

**THE EFFECTIVENESS OF COMMUNICATIVE  
LANGUAGE TEACHING IN DEVELOPING  
SPEAKING PROFICIENCY IN ENGLISH AS A  
SECOND LANGUAGE AMONG UNITAR'S  
STUDENTS**

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JUDUL: The Effectiveness of Communicative Language Teaching in Developing Speaking Proficiency in L2 Among Unitar's Students

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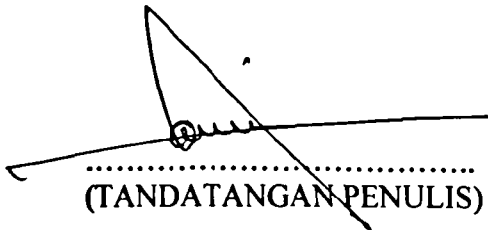
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## **ABSTRACT**

### **THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING IN DEVELOPING SPEAKING PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE AMONG UNITAR'S STUDENTS**

The research attempts to do experimental and survey studies specifically designed to determine the effectiveness of Communicative Language Teaching in developing speaking proficiency in second language (L2) among Unitar's students. Students were unable to construct and use sentences in the second language to communicate meaningfully and effectively outside the classroom. As stated in the research hypothesis, there is no difference in students' speaking proficiency in second language after the English course. This necessitates the researcher to seek Hyme's notion of communicative competence and also suggestions by Krashen on his concept of learning-acquisition hypothesis through various communicative learning activities. To address this pertinent language learning and acquisition issues, the researcher made an experimental study on 60 Unitar's undergraduate students. The instruments used to evaluate students speaking proficiency was the oral tests in the pretest and posttest for both the experimental and control groups. The students under study took the English as second language course for the whole January semester, emphasizing on enhancing communicative competency for the experimental group and the ordinary teaching that focused on grammar and structure to the control group. Despite the limitation of the study, the researcher has achieved to get a complete data derived from the oral tests and questionnaire. This enabled the researcher to get statistical analysis. As a whole, the study shows a general insight into some of the vital findings about communicative language learning in the classroom, at the same time contributed suggestions to educators and other researchers of some tips in developing speaking proficiency in the target language in the future.

## **ABSTRAK**

### **KEBERKESANAN PENGAJARAN KOMUNIKASI BAHASA DALAM MENINGKATKAN PENGUASAAN BAHASA INGGERIS SE BAGAI BAHASA KEDUA**

*Kajian ini telah dijalankan dengan menggunakan kaedah eksperimen dan survey khusus untuk mengetahui keberkesanan pengajaran komunikasi bahasa dalam meningkatkan penguasaan bahasa Inggeris se bagai bahasa kedua di kalangan penuntut-penuntut Unitar. Para pelajar di dapati tidak dapat membentuk dan menggunakan ayat-ayat dalam bahasa Inggeris se cara bermakna dan efektif dalam komunikasi mereka diluar kelas. Se bagai mana yang ketengahkan dalam hipotesis kajian yang menyatakan tidak ada perbezaan penguasaan pelajar-pelajar dalam bahasa Inggeris se lepas kursus Bahasa Inggeeris. Keadaan se demikian merujuk kepada proponen kaedah pengajaran berkomunikasi bahasa yang memperkenalkan 'input yang boleh dimengertikan' melalui berbagai aktiviti-aktiviti pembelajaran. Untuk menjelas isu pengajaran dan pembelajaran, penyelidik telah menjalankan kajian terhadap 60 pelajar-pelajar Unitar dengan memberi ujian lisan dan soal-selidik kepada kedua-dua kumpulan eksperimen dan kawalan. Pelajar-pelajar telah menjalani pengajaran dan pembelajaran bahasa Inggeris dengan mendedahkan kaedah pengajaran komunikasi bahasa kepada kumpulan eksperimen dan kaedah tradisional yang memberi fokus kepada nahu dan struktur ayat. Penyelidik telah berjaya mendapatkan data-data yang lengkap daripada pelajar-pelajar melalui ujian lisan dan soal-selidik. In telah membolehkan pengkaji menjalankan analisis statistik. Se cara keseluruhannya, kajian ini telah menunjukkan bagaimana pengajaran dan pembelajaran bahasa Inggeris dengan menggunakan pengajaran komunikasi bahasa, pada masa yang sama telah memberi cadangan kepada para pendidik dan penyelidik yang lain, bagaimana mengimplementasikan pendekatan komunikatif, terutama untuk meningkatkan penguasaan kompetensi lisan pada masa akan datang.*

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Throughout history, the language teaching has evolved through a continuous process and change that based on different pedagogy. Its historical development began in the nineteenth century with grammar-translation method used to teach classical language; Latin and Greek in school. In the 1970s and 80s, the Communicative Approach advocated by sociolinguists and the collective works of Krashen, Halliday and Hymes, replaced the traditional methods.

The communicative language teaching approach emphasised on enhancing students' ability to communicate competently and fluently. Competence encompasses both ability to communicate in real life and the knowledge of how to use the rules in communication (Nunan, 1988). The communicative language teaching is 'real-life' learning activities. These activities include the use of authentic materials into the second language learning situation. For example, the target language that was spoken outside the classroom. Larsen-Freeman's (1986) points to how communicative language teaching can be adopted more effectively. This includes the responsibility of students to apply their own personal experiences in classroom learning. Flowedew, (1998) adds that the pedagogy focuses on collaboration. Whereas Widdowson, (1983) asserts that communicative approach was a student-centered learning of the target language that may provide opportunities for students to initiate their own learning.

#### 1.2 Background of the study

In Malaysia, communicative language teaching (CLT) has gained popularity, particularly in the 70s and 80s. Since then this approach has been widely used in teaching English as a Second Language (L2) in primary and secondary schools, as well as in higher learning institution. Communicative competence is given priority in school and higher

learning institution where students are urged to improve their communication skills. Communicative approach was adopted in language learning that envisaged to enhance students' development of 'functional language' ability.

The Malaysian educational policy stipulates that the roles of English as a second language are increasingly important. English language as a subject in school ought to be taught in all government-assisted schools at both the primary and secondary levels of schooling, (KPM, 1995). In fact, English has been used by most people for 'certain purposes' in commerce and trade, especially in the Malaysian towns,( Chitravelu N.,Sithamparam S., & T.S. Choon, 1995). As a result, the Malaysian government has committed to maintain English an important language to be taught in schools to provide avenue and active participation in the international relations and the economic area.

In addition, communication skill in the second language becomes relevant to students necessity, both in their study and future careers. The trend in the job market is increasingly competitive, due to the demands of globalised economic and political development. The complex needs of most trades and professions demand young people to be communicative competence, such as the speaking proficiency in the target language. It means that English language proficiency is essential condition to be able to work in today's global context. The global market development requires young people not only to be communicative competence but they need to become better professionals in their chosen careers.

The Ministry of Education has spelt out the aims of English language education which was quoted in Chitravelu N.,Sithamparam S., & T.S. Choon (1995 p.12) as follow:

"English is taught in both the primary and secondary schools in Malaysia. Its position is that of a second language. It is a means of communication in certain everyday activities and certain job situations. It is an important language to enable Malaysia to engage meaningfully in local and international trade and commerce. It also provides an additional means of access to academic, professional, and recreational materials."

English remained as an official language, particularly in private higher learning institutions, business sector and trade. In the educational system, English language has increasingly changed and the language needs to be learnt in the broader education scenario. This has been stated by the Malaysian Ministry of Education (KPM), (1998b,

p.2) that English is an important means of communication in “certain everyday activities and certain job situations”. In line with this policy, the mastery of English is important as Malaysia needs to participate and engage meaningfully in local and global trade market. Hence, the Malaysian schools continue to make innovation in second language teaching methodology and technique with the Malaysian educators’ own initiatives to deal with the teaching of the target language.

### **1.3 Problem statements**

The role of English in Malaysia has become a pre-requisite to enter the university, particularly private higher learning institutions, such as Unitar. Students need to be able to master English language in order to pursue knowledge in this higher learning institution. Students who are competent in the second language (L2) could effectively use the learning resources, apart from the ability to take the various fields of study. The reading resources in the library, such as books, journals and articles are written in English. They have the advantages of surfing the internet to get vast information that is related and appropriate to their study. Furthermore, English language is one of the important subjects that students in Universiti Tun Abdul Razak (Unitar) have to take and master. Similarly, students speaking proficiency in the second language has proven in benefiting them to academic and active participation in language learning activities.

Despite the fact that students were well informed of the importance of English language in their study in this institution, it is intriguing that most of them could hardly communicate and speak in the second language. They were found to have difficulty in participating class discussion and delivering presentations for their assignments more effectively. In classroom presentation, for example, students tend to revert to their native tongue (L1) when expressing their opinions as they are unable to use sentences in the target language. In most classrooms interaction, students seldom use the target language in conversational with their peers

English language is the medium of instruction in this institution but it was practically less given attention by the undergraduate students. This problem is augmented with the lecturers ineffective language role models to their students as the former have lack of English language competency. Therefore, students failed to emulate the language from their lecturers. The trend is similar to the argument put forward by

Brown, H.D. (1994).where he claims that the intrinsic motivation does not give positive impact to students because they have difficulty in seeing the relevance of learning English in their daily conversation. Most of the students came from the environment in which English language is not the medium of communication. They are less exposed to the target language.

Furthermore, they seem to have low-inferiority complex due to inability to participate in communication or interaction in classroom. This is particularly experienced by students who came from disadvantage background who have lack of basic cultural capital which contributes to students' shyness in speaking English. As a result, most students in Unitar have relatively low motivation in learning the second language.

The language learning activities used by the instructor in Unitar are dominated by practice on 'form and structure'. Interestingly, students were reluctant to apply this grammatical learning that they have learned to carry out in their communication and interaction in or outside the classroom. Nunan (1988) asserts that one of the possible causes of students' failure of making progress in speaking the second language is the 'faulty of teaching techniques'. Huan & Liu, (2000) defined the 'faulty' to the emphasis on 'form' used in the ordinary teaching using chalk and talk that has failed to develop students' communication skills in the target language. They were arguing whether the grammar, form and structure could enhance students' communicative skills.

English instructors in Unitar are striving hard to raise the outcome of their teaching that based on students' correct grammatical for the purpose of enabling students to pass the English language examination. The language instructors concentrate their language teaching on the examination classes which becomes a prerequisite for "excellence and quality performance" in the institution. The teaching practices find themselves teaching to a test rather than helping students to develop their oral language skills. As a result, students have less opportunity to use the target language and improve their communication skills effectively. Study by Liu, (1995) on the emphasized of examination suggested that it hampered the effectiveness of communicative teaching and learning in enhancing oral competency.

Apart from that large classes in Unitar may be the reason of the instructors who found it more comfortable if the language teaching is to revert to the ordinary teacher-centered routines because they were not equipped with skills and techniques they need

to teach the target language using communicative language teaching method in large classroom. Beside, the teaching of English language in classroom tends to be dominated by the "excessive talk" of the instructors. This has become the obstacle to the "students-centered notion of language learning". Students ended up doing less talking that becomes a main factor in hampering the 'emergence of sustained purposeful student talk'.

By and large, speaking proficiency among Unitar's students has not shown distinct improvement despite English language course have been conducted throughout the semester. Most students were having difficulty in speaking English and the oracy skills (listening and speaking) have always been a major problem among them. The low speaking competency among students could have correlation with Larsen-Freeman's (2000) claimed that second language students were unable to practice English language when communicating outside or inside the classroom. Therefore, the researcher is attempting to study the communicative approach to ensuring the success of students second language learning and to be able to fulfill the communicative needs in their study.

#### **1.4 The aim of the Study**

The main purpose of this research is to examine the effectiveness of communicative language teaching in developing speaking proficiency in the second language (L2) among Unitar's students who are pursuing different major courses.

#### **1.5 The objectives of the Study**

This study hopes to provide insight of the following objectives:

- i) To examine the effectiveness of communicative language teaching method in developing speaking proficiency in the second language (L2) among Unitar's students.
- ii) To explore students' interests in learning the second language using communicative language teaching.

## 1.6 Research questions

In this research, the researcher poses questions as follow:

- i) Is communicative language teaching approach effective in developing speaking proficiency in second language (L2) among Unitar's students?
- ii) Are students interested in learning the second language using communicative language teaching?

## 1.7 Research Hypothesis

The research hypothesis is based on the experimental study to be conducted to the treatment group and the control group. A questionnaire is administered to the dependent variable once after the experimental treatment. While the posttest is administered both to the experimental and the control groups. An experimental study is the attempt by the researcher to evaluate the effectiveness of the communicative language teaching approach in developing speaking proficiency in the target language among students of Unitar. After the pretest and posttest have been administered to the treatment and the control groups, the researcher would decide whether to reject or accept the null and alternative hypotheses. The hypotheses are stated below:

Ho = Null Hypothesis

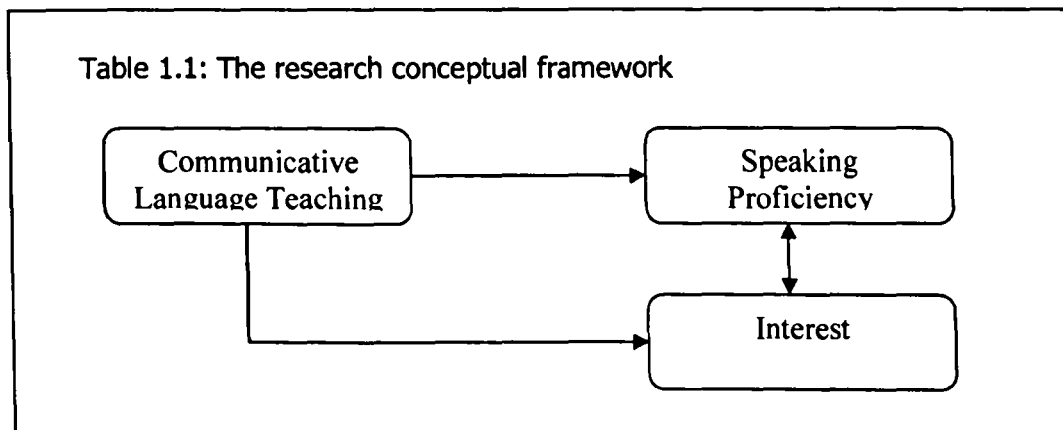
H1 = Alternative Hypothesis

1. Ho1: There will be no significant difference in achievement between the treatment and control groups in the pretest.
2. H1<sub>A</sub>: There is a significance difference in the results between the pretest and posttest of the treatment group.
3. Ho1: There will be no significance difference in the pretest and posttest results on the control group.
4. H1<sub>A</sub>: There is a significant difference between the posttest result of the treatment group and control group.

Another hypothesis is also being formulated based on the questionnaire that have been administered to the treatment group.

5. H1<sub>A</sub> : There will be significant students' interests in learning second language using communicative language teaching.

## 1.8 Conceptual Framework



Based on the above conceptual framework, communicative language teaching approach is expected to develop the speaking proficiency, at the same time cultivate interest in the second language among Unitar's students. The communicative language teaching is the independent variable that influences on students' speaking proficiency which is also called dependent variable. The learning conditions and language learning process have strong effect on the relationship between communicative language teaching approach and developing speaking proficiency in the target language. The moderating variable comes between the relationship of independent and dependent variable. For example, based on the above conceptual framework diagram, the 'comprehensible input, simulation and so on provide opportunity for students to use the target language. The 'comprehensible input' and students ability to communicate that may help them to develop their speaking proficiency. Hence, the researcher uses the communicative approach as the 'intervening variable' that would reflect the development of speaking proficiency in second language among students in Unitar.



## **1.9 Operational Definition**

### **1.9.1 Communicative Language Teaching**

Communicative language teaching is an approach to the teaching of second language that emphasizes on interaction and the use of real-life situation that necessitate communication. For example, Language learners use the target language to make request, give advice, agree and disagree, complaint, to persuade people to do things and so on. Whereas, the communicative learning activities postulated to enhance speaking proficiency are the information gap, role play, discussion, conversation and simulation. Many writers claim that these activities may provide tasks that promote learning and acquisition of the target language.

### **1.9.2 Speaking proficiency**

Speaking proficiency is referred to the students' ability to speak the second language more competently. For example, students may be able to participate actively in formal and informal conversations on practical, social and professional topics. This language skill is translated into the ability to communicate meaningfully using the target language.

### **1.9.3 Second language**

Second language (L2) is also called the target language which was used in this research. The second language refers to the English language which is regarded as an important language that is learnt by students in Unitar. In this institution's context, English as second language becomes the medium of instruction in the teaching of other disciplines, such as Education, Business Management, Business Administration and Information Technology.

### **1.9.4 Unitar's students**

Unitar's students in this research refers to those students who are currently studying at Universiti Tun Abdul Razak (Sabah regional Centre).

### **1.9.5 Interests**

Students' interest in learning the second language as a result of conducive learning activities that suited to their learning needs and styles, such as the opportunities to

communicate and express ideas meaningfully, real-life and authentic materials that culminate in confidence use of the second language competently.

### **1.10 Significance of the study**

The significance of the study is to augment the understanding of students' interest in language learning. Advocates of the communicative approach claimed on the importance of conducive and effective learning conditions, such as the adoption of student-centered in learning, exposure to the target language, real-life learning activities, collaborative work, and so on. It also emphasizes the teaching technique that promotes communicative tasks. In addition, students need to use and learn vocabulary in English which is easy and can be understood, as well as providing motivation for students to learn the target language if they were not judged of their errors by their instructor.

Furthermore, communicative language teaching facilitates learning strategies that promote acquisition of a language naturally (S. Savigan, 1991) The language learning envisages to provide students appropriate and conducive learning styles of the target language. Underlining the communicative approach is the teaching activities that encourage students to interact and express their opinions in communication meaningfully. That is students efficiently express what they mean in the target language (Lightbown & Spada, 1999). Besides, the communicative language teaching helps to provide students the opportunities for interaction in group work which something they may miss in teaching that focused on grammar and structure (Faltis, C.1997).

Lastly, on the significant of communicative language teaching, the researcher refers to David Nunan's (1991) views on the features of communicative language teaching as follow: Firstly, the emphasis on learning to communicate through interaction or discussion using the target language. Secondly, the introduction of authentic texts into the learning situation. Thirdly, the provision of opportunities for students to focus both language and the learning process. Fourthly, the enhancement of students' own personal experiences as important contributing elements to classroom learning and fifthly, an attempt to link classroom language learning with language activities outside the classroom. The practitioners of communicative language teaching are interested in the needs and personality of their students that helps to develop their communicative competence, such as speaking proficiency. In spite of the many challenges to

implementing a communicative approach in second language contexts, there remains a strong rationale for pursuing communicative language teaching approach, especially when instruction envisions learners' endeavour to use English for their study in Unitar or career advancement. Indeed, it has increasingly become important not only for students' effective learning in their respective course programmes but to face the contemporary competitive job market.

### **1.11 Limitation of the study**

The scope of this research is limited to Universiti Tun Abdul Razak (Unitar), (Sabah Regional Centre) and mainly focuses on undergraduate students who are currently taking courses in various fields, such as in Education, Business Management and Business Administration.

Another constraint is the time duration to complete the research would be crucially limited, especially administering the oral test in the pretest and posttest for this research experimental study. In addition, the scarcity of reference books and journal articles would hamper the smooth collection of proposition from other writers. In terms of budgeting, the expenses will be minimised and only needed to meet the cost for printing the questionnaire.

### **1.12 Summary**

The teaching of English as a second language has shifted from 'ordinary' classroom to focus on communicative language learning activities which is imbedded in communicative approach. This practice helps to promote speaking proficiency among Unitar's students. The study aims to examine the effectiveness of communicative approach in developing the second language (L2) and students' interest in language learning. The pedagogical teaching is facing a challenge and up hill tasks to promote communicative competence as students are experiencing a limited exposure and opportunity to use the target language.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

In this literature review, the researcher attempts to illustrate the theoretical constructs on communicative language teaching in order to evaluate its effectiveness in developing speaking proficiency in second language. The communicative theory is embedded in the communicative concepts, such as 'real-life' (Nunan 1989), 'communicative' (Littlewood 1981) and 'whole task' (Littlewood 1992). The language teaching practice in the classroom needs to be based on the communicative language teaching approach and the second language acquisition-learning hypothesis. The researcher embarks on the communicative pedagogical analysis used in teaching speaking of the target language. The rationale of communicative language teaching and salient teaching of the target language is given more emphasis in this chapter.

#### 2.2 Communicative competence

The researcher found that there was not a great deal that has been written about the theory of language learning on the communicative language teaching approach. However, the notion of communicative competence advocated by Hymes, (1972) has been applied widely in language teaching and learning. Hymes was particularly interested in both the language rules that produced competence and better performance in the target language learning. The language learning needs to take into account the importance of 'practice and experience' for students to develop their communicative competence. Hymes believes that students who learn the second language (L2) should pay close attention to this aspect of competence. Canale and Swain, (1980) expanded the communicative competence into four main components; these are the grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. They argued that all four components need to be included in the second

language learning if the second language learning is to enable students to communicate competently.

The four components of communicative competence are shown in table 2.1 below:

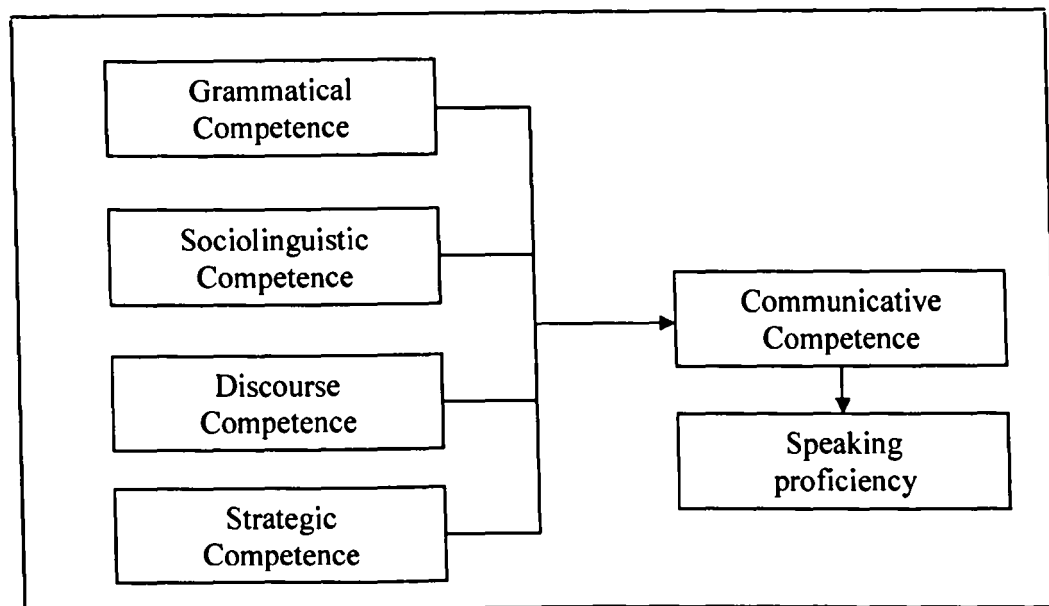


Table 2.1 : Chomsky's Four Components of Communicative Competence

It has been argued that Swain and Canale (1980) definition of communicative competence have suggested grammar in the target language learning, as they put it, "There seem to be no strong theoretical reasons for emphasizing getting one's message across over grammatical accuracy at the early stages of second language learning .....some combination of emphasis on grammatical accuracy and emphasis on meaningful communication from the very start of second language study is suggested."

The concept of competence is closely related to proficiency which is used in this research. According to Ellis, (1994), competency refers to knowledge and proficiency that could be referred to as the students' ability to use the knowledge. Both proficiency and competence are difficult to understand because the knowledge is complex. There are different aspects of language ability and it progresses at different rates. The focus of communicative language teaching is to develop the "functional language ability" and this approach has been prominent in schools. In fact it was established as the premise

of how students learn a language that was more effective where the target language learning engages students in communicative learning activities. In other words, students are participating active roles in the interaction and attempt "to make sense of new information".

The advocates of communicative language teaching claim that the approach is underpinned by several notions of second language acquisition. For example, "communicative competence", (Canale and Swain, 1980), "comprehensible input", (Krashen, 1985), "negotiated interaction", (Ellis, 1990 and Swain, 1990), These suggestions are widely used to teach second language learning in classroom and claimed to be relevance to teaching speaking skill. Therefore, Savignon, (1983) asserts that the purpose of communicative language teaching is on communicative competence. This competence includes the knowledge that students need to learn in order to communicate effectively.

### **2.3 Krashen's learning-acquisition hypothesis**

The notion of second language learning based on communicative language teaching approach is underpinned by Krashen's acquisition-learning hypothesis. Krashen introduces three learning-acquisition hypotheses; these are the monitor hypothesis, input hypothesis and natural order hypothesis. The monitor hypothesis explains the relationship between acquisition and learning. It functions as a result of students learned the grammar. The learning is the product of formal instruction and it is a conscious knowledge about the language. Hence, the monitor can act as editing and correcting in the learning process. Some writers suggest that students need to be given sufficient time based on their pace to correct and know the grammar rule. They also claim that the role of conscious learning is limited in the second language performance. The monitor is only used to correct if there is grammatical mistake from the normal speech and to give speech a more fluent.

Krashen also believes that a student acquires a second language based on his input hypothesis. This input is a step beyond his/her current level of linguistic competence. For example, if a student is at a stage 'i', then acquisition takes place when he/she is exposed to 'comprehensible input' that belongs to level 'i + 1'. In this way, the student will receive some 'i + 1' input that is appropriate for his/her current stage of

linguistic competence. Krashen's idea on comprehensible input refers to the notion that when students comprehend the language during interaction, it enhances their language development. According to Krashen, S. (1985), the important factor for language acquisition to occur is students ability to understand the input language. Krashen (1981) actually suggests that students acquire the target language by understanding messages that are slightly above their current English language level. For example, students may understand the message "Put the paper on your desk" By slightly changing the message to "Put the paper in the bag." The speaker provides new information that increases the student's language comprehension. In order to do this, the teacher must provide new materials that build off the student's prior knowledge. A similar notion could be found in Long's interaction hypothesis (1983), which stated that when students were involved in two-way meaningful communications that require information exchange, they tend to produce more "negotiated language modification". For example, do you understand? (comprehension check) and What did you say? (clarification request) For students really use the language, they must know both the meaning of what they say and the form of how they say it.

Krashen hypothesis on second language teaching suggested that the second language development occurs both in "conscious learning and subconscious acquisition" (Nunan, D. 1988). Krashen claims that a student improves and progresses in learning the target language in 'natural order'. The language is acquired through unconscious process of learning. This process of acquiring language is similar to how children acquire the language through imitating the adults and meaningful interaction in the target language.

Krashen also suggested the 'affective variables' which play an important function in helping second language acquisition. These variables include motivation, self-confidence and anxiety. Krashen (1981) claims that students with low motivation, low self-esteem, and anxiety are hindering the progress of acquiring the second language. These characteristics can become the "affective filter" and form a 'mental block' that prevents comprehensible input from being used for acquisition. This suggest that it is crucially important for English instructors to keep students' affective low. The classroom stress experienced by students should be minimized that mean students are not penalized for their errors. In order to implement more effective teaching and learning

the language, instructors need to take into account the importance of comprehensible input, and the second language learning hypothesis. In addition, the communicative approach uses the real-life concept to be a foundation for the role of communicative learning the target language. As Burns, (1988) claims that in communicative approach, students engage in learning activities that they experienced in everyday life in real-life communication.

J. Beale (2003) also asserts that 'speaking activities' in real-life learning would develop speaking skills and enhance the quality of learning and acquisition of the target language. This has been supported by the natural order hypothesis which stated that the competency in second language is due to the use of language for real communication, (Krashen & Terrell 1983). Students learn to improve their speaking skills through the communicative activities, such as debates, pair-work and class discussion. The language learning introduces a real-life topics and augment with authentic materials as natural input to acquire second language (L2). Students practice the target language informally as exemplified by the parents as role model that could be imitated by children. In other words, the role model provided by parents and sibling will be imitated by children and become the premise for language learning.

The communicative theory becomes the basis for the teaching of speaking skills or communication. The first view emphasizes on the development of speaking skills for the accurate form of speech. This includes the phonological patterns, lexis/ vocabulary, grammatical form and structure. The second centers on enhancing fluency through communicative tasks, to enable students to develop functional language use through various language learning activities (Nunan, 1989) in which the researcher now turn to.

#### **2.4 The Controlled Approach**

The controlled approach focuses on elements of communicative ability which are practiced. For example, drills, pattern practice, structure and so on, serve to develop "enabling skills". They can be facilitated by language awareness activities and "consciousness-raising practice", (Ellis, 1993). The purpose of having communicative competency is to enable the students to grasp the necessary knowledge of the language, such as grammar. These activities may use the structures of spoken genres. The learning of lexical phrases becomes the norms or "institutional routines". While the



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