B	23	46	23	46
Student 15	B	25	50	22	44
Student 16	B	24	48	23	46
Student 17	C	15	30	18	36
Student 18	C	19	38	17	34
Student 19	C	18	36	19	38
Student 20	C	18	36	18	36
Student 21	C	16	32	15	30
Student 22	C	18	36	18	36
Student 23	C	17	34		

APPENDIX X
COMPARISON OF POST TEST

EXPERIMENTAL GROUP CONTROL GROUP

Subject	Stratum	Total Marks	Percentage	Total Marks	Percentage
		50	%	50	%
		Post test		Post test	
Student 1	A	38	76	20	40
Student 2	A	45	90	21	42
Student 3	A	33	66	20	40
Student 4	A	34	68	18	36
Student 5	A	31	62	19	38
Student 6	A	42	84	21	42
Student 7	A	37	74	15	30
Student 8	A	43	86	20	40
Student 9	B	38	76	20	40
Student10	B	40	80	19	38

Student 11	B	41	82	22	44
Student 12	B	45	90	19	38
Student 13	B	35	70	29	58
Student 14	B	38	76	24	52
Student 15	B	47	94	24	52
Student 16	B	33	66	25	50
Student 17	C	37	74	19	38
Student 18	C	35	70	18	36
Student 19	C	38	76	20	40
Student 20	C	39	78	20	40
Student 21	C	42	84	17	34
Student 22	C	46	92	18	36
Student 23	C	39	78		