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Faculty of Letters and Languages  
Department of English

**The Role of Communicative Activities in Enhancing EFL Learners'**

**Communicative Competence**

**A Case Study of Third Year Students at the Department of English,**

**University of Mohamed Seddik Benyahia**

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**Prepared by:**

- Khellafi Mohammed Omar

**Supervised by:**

- Miss. Rafika Malek

**Broad of Examiners**

- **Chairperson:** Dr. Safia Neghiz

Mohamed Seddik Benyahia University Jijel

- **Supervisor:** Miss. Rafika Malek

Mohamed Seddik Benyahia University Jijel

- **Examiner:** Dr. Bouchair Zahia

Mohamed Seddik Benyahia University Jijel

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## **Declaration**

I hereby declare that the dissertation entitled “The Role of Communicative Activities in Enhancing EFL Learners’ Communicative Competence” is my own work and all the sources i have used have been acknowledged by means of references. I also certify that i have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, i shall be responsible for the consequences.

Signature

Date

## **Dedication**

**In the Name of God, the Most Merciful, the Most  
Compassionate All the Praise is due to God alone, the  
Sustainer of the entire world.**

I dedicate this dissertation to the extraordinary individuals who have been my unwavering pillars of support. To my beloved father, **Khellafi Ahcene**, whose unwavering love, guidance, and sacrifices have been the cornerstone of my success. The impact you have had on my life is immeasurable. By providing me with every opportunity for growth and education, you have not only helped shape who I am but also given me the confidence to pursue my goals. Your constant belief in me means more than words can say. Thank you for being such an important part of my journey.

To my cherished mother, **Ahmia Rachida**, your boundless love, strength, and unwavering belief in my potential have been the foundation of my accomplishments. In moments of uncertainty and hardship, your unfaltering backing, motivation, and generosity have been crucial to my progress. I am forever grateful for your unwavering presence in my life.

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## **Abstract**

Communicative activities are crucial for enhancing learners' communicative competence and fostering effective communication in diverse social and academic contexts and promoting meaningful and authentic language use. This study aims to explore the role of various communicative activities in developing learners' communicative competence and promoting active engagement in the classroom. Using a descriptive methods' approach, incorporating quantitative questionnaires, the research investigates teachers' and learners' perspectives and experiences with communicative activities. The sample for this research consists of 5 highly experienced EFL teachers who specialize in oral expression and 60 third-year LMD English students at the University of Mohamed Essedik Benyahia. The results highlight that communicative activities, such as group discussions, debates, and role-playing, significantly improve learners' communicative competence by providing valuable opportunities for practice and feedback. Additionally, teachers' positive attitudes and use of diverse communicative activities positively influence learners' motivation and active participation. Based on these results, the hypothesis is confirmed. Ultimately, this study offers practical recommendations for designing and implementing impactful communicative activities to foster communicative competence development.

**Key Words:** Communicative competence, Communicative Activities, Communication, EFL Learners.

## **List of Acronyms and Symbols**

- 1- **CC:** Communicative Competence.
- 2- **CLA:** Communicative Language Ability.
- 3- **CLT:** Communicative Language Teaching.
- 4- **EFL:** English as a Foreign Language.
- 5- **ESL:** English as a Second Language.
- 6- **Q:** Question.

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## **General Introduction**

### **A- Background of the Study**

Nowadays, English is widely recognized as a dominant global language. The primary objective of studying English as a Foreign Language (EFL) is to achieve effective communication. Communicative competence (CC) plays a vital role in enabling learners to communicate proficiently in various contexts. To develop this skill, learners must engage in authentic communicative situations that allow them to express their opinions and perspectives effectively.

Communicative activities have a positive impact on students' communicative proficiency as they create a supportive environment for learners to engage in discussions, share ideas, explore interests, and expand their knowledge. These activities contribute to the development of learners' communicative skills by providing practical opportunities for meaningful interaction, as well as by enhancing comprehension, encouraging authentic language use, and providing immediate feedback.

Sociolinguist Dell Hymes first introduced the term “communicative competence” in 1972, followed by influential papers from Canale and Swain (1980), Bachman (1990), and Celce-Murcia (1995). Communicative competence encompasses a communicators' comprehensive understanding and appropriate use of a language within a specific context. This knowledge not only enables the communicator to determine what to convey but also how, when, and where to effectively deliver their message.

The study conducted by Oradee (2012) explores the effectiveness of three communicative activities; discussion, problem solving, and role-playing in developing speaking skills. In her study, she compared the speaking skills of Grade 11 students using three communicative activities. The sample group consisted of 49 students at a secondary school and the research followed a mixed method design. The quantitative data came from

the speaking test and the students' attitude towards teaching English speaking and the qualitative data was drawn from a Learning Log, a semi-structured interview and a Teacher Journal. By providing opportunities for active involvement throughout lessons, Oradee shed light on the efficacy of such approaches in facilitating language acquisition and promoting learners' confidence and fluency in spoken English, as well as gaining a better understanding of the grammatical complexities associated with English.

Rao (2002) investigated Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. His study highlights the pivotal function fulfilled by diverse forms of communicative activities in this progression. Using a sample of 30 Chinese university students and using a multimethod, qualitative research procedures, the researcher discovered that the perceptions of these students sometimes surprised their teachers, and that the students' perceived difficulties caused by Communicative Language Teaching (CLT) had their source in the differences between the underlying educational theories of China and those of Western countries.

Drawing on insights from prior research by Dell Hymes, Oradee (2012), and Rao (2002), this study aims to investigate the role of communicative activities in enhancing EFL learners' communicative competence. While these studies have provided a foundational understanding, there remains a need for a comprehensive investigation that considers various factors contributing to EFL learners' communicative competence. Specifically, this research aims to explore the role of linguistic proficiency, identify the unique challenges encountered by EFL learners, ascertain effective learning strategies, and provide practical pedagogical approaches for language teaching and learning. By focusing on the acquisition of competent communication skills in the context of EFL learning, this study endeavors to contribute valuable insights to the existing literature on language teaching methodologies.

## **B- Statement of the Problem**

The main objective of teaching English as a foreign or second language (EFL/ESL) is to facilitate effective communication and foster the development of communicative competence among learners. In this pursuit, educators have recognized the need for effective strategies that go beyond traditional grammar-focused approaches. Instead, they have shifted their focus towards teaching communicative competence. Communicative activities have emerged as valuable tools to promote communicative competence and enhance students' communicative abilities. Through active engagement in these activities, students gain invaluable opportunities to practice and refine their communication skills, thereby facilitating their development as skilled and proficient communicators.

Despite the recognition of the importance of communicative competence in English as a Foreign Language (EFL) learning, there remains a need to investigate and understand the specific role of communicative activities in enhancing EFL learners' communicative competence. Existing research has highlighted the significance of communicative activities in language acquisition, but there exists a gap in understanding how various communicative activities, such as pair work discussions, dialogues, problem-solving, role plays, and simulations, effectively foster communicative competence among EFL learners. This gap hinders the development of learners' CC. Therefore, it is crucial to investigate and analyze the effectiveness of these communicative activities in the EFL classroom.

### **C- Research Questions**

To achieve the above stated aim, the following questions are asked:

- What is the role of communicative activities on EFL learners' communicative competence development?
- To which extent can engaging in communicative activities enhance learners' communicative competence?

### **D- Research Hypothesis**



To answer the above questions, it is hypothesized that:

-If teachers incorporate more communicative activities into their teaching practice, students may further develop their communicative competence.

### **E- Research Methodology**

The present study is conducted at the University of Mohamed Essedik Benyahia-Jijel and focuses on third-year students in the department of English, as well as teachers of the Oral Expression module. To explore the role of communicative activities in enhancing the third year EFL learners' communicative competence at the University of Mohamed Essedik Benyahia. To collect data, a descriptive methods' approach is adopted. Questionnaires are used as the main data collection tool. The students' questionnaire is distributed to 60 third-year LMD English students at Mohamed Essedik Benyahia University to gather their perspectives on the role of communicative activities in developing their communicative abilities. Whereas, the teachers' questionnaire is administered to 5 oral expression teachers at the university to gain insights into their opinions regarding the role of communicative activities in enhancing EFL learners' communicative competence.

This research has been conducted through the descriptive method as an appropriate way for exploring the hypothesis since this method is used to give a general description of the phenomenon.

### **F- Significance of the Study**

The study on the role of communicative activities in enhancing EFL learners' communicative competence offers valuable insights. Engaging through such authentic language exercises allows learners to augment their overall skills; this includes listening, speaking, reading, and writing proficiencies. Consequently, this also develops interpersonal qualities whilst promoting critical thinking and cultural understanding, as learners participate in meaningful dialogue with individuals from various backgrounds. Moreover, these

practices are constructed under the principles of Communicative Language Teaching (CLT), promoting learner motivation and creating an engaging learning environment. To sum up, this study contributes to the development of effective language teaching methodologies and the cultivation of competent, self-assured linguists.

### **G-Organization of the Dissertation**

The present dissertation is structured into two main chapters. The first chapter encompasses a comprehensive review of the existing literature pertaining to the topic at hand. The second chapter is concerned with the analysis of teachers' and learners' questionnaires, as well as the interpretation of the results and findings.

The first chapter provides an extensive literature review on the topic and is divided into two sections. The first section covers aspects such as communicative language teaching (CLT), the concept of communicative competence, followed by the criteria and development of communicative competence. Finally, the practical applications of communicative competence in classroom settings are explored. Whereas, the second section represents communicative activities, advantages of communicative activities, different types of classroom interaction, and the teacher's role in CLT settings. Additionally, it highlights the role of communicative activities in developing learners' communicative competence.

The second chapter focuses on the analysis of data collected from both teachers' and learners' questionnaires. The questionnaires were distributed to third-year students and oral expression teachers at the University of Mohamed Essedik Benyahia. The objective is to investigate the role of communicative activities on the development of EFL learner's communicative competence. The chapter presents the analysis of the questionnaires and discusses the results and findings derived from the data. It concludes with suggestions and limitations for both teachers and learners on how to enhance communicative competence through communicative activities.

## **Chapter One: Literature Review**

### **Section One: Communicative Competence**

#### **Introduction**

Communicative language teaching (CLT) is widely recognised as a modern and highly effective approach to developing communicative competence. CLT, as an instructional framework, highlights communication skills acquisition as its pivotal point while simultaneously designating it as its ultimate objective. Within this section, the researcher of this study shall embark on a rigorous examination of pertinent literature, encompassing a wide array of language teaching methods utilised to amplify students' communicative competence. This discourse will encompass an exploration of the concept of Communicative Language Teaching (CLT), which places significant emphasis on the paramount importance of communicative competence in the realm of language acquisition. Additionally, the researcher will explore the development of communicative competence and its application within communicative classrooms. By addressing these facets, the researcher aims to foster a comprehensive understanding of how CLT contributes to the development of communicative competence within language learning contexts.

#### **1.1.1. Communicative Language Teaching**

##### **1.1.1.1. Definition of CLT**

Communicative Language Teaching (CLT) took form during England's educational landscape of the late 1960s. In light of frustrations with traditional teaching styles, CLT focused on producing practical results for students by encouraging them to apply their acquired language skills within real-life contexts. Despite acquiring the ability to construct words and sentences in the classroom, students frequently encountered difficulties in engaging in even short conversations beyond their confines (Freeman, 2011, p. 161).

CLT regards language use primarily as a means for facilitating communication.

Consequently, CLT strives to foster learners' communicative competence skills by integrating diverse forms of tasks such as role-playing and discussions into lessons, among many others. In other words, its goal is to enhance learners' ability to comprehend and produce language in various contexts, both spoken and written, and to enhance their overall communicative proficiency (Ibid).

#### **1.1.1.1. Characteristics of CLT**

Brown (2007, p. 241) offers four interconnected characteristics of CLT:

1. Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

#### **1.1.2. Defining Communicative Competence**

The notion of "competence" was first introduced by the American linguist Noam Chomsky; he differentiated between competence and performance (1965). For Chomsky (1965), competence is "the speaker-hearer's knowledge of his language" (p. 4), and performance is "the actual use of language in concrete situations" (p. 4). He based his linguistic theory on an ideal speaker-listener, with perfect linguistic knowledge.

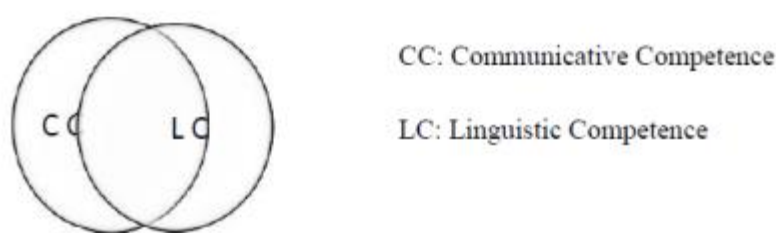
The American sociolinguist Dell Hymes is credited with introducing the notion of

communicative competence in his published paper titled “On Communicative Competence” in 1972, as a direct response to the concept of “linguistic competence” proposed by the structural linguist Chomsky in his book titled “Aspects of the Theory of Syntax” in 1965. Dell Hymes (1972) argued that Chomsky’s linguistic competence could not serve as a relevant component in a theory of real-life communication. He stated, “The ‘competence’ underlying a person’s behavior is identified as one kind of ‘performance’ (performance A, actual behavior being performance B)” (p. 282). Thus, he proposed a distinction between two competencies: linguistic competence, which enables individuals to produce and comprehend an extensive range of sentences in their language, distinguishing between grammatical and ungrammatical expressions, and communicative competence, which pertains to the ability to produce and comprehend utterances that are socially appropriate and contextually relevant. Hymes believed that the ability to communicate efficiently in a given language goes beyond the knowledge of grammatical structure and rules. He further elaborated on the existence of “rules of use without which the rules of grammar would be useless” (Hymes, 1972, p. 278). This indicates that simply possessing knowledge of grammar is insufficient for fluent communication in a language and does not guarantee effectiveness.

Savignon (1972) defined communicative competence as “the ability to function in a truly communicative setting” (p. 8). She considers communicative competence as the knowledge and the capacity to comprehend and utilize linguistic characteristics efficiently in a particular circumstance and setting. Hence, the capacity to operate in a truly communicative setting encompasses not only linguistic competence but also cultural and social competence.

Thus, the researcher concludes that communicative competence is part of linguistic

competence (see figure 1).



***Figure 1: The Relationship between Linguistic Competence and Communicative Competence (Adapted from Allwright, cited in Brumfit and Johnson, 1979, p. 168).***

### **1.1.3. Criteria of Communicative Competence**

Dell Hymes advocates that practical research driven by real-world requirements can contribute to the development of the linguistic theory we require, rather than relying solely on theoretical frameworks. He stated, “It is not that there exists a body of linguistic theory that practical research can turn to and has only to apply. It is rather that work motivated by practical needs may help build the theory that we need” (Hymes, 1972, p. 269).

For successful communication and to achieve communicative competence, Hymes (1972, p. 281) proposed that the following four questions should be considered:

#### **1.1.3.1. Possibility**

‘Whether and to what degree something is formally possible’: It concerns whether or not something is formally possible. This is roughly equivalent to Chomsky’s restricted notion of competence as grammaticality.

#### **1.1.3.2. Feasibility**

‘Whether and to what degree something is feasible in virtue of the means of implementation available’: It concerns whether or not something is feasible. It is roughly included within Chomsky’s notion of performance.

### **1.1.3.3. Appropriateness**

‘Whether and to what degree something is appropriate in relation to context in which it is used and evaluated’: The speaker-hearer’s underlying competence includes rules of appropriateness and a sentence can be grammatically possible but inappropriate.

### **1.1.3.4. Actual Performance**

‘Whether and to what degree something is in fact done actually performed, and what is doing entails’. It is the fourth component of Hymes communicative competence; the actual occurrence of something. This aspect has to do with the possibility of the occurrence.

All these parameters emerged as a rebuttal to Noam Chomsky’s linguistic competence, as Dell Hymes asserts that linguistic competence alone is not capable of producing effective communication. According to Hymes, there exists a need for social context. Hymes states, “to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior” (Hymes, 1972, p. 283).

## **1.1.4. Development of Communicative Competence**

Communicative competence is essential for success in today’s society, given its significant importance across all areas of life. As a result, it is unsurprising that communicative competence has been extensively studied and developed by numerous researchers, including Canale and Swain (1980-1983), Bachman (1990), and Celce-Murcia (1995).

### **1.1.4.1. Canale and Swain’s Model (1980-1983)**

Canale and Swain’s (1980) model was a further development of Hymes’ own model. Their model focused on communicative competence, emphasizing both grammatical and strategic aspects of language use to enhance learners’ second language communication skills. They stated, “The study of sociolinguistic competence is essential to the study of

communicative competence, as is the study of grammatical competence” (1980, p. 6).

Canale and Swain (1980) identified three dimensions of communicative competence that help in the construction and development of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence, followed by the fourth dimension of discourse competence introduced solely by Canale (1983).

- **Grammatical Competence**

Grammatical competence refers to the communicators’ understanding and mastery of the structural rules and systems of a second language. According to H. Douglas Brown, grammatical competence is the “knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics, and phonology” (Canale & Swain, 1980; cited in Brown, 2007, p. 196). In other words, this competence includes accurate knowledge of language grammar rules, sentence formation, and vocabulary.

- **Sociolinguistic Competence**

Sociolinguistic competence refers to the communicators’ ability to interpret and produce sociolinguistically appropriate utterances. This competence “requires an understanding of the social contexts in which a language is used: the roles of the participants, the information they share, and the function of the interaction. Only in full contexts of this kind can judgments be made on the appropriateness of particular utterances” (Savignon, 1983, p. 37).

- **Strategic Competence**

Strategic competence refers to the strategies employed to manage and achieve successful communication and to solve communication problems as they arise. According to Canale and Swain, it is “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.” (Canale and Swain, 1980, p. 30). These



strategies are imperative to maintain a conversation and include, paraphrasing, using synonyms or approximations, self-correction, and the use of body language.

- **Discourse Competence**

Discourse competence was added by Canale (1983) to the Canale and Swain (1980) model and is a supplement to grammatical competence. H. Douglas Brown stated, “Discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like). While grammatical competence focuses on sentence-level grammar, discourse competence is concerned with intersentential relationships” (Brown, 2007, p. 196). Therefore, it is the ability to combine language structures to produce coherent and cohesive utterances and interpret language beyond the sentence level.

According to Canale (1983), cohesion refers to the many ways (grammatical, lexical, and semantic) in which the elements of a text are linked together via cohesive devices (reference, substitution, etc.) to form meaningful discourse. On the other hand, coherence is what makes a text semantically meaningful by logically sequencing ideas in the reader’s mind about the text parts when trying to interpret a piece of discourse.

#### **1.1.4.2. Bachman’s Model (1990)**

Lyle F. Bachman’s (1990) model is termed the communicative language ability (CLA). He stated, “Communicative language ability (CLA) can be described as consisting of both knowledge, competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use” (Bachman, 1990, p. 84). This model consists of language competence, strategic competence, and psychophysiological mechanisms.

- **Language Competence:**

The first component of CLA is language competence (language knowledge), and consists of two main categories: “organizational competence” and “pragmatic competence”.

The former refers to the relationship among signs and their referents and includes both grammatical (morphology and syntax) and textual competence (cohesion and coherence). This enables recognition and production of grammatically correct sentences as well as comprehension of utterances. The latter refers to the relationship between the language users and the context of communication and includes both sociolinguistic (sensitivity to register, naturalness, and cultural references) and illocutionary competence (functional aspects of language). In other words, Bachman emphasizes the importance of both linguistic knowledge and social context in understanding and creating context-appropriate utterances.

- **Strategic Competence:**

The second component of CLA is strategic competence, which is the mental capacity for implementing the components of language competence. These components are assessment, planning, and execution (Bachman, 1990, pp. 98-100). Assessment involves identifying information in a given context, selecting the most effective language competencies, considering shared abilities with the interlocutor, and evaluating the achievement of the communicative goal. Planning retrieves relevant language items and devises a plan aimed at attaining the communicative objective. Execution utilizes appropriate psychophysical mechanisms to execute the plan in a manner aligned with the communicative goal and contextual requirements.

- **Psychophysiological Mechanisms:**

The third and last component of CLA is psychophysiological mechanisms, which “refers to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon (sound, light)” (Bachman, 1990, p. 84). According to Bachman, it is necessary to consider the psychophysiological mechanisms, which include the auditory/visual channel and the receptive/productive mode applied in language usage.

Overall, Bachman’s model highlights the importance of psychological mechanisms

in shaping human behavior.

#### **1.1.4.3. Celce-Murcia et al's Model (1995)**

Celce-Murcia et al.'s (1995) model is an extension of Hymes' (1967-1972) concept of communicative competence and Canale and Swain's (1980-1983) four language competencies, namely grammatical competence, strategic competence, sociocultural competence, and discourse competence. Their model also incorporates Bachman's idea of language knowledge to construct five communicative competences. Celce-Murcia et al. stated, "The circle within the pyramid is discourse competence, and the three points of the triangle are sociocultural competence, linguistic competence, and actional competence" (Celce-Murcia et al., 1995, p. 9). Furthermore, only a strategically competent speaker can skillfully navigate communication barriers.

- **Discourse Competence**

Discourse competence is the core component of this model and refers to "the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message" (Celce-Murcia et al., 1995, p. 13). Many sub-areas contribute to discourse competence, namely cohesion, deixis, coherence, generic structure, and conversational structure.

- **Socio-Cultural Competence**

Socio-cultural competence refers to the speaker's ability to use pragmatic knowledge in conveying messages effectively within the social and cultural context of communication. This requires knowledge of how language is used in different situations and an understanding of the sociocultural norms of the target language. Many sub-areas contribute to socio-cultural competence, namely social contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communicative factors (Celce-Murcia et al., 1995, p. 23).

- **Linguistic Competence**

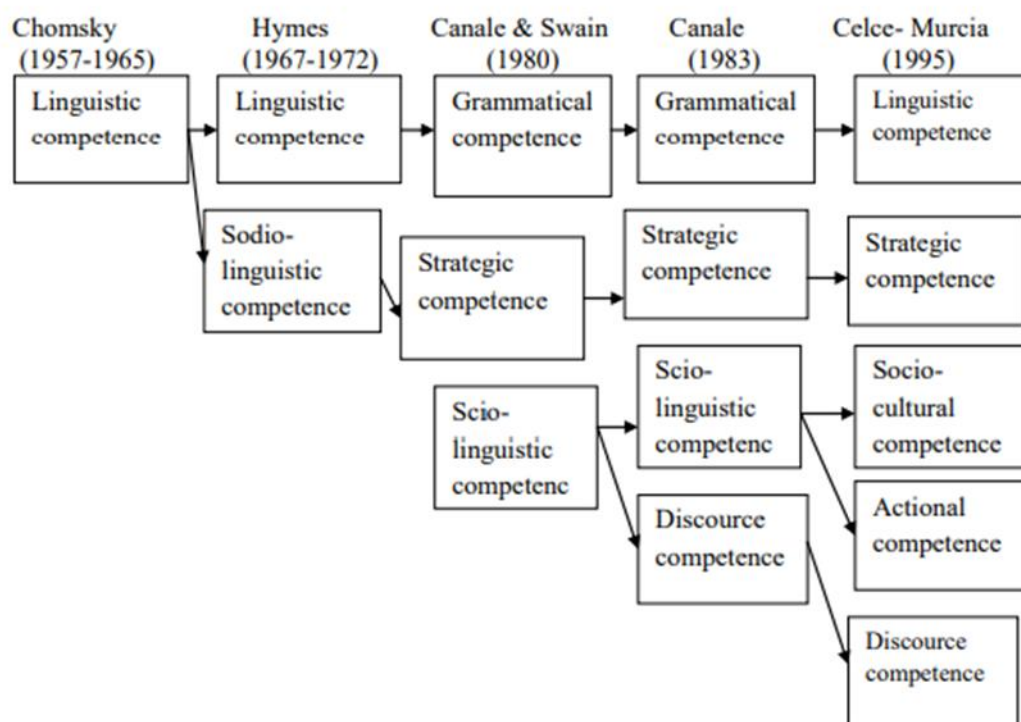
Linguistic competence, similar to grammatical competence as defined by Canale and Swain (1980), refers to a speaker's understanding of the fundamental components of communication, such as grammar, vocabulary, pronunciation, and other linguistic features of a language (syntax, morphology, lexicon, the phonological system, etc.). This enables a linguistically competent speaker to produce and understand accurate and meaningful sentences in various contexts (Celce-Murcia et al., 1995, p. 16).

- **Strategic Competence**

Strategic competence refers to a speaker's ability to compensate for communication breakdowns, their understanding of communication strategies, and their proficiency in using these strategies to overcome communication obstacles. Many sub-areas contribute to strategic competence, namely, avoidance and reduction strategies, achievement and compensatory strategies, stalling and time-gaining strategies, self-monitoring strategies, interactional strategies, and social strategies (Celce-Murcia et al., 1995, p. 26).

- **Actional Competence**

Celce-Murcia proposed that actional competence be part of communicative competence, which refers to "the ability to comprehend and produce all significant speech acts and speech act sets" (Celce-Murcia, 2007, p. 42). Therefore, actional competence refers to the capacity to utilize language effectively as a means to accomplish tasks and attain communicative objectives in real-life settings. Two sub-areas contribute to actional competence, namely knowledge of language functions and knowledge of speech act sets.



*Figure 2 : Chronological Evolution of Communicative Competence (Cited in Soler, & Jordà, 2008, p. 43).*

### 1.1.5. Exploring the Practical Applications of Communicative Competence in Communicative Classroom Settings

The limitations of conventional teaching methods prompted educators to explore alternative approaches like CLT, which prioritises teaching language for communication. CLT was influenced by Hymes’s (1972) theory of communicative competence, which emphasizes the importance of understanding and applying language in real-life situations. The aim of CLT is to assist students in effectively utilising the language in authentic contexts.

Freeman (2011, p. 161) suggests that the CLT approach aims to develop students’ communicative competence by focusing on real-life language use. Educators using the CLT approach prioritise teaching students’ sentence coherence, cohesion, and the function of words to enable students to understand one another. Within the classroom, teachers adopt

the role of facilitators and observers, while students actively participate in constructing their own learning experiences and interacting with their peers. This methodology nurtures students' communicative abilities and enables them to develop proficiency in utilising the language effectively beyond the classroom setting.

## **Conclusion**

To sum up, in this section, the researcher of this study highlighted the main concepts of communicative competence, including a definition of CC, development, and application of communicative competence in classrooms through various teaching methods and techniques. Besides, developing students' communicative abilities is a top priority in learning a foreign language. To that end, teachers should take into consideration their learners' needs and choose the best approach(es) that suit(s) their needs and adapt different tools, methods, and techniques through which students can gain the ability to use their linguistic knowledge appropriately in any given sociocultural context.

## **Section Two: Communicative Activities**

### **Introduction**

In recent years, there has been a strong shift of emphasis from traditional approaches to teaching to modern ones, such as the implementation of communicative activities, reflecting a growing recognition of the importance of fostering practical language skills and real-world application in education.

Educators play an instrumental role in promoting communicative competence among students through classroom interaction. By encouraging participation and engagement during class, educators enable learners to develop their ability to communicate effectively. This requires teachers to use different approaches and various activities that fit the learners' needs and interests. This helps learners to communicate successfully inside and outside the classroom. Thus, the subject of incorporating communicative activities garners a lot of interest in the field of English Language Teaching. Therefore, this section sheds light on the notion of communicative activities, advantages of communicative activities, types of classroom interaction, and the teachers' role in CLT settings. It also presents some communicative activities employed to enhance students' communicative competence.

#### **1.2.1. Defining Communicative Activities**

Communicative activities include any activities that promote active communication and interaction among students. By engaging in activities that encourage self-expression, students enhance their language proficiency and communicative competence while gaining cultural insight at the same time. Furthermore, incorporating these types of communication activities within reading or writing lessons further promotes skill sets essential to second language acquisition (SLA) while optimizing learning potential (Brown, 2001, p. 124).

All learners are capable of effective communication regardless of their proficiency level. Constructive feedback can encourage them on this journey. Encouraging meaningful

interaction through various communicative tasks, such as pair or group discussions, role-plays, debates, and problem-solving tasks, can foster a classroom atmosphere based on positive reinforcement. This helps boost self-confidence and leads to enhanced natural expression capabilities among linguistic learners.

### **1.2.2. The Advantages of Communicative Activities in Enhancing Learners' CC**

The role of communicative activities in language learning is to offer learners valuable opportunities to engage meaningfully while also receiving productive feedback from others. This creates open pathways for active negotiation where students can develop increasingly complex linguistic abilities by regularly practicing through consistent participation. Educators should, therefore, emphasize creating an atmosphere conducive to optimal interaction among students as part of their methodology toward successful second language acquisition.

According to Freeman's findings, interaction plays a central part in language acquisition as it offers learners substantial opportunities to participate in purposeful language utilization. To boost their language proficiency, learners must actively partake in interaction with both their fellow students and the instructor (Freeman, 2011, p. 161).

In order to promote fruitful exchanges in a classroom setting, educators can construct assignments that foster collaboration, sharing of perspectives, and negotiation of meaning. It is a student-centered approach to language teaching, where the teacher serves as a facilitator of interaction rather than a provider of knowledge. This can help create a positive learning environment that fosters interaction (Ibid).

### **1.2.3. Aspects of Classroom Interaction**

Classroom interaction involves two primary components: negotiation of meaning and oral feedback, which are essential for effective language learning and teaching. When learners have opportunities to actively participate in meaningful negotiation with their peers



and receive valuable feedback that promotes their progress, they are more likely to attain success in the language learning environment. This achievement is fulfilled through a process of positive interaction, where teachers and learners collaborate to ensure that language is comprehensible, meaningful, and rewarding.

#### **1.2.3.1. Negotiation of Meaning**

Achieving successful communication in the language classroom is a key objective for learners, and negotiation of meaning plays a pivotal role in this process. Negotiation of meaning is a central aspect of second language learning that occurs when learners attempt to interact meaningfully with others while avoiding the risk of misinterpretation or misunderstanding. As such, negotiation of meaning is essential for effective communication in the target language, as it enables learners to clarify or expand upon their understanding of language in a collaborative and supportive learning environment (Ellis, 1999, p. 204). Negotiation of meaning is a fundamental component of discourse structure as it facilitates the continuity of conversation.

#### **1.2.3.2. The Role of Feedback**

The role of oral feedback can never be undermined when it comes to language acquisition. Learners derive immense benefits from receiving direct corrections on their errors while being appropriately guided by their educators. In classroom settings, adopting this approach proves particularly effective in directing student attention towards topics that need more support or clarification. Constructive oral feedback has enormous potential as a motivational tool that encourages students' active participation while creating a nurturing collaborative atmosphere for learning, where fellow learners push each other towards academic excellence. Teachers have various approaches when using oral feedback strategies that promote student involvement by letting them identify errors and offer ways of improving themselves. Effective feedback occurs not only from teachers but also from peers,

underscoring the importance of collaborative learning approaches in language instruction (Chaudron, 1988, p. 132).

#### **1.2.4. Types of Classroom Interaction**

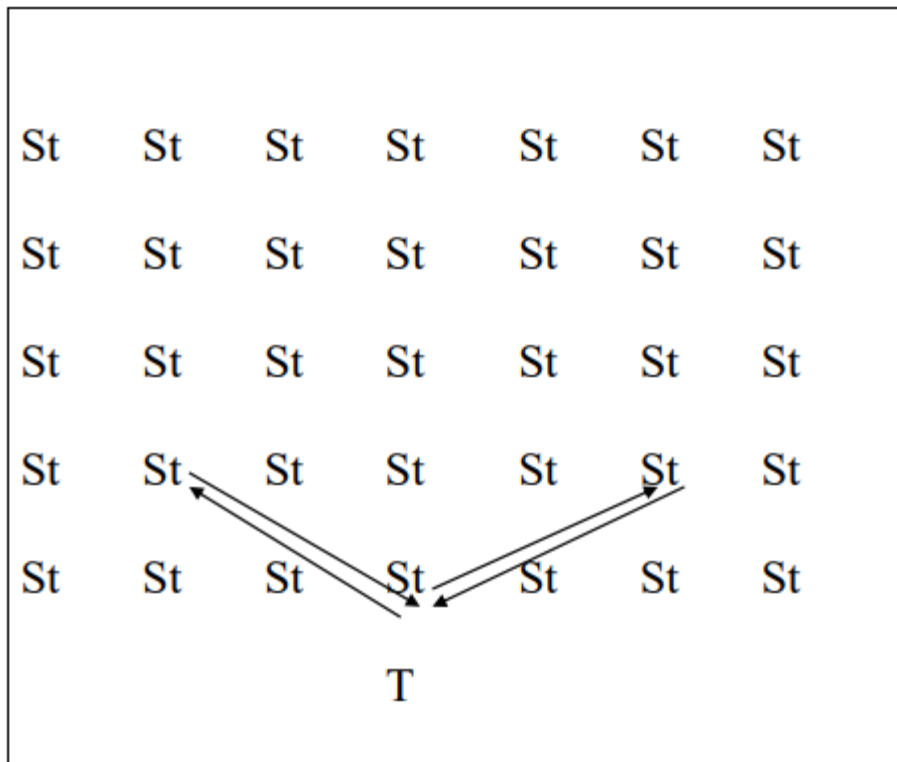
In the context of language teaching, the communicative approach embraces diverse techniques referred to as “interaction patterns” that foster valuable classroom interaction. Navaz (2012) described the preceding distinctive features of interaction and stated that, “they are: teacher-pupil interaction (questions provoke thoughtful answers and answers provoke further questions); student-student interaction (children build on each other’s contributions); teacher-student one-to-one monitoring; questioning; response to questions; feedback on responses; and student talk” (p. 66). This approach mainly focuses on two major types: teacher-student interaction and student-student interaction.

##### **1.2.4.1. Teacher-Student Interaction**

Teacher-student interaction (TSI) refers to the exchange between instructors and pupils within classrooms, and its significance can’t be overstated when it comes to successful language acquisition in EFL settings. It can be seen as an important factor in supporting students’ behavioral, social, and emotional engagement in the classroom, thus affecting students’ development, achievement, and performance.

According to Harmer (2007, p. 108), in the dynamics of teacher-student interaction, the teacher assumes a pivotal role as a motivator and takes on the responsibilities of a leader or controller in the classroom. Students are guided by a knowledgeable teacher who supports them through the usage of different strategies, gives lectures, and asks questions. Additionally, the teacher should include various activities to help students take ownership of their interactions in the classroom.

Teacher-student interaction may also happen between the teacher and one student or a particular group of students in order to evaluate individual students.



**Figure 3 : Teacher-Student Interaction (Cited in Scrivener, 2005, p. 85)**

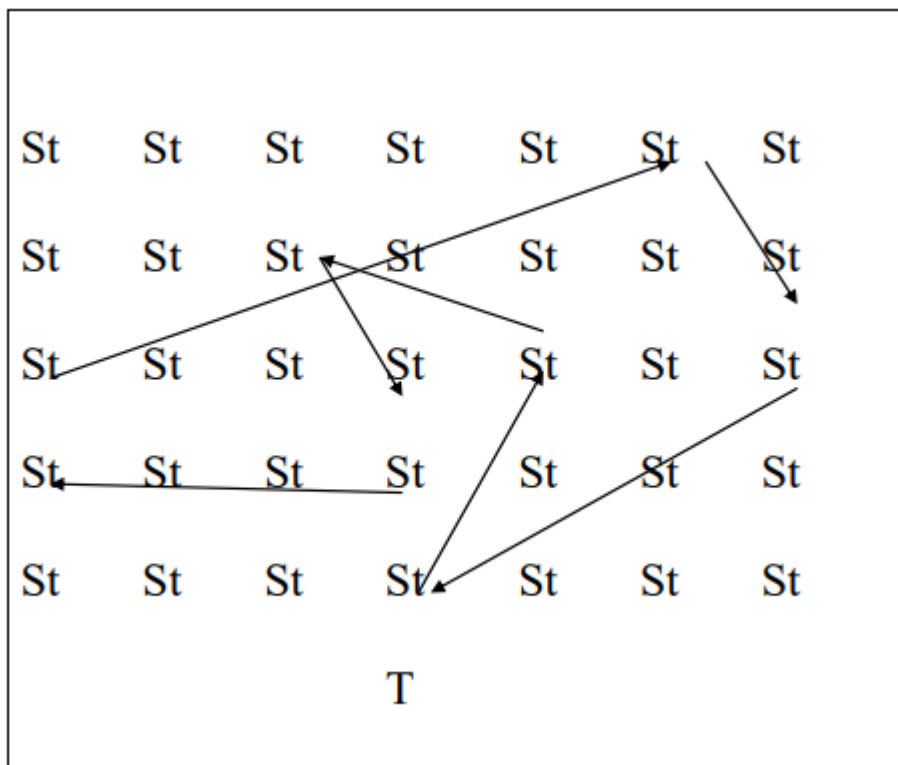
In this figure, Scrivener (2005, p. 85) has described how teacher-student interaction takes place within the classroom, whether from the teacher to the students or from the students to the teacher (see figure 3).

#### **1.2.4.2. Student-Student Interaction**

Peer or student-student interaction (SSI) takes place among learners and refers to how students communicate with each other in a classroom environment. To establish constructive interactions, it is advisable for teachers to assume a consultative or advisory role. Nevertheless, they must avoid directly controlling their students while in class. Through peer interaction, students feel confident and less anxious when they engage in verbal communication with each other. When students take an active part in the learning process, they tend to retain and recall the material more successfully. Additionally, fostering an effective two-way communication between students and teachers can lessen the psychological gap between them and encourage a positive atmosphere for all involved. Thus,

it is essential to establish a cooperative atmosphere in the classroom.

Student-student interaction can occur in groups or in pairs, known as peer interaction. Lynch (1996) states that “learners rarely pick up each other’s errors, even in the short term [...] group work is more likely to lead to negotiation of meaning than interaction with the teacher” (p. 111). Thus, effective language learning requires constructive feedback from peers. This can be achieved by encouraging students to practice their speaking skills through pair or small group work. By offering corrections to one another while sharing diverse ideas, learners enhance their ability to communicate adeptly while broadening their perspective on class content. The success of such collaborative efforts underscores just how crucial peer interaction is when it comes to honing speaking skills within an academic setting.



**Figure 4 : Student-Student Interaction (Cited in Scrivener, 2005, p. 86)**

In this figure, Scrivener (2005, p. 86) has described how student-student interaction takes place within the classroom setting, whether among student to student or students to students (see figure 4).

### **1.2.5. Teachers' Roles in Communicative Classrooms**

In communicative classrooms, the teacher can play various roles to create a successful teaching and learning process. Hedge Tricia (2000), in her book *Teaching and Learning in the Language Classroom*, describes a spectrum of possibilities for teacher roles in the following quote:

“As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as prompter while students are working together and as resource if students need help with words and structures during the pairwork”(p. 26).

#### **1.2.5.1. Controller**

In this role, teachers act as the source and the controller of information flow. They determine the tasks that students should perform, and what language forms they should use. Jeremy Harmer (2007) states, “When teachers act as controllers, they are in charge of the class and of the activity taking place and are often ‘leading from the front’. Controllers take the register, tell students things, organise drills, read aloud and in various ways exemplify the qualities of a teacher-fronted classroom” (p. 108). As controllers, teachers are responsible for establishing a positive classroom atmosphere while also managing student behavior to prevent disruptions.

#### **1.2.5.2. Assessor**

In this role, teachers provide students with feedback regarding their performance. It is vital to assess learners and give them helpful corrections after accomplishing activities. Teachers should provide their students with a clear view of the assessment process. They ensure that students understand the criteria used to evaluate their performance and the expectations they must meet in order to succeed. This helps teachers measure their students’

levels and grade them (ibid).

### **1.2.5.3. Corrector**

According to Jeremy Harmer (2007, p. 108), in this role, the teacher identifies an error in a students' utterance and then recasts it, which can prompt a second student to produce a corrected version of the sentence. It is often recommended that teachers provide opportunities for students to self-correct their errors, and if that fails, to encourage other students to perform the correction (Hedge, 2000, p. 26). The teacher should also use indirect strategies to avoid embarrassing students.

### **1.2.5.4. Organizer**

According to Jeremy Harmer (2007, pp. 111-112), in this role, the teacher arranges learners into pairs and groups to do various tasks. They provide them with information about how to navigate the activity within a restricted duration, giving them instructions to facilitate comprehension of the assigned objectives. Following the conclusion of the task, the teacher may pose inquiries to their pupils and present personalized feedback that corresponds with each individual's progress. Furthermore, for Harmer, the role of the teacher as an organizer can be summarized as follows:

Engage → Instruct (demonstrate) → Initiate → Organize → Feedback.

### **1.2.5.5. Prompter**

According to Jeremy Harmer (2007, p. 109), in this role, the teacher is a prompter and assists students when they are confused or 'lost for words' during a particular activity, such as role-play, which may be due to a lack of vocabulary. The role of the teacher here is to 'hold back' and support the students while refraining from taking control of the activity. They can help them by offering suggestions and providing instructions to solve their problems. As indicated by Harmer (2007, p. 109), "When we prompt, we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant, we risk

taking initiative away from the student. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement.” In other words, this role is filled to encourage students to think creatively and keep them independent from the teacher.

#### **1.2.6. Categorising Communicative Activities**

There are various interactive communicative activities used to both provide the teacher with feedback about the learners’ abilities and promote student engagement and learning. Effective communicative activities can promote language development, critical thinking, and social and cognitive skills. Additionally, the teacher assumes a pivotal role in facilitating these activities and establishing a supportive learning environment. Overall, communicative activities are a valuable instrument for promoting student engagement and learning, and teachers should purposefully employ these activities to maximise their benefits (Freeman, 1998, p. 83).

##### **1.2.6.1. Group\Pair Work**

Group and pair work activities are an effective way to develop communicative competence as they encourage students to cooperate and converse with one another. Through collective collaboration with small groups or peers, learners gain the opportunity to share their ideas and viewpoints and to learn from each other’s strengths and weaknesses.

According to Vygotsky (1978, p. 86), students learn through their participation. Thus, communicative activities offer learners opportunities to collaborate, negotiate, and share ideas within a more interactive setting. Students who engage in collaborative activities tend to have higher academic achievement and greater social and emotional development.

##### **1.2.6.2. Discussions\Conversations**

Learning is an active and social procedure that unfolds through active interaction with others, and dialogues and conversations. Through said dialogues and conversations, teachers can provide scaffolding by encouraging students to pose questions, establish

connections, and explore new ideas (Kaddour, 2016, p. 17).

Teachers occupy an important role in forging a supportive and interactive learning environment that promotes dialogue and collaboration among students; they should strive to create comprehensive learning environments that take into consideration the various backgrounds and experiences of their students (ibid).

### **1.2.6.3. Dialogues**

Unlike traditional classroom discussions, which may be dominated by a few outspoken students or the teacher, dialogues prioritise listening, respect, and collaborative problem-solving. Dialogues can be organised in various ways, such as through peer coaching, case-oriented learning, or inquiry-oriented learning. Furthermore, these activities can be implemented in a broad spectrum of academic and professional environments.

Dialogue encompasses more than just conversation and requires a deep dedication to listening, empathy, and receptiveness to new notions. Dialogue could be employed to promote creativity, insight, and understanding in a wide range of contexts, including education. Dialogue is a structured process of open, honest, and respectful communication that seeks to uncover underlying assumptions and beliefs; it can be utilised to promote profound learning, foster creativity and innovation, and build stronger relationships among classmates (Harmer, 2007, p. 352).

### **1.2.6.4. Problem-Solving**

Problem-solving is the craft of recognising predicaments and executing the most optimal path to finding a solution. An example of such problems is case studies, simulations, or game-based problem-solving activities. The objective of problem-solving activities is to help learners understand the context of an existing problem, thus enhancing students' ability to solve problems, overcome challenges, sharpen their decision-making skills, and solve problems.



Problem-solving is a key mechanism for cognitive development; children's aptitude to address predicaments relies on their capacity to interact with their surroundings (Jean Piaget, 1947, p. 88).

#### **1.2.6.5. Role Play**

Role play is a communicative educational endeavour that entails students assuming diverse roles and participating in simulated scenarios or circumstances. In role-play activities, students are prompted to employ their imagination and inventiveness to explore different perspectives and develop their social and emotional skills.

According to harmer (2007, p. 352), role play serves as a means for children to fabricate their own comprehension of the surrounding world and advance their cognitive and social skills. In addition, Bruner argued that role-play activities provide a powerful way for students to actively involve themselves in and fabricate their own wisdom concerning the world.

#### **1.2.6.6. Simulations**

According to harmer (2007, p. 352), simulations are communicative learning activities that provide students with a genuine and engrossing encounter of a specific scenario or circumstance. Simulations can take many forms, such as computer-based simulations, role-playing simulations, or experiential simulations and can provide a powerful approach for students to probe intricate notions and cultivate their troubleshooting and evaluative reasoning proficiencies.

### **Conclusion**

Effective communicative activities are crucial for the development of communicative competence in EFL learners. These activities grant learners occasions to rehearse and enhance their linguistic proficiencies, as well as to apply language appropriately in various contexts. Through communicative activities, learners can obtain input on their language

utilization from their educators and classmates, which can aid them in pinpointing their proficiencies and limitations and enhancing their communication skills. Teachers who prioritize communicative activities in their lesson planning can provide their students with a more engaging and effective learning experience.

## **Chapter Two: Fieldwork and Data Analysis**

### **Section One: Research Methodology**

#### **Introduction**

The first chapter has provided an introduction to communicative competence and the CLT approach, discussing various definitions and models of communicative competence, as well as the CLT approach to language teaching, and incorporating communicative activities in educational settings to enhance learners' communicative competence. In contrast, the second chapter focuses on the practical aspects of the present study. It outlines the objectives of the research, the description of research tools, and the participants of the study. By delving into the details of the research methodology, this chapter sets the stage for the empirical investigation of the role of communicative activities in enhancing EFL learners' communicative competence.

#### **2.1.1. The Description of Population**

The targeted population in this study consisted of third-year students of English and teachers of Oral Expression at the University of Mohamed Essedik Benyahia-Jijel. There were 80 third-year students and 11 Oral Expression teachers, each presented with a questionnaire seeking their opinions on the effect of teacher-student interaction and communicative activities in improving their communicative competence.

##### **2.1.1.1. The Teachers**

The sample for this research consisted of 11 highly experienced EFL teachers who specialize in oral expression at the University of Mohamed Essedik Benyahia-Jijel. These teachers specialize in enhancing communicative competence and fostering interaction among students, and were chosen due to their remarkable qualifications and proficiency in the field, making them ideal candidates for this study. Expectedly, out of 11 teachers, only 5 teachers replied to the questionnaire.

### **2.1.1.2. The Students**

The population chosen in this research was 237 third-year LMD students of EFL at the University of Mohamed Essedik Benyahia-Jijel. The researcher randomly selected 80 students from the whole number as a sample. Furthermore, the researcher chose third-year students as the sample under study because third-year LMD students have already acquired considerable experience through interacting with their teachers of oral expression in their first and second years, and they are aware of the difficulties that stand in the way of improving their communicative competence. Expectedly, out of 80 students, only 60 students returned the questionnaire full with answers, the rest were returned empty.

### **2.1.2. The Description of Research Data Tools**

In this research, considering that time is limited, the researcher adopted descriptive method approach to data collection, highlighting the role of communicative activities in enhancing EFL learners' communicative competence. In order to collect data, a single research instrument, specifically a questionnaire, was administered to both students and teachers in this study to collect data. The questionnaire is the primary and most convenient way of collecting large amounts of information from a large number of people within a short period. Thus, the researcher used it as a primary data collection tool. It is important to note that both questionnaires include multiple-choice questions, yes/no with justifications to determine if both students/teachers recognize the importance of communicative activities. Dornyei stated, "Because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that questionnaires have become one of the most popular research instruments" (2007, p. 101).

#### **2.1.2.1. The Description of Teachers' Questionnaire**

The researcher received five answered questionnaires out of the total eleven questionnaires handed out to the target oral teachers. The teachers' questionnaire is

composed of sixteen (16) questions, divided into three sections.

### **Section One: Teachers' General Information**

This section deals with teachers' background information. It consists of three (3) questions, namely, the degree held by the teachers (Q1), duration of English teaching (Q2), and duration of oral expression teaching (Q3).

### **Section Two: Communicative Activities**

This section deals with teachers' experiences with communicative activities. It consists of eight (8) questions, namely, how often they interact with their students inside the classroom (Q4), how they group their students during communicative activities (Q5), whether they encourage peer interaction (Q6), what role they occupy inside the classroom (Q7), the type of classwork they engage their students in (Q8), the classroom activities they prefer to use (Q9), whether they view communicative activities as being important in developing students' communicative abilities (Q10), and finally how often they provide feedback regarding students' mistakes during Communicative Activities (Q11).

### **Section Three: Communicative Competence**

This section deals with teachers' perception of communicative competence. It consists of five (5) questions, namely, how they perceive their students' English level (Q12), their views on communicative competence (Q13), their approach in teaching English and why (Q14), and finally which factors negatively affect the level of their students during communicative activities (Q15). The extra part of the questionnaire is designated to gather any additional remarks or suggestions about the topic (Q16).

#### **2.1.2.2. The Description of Students' Questionnaire**

The researcher received 60 answered questionnaires out of the total 80 questionnaires handed out to the target population. The students' questionnaire is composed of twenty (20) questions, divided into three sections.

### **Section One: Students' General Information**

This section deals with students' background information. It consists of three (3) questions, namely, the duration of their English language study (Q1), how they regard their level in English (Q2), and finally whether they enjoy the oral expression course (Q3).

### **Section Two: Communicative Activities**

This section deals with students' experiences with communicative activities. It consists of twelve (12) questions, namely, the role their instructor plays in their education (Q4), how often they participate inside the classroom (Q5), how often they interact with their teacher (Q6), how often they interact with their fellow students (Q7), whether they are granted ample opportunities for interaction (Q8), which activities they prefer to engage in (Q9), how they define communicative activities (Q10), how they perceive the role of communicative activities (Q11), The efficacy of these activities (Q12), which types of communicative activities they prefer (Q13), how they view feedback (Q14), and finally whether they view communicative activities as being important in developing their communicative abilities (Q15).

### **Section Three: Communicative Competence**

This section deals with students' perception of communicative competence. It consists of five (5) questions, namely, their attitudes towards communicative competence (Q16), insecurities that prevent them from performing in communicative activities (Q17-18), and finally, whether they feel confident when engaging in real-life communicative situations in English (Q19). The extra part of the questionnaire is designated to gather any additional remarks or suggestions about the topic (Q20).

## Section Two: Analysis and Interpretation of Data

### Introduction

The analysis and interpretation section of this dissertation provided a comprehensive examination of the data gathered during the research study in order to measure the significance of the study and to reach a suitable conclusion. In this section, the findings were analyzed, interpreted, and presented below in a form of tables.

#### 2.2.1. Analysis of Data Tools

##### 2.2.1.1. Teachers' Questionnaire

#### Section One: Teachers' General Information

#### Q1: What are your qualifications?

**Table 1**

Teachers' Held Degree (s)

<b>Options</b>	<b>N</b>	<b>%</b>
BA (License)	0	0%
MA (Master/ Magister)	3	60%
PHD (Doctorate)	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

The purpose of this question was to explore teachers' educational background and its impact on their professional profile. Results revealed that out of all respondents, an impressive figure of 60% held a master's degree, as opposed to PhD holders, who accounted for only 40%.

## Q2: How long have you been teaching English?

**Table 2**

Teachers' Teaching Experience

<b>Options (Years)</b>	<b>N</b>	<b>%</b>
1-10	2	40%
10-20	1	20%
20-30+	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

This question aimed to evaluate work experience. It was apparent from the responses received that 40% claimed to have between one to ten years of experience, while 20% responded with ten to twenty years of tenure. Interestingly enough, an overwhelming percentage of 40% claimed they had worked for over twenty to thirty years or even longer periods in English language training, showcasing their extensive experience.

## Q3: How long have you been teaching oral expression?

**Table 3**

Teachers' Experience at Teaching Oral Expression

<b>Options (Years)</b>	<b>N</b>	<b>%</b>
1-5	2	40%
5-10	1	20%
10-15+	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>



The purpose of this question was to find out how many years the respondents have been teaching oral expression. The results indicated that approximately 40% of the respondents have been teaching oral expression for a period of one to five years, while 20% of the population had an experience of five to ten years. Furthermore, 40% of the respondents have been teaching oral expression for ten to fifteen years or even longer. One notable observation is that the majority of instructors exhibited a noteworthy level of proficiency in facilitating the development of students' communicative abilities.

## Section Two: Communicative Activities

### Q4: How often do you interact with your students?

**Table 4**

Teacher-Student Interaction

<b>Options</b>	<b>N</b>	<b>%</b>
Always	5	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

The purpose of this question was to determine how often teachers engage with their pupils during educational sessions. All participants confirmed regular interaction with their pupils through questionnaires, emphasizing the significance that communication holds within effective teaching practices. This finding served as a positive indicator of effective teaching practices.

**Q5: How do you group your students in communicative activities?**

**Table 5**

Students' Grouping Strategies

<b>Options</b>	<b>N</b>	<b>%</b>
By level	0	0%
By gender	0	0%
Randomly	2	40%
They group themselves	3	60%
<b>Total</b>	<b>5</b>	<b>100%</b>

The purpose of this question was to gain insight into how teachers group students for classroom activities. Based on the data, a majority of teachers 60% allowed students to form their own groups during such activities, while the remaining 40% prefer to group students randomly. This finding provided insights into the instructional practices used to facilitate collaborative learning.

**Q6: Do you encourage peer interaction and communication inside the classroom?**

**Table 6**

Student-Student Interaction and Communication

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

The aim of this inquiry was to understand how much importance teachers in the classroom place on student interaction and communication. The unanimous answer from those surveyed was “100% yes,” indicating that these educators actively encouraged and facilitated student communication.

**Q7: In your daily teaching practice, do you prefer acting as?**

**Table 7**

Teacher’ Role inside the Classroom

<b>Options</b>	<b>N</b>	<b>%</b>
A controller	0	0%
An assessor	1	20%
A prompter	0	0%
An Organizer	4	80%
A Corrector	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

This question aimed to determine teachers’ preferences regarding their roles when teaching students. The insights derived from teachers’ preferences regarding their roles within the classroom illuminate a crucial dimension of the educational landscape. With approximately 80% of respondents reported preferring to facilitate educational activities, while only 20% leaned towards primarily assessing student progress. Overall, the prevalent inclination towards facilitation encapsulates the essence of communicative competence development, reflecting the educators’ recognition of the transformative power of interactive and experiential learning methodologies.

**Q8: What instructional approaches do you typically employ to encourage active student participation in the classroom?**

**Table 8**

Teacher' Preferred Communication Techniques

<b>Options</b>	<b>N</b>	<b>%</b>
Group work	3	60%
Pair work	1	20%
Individual work	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

The intention behind this question was to uncover educators' favored classwork activities. An examination of the gathered responses reveals a distinct pattern, it appeared that the majority of teachers, comprising 60%, preferred engaging their students in group work into their teaching methodologies. Pair work and individual work each garnered an equal preference of 20%. This indicated that the majority of teachers relied on group work, which emphasized collaborative learning within the teaching landscape. The prevalence of group work aligns harmoniously with the principles of communicative competence enhancement, as it fosters authentic interaction and active engagement, mirroring real-world language use scenarios.

**Q9: What type of communicative activities do you typically tend to use?**

**Table 9**

Teacher' Communicative Activities Typically Used

<b>Options</b>	<b>N</b>	<b>%</b>
Discussions and debates	3	60%
Role plays/Simulations	0	0%
Games/Songs	0	0%
Problem solving	0	0%
Dialogues	0	0%
All of them	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

The objective behind this question was to gain insight into the diverse classroom activities employed by teachers to enhance language learning and student engagement. The findings indicated that teachers tended to use activities that encouraged interaction and communication among pupils, with the majority (60%) citing discussions and debates as their go-to methods. Moreover, it appeared that teachers were open-minded regarding activity types, with 40% stating they employed all sorts of activities. This adaptability showcases educators' commitment to tailoring their instructional strategies to suit the diverse learning needs of students, fostering an inclusive and comprehensive language learning environment.

**Q10: Do you view communicative activities as being important in developing students' communicative abilities?**

**Table 10**

Teachers' Perspectives on the Importance of Communicative Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

The purpose of this question was to explore teacher perceptions regarding the significance of communicative activities in honing students' communicative abilities. The views of all the participants were unanimous as they all agreed on the pivotal role that interaction plays in advancing students' proficiency in communication.

**Q11: How frequently do you engage in communicative activities to correct your students' mistakes?**

**Table 11**

Teachers' Frequency of Corrective Feedback during Communicative Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Always	0	0%
Sometimes	4	80%
Rarely	1	20%
Never	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

This question aimed to establish how frequently educators provide feedback and rectify errors made by learners during communicative activities for optimal language development purposes. The majority of teachers (80%) admitted to correcting errors sometimes, while only 20% stated that they do not do so frequently enough. Pointing towards an importance placed on error correction methods despite being selective about its application per individual cases.

### Section Three: Communicative Competence

#### Q12: How would you describe the level of your students' in English?

**Table 12**

Teacher' Evaluation of Their Students' English Skills

<b>Options</b>	<b>N</b>	<b>%</b>
Beginner	0	0%
Intermediate	5	100%
Advanced	0	0%
Proficient	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

The purpose of this question was to see how teachers describe their learners' level in English. The results showed that 100% of the respondents reported that the level of their learners is intermediate. Meaning that while students may struggle with complex topics. They can still handle basic grammar and vocabulary, construct simple sentences, and express their opinions and ideas to some extent.

### Q13: Is communicative competence important in language teaching?

**Table 13**

Teachers' Perspectives on the Importance of CC

<b>Options</b>	<b>N</b>	<b>%</b>
Very important	4	80%
Important	1	20%
Neutral	0	0%
Less important	0	0%
Not at all	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table above represents the teachers' perspective on the the significance of communicative competence within English teaching. The results showed that 20% of teachers indicated it is important, while 80% stated that it is very important. This showed that teacher realise that the the development of practical language skills is directly related to communicative competence. This alignment between educators' perspectives and the study's focus on the role of communicative activities in enhancing learners' communicative competence establishes a coherent thread between pedagogical theory and practice, further underscoring the central role of communication-centered strategies in effective language education.



**Q14: Which approach (es) and/or method (s) have you employed in teaching?**

**Table 14**

Teachers' Teaching Methods and Approaches

<b>Options</b>	<b>N</b>	<b>%</b>
Grammar Translation Method	0	0%
Direct method	0	0%
Audio-lingual approach	0	0%
Oral situational approach	1	20%
Communicative language teaching	2	40%
All of them	1	20%
Nothing in particular	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table above shows the techniques used in English teaching and which of them produce better results. The results showed that 40% of the respondents relied on the communicative language teaching approach, while 20% used the oral situational approach. Another 20% used all of the approaches, and the remaining 20% of the population have no specific approach. This emphasised the pivotal role of communicative language teaching in augmenting learners' communicative competence. The strong presence of this approach, complemented by the other techniques, serves as an effective bridge between research and practice, reinforcing the dissertation's exploration of the potency of communicative activities in cultivating practical language proficiency.

**Q15: Which of the following factors do you believe can negatively affect your students' language proficiency levels?**

**Table 15**

Factors Affecting Students' Performance in Communicative Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Lack of motivation	1	20%
Low self-confidence	0	0%
The use of L1	0	0%
Lack of practice outside the classroom	2	40%
Anxiety	2	40%
The topics are uninteresting	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

This question was aimed at identifying which factors potentially hamper learners' ability effectively engage in communicative activities. Based on feedback from educators, three crucial barriers become evident: lack of motivation (20%), insufficient out-of-class practice time (40%), and anxiety (40%). This could be due to learners' fear of making mistakes or not communicating clearly in the language learned.

**Q16: Can you offer any suggestions regarding our dissertation on the role of communicative activities in enhancing EFL learners' communicative competence?**

The suggestion made by the teachers was that individual effort input plays a fundamental role in determining the level of learning outcomes. This implied a direct relationship between how much time and energy one invests in the learning process, which correlates with the quality and quantity of knowledge or skills acquired from that effort.

### 2.2.1.2. Learners' Questionnaire

#### Section One: Students' General Information

#### Q1: How many years have you been studying English as a foreign language?

Table 16

Students' Duration of Study for English as a Foreign Language

Options (Years)	N	%
3	44	73.33%
4	9	15%
5+	7	11.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

The table presented provides English learning duration for 60 surveyed students: 73.33% of students reported studying English for 3 years, 15% of students studied English for 4 years, and 11.67% of dedicated 5 or more years to their English language studies.

#### Q2: How would you describe your level in English?

Table 17

Students' Evaluation of Their English Level

Options	N	%
Beginner	3	5%
Intermediate	36	60%
Advanced	19	31.67%
Proficient	2	3.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The purpose of this question was to evaluate English proficiency levels among students who have participated in the questionnaire. It is evident from the data that just below one third of respondents (31.67%) considered themselves skilled in English and opted for “advanced” proficiency, while a majority (60%) chose “intermediate.” The remaining population had a mix of beginners (5%) and proficient (3.33%). This multifaceted spectrum of proficiency levels underscores the diverse composition of the student body and serves as an insightful basis for understanding the range of language competencies within the cohort under study.

**Q3: Do you enjoy the oral expression course?**

**Table 18**

Students’ Attitudes towards Oral Expression

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	46	76.67%
No	14	23.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The findings suggest that the majority of pupils (76.67%) hold a positive attitude towards the Oral Expression course, this indicated that most students have a positive mindset regarding verbal communication and are likely to engage in it willingly. However, there are still some individuals (23.33%) who did not express the same level of positivity about this aspect of their studies. This dual perspective illustrates a spectrum of attitudes towards the Oral Expression course, offering valuable insights into the dynamics of student engagement and their varying levels of comfort with verbal communication practices.

## Section Two: Communicative Activities

### Q4: What role does your teacher occupy inside the classroom?

**Table 19**

Students' Perception of the Teacher's Role in the Classroom

<b>Options</b>	<b>N</b>	<b>%</b>
A controller	15	25%
An assessor	14	23.33%
A prompter	9	15%
An Organizer	12	20%
A Corrector	10	16.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

The purpose of this question was to understand the students' perception of their teacher's role in the classroom by probing into student attitudes on this subject matter. According to our discoveries, most learners saw their teachers as controllers (25%) and evaluators (23.33%). This served as evidence that learners perceived teachers as individuals who oversaw the classroom environment and assessed academic achievements. A minority proportion saw teachers more as organizers (20%) and correctors (16.67%). Meanwhile, only a small percentage identified them as prompters (15%), suggesting minimal influence by such authorities in stimulating discussions among pupils. This nuanced portrayal underscores the multifarious ways in which students perceive their teachers' contributions towards their education.

**Q5: How often do you participate inside the classroom?**

**Table 20**

Students' Participation inside the Classroom

<b>Options</b>	<b>N</b>	<b>%</b>
Always	11	18.33%
Sometimes	31	51.67%
Rarely	13	21.67%
Never	5	8.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

This question aimed to assess the frequency of students' engagement in classroom activities within the confines of a classroom setting. The results indicated that 51.67% of respondents participate occasionally, signifying a periodic involvement in class interactions. 21.67% reported rarely participating, implying a less frequent engagement level. Only 18.33% expressed consistent participation. Surprisingly, only an insignificant proportion, constituting 8.33%, claimed they never take part in classroom activities, suggesting a minimal percentage of complete non-participation. This variance in participation suggested that students' level of engagement in class discussions or activities is inconsistent.

**Q6: How often do you interact with your teacher inside the classroom?**

**Table 21**

Teacher-Student Interaction

<b>Options</b>	<b>N</b>	<b>%</b>
Always	10	16.67%
Sometimes	28	46.67%
Rarely	17	28.33%
Never	5	8.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

This question sought to assess the frequency of interactions between students and their teachers. The data showed that the majority of respondents (46.67%) reported intermittent interaction sessions with their teacher, reflecting periodic exchanges. A percentage of respondents (28.33%) reported rarely interacting with their teacher, suggesting infrequent engagement. Conversely, 16.67% reported always interacting with their teacher. Only an insignificant proportion, constituting 8.33%, claimed no exchange whatsoever, emphasizing the rarity of complete non-interaction. This pattern of interaction frequencies underscores the array of engagement levels between students and teachers, highlighting a prevalent tendency toward intermittent interactions, indicating a potential gap in the desired frequency of engagement.

**Q7: How often do you interact with your classmates inside the classroom?**

**Table 22**

Student-Student Interaction

<b>Options</b>	<b>N</b>	<b>%</b>
Always	21	35%
Sometimes	26	43.33%
Rarely	9	15%
Never	4	6.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

The purpose of this question aimed to capture the frequency of interactions among students themselves. Approximately 43.33% of participants reported occasional conversations between peers during learning, suggesting intermittent peer interaction. Meanwhile, 35% of students maintained steady levels of engagement with their classmates. Conversely, only 15% scarcely interacted, while a minority (6.67%) reported never interacting with their fellow students. These results collectively underscore the range of peer engagement levels within the student body, indicating a prevailing tendency towards periodic interactions, which implied a potential gap in achieving the desired frequency of peer engagement.



**Q8: Does your oral expression teacher present you with opportunities to express your ideas?**

**Table 23**

Opportunities for Expressing Ideas in Oral Expression Class

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	51	85%
No	9	15%
<b>Total</b>	<b>60</b>	<b>100%</b>

This question aims to assess the teacher’s effectiveness in encouraging oral communication. 85% felt the teacher provided enough opportunities, while 15% disagreed. This highlighted that the teacher is actively providing avenues for students to share their thoughts and opinions in the class.

**Q9: Do you prefer learning through interactive and communicative activities or through more traditional methods (e.g., grammar-focused exercises, lectures)?**

**Table 24**

Students’ Learning Preferences: Interactive and Communicative Activities vs. Traditional Methods

<b>Options</b>	<b>N</b>	<b>%</b>
Communicative	35	58.33%
Grammatical	2	3.33%
Both	23	38.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The purpose of this question was to explore students' inclinations regarding different types of language learning activities. Results that students find value in engaging in activities that promote communication, collaboration, and active involvement in the learning process, with approximately 58.33% indicating such preference, while 3.33% chose grammatical activities. Additionally, 38.33% of the respondents chose both types of learning activities. This array of preferences underscores the student body's value for engaging, participatory learning approaches, mirroring the essence of communicative competence enhancement.

**Q10: How would you define communicative activities?**

**Table 25**

Students' Definitions of Communicative Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Activities that focus on grammar and vocabulary	21	38.18%
Activities that encourage meaningful communication and interaction	36	56.37%
Activities that involve writing exercises	2	3.33%
Others	1	1.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

It is clear from the table that a substantial majority (56.37%) emphasized that communicative activities involve encouraging meaningful communication and interaction, aligning with the fundamental principles of communicative competence. Notably, a significant proportion (38.18%) equated communicative activities with exercises centered around grammar and vocabulary, highlighting an understanding that incorporates linguistic elements. A smaller subset of participants (3.33%) associated communicative activities with writing exercises, indicating a more specialized interpretation. Moreover, a fractional

minority (1.67%) provided alternative perspectives on the concept. These insights collectively reflect a diverse spectrum of viewpoints on the nature and scope of communicative activities within the EFL context.

**Q11: How do you believe communicative activities contribute to enhancing EFL learners' communicative competence?**

**Table 26**

Perceptions of Communicative Activities in EFL Learning

<b>Options</b>	<b>N</b>	<b>%</b>
They provide real-life language use experiences	38	63.33%
They improve grammar and vocabulary	19	31.67%
They help with reading comprehension	2	3.33%
Others	1	1.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

Regarding the question on how communicative activities contribute to enhancing EFL learners' communicative competence, participants expressed diverse perspectives. A significant majority (63.33%) emphasized that communicative activities provide valuable real-life language use experiences. This aligns with the core principle of communicative competence, focusing on practical application. Furthermore, a substantial proportion (31.67%) believed that these activities contribute to improving grammar and vocabulary, indicating their perception of linguistic development through interactive tasks. A smaller fraction of respondents (3.33%) identified a connection between communicative activities and enhanced reading comprehension. Additionally, a lone participant (1.67%) offered an alternative viewpoint. This array of viewpoints underscores the multifaceted nature of how

communicative activities are perceived to enhance EFL learners' communicative competence.

**Q12: Have you noticed any improvements in your ability to communicate in English after participating in communicative activities?**

**Table 27**

Perceived Improvements in English Communication Skills

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	56	93.33%
No	4	6.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results show the majority of respondents (93.33%) reported noticing improvements in their abilities. This substantial percentage reflects the perceived positive impact of engaging in communicative activities. However, a small minority (6.67%) indicated that they had not observed any enhancements in their English communication skills as a result of their participation in such activities. This distribution of responses highlights the generally positive correlation between communicative activities and perceived improvements in English proficiency among the participants.

**Q13: What types of communicative activities do you find most engaging and effective for your language learning?**

**Table 28**

Students' Preferred Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Discussions and debates	20	33.33%
Role plays/Simulations	13	21.67%
Games	11	18.33%
Songs	7	11.67%
Problem solving	5	8.33%
Presentations	4	6.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

The purpose of this question was to identify which specific activities generate enjoyment among students. The study's results revealed that 33.33% of students' preferred partaking in lively discussions and debates, while 21.67% leaned towards role plays or simulations instead. 18.33% of the students placed emphasis on games, while 11.67% preferred musical performances, and 8.33% preferred challenging problem-solving tasks. The remaining 6.67% were divided between isolative exercises or presentations. This indicated that students have a stronger inclination towards interactive and participatory approaches in the classroom.

**Q14: Do you consider receiving teacher feedback during communicative activities an effective means to enhance your overall communicative competence in English?**

**Table 29**

Effectiveness of Teacher Feedback in Enhancing Communicative Competence in English during Communicative Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	25	41.67%
No	4	6.67%
Sometimes	31	51.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

This inquiry aimed to uncover the perceived importance of feedback in teaching practices. The results indicated that a significant number of students (93.34%) held a strong belief in language educators providing guidance on learners' mistakes, while a few individuals (6.67%) thought otherwise and did not view feedback as significant in such situations. This response strongly suggests that students collectively acknowledge the crucial role of feedback in enhancing their CC, highlighting their awareness of its value as a tool for improvement.

**Q15: Do you believe that interaction through communicative activities plays a vital role in developing students' communicative abilities?**

**Table 30**

Importance of Communicative Activities in Enhancing Students' CC

<b>Options</b>	<b>N</b>	<b>%</b>
Very important	35	58.33%
Important	17	28.33%
Neutral	6	10%
Less important	2	3.33%
Not at all	0	0%
<b>Total</b>	<b>60</b>	<b>100%</b>

This inquiry aimed to uncover the perceived importance of communicative activities in enhancing students' CC. The study's findings suggested that the majority of participants (86.66%) believed that communicative activities were either very important or important in enhancing students' communicative competence. This indicated that the participants recognized the value of communicative language activities in developing their students' language skills. However, a small percentage (13.33%) believed that communicative activities are unimportant in their English studies. This collective perspective underscores the participants' shared recognition of the pivotal role that communicative language activities play in nurturing their students' language skills.

### Section Three: Communicative Competence

#### Q16: Is communicative competence important in language teaching?

**Table 31**

Students' Perspectives on the Importance of CC

<b>Options</b>	<b>N</b>	<b>%</b>
Very important	43	71.67%
Important	17	28.33%
Neutral	0	0%
Less important	0	0%
Not at all	0	0%
<b>Total</b>	<b>60</b>	<b>100%</b>

The purpose of this question was to assess the students' perceptions concerning the cruciality of communicative competence in language learning. 100% of the respondents stated agreement, indicating their acknowledgment towards the importance of communicating competently as a fundamental aspect of language acquisition. This unequivocal response emphasizes the widespread understanding among participants about the centrality of communicative competence in the language learning process.



**Q17: Do you feel any fear or hesitation when it comes to participating in communicative activities?**

**Table 32**

Student Perspectives on Fear/Hesitation in Communicative Activities

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	15	25%
No	8	13.33%
Sometimes	37	61.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

This question aimed to measure how comfortable and confident students feel while communicating in English during class activities. The research indicated that most participants (61.67%) chose the option “sometimes,” manifesting some level of anxiety or fear regarding speaking in an EFL environment. On the other hand, 25% replied with affirmation, implying their self-assuredness and fluency concerning communication skills. Meanwhile, only 13.33% admitted to having issues with expressing themselves efficiently, leading them to feel anxious at times. This spectrum of responses highlights the intricate relationship students have with English communication within the classroom context, shedding light on the varying levels of comfort and confidence they experience during these interactions.

**Q18: If yes, what are the main factors that make you hesitant or reluctant to participate?**

**Table 33**

Factors Impeding Students' Participation

<b>Options</b>	<b>N</b>	<b>%</b>
Anxiety	8	15.38%
Lack of self-confidence	4	7.69%
You are not talkative	7	13.46%
Lack of motivation	4	7.69%
Fear of making mistakes	9	17.31%
Low proficiency in English	4	7.69%
The topic is not interesting	16	30.77%
<b>Total</b>	<b>52</b>	<b>100%</b>

This question sought to uncover why students may be hesitant or unwilling to speak English. Many participants pointed to a lack of interest (30.77%). Further analysis revealed that anxiety was also a major concern among respondents, at 15.38%. Approximately 17.31% of students expressed fear of making mistakes, and 7.69% attributed their hesitation to their low proficiency in English. Additionally, 7.69% mentioned a lack of motivation and self-confidence as the impeding factor. It's noteworthy that only 13.46% of participants attributed their reluctance to speak up to their natural quietness. These findings indicated that there are multiple factors that contribute to students' hesitation or reluctance to participate in communicative activities.

**Q19: Do you feel confident when engaging in real-life communicative situations in English?**

**Table 34**

Confidence in English Communication in Real-Life Situations

<b>Options</b>	<b>N</b>	<b>%</b>
Extremely confident	43	72.88%
Very confident	13	22.03%
Moderately confident	3	5.08%
Slightly confident	0	0%
Not confident at all	0	0%
<b>Total</b>	<b>60</b>	<b>100%</b>

This question was aimed at assessing students' level of confidence and comfort when using English in everyday conversations. The results revealed a vast majority valued effective real-life communication skills highly, with over 94.91% either "strongly agree" or "agree" on the importance of real-life communication. This collective sentiment underscores the paramount importance students attribute to honing practical communication skills, highlighting their recognition of the role of authentic language use in everyday interactions.

**Q20: Can you offer any suggestions regarding our dissertation on the role of communicative activities in enhancing EFL learners' communicative competence?**

The suggestion made by the students raised an important point regarding the challenges they face as language learners: social anxiety. To overcome this hurdle and encourage participation in communicative activities, it is up to teachers to create an atmosphere that feels safe and supportive.

## **2.2.2. Interpretation of Results**

### **2.2.2.1. Interpretation of Teacher' Questionnaire**

Educators hold immense regard for promoting communication within the educational setting, motivating learners to actively participate with their peers and educators. The degree to which this is prioritised is evident in the significant percentage of teachers who regard communication as a vital factor in students' development of communicative competence, with a resounding 100% responding affirmatively to the query of whether they promote communicative activities inside the classroom.

To engage students, teachers utilise a plethora of communicative activities, with discussions and debates being the most prevalent. Indicating that the most dominant approach was the CLT approach. This implies that educators place an emphasis on fostering critical thinking, argumentation, and the expression of opinions among their pupils.

Educators generally assume the role of organisers in the classroom, signifying their emphasis on structure and planning in their pedagogical approach. However, a sizeable minority of teachers (20%) identified themselves as assessors, indicating a focus on assessing and evaluating student-learning outcomes.

Regarding rectifying students' errors, instructors tend to do so only on occasion, with a minority of teachers (20%) indicating a rare occurrence of error correction. This may suggest that some educators believe that promoting fluency and communication skills may be more important than rectifying every mistake a student makes.

Elements that impede student advancement are believed to encompass deficiency in motivation, inadequate engagement beyond the classroom, apprehension, and diminished self-assurance. Consequently, educators might necessitate addressing these concerns through focused interventions or classroom methodologies tailored to nurture student motivation and self-esteem.

In general, the feedback obtained from the teachers' survey indicates that educators place considerable importance on communication, critical thinking, and well-organised activities, while also recognising the necessity of addressing elements that could hinder student advancement.

#### **2.2.2.2. Interpretation of Students' Questionnaire**

The findings derived from the student questionnaire reveals that, as a whole, students derive enjoyment from participating in classroom interactions and engaging in communication with their peers. This indicates that their oral expression instructor provides many opportunities for them to articulate their thoughts. Moreover, it is positive to note that students highlighted the receipt of feedback from their teachers regarding their errors, signifying valuable support in their learning journey.

Regarding proficiency, the outcomes suggest that the majority of students possess a commendable level of English language proficiency, with a substantial proportion identifying themselves as either intermediate or advanced. This implies a genuine interest in mastering English and a strong motivation to enhance their language skills.

Curiously, despite some students admitting to being in the process of learning and improving their language abilities, the majority reported feelings of confidence and absence of nervousness when communicating in English. This might imply that they perceive a sense of support from both their instructors and peers, and that they embrace the notion of errors being an inherent aspect of the learning process.

Regarding the role of teachers within the classroom, the results indicate that students predominantly perceive their instructors as controllers or assessors, with a smaller segment viewing them as organisers, correctors, or prompters. This suggests that students may perceive their teachers as primarily responsible for maintaining order and evaluating performance, rather than focusing on facilitating the learning process.

When it comes to classroom activities, the findings suggest that students exhibit a greater affinity for discussions, debates, role plays, and simulations, while activities lacking communication among students and presentations were comparatively less favoured. This might suggest that they perceive a sense of support from both their instructors and peers, and that they embrace the notion of errors being an inherent aspect of the learning process.

Identified obstacles to learning include lack of motivation, insufficient practice outside the classroom, anxiety, and low self-confidence. These factors indicate that teachers may need to concentrate on providing support and encouragement to help students overcome these challenges and sustain their enthusiasm for learning.

Overall, the results of the student questionnaire emphasise the overall admiration learners have for interaction and communication within the educational setting, alongside their acknowledgment of instructors who offer feedback and cultivate learning possibilities. Nevertheless, an avenue exists for educators to enhance their methodology in order to better facilitate student learning and engagement. This could involve incorporating more activities that encourage peer interaction and addressing individual student needs and concerns.

### **2.2.2.3. Interpretation of the main results**

In this section, the researcher discusses the main findings obtained from the analysis of the findings of both teachers' and learners' questionnaire, regarding the role of communicative activities in enhancing EFL learners' communicative competence:

Both the teachers and the learners agree on the importance of communicative activities in developing the learners' CC. This encourages both teacher and learner to create a good learning environment that encourages active participation resulting in a positive attitude towards collaboration among learners.

Both the teachers and the learners agree on the importance of real-life communication skills as they provide invaluable competencies to help the learners navigate various aspects

of their future lives, such as careers, endeavours, and societal interactions.

Both the teachers and the learners agree on the importance of feedback, which has enormous potential as a motivational tool that encourages learners' active participation while creating a nurturing collaborative atmosphere for learning, where fellow learners push each other towards academic excellence.

Overall, the research highlights the positive role of communicative activities on EFL learners' communicative competence, encompassing speaking, listening, vocabulary, grammar, motivation, cultural awareness, and real-life communication skills.

### **2.2.3. Shortcomings of the Study**

The researcher encountered several challenges during the research process, particularly with regard to time constraints. Due to limited time, it was difficult to conduct extensive readings and gather ample information that could benefit the study. Additionally, the teachers and learners were not forthcoming with their responses, possibly due to their busy schedules. Furthermore, the researcher lacked prior experience in conducting this type of research, which posed several obstacles when collecting data. Despite these challenges, the researcher persevered in order to collect valuable data and provide insights into the role of communicative activities on EFL students' communicative competence.

### **2.2.4. Suggestions and Recommendations**

Based on the main findings of this research, and for the students to better develop their CC, the researcher suggests the following recommendations that might prove helpful for the development of both students and teachers:

#### **2.2.4.1. Suggestions for Learners**

To improve learners' communicative competence, help students overcome their anxiety, and improve their classroom presence, the researcher suggests a few recommendations for learners:

1- To enhance communicative competence, students should focus on both language aspects (grammar, vocabulary) and pragmatic aspects (appropriate language use), including appropriate language use in various contexts. This requires exposure to authentic materials and real-life communication.

2- To improve communication skills and engage more effectively in various activities, students should recognize the significance of communicative competence and understanding others. They should take responsibility for their learning, develop problem-solving skills, actively listen, and proactively improve their knowledge. Creating a supportive classroom environment fosters meaningful interactions, allowing students to express ideas and opinions and develop communicative competence.

3- Students should use the target language as a tool to convey their ideas and thoughts, accelerating language acquisition. Encouraging active interaction with peers and teachers facilitates feedback and corrections. Valuing group work and classroom discussions enhances language skills practice and fosters communicative competence.

4- Learners benefit from having self-confidence and faith in their abilities, motivating their engagement in classroom interaction and improving grammar, vocabulary, and communication. Practicing presentations and honing reading and writing skills facilitate connections with teachers and peers.

5- Learners should actively seek opportunities for authentic language practice outside the classroom, such as watching movies or TV shows, listening to podcasts, reading books or articles.

#### **2.2.4.2. Suggestions for Teachers**

To improve learners' communicative competence, help students overcome their anxiety, and improve their classroom presence, the researcher suggests a few recommendations for oral expression teachers:



1- Teachers should create a comfortable atmosphere in their classrooms by building positive relationships with their students. Creating a supportive classroom environment fosters meaningful communication.

2- Teachers play a vital role in the classroom, thus they need to possess a wide range of capabilities and proficiency. By doing so, they create an environment where students feel encouraged to express their ideas, opinions, and perspectives, thereby fostering the development of strong communication skills.

3- Teachers should prepare activities that appeal to students' level, providing them opportunities to communicate in real settings. Additionally, teachers should also consider incorporating authentic materials and resources into their activities to enhance students' engagement and provide them with a realistic context for communication.

4- Taking in consideration that not all students are on the same level, teachers should be able to encourage less capable and passive students to participate in classroom activities. Furthermore, teachers should create a supportive and inclusive classroom environment that encourages all students, regardless of their level, to actively participate in classroom activities.

5- Teachers should guide their students through positive feedback, whether their answer is correct or wrong. This makes students more inclined to participate in the classroom, providing them more opportunities to improve their communicative competence.

## **Conclusion**

In this chapter, the researcher delves into the pragmatic aspect of the study. The chapter begins by stating the research's purpose, followed by a comprehensive description of the research tools employed and the target population. The researcher proceeds to conduct an in-depth analysis of the data obtained through questionnaires administered to both teachers and learners. By carefully interpreting the results, the researcher suggests practical

and sound recommendations for augmenting learners' communicative competence through diverse communicative activities.

## **General Conclusion**

The development of communicative competence is crucial for EFL learners in order to communicate effectively in English. The objective of this research endeavor was to explore the impact of communicative activities on the enhancement of learners' communicative competence. The findings of the study indicate that engagement in communicative activities played a noteworthy role in augmenting the learners' communicative competence, empowering them to communicate with greater efficacy and self-assurance in social settings.

The literature review highlighted the importance of communicative competence and the different approaches to teaching language skills. It also discussed the role of communicative activities in language learning and the factors that influence their effectiveness. The practical part of the study used questionnaires to gather data from both teachers and learners on the impact of communicative activities on the learners' communicative competence.

The study's results unveiled that various communication-based activities, such as pair work, group work, role-play, and discussions, proved efficacious in enhancing learners' communicative competence. These dynamic activities fostered the natural and meaningful use of language, thereby contributing to the development of speaking, listening, and social skills. Notably, the study observed a positive correlation between increased participation in communicative activities and higher levels of communicative competence among learners.

Based on these discoveries, the study ardently advises that instructors integrate a wider range of communicative exercises into their teaching approaches to enhance learners' communicative prowess. Moreover, learners ought to be actively motivated to participate in these undertakings, while teachers assume a pivotal role in furnishing constructive feedback

to foster the advancement of learners' communication abilities.

In summary, the study exemplifies the efficacy of communicative activities endeavors in ameliorating the communicative competence of learners studying English as a Foreign Language (EFL). These findings carry substantial implications for language educators and provide invaluable perspectives for future research in this sphere. Ultimately, the findings offer compelling evidence that validates the hypothesis posited in this study.

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## Appendices

### Appendix I : Teacher' Questionnaire

Dear Teachers,

This questionnaire is part of a master research work carried out for the Degree of Master in Language Sciences. It aims at investigating the role of communicative activities in enhancing EFL learners' communicative competence. I would be very grateful if you could answer these questions.

Please use a tick (√) to choose the options you think appropriate in the corresponding options and justify if necessary.

Thank you in Advance.

#### **Section One: Teacher' General Information**

##### **1- What are your qualifications (degree)?**

A- BA (License)

B- MA (Master/ Magister)

C- PHD (Doctorate)

##### **2- How long have you been teaching English?**

A- 1-10 Years

B- 10-20 Years

C- 20-30+ Years

##### **3- How long have you been teaching oral expression?**

A- 1-5 Years

B- 5-10 Years

C- 10-15+ Years



**Section Two: Communicative Activities**

**4- How often do you interact with your students?**

- A- Always
- B- Sometimes
- C- Rarely
- D- Never

**5- How do you group your students in communicative activities?**

- A- By level
- B- By gender
- C- Randomly
- D- They group themselves

**6- Do you encourage peer interaction and communication inside the classroom?**

- A- Yes
- B- No

**7- In your daily teaching practice, do you prefer acting as?**

- A- A controller
- B- An assessor
- C- A prompter
- D- An Organizer
- E- A Corrector

**8- What instructional approaches do you typically employ to encourage active student participation in the classroom?**

- A- Group work
- B- Pair work
- C- Individual work

**9- What type of communicative activities do you typically tend to use?**

- A- Discussions and debates
- B- Role plays/Simulations
- C- Games
- D- Songs
- E- Problem solving
- F- Dialogues
- G- Others,

Specify.....

**10- Do you view communicative activities as being important in developing students' communicative abilities?**

- A- Yes
- B- No

Explain.....  
.....  
.....

**11- How frequently do you engage in communicative activities to correct your students' mistakes?**

- A- Always
- B- Sometimes
- C- Rarely
- D- Never

**Section Three: Communicative Competence**

**12- How would you describe the level of your students' in English?**

- A- Beginners

B- Intermediate

C- Advanced level

D- Proficient level

**13- Is communicative competence important in language teaching?**

A- Very important

B- Important

C- Neutral

D- Less important

E- Not at all

**14- Which approach (es) and/or method(s) have you followed in teaching?**

A- Grammar Translation Method

B- Direct method

C- Audio-lingual approach

D- Oral situational approach

E- Communicative language teaching

F- All of them

G- Other,

**Explain why**

.....  
.....

**15- Which of the following factors do you believe can negatively affect your students' language proficiency levels?**

A- Lack of motivation

B- Low self-confidence

C- The use of L1

D- Lack of practice outside the classroom

E- Anxiety

F- The topics are uninteresting

**16- Can you offer any suggestions regarding our dissertation on the role of communicative activities in enhancing EFL learners' communicative competence?**

.....  
.....

## Appendix 2 : Students' Questionnaire

Dear students,

This questionnaire is part of a master research work carried out for the Degree of Master in Language Sciences. It aims at investigating the role of communicative activities in enhancing EFL learners' communicative competence. I would be very grateful if you could answer these questions.

Please use a tick (✓) to choose the options you think appropriate in the corresponding options and justify if necessary.

Thank you in Advance.

### Section One: Students' General Information

**1- How many years have you been studying English as a foreign language?**

A- 3 years

B- 4 years

C- 5+

**2- How would you describe your level in English?**

A- Beginner

B- Intermediate

C- Advanced

D- Proficient

**3- Do you enjoy the oral expression course?**

A- Yes

B- No

**Section Two: Communicative Activities**

**4- What role does your teacher occupy inside the classroom?**

A- A controller

B- An assessor

C- A prompter

D- An Organizer

E- A Corrector

**5- How often do you participate inside the classroom?**

A- Always

B- Sometimes

C- Rarely

D- Never

**6- How often do you interact with your teacher inside the classroom?**

A- Always

B- Sometimes

C- Rarely

D- Never

**7- How often do you interact with your classmates inside the classroom?**

A- Always

B- Sometimes

C- Rarely

D- Never

**8- Does your oral expression teacher present you with opportunities to express your ideas?**

A- Yes

B- No

**9- Do you prefer learning through interactive and communicative activities or through more traditional methods (e.g., grammar-focused exercises, lectures)?**

A- Communicative activities

B- Grammatical activities

C- Both

**10- How would you define communicative activities?**

A- Activities that focus on grammar and vocabulary

B- Activities that encourage meaningful communication and interaction

C- Activities that involve writing exercises

D- Others,

Specify.....

**11- How do you believe communicative activities contribute to enhancing EFL learners' communicative competence?**

A- They provide real-life language use experiences

B- They improve grammar and vocabulary

C- They help with reading comprehension

D- Others,

Specify.....

**12- Have you noticed any improvements in your ability to communicate in English after participating in communicative activities?**

A- Yes

B- No

**13- What types of communicative activities do you find most engaging and effective for your language learning?**

A- Discussions and debates

B- Role plays/Simulations

C- Games

D- Songs

E- Problem solving

F- Others,

Specify.....

**14- Do you consider receiving teacher feedback during communicative activities an effective means to enhance your overall communicative competence in English?**

A- Yes

B- No

**15- Do you believe that interaction through communicative activities plays a vital role in developing students' communicative abilities?**

A- Very important

B- Important

C- Neutral

D- Less important



E- Not at all

**Section Three: Communicative Competence**

**16- Is communicative competence important in language learning?**

A- Very important

B- Important

C- Neutral

D- Less important

E- Not at all

**17- Do you feel any fear or hesitation when it comes to participating in communicative activities?**

A- Yes

B- No

C- Sometimes

**18- If yes, what are the main factors that make you hesitant or reluctant to participate?**

A- Anxiety

B- Lack of self-confidence

C- You are not talkative

D- Lack of motivation

E- Fear of making mistakes

F- Low proficiency in English

G- The topic is not interesting

**19- Do you feel confident when engaging in real-life communicative situations in English?**

A- Extremely confident

B- Very confident

C- Moderately confident

D- Slightly confident

E- Not confident at all

**20- Can you offer any suggestions regarding our dissertation on the role of communicative activities in enhancing EFL learners' communicative competence?**

.....

.....

## Résumé

Les activités de communication en classe jouent un rôle important dans l'amélioration des compétences communicatives des apprenants, leur permettant de communiquer efficacement et en toute confiance dans divers contextes sociaux et académiques. Cette étude vise à explorer l'efficacité des différentes activités de communication en classe pour développer les compétences communicatives des apprenants et promouvoir leur participation active en classe. La méthodologie de recherche comprend une approche à méthodes mixtes, y compris des questionnaires et des observations en classe, afin d'examiner les perceptions et les expériences des enseignants et des apprenants concernant l'utilisation des activités de communication. Les résultats indiquent que les activités de communication, telles que les discussions de groupe, les débats et les jeux de rôle, améliorent considérablement la compétence communicative des apprenants en offrant des possibilités de pratique et de rétroaction. En outre, les attitudes positives des enseignants et l'utilisation de diverses activités de communication ont un impact significatif sur la motivation et l'engagement des apprenants dans le processus d'apprentissage. L'étude se termine en fournissant des recommandations pratiques aux enseignants et aux apprenants pour concevoir et mettre en œuvre des activités de communication efficaces qui favorisent le développement des compétences communicatives.

**Les mots clés :** Compétence communicative, activités de communication en classe, communication, apprenants EFL.

## المخلص

تلعب الأنشطة التواصلية في الفصول الدراسية دوراً مهماً في تعزيز الكفاءة التواصلية للمتعلمين، مما يمكنهم من التواصل بفعالية وثقة في مختلف البيئات الاجتماعية والأكاديمية. تهدف هذه الدراسة إلى استكشاف فعالية الأنشطة التواصلية المختلفة في الفصول الدراسية في تطوير الكفاءة التواصلية للمتعلمين وتعزيز مشاركتهم النشطة في الفصل الدراسي. تتضمن منهجية البحث نهجاً مختلطاً، بما في ذلك الاستبيانات وملاحظات الفصول الدراسية، لدراسة تصورات وخبرات كل من المعلمين والمتعلمين فيما يتعلق باستخدام الأنشطة التواصلية. تشير النتائج إلى أن الأنشطة التواصلية، مثل المناقشات الجماعية والمناقشات ولعب الأدوار، تحسن بشكل كبير من الكفاءة التواصلية للمتعلمين من خلال توفير فرص للممارسة والتغذية المرتدة. بالإضافة إلى ذلك، فإن المواقف الإيجابية للمعلمين واستخدام الأنشطة التواصلية المختلفة لها تأثير كبير على تحفيز المتعلمين ومشاركتهم في عملية التعلم. تختتم الدراسة بتقديم توصيات عملية للمعلمين والمتعلمين لتصميم وتنفيذ أنشطة تواصلية فعالة تعزز تطوير الكفاءة التواصلية.

**الكلمات المفتاحية:** الكفاءة التواصلية، الأنشطة التواصلية في الفصول الدراسية، التواصل، متعلمو اللغة الإنجليزية كلغة أجنبية.