

The Communicative Approach and its Techniques in Teaching English Language in Sudan, A Case Study of (Alfarouq Secondary School for Boys)

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Date of publication (dd/mm/yyyy): 29/09/2021

Abstract – This study investigates the nature of communication approach through teaching English for Sudanese Schools focusing on communicative techniques. The researcher focused on approaches and techniques of students inside classroom of teaching English and came with the result from a discussion following questionnaire given. The researcher is going to finalize by the conditions for the Sudanese students who are learning English are very difficult. The students learning English as a foreign language do not have the advantages that make it easy for them to learn the mother tongue. The nature of communication approach is through teaching English for Sudanese Schools focusing on the communicative techniques which are being more effective inside classroom.

Keywords – Approach, Behavior, Communication, Teaching English, and Technique.

I. INTRODUCTION

A variety of communicative methods used in teaching English language in Sudan. One of these methods is a communicative approach and its teaching English Language in Sudan. There is many definition occurred in main topic such as-communication, approach, techniques, teaching, English Language and schools. *Approach* means according to some linguists like... Aurrherty (1972) defines this term as setoff correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject-matter to be taught. It states appoint of view which one believes but cannot necessarily prove. *Method* is in other side can lexically be defined as” a way of doing anything according to regular plan, or produce for attaining an objective. *Technique* is also important in this study for example the linguist Aurrherty defines the technique as’ particular trick start again used to accomplish an immediate objective. Most of the methods used in language teaching in Sudan either behaviorist or mentalist philosophy of language acquisition. The former one (*behaviorist*) which is associated with the other linguist like Bloom Field and Skinner who is describing the theories of language leaning and describes behaviorist as the doctrine experiment carried out on animals in laboratories, by presenting animals with series of Stimulus and Response. While the later one is (*mentalist* approach) which is sometimes referred as cognitivists. Their approach is based on psychological assumptions which are contrary to behaviorists. With respect to language learning, the mentalist regards the behaviorist view of language acquisitions as native and unconvincing. Chomisky (1966) is one of the scholars of mentalists. He argues that it is possible to accept the view that linguistic behavior is armature or habit which is slowly required by reinforcement, association and generalization. Chomisky maintains that each human comes into the world equipped with the innate language learning possibilities which enable the child to understand and generate utterances that it has never heard before-such as born ability which is commonly known as Language Acquisition Device (LAD), it is possessed by parents testing. Also, there is defining as a cognitivists view which

learners are thinking. It takes the learner to be an active processor or information learning and using a rule of require learners to think and then to analyze the situation.

A. Statement of the Problem

The problem is stated as communicative approach or techniques and its teaching English language in Sudan. It began with grammar translation and direct method of teaching which introduce the writing and reading first followed by the listening and speaking skills. The English is being widely used n various scientific and professional fields. Then Sudan came to introduce itself to the outside and foreign world. Consequently there is a need for teaching it communicatively. The syllabus designers were pushing to design courses which fulfill this need.

B. Questions of the Paper

In this respect, the researcher is using different questions to analyze his topic, such as the following:

1. The methods applied in this study, are they sufficient enough to develop communicative abilities for the learner?
2. What is the nature of communicative techniques in English Language Teaching in Sudan?
3. The procedure, technique, and activities are they sufficient for motivating the students and are they possible to apply in the classroom?

C. Objective of the Paper

The objective is being stated as the following:

1. To utilize the methods applied in this study are sufficient enough to develop communicative abilities for the learner.
2. To understand the nature of communicative techniques in English Language Teaching in Sudan is easy to be conducted.
3. To produce techniques which are sufficient for motivating the students and they are possible to apply in the classroom.

D. Significance of the Paper

This study aims to highlight on the basic method applied through the course teaching in Sudan (Communicative approach) where there is some reinforcement from the child's immediate environment and the language is used in everyday life. And it is also used as an official language of government, institution of commerce, industries, organizations and mass media.

II. LITERATURE REVIEW OF THE PAPER

The objective of English language teaching in Sudan is to develop the learners' communicative abilities which will give them chance to communicate successfully in the real world. Meaningful communication refers to passing on a meaningful message to the listener. According to Canale (1983) communicative ability consists of grammatical, sociolinguistic, discourse and strategic ability. Strategic ability refers to the individual's ability to use 'communication strategies'.

A. Approaches of Language Learning

Most of the methods devised for language teaching have their direct approaches to language acquisition, and they are varying in their grammar teaching and translation. The researcher focuses mainly on the communicative approaches and their adaptation inside classroom. The grammar translation approach (indirect approach), this one is the earliest approach of foreign language teaching and learning, this implies on accounting and understanding of the grammar and of teaching the students to write the language accurately by regular practice in translating from his native language. It aims at providing students with a wide literary vocabulary. It aims also for training the students to extract the meaning from foreign texts by translating into the native language and at advanced stages-to appreciate the literary significance and value of what he has been reading Rive 1968.

B. Reviewing the Techniques

The students translate a reading passage from foreign language literature into their native language. A teacher may write the passage carefully designated to include particular grammar rule and vocabulary. Through reading comprehensively and getting questions based on their understanding to the reading passage. Example: students are given a set of words (*synonym*) and are asked to find *antonyms*. Students are taught to recognize *memorization* by learning spelling or sounds. In addition to that grammar rules are presented with examples. Students also are given a series of sentences with word missing (*Fill in the blanks*) and they fill in the blanks with new vocabulary items such as prepositions. Other methods for communicative techniques are *composition* writing and translation, students are asked to write on a topic based on their specialization.

C. The Direct Technique

This technique is concentrating more on using the language rather than knowing. A typical direct technique starts with teaching the students to associate words and phrases of the foreign language to objects and actions in the classroom by giving accurate pronunciation. The main features of this technique are two, the first use of everyday vocabulary and the second one is structures, there was a new system of this technique was to develop the ability for learners to think in foreign language thirdly, the grammar is taught by situation, the fifth one is the use of any new items in the same lesson. Six one is most of the work is done on the class. Seventh one is the first few weeks are devoted to pronunciations. The last feature is method has a little room for grammatical exploitation in the native language to make the meaning clear.

D. Conversation Practice

The teacher asks a number of questions which the students have to understand and to be able to answer correctly. The questions contain particular grammar structure; the students will be able to ask each other using the same grammatical structure.

E. The Audio-Lingual Method:

This method is based on the work of American-structural linguistics, behavioral psychologist, and cultural anthropologist; it considers listening and speaking as the first and central task in leaning a language. Reviewing this technique of (Audio-lingua method) which is described as dialogue memorization or short conversation between the people often used to begin a new lesson; students memorize the dialogue after they have learned. Students are asked to repeat the teacher's (Repetition drill) mode accurately as quickly as possible.

III. METHODOLOGY OF THIS PAPER

The researcher asked to students to do different methodology to achieve this target (communicative technique) for example *questionnaire to teachers*. The researcher must also train the students need for developing listening comprehension or abilities like: The ability to distinguish English sounds as (p) and (b), in addition to the ability to identify the intonation devices, in the other side also there is the ability to understand grammatical signals and structures, also the ability to understand meaning from the context of the situation being discussed, next the ability to understand collocations of words and their semantic relationship, after that the ability to understand cultural aspects in the utterances, finally the ability to differentiate between written and spoken language.

A. Procedures and Technique

Firstly, dialogues which provide an effective starting point of training in free and creative communication. The researcher has to initiate the topic for dialogue. This is essential for sound classroom leaning. Secondly, Role-playing - the pupils are presented with a situation which involves conflict, they attempt to make the problem clear by playing the roles of participant in the situation. Lastly, problem solving- this is an effective technique of communicative interaction activities. The teacher first divides the class into two or three major groups. After that the teacher presents them with the problem and some alternate solution, then discussion takes place.

IV. DATA ANALYSIS

Before discussing what communicative methods may be let us clarify the distinction between national syllabuses and communicative methodology. This distinction is crucial the more adoption of national syllabus is not guarantee that we are going to teach our students the communicative, because a national course is ultimately concern with h language forms just as a grammatically based but communication involves much more than simply knowledge and forms.

A. Principles of Communicative Methodology are as Following

- I. Knowing what you are doing?
- II. The whole is more than the sum of parts.
- III. The process as are important as the forms.
- IV. To learn it, do it.
- V. Mistakes should be tolerated.

V. DISCUSSION

In this discussion, the researcher is going to discuss according to the questions given before and answering them: Firstly, the course and method applied are they enough for developing the communicative abilities? Yes, the method and course are enough for developing the communicative abilities for the learners through practice you can attain communication. Secondly, there is another question saying, what is the nature of combinative techniques in English language teaching in Sudan? The answer is the nature of communicative technique is

functional through teaching structures. Thirdly, there are more questions like the procedures, techniques, and activities are they sufficient to apply easily in a classroom? The answer is, they are sufficient in somehow but necessarily need training and exercise. And then what should be the goal of language instruction in Sudan? The answer is the target of learning English language in Sudan is varied according to the person who studies it. Some see that because it is an international language.

A. The Result

The motivation is very needed for foreign language learning and teaching. The motivated students learn very faster and better than the opposite one. Hence the need for pedagogical motivation will be the most important thing to create. Everything depends on the teacher in Sudanese schools including audio-visual aids, the quality of teaching and classroom techniques and activities. As the language is taught in a foreign context with little reinforcement from the immediate environment, home and schools....etc. According to the questionnaire distributed to teachers, these techniques and activities are being divided the class into small groups. The motivation encourages students to communicate effectively. Beside that motivation encourages students to cooperate and feel themselves in dynamic situations. (use numbers as indicated) not all (0), every lesson(1), weekly (2), every two week(3), every month (4). Here are the participant answers:

Table 1. Communicative Techniques.

Not All	Every Lesson	Weekly	Every 2 Weeks	Every Month
5%	60%	30%	5%	0%
0%	15%	65%	10%	10%
50%	10%	20%	15%	5%
5%	10%	35%	45%	5% //
60%	0%	10%	15%	30%//
55%	0%	0%	15%	5%//
10%	20%	55%	5%	5%//
5%	5%	5%	25%	20%//
35%	10%	20%	5%	25% //
15%	0%	15%	35%	35% //
45%	5%	10%	15%	20% //

B. Below is the Discussion of that Table:

From that table the great emphasize is on every lesson, and the students interprets various gestures and facial expressions in that time, therefore the complete dialogue oral or written, beside that there is work on questionnaire then the use pictures of cartoons to narrate story therefore they read newspaper articles and report easily and the discussion and advertisement are presented with the students. The exerted efforts are being made on every lesson, and every two weeks.

C. What is Said by Teachers?

A questionnaire is given to ten teachers and they have answers: Like the first one: what is your aim in teachi-

-ng English language? Their answers is said in many various answers like - to enable the pupils to communicate with others, to gain a wide knowledge and cultures, in addition is to be able to read and comprehend what they read, to be able to pass the exams, to help the pupils to use all the four sills, to find the job easily, also there is another questions what do you understand by communicative approach? The answer is to use the language in real situations which the teacher creates inside the classroom; in addition to that it emphasizes the fluency and not accuracy and so on.

D. What Skills Should be Emphasized at Each Level? Is it Primary or Secondary Level?

Table 2. Skills of English.

Skills	Primary	Secondary
A) Listening and speaking	75%	25%
B) Reading	10%	35%
C) Writing	15%	40%

From that table the emphasize is on listening and speaking, the students always listen to English and speak to English sometime, because the primary listening is 75% and secondary is 25%. Also, in reading English 10% in primary therefore 35% in secondary. But in the last skill (writing) the percentage is 15% in primary then 40% in secondary.

VI. CONCLUSION

In the end, the researcher is going to conclude by saying the conditions for the Sudanese pupils who are learning English are very difficult. The pupils learning English as a foreign language do not have the advantages that make it easy for them to learn the mother tongue. The nature of communication approach through teaching English for Sudanese Schools focusing on the communicative techniques are being more effective inside classroom. There is very little exposure of English because the students only hear English they don't write it much in their exercise books and they learn it in artificial situations. The classroom is not like the real world or family life, street.....etc. beside that the students don't have very strong reasons for learning the foreign language. They are probably learning it to pass the examinations. The students don't have very close relationships with the teachers.

Questionnaire

This is very short questionnaire which is helping the students and teachers as well for learning English and it is directed for teachers. So, please answer these questions without mentioning your name and school.

1. What communicative techniques are you using? Use numbers as indicated and put them between the brackets:

Not all [0]- Every lesson [1]- Weekly [2]- Every two weeks [3]- Every month [4]

1. Students interpret various gestures or facial expressions the teacher or students make []
2. Complete a dialogue orally or written []
3. Work on a questionnaire []

4. Use pictures or cartoons to narrate a short story []
5. Read and use paper articles and report them []
6. Discuss an advertisement []
7. Sing a song []
8. Red maps, timetable or lists []
9. Interview somebody []
10. When you apply a certain technique do you use pair work or group work or the whole class?

11. What communicative techniques do you find difficult? Their numbers.

12. What method do you think the SPINE course is following? Give reasons.

13. Do you think that the SPINE course develops the communicative ability for your students?

14. During the SPINE course, what is your role and student'’ role?

15. What other suggestions can you make about English language teaching in Sudan?

16. What changes (if any) would you make to the SPINE course? Give reasons

17. What is your aim in teaching English language?

18. What do you understand by communicative approach?

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