



Developing Communicative Performance Through Effective Reading on Second Language Learners

Nahid Alamin Ibrahim

Languages Department, Port Sudan Ahlia College, Port Sudan, Sudan

Email address:

nahidibrahim7272@gmail.com

To cite this article:

Nahid Alamin Ibrahim. Developing Communicative Performance Through Effective Reading on Second Language Learners. *American Journal of Education and Information Technology*. Vol. 2, No. 1, 2018, pp. 1-4. doi: 10.11648/j.ajeit.20180201.11

Received: July 3, 2018; **Accepted:** July 13, 2018; **Published:** August 7, 2018

Abstract: This study focuses on how communicative competence should be developed through effective reading. The basic idea of developing communicative competence comes from different points. For instance, syllabus may not give much concern and sufficient activities to improve learners' communicative competence in all cases. In addition to the problems of pronunciation, stress, intonation, grammatical structures and vocabulary of English language, this may be attributed to the lack of listening materials and limited exposure to conversational English. The direct cause may be rooted in the methods, strategies, activities and the characteristics of effective reading, developing students' communicative competence, determining to what extent effective reading helps in developing learners' communicative competence. The tool used for collecting data for this study is a questionnaire which is based on 13 statements. The sample of the study consists of 50 teachers of English at the basic level chosen randomly from teachers of English at AlShagra in the South of Khartoum state. SPSS programmed was used to analyze the data. The analysis of the data leads to the fact that communicative competence can be successfully developed through effective reading. Most of English language teachers are unqualified and untrained, the lack of continuous follow-up of teachers and parents. In the light of the results reached so far, it is recommended that communicative competence should be developed through effective reading, communicative competence should be given more attention in the present syllabus and students should be given adequate opportunities to practice English in authentic communicative situations. Also teachers and parents should follow-up closely and encourage learners to develop their language.

Keywords: Communicative Competence, Red Sea, Learners, Effective Reading

1. Introduction

This study is intended to improve foreign language learners' communicative competence and performance through effective reading. Before the 1970s language was viewed as structures only, then a new movement in reaction to the old ones has appeared; that language is not only structure, but also function, and since then communicative functional. Language has taken on an increasingly important role within applied linguistic and language teaching. Reading includes many problems which students as well as teachers should be aware of and should know how to deal with to facilitate and develop their skills. Reading skill plays an important role in the learning process for several reasons. It is an activity that can be carried out by students, individually. Also it may be the only way students can keep contact with their second language English.

1.1. The Statement of the Problem

The problem of the study is from the researcher's observation that most of EFL learners find difficulty in expressing themselves in English through communicative performance.

The researcher believes that the syllabus that, offered at schools are inadequate for improving EFL learners' communicative performance, therefore, the researcher tries to investigate the effect and the inadequacies of the syllabus on learners' communicative performance through effective reading and to suggest some practical solutions that might help to overcome this difficulty.

1.2. The Objective of This Study

This study aims to improve foreign language learner's communicative competence through effective reading.

1.3. Significance of the Study

The significance of this study comes from the fact that there is a problem in the foreign language learner's communicative competence so this tries to improve learner's communicative competence through effective reading.

1.4. Question of the Study

- What is meant by communicative performance?
- Has Spine two cover the area of reading in good adequately and encouraged foreign language learner's communicative competence?
- Do teachers think spine two is suitable to present the material?
- How can foreign language communicative competence be improved through effective reading?

1.5. Hypotheses of the Study

- There is a relation between the difficulties facing EFL learners in commutative performance for the inadequacies of the syllabus designed to them.
- SPINE Two covers the area of reading in a good way which encourages foreign language communicative competence.
- Teacher's who taught Spine Two are qualified to present the material.
- Foreign language communicative competence can be improve through effective reading.

1.6. Delimitation of the Study

This study is limited to: Improving foreign language communicative competence through effective reading. at Al-Shagra south of at Khartoum state

1.7. Definition of Terms

- Foreign language:

Foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her. These two characterization do not exhaust the possible definition, however, and the label is occasionally applied in ways that are variously misleading or factually inaccurate. The source (<http://en.wikipedia.org/wiki/foreignlanguage>).

- Communicative competence

Communicative competence is a term in linguistics which refers to language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

The source (Wikipedia, the free encyclopedia)

- Reading skills

Reading is an unimportant skill for success in any facet of life. Reading is more than simply picking out words on a page; it is a process of critical thinking which involves evaluating ideas and applying them to everyday situations.

Basic reading skill includes vocabulary acquisition, pre-reading strategies, textual comprehension, organizational skills and response techniques. Mastering these basic skills enables the readers to increase their reading speed, comprehension and overall vocabulary. (<http://www.ehow.com/about5393350basic-readingskills.html>).

- Spine

The word spine is abbreviation of Sudan practical integrated National English, is specially prepared for the Sudan in order to develop communicative competence in learners at both basic and secondary levels, (the spine series).

2. Methods

This chapter is a description of research methods. The population of the study and the approach followed by the researcher which is analytic approach.

2.1. Population of the Study

The population of this study was English language teachers distributed in Khartoum stat. There were 450 in numbers.

2.2. Sample of the Study

The researcher randomly has chosen 150 English language teachers to represent the whole population.

2.3. Tool of Data Collection

The researcher has used the questionnaire to collect data required for the study, which consist of thirteen questions distributed to English language teachers.

2.4. Reliability of the Questionnaire

The study used the SPSS program for the statistical analytical operations. The researcher used Pearson's correlation and the results obtained as follows:

$$(\text{Reliability}) R = 2 * r / 1 + r$$

$$\text{Validity} = \sqrt{\text{reliability}} = 0.93; \text{correlation} = 0.75$$

$$R = 2 * r = 2 (0.75) = 1.50$$

$$1 + r = 1 + 0.75 = 1.75 \text{ Reliability} = 0.86$$

2.5. Validity of the Questionnaire

We measure the validity of the questionnaire by applying the formula:

$$\text{Val} = \sqrt{0.86 \text{ validity}} = 0.93$$

3. Data Analysis and Discussion

This chapter is confined to the analysis, discussion and interpretations of the data. The data is analyzed by SPSS program.

3.1. Analysis of the Questionnaire

Statement (1): English language competence can be developed through effective reading.

Table 1. Developing English Language Competence.

Options	Frequency	Percent
To some extent	1	3.3
Agree	29	96.7
Total	30	100.0

According to the statistical results, (96.6%) of the respondents agree that English language competence can be developed through effective reading. This means English language competence can be developed through effective reading.

Statement (2) syllabus does not give much concern to teaching activities which relate to effective reading

Table 2. Activities which relate the effective reading.

Options	Frequency	Percent
Disagree	12	40.0
To some extent	3	10.0
Agree	15	50.0
Total	30	100.0

As it is seen in table 2, (50%) of the respondents agree that syllabus does not give much concern to teaching activities which relate to effective reading. this means syllabus does not give much concern to teaching activities which relate to effective reading.

Statement (3): Using effective reading techniques enhance learner's communicative competence.

Table 3. Effective reading Enhances Learner's Communicative competence.

Options	Frequency	Percent
Disagree	3	10.0
Agree	27	90.0
Total	30	100.0

Table 3, Effective reading Enhances Learner's Communicative Competence. The majority of the sample (90%) agree that, using effective reading techniques enhance learner's communicative competence.

Statement (4): The way of teacher's reading teaching play vital role in developing learner's communicative competence.

Table 4. Developing learner's Communicative Competence.

Options	Frequency	Percent
Disagree	3	10.0
To some extent	2	6.7
Agree	25	83.3
Total	30	100.0

Table 4, shows that (83.3%) of the respondents agree that the way of teacher's reading teaching play vital role in developing learner's communicative competence, the way of teachers reading teaching play vital role in developing learner's communicative competence.

Statement (5): One of the ways of developing learner's communicative competence

Table 5. Developing Learner's Communicative Competence. Via Reading Passage.

Options	Frequency	Percent
Disagree	4	13.3
To some extent	3	10.0
Agree	23	76.7
Total	30	100.0

It is apparent from table 5 that (76.7%) of the respondents agree and believed, on of the ways of developing learner's communicative competence is found teaching new words via reading passages.

3.2. Testing the Research Hypotheses

Hypothesis One: The meat by communicative competence

On the basic of the result obtained from the statistical analysis it is proved that (96.7%) agreed that learner's competence can be developed through effective reading.

Hypothesis Two: The spin two cover the area of reading in good way which encourage language communicative competence.

As well from the statistical analysis it is proved that (46.7%) agreed that, Spine two cover the area of reading a good way which encourage foreign language communicative competence to develop themselves.

Hypothesis Three: Teachers' who taught Spine two are qualified to present the material.

Considering the data obtained from the teacher's through the questionnaire it is proved that (90%) of the respondents agreed that unqualified and untrained teachers effective learner's communicative competence.

Hypothesis Four: Should we improve foreign language communicative competence.

On the basis of the result obtained from statistical analysis it is proved that (83.3%) of the respondents agree that the way of teachers reading teaching play vital role in developing learner's communicative competence.

Hypothesis Five: Foreign language communicative competence can be improve through effective reading.

On the basis of the data collected from the teacher's questionnaire and the result obtained from the statistical analysis it is proved that (96.7%), the majority of the respondents agreed that variety of material improve learner's communicative competence.

4. Conclusion, Findings and Recommendations

This chapter includes the conclusion, findings, recommendations and suggestions for further studies.

4.1. Conclusion

The study has aimed to investigate the developing of foreign language learners' communicative competence through effective reading. It was conducted at the Khartoum State. Communicative competence can be successfully develop

through effective reading. The English language within the classroom at basic level is not understandable. The lack of continuous follow-up teachers and untrained. The weakness of communicative competence are found in the present syllabus.

4.2. Recommendations

Communicative competence should be taught through effective reading. Communicative competence should be given more attention in the present syllabus. The present syllabus should include conversation and discussion activities to promote EFL learner's ability to communicate. Great consideration should be given to the language laboratory to make-up for the lack of native language speakers that was mentioned in the course of spoken English. Students should be given adequate opportunities to achieve the goal of the education. Teachers should be trained and qualified to achieve the goal of the education. Teachers and parents should be follow-up closely and encourage their generation or rather kids to develop themselves. Teachers have to be creative not only on teacher's book, they supplement other if they feel shortage.

4.3. Suggestions for Further Studies

Improving qualities of a competence English language teachers. Developing EFL learner's oral communicative competence. Toward promoting EFL communicative competence through effective listening.

References

- [1] Abd Ella, M. S. (2004). M. A. thesis, The Role of the English Language Teacher in large Classes at Basic level schools. University Gezira.
- [2] Altahir, A. B. A & AbdElmonim (1994). Spine Series, Pupils Book (1) Publication, Khartoum.
- [3] Byrne, D. C. (1971) *English Teaching Extracts*. Longman Group Limited, England.
- [4] Dechant, T. E. (1964). *Improving the Teaching of Reading* Prentice Hall.
- [5] French, F. G. (1969). *The Teaching of English aboard*, part One. London.
- [6] Grabe, W. & Stoller, F. L. (2000). *Teaching and Researching Reading*. Boston Henile.
- [7] Harmer, J. (2018). *A Perspective-Based Reading of Culture in English Language Teaching: Citations Pub. Date: August 20, 2013*.
- [8] Kailain, T. and Elmutawa, N. (1989). *Methods of Teaching English to Arab students*. Hong Kong.
- [9] Johnson, K. (1981). *Communication in the Classroom*. Application of Methods for Communicative Approach.
- [10] Lado, R. (1964). *Language Teaching*. New York. Guilford Press.
- [11] Nunan, D. (1996). *The Self Direct Teacher*. Cambridge, Cambridge University Press.
- [12] Richard, (1990) *Effective Reading*. New York: Newbury House.
- [13] Pressley, M. (2000). *What should Comprehension Instruction be the Instruction of*. New York Guilford Press.
- [14] Robinet, A. (1978) *Teaching English to Speakers of other Language*. England.
- [15] Rossner, R. Bolither, (1990). *Current of Change in English Language Teaching*. Oxford, Oxford University Press.
- [16] Tan, A. and Nicholson, T. (1997). *Flashcard Revisited*. New York. Longman.