A Program Based on Integrating the EFL Language Skills to Develop Communicative Competence among Faculty of Specific Education Students

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Abstract- This study aimed to investigate the effectiveness of Integrating Language Skills Program on sophomores English Communicative Competence skills. The participants of the study consisted of (60) students distributed into two groups. One of the groups represented the control group of (30) students and the other represented the experimental one of (30)students. The groups were randomly chosen from a purposive sample from Faculty of Specific Education,Zagazig University. An Integration Language Skills program was used in teaching the experimental group, while the traditional method was used in teaching the control one in the first term of the Academic year (2019-2020).The results of the study were that Integrating Language Skills program is effective to develop Communicative Competence Skills among the faculty of Specific Education students .

Key words: **Integrating ,EFL Language Skills, Communicative Competence, Faculty of Specific Education, Sophomores, quasi-experimental.**

I. INTRODUCTION :

The theory of communicative competence was introduced as aresult of the Chomskyan revolution in linguistic. A reaction to Chomsky's somewhat limiting definition of the scope of linguistic theory left the way open for Hymes (1972) to propose the complementary notion of communicative competence , in which the focus is not on a well formed sentence but on one which is appropriately used in a specific context. By surveying the definitions or the viewpoints of linguists. It can be noticed that all of them look at communicativecompetence as an integrated component of the knowledge of grammar and vocabulary ,the rules of speaking and responding and the use of language appropriately in different social contexts .Communicative competence is best understood as ''a situational ability to set realistic and appropriate goals and maximize their achievement by using knowledge of self .others context , and communication theory to generate adaptive communication performances''(Phillips ,2000).

The four components of communicative competence defined by Canal and Swain (1980) are :
-**Linguistic competence** :The mastery of L2 phonological and lexico grammatical rules and rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances.
- **sociolinguistic competence .**The mastery of sociocultural rules of appropriate use l2; that is, how utterances are produced and understood in different sociolinguistic contexts.
- **Discourse competence :** The mastery of rules concerning cohesion and coherence of various kinds of discourse in L2.
- Strategic competence: The mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication .

(Safriyani, 2009) declared that there are five main characteristics of communicative competence, they are as follows:
1- communicative competence is dynamic rather than static concept.it depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system .
2- communicative competence applies to both written and spoken language, as well as many other symbolic system.
3- communicative competence is context specific. Communication takes place in an infinitive variety of situation, and success in a particular role depends on one's understanding of the context and a prior experience of a similar kind.

4- competence is defined as a presumed underlying ability, and performance as the over manifestation of that ability. Competence is what one knows. Performance is what one does.

5-Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of degrees of communicative competence.

Developing the communicative competence in EFL classrooms.

Students success in acquiring communicative competence in a foreign language is not difficult. In the following part, some teaching learning activities can be applied in the foreign language classroom so that communicative competence skills can be maintained.

a- Role play. It is an effective way, not only to develop students' communicative competence, put also it helps the students acquire the interactional knowledge. As learning a language for a wide range of social and expressive functions requires more than just learning word- and sentence- formation, correct pronunciation, and orthography. Rather, it is learning a system of use whose rules and norms are an integral part of culture'' (schiffrin, 1996 cited in kamyia, 2006). Since language learning is a dynamic process and considered as a means to acquire knowledge to act appropriately in a cultural group, teachers need to provide the students with chances to act and interact verbally in the classroom.

b- **Interactive language activities .** Interactivelanguage instruction involves the teacher and learners engaging in activities that create condition to foster language use and lead to further language development. The teacher is the intitiator of interaction, but it does not mean that s\he is always in control of the discourse (as in models where the teacher initiates, the students respond, and the teacher provides feedback). It means that the teacher is responsible for providing opportunities for interaction in which learners control the topics and discourse (brown,2001, cited in kamyia, 2009).The classroom setup can hinder or enhance interaction opportunities. If the desks are in neat rows with every one facing the chalkboard and the teacher, learner-to-learner interactions are more difficult to initiate. Round tables, desks arranged in small groups or even a semicircle of desks help make interactive tasks easier.

c-audiovisual recordings. Viewing and reviewing audiovisualrecordingsof second language learners' own communicative interactions and model interactions by native speakers can be very beneficial. For example, in learning how to make requests, students cannot only participate in pair work but also film their actual performance to collect data for analysis. Through close examination of their recordings and introspection, the students will have a chance to reflect on what they said to make requests. The teacher can, then, play a video clip that shows model performance by native speakers of the target language, in order to see how different or similar the students' communicative performance of requests is. The very nature of the audiovisual material enables the students to see and analyze their own and native speaker's nonverbal communication as well. (Erickson,cited in safriyani, 2009).

d- drama oriented activities. A number of language teachers and researchers argue that, only through active interaction with the teacher or other learners within meaningful contexts, learners can build up communicative competence. Consequently, they are able to use language spontaneously and communicatively. Drama- oriented activities in particular require the involvement of learners in the dynamic and interactive process of communication (bang, 2003). Drama- oriented activities give students a virtual experience in functioning in extended, realistic discourse in the target language. Thus learners are able to learn not only appropriate language use, but real communication process as well.

e- oral conversation. This involves interaction with activities especially fellow bilinguals or native speakers through oral conversation. Communication, which is best achieved in interactions in a friendly atmosphere, helps the esl\ efl learner to think in the target language and talk in a comprehensible and communicative way (rigina&chinwe, 2014) oral conversation can be established in the traditional classroom, i.e. face-to-face or even through the mediation of technology.

f- composition writing. This another exercise that promotes communicative competence in English. It combines the skills of reading for exact information and the skill of using information to organize a coherent communicative text (rigina&chinwe, 2014).

g- dialogues. they are intended to be a representation of actual speech encounters in the real world. Ideally they are effective means of practicing the normal give and take in conversation(rigina&chinwe, 2014).

h- repetition. The act of repeating continuously what the native speaker says or teaches is another communicative exercise which helps the ESL\EFL learner to develop his communicative competence (rigina&chinwe, 2014).

The researcher thought to use the integration of English language skills Based program to develop communicative competence and linguistic Awareness.

    She knew from students' marks in English that they need to develop their communicative competence skills and Linguistic Awareness.

According to Jacobs and Small (2003) Integration involves combining the teaching of content with the teaching of language skills , such as writing skill and grammar . In addition within the language , as all four – language skills listening , speaking , reading , and writing are\combined together .

Oxford and Hameed (2001) also argue that integration is the association of skills in knowledge of vocabulary , spelling , syntax , meaning and usage .The integration leads to optimal ESL\EFL communication when the skills are interwoven during instruction , and it is achieved when they are performed with a thematic link . Integration is the connection between EFLskills regarding the content and tasks where they share the same adjunct theme and similar comprehending , producing and manipulating tasks .

Crystal (2005), integrated skills instruction of the four skills (reading ,writing ,listening and speaking) has two forms : content –based language instruction and task –based instruction .the first of these emphasizes learning content through language where the language skills are practiced through the study of a shared theme .This theme must be very interesting to the students and must allow a wide variety of language skills to be practiced. Task –based instruction ,on the other hand , mandates tasks that can stand alone as fundamental units and that require comprehending ,producing , manipulating ,and interacting in authentic language while attention is principally paid to meaning than form .

On the other hand , Nunn and Lingley (2004) believe that examining integrated –skills instruction can lead to the advantages of integration the skills and moving toward improving teaching for English language learners . Language learning skills should not be taught separately because this is contrary to what people do in normal communication , and it clashes with the direction in which language teaching has been dealt with in recent years . Teaching the four skills integratively allows for greater coordination among goals , instructional materials ,and assessment of language learning .

Lake (2001) argues that skill segregation is reflected in the traditional ESL\EFL programs that offer classes focusing on segregated language skills .For example ,teachers may think that it is easier to present courses\on writing separated from speaking ,or on listening isolated from reading . They may believe that it is instructionally impossible to concentrate on more than one skill at a time .Even if it were possible to fully develop one or two skills in the absence of all the others ,such a separation in the EFL skills would not ensure adequate preparation for later success in academic communication ,career-related language use , or everyday interaction in the language .Therefore ,students have to be exposed to classes where all language skills are integrated naturally and communicatively .They believe that there is a direct impact of the integrated curriculum on students' achievement and attitude toward learning the target language .Integrated curriculum helps students apply skills ,foster retrieval of information , leads to a more integrated knowledge base , encourages depth and breadth in learning promotes positive attitudes in students and provides more time for curriculum exploration .

Oxford (2001) also considers that a combination of activities involving different skills enhances the focus on realistic communication , which makes the students more motivated and more involved and engaged in classroom activities .Integration the skills accustoms the learners to combine listening and speaking in real time , in natural interaction .Also students are given opportunities to do as many speaking activities as possible in pairs and groups, so they may be less frightened of speaking in front of the rest of the classes.

Thus, in the integrative skills approach, the learning of skill leads to the learning of one or more other skill. For example, speaking may be pursued by related writing or reading in language teaching/learning process (Brown, 2001).

Tolsykh (2012) developed an integrated –skill approach to enhance the communicative competence for EFL Russian university teaching staff .In that study ,participants were to pass a final test which involved various ways of checking communicative competence .The test included 5 sections :listening ,reading ,use of English ,writing and speaking .Results showed that with careful reflection and planning ,any teacher can integrate the language skills and strengthen '' the tapestry of language teaching and learning ''and then learners can use English effectively for communication.

1.2Context of the problem

Reviewing literature related to EFL communicative competence ,along with the researchers teaching experience ,it could be argued that learners had weak EFL communicative competence skills .To assure the validity of this argument,the researcher conducted a pilot study involving a group of 20 EFL major sophomores at the faculty of specific Education,Zagazig University.Results of the pilot study ,indicated in

table 1,proved the poorEFL communicative competence skills of sophomores at the faculty of Specific Education ,Zagazig University.

Table 1:Results of the pilot study

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skills		percentage
1.	Identify the goals of a given communication task.	34%
2.	Use miming or gestures to express the intended meaning.	43%
3.	Use fillers, hesitation devices, or gambits to cope with ongoing communication.	22%
4.	Use self-correction, rephrasing, or repeatingto overcome difficulties during communication.	26%
5.	Maintain silence and change the topic*to*cope with unexpected events.	13%
6.	Clarify requests and appeal for help in order to enhance the effectiveness of *communication.*	32%
7.	*Use* self-initiated repair and self-rephrasing *to* accomplishcommunication.	40%
8.	Use politeness conventions in their interactions with others.	45%
9.	*Distinguish significant differences between the customs, usages and values prevalent in a specific community.*	22%
10.	*Initiate and maintain conversations on familiar topics of personal interest.*	23%
11.	*Use language appropriately to deal with various social contexts.*	33%
12.	*Identify features of standard language.*	33%
13.	*Express appropriate attitude and emotional reactions in a given context*	46%
14.	*Adhere to basic communication rules in a conversation*	37%
15.	*Speak fluently and accurately in most situations using verbal and non-verbal resources.*	39%

Thus ,based upon the above argumentthe problem of the study could be stated in the poor performance of EFL Communicative Competence skills among major sophomores at the faculty of Specific Education ,Zagazig University.

II. LITERATURE REVIEW

2.1Communicative competence

Ticknor (2010:92) indicated that communicative competence has several characteristics. First, it is dynamic in the negotiation of meaning between people. Second , it applies to all kinds of language systems(e.g. written ,spoken ,symbolic systems).Third ,it needs appropriate choices In an infinite variety of situations .Fourth it is different from communicative performance because competence is what one

knows while performance means what one does. Fifth, it relative and depends on the cooperative involvement of all the participants.
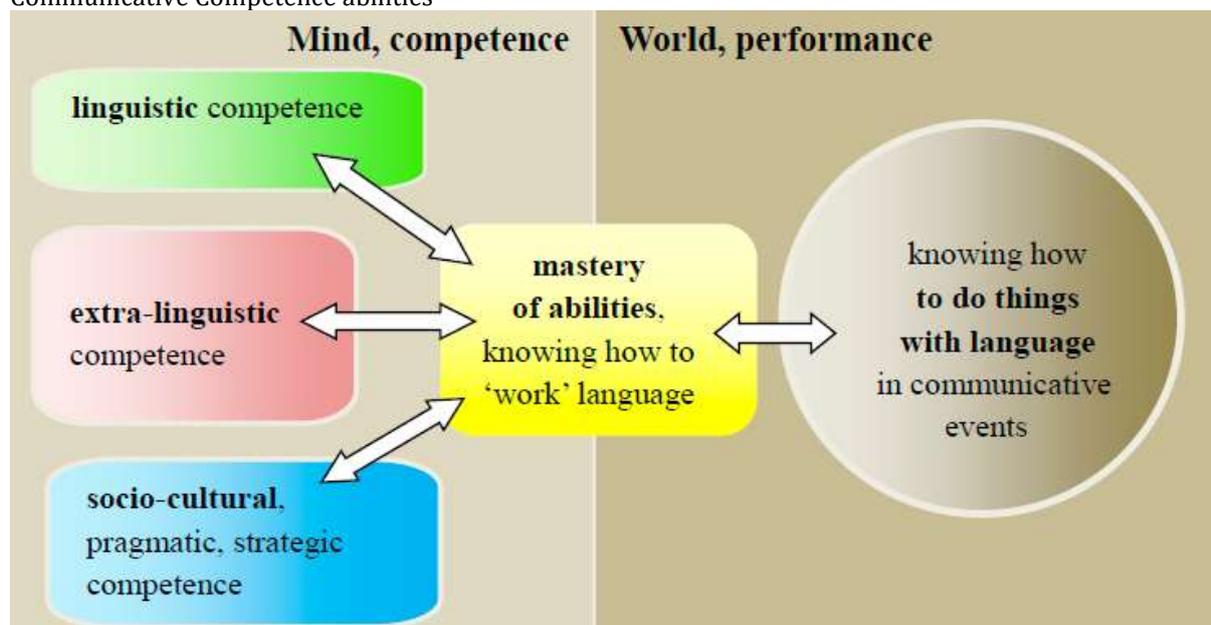
Communicative Competence abilities

Figure (1) :Adopted from Ballboni (2007)

Models of communicative competence.

In the following part, some of the most famous frameworks and models of communicative competence are presented in detail.

a- Chomsky perspective on competence

The conception of communicative competence came about in reaction to the following assertion made by generative-grammarian Noam Chomsky:

"Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant condition as memory limitations, distraction, shifts of attention and interest, and errors (random or characteristic) in applying knowledge of the language in actual performance.'' (Chomsky,1965,P.3.(

Chomsky clearly distinguished the description of the language form (competence) and Language use (performance) and established that the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists (Kamiya,2006). It should be mentioned that Chomsky's notion of the communicative competence had criticized because it avoided almost everything of sociocultural importance and significance.

b. Hymes's Communicative Competence

Dell Hymes, a sociolinguist as well as ethnographer of communication, was the first, among many distinguished language scholars, to introduce the idea of communicative competence in terms of the ''appropriateness of sociocultural significance of an utterance'' (Canale and Swain,1980). Retaining the idea of Chomsky's underlying grammatical competence, Hymes (1974) looked at contextual relevance as one of the crucial aspects of one's knowledge of language. He claimed that meaning in communication is determined by its speech community and actual communicative event in question, which consists of the following components: Setting, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction and interpretation, and Genre. For Hymes, knowing a language means knowing when to speak, when not, what to talk about, with whom, when, where, in what manner and how to make sentence grammatical. Thus, Hymes presented a more elaborated concept of communicative competence than that of Chomsky, a concept that has broadened the definition and treatment of language competence for linguistic inquiry .

One of the research papers that discussed Hymes's model of communicative competence is that of Acar (1971). Mainly, Acar critically examined the implications it had for the field of foreign and second language teaching. He also examined the model of language presented by the theory of communicative competence with the claim that the theory is based on highly unsound and un-idealized evidence.

c.Canale and Swain Model of communicative competence

Canale and Swain (1980) proposed a theoretical framework in which they outlined the contents and boundaries of three areas of communicative competence; grammatical, sociolinguistic, and strategic competence. Later

2.2 Integrating Language Skills

The Nature of Integrating Language Skills

The four language skills (listening, speaking, reading, and writing) are the mode or manner in which language is used for communication. Anytime a person communicates using a language, he employs the combination of these skills. While communicating through the oral language he receives the messages by listening and responds by speaking. In written language, he receives the messages by reading and responds by writing. In short, depending on the channel of communication ,a person listens, speaks, reads and writes. Thus, language skills are a means of communication. By means of listening and reading, a person gets information as the input of language, and by employing speaking and writing he makes language output based on the language inputs (Richards & Schmidt, 2002).

Pysarchyk and Yamshynska (2015) added that In the real life each person can't use reading, listening, writing skills in isolation. All these skills serve as a bridge that connects a person with a society.In many forms of communication, people even involve all of the skills. In a lecture, for instance, the lecturer and the audiences "read" the slides previously written. The lecturer provides explanation through speaking. While listening to the lecture, the audiences also take their own notes. Then, in the question and answer session, the students and the lecturer listen and speak in turn. Realizing this, to enable students to use the language they are learning in real communication, these skills should be learnt in an integrative approach.

Advantages of Integrated Skills Teaching:

According to Jing (2006 quoted in Hungyo and Kijai, 2009), the importance of using this Approach lies on the fact that, when facing a real communicative situation, "more than one skill is used to communicate and integrated skill approach provides opportunities to develop these skills at the same time".

Hungyo&Kijai (2009) state that one of the advantages of using this approach is that teachers "can build the lesson plan around a theme or a topic based on the interest of learners and also on topics that are relevant to them," which contributes to make lessons more dynamic and engaging for learners, who participate in different kinds of activities and interaction.

III. METHODOLOGY

3.1 Study design

The current study adopted a quasi-experimental design .the researcher divided the participants into two groups; the experimental group and the control one. Both groups were taught by the researcher. She implemented the integrating language skills language program with the experimental group and followed regular instruction with the control one .

3.2 Study questions:

The problem of this study is stated in the following major question:
What is the effect of the integratingthe language skills based program on second year of English section communicative competence skills ?
From the above mentioned question, the following sub-questions were :
1-What are the required communicative competence skills for second year?
2-To what extent do the students masterthese communicative competence?
3-How can the integration language based program to develop communicative competence skills ?
4-What is the effect of the integrating language based program on students'communicative competence skills?

3.3 Study instruments:

-1A checklist for the communicative competence skills.
-2A test for communicative competence.
-3Rubric for communicative competence test.

3.4 Study Participants

Sixty EFL sophomores enrolled at the faculty of Specific Education ,Zagazig University in their first semester of the academic year 2020/2021 were selected to be the participants of the study .

Limitations of the study:

-1some communicative competence (sociolinguistic and strategic competence(

-2second year of the Faculty Education (section English.(
3-Academic year (2020-2021) the first term .

IV.   RESULTS

Findings of the current study were reached in the light of examining the hypotheses of the study .
.4.1a. Hypothesis 1:
It has been hypothesized that " There is a statistically significant difference between the mean scores of the experimental group in the pre and the post communicative competence test administration , in favor of the post test administration.
A paired samples t-test was used as shown in (table)
Table(   )
t- test results of comparing of the pre- and post-groups of the communicative competence Skills Test.

Dimension	Test	N	Mean	t.value	df	Standard deviation
Sociolinguistic competence	Pre	30	3.8	13.35	29	0.32
	Post	30	11.9			0.62
Strategic competence	Pre	30	1 . 75	6.05	29	0.444
	Post	30	3.3			0.979
Total	pre	30	7.2	12.88	29	1.28
	post	30				3.59

**Significant at (0.05)

Table (   ) indicates that there is a statistically significant difference between the pre and the post of the experimental group in favor of the latter in the communicative competence Test, t-value being (12.88). It is significant at (0,05) level. So, the first hypothesis was validated.
Figure(   )
The mean scores of the pre- and post-measurements of the communicative competence Skills Test.
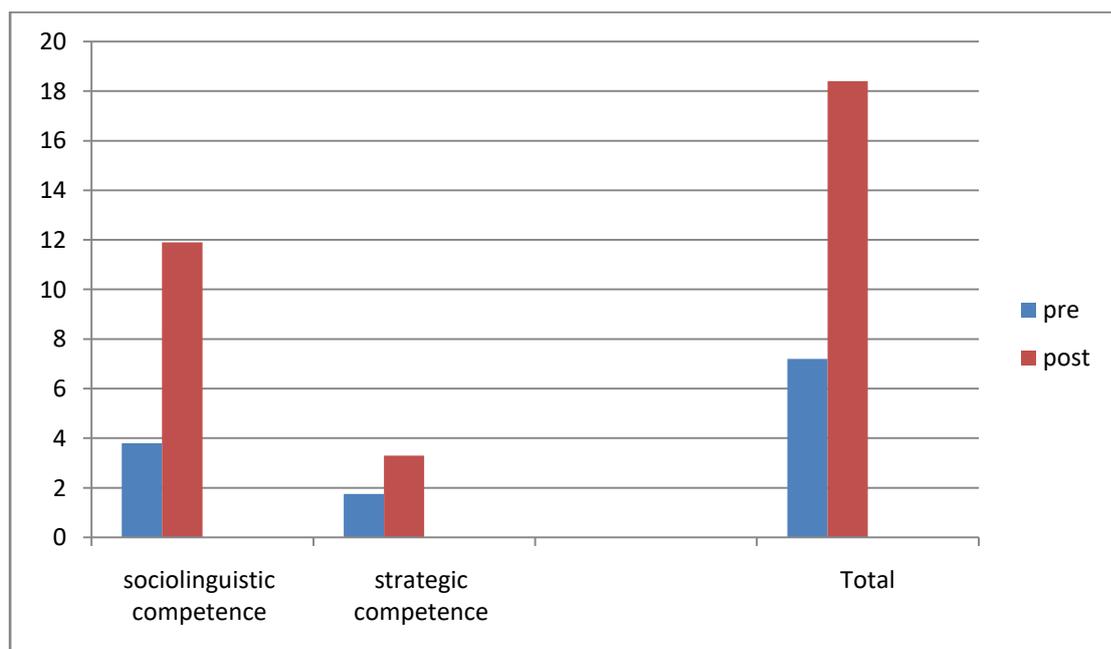
b. Hypothesis 2:

It has been hypothesized that" There is a statistically significant difference between the mean scores of the experimental and the control groups in the post communicative competence test , in favor of the experimental group . "

A one sample t-test was used to verify this hypothesis as shown in (table.(

Table( )

t-test of the mean scores of the post-measurement of the control group and the experimental group .

Dimension	Group	N	Mean	t.value	df	Standard deviation
Sociolinguistic competence	control	30	3.8	19	29	0.89
	experimental	30	11.9	19.08		2.79
Strategic competence	control	30	2.1	13.07	29	0.72
	experimental	30	3.3	15.08		0.98
Total	control	30	7.5	24.6	29	1.36
	experimental	30	18.4	22.9		3.59

**Significant at (0.05)

Table (   ) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the later in the post administration of communicative competence test .t. value being (22.9) and significant at (0,05). So, the second hypothesis was validated.

Figure (   )

The mean scores of the post- measurement of the two groups (control and experimental)for communicative competence test
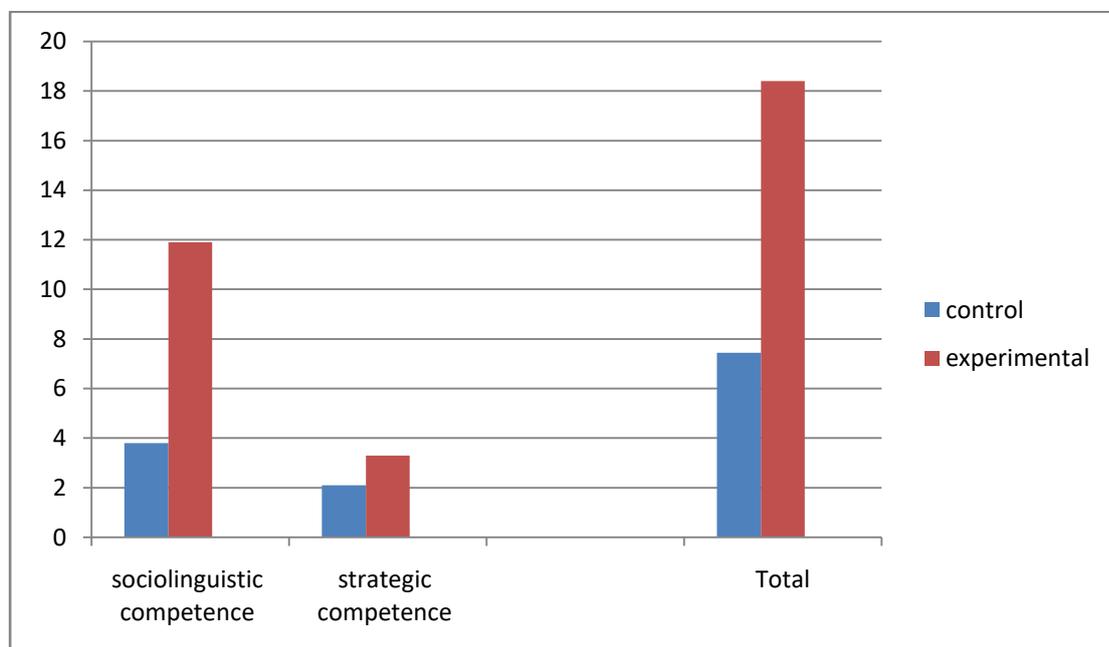
.4.1e.   Hypothesis 5:

It has been hypothesized that" The program has a positive effect on communicative competence ". Cohen's (1988) equation was used to verify this hypothesis as shown in (table)

Table(   )

Results of Cohen's Equation comparing the pre to post administrations of the experimental group in the communicative competence Skills Test

Dimension	Test	N	Mean	t.value	Standard deviation	Cohen's value
Sociolinguistic competence	Pre	30	3.8	13.35	0.32	0.49
	Post	30	11.9		0.62	
Strategic competence	Pre	30	1.75	6.05	0.44	0.33
	Post	30	3.3		0.98	
Total	Pre	30	7.2	12.88	1.28	0.63
	Post	30	18.4		3.59	

**Significant at (0.05)

The impact is measured through Cohen's equation.

As indicated in table (   ), the final value of Cohen's equation for the experimental group, comparing its pre to the post administrations in the communicative competence Skills Test is (0.63). Based on that, it has been concluded that there are impacts of Integrating language skills Program on the sophomores.

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