

**INTERNATIONAL JOURNAL OF
INNOVATIVE RESEARCH AND KNOWLEDGE**

ISSN-2213-1356

www.ijirk.com

**The Effectiveness of Communicative Approach in Developing
Oral Communication Skills**

Blossom B. Gasper, LPT, RN, MAED

Professor, College of Arts and Sciences Department
Immaculate Concepcion I College, Bulacan, Philippines

Abstract

The primary goal of the study is to determine the effectiveness of communicative approach in developing the oral communication skills of third year Bachelor in Secondary Education Major in English. The research made use of the pretest-posttest right control group design. The findings of the study found that (1) Communicative approach is a new and innovative approach in the last quarter of the 19th century, (2) The members of the experimental and control group were more or less equivalent regarding intelligence quotient, (3) There is no significant difference exist among the members of the experimental and control groups regarding Pre – test performance, (4) a significant difference exists in the posttest performance of the two groups in favor of the experimental group. The communicative approach was effective in enhancing the vocal confidence, lean toward partner, unmotivated movements, nodding of the head in response to partners statements, use of gestures to emphasize what is being said, use of eye contact, and initiation of new topics and maintenance of issues and follow-ups comments, and (5) Communicative approaches like roleplaying, roundtable/brainstorming, jigsaw, interview and think – pair – share improved the oral communication skills of the learners.

Keywords: *Effectiveness of Communicative Approach, Oral Communication Skills, Pre-test/Post-test. Experimental, Control group design.*

1. Introduction

Philippines is lagging behind in terms of English language, both in oral and written communications as compared to other Asian and European countries. Before, it was highly regarded as the best country as far as oral and written communications are concerned; although, English is only the second language, aside from Filipino language spoken nationally by the entire region. There is a deteriorating factor that affects so much in the interest in learning a particular language – and that is English (Adolfo, 2012). Arangkada Philippines, an advocacy paper focused on promoting speedy solutions to economic growth and development, enumerated two of the 12 recommendations in relation to strengthening English fluency among Filipinos as a necessity in school and in business. These are: To advance bilingualism, undertake a vigorous public campaign to emphasize the importance of English competency to entering and existing workforce members. (Immediate action OP, DepEd, NEDA, and private sector) Recognize high schools and tertiary schools and students who score well on English tests.

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Likewise, The Communicative Approach also known as the Communicative Language Teaching (CLT) is the current approach used worldwide in teaching English either as English as a Foreign Language (EFL) or English as a Second Language (ESL). Countries like Indonesia, Bangladesh, Thailand, Zimbabwe, China, Japan, Romania, Kazakhstan Taiwan, Algeria, Brazil, India, Ukraine, Poland, Serbia and Singapore claimed to have used the communicative approach in teaching English.

In 2012, in Indonesia, the following studies “Improving Students’ Speaking through Communicative Language Teaching Method at MtsJa-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia” by Efrizal, “Improving Students’ Speaking Skill Through Communicative Language Teaching Approach” by Faradila, and “Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement” by Irmawati, (2012) proved true that using of Communicative Language Teaching method can improve students’ speaking achievement. Agustina, M. further emphasizes it in 2013 in the study “Applying communicative Language Teaching (CLT) to Develop Speaking Skill in EFL Classrooms when he discussed the rationale why CLT is beneficial to use especially the two types of speaking activities in CLT - information-gap and role-play.

Irawati, (2014) conducted the study “Improving the Students’ Speaking Ability through Communicative Language Games and Alfi, 2015 in a study “Improving the Students’ Speaking Skills through Communicative Games for the Grade VIII Students of MTS N Ngemplak both study used a game that is communicative in nature. The studies showed that it is important to apply a technique appropriately in presenting an instructional material in order that the students will be more interesting, active, and motivated in learning speaking. Furthermore, in 2012, three studies in Thailand by Oradee, Phisutthangkoon, and Nathanboot, revealed the results of the study that the students’ English speaking abilities after using the communicative activities were significantly higher than before their use. Further studies developed in 2013 in Algeria by Sanaa, “Developing the Student’s Speaking Skill through Communicative Language Teaching” showed that the communicative language teaching is a very effective method to develop students speaking skill. At the same time in Brazil, the study “How to Improve the Speaking Skills through the Communicative Approach” by Castaldi, and Barnabe, (2014) concluded that the Communicative Approach plays an important role, contributing to the students’ oral production. In India, Pungothai, (2013) showed how among all the methods, Communicative Language Teaching facilitates and fulfills the learning process to improve the spoken skill when done with various activities, even though the teachers face many challenges, while teaching the course. Pan, (2013) in Taiwan elaborated the construct and characteristics of Communicative Language Teaching, and then documented the research findings on Communicative Language Teaching’s effectiveness.

Contrary to this, Studies conducted in China opposed the usefulness of Communicative Approach in Teaching English. A summary About “Practice of Communicative Approach in Real College English Teaching” by Li, (2012) stated that Communicative approach in teaching English as a second language in China has been accepted as one of the most effective ways of classroom teaching. But it does not mean that the communicative approach is the only way that is effective in language teaching. This is also the result of the study conducted by Agbtogun, (2014). He found out that the improvement of communicative competence especially that of speaking skills was accounted by a combination of the predictor variables which include the impact of clicker, the communicative approach and the lecture method. And the same time in 2014, Yang, in the study, “The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools” found out that although Communicative language teaching is a very popular approach in the EFL class, it is not implemented in other Asian countries due to many constraints. Furthermore, “Six Lessons: Cultural Continuity in Communicative Language Teaching” by Holliday, (2016) suggested that Cultural continuity between traditional and innovative emerges as an essential feature of successful communicative language teaching rather than just the aspects of a popular view of communicative connected with group work, oral practice and teacher withdrawal.

Series of studies from 2015 onwards, Yacoo, et.al, (2015) in Pakistan, So Yon, (2015) in South Korea, Huang (2016) in Taiwan, and Hamid (2016) in Sudan contradict the effectiveness of communicative approach. It is now the intent of the paper to solve the existing gap in the literature.

The researcher wanted to know whether the communicative approach is effective in improving the learning of English specifically the oral communication skills in the Philippines or not.

1.1 Statement of the Problem

This study focused primarily on the following main problem: How effective is communicative approach in improving the oral communication skills of college students? Specifically, this research posed the following specific problems:

1. What are the significant features of the communicative approach?
2. How did the members of the experimental and control groups compare in terms of:
 - 2.1 Intelligence Quotient?
3. How did the members of the experimental group compare with the control group in their pretest - oral communication skills assessment?
4. Are there significant differences in the posttest - oral communication skills assessment of the experimental and control groups?
5. What pedagogical implications may be drawn from the results of the study?

2. Methodology

2.1 Methods and Techniques

The researcher utilized the experimental method, the pretest – posttest true – control group design that determined the effectiveness of communicative approach in developing the students’ oral communication skills in English.

According to Dimitrov and Rumrill (2003) with this design, all conditions are the same for both the experimental and control groups, with the exception that the experimental group is exposed to a treatment, whereas the control group is not.

2.2 Respondents of the Study

The respondents of the study were the third year Bachelor in Secondary Education Major in English students section 1 and section 2 of from one higher educational institutions in Sta. Maria, Bulacan who took EN 19: Language and Literature assessment class during summer term. BSED 3-1 was the experimental group and BSED 3 -2 was the control group.

The subjects were randomly matched and paired from the original population and were divided into experimental and control groups. The experimental group was exposed to “program x”, the treatments given to the experimental group included communicative approaches like role playing, think- pair - share, interviews, roundtable/brainstorming and jigsaw while the control group was exposed to an alternative program (non – communicative approaches like lecture - discussion method) and will not receive any treatment.

The subjects’ characteristics were equated using the variable, intelligence quotient. T – test was used to determine the significant differences in the subjects’ characteristics.

2.3 Instruments of the Study

To assess the oral communication skills of the students, the researcher used the National Communication Association’s Conversation Skills Rating Scale. It offered a valid and reliable rating scale to assess students’ interpersonal communication skills that can be adapted for classroom use. The Conversation Skills Rating Scale was written by Brian H. Spitzberg with the assistance of Thomas W. Adams III in School of Communication, San Diego University. It is under National Communication Association’s Diagnostic Series. Conversation Skills Rating Scale was subjected to series of validity and reliability prior to its release. The Conversation Skills Rating Scale and its subscales have related in the predicted direction, and generally with validity coefficients of reasonable size, to a wide variety of variables, across a wide variety of contexts and populations. The internal reliability (coefficient alpha) has consistently been above .85, and is often above .90. The reliabilities of the factor subscales have generally been above .80. The few studies in which interrater reliability has been assessed have found acceptable reliabilities (> .75). Using the Conversation Skills Rating Scale, the speaking test run for 3 minutes and the subjects were asked to choose a topic from the list of topics given. The subjects were in pairs. The oral communication skills test served both as the pre – test and the posttest.

3. Results and Discussion

3.1 Significant Features of the Communicative Approach

Communicative language teaching (CLT) referred to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching was communicative competence, a term introduced into discussions of language use and second or foreign language learning in the early 1970s. Within the last quarter century, communicative language teaching (CLT) has been put forth around the world as the new or innovative way to teach English as a second or foreign language (Prasad, 2013).

Core assumptions of current communicative language teaching:

- a. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- b. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange.
- c. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.

- d. Communication is a holistic process that often calls upon the use of several language skills or modalities.
- e. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- f. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal produce of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- g. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
- h. Successful language learning involves the use of effective learning and communication strategies.
- i. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- j. The classroom is a community where learners learn through collaboration and sharing.

Some of the characteristics of communicative language teaching according to Rogers (2001) as cited by Mondal (2012).

1. Language is a system for the expression of meaning
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Principles of Communicative Language Teaching as stated by M. V. Shevchenk0 (2015)

1. Concentration on communication.
2. Learning by doing is promoted.
3. Reflecting a real communicating process.
4. Rich input.
5. Input should be meaningful, comprehensible, and elaborated.
6. Co-operative and collaborative learning is promoted.
7. Focus on form.
8. Provision of positive or negative mistakes-corrective feedback.
9. Affective learning factors are recognized and respected.

Some of the most frequently used communicative language teaching activities in the classroom (Banciu and Jireghie, 2015).

- a. Activities
- b. Roleplay
- c. Interviews
- d. Information Gap
- e. Language Games
- f. Laguage Exchanges
- g. Surveys
- h. Pair Work/ Group work

3.2 Comparison of the Experimental and Control Group in terms of Intelligence Quotient

Table 1: Comparison of Respondents' Intelligence Quotient

Statistics	Experimental Group	Control Group
N	20	20
M	14.50	13.95
σ	15.011	12.301
SEM	3.356	2.751
SED		0.605
D		0.92
T		.126
Computed t = .126		Alpha = .05
p-value = .901		

At 0.05 level of significance, the p – value was recorded at 0.901. Since the computed p-value (.901) exceeded the alpha value set at 0.05, the test indicated that there was no significant difference between the members of the experimental and control groups in terms of intelligence quotient. This means that the members of experimental and control groups were more or less equivalent in terms of their intelligent quotients. Likewise, since the computed t- (.126) was small, there was more similarity between the two groups. Whereas, if the computed t was larger, then, the more difference there was between the two groups.

3.3 Comparison of the Pretest Performance of the Experimental and Control Groups

Table 2: Comparative Analysis of Pre-Test Experimental Group and Pre-Test Control Group

Statistics	Experimental Group	Control Group
N	20	20
M	3.0171	3.1371
σ	.40921	.53971
SEM	.08930	.11778
SED		0.02848
D		0.12
T		.773
Computed t = .773		Alpha = .05
p-value = .449		

Table 2 revealed the comparative analysis of pre – test experimental group and pre – test control group. The experimental group registered a mean of 3.02 and a standard deviation of .41 while the control group registered a mean of 3.14 and a standard deviation of .54. The mean difference of the two groups is 0.12.

Since the p – value is 0.449 and this was more than the alpha value of .05, this signified that the comparative analysis of pre – test experimental group and pre – test control group was not significant. The computed t of .773 was rather small, indicative that there was more similarity between the groups.

3.4 Comparison of the Posttest Performance of the Experimental and Control Groups

Table 3: Comparative analysis of Post-test Experimental group and Post-test Control group

Statistics	Experimental Group	Control Group
N	20	20
M	3.4286	3.0019
σ	.49544	.45913
SEM	.10811	.10019
SED		0.00792
D		0.4267
T		3.460
Computer t = .3.460		Alpha = .05
p-value = .002		

The experimental group registered a mean of 3.4286 and a standard deviation of 0.49544 while the control group recorded a mean of 3.0019 and a standard deviation of 0.45913. The mean difference of 0.4267 was recorded in favor of the experimental group.

Since the computed t – value of 3.460 is large and the p – value of 0.002 was less than the alpha .05, the null hypothesis could be rejected. This means that there was a significant difference in the posttest performance of the experimental group and controlled group. The large value of the computed t (3.460) means that the groups were three times as different from each other as they were within each other. Also, the bigger the t-value, the more likely this is that the results were repeatable.

The same result was also found by Saeed Ahmad (2013) in his study Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan. The result of the t – test showed that the experimental group change positively after the experiment. The t – value of pretest is 0.37 while the post test is - 2.32 the significant difference of 0.715 and .0026 respectively.

3.5 Pedagogical Implication Drawn from the Study

Communicative approaches like role playing, roundtable/brainstorming, jigsaw, interview and think – pair – share improved the oral communication skills of the learners. The use of communicative approaches improved students communication skills in terms of speaking fluency, vocal confidence, vocal variety, volume, leaning toward partner, unmotivated movements, nodding of head in response to partner statements, use of gestures to emphasize what was being said, use of eye contact, ask of questions, encouragement or agreements, initiation of new topics and maintenance of topics and follow – up comments. The use of communicative approaches was more useful and motivating in developing the oral communications skills compared to the lecture – discussion method. Moreover, Galvez (2018), agreed that new approaches like, inclusions of animation in teaching and other similar approaches like role playing, roundtable/brainstorming, jigsaw, interview and think – pair – share can improved not only students' communication skills but also, students' academic performance when implemented properly.

4. Conclusions and Recommendations

4.1 Conclusions

1. Communicative approach is effective in developing the oral communication skills of the students.
2. This was concluded that no significant difference exists among the members of the experimental and control groups in terms of intelligence quotient.
3. This was concluded that no significant difference exist among the members of the experimental and control groups in terms of pre – test performance (Communication Skills Assessment)

4. The communicative approach was very effective in developing the oral communication skills of the students. Although, the non-communicative approach (Lecture – Discussion Method) was also effective, the communicative Approaches (i.e. Role playing, Jigsaw, Roundtable/Brainstorming, Interviews and Think – Pair – Share) proved to be more effective.
5. Communicative approach was effective in enhancing the vocal confidence (neither too tense/nervous nor overly confident sounding, volume (neither too loud nor too soft), lean toward partner (neither too forward nor too far back), unmotivated movements (tapping feet, fingers, hair – twirling, etc), nodding of head in response to partners statements, use of gestures to emphasize what is being said, use of eye contact, initiation of new topics and maintenance of topics and follow – ups comments.

4.2 Recommendations

1. English teachers must use communicative approach such as role playing, think- pair - share, interviews, roundtable/brainstorming and jigsaw in developing oral communication skills of the students.
2. Communicative approaches such as role playing, think- pair - share, interviews, roundtable/brainstorming and jigsaw must be imbedded in the teaching process especially on the application part of the lesson plan to help develop oral communication skills.
3. The faculty must continuously adapt communicative approaches to enhance eliminate if not diminish the percentage of graduates with poor English communication skills.
4. Future researchers may also attempt to discover the effectiveness of other communicative learning approaches such as language games, information gap, reasoning gap activities and opinion sharing activities.

References

- Adolfo, Ermetes Jr. (2012). Students' English proficiency poor: Philippines is lagging behind in terms of oral and written communications. @Bukisa.com. (5 June 2011. Web. 28 May 2012).
- Ahmad, Saeed (2012). Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan. Retrieved from www.ugr.es. (Retrieved date June 6, 2017)
- Agustina, M. (2013). Applying Communicative Language Teaching (CLT) to Development Speaking Skill in EFL Classrooms. Retrieved from <http://bdkpalembang.kemenag.go.id/applying-communicative-language-teaching-clt/>. Retrieved date July 2016.
- Agbatogun, A. O. (2014). Developing learners' second language communicative competence through active learning: clickers or communicative approach?. *Educational Technology & Society*, 17(2), 257-269
- Alfi, Intan. (2015). Improving the Students' Speaking Skills Through Communicative Games for the Grade VIII Students of MTS Ngemplak. S1 Thesis, Universitas Negeri, Yogyakarta. Accessed from eprints@UNY. Accessed date July 2016

- Baina, E. T. A (2013). The Implementation of Communicative Language Teaching (CLT) Approach in English 1/101 towards a faculty Development Program. Retrieved from eltweekly.com. Retrieved date April 2017.
- Banciu, V. and Jireghie, A.(2012). Communicative Language Teaching. Retrieved from revad.uwg.vo/files/nv8/9.%20Banciu.pdf. Retrieved date March 31, 2016
- Bissenbayeva, Z.(2014). Modern Technologies of Communicative Competence Formation. Retrieved from sciencedirect.com <https://doi.org/10/1016/j.sbspro.2014.01.1025>. Retrieved date August 2016.
- Bruner, et.al (2014). FL Oral Communication Teaching Practices: A Close Look at University Teachers and A2 Students' Perspectives in Thailand and a Critical Eye from Serbia. Retrieved from *English Language Teaching*; Vol. 8, No. 1; 2015 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education. Retrieved date August 2016.
- Celce- Murcia, M. (2013). *Teaching English as a Second or Foreign Language*. Boston: Cengage Learning. Inc.
- Diana, Sri. (2014). Communicative Language and its Misconceptions about the Practice in English Language Teaching. Accessed from *bahasa & sastra*, Vol. 14, No.1
- Dimitrov and Rumrill (2003) Publication: Pretest-Posttest Designs and Measurement of Change. Available from: https://www.researchgate.net/publication/10826237_Pretest-Posttest_Designs_and_Measurement_of_Change. Accessed Apr 4, 2017.
- Efrizal, D.(2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja – alhaq, Sentot Ali BAAsa Isalamic Boarding School of Bengkulu, Indonesia. Accessed from *International Journal of Humanities and Social Science* Vol. 2 No. 20. Accessed date July 2015
- Farabi, M. et al.(2017). Using Guided Oral Presentation in Teaching English Language Learner's Speaking Skills. Accessed from *Journal of Applied Linguistics and Language Learning* p – ISSN: 2471 – 7401 e-ISSN:2471-741X 2017. Accessed date October 2017.
- Faradilla, M. (2012). Improving Student's Speaking Skill Through Communicative Language Teaching Approach (A Classroom Action Research of Second Grade Students in Man Tenggara in the Academic Year 2011/2012. Retrieved from www.stainsalatiga.ac.id. Retrieved date August 2016.
- Galvez, R. (2018). Effectiveness of Animated Visuals for the Teaching of Chemical Bonding in Junior High School Chemistry.
- Hamaid, Y. (2014). The Impact of Teaching Oral Communication Strategies on English Language Learners in Libya. Retrieved from <https://www.dora.dmu.ac.uk>. Retrieved date October 2017.
- Hamid, S.D. (2016). Developing Students' Speaking Skill Through Communicative Language Teaching at Basic Level Schools (Teachers' Perceptions & Difficulties in Implementing CLT) (A case study: Nyala Locality). Retrieved from academia.edu. Retrieved date July 2016

- Haque, F. (2014). Problems of CLT Approach with the Teachers and Students of Bangladesh. Bangladesh Res. Pub. J. 9(3): 175-181. Retrieve from <http://www.bdresearchpublications.com/admin/journal/upload/1309126/1309126.pdf>
- Humphries, S. and Burns, A. (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. Accessed from <https://academic.oup.com/eltj/article-pdf/69/3/239/1257765/ccu081.pdf>. Accessed date August 2016
- Irawati, I. (2014). Improving Student's Speaking Ability Through Communicative Language Games. Retrieved from journal.unwidga.id. Retrieved date August 2016
- Irmawati, N. (2012). Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement. Accessed from ERIC E – Journal No. EJ1079667. (Accessed date: June 6, 2016).
- Jabeen, S. (2014). Implementation of Communicative Approach. Accessed from ERIC E – Journal No. EJ1075982. (Accessed date: June 6, 2016).
- Kumaran, S.R. (n.d). BENEFITS AND SHORTCOMINGS OF ROLE-PLAY AS A SPEAKING activity in English language classrooms. Retrieved from <http://journals.melta.org.my/index.php/tet/article/view/273/170>
- Kusnierek, A. (2015). Developing students' Speaking Skills Through Role – Play. Accessed from World Scientific News EISSN 2392-2192. Accessed date July 2015.
- Li, Zhang (2012). A Summary About Practice of Communicative Approach in Real College English Setting. Accessed from Sino – Us English Teaching, ISSN 1539-8072, Vol. 9, No. 3, 996 – 1004. (Accessed date: Feb. 20, 2017)
- Mahdi, S. (2015). English Language Teaching in the Kurdistan Region of Iraq. Accessed from researchgate.net DOI 10.13140/RG.2.1.3494.2564. (Accessed date: June 6, 2016).
- Mareva, R. and Nyota S. (2012). Structural or Communicative Approach: A Case Study of English Language Teaching in Masvingo urban and peri – urban Secondary Schools. Retrieved from International Journal of English and Literature Vol. 3(5) pp. 103-111 academicjournals.org. retrieved date August 2016.
- Matin, ZN (2013). Speaking Assessment at Secondary and Higher Secondary Levels and Students' Deficiency in Speaking Skill: A Study to find Interdependence. Retrieved from <https://www.banglajol.info>. Retrieved date July 2017
- Mondal, N.K. College Teachers' Evaluation of Communicative Language Teaching in Bangladesh. Accessed from Report and Opinion 2012;4(2):34-41]. (ISSN: 1553-9873). <http://www.sciencepub.net/report>. Accessed date July 2016
- Mondal, N. K. English Language Teaching through the Translation Method at Secondary level Education in Bangladesh. Journal of American Science 2012; 8(1): 168-173. (ISSN: 1545-1003). Retrieved February 05, 2012 from <http://www.americanscience.org>.

- Morita, L. (2015). English, Language Shift and Values Shift in Japan and Singapore. Accessed from EIRC E – Journal No. EJ1075696. (Accessed date: June 6, 2016).
- Morrow, K. (1981). Principles of Communicative methodology. In Keith, Johnson and Keith Morrow (Eds), *Communication in the classroom: Application and methods for a communicative approach*. Essex, England: Longman
- Muthmainnah, N. (2017). English Corner: A Setting to Support CLT Success Enhancing Students' Speaking Skill. Retrieved from ejournal.iainpalopo.ac.id. Retrieved date November 2017.
- Nanthaboot, P. (2012). Using Communicative Activities to Develop English Speaking Ability of Matthayomsuksa Three Students. Retrieved from thesis.swu.ac.th. Retrieved date August 2016.
- Oradee, T. (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and RolePlaying). Accessed from *International Journal of Social Science and Humanity*, Vol. 2, No.6. Accessed date July 2016
- Ozsevik, Z. (2012). Implementation of Communicative Approach. Accessed from hdl.handle.net. (Accessed date: May 18, 2016)
- Pan, Yi –chun (2013). A Closer Examination of Communicative Language Teaching. Accessed from *CsCanada Studies in Literature and Language* Vol. 6 No. 2, 2013.
- Pham, A.N. (2012). The Application of Using CLT Methods in English 10 to Improve Students' Speaking Skills. Group Sai Gon University – DSA 12. Retrieved from academia.edu
- Phisutthangkoon, K. (2012). The Use of Communicative Activities to Develop English Speaking Ability of the First Year Diploma Vocational Students. Retrieved from thesis.swu.ac.th. Retrieved date August 2016.
- Prasad, B.N. (2013). Communicative Language Teaching in 21st Century ESL Classroom. Accessed from http://www.esp-world.info/Articles_40/Prasad.pdf. (Accessed date: August 5, 2016).
- Pungothai, K. (2013). 'Improving Speaking Skill through Communicative Language Teaching'. Retrieved from eltweekly.com. Retrieved date August 2016
- Puspitasari, S. E. (2012). The Application of Communicative Language Teaching method to Improve Speaking Ability (A Classroom Action Research of the Second Grade of SMP N 2 Banyu Biru in the Academic Year 2011/2012). Retrieved from perpus.iainsalatiga.ac.id. Retrieved date August 2016.
- Ray, A. and Roy, S.K. (2017). Implementing A "New" Method of Teaching English in Bangladesh: Incorporating a Communicative Language Teaching (CLT) Model in a High School Classroom. Retrieved from page-one.live.cf.public.springer.com. Retrieved date November 2017.
- Salandakan, G. (2013). *Methods of Teaching*. Metro Manila: Lorimar Publications Inc.
- Sanaa, M. (2013). Developing the Student's Speaking Skill through Communicative Language Teaching. Retrieved from dspace.univ-biskra.dz. Retrieved date August 2016.

- Shawer, S. (2013). Preparing Adult Educators: The Need of Develop Communicative Language Teaching Skills in College Level Instructors. Accessed from Journal of Literarcy Research DOI:10.1177/1086296X13504868. (Access date: May 21, 2015)
- Shevchenko, M.V. Communicative Approach to teaching ENGLISH AT Technical Universities. Accessed from googlescholar.com. (Access date: June 2015)
- Shrestha (2014). English Language classroom practices: Bangladeshi Primary School Children's Perceptions. Accessed from RELC Journal vol 44 no. 2 147-162. (Access date: May 21, 2016).
- Sreehari, P. (2012). Communicative language teaching: Possibilities and problems. *English Language Teaching*, 5(12), 87.
- Sri, A.A. (n.d.) Communicative Language Teaching Background of CLT. Retrieved from academia.edu. retrieved date August 2016.
- Tahira, M. (2012). Behind MExT's new Course of study guidelines. Accessed from https://jalt-publications.org/files/pdf-article/36.3_art1.pdf. Accessed date August 2016
- Teng, B. and Sinwongsuwat, K. (2015). Teaching and Learning English in Thailand and the Integration of Conversation Analysis (CA) into the Classroom. Accessed from ERIC E – Journal No. EJ1075215. (Accessed date: June 6, 2016).
- Zardini, M.C. and Barnabe, F.H.L. (2013). How to Improve the Speaking Skill through Communicative Approach. Retrieved from publicacoes.unifran.br. Retrieved date August 2016.
- Zhu, D. (2012). Using Games to Improve Students' Communicative Ability. Retrieved from Journal of Language Teaching and Research Vol. 3, No. 4 pp 801 – 805 academypublication.com. Retrieved date August 2016 www.americanenglish.ph arangkadada Philippines