The Effect of Communicative Approach on Students' Speaking Skills: The case of Wolaita Sodo University, Ethiopia

Wubalem Girma Giday, Itishri Sarangi

Abstract: Communicative approach has been acknowledged and generally recognized by numerous researchers and expertise. In Ethiopia, numerous schools and learning organizations have additionally embraced this methodology in instructing language. In spite of being extolled by numerous researchers, this study endeavors to additionally investigate the effect of Communicative approach on students' speaking skills. This study aims to look at the effect of the communicative approach adopted in 'I only speak in English' program which was designed by English Language Improvement Center (ELIC) of Wolaita Sodo University-Ethiopia on students' speaking skills among the members after the length of one year. The information for this investigation incorporates consequences of pre-test and post-test, casual meetings via interview protocol and observations from the teachers. The results show constructive outcome of the methodology on learners talking abilities.

Keywords: communicative approach, teachers, students, language, communication

I. INTRODUCTION

English, in spite of being the foreign language in Ethiopia and instructed as a subject at in all levels of general education (primary, secondary and tertiary dimensions) is as yet thought about a noteworthy issue for students to ace. For a considerable length of time educators have been changing and receiving different academic methodologies so as to assist students with mastering and use English as a specialized instrument in their studies and professions later on.

In late decades, educators of English as a Foreign Language (EFL) have been urged to execute Communicative Language Teaching (CLT) to help build up students' capacities to utilize English fittingly in setting. This is because of the consciousness of English being the most generally spoken language on the planet and utilized in different places, for example, innovation, science, and business. CLT has acquainted with EFL nations to improve students' capacities to utilize English in genuine settings and environments (Littlewood and William, 1981). Ethiopian government has likewise advanced a ton of endeavors in actualizing Communicative Language Teaching (CLT) to help build up students' capacities to utilize English properly in setting and rolled out instructive improvements in the training prospectus to accomplish its desire in expanding the utilization of technologies in the instructive framework.

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There are numerous components that have been recognized by numerous teachers of English which lead to students' uneasiness. Among on edge language students', most nervousness is related with talking the language. Truth is told, talking freely in the objective language has been observed to be amazingly tension inciting for some, students, even the individuals who feel no worry in every single other part of language learning (Horwitz, Horwitz, and Cope, 1986). Horwitz et al. contend that quite a bit of this uneasiness originates from the characteristic risk to the student's self idea of ability and uniqueness presented by imparting in a defectively controlled second language (Horwitz, 1996). McCroskey (1977) distinguished a marvel known as communication apprehension (CA) to be an essential component related with poor communication abilities.

In any case, since educating and learning depend intensely on communication, it is indispensable that students upgrade their speaking abilities as pretty much every action in class requires communication. This study intends to take a gander at the impact of the communicative methodology received in I only speak in English program which was designed by English Language Improvement Center (ELIC) of Wolaita Sodo University on students' talking aptitudes among the members after the length of one year. Communicative methodology in encouraging unknown dialects is, by a wide margin, a standout amongst the most well-known in present day system. It is brought out through "discourse action" and serves to take care of issues, regardless of whether nonexistent or genuine, with the assistance of an unknown dialect. It speaks to a blend of numerous methods for instructing and advanced out of different instructive techniques being as yet the most normal method for picking up learning and practice in unknown dialect educating. Communicative approach is picked to develop the capacity to impart appropriately and as students figure out how to utilize English language in their every day correspondence, they are likewise all the while showing their authority of English Hymes (1972) cited in (Dörnyei, 2009) .

II. LITERATURE REVIEW

The communicative approach

Communicative approach was presented toward the start of the 1970s by British and American researchers to advance the educating of usable open aptitudes in L2 guidance. Despite the fact that it was seen by numerous individuals as

a counter response to the audio-lingual strategy that overwhelmed the 1960s, the principle objective of CLT – to build up a useful open L2 fitness in the student – was really like the essential audio-lingual target (Dörnyei, 2009).

According to Dörnyei (2009), be that as it may, CLT sought after the informative motivation in a fundamentally unique way: rather than the audio-lingual endeavor of attempting to develop an understood L2 learning base through boring and retention, CLT philosophy was revolved around the student's participatory involvement in important L2 connection in (frequently recreated) open circumstances, which underscored the criticalness of not so much organized but rather more innovative language assignments. Consequently, the learning of scripted discoursed was supplanted by diversions, critical thinking undertakings and unscripted situational pretends, and example boring was either totally relinquished or supplanted by communicative drills.

Concepts of CLT

Nowadays, student centered or communicative approach is becoming one of the most important methods of teaching in the language classroom Littlewood & William (1981) and Brown & Lee (1994). Communicative Language Teaching (CLT) is pushed by many connected etymologists and language instructors as one of the powerful ways to deal with English language educating. CLT has extended past English as Second Language (ESL) settings to English as Foreign Language (EFL) settings. It is a way to deal with showing language, and very well may be comprehended as a lot of standards. It broadly used as a standout amongst the most conspicuous language showing techniques around the globe by and large and Ethiopia explicitly. Regardless of its clear notoriety, numerous language teachers remain to some degree confounded about what precisely CLT is. There is impressive discussion as to suitable methods for characterizing CLT, and no single model of CLT is all around acknowledged as definitive (McGroarty, 1984; Markee, 1997) cited in Gerencheal & Hadush (2017). CLT is being a cutting edge and compelling strategy for language instructing, has been actualized in numerous settings of EFL/ESL educating. The objective of CLT is to build up student's open capability (Richards and Rodgers, 2014). Open capability is viewed as the principle origination of CLT. This was not overlooked by the customary language educating strategies.

Brown (2001) and Richards (2006) cited in Gerencheal & Hadush (2017) mentioned the following main characteristics of CLT: language systems are intended to draw students in to genuine, utilitarian utilization of language for significant purposes; fluency and exactness are viewed as corresponding standards, students are offered chances to concentrate individually learning procedure through their very own comprehension styles of learning and through the advancement of suitable techniques for self-sufficient learning; and students are urged to build significance through real communications with others.

According to Richards and Rodgers (2014), CLT considered as student focused and experience-based perspective on second language educating. The role of teacher is to facilitate the classroom, select authentic teaching materials, and motivate students. Littlewood & William (1981) says that the jobs of instructor in CLT context is coordinating and managing activities, language instructing, generating new language, and participating.

III. METHODOLOGY

The investigation was directed at Wolaita Sodo University, Ethiopia concentrating 'I only speak in English' program: that was designed by English Language Improvement Center (ELIC) in the Department of English Language and Literature - Wolaita Sodo University, which intended to upgrade the students' talking aptitude by embracing the informative methodology. This program went on for one strong year. The members included were 350 structure four students from 14 schools in Wolaita Zone. The exercises such My Village, My Country Ethiopia, Role plays, Talking about others, Movie audit, Drama, and introductions were explicitly intended for students to convey, offer and trade thoughts just as interface among one another utilizing English.

An unrehearsed discourse was utilized in the pre and post-tests to rate the understudies' exhibitions particularly their talking aptitudes. The fragments that were evaluated incorporate substance, conveyance, familiarity, language precision and complete quantities of sentences. Pre-test was led in the second gathering while post-test in the second last gathering before the program finished. Imprints for the pre and post tests were granted without advising the understudies to decrease their nervousness and diminish the anxiety amid the discourse. The information for this examination assembled for the most part from the perception of instructors' included observation, interview with the learners' and pre and post-tests results.

IV. RESEARCH FINDINGS

From the perception of teachers connected with the program, they have seen the constructive outcomes in the students' component of conviction which has extended colossally among most of the understudies in their classes. This shows informative methodology has as a general rule winning concerning progressing and boosting understudies' assurance. Understudies who were hesitant to talk around the beginning of the program ended up being dynamically unique in collaboration towards the end and some even expanded more conviction than the others. Furthermore, they picked up certainty to talk before everybody and even with their instructors.

Informative exercises that require bunch dialog made sense of how to improve the students' speaking techniques where they were seen to transparently conveyed and bestowed contemplations to other gathering individuals. Students were in like manner prepared to hold and keep up the talk in their gathering individuals and sometimes outperformed the time given for the exchange.

Amid the dialog, they were agreeing and contradicting, concurring and deviating, defending feelings, expressing certainties, and going to an accord.

As to Celce-Murcia (2001), communicative approach sees language most importantly as a framework for correspondence by a/ it is expected that the objective of language instructing is student capacity to convey in the target language, b/ it is expected that the substance of a language course will incorporate semantic thoughts and social capacities, not simply phonetic structures. c/ skills are coordinated from the earliest starting point; a given movement may include perusing, talking, tuning in, and maybe additionally composing (this expect the students are instructed and proficient). d/ the teacher's job is fundamentally to encourage speaking and just optionally to address mistakes. e/ the teacher ought to have the capacity to utilize the objective language easily and suitably.

Another informative action that appears to really empower the students was show rivalry. According to Liu (2002), among various activities, the dramatization was picked by most students as the best action and has exceptional impact on the learners talking capacities or abilities. Method Drama or "informative performance" centers on the teachers and students collaborating in passionate world progression, where individuals open fitness and certainty through the way toward cooperating.

The informative clarification as per different scholars like (Widdowson, 1978; Hymes, 1972; Halliday, 1973; Littlewood, 1981) cited in Johnson (1992), places language learning in a social setting of communication in which the student must turn into a member, all things considered, settings. This clarification has been operationalised in capacity put together methodologies that concentrate with respect to the utilization of true language inside situational settings, give utilitarian language use, and stress important correspondence over right basic structure.

Richards (2005) specifies that exercises that let students use language in legitimate circumstance concentrating on genuine open setting add to informative practice. Accentuation on pair and gathering work exercises left an incredible effect on learners' talking abilities as well, where they gained from tuning in to the language utilized by different individuals, and later talked more English language than they did beforehand. Through pair and gathering work, as indicated by (Richards, 2005), students likewise increment their inspirational dimension which helped them to create familiarity when talking. Fang (2010), diversions are likewise utilized where they had the ability to adjust new words and create their vocabulary. This methodology has to be sure energized and propelled understudies' interest and arranged learners for genuine communication. In particular, informative methodology could really urge low capability learners to take an interest (Radzi, Azmin, Zolhani and Abdul Latif (2007) as cited in Richards (2005) on the grounds that they didn't feel modest when working in sets or gatherings.

The most unparalleled impact should be the positive feed backs from the teachers, where they revealed that their learners expanded more trust in voicing out their suppositions appeared differently in relation to their associates. One of the teachers was besides incredibly satisfied in light of the manner in which that the learners did remarkable in their oral test after the program wrapped up. The learners themselves also surrendered that they have in their social capacities that some of them were even selected to support different peer groups.

The consequences of the learners' pre and post-tests likewise demonstrate extremely critical changes in the level of each segment being appraised amid the improvised discourses. Graph 1, 2, 3, 4 and 5 demonstrate the rates of every segment estimated in the extemporaneous discourses of the two tests.
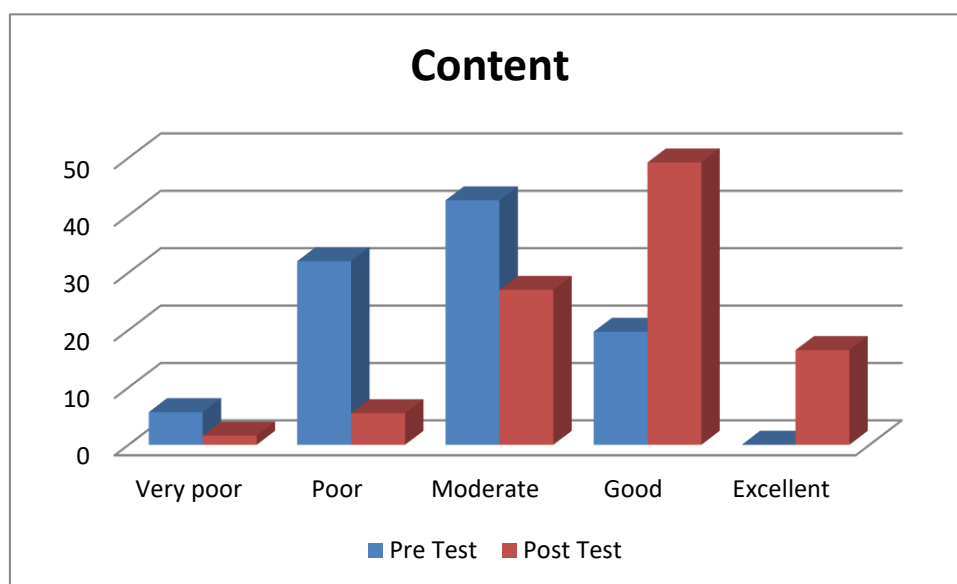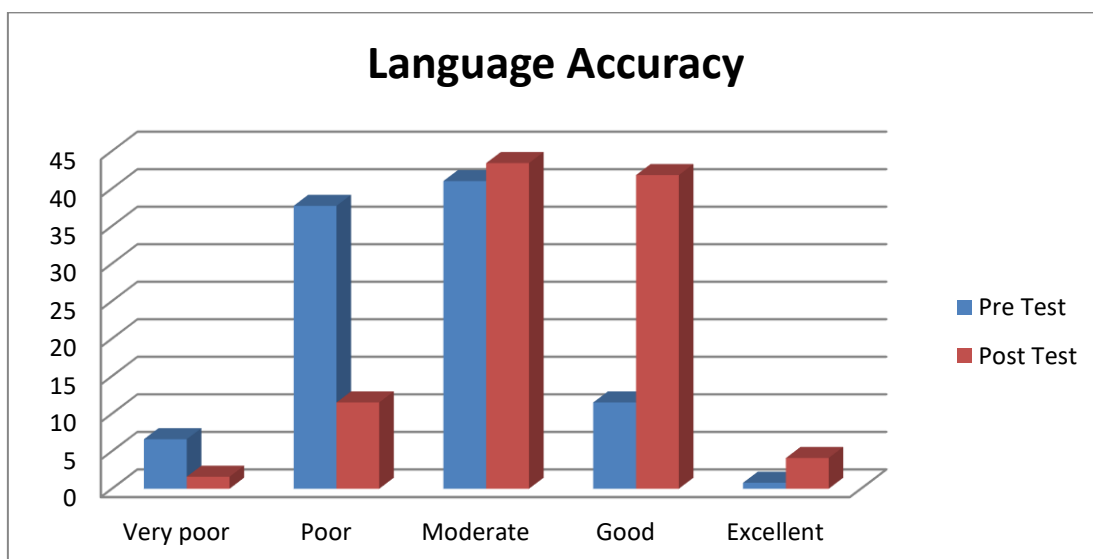

Graph. 1 Component: content
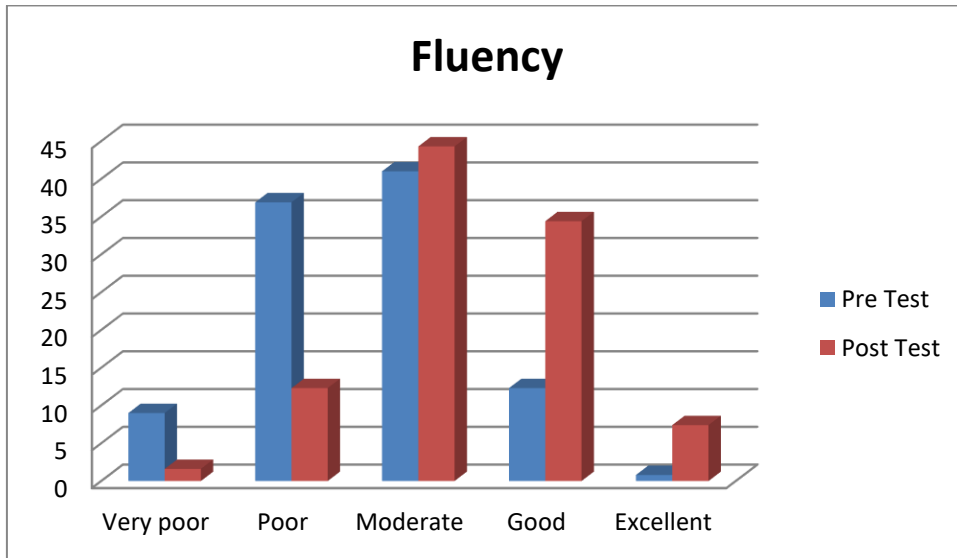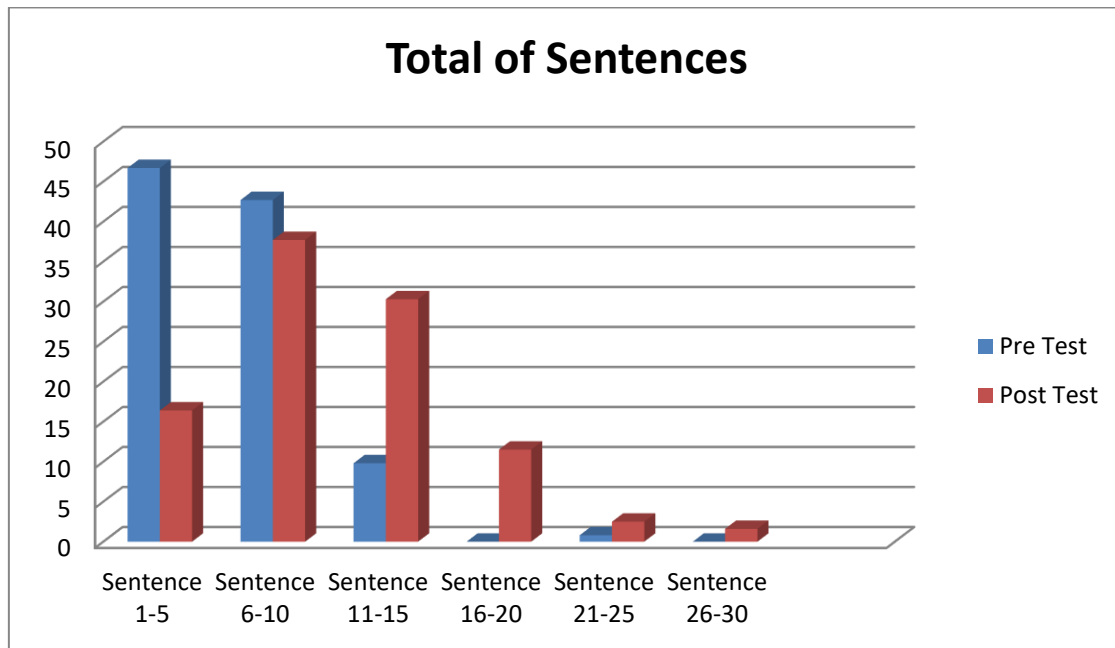
Graph. 2 Component: Fluency

Graph. 3 Component: Delivery

Graph. 4 Component: Language accuracy

Graph. 5 Component: number of all sentence(s)

From the 350 students, 150 students took the pre-test and 100 students took the post-tests. Students who stepped through the two examinations were 100. Results from the figures show the rate running from extremely very weak, weak, middle, high and amazing dimensions of students' show. Obviously figure for the vast majority of the segments demonstrate that the rates increment from middle, high and incredible dimensions in the post-tests. Essentially, the quantity of sentences articulated by learners likewise expanded from under 10 sentences in the pre-test to 30 sentences in the post-test.

Most understudies delineated that the casual meeting that talking wound up simpler for them since they find the opportunity to deal with talking amid the class with their schoolmate and moreover when they have to do introductions on the undertakings given. From the results, obviously open exercises coordinated in the classes have acknowledged beneficial outcomes on these understudies' relational abilities.

V. CONCLUSION

The findings show extraordinary impact of communicative approach on learners' talking abilities received in 'I only speak in English'. It is surely illuminating to encounter the enhancements of these students with regards to speaking with others. The initial couple of gatherings they came to class tongue-tied, however toward the finish of the program the vast majority of them figured out how to defeat their anxiety in communication. The investigation tried to give some helpful bits of knowledge to language educators by taking a gander at the effects of informative technique in the instructing of language particularly concentrating on communication.

As indicated by Dörnyei (2009), the language introduction rule should offer students broad presentation to a lot of language input that can sustain the students' certain learning components. So as to benefit as much as possible from this presentation, students ought to be given some express readiness as far as pre-task exercises (for example like talking, watching undertakings or clarifications of some striking parts of the material) to prime them for most extreme admission. Making diverse exercises for students help to build up their talking abilities in different ways. Notwithstanding these, Dörnyei underlined the quintessence of the principled communicative approach that he is supporting is the innovative joining of significant correspondence with applicable revelatory info and the automatisation of both etymological guidelines and lexical things (Ibid).

Communicative approach point of fact makes a neighborly and natural learning condition, thusly it should be realized comprehensively future. Exactly when students are given learning condition that offers them a great deal of chance to utilize English in the class, they will show signs of improvement chance at acing English by means of communication. As guaranteed by (Howatt and Widdowson, 2004) "language is gained through communication" or best portrayed as "figuring out how to utilize English" and "utilizing English to learn it".

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