Institute of Literature and Languages   **Branch: English Language**

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Students' Attitudes towards Developing Communicative Competence through Communicative Tasks

A Case Study of Second-Year LMD Students at the English Department in Mila

A dissertation submitted in partial fulfillment for the requirements of the master degree in Language sciences and Didactics of Language

Presented bySupervisor

Nezzari Rachida & Remitta Amel   **Ms. SABAH BOUGUERNE**

Board of Examiners

Chairman: **Dr. HADEF RIMA**

Supervisor: **Ms. SABAH BOUGUERNN**E

Examiner: **Dr. AZZIOUI ASSIA**

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To all my graceful classmates, to everyone who knows me and with whom I share love and respect.

AMEL'S DEDICATION

In the Name of God, Most Gracious, Most Merciful All the Praise is due to God alone, the Sustainer of all the worlds

I dedicate this modest work to the gleaming handles of my life to: My mother, the Source of Tenderness. My father, the Mystery of Happiness

My pretty sister and her sweet twins for their advertence, kindliness, and goodness

My wonderful brothers Loukman and Amin for their kindness

Thank you for all your cordiality, your confidence, your support, and all your love

May ALLAH bless you now and forever.

To all my extended family

To my lovely friends: Rachida and Dahbia.

To all my officemates.

To all my dear teachers.

To all my graceful classmates.

To everyone with whom I share love and respect.

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Abstract

The current dissertation tackles the investigation of learners' attitudes towards the development of communicative competence via the use of communicative tasks in foreign classrooms. It has been noticed that major factor hindering students to achieve communicative competence is their negative attitudes towards it and it is due to the lack of exposure to the target language, so that many students are unable to communicate successfully in the target language as they do in their First Language (L1). This is mainly due to the great importance that is given by teachers to teach grammatical perfections of language rather than communicative ones. That is to say, the lack of competence and poor performance of students illustrate that they require practicing the language frequently within and out the classes in order to satisfy their communicative needs.The adopted hypothesis states that using communicative tasks would promote students to develop positive attitudes towards developing communicative competence. As far as the field work is concerned, we rely on two main descriptive instruments of investigation which are the questionnaire that is administrated to second year English students at Abd Elhafid Boussouf University, Center of Mila, and the interview is devoted to teachers at the same university. As a result, we get some answers and suggestions from both students and teachers that seem to be positively significant and valuable in accomplishing our study. Based on the findings, the majority of the respondents reflect students' attitudes showing that the use of Task-Based Approach does really promote learners' communicative competencies, they have affirmed that language tasks provide learners with adequate practice for expressing meaning, and interacting effectively. All in all, the gathered results demonstrate that second year students At Mila University have positive attitudes towards the effectiveness of communicative tasks in developing positive attitudes towards communicative competence . On the other hand, the obtained data show that teachers

prove the importance of language tasks in enhancing students to develop positive attitudes towards communicative competence.

LIST OF ABBREVIATIONS

CA: Communicative approach

CLA: Communicative language Ability

CLT: Communicative language teaching

CSs: Communicative Strategies

EFL: English as foreign language

EL: English language

FLT: Foreign language teaching

LMD: License Master Doctorate

L1: First Language

L2: Second Language

OE: Oral expression

Q: Question

SLA: Second language acquisition

TBA: Task-Based Approach

TBI: Task-Based Instruction

TBLL: Task-Based Language Learning

TBLT: Task-Based Language Teaching

TL: Target language

%: percentage

List of TablesPage

Liste of Figures

Table of Contents**Page**

Chapter One: Theoretical Background

Introduction to the Theoretical Part

Chapter One: Section One

Communicative Tasks

Chapter One: Section Two

Students' Attitudes towards Developing Communicative Competence through Communicative Tasks

Chapter One: Section Two (A) Communicative Competence

Chapter One: Section Two (B)

Students' Attitudes towards Developing Communicative Competence through Communicative Tasks

Chapter Two: Field Investigation

Introduction for the Field Investigation

Section One: Students' Questionnaire

INTRODUCTION

Introduction

1. Statement of the Problem

For many years, in the field of second language acquisition, perhaps many researchers have been discussing the notion of language learning and have proposed different ideas and models in order to help learners to fulfill their skills. The controversy usually revolves around two hints; the grammatical structures should constitute an integral part in teaching English language and no attention was given to the social and discursive functions of language. Further, the pendulum has shifted from presenting language as a set of forms which are learned and practised via reading and writing to presenting language as a functional system which is used especially to fulfill communicative purposes. That is to say, communicative dimension is a vital point in language learning that aid students to use linguistic system in an effective and appropriate way respecting the cultural aspects of the target language. In the light of this controversy, the attention around new approaches that enable learners to practice target language in real contexts is increased. I t is advisable also to note what students' attitudes are towards developing communicative skills.

This is the case of 2nd year LMD students at Mila University Center, in the beginning at their first year, at the department of English, students are gradually exposed to acquiring communicative competence. However, informal conversations and dialogues with teachers show students' deficiencies towards communicative competence and they made us acquainted with the fact that students show a negative attitude towards it, this is of course due to the lack of exposure to the cultural aspects of the target language in the secondary schools because they were not concerned with this issue. Thus, the unfamiliarity towards the culture of foreign language causes an obstacle for learners to be at ease in communicative situations and might be the reason of the deficient level of their communicative competence. In fact, with

integrating the cultural aspects of the target language in foreign classrooms, students' attitudes towards developing their communicative abilities open new horizons that should be taken into account when discussing learning/teaching process.

2. The aim of the study

The aim of this study is to investigate student's attitudes towards developing communicative competence through communicative tasks that may help them to develop their communicative abilities. This research also targets mainly to explore the way how communicative tasks enable the learner to engage in concrete situations.

3. Research Questions;

For the sake of exploring students' attitudes regarding the use of communicative tasks to enhance their oral production, one question may be raised:

Do communicative tasks have a significant impact on students' attitudes towards developing communicative competence?

4. Hypothesis

In the light of the question above, it is hypothesized that:

If students are taught oral expression through communicative tasks, they would have positive attitudes towards developing communicative competence.

5. Research Methodology

For the sake of investigating the significant role of communicative tasks in promoting EFL learners' communicative competence, a number of descriptive tools have been opted for data collection. We selected the teachers' interview and the students' questionnaire as the most

appropriate instruments to rely on. All of these tools help us to figure out t the effectiveness of communicative tasks in the development of students' communicative competence.

In order to know to what extent our hypothesis is true, on one hand, mixed groups of second year LMD students, who study English at the University Center of Mila have been chosen to be our sample of study and to answer the questionnaire. The interview, on the other hand, is administrated to a number of teachers who have been chosen randomly among the total number of teachers who are teaching in this university; our interviewees would answer the questions that serve our study relying on their own experience.

6. Research Structure

The present dissertation consists of two main parts; the theoretical part and the practical one. On one hand, the former explores some aspects of communicative tasks, communicative competence, and students' attitudes. It contains of three sections. While the first section deals with communicative tasks, the second tackles communicative competence. The third focuses on students' attitudes towards developing communicative competence through communicative tasks. The latter, on the other hand, contains one chapter which is embedded in chapter three; this chapter is devoted to the description, analysis, and discussion of both, teachers' interview, and students' questionnaire along with the interpretation of the findings in section one and two. Section three, then, considers some pedagogical implications of the study in order to be more aware of the importance of applying classroom tasks for better achievement in regarding their communicative ability.

Chapter One

The

Theoretical

Background

Chapter one: Theoretical Background

Introduction to the Theoretical Part

Chapter One: Section One

Communicative Tasks

Chapter One: Section Two

Students' Attitudes towards Developing Communicative Competence through Communicative Tasks

Chapter One: Section Two (A) Communicative Competence

Chapter One

Theoretical Background

Introduction

  In recent decades, with the rapid development in Information and Communication Technologies (ICT) myriad studies, views, and experiences have recognized the need to speak English language in global contexts. In today's global context, the demand for using English language as a tool of communication has increased substantially around the world because of its status as the language of globalization. For this reason, the ability to communicate fluently and efficiently in English became a goal oriented in foreign language teaching because the focus in the language classroom has begun to swing from the classical methods such as grammar translation and direct methods of teaching, which are mainly based on developing the grammatical system of language, to more communicative ones. As a matter of fact, with the development of the Communicative Approach (CA) whose ultimate objective is to prepare learners to communicate appropriately in real contexts and to support them to take part in spontaneous and meaningful communication in different situations, developing learners' communicative competence has been given a great emphasis and has become increasingly significant in English Language Teaching practices. Moreover, since the major goal of teaching and learning the target language is to promote learners' abilities, the CA strives to involve and support learners to achieve such a goal through a cluster of communicative tasks which are regarded as essential and vital factor in fostering the wheels of communication, creating opportunities to employ effective and meaningful activities for the sake of enhancing learners' communicative competence.

Chapter One: Section One

Communicative Tasks

Introduction

   It is pivotally important that in the field of Second Language Acquisition (SLA), classroom communicative tasks have been regarded as an important feature in enabling the learners to develop their communicative competence .That is to say, the type of the task that is used in language teaching may positively impact learner's oral performance. Thus, effective classroom tasks provide students with opportunities to speak the target language (TL) effectively while communicating. Communicative tasks, then, are beneficial to promote the circumstances in which the target language is practised.

   The first section is designed to highlight issues tied to the role communicative tasks play in developing second/foreign languages learners' communicative competence. This section starts with a general overview of the Task-Based Approach (TBA) and its affiliations. It starts, first, by providing the definition of 'task' aiming at portraying some of its fundamental features. Also, types, and components of the Task-Based Instruction (TBI) are required along with techniques for developing communicative ability. Lastly, the light will be shed on the teacher and learners' roles in classroom along with assessment.

1. Background of Task-Based Instruction

It is hugely important for learners as well as teachers to familiarize themselves with accurate ideas around the origin of TBI. Hence, when the change from traditional approaches to modern ones becomes a necessity, the pendulum is shifted to achieve such a goal. Thus, the TBI is one of the common talked-about recent approaches that can be traced back to the communicative language teaching (CLT), in which the teaching process is done entirely via communicative tasks. So that, many educators adopted the TBI for a variety of reasons: first in order to make the TL in the classroom truly communicative, then, provide learners with circumstances where they can engage in meaningful tasks. The appearance of the TBI is connected to the Bangalore school in India which offered by Prabhu (1987). He used the term TBA with secondary school classes when he found that his students are capable to write and read very well; but when they come to communication, they could not interact with each other. For that reason, he introduced what is known as the 'Babgalore Project', which aims at providing students with opportunities to share ideas and personal experiences, exchange information through using communicative tasks. As a result, learners' communicative competence will be developed.

2. Definition of Task

The first idea that would spring to the mind of the potential readership would predictably be: since the main goal of the radical change in the educational field was to develop student's communicative competence, many scholars resorted to finding solutions to strengthen the latter. So that, they agreed that the application of tasks in the communicative classes is the only solution to foster students' communicative abilities. Based on this idea, the concept of the task is recognized as an important feature in modern education.

Before embarking on the definition of 'task', it is prudent to distinguish between 'task', 'exercise', and 'activity'. Relying on what Ellis (2012) assumes the exercise, on one hand, is a teaching process that enables learners to practise some aspects of language such as reading comprehension. The activity, on another hand, is more than an exercise, which takes any kind of purposeful classroom procedure that involves learners in doing something that relates to the goals of the course such as playing a game or engaging in a discussion. A task is a piece of work to be done or undertaken, in this era, Nunan (1989, p.5) defines the task as:

"a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a stress destination, and helping someone across a road. In other words, by task is meant the hundred and one things people do in everyday life, at work, at play and in between".

This quote points out that a task is something that people do, carry out, and use their existing language resources in the same way as learners do in classrooms. A Task, then, refers to any kind of classroom activity that is relevant to the learner's needs and provides them with opportunities for reflection on language use. In the same ground, Nunan (1989, p.6) again, describes task as:

"an action which is carried out as the result of processing or understanding language (i.e. response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. A task usually needs the teacher to specify what will be regarded as successful completion of the task. The use of different types of tasks in language teaching is said to make language teaching more

communicative…since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake".

It is worth mentioning that tasks play a central role in language learning and teaching in which the process of using language appropriately carries more importance than the mere production of grammatically correct sentences. In specific terms, from Nunan's definition, tasks should possess a sense of completeness and should be stand on their own as a form of communication and learning.

Accordingly, the Task-Based Language Teaching (TBLT) is seen as an important model of CLT which puts real and meaningful communication as primary features of language learning. Though, numerous definitions are given to the task by different authors, each according to his/her views, starting from real-world tasks to pedagogical tasks .Hence, Nunan figures out the concept of task as:

"…any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a huge number of outcomes for those who undertake the task, 'Task' is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning_ from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making" (1989, p. 6).

This definition hallmarks the importance of communicative task as a segment of classroom work which aims to engage learners in interacting with each other, motivating them to acquire the TL successfully, and producing the language accurately and fluently.

3. Task-Based Instruction

TBI has touched more attention in the foreign language since its flourishment in which it aims at producing opportunities for language learners to master language communicatively via learning tasks. According to Nunan (1989) TBI also known as TBA can be defined as an approach in which communicative and meaningful tasks play crucial roles in language learning and in which the process of using language in communication carries more importance and more production of correct language forms. Furthermore, TBI is viewed as one model of CLT in terms of regarding real and meaningful communication as the primary elements of language learning. In this essence, Richards and Schmidt (2002) indentify TBA as:

"a teaching approach based on the use of communicative and interactive tasks as the central units for planning and delivering of instruction. Such tasks are said to provide an effective basis for language since they: involve meaningful communication, interaction, and negotiation" (p. 540).

That is to say, TBI is categorized by tasks that engage learners in the real and natural practical use of language for meaningful purposes such as solve problems, make decisions, perform projects, and negotiate meaning.

3.1.Task-Based Language Teaching

To fully understand what TBLT entails, Willis and Edwards affirm (2005) that

"Task-based language teaching proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learners' acquisition processes and promoting L2 learning. TBLT is thus based on a theory of language learning rather than a theory of language structure" (p.15).

TBLT suggests that the use of tasks is an important aspect in the language classroom because it can provide better contexts for activating learners' acquisition process and promoting second language learning (SLL). The same idea is supported by Richards &Rodgers (2001) when they claim that "tasks are believed to foster the process of negotiation, modification, and experimentation that are at the heart of second language learning" (as cited in Edwards and Willis, 2005, p. 16).

From the above mentioned definitions, it becomes evident that TBLT is a form of teaching language that focuses on the language as a tool for communication rather than a subject for study. So that TBLT has a crucial meaning that language learning is a fundamental process promoting communication and interaction in classrooms which enables learners to master the target language more powerfully when being engaged in meaningful situations based tasks in a natural ways.

3. 2.Task-Based Language Learning

There is no doubt thatTask-Based Language Learning (TBLL) is a learner-centred approach of language instruction that emphasizes motivating students to share their knowledge, ideas, and focuses on their needs and interests; for that language based tasks push students to participate and communicate effectively. Noticeably, TBLL creates tasks that promote language learning and offers opportunities to implement these tasks in the real-world. It also focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. This makes TBLL popular for developing the TL fluency and student's confidence. Building on this ground, Ur (1981, p.02) states that

"Most courses now emphasize the importance of fostering learners' ability to communicate in the foreign language rather than their skill in constructing correct sentences,

and there is a corresponding increase in the time and energy allotted to communication exercises in the classroom".

Classroom tasks play an important role in most approaches of the language teaching especially in the CA that stresses the realization of any part of the language. Because of that, Hedge (2000) believes that "communicative language teaching sets out to include learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom"(p. 71).

From this quote, it becomes quite clear that tasks involve communicative language use in which the learners' attention is emphasised on meaning and its context instead of linguistic structure.

3.3. Task-Based Instruction Criteria

The substantive matter of this heading is that in the field of language teaching over the last few decades, the view about what enables classroom language learners to develop their command of a second or a foreign language has been controversial. By no means, the most commonly used unit for that is the task. Therefore, many language teaching specialists attach much importance to it. Although the task has been used in various ways to promote more communicative practice, this approach; then, is designed round a sequence of purposeful tasks which learners have to carry out in the classroom, with the emphasis being placed on the communication of meaning. Even though the primary purpose of the tasks is more than language learning, language competence should be taken into consideration. To demonstrate such purpose, Skehan (1998) acknowledges three basic criteria for providing learners with the tasks necessary for successful communication in real life-world. So that, the task is an activity that should adhere the following criteria:

*Meaning is primary;

* The goal which needs to be worked towards;

*The real-world relationship is necessary.

   From the above mentioned criteria, it becomes apparent, therefore, that the tasks are not opted for only teaching particular lexical forms, but that negotiation of meaning between two or more learners is far more important, and acquiring the ability to use a language to achieve one's communicative purpose is the target goal.

3.4.Goals of Task-Based Instruction

   Generally speaking, the ability to communicate appropriately can be regarded as the main goal among English Foreign Language learners (EFL). Moreover, teachers should provide learners with opportunities to develop their communicative competence through the development of fluency, accuracy, and complexity. In this respect, Richards and Rodgers (2001, p.157) argue that TBA gives the priority to fluency as the common goal of learning any language as they assume that "fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context".

   The same point of view is shared by Skehan (1998 as cited in Edwards and Willis, 2005, p. 23) when he differentiates between three items of learner's performance: fluency, accuracy, and complexity.

3.4.1. Fluency

   Basically, EFL learners tend to achieve an adequate level of fluency in order to improve their communicative abilities. Language fluency refers to the degree in which learners are capable to use language fluently, quickly, and confidently with few or no hesitations and speech pauses. It reflects the learners' level when they produce spoken

language, based on this idea, Baily (2005, p. 5) says that fluency is the ability "to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community". Another alternative definition provided by Hedge (2000, p. 54) is "the term fluency relates to the production and it is normally reserved for speech. It is the ability to link the units of speech together with the facility and without strain or inappropriate showiness or undue hesitation". Putting it in another way, fluency designates to the learners' ability to communicate in real-time.

3.4.2. Accuracy

There is an overwhelming evidence holds the fact that accuracy is the degree in which speakers can produce grammatical forms of a language. Though, learners who are pushed to use the TL in its real- grammatical contexts will strive harder to reach a higher degree of accuracy in order to achieve their communicative abilities. That is to say, without accuracy the speaker will produce incorrect utterances; so that they will not be understood by the listener who will lose attention and interest.

In the same context, Baily (2005, p. 5) proves that the accuracy is the ability to use "correct words and expressions to convey the intended meaning". That is to say, accuracy is the ability of producing grammatically correct sentences, so that listeners will understand us. In simple words, accuracy refers to the learner's ability to use the target langrage accurately according to his rules and norms.

3.4.3. Complexity/Restructuring

In addition to the items mentioned earlier (fluency and accuracy), complexity is the third goal that is concerned with the process by which the inter-language system of the learners become more experimented, complex and structured. Such a goal helps them to expand their competencies through attempting to use more challenging phrases, words, or sentences.

Skehan confirms that complexity refers to: "the learner's ability to use more elaborate and complex target language structure" (1998 as cited in Edwards and Willis, 2005, p. 23). On the other hand, Willis (1996) defines restructuring as the process which enables the learner to produce progressively more complex language and adds that all these three goals must be balanced in the classroom. It is suggested that one goal must not be overemphasized at the expense of others and attention should be divided between them as effectively as possible.

All in all, Skehan (1998 as cited in Edwards and Willis, 2005) gives a clear example of the extent to which previous mentioned goals are integrated and interrelated so that they cannot be separated because they are overlapping. For instance, if the teacher wants to provide learners with fluency, he should make the learners engaged in meaning oriented-tasks; conversely, if the teacher is in a need to promote accuracy or restructuring in a learners, he/she gets them engaged in meaning-oriented tasks.

3.5. Types of Task-Based Instruction

Communicative tasks are beneficial to fulfill the conditions in which learners' communicative competence will be promoted. Then, in the literature of TBLT, different classifications were given to tasks. First classification is introduced by Pica (1993, as cited in Richard and Rodgers, 2001, p. 234) who proposes five types for tasks which work accordingly to the kind of interaction that happens while task completion. The second classification is proposed by Willis (1996) who mentioned six types of tasks which work along with cognitive abilities. The last classification is tackled by Nunan (2004).

3.5.1. Pica's Tasks Classification

Pica classified tasks into different types: jigsaw tasks, information gab tasks, problem solving tasks, opinion exchange tasks, and decision making tasks. With regard to jigwas tasks, Pica mentions that "these [tasks] involve learners combining different pieces of information to form a whole" (1993, as cited in Richard and Rodgers, 2001, p. 234). That is to say, Jigwas tasks aim to make learners more dependent and responsible to accomplish their tasks when they are hearing or reading various parts of text, to relate various pieces of information to form a whole, for instance, four individuals or groups may have four different parts of a poem and have to gather the poem together. Information gab tasks, on the other hand, "involves a transfer of given information from one person to another-or from one form to another, or from one place to another-generally calling for the decoding or encoding of information from or into language" (Hedge, 2000, p. 58). Hence, information-gap activity is designed to transfer information from one student to another. Besides Problem solving tasks is designed in engaging learners to find solutions for given problems. For that reason, Pica (1993, as cited in Richard and Rodgers, 2001, p. 234) gave a clear example about this task when she said in "problem-solving tasks, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome". In addition, opinion exchange tasks tend to help learner in exchanging their ideas, attitudes, opinions, etc. In this era, Hedge (2000, p. 59) indentifies it as an activity "which involves indentifying and articulating a personal preference, feeling, or attitude in response to a given situation". Lastly, during decision-making tasks "students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion" Pica (1993, as cited in Richard and Rodgers, 2001, p. 234). In this task, students

are given problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

3.5.2. Willis's Tasks Classification

Willis (1996) suggests six different types of tasks which are listing, ordering, comparing, problem solving, sharing personal experiences, and creative tasks. Initially, listing tasks are sorts of brainstorming and fact-finding tasks in which the former tends to engage the learners to use their knowledge, express their own experience in pairs, or groups and the latter targets extremely to push students to searching for answers to their questions by asking each other or other people. Willis (1996, p. 26) describes the listing tasks as the tasks that "tend to generate a lot of talk as learners explain their ides. The process may involve: [first,] brainstorming in which learners draw on their own knowledge and experience either as a class or in pairs/groups.[Second,] fact finding in which learners find things out by asking each other or other people and referring to books, etc.". Second, ordering and sorting tasks require four kinds of processes: ranking items or events in a logical order, sequencing items, and events in ordered ways, grouping and categorizing them in given manner and classifying the previous items and events in appropriate ways and in different categories. Again, Willis portrays that "these tasks involve four main processes: sequencing items, actions or events in logical or chronological order, ranking items according to personal values. Categorizing items in a given groups or grouping them under given heading. Classifying items in different ways where the categories themselves are not given" (1996, p. 26). Third, in comparing tasks learners are involved in three processes, matching to define specific points and relating them, finding similarities and differencies. Thus, "these tasks involve comparing information of a similar nature but from different sources or versions in order to indentify common points and/or

differences. The involved are: matching to identify specific points and relate them to each other. Finding similarities and things in common. Finding differences" (Willis 1996, p. 27). Fourth, problem solving tasks aim to encourage learners to take decision about difficult issues via using intellectual and reasoning capacities. To fully understand what problem solving tasks addresses, Willis (1996, p. 27) pens that "problem-solving tasks make demands upon people's intellectual and reasoning powers and, thought challenging, they are engaging and often satisfying to solve. The process and time scale will vary enormously depending on the type and complexity of the problem". Fifth, in sharing personal experience tasks learners are engaged in talking about themselves and sharing their own experiences. Willis briefly defines sharing personal experience tasks as the ones that "encourage learners to talk more freely about themselves and share their experience with others" (Willis, 1996, p. 27). Finally, creative tasks are always seen as those include: brainstorming, fact-finding, ordering and sorting, and comparing. This kind is regarded as an end product in which learners, in pairs or groups, are able to create their own imaginative outcomes. Willis who already defined the previous tasks, she summarized these tasks as follows:

"these tasks are called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combination of task types: listing, ordering, and storing, comparing and problem solving" (Willis, 1996, p. 27).

3.5.3. Nunan's tasks classification.

Nunan (2004) differentiates between two types of tasks. While the first type is used outside the classroom when these tasks are transformed from the real world to the classroom, they are called target tasks. The latter, is used within the classroom in order to achieve

educational goals. As it is mentioned under here, target also known as real-world tasks those are used in the world above the classroom. They are tasks that shed light on real-world uses of the language and which might be regarded a rehearsal for real-world tasks, for example, role plays in which students practise different roles. In this sense, Richards (2006, p. 31) portrays that such kind "is tasks that reflect real-world uses of language and which might be considered as a rehearsal for real-world tasks. A role play in which students'practice a job interview would be a task of this kind". Real-world tasks help learners to practice necessary activities outside classroom. Pedagogical tasks, on the other hand, are used within the classroom. They are specifically activities which are carried within the classroom and aim to require the use of specific interactional strategies and rehearse real world tasks. Consequently, a task may let the learners integrate all language skills. For that reason, Nunan (1989, p. 6) pens that "pedagogical tasks are defined in terms of what the learner will do in the classroom rather than in the outside world". On the same hand, Richards (2006) proposes that

"Pedagogical tasks are planed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, and vocabulary). A task in which out the learners have to attempt to find the range of differences between two similar pictures is an example of pedagogical task" (p.31).

3.6. Task-Based Instruction Components

Depending on what Nunan (1989) assumes in order to create and accomplish tasks, six components should be taken into account: the input, the teacher's and the learner's roles, the setting, the activities and the goals. A more coherent and sensible perspective integrating task components within FLT has been proposed by Candlin (1987, as cited in Nunan, 1989, p. 47) when he defines input, roles, and setting as the following:

"input refers to the data presented for learners to work on. Roles specify the relationship between the teacher and the learner in the classroom. The setting refers to the contexts or classroom situations where the previous components are implemented".

On the other hand, Shavelson and Stern (1981, as cited in Nunan, 1989, p. 47) define the activities as "the things that the learners and the teacher will be do during the lesson. Whereas, goals are the general aims that the teacher as well as learners want to achieve from the task". In broad terms, task gathers some sort of input which can be verbal such as a dialogue or conversation or nonverbal such as pictures, images and maps accompanied by an activity that is originated by the input. This activity forms the learners 'needs. All tasks have both goals and roles for teachers and students. Therefore, a task can be defined as a piece of meaning- centered work that makes learners comprehend, produce and communicate in the target language. Figure1 indicates the components of task which proposed by Nunan.
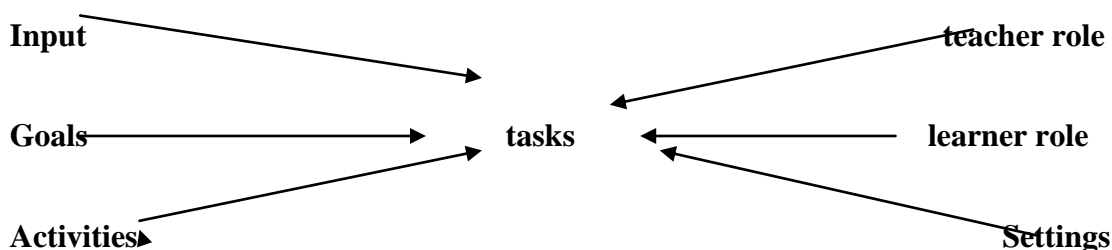
Figure1: Components of Task (Nunan, 1989, p. 48).

3.7. Techniques of Task-Based Instruction

Since TBI has become crucial topic in the field of SLA due to its deployments in terms of fostering communicative tasks to develop learners' communicative ability. Such a fact represents a variety of techniques that are regarded as banners in which language teachers

nowadays want to march behind in order to achieve the designed goals. In terms of providing better communicative atmosphere several techniques should be taken into account to promote teaching learning process. At present, one of the main aspects that human beings have to learn to deal with as they grow up and participate in society is to work in groups. As language teachers and learners, it is impossible to leave this technique aside; they have to incorporate it in the classroom for better achievement. Obliviously, group work is a form of cooperative learning which helps learners to enhance their communicative capacity and provides them with a total freedom to express ideas and knowledge. Though, group work involves small groups, each group includes four or five students. This helps them to do a range of tasks in a short time. On contrary, pair work or individual work do not have such advantage. In the same sense, Brown (2001) affirms that

"it is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. It implies small group work, that is, students in groups or perhaps six or fewer" (p.177).

In broad terms, group work provides students with more chances to interact negotiate and use the TL. The second technique that should be taken into account is role play. It is a very used technique by many teachers in EFL classes for the purpose of developing student's communicative competence. Moreover, role play engages learners in real life communication and helps them to reduce their fears of performing in front of people. In this vein, Ur (1999, p.131) believes that

"Role-play… is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom …sometimes playing the role of someone rather than themselves and using the language appropriate to this new context".

Accordingly, role play is the most influential technique for providing spoken interaction in the classroom. Moreover, it is used to refer to all sorts of activities where students imagine themselves in a real situation outside the classroom. According to Littlewood (1981, p.49) there are different techniques to be followed when practicing a role play. First, students have to imagine themselves as if they are outside the classroom and live the situation in real life context, e.g., meeting a friend in the street or making a business of negotiation. Second, they have to create roles related to those situations. Third, they have to behave as if the situation is a real one according to their roles. The same ideas are shared by Revell (1979) when he defines role play as "an individual's spontaneous behaviour reacting to others in a hypothetical situation" (p.60).

Therefore, the dialogue is third a fundamental technique for enabling learners to think about what they are learning, and to deepen their understanding on what they will talk about, rather than simply being able to regurgitate what they have been told. Ur (1999, p.132) states that the dialogue is a

"traditional language learning technique and out of fashion in recent years. In this case, the learner learns by heart then performs it in pairs or group in front of the audiences. Students can be asked to perform the dialogue in different mood such as sad, happy, bored..., in different role-relationships such as parents and child, wife and husband".

Not far from the latter, Ur (1999)again suggests that

"The dialogue is a good way to get learners to practice saying target language utterances without hesitation and within a wide variety of contexts; and learning by heart increases the learner's vocabulary of ready-made combinations of words or formulate" (p.132).

These quotes have consistently manifested that the dialogue is used to imply a deeper level of explanation than that which concerns itself only with the surface meaning of talk as isolated.

Moreover, discussion is another influential technique, it is almost known as the most beneficial and funniest one in the field of SLA.Discussion is significantly the most commonly used activity in oral expression classrooms where students choose one topic and make it under discussion by giving opinions and ideas, asking and answering questions, or showing agreement or disagreement in order to come up with a solution. In this sense, Littlewood (1981) acknowledges that discussion "provides learners with opportunities to express their own personality and experience through foreign language" (p. 47). Apart from previous techniques, games technique is designed to prove fluent communication between students depending on information-gap so that one student has to talk to someone else for the sake of solving a puzzle, drawing a picture, describing an image, putting things in the right order, organizing words, and finding similarities and differences between pictures, and images. Games offer a medium for students to explore and interrogate information in a fun and interactive way (Harmer, 2001, p. 272).

4. Principles of Communicative Language Teaching Classes

It is extremely important to mention that, for effective communication, one must possess the ability to share his ideas, beliefs, thoughts, feelings, properly. In this sense, Richards (2006) puts the following principles:

*By learning the target language, the learners will be able to participate in extended settings. As a result, they will be communicatively competent.

*Authentic language is an integral part of real context and should be introduced in the classroom whenever possible. It is the language used for communication or functional purposes.

*The target language is an instrument for classroom communication, not just the object of study. Hence, attention should be given to teaching language for communication.

* Communicative tasks such as games, role play group work, pair work, etc. have an integral part in communicative classes in order to learn the TL effectively.

*Students have to learn language properties, i.e., the use of cohesion and coherence devices will help learners to join the sentences together in order to create structured texts.

*Proper situations should be created by the teacher so as to promote communication in the classroom.

*Errors are considered and treated as a natural outcome of the development of communication skills.

*The social contexts of the communicative situations are essential for giving meaning to the utterances.

These characteristics show the focus of communication in language teaching. Though, TBI enables the learners to use different components of communicative competence in real life word. It also encourages the learners to use different types,   activities, strategies to achieve the TL.

5. Communicative Language Strategies

Indeed, second language (L2) users often run into difficulties when they use TL, there are many reasons why oral CLT classrooms cannot be successful. For instance, the learner

may fail to use the right vocabulary, the grammar of functional language for a given situation. In this case, the learner endeavors to eliminate all the difficulties that hinder his/her TL. In doing this, communicative strategies (CSs) can be considered as the best way to overcome such kind of problems. Richards and Schmidt (2002) define it as

"away used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar or vocabulary" (p.89).

In this ground, Torone (1981,p. 287).acknowledges that

"communication strategies are used to compensate for some deficiency in the language system, and focus on exploring alternative ways what one does know for the transmission of a message without necessarily considering situation appropriateness" .

Bygaste (1987) categorizes two obvious types of CSs: first, achievement strategies which involve: guessing strategies, paraphrasing strategies, and cooperative strategies. Second, reduction strategies which include: avoidance strategies. Learners use achievement strategies to compensate missing knowledge or language gab; they seek to find a way to transmit the message without changing its original meaning. It can be said that this classification helps enormously to further categorize each type into further subtypes. Guessing strategies also known as 'conscious transfer' is the most common and useful one in oral expression classrooms. That is, the speaker may follow sub strategies starting by * foreignize word from his/her mother tongue and say it as it belongs to the L2. For example, '*Frenchmen who is speaking English and who uses the word'maneuver'* as it is an English word. *Moving, then, to the second sub strategy that enables the speaker who may not be able to express his/her ideas, opinions, in one language to borrow a word, a clause, a sentence from the first language (L1) and use it as it belongs to the L2. For instance, '*if youhave an exam next week,*

*vous devez etre pret et present'.*For the sake of overcoming speech difficulties, the literal translation is the best solution for such problem. For example, the learner may refer '*to an art as a gallery picture'.* The last guessing sub-strategy is embodied in the form of coinage. A learner may use this strategy to coin words that do not exist in the foreign language (FL), then, he/she creates a new one on the basis of his/her knowledge such as: coining '*ballon for airball'.* Paraphrasing strategies as a second sub strategy of achievement are used when the speaker seeks for an alternative to the words, clauses, phrases, sentences; expressions that he/she needs in the target language .Paraphrase strategies, on other hand, involve the following sub strategies. Lexical substitution strategy refers to

"in which the speaker can explain a concept or a word by making some sort of phrases to express his meaning, for example, its acronyms or by another word which contains the meaning of the missing word but this replacing word has a broader meaning"(Torone,1983, p. 62.cited in Bygate,1987,p.42).

Lexical substitution is the strategy of indentifying a substitute for a word, for example, "*after the match*, replace any remaining fluid deficit to prevent chronic dehydration throughout the tournament", a substitute of game might be given. At other point, Learners with L2 limited resources may choosecircumlocution strategies in order to overcome his/her difficulties via using different words to express the intended meaning. For example, if the learner does not know the word '*grandmother* 'he/she ay say '*may mother'smother'.* In accordance with the last sub strategy of achievement , cooperativestrategies refers to instructional strategies that tend to encourage learners to work together in a structured and organized group for creativity and problem-solving. In this stance, Richards and Rodgers (2001. p, 31) claim that cooperative strategies refer to " a group of work structured in a such way as to enable student's interaction, the exchange of the information, as well as cooperation rather than competition in learning". In few words, cooperative strategies are used when the

learner asks for the assistance of the interlocutors about appropriate expressions, words, clauses, etc. The final type of Bygate's classification strategies is reduction strategies. Such kind is used when the learner often lacks fully to express a particular goal due to inadequate communication of the message.

Reduction strategies also include other sub strategy which is avoidance strategies. These strategies are used by second and foreign language learners for the purpose to avoid certain difficulties they face while producing particular utterances. This occurs by delaying and ignoring specific sound sequence, the conditional in English, words whose gender is unknown, and avoiding to talk about topics for which they lack the necessary of vocabulary or other language skills in the second language. Figure 4 indicates the communicative language strategies which are introduced by Bygate (1987)

Communicative language strategies.

Achievement strategies.   **Reduction strategies.**

Guessing strategies. Paraphrase strategies. Cooperative strategies.

Avoidance strategies.

Foreignize   Switching   Literal translation   Coinage

Lexical substitutionstrategyCircumlation strategy.
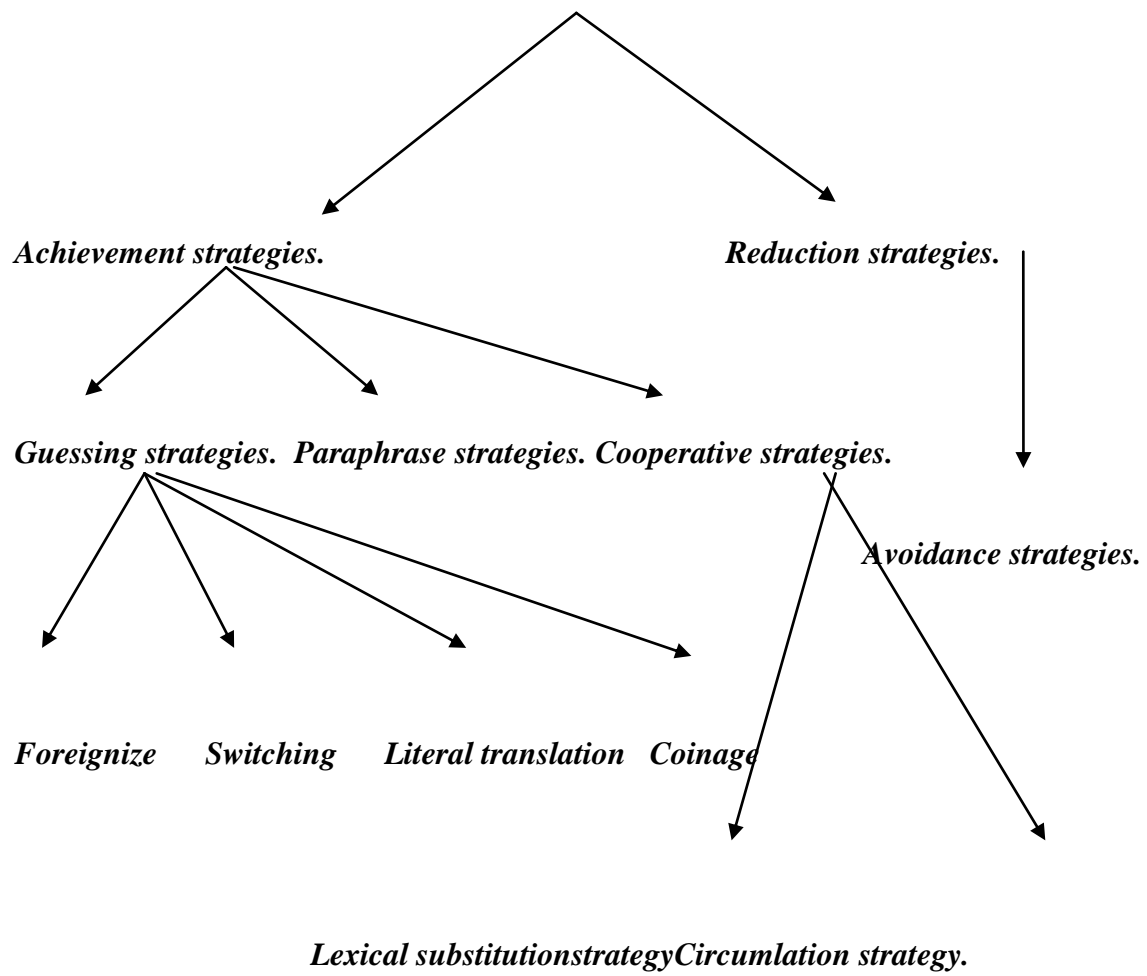
Figure2:Bygate's classification of communicative language strategies (1987).

6. Teacher and Learners' Roles in Communicative Classes

As described earlier, the traditional image of the teacher as a dominant figure in the classroom has been dissolved. This idea, in fact, creates the need to facilitate the communication process in the classroom, in which students feel safe, free without threats. That is to say, the communicative classroom is considered as a social context and the teacher and learners are key players so that their roles are important to consider. This idea is supported by Brown (2007) when he stated that in the traditional approach to teaching or particularly, teacher-centered approach, the focus was on the teacher as the main source of information. Students were passive learners in which they were just watching and listening to the teacher's knowledge, where he made all the decisions concerning methods, strategies, activities, and syllabus. In contrast, with the emergence of TBA the previous attention is shifted and the focus becomes on students as active learners. So that, this new approach aims to promote learners' ability, autonomy, and independence via having good responsibility for their own learning and they are automatically involved in the learning process. In simple words, learners do not emphasis only on what to teach but on what learners learn, how learners learn, when learners learn, and where those learners learn.Thus, in this fast growing era, there are abundant changes in language teaching along with teacher's and learners' roles. As everyone knows that teacher plays a vital role in enhancing students' interests and concerns towards the TL. Thus, teacher and learner roles may differ from one situation to another.

6.1. Teacher's Role in Communicative Classes

Providing learners with atmospheres and opportunities where they can act and perform tasks confidently, tutors play different roles which change according to goals, tasks, and activities being dealt with. At this point, Harmer (2001, p. 275) suggests three different roles that teachers should adopt when trying to make students accomplish their tasks successfully: promoter, participant, and feedback provider.

By being a prompter, the teacher should intervene and help his students by offering some suggestions to find solutions when they face some difficulties to do their tasks. Moreover, teachers should encourage their students to keep their tasks and promoting their proficiency. Through adopting the second role, teachers need to be good participants in communicative classrooms in order to provide their students with input to help the task effectiveness, and facilitate student's engagement. By being feedback provider, teacher should be aware of when and how to give feedback for his students so that he would not affect them negatively, so that, students will be better engaged within the activity without feeling an exited or frustrated.

Furthermore, Richards and Rodgers (2001) states three major teachers' roles in TBLT which will be delimitated as follows: preparing learners for tasks, selector and sequencer of the tasks, and consciousness rising. As every teacher knows that preparing learners for tasks is part of his/her success so that learners ought to be prepared before engaging in any kind of tasks, here, teacher introduces the task in appropriate way where learners can grasp the task, feel comfortable, and feel interested as well as motivated to do it.By adopting selector and sequencer of the tasks , teacher tends to choose and adopt specific instructional ways to be followed for seeking to find out good and effective results to get teacher and learner satisfactions .By doing the last role, the teacher aims at increasing students' awareness of the task. That is to say, the communicative classrooms emphasize creating a student's centered

atmosphere rather than teacher centered environment, hence, it requires the role of the teacher to shift from a dominator as in the past to a supporter. For that reason, Candil (1980) summarizes the teacher's roles as follows " the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative purposes. The second is to act as participator and the third is to act as an observer" (as cited in Nunan, 1989, p. 87). It should born in the mind that the teacher has three crucial important roles, the first one is an independent participant; in which the teacher has to participate within the learning – teaching group. Whereas the second role is a facilitator; in which the teacher facilitates the communication process among all students and establishes situations and contexts likely to promote communication, and the last he acts as an observer in which he controls his students as well as the whole class. This idea is supported by Hedge (2000), when she claims that

"a communicative classroom also involves the teacher in a wider range of roles beyond that of providing and presenting new language. A good deal of time will be spent on managing learning: setting up activities, organizing material resource, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing the further needs of students"(p. 63).

6.2. Learners' Roles in Communicative Classes

It is worth mentioning that the communicative classes enable learners to communicate effectively in appropriate settings, which is not the case with the traditional classrooms. Traditional classrooms expect their students to speak before the whole class when answering a question or talking about certain topics, which makes the speech more formal and less contextualized. Therefore, in communicative classes learners are expected not only to produce

correct grammatical sentences but to be capable of playing certain different roles: in order to capture the essence of these roles Breen and Candlin (1980) summarizes the learners's roles as follows:

"the role of the learner as negotiator- between the self, the learning process, and the project of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities with group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way" (100).

For better achievement in a communicative classroom, Brown (2007) suggests six main roles that learners are opted for in order to enhance their communicative competence. Accordingly, students should be: imitative, intensive, responsive, transactional, interpersonal, and extensive. In the first stage, students are always tend to imitate native speakers by using communicative tasks such as listening to dialogues, conversations, role plays, etc.At the second role, students should intensively practice the TL for the sake of developing their oral production skills.By being responsive, students should pay attention to tasks provided by the teacher through answering and asking questions, giving opinions, and solving problems that occur in real-like contexts, thus; developing their communicative and interactive skills.As the name suggested, transactional students should make a great efforts in order to negotiate the meaning, show their agreement and disagreement about given ideas which are presented by the teacher.From its name, interpersonal students ought to adopt such role for fulfilling their abilities and interactive skills. By adopting extensive role, students should move above focusing on achieving grammatical structures of language into giving the priority for developing communicative abilities through the use of tasks.   In line with these ideas,

learners have to achieve interdependence via acknowledging responsibility for their learning and sharing that responsibility with their peers as well as their teachers.

In this fast growing era, there are abundant changes in language teaching along with teacher's and learners' roles. As everyone knows that teacher plays a vital role in enhancing students' interests and concerns towards the TL. Thus, teacher and learner roles may differ from one situation to another.

7. Assessment of Learner Performance

Assessment is of vital importance in the process of teaching and learning because it helps teachers know what students already know, what they have learned in the classroom and what are their weaknesses and strengths The assessment of students performance can be of two types: teacher's and learners' assessment (Harmer 2001, p100). It is generally accepted that good learning requires good communication between all participants in the classroom including the teacher and students. For achieving this goal, assessing student's performance is mostly regarded as one of the most important features that maximize the extent to which both students and teacher feel fair with themselves before each other. Teacher's assessment can be explicitly or implicitly. The first aspect is used when the teacher comments on students' feedback directly regardless whether the answer is wrong or right. The second aspect is used when the teacher does not comment on the students' feedback directly and moves to the other student or another point without drawing students' attention. Additionally, assessing students' work can be seen via various ways as they had been mentioned by Harmer (2001, 101). Teacher can give students comments or actions, in all stages, inside and outside the classroom. Comments are classified into two kinds. First, positive assessment which means the teacher's evaluation of the work of his students by saying good, excellent, etc, these actions are a clear signs of a positive assessment. Second, negative assessment which refers to the teacher's decision concerning the assessment of wrong answers by using sentences

referring to his dissatisfaction, such as: 'that's not quite right' or 'your invitation language was a bit mixed up'. Second, marks and grades can be seen as a useful procedure that tutors use to assess their students' performance and motivate them to gain more progress. Mostly, they are regarded as a beneficial means for learners' improvement, thus teachers provide their students with marks and grades according to their performance in the exam, quizzes or several tests. Such kind of assessment, however, can be demotivated if they are considered as a process to compare between students' achievement. In such cases, learners will lose interest in learning if they believe that the desired grade and mark will not be reachable. So that grades and marks can essential if students see them as the desired goal in which their performance will improve and they be more motivated and have a high level of self-esteem, and the level of challenge will be raised, however, bad Marks can be extremely destroy students' motivation.Reports, on the other hand, play a significant role in assessing students' performance. It is necessary to point out that at the end of the year or semester, some teachers write reports about the performance of the students, each report gives clear indication of how well the students have done in the whole year. For that reason, when the teacher writes a report he must try to achieve a balance between positive and negative feedback where it is possible. The last aspect of students' assessment is student assessingthemselves, teacher should provide students with appropriate atmosphere where they can assess and evaluate their progress and levels. It remains evident that through self-assessment students may indentify their own skill gaps where their knowledge is poor, they also can control their progress and put their goals assessment, and students also can judge and evaluate their own language production via self-assessment. In this vein, Harmer (2001) depicts that "student self assessment is bound up with the whole matter of Learner autonomy since if we can encourage them to reflect up on own learning through learner training or when on their own away from classroom, we are equipping them with a power full tool for future development'' (p.103).

In accordance with the aforementioned stance, students self-assessment involve students evaluating testing and judging their own work and learning progress. That is to say, when the students assess each other they help to raise awareness and contribution to the learning process.

Conclusion.

The upshot is that, TBI is the hallmark in the history of contemporary approaches, which is concerned with engaging students in concrete situations that help them to flourish their communicative abilities. TBI is one of the offshoots that are spawned by CLT, wherein tasks focus on having students use authentic TL in order to complete these meaningful tasks. Moreover, TBI often provide students with real exposure to language through different uses of the TL. Furthermore, TBLT as a beneficial approach to language teaching brings the premise that language learning is better achieved through creating the useful types of interactive and cooperative processes in the classroom, and the best manner to create these conditions is to use designed communicative tasks inside the classroom environment. In addition, communicative tasks are regarded to as an integral process since they help teachers in evaluating students' performance in the TL.

Students' Attitudes towards Developing Communicative Competence through Communicative Tasks

Chapter One: Section Two (A) Communicative Competence

Introduction

There is an overwhelming evidence holds the fact that the miracles of science and technology maximized the need and necessity to speak and communicate English language (EL) fluently in many areas such as trade, economy, politics, and above all education. As far as the latter is concerned, it is accepted to be the most important scope in which the EL is used with all its aspects. So that with its elegance, the overgrowing need for communication in English has made English language teaching adopt the CA whose ultimate goal is to pave the way for learners to achieve their CC. For that reason, the latter has to be regarded as the most significant component in the language user's way of writing, reading, listening, and above all, the user's way of speaking in the practical context. In simple terms, acquiring and enhancing CC in language teaching has been considered as one of the primary goals of CLT.

This section puts communicative competenceunder discussion, aiming at portraying some of its fundamental aspects. It starts, first, by providing the definition and importance of the process of communication since it is the heart of language teaching. Also, it present the concept of competence and its relationship with De Saussure' and Chomsky' models, as well as a discussion concerning CC and its current models, hand in hand with its components. Furthermore, light is shed on integrating communicative competence in language teaching. The last heading in this chapter is the ways of managing and developing communicative classrooms.

1. Communicative Competence

Clearly, language is foremost a medium of communication in which the latter takes place with some sort of social context. That's why effective communication needs an understanding and recognition of the connections between language and people who use it because people are born with physical ability to talk, but not all of them can communicate successfully unless they make a great efforts and competencies in order to develop this skill. Hence, the most important in effective communication is to know the following.

1.1. Communication Process

The term communication has been inextricably defined from different perspectives, by different scholars, each according to his/her purposes and backgrounds. Thus, communication is derived from the Latin word *'communis',* as the name suggests, it means 'common'. Hence, 'to communicate' entails 'to make known', 'to share' and encompasses verbal and non-verbal language such as sounds, tone of voice, facial expressions, gestures, postures, …etc.

In the same context, Richards and Schmidt (2002) view communication as:

"the exchange of ideas, information, etc., between two or more persons. In the process of communication, there is usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended (the receiver)"(p. 89).

Communication then, is the process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium.

Departing from Adler and Towne's ((1978) premise, communication can be considered as a fundamental process that requires at least two persons to transfer and exchange their opinions, thoughts, ideas, facts, beliefs, wishes, threads and commands. It should be born in the mind that success of any process depends on the effectiveness of communication. Thus, the process of communication starts virtually with a sender is the person who has the message including thoughts, gestures, and ideas which can be understood by the receiver. The channel, then, is the way through which the message is conveyed to the receiver. The latter is the person who has to be ready for receiving and interpreting the message. The final step is embodied in the form of feedback which is used to abide that the process of communication has taken place. It is said that communication plays an integral part in enhancing language between the speakers that are the sender who encodes the message and the receiver who decodes it.

Tony lynch, on the other hand, defines communication as a process that "involves enabling someone else to understand what we want to tell them" (1996, p. 3). From the quote, it becomes clear that the process of communication requires a receiver the one who decodes the message and gives the sender a feedback. Subsequently, knowing how to communicate effectively in any language needs the speaker's ability to be aware of the linguistic items, socio-cultural aspects of that language. Additionally, this awareness will enable him/her to use language in an appropriate context to achieve particular outcomes, and then she/he can be referred to as communicatively competent.

For this reason, it is fair to define the term 'competence' as being able to use or implement a cluster of related knowledge, skills, tasks, strategies needed in a given setting. Richards and Schmidt define competence as:

"The implicit system of rules that constitutes a person's knowledge of the language. This includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences"(2002, p. 93-94).

It is wise to note that competence is a cluster of related abilities, knowledge, and skills that enable a person to act and react effectively in a given situation. So that competence illustrates sufficiency of knowledge and skills to engage in a variety of situations successfully.

1.2. Understanding the Concept of 'Competence'

For the sake of grasping the concept of communicative competence, it is beneficial to start with its origins through an array of notions. The coming paragraphs will tackle De Saussure's (1922) views of langue and parole and Chomsky's (1965) distinction of competence and performance.

1.2.1. De Saussure's Notion of Competence

It is noteworthy that the concept of competence is originally derived from Saussure's (1922) paradigm of langue and parole and Chomsky's (1965) distinction of competence and performance. Thus, according to what Lyons (1996) investigates in his studies, De Saussure postulates virtually two concepts of language study which are dubbed "langue" and "parole". The former refers simply to the totality of language, i.e., the language system should be shared by all members of a speech community. Whereas the latter, is the concrete act of speaking on the part of the individual, i.e., the real utterances produced by real people in real situations.

It is wise to point out that De Saussure's taxonomy contributes to the emergence of Chomsky's distinction between competence and performance.

1.2.2. Chomsky's Notion of Competence

Surprisingly enough, Chomsky (1965) is the first American linguist and cognitive scientist who tackles the term competence in relation to learning languages. Overwhelmingly, he distinguishes between two portions which are labeled "competence" and "performance", on this basis, competence designates knowledge of a language that enables ideal speaker-hearer to express and comprehend an infinite number of words, clauses, phrases, and even sentences in a homogeneous speech community, it also enables the speaker to be aware of grammatical and non-grammatical utterances. Performance; at other point, encompasses the speaker's ability to implement and abide underlying knowledge to an actual language use. In this stance, Chomsky (1965, p.3) assumes that

"Linguistic theory is concerned with ideal speaker–hearer, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of language in actual performance".

In summary, De Saussure's concept of 'parole' and Chomsky's notion of 'performance' can be used interchangeably by many scholars. The concepts of langue and competence, however, are quite different from each other in which the first illustrates the property of the whole community; while the second deals with the property of a single speaker.

2. Current Models of Communicative Competence

Crucially important, by the virtue of myriad studies conducted on communicative competence, the following paragraphs will shed light on the most crucial models that are considered as a platform in the history of communicative competence .They are Hymes'model (1972) which is developed by Canal and Swain's dichotomy (1980), then the last model is refined and adjusted by Bachman's Communicative Language Ability (CLA) (1990).

2.1. Hymes' Model of Communicative Competence(1972)

As it is mentioned earlier, in spite of Chomsky's illuminating standpoints which have been dominant for many decades, it is prudent to acknowledge that the latter does not receive much satisfaction from many researchers due to the adequacy of restricting the scope of linguistic theory within the limits of grammar. From this standpoint, Chomsky's theory seems to be failing out, and the interest in language and its context of use is revitalized.

Alternatively, it is Dell Hymes' (1972) who refuses Chomsky's theory of linguistic competence and paves the way for unraveling the interwoven binds among language and the context in which it is used. Within this new perspective, Hymes views that Chomsky's notion of competence is exaggerated because it cannot describe the linguistic behavior as a whole. Therefore, his point of performance is insufficient to reflect competence unless under the ideal speaker- hearer who produces and comprehends language appropriately without any mistakes. Additionally, he notices that Chomsky's linguistic theory does not assign an explicit place for socio-cultural factors in a homogeneous speech community.

Prior to embarking on any details, then, it is fair to draw that Hymes' framework comes as a reaction to Chomsky's revolution. With the vague concern in language as an abstract system, Hymes' (1972) differentiates between two bits of insight to highlight the distinction among knowledge about language form and knowledge that enables the person to communicate appropriately and interactively. At one hand, linguistic competence**:** deals with knowing how to express and understand grammatically correct sentences and accurate utterances, on the other hand, communicative competence*:* is indubitably the feature of ability that allows an individual to produce and interpret information in a variety of communicative situations and to be able to communicate effectively in a wide spectrum of contexts and for a wide range of purposes. In this stance, Hymes suggests that "While a person acquires communicative competence he or she acquires both the knowledge of the language as well as the ability to use the language for real communicative purposes" (1972, P281).

On the other hand, Richards and Schmidt assume that communicative competence is the " knowledge of not only if something possible in language, but also the knowledge of where it is feasible, appropriate, or done in particular speech community*"* (2002, p. 90).

After this digression, Hymes (1972) embodies four questions which may be raised to examine the nature of CC. These questions are: whether (and to what extent) something is formally possible, whether (and to what extent) something is feasible in the virtue of the means of implementation available, whether (and to what extent) something is appropriate in relation to a context in which it is used and evaluated, and whether (and to what extent) something is in fact done, actually performed, and what is doing entails.

Possibility, on one hand, portrays the coherence and combination of grammatical knowledge and linguistic system; for instance, if a person utters: 'the is cheese green', this sentence is not grammatical.In addition, feasibility pertains with meta-cognitive competencies that are

responsible for memory limitations, perceptual devices…etc. For example, if someone says: 'the dog the cat green the cheese chased ate is saw the rate'. This utterance is grammatically correct but cannot be fully understood unless it incorporates the insightful heading of feasibility; hence, the utterance is: 'the dog saw the cat that chased the rate that ate the cheese that was green'. Moreover, appropriateness is concerned with the relations between language and its socio-cultural settings. For instance, if an individual says good bye to integrate someone else, it is inappropriate in such social context. Finally, Performance denotes to what is actually occurring, i.e., the probabilistic rules of occurrence that something is in fact done, performed, and evaluated.

To conclude with, Hymes contradicts Chomsky's view of competence in two ways; firstly, Hymes' framework includes the components of knowledge instead of grammar (feasibility, appropriateness, and what is actually done). Whilst the first parameter can be considered as a grammatical competence, the other three, however, can be perceived as a pragmatic competence. Secondly, Hymes' competence is the knowledge and ability to use language in appropriate contexts. For that reason, Hymes (1972) believed that social interaction and socio-cultural aspects are considered as the primary elements in any study of language use so that he paves the way for implementing the notion of CC in second and foreign language learning.

2.2 . Canale and Swain's Model of Communicative Competence (1980)

It is not coincidental when the two Canadian linguists Canal and Swain (1980) reveal their strong desire to support Hymes' notion of CC. Thus, concerning the continued development of CC, they are the first scholars who abide the necessity of CC in the scope of language teaching and learning. Respectively, Canale and Swain propose three components

which are the most familiar ones in the field of L2/FL :grammatical competence, strategic competence, and sociolinguistic competence. In the same vein, they refer to CC as follows:

"to be based in socio-cultural, interpersonal interaction, to involve unpredictability and creativity, to take place in discourse, and socio-cultural context...to be carried out under performance, constraints, to involve use of authentic language, and to be judged a successful or not on the basis of behavioral outcomes"(1980, p29).

Further, this framework is partially refined by Canale (1983) who has added the fourth component to distinguish it from socio-cultural competence. Each of these components will be delineated below:

Grammatical/linguistic competence concerns the speakers' ability to understand a language system regarding its grammar, vocabulary, spelling, and pronunciation or the knowledge of lexical items, the rules of morphology, syntax, semantics, and phonology. Subsequently, the speaker will be able to produce structured and organized sentences. In this essence, Hedge declares that "linguistic competence is concerned with knowledge of the language itself, its form and meaning "(2000, P.43).

Sociolinguistic competence describes the speakers' ability to use language in appropriate socio-cultural contexts. In this regard, Richards and Schmidt believe that sociolinguistic competence is the "knowledge of the relationship between language and its non-linguistic context, knowing how to use and respond appropriately" (2002, p. 90).

Strategic competence encompasses speakers' knowledge to master and govern verbal and non-verbal strategies that help him/her to cover and compensate weaknesses in communication which are caused by a lack of consideration about grammar or socio-cultural competencies. In this context, Canale and Swain (1980, p. 25) define strategic competence as

"how to cope in authentic communicative situation and how to keep the communication open" (cited in Hedge, 2002, p.52).

Discourse competenceindicates minimally to the ability to grasp the intended meaning in a given situation and to rely on unrelated stretches of language through cohesion and coherence devices. In this ground, Richards and Schmidt suggested that discourse competence is "the knowledge how to begin and end conversation" (2002, p. 91).

Figure 2 illustrates to the components of CC which are proposed by Canale and Swain (1980

Communicative Competence

Grammatical competence   **Sociolinguistic competence**

Strategic competence   **Discourse competence**
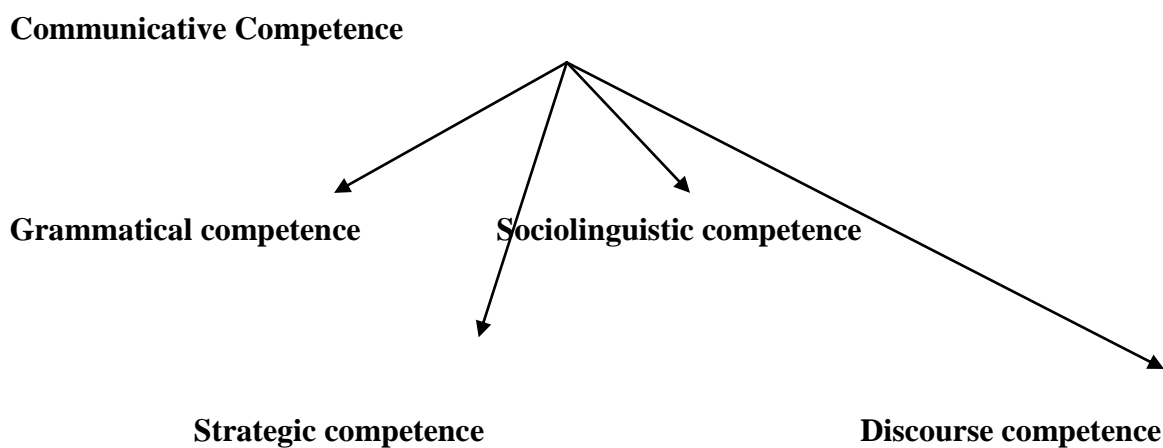
Figure2: Canale and Swain's model of communicative competence (1980).

In summary, it is fair to point out that Canale and Swain' model (1980) has a great effect on communicative language teaching. Nevertheless, the problem with this model is lack to figure out how the earlier mentioned components interact with each other and with the context in which language is used. Such a problem is discussed by Bachman's model of CLA (1990).

2.3. Bachman's Model of Communicative Competence (1990)

Exhaustively, Bachman (1990) is the pioneer in refining the term communicative competenceto CLA in order to point out how the above mentioned components tie on each other and interact with the context of language, in which it is used. For him, CLA can be described as consisting of both knowledge or competence, and the capacity for implementing or executing that competence in an appropriate contextualized communicative language. Insightfully, Bachman appends three components of CLA: language competence, strategic competence, and psycho physiological mechanisms.

The first component contains a cluster of particular components of knowledge which are evidently used in communication. This competence can further help enormously to subdivide into the following competencies; organizational competence and pragmatic competence.Organizational competence emphasizes the ability to produce and grasp the formal aspects and structures of the language. Further, it is makes up of grammatical and textual competencies. Grammatical competencefocuses on different abilities such as the knowledge of syntax, phonology, morphology, semantics…etc, which are used in order to create well-structured and organized sentences.Textual competence then, refers to the way different words, clauses, phrases, sentences tie together to attain a unified text through the use of cohesion and rhetorical organization. Moreover,it is worth mentioning in this vein that the relationship among language user and the context where this language occurs is embodied in pragmatic competence. The latter determines the way how different utterances rely on communicative goals of the language used and the way how they are related to the setting. In this pause, Hedge assumes that "pragmatic competence is generally considered to involve two kinds of ability. In part, it means knowing how to use language in order to achieve certain communicative goals or intentions"(2000, p.48). Pragmatic competence; hence, comprises two components: illocutionary competence, and sociolinguistic competence. Furthermore,

Illocutionary competence pertains to the way how different sentences and utterances are performed to create distinct language functions. These functions may include: instrumental function denotes to the language that is used in order to get new things. Interactional function illustrates to the language that is used to establish contact and interaction between others. On the other hand, personal function indicates to thelanguage that is used to express personal feelings. Heuristic function designates to the language that is used to learn and discover new information. Lastly, imaginative function tackles the language that is used to create a world of imagination. The second component of pragmatic competence is embedded in sociolinguistic knowledge whichdeals with the knowledge of sociolinguistic features such as dialects, registers, varieties, knowledge of cultural reference and figures of speech to perform language functions in given settings.

The second type is embedded in the form ofstrategic competence is used to describe the metac-ognitive ability to implement the components of language in real a communicative context. Under the heading of strategic competence, Canale (1983) views strategic competence as follows: "mastery of verbal and non verbal strategies both (a) to compensate for breakdowns in communication due to insufficient competence or to performance limitations and (b) to enhance the rhetorical effect of utterances"(p. 339, as cited in Bachman, 1990,p. 99). Further, Bachman defines strategiccompetenceas: "a general ability, which enables an individual to make the most effective use of available abilities in carrying out a given task" (1990, P. 106). Concerning its function, Bachman says: "it is the function of strategic competence to match the new information to be processed with relevant information that is available… and map this into the maximally efficient use of existing language abilities" (1990, p 102).

At this point, Hedge clarifies that "strategic competence consists of using communication strategies. These strategies come into play when learners are unable to do so successfully.

They compensate for this either by changing their original intention or by searching for other means of expression" (2000, p. 52).

At another point, psycho-physiological mechanism is the last component which is crucially important to figure out the speaker's ability in producing and understanding language by using neurological and psychological processes.

To sum, Bachman's (1990) framework of CLA introduced almost the selfsame components as Canale and Swain's (1980) but the most striking feature is that Bachman separated strategic competence from language competence.

3. Integrating Communicative Competence in English Language Teaching

It is really worth knowing that the idea of rejecting the abstract, the unseen and the hidden has been in vogue for many times. This insight led to ignore what is highlighted by many thinkers around the world, in the modern era, which is known as '*context* 'or meaning. Later on, however, giving much attention to new teaching approaches that prioritize the ability to interpret the meaning in terms of its context rather than focusing totally on the grammatical perfection, brings to light the concept of CLT or CA into discussion. Building on this ground, Nunan states that

" it has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource for the creation of meaning. In terms of learning, it is generally agreed that we need to distinguish between 'learning that' and 'knowing how'. In other words, we need to distinguish between knowing various grammatical

rules and being able to use the rules effectively and appropriately when communicating". (1989, p. 12).

3.1. Communicative Language Teaching

There is nothing new, of course, the term CLT has been underpinned by the sociolinguist Dell Hymes who introduces the communicative competence model. Hymes argues that anybody can learn the language, but cannot speak it; that is to append, it is not easy for L2/FL learners to communicate that language effectively before knowing its socio-cultural, pragmatic, and sociolinguistic portions. For that, Richards mentions that

"…, since it was argued that language ability involved much more than grammatical competence. While grammatical was needed to produce grammatically correct sentences, attention shifted to the knowledge and different communicative purposes such as: making requests, giving advice, making suggestions, describing whishes and needs, and soon. What was required in order to use language communicatively was communicative competence" (2006, p. 9).

Undoubtedly, CLT has a remarkable echo and wide resonance since its appearance in the 1970s, as an alternative approach to the earlier methods due to their inadequacy in restricting the field of language teaching within the limits of grammar. Many definitions are put forward to introduce the term CLT, yet all met in one point as what Richards says " [CLT is regarded] as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning, and the roles of the teachers and learners in classroom"(2006, P. 2). This embodies the idea of being able to use the language suitable to a given social context; it means to teach students how to achieve their communicative outcomes. In doing this, students have to know the linguistic forms as well as the meaning, functions, and various forms of language.

Unequivocally, the goal of any language instruction is to teach students how to communicate competently, and how to use the TL appropriately in given social contexts. It is not the opposite matter concerning CLT where its ultimate goal is, in addition to help learners to achieve their linguistic competence, they ought to achieve their communicative abilities for being able to know the right thing, at the right time ,in the right context. In this era, Savignon affirms that "communicative language teaching refers to both processes and goals in classroom learning. The central theoretical concept of communicative language teaching is communicative competence" (2002, p. 1). On the other hand, Cook pens that " the essence of communicative language teaching is a shift of attention from the language system as ending in itself use of that system in context, that is to say from an emphasis on the form to an emphasis to communication"(1979, p. 5). In the same time, Cajada writes: "communicative language teaching aims at developing the communicative competence of a learner together with general knowledge about the language and the socio-cultural aspects of it" (2017, p. 24). Another intervention is presented by the duo Richards and Schmidt regarding CLT, when they acknowledge that

" CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities"(2002, p. 90).

In fact, the mushrooming of CLT as a broad approach leads to the re-examination and re-thinking of language teaching concerning its goals, activities, syllabuses, attitudes, etc. Since it is one of the most widely used approaches in modern era, it is based on the belief that learners learn best when they are engaged in meaningful communication. Many practitioners, in this field, endeavor to interpret it in different ways. In this vein, Hawatt distinguishes between weak and strong versions, he states that

"Therein, in sense, a strong version of communicative approach and a weak version. The weak version which has become more or less standard practice in the last ten years, adhere the importance of providing learners with opportunities to use their English for communicative goals and, characteristically, attempts to integrate such activities into a wider programme of language teaching …The strong version of communicative teaching, on the other hand, advocates the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it'" (1984, p. 279).

In simple words, the strong version means that language is acquired via communication, whereas the weak version which has been become a standard practice in the modern world stresses the importance of using language for communicative goals via a full and wide program of language teaching . In simple words, the strong version entails using the language to learn it, while the weak version means learning to use the language   .

3.2. Communicative Ability

It is worth mentioning that language is a fundamental tool for communication among people. It is reasonable to pick out that its structures are best understood hand in hand with its functions. For that reason, Littlwood(1981) argues that "one of the most characteristic features of language teaching is that it pays systematic attention to functional as well as structural aspects of language"(98, p.1). Departing from this perspective, Littlwood believes that in order to understand the nature of language and achieve communicative ability two concepts should be put forward. These concepts are known as structural and functional views of language, and understanding communicative ability.   Firstly, thestructural view of the language views language as a system of structurally, linked elements for the transmission of

the meaning. The functional view, on the other hand, views language as a vehicle to express a number of functions such as: requesting, promising, advising, etc. This means that the existence of the functional view of the language does not neglect the importance of the structural view of language. In this sense, Cajada says that "in the classroom context, interlocutors use language rather than L1 and this communication is characterized by focusing not only on meaning but also on the form" (2017, p.13). Secondlyunderstanding communicative ability, depending on what littlwood (1981) introduces, for the purpose of understanding the process of communicative ability, two aspects should be taken into consideration; understanding and expressing functional meaning and understanding and expressing the social meaning. It is worth noting in this regard that Littlwood (1981) highlights three premises for understanding and expressing the functional meaning. He hilts them as the ability to understand linguistic structures and vocabulary, the knowledge of communicative functions to linguistic form , and the ability to relate the linguistic forms to appropriate non-linguistic knowledge. For expressing the functional meaning he declares that "the learner needs to acquire not only a repertoire of linguistic items but also a repertoire of strategies for using them in concrete situations" (1981, P.4). Concerning understanding and expressing social meaningLittlwood (1981) assumes that language carries not the only functional meaning of it, but also it carries the social meaning. Though for understanding and expressing such a kind of meaning, the learner should be aware of the various social meanings of language forms.

It is immediately apparent that the ability to communicate effectively in FL classrooms is now a well-established goal in ELT since it elicits to understand language from two spheres; from ample real world contexts and from typical grammar.

Conclusion

To conclude with, throughout this section we have tried to provide a deep sight about communicative competece and CLT. Thus, with the advent of TBT, achieving a sort of balance between all skills concerning writing, reading, listening, and speaking has become constantly sought. Furthermore, developing learners' communicative competence has been extremely regarded as one of the main ultimate objectives of learning any foreign language because it enables students to be able to communicate effectively and efficiently. In addition, teachers need to encourage their students to verbalize their own knowledge in concrete situations.

Chapter One: Section Two (B)

Students' Attitudes towards Developing Communicative Competence through Communicative Tasks

Introduction

Digging deeply into the history, it is obvious that attitudes are a notion that existed centuries ago, and that was and is still at the heart of all human learning. Nonetheless, the importance of this notion made educators, scholars, and particularly social psychologists see attitudes from rather different perspectives than others do. Nevertheless, much ink was spilled, myriad definitions were put forward, and many theories have seen the light. In the survey of foreign language, there are different aspects that impact the learning process such as anxiety, aptitudes, intelligence, personality, and attitudes. The issue of learner's attitudes is acknowledged as an umbrella term that covers the whole previous mentioned factors that influence language learning. It is commonly mentioned that students' attitudes towards communicative competence, its development, acquisition and the learning context in which learners are involved to implement that language seem to be a key factor that may determine their success or failure in ELT context. For students, communicative tasks can be recognized as a challenging subject to help them develops their communicative competence.

This section is made up of four headings. The first heading will look at the essence of attitudes. The second heading will enumerate the components of attitudes. The third heading will be devoted to highlighting attitudes types. The last heading is tailored to play an indispensible role. This heading exhibits four of the more theories that tackled the concept of attitudes including; learning theories, consistency theories of attitudes, functional theories and social judgmental theories. Each of the previous mentioned theories can delve deeper into what makes attitudes function and how attitudes are structured.

1. the Concept of Attitudes

The first thing that springs to mind when this heading is seen is that attitudes are intangible and abstract concept and a common term used by social psychologists in which they define it as a learned tendency to evaluate things in a particular way. Attitudes, then, refer to an evaluation of the feelings that individuals have towards something, an idea, a person or a situation and to respond positively, negatively or mixed response towards those issues. It seems wiser, to define this concept from Gardner point of view (1985, p. 9), he says that attitudes are "an evaluative reaction to some referent or attitude object, inferred on the basis of the individuals' beliefs or opinion about the referent" (1985, p. 9). Adding to it, Perloff (2002, p. 38) depicts that "Attitude is a psychological construct. It is a mental and emotional entity that inheres in, or characterizes, the person… [it is] a concept that cannot be observed directly but can only be inferred by people's actions". Thus, attitudes are usually known as a disposition or tendency to react positively or negatively towards a certain object, an idea, or a person.

Before embarking to talk about other related issues, it is significantly important to make a distinction between attitudes and motivation since they are core components in the field of language teaching. We have seen so far that an attitude is mantel orientation, and an emotional position which shapes who we are and what we are. Since attitudes can be negative or positive according to the person's personality, age, feelings, and the list is infinite, motivation, on the other hand, is simply the ability and energy needed to sustain positive attitudes.

2. Characteristics of Attitudes

Arrays of conditions are required to learn L2 successfully; but most scholars, educators, and researchers would agree that attitudes are vital factors for enabling learners to determine

their achievements. Hence, hallmarking students' attitudes and researching the characteristics of them have an important place in the research agenda of both social psychology and language educators. It is worthy to mention the characteristics of attitudes which are introduced by Richard M. Perloff (2002). The first characteristic that should be born in the mind is attitudes are learned. The latter means that attitudes are not inborn phenomenon because human beings are born as blank slates in which learning process builds their experience, knowledge and skills via interaction and collaboration. In this era, Perloff (2002, p39) says that "people are not born with attitudes. They acquire attitudes over the course of socialization in childhood and adolescence". In the line with the quote, an attitude is learnt via social interaction and experience because people interact with each other in every day, exchange ideas, and acquire information. This kind of interaction may help them to experience many things whether positively or negatively. Theoretically speaking, the second useful characteristic is attitudes are relatively stable phenomena which mean that attitudes are not momentary feeling but a long-held view of certain things. So that, attitudes can be modified from time to time, but it is a relatively stable phenomenon which persist for a period of time. The last crucial characteristic is an attitude is a predisposition- a prior determined or learnt view of a thing or a tendency to act in a specific way towards a thing. An individual has view which is already formed in his mind (Perloof, 2002).

3. Components of Attitudes

As mentioned above with regard to the amendment that took place in the scope of language teaching, which carried out myriad of changes concerning language learning, the case is not different concerning language attitudes. Typically, there have been two main streams of thinking with respect to the determination of students' attitudes. The traditional

one assumes that affective and cognitive components are main components. This idea, however, neglects the modern premise which is postulated by social psychologists, since their overall aim is to enable communication to take place in classrooms; they believe that learners cannot explore how attitudes are shared, how certain attitudes are related to one another unless they transform the first components into actions. Departing from the above definitions, it is extremely important to mention that attitudes represent our evaluations, preferences, rejections which are based on the data that we have received. Hence, one can see this through looking at three crucial components: cognitive attitudes, affective attitudes, and behavioral attitudes.

3.1. Cognitive Component

Cognitive information designates beliefs, thoughts, ideas, and opinions. It attributes that learners would like to associate with an object. In this pause, Haddock and Maio admit that "Cognitive information refers to beliefs about an attitude object. For instance, an individual may believe that British Prime Minister Tony Blair is intelligent and advocates economic policies that promote social equality" (2005, p. 36). That is to say, it portrays the segment of attitude which is tied to the general knowledge of the learner. In simple words, it refers to learner's thoughts and beliefs about the subject.

3.2. Affective Component

Affective information refers to the emotional or feeling part of attitudes that are brought to the surface about something, such as fear or hate, likes and dislikes. By postulating this variable, Haddock and Maio (2005, p. 36) claim that "effective information refers to feelings or emotions associated with an attitude. For instance, an individual may indicate that blood donation makes him or her feel anxious and afraid." It is generally accepted that affective attitude denotes how the object, person, issue makes learners feel.

3.3. Behavioral Component

As the word itself implies, it is the behavior segment of attitude which illustrates the person's tendencies or observable responses through behaving in a certain way. Such reaction can be established through the evaluative aspect of meaning, which runs from extremely negative to extremely positive. In simple words, it means how the attitude impacts your behavior. To put it simply, it designates how the previous mentioned components translated into tangible forms. Again, Haddock and Maio who have already defined the first components they again note that "Behavioral information refers to past behaviors associated with the attitude object. For instance, an individual might possess a positive attitude toward increasing police powers as a result of having signed a petition in favor of this issue"(2005, p. 36) .The behavioral component is a verbal or non-verbal behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object.

4. Types of Attitudes

In fact, people react differently when confronting different situations. For instance, a person who reacts cheerfully when it comes to watching a movie he may not react cheerfully when it comes to going to the mall. That doesn't mean that this person is not cheerful, but the case differs from one setting to another. The overarching aim is really to provide that different researchers have classified attitudes into different types, yet most of them agree that attitudes have two main phases: positive and negative ones. This idea is supported by Brown (2000) when he categorized attitudes into positive and negative types. He accepted that if second language learners have positive attitudes towards their levels, abilities and performance, they will achieve their purposes. However, if learners have negative attitudes towards those issues, it is agreed that this will affect their motivations negatively, in the sense that, it can be decreased and it may lead to a failed achievement of proficiency. In this essence, he suggests

that positive attitudes belong to the learners who possess positive traits such as confidence, optimism, cheerfulness, happiness, sincerity, sense of responsibility, flexibility, determination, reliability, tolerance, willingness to admit and adapt, humanity and diligence, and so on. Negative attitudes, however, take place when learners with negative attitudes ignore the good intentions and pay attentions to the negative side. The latter, may includes anger, hatred, pessimism, frustration, doubt, resentment, jealousy, inferiority, selfishness, etc.

It is wiser to acknowledge, in this essence, that attitudes can take two forms known as explicit and implicit attitudes. The former are those attitudes that humans are consciously aware of, and that obviously impact their behaviors and beliefs. The later are those attitudes that humans are unconsciously aware of, but they still have an effect on their beliefs and behaviors (Brown 2000).

5. Theories of Attitudes

Attitudes are opinions and feelings that learners have about the TL. Thus, knowing a language can mostly help learners to express their hopes, dreams, opinions, and behaviors. Notwithstanding, the subject of attitudes has always been awash of interest to many social psychologists. Thus, numerous theories have appeared in order to conduct how attitudes are structured, formed and learned. The following theories are recognized as the most prominent ones.

5.1. Learning Theories of Attitudes

There is a time when most social psychologists believe that attitudes are directly formed as a result of experience. That is to say, attitudes may emerge due to personal experience, from reinforced behaviors as a core factor responsible for the attitude development, or via observation. That's why learners' attitudes cannot be formed or structured unless they undergo some learning experiences. These theories, then, stress how attitudes can be learned and formed.Building on this era, Ivan Pavlov (1890, cited in Orey. 2010) was the pioneer in

stipulating that our attitudes are formed through conditioning and assumes that individual's attitudes are based on principles of reinforcement association, imitation and punishment.

5.2. **Cognitive Dissonance Theory**

In fact, Cognitive Dissonance Theory is developed by Festinger (1957). Itillustrates a situation involving conflict among beliefs and behaviors. For example, when one person is smoking (behavior), and he/she knows that smoking causes a cancer (cognition), therefore, he/she is in a case of cognitive dissonance. This may produce some sort of discomfort and discrepancy between attitudes and behaviors, and the inconsistency between the two components make pressure for individuals. Meanwhile, when there is an inconsistency among the components, something must change. To address this goal, Festinger postulates that attitudes change and behaviors can determine attitudes. Simply, a learning theory believes that attitudes may be formed and changed via the use of learning principles.

5.3. **Consistency Theories of Attitudes**

The basic assumption of these theories is that the individuals need the consistency of their attitudes. Accordingly, it should be consistency between behaviors and attitudes and vice-versa. Alack of the consistency, on the other hand, may cause discomfort where an individual tends to ease the tension via diagnosing the attitudes or behaviors for the sake to achieve balance or consistency. In accordance with this ideas, Granberg (1993) envisages that "Balance theory helps us understand many situations in which people face cognitive inconsistency" (as cited in Perloff, 2002, p. 54). Consistency theory suggests that people have an inner drive to hold all their attitudes, beliefs, and behaviors in a harmony and avoid

disharmony or discrepancy. That is to say, individuals need to have a balance between their behaviors and attitudes and will change one if not both whenever necessary in order to fulfill their goals.

5.4. Functional Theories of Attitudes

Functional theories are based on the belief that attitudes are developed in order to satisfy certain needs for an individual. Daniel Katz (1960) is the pioneer in developing such theories which suggest that an attitude is determined by the functions they serve for people. For that reason, people adhere given attitudes in order to achieve certain goals. This theory, then, assumes that attitudes are held by individuals because they are vital and integral to psychological functioning, and the function of an attitude is more crucial than the accuracy of attitude. From another ample, Katz proposes an investigation as to why attitudes change. Furthermore, an attitude shifts when it no longer serves its function and the learner may feel uncomfortable and blocked. So that, an attitude change is yielded through the person's motivation and personality needs rather than changing the individuals' beliefs, and perceptions about an object.

5.5. Social Judgment Theory of Attitudes

In addition to the four theories that are portrayed above, another vitally important theory, named as social learning theory emphasizes how individuals' attitudes distort their perceptions of the positions advocated in persuasive messages, and how such perceptions mediate persuasion. In an attempt to rule out some alternative explanations, Sherif and Sherif mention that "The basic information for predicting a person's reaction to a communication is where he places its position and the communicator relative to himself. The way that a person appraises a communication and perceives its position relative to his own stand affects his

reaction to it and what he will do as a result"(p. 129, as cited in, Perloff, 2002, p. 58). Hence, social judgment theory emphasizes that people do not evaluate a message purely on the merits of the argument .Rather, the theory agrees that receivers evaluate issues based on where they stand on the topic and compare the advocated position with their attitude and then optimize whether they should accept the position advocated in the message. In general terms, the theory assumes that a person's own attitudes serve as a judgmental standard and an anchor that influences the receiver's position.

6. The functions of Attitudes

In every day discourse, people use the term attitudes independently to express an opinion, or a cluster of opinions towards particular issues and objects. Since an attitude is a very rich source of information, it is not difficult to account its functions. Katz(1989) who previously summarizes the functional theory he again differentiates between four psychological functions that attitude have.

6.1. The knowledge Function

The knowledge function refers to the human's needs to gain meaningful, stable, ordered, and organized view of the world. Attitudes provide a standard for controlling, organizing, mastering, and simplifying perceptions of a complex and ambiguous environment. By depicting this function, Perloff portrays that "knowledge attitudes help people make sense of the world and explain baffling events" (2002, p. 74). Consequently, attitudes supply a way of sizing up objects, events; so they can be reacted to in a meaningful way. For example, if learner's attitude toward school is positive, then, when someone asks him about that school he/she will likely answer in a positive way.

6.2. Self/Ego-Expressive Function

Self/ego-expressive function emphasizes the importance of self-actualization, self-image, and self-expression. Hence, Pratkanis, Breckler and Greenwald (1989, p. 178) confirm that

"the value-expressive function is in which the individual derives satisfaction from expressing attitudes appropriate to his personal values and to his concept of himself. This function is central to doctrines of ego psychology which stress the importance of self-expression, self-development, and self-actualization".

Therefore, the attitudes are the tools for expressing personal experience, values, and other aspects and reinforce self-image. Moreover, our attitudes play integral parts of our life which help us to develop our communicative abilities through the expression of our feelings, beliefs, and values.

6.3. The Utilitarian Function

The utilitarian function mentions the behaviorist principle that is based on the fact that people are motivated to gain rewards and avoid punishments from their environments. This function is instrumental in securing positive outcomes or preventing negative ones. In accordance with this function, Perloff (2002, p. 74) again depicts the utilitarian function as the "attitudes that help people to obtain rewards and avoid punishments." To put it simply, the utilitarian function aims to maximize the attitudes towards rewards and to minimize the attitudes towards penalties.

6.4. Ego-Defensive Function

The defensive function focuses on the psychoanalytic principle that suggests that humans use defense mechanisms like denial, guilt, repression, and projection to protect their self-concepts and self-esteem against internal and external threads. Thus, Pratkanis, Breckler and Greenwald (1989, p. 170) define the ego-defensive function as the state "in which the person protects himself from acknowledging the basic truths about himself or the harsh realities in his external world". So, people are generally protecting their emotions and feelings by developing convenient mechanisms.

7. Dimensions of Attitudes

It is a well-known fact that attitudes, feelings are closely connected to each other. After having attempted to define attitudes, educators tried to look at some attitudes' dimensions. They set up three interpreted aspects. According to the social psychologists, the following dimensions refer to beliefs, feelings, and behaviors.

7.1. The Dimension of Beliefs

Based on the attitudes definition, attitudes and beliefs are fundamental concepts in understanding learners' thoughts, classroom practices, and processes. By the same token, "Beliefs are cognitions about the world subjective probabilities that an object has a particular attribute, or an action will lead to a particular outcome" (Fishbein&Ajzen,1975, as cited in Perloff, 2002, p. 44). Interestingly, according to social psychologists, beliefs are thoughts of understanding premises or propositions about the world that are felt to be true. In the line with this view, it is wiser to mention that one of the goals of language teaching is to engage

students to form beliefs that help them to achieve their purposes via modification and formation applying.

7.2. The Dimension of Feelings

Learners start developing emotional skills from the birth concerning being able to express, understand, recognize and manage a wide range of feelings. At another point, the developments of these skills are crucial for students' developing ability to interact properly with their peers. Feelings, at other point, are defined by Richards& Schmidt (2002, p. 49) as "ideas and theories that teachers and learners hold about themselves, teaching, language, learning and their students". This means that the feelings of teachers as well as learners play a crucial role in the approaches of language teaching, providing that students and teachers who can manage and control their feelings are more likely to stay calm, develop a positive sense of self-confidence.

7.3. The Dimension of Behaviors

The behavioral dimension is the action, tendencies, or responses that shape behavior. In this sense, the behavior will be accepted according to the attitudinal affect and belief (Eiser, 1984, p. 66). Furthermore, the behavioral dimension is the responses and reflexes that form students' behaviors and attitudes are viewed to have an influence on them. Notwithstanding, the relation between attitudes and behaviors depends on students' intentions. Consequently, intentions are the result of overall attitudes, i.e., behaviors are determined by intentions.

8. Formation of Attitudes

In order to get a deeper insight to the minds of language learners, there is no more certain way than to study their beliefs. In doing this, Bordens and Horowitz (2002) pen four parameters of attitudes formation. In order to form attitudes, mere exposure helps learners to form their attitudes through increasing positive feelings towards a certain object. Another

parameter which contributes in making attitudes formed is direct exposure. It focuses on the importance of personal experience in acquiring attitudes, in the sense that those attitudes which are acquired through experiences are more likely to be strong to affect behavior. In addition, learner's attitudes can be formed through operant and classical conditioning. Operant conditioning, in one hand, is a form of learning in which behaviors are dependent on and controlled by its rewards and consequences. In other words, it is characterized by actions that have consequences, for example, flick a light switch and the consequence is the illumination. Work hard in your studies and the consequence is good marks and grades. As a consequence, the study of operant conditioning helps learners to comprehend relations between a behavior and its consequence. On the other hand, classical conditioning is a form of learning that is characterized by the capacity of the previously neutral stimulus to elicit a reflex. For instance, if the dog is trained to salivate each time that it hears a tone of a specific frequency, then the tone is the previously neutral stimulus and the act of salivating is the reflex. Another mechanism contributing to the prominence of attitudes formation is observational learning. This mechanism can be recognized as a major component in learning theory which is formed through observing and modeling another individual's behaviors, attitudes, expressions and so on. Many psychologists agree that learners may simply learn from imitating other's behaviors (Bordens and Horowitz 2002).

9.Attitudes and Language Learning

Generally speaking, when learners step in FLT classrooms, they bring all their personality traits including styles, beliefs, behaviors, and attitudes in learning environments. Gardner and Lambert (1972) argue that the ability of students to master L2 is not only impacted by their mental competence or language skills, but also by the students' attitudes and perceptions towards the TL. Accordingly, they assume that the term of attitude may develop the process of language learning, influence the nature of students' behaviors and

change students' beliefs and opinions towards the other language and its culture and community. Attitudes, then, are internal states that affect what the learners are likely to do. Yet, attitudes are firmly one of the factors that give the birth to motivation which fairly results in attainment of proficiency in a L2. As it is mentioned before, attitudes are two types: positive and negative ones and motivation is strongly tied to the type of attitude. In this regard, Brown (2000) confirms that if attitudes are negative "it seems clear that may lead to decreased motivation" (p. 181). Moreover, Stern (1983) distinguishes three types of attitudes in FL situation: (a) attitudes towards the community and people who speak the L2, (b) attitudes towards learning the language concerned, and (c) attitudes towards languages and language learning in general. Furthermore, since attitudes are gaining evident importance because of their influence over learners' behaviors, many language educators believe that if students hold very strong opinions about learning EL, this will improve their positive attitudes towards the TL and to develop the ability to apply what they have been taught. According to Dörnyei and Csizér (2002), a positive attitude facilitates FL to take place while a negative attitude acts as a psychological barrier against learning. Thus, attitudes ranging from negative, to neutral and positive states determine a student's success or failure in his or her learning. This hallmarks the significant role of a positive attitude towards the language being learned in learning a second language. Enhancing students' attitudes towards learning is regarded to be one of the most crucial issues that should be taken into consideration when discussing factors affecting the teaching/learning processes.

10. Attitudes towards Developing Communicative Competence through Communicative Tasks

To the heart of the matter now, along with the spread of CLT as a new approach that aims to engage learners in tangible communicative contexts, in which they can achieve their CC rather than grammatical one, a whole breadth of studies have been conducted to explore

their attitudes towards CC. Within this sense, having positive attitudes towards CC is an important contributor to the success of acquiring a FL. That is to say, positive attitudes often lead students to use a variety of communicative tasks that can facilitate communicative skills development in language learning. As a result, attitudes might spur learners to interact, communicate, incorporate, and collaborate with each other via using different communicative tasks (Gardner andLambert 1972) .

Since attitudes are regarded as an essential factor influencing language performance and received a considerable attention in L2/FLL. It is accepted that the nature of language learning depends primarily on the learners' attitudes which help them to maintain their language skills even after classroom instruction is over. Because attitudes are very important in language learning, instructional activities and tasks should exist for stimulating learners. However, if learners do not have interest, and tendency to acquire TL and to communicate with their peers, those learners may possess a sort of negative attitudes and will not be motivated. Without positive attitudes and perceptions, students have a little chance of acquiring TL (Dörnyei and Csizér 2002).

Conclusion

To date, in the light of the aforementioned research studies, it becomes evident that attitudes play a significant role for enabling learners to learn effectively. That's why, attitudes hold a very important role in the learning process of students. They will affect the learning of English if students hold very strong opinions about learning it. Developing students' attitudes towards learning is regarded to be one of the most crucial issues that should be taken into consideration when discussing factors affecting the teaching-learning process. As it is stated, learner's attitudes, the type of tasks and learner's competence are all contributive to the way learners behave and perceive their ability in maintaining their levels in learning

Chapter Tow

The Practical Part

Chapter Two: Field Investigation

Introduction for the Field Investigation

Section One: Students' Questionnaire

Chapter Two: Field Investigation

Introduction

The overall aim of this research work is to investigate what attitudes of some English students have towards developing communicative competence through communicative tasks, at Abdelhafid Boussouf University Center of Mila. Therefore, the focus of the study is on whether they have positive or negative attitudes towards developing communicative competence through communicative tasks.

This chapter is mainly designed in order to put into practice the theoretical information mentioned in the previous sections. In attempt to capture the methodological framework that is followed to accomplish the aim of the study, a number of research instruments have been used including teachers' interview, and students' questionnaire. Since teachers and learners are the key variables in the classroom, their opinions and views are important to test the stated hypothesis. For that, the most significant tool to collect data about teachers' and learners' perspectives is through addressing an interview to the teachers and a questionnaire to the students. Decisively, the teachers' interview is intended to investigate what attitudes their students have towards using communicative language tasks as pedagogical techniques to enhance their communicative competence. The students' questionnaire, however, aims at investigating their attitudes towards the development of communicative ability via the use of communicative tasks in the classrooms.

Notwithstanding, some variables, such as the participants, instrumentation, procedure, design, and statistical analysis of the study are carried out in order to give a clear picture about the research work. Hence, it is divided into three sections; the students' questionnaire, the teachers' interview, and then the pedagogical implications for the current study.

1. Research Design

First of all, the design of research refers to the practical way in which the research is conducted according to a systematic attempt to generate evidence to answer the research questions. Since the design of research aims to provide relevant and accurate data, tow elements of research work should be taken into account, qualitative and quantitative approaches. The distinction between a "qualitative" and "quantitative" approach, here, relates to the treatment of data, rather than the research method. For instance, the current research carries out the questionnaire method, which is categorized as a qualitative tool, but the test of the data is classified qualitatively and quantitatively. As Strauss (1987, p.2) argues, "The genuinely useful distinction [between qualitative and quantitative] is in how data is treated analytically." Thus, what is different is the manner of transforming information into quantitative data (numbers) or qualitative data (words). Therefore, to answer the research questions, data are selected by means of the following methods:

•Questionnaire for students

• Interview for teachers

Design of the research should involve consideration of the best method of collecting data to provide a relevant and accurate test of the proposed hypothesis. In this case, the descriptive method is used for enabling us to generalize the findings and gathering data; information is mainly collected through the use of one questionnaire that has been devoted for students, it aims at finding out their attitudes towards developing communicative competence through the use of communicative tasks. Moreover, the collected data from the questionnaire are

descriptively analyzed in order to find percentages for each response of the different questions. All information gathered is presented in tables.

For the sake of making our findings more powerful and accurate a structured interview is directed to teachers. The aim of the interview is to investigate what attitudes some English students at Mila University have towards developing students' communicative competence through communicative tasks.

2. Means of Research

In collecting data, choosing the most appropriate means of research is certainly a matter of many factors. That's why; the researcher has opted for different research tools in order to obtain the information needed for investigating students' attitudes towards developing communicative competence through the use of communicative tasks. Conventionally, data can be collected via a number of tools or the so-called research instruments. The use of multiple tools for collecting data is typical in the research work in order to confirm the accuracy of the data and to form substantial evidence. Consequently, because of the descriptive nature of this topic, the researcher has selected the questionnaire and the interview as appropriate tools to collect data.

2.1 Students' Questionnaire

The questionnaire is a research instrument consisting of a number of questions for the purpose of gathering data from the respondents. In fact, it is all about trying to yield views and beliefs from persons towards a particular thing. Accordingly, Brown (2001) defines questionnaires as any written instruments that present respondents to a series of questions or statements to which they are supposed to react either by writing out their answers or selecting from among existing answers. Questionnaires, on the other hand, have many advantages over some other types of surveys in that they are cheap, do not need as much effort from the questioner, and often have standardized answers that make it simple as much as possible to

compile the data. They allow us to collect a large amount of data easily and in a short period of time, i.e., they are time constraint. Also, they are sharply limited by the fact that respondents must be able to read the questions and respond to them. In simple words, the questionnaire can be introduced as a tool to elicit valuable information from the participants. In this vein, Nunan (1992, p. 231) declares,"[a]questionnaire is an instrument for the collection of data, usually in written form consisting of open and /or closed questions and other probes requiring are response from the subject".

2.2 The Interview

Interview is a conversation between two people that have a structure and a purpose. It is designed to elicit the interviewee's knowledge or perspective on a topic. Interviews are useful for exploring individual's beliefs, values, understandings, feelings, experiences and perspectives about an issue. More specifically, the interview, as a supporting research tool, is employed to collect data from individuals via conversations talks to understand a particular situation or a matter of interest. According to Gilham (2000), an interview is a 'conversation' that occurs typically among two participants one is the interviewer who seeks the responses from the other one who is the interviewee. In addition, Cohen et al. (2007, p. 349) state:" interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view."

The interview has been widely used as a research tool which can be characterized in terms of its degree of formality, and most can be placed on a continuum ranging from 'unstructured' through 'semi-structured' to 'structured'. Though, an unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher, the researcher exercises little or no control, and the direction of the interview is relatively

unpredictable. In semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not start the interview with a list of predetermined questions. In the structured interview, on the other hand, the agenda is totally predetermined by the researcher who works through a list of questions in a predetermined order.

3. Nature of Research

The present study is descriptive in nature; it endeavors to investigate students' attitudes towards developing communicative competence through communicative tasks. Yet; the obtained results apply only to the participants in the study and cannot be generalized to other participants. As Patton (1985, as cited in Merriam, 2002) states, «it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting" (p. 1).

4. Sample Population

4.1 Questionnaire's Population

Commonly in our research, it is not possible or even desirable, to collect data from a whole target group or population. Through accurate sampling of the population, we can reduce costs and gain a good representation from which we can infer or generalize about the total population. In the case of our case study, the whole population includes 149 of second year LMD English students, in Mila University-center; the sample is a total of 50 students chosen to fulfill a questionnaire, 10 male and 40 female students, and they are aged between 17 and 26 years old. The selection of such a sample is based on the consideration that since second year LMD students have passed the first year as freshmen learners of English, they already have experienced that classroom tasks are considered as an integral part in improving their

communicative competencies. Such awareness gives them the opportunity to express their views and opinions confidently. Thus, developing communicative competence through the use of classroom tasks may be helpful in getting the required data about the attitudes of the students.

Based on the interview definition, the interview is done with teachers at Mila University-Center. Moreover, the interview questions required the participants to explain their opinions beliefs, practices, and attitudes concerning their students in order to develop their oral abilities through language tasks. The sample includes five teachers that are chosen accurately in order to fulfill the interview.

5. Questionnaire Administration

The questionnaire is administered during the period allocated to pass the examinations of the fourth quintile for the second year.

6. Analysis Procedure of Students' Questionnaire

Every question reply is gathered in a separate table; in this case, calculating percentages of answers could be possible and easy, then, providing some explanations about the table's content to make it clear.

7. Research Ethics

The five teachers with whom we conducted our interview are at the top of the kindness and tactful because they have given us a lot of time for answering all the questions that are assigned to them. This indicates their great experience in dealing with different students in all stages.

8. Limitations

Needless to say, any conducted research might be exposed to a number of limitations. In an attempt to reach effective results concerning the study in hand, we have faced some limitations that can be summarized in three points. Firstly, one is quite conscious that selecting a descriptive tool to be implemented in the investigation of what has been hypothesized has some drawbacks that are likely to hamper the questionnaire results. That is to say, since the questionnaire is distributed in the period of exam, the questionnaire that has been provided to the students contained a number of questions that required the participants to justify their answers and choices. Yet, some of the students' responses do not contain such justifications. Furthermore, although the questions are simple and clear, the respondents do not give clear and enough answers. That is to say, many students of second year have refused to answer the questions under the pretext of insufficient time, but those who have accepted to answer, they have only answered questions related to the status of the tick, and this has led us to avoid the strategy of explanations.

Conclusion

To conclude with, this section has provided some general information about the research design in terms of tools used in selecting data to answer the raised research questions and hypothesis, the setting and the participants also involved in order to accomplish the current stydy.

Chapter Two: Field Investigation

Section One: Students' Questionnaire

1. Aim of Students' Questionnaire

The current work aims at investigating students' attitudes towards developing communicative competence under the use of communicative tasks. Since the learners are the center of the teaching/learning process, their views and opinions are very crucial to test the hypothesis that has been stated earlier. The student's questionnaire is designed to elicit the learners' understanding of the importance and value of language tasks in developing communicative competence.

2. Description of Students' Questionnaire

The student's questionnaire consists of (28) questions which have been arranged in a logical way, and classified into four sections. They are either closed questions requiring from the students to choose 'yes' or 'no' answers, or to pick up the appropriate answer from a number of choices or open-ended questions requiring from the students to give their own answers and justify them.

Section One: The Student's Profile (Q1-Q3)

This section contains three questions that give general information concerning our respondents. It is an attempt to specify the students' gender (Q1), the reasons behind choosing English as a field of study (Q2), and then they are asked to diagnose their level in English (Q3). Within these questions the students are asked to put a tick in the appropriate box.

Section Two: Students' Attitudes toward Communicative competence (Q4-Q9)

The second section comprises six(6) questions that tackle subjects among EFL learners' to check their views about communicative competence, so that question (Q4) is advocated to see whether speaking English in communicative classes makes learners have good or bad feelings with providing justification. In (Q5), students are asked about their background information regarding communicative competence. In the next question (Q6), learners are asked about if their teachers stress their abilities of knowing various grammatical rules, using those meaningful patterns in communicative use, or both of them. Then, the seventh question is advocated to depict the importance of classroom interaction in enhancing students' communicative competence improvements. Next, in question (Q8) respondents are asked to give a clear image about the vital role of communicative tasks in providing learners with real communication.

Section Three: Students Attitudes toward Communicative Tasks (Q9-Q20*)***

The third section consists of eleven (11) questions that target at gathering information concerning the classroom tasks. So that the ninth question (Q9) tackles learners' feelings concerning if they feel comfortable or uncomfortable when they use communicative tasks for the sake to develop their communicative competence. (Q10) intends to investigate whether the process of communication is applied in communicative classrooms or not. In (Q11), the participants are asked about the speaking difficulties that they face when communicating in

English with an explanations. Departing from the previous question, (Q12) is advocated to figure out the most useful communicative strategy that students prefer to use in order to cover their weaknesses. The learners are required to tick their reactions to a particular communicative task concerning the question (Q13). The purpose of (Q14) is to investigate which kind of interaction students like to use when communicating with each other. In (Q15), respondents are asked to pick up communicative aspects that they need to develop. (Q16) is addressed to the students in order to exhibit which communicative type they like to deal with when performing communicative tasks. Later, question (Q17) is about ticking the communicative techniques that they really want to rely on with justification. Then, (Q18) is about the roles that played by the teacher in the speaking tasks. After that, in (Q19) the students are asked about the role that they prefer to play in communicative classes. Finally, (Q20), learners are asked about the way teachers correct their mistakes, type of feedback provided by the teacher, with justifications.

Section Four: Students' Attitudes towards Developing Communicative Competence through Communicative Tasks (Q21-Q28)

This section is regarded as the core part in this work since it aims at clustering information on students' attitudes towards communicative competence through communicative tasks. Thus, it covers seven (7) questions. (Q21) asks the respondents about their opinions whether they enjoy when performing communicative tasks The next question is addressed to investigate learners' feelings concerning if positive behaviors pave the way for them to achieve communicative goals or not(Q22) . (Q23) deals with students' beliefs concerning developing their ability via language tasks. (Q24) is designed to tick up students' behaviors concerning communicative tasks in order to develop their communicative competence. Further, (Q25) is advocated to reveal students' feelings towards which type of communicative competence they prefer to develop when they learning through

communicative tasks. Moreover, (Q26) is addressed to know when students learning through communicative tasks which type of communicative competence they should involve including pragmatic competence, pragmatic competence, sociolinguistic competence, discourse competence or all of them. Furthermore, (Q27) tends to investigate students verbal responses towards developing communicative competence through communicative tasks. Finally, question (Q28) investigates the student's ability to communicate as a result of communicative tasks.

3. Analysis of Students' Questionnaire

3. 1. Section One: The Students' Profile

Q1: Specify your gender?

Option	Number	Percentage
Male	13	26%
Female	37	74%
Total	50	100%

Table01: Students' Gender.

The above table shows that most of the respondents are females with a percentage of (74%) whereas males represent (26%) from the sample. The current results illustrate that the number of females exceeds the number of males. This is due to of course to the fact that females like to learn languages more than males.

Q2: What are the reasons that lead you to choose English?

Option	Number	Percentage
Communication	21	42%
Future career	26	52%
Leisure	23	6%
Total	50	100%

Table02: The Student's Reasons for Choosing English.

The data obtained from the above table show that most of the students have chosen English for a future career with a percentage of (52%). Others have selected it for communication with a percentage of (42%), while the rest category has chosen it for leisure with a percentage of (6%).

Q3: How do you evaluate your level in English?

Options	Number	Percentage
Very good	0	0%
Good	20	40%
Average	30	60%
Poor	0	0%
Total	50	100

Table 03: The Students' Level in English.

The findings from the table above illustrate that the majority of the respondents have answered that their level in English is "average" with a percentage of (60%), while (20%) of them answered that their level in English is "good", however no one of the respondents is able to evaluate his/her level as very good or poor level with a percentage of (0%) for both of options.

3.2 Section Tow: Students' Attitudes towards Communicative Competence

Q04: Is speaking English anywhere makes you feel

Option	Number	Percentage
Confident and happy	15	30%
Shy and worried	35	70%
Total	50	100%

Table04 : Students' Attitudes towards Speaking English.

The answers tabulated above denote that the majority of the students (70%) feel confident and comfortable to speak English anywhere since it is an ultimate goal. Whereas (30%) of them find it difficult to speak because of shyness, worry and fear.

Q5: Have ever heard the term communicative competence?

Option	Number	Percentage
Yes	45	90%
No	05	10%
Total	50	100%

Table05: Students' Knowledge about Communicative Competence.

According to the participants' responses, the number of students who have heard the term of "communicative competence" are estimated by (90%) and just (5%) of them who have not yet heard about that term. This shows that the majority of the respondents have an idea about what communicative competence demonstrates as a new concept related to teaching and learning any foreign language.

Q6: Do teachers in communicative classes stress the students' ability of?

Option	Number	Percentage
Knowing different grammatical rules	0	00%
Using those meaningful rules in communicative use	0	00%
Both of them	50	100%
Total	50	100%

Table06: Teacher's Focus in Communicative Classes.

From this question we need to know if EFL teachers focus on the developing of their students' communicative abilities or they only teach the language in purely grammatical focus. For instance, we have received that teachers teach both structural and communicative features of the language, they stress students' ability to use correct and fluent pieces of language, more formal and meaningful, linguistically accurate and socially acceptable. The total numbers of students which are estimated by (100%) prove such answers.

Q7: Do you think that interacting with your peers increase your communicative abilities?

Option	Number	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table07: Increasing Students' Abilities through Classroom Interaction.

As indicates in this table, (80%) of the students believe that interacting with their classmates give them more chances to speak and to raise their talking time. So that, the more

they interact and communicate with their peers, the more they speak and the more their competence in English will be advanced. For instance, students fully engaged in classroom activities can also develop many aspects of both linguistic and communicative competence through interacting with peers. In contrary (20%) of students who do not believe on classroom interaction due to psychological problems.

Q8: Do you feel that communicative tasks provide you with real communication?

Option	Number	Percentage
Yes	45	90%
No	05	10%
Total	50	100%

Table08: Student's feelings towards communicative tasks and communication.

From that question, we target to know if classroom activities can provide students with real communication or not. Thus, (90%) of our respondents respond with "yes" when it comes to improve language skills through classroom activities. Since, the type of tasks that is used in classroom is mainly targeted to foster students' skills either productively or receptively, students feel good when involved in language activities in class and that creates good conditions that foster language use to achieve communicative purposes. But a few of them who do not like the use of communicative activities as a strategy to promote their proficiencies with percentage estimated by (10%).

3.3. Section Three: Communicative Tasks

Q9: When you participate in the communicative class in front of your teacher and classmates, do you feel?

Options	Number	Percentage
Comfortable	41	82%
Uncomfortable	9	18%
Total	50	100%

Table 09: Learners' Felling towards participation in the Communicative Classroom .

A quick look at this table shows that the majority of participants who making up (80%) affirmed that they feel comfortable when they participate in communicative classroom, while the rest of the percentage that makes up (18%) reveal that they feel uncomfortable.

Q10: Is communication process implemented in English classrooms**?**

Options	Number	Percentage
Yes	48	96%
No	02	4%
Total	50	100%

Table10 : the Implementation of Communication Process in Classrooms.

Creating an environment where students feel comfortable to speak starts from building a good relationship with students and their teacher. Therefore, inviting students to communicate, collaborate, negotiate meaning cannot be successful unless communication process takes place in the classroom. Thus, more than half of the respondents with a percentage of (96%) stat that the communication process is really implemented in classes,

however; the rest (4%) of the students refer to the absence of communication in the classroom since they never attend to oral sessions.

Q11: Do you face any speaking difficulties when you communicate in English?

Option	Number	Percentage
The Age	11	22%
The Culture	15	30%
Motivation	24	48%
Total	50	100%

Table 11: The student's Perceptions towards the Obstacle Factor for language learning.

Second year students are asked about the factors that hinder their learning, the majority of the participants answer that motivation is the first responsible for learners' success or failure with a percentage of (48%). Besides, few of them (15%) believe that the main reason behind hindering their learning is culture. The last category affirm that age is the first responsible for acquiring the target language with the percentage of (11%).

Please justify your answers

The category who have chosen the age believe that acquiring foreign language is generally influenced by the age of the learners because older ones may struggle to achieve native speakers' pronunciation or intonation more than younger ones

Concerning the respondents who gave the importance to the culture said that: culture is one of the most important factors affecting the students' ability to acquire target language, because most students fail to achieve that language due to the lack of cultural background of such language.

Relying on the answers of the last category, they believe that motivation is the first factor for enabling students to acquire target language. That is to say, students with high level of motivation are more likely to succeed in acquiring the target language than those with low motivation.

Q12: In your opinion, what is the most useful strategy for helping you to cover communicative weaknesses?

Option	Number	Percentage
Paraphrasing strategies	20	40%
Guessing strategies	13	26
Avoidance strategies	17	34%
Total	50	100%

Table 12: Learners' Strategies to Overcome their Communicative Weaknesses.

Depending on the participants' responses, for the purpose of overcoming the speaking difficulties, they point out that they prefer to rely on some strategies. (40%) of 2nd year students state that they use paraphrasing strategies. Then, few of the respondents rely on guessing strategies with a percentage of (20%). However, the rest (17%) students find that through avoidance strategies, they can easily minimize the difficulties that impede their progress.

Q13: Do you guess that students' reaction to a given task is based on**?**

Options	Number	Percentage
Individual's perceptions?	26	52%
Self-interest	10	20%
Readiness	14	28%
Total	50	100%

Table13 : The Basis for Students' Reaction to a Given Task.

The results obtained denote that the priority is given to the individual's perceptions with a percentage of (52%) since the primary concern of the communicative class is to facilitate communication between all the members of the classroom. Students have chosen individual's perceptions as the first option because this latter provides them with the chance to communicate their needs, opinions and ideas freely. Therefore, (20%) is given to self-interest. While 28% of the students think that readiness is a significant part to give reaction to any task.

Q14: How does your teacher give you the opportunity to communicate with your classmates?

Options	Number	Percentage
Via interaction	00	00%
Via collaboration	00	00%
Both of them	50	100%
Total	50	100%

Table14:Teacher's ways of classroom communication.

The yielded data from the table reveal that the whole population (50 students), the equivalent of (100 %) of the students acknowledge that they are always given the opportunity to interact and collaborate with their peers. Since collaborative learning and classroom interaction are instructional strategies that tend to encourage learners to work together in a structured and organized group for creativity and problem-solving..

Q15: According to you, which of the following aspects you mostly tend to develop**?**

Options	Number	Percentage
Fluency	3	6%
Accuracy	2	4%
Both of them	45	90%
Total	50	100%

Table15: Students' Preferable Language Aspect.

From the respondents' points of view, accuracy and fluency in the classroom tasks come together while acquiring the target language. That's why the majority of the participants (90%) have replied with "Both", but a few of the remaining sample ,i.e., (6%) mention fluency and (4%) are for accuracy.

Q16: When doing a task, you prefer to do it**?**

Options	Number	Percentage
Individually	21	42%
Pair work	29	58%
Total	70	100%

Table16 :Students' Ways of Doing Tasks.

As it is visible, students' answers are approximately similar. The respondents prefer to do tasks in different ways as it is mentioned (42%) of the participants prefer working individually in the sense that they want to know their weaknesses, evaluate themselves and some of students who have chosen this option are too serious and care too much about the activity when they work individually; it helps them a lot in controlling the task performance, increasing the feeling of foredom so they can do it the way they want, and give it more personal touch. The remaining participants (58%) favor working in pairs to share and exchange ideas assuming that this portion is sociable and extrovert in which one partner can perform the task in a good way and the others help him to correct his mistakes.

Q17: Which of the following communicative techniques you mostly prefer to rely on**?**

Options	Number	Percentage
Group work	8	16%
Discussion &debate	34	68%
Role play	00	0%
Assimilation	00	0%
Games	8	16%
Total	50	100%

Table17: The students' Preferable Technique of Communicative Tasks.

Data in the table above show that the students have confirmed that they mostly use "discussion and debate" with a percentage estimated by (68%); this is because these techniques help them so much to fulfill their communicative needs. Meanwhile, (16%) of the respondents opt for group work. Some others have chosen the "speaking games" (16%). However, no one (0%) mention simulation and role play.

Q18: How would you describe teacher role duringcommunicative tasks**?**

Options	Number	Percentage
Prompter	27	54%
Participant	12	24%
Feedback Provider	11	22%
Total	50	100%

Table 18: The Teacher's Role in the Class.

As a matter of fact, teachers in their classrooms find themselves obliged to fulfill and play different roles to reach the ultimate aim. In the question asked earlier, students mention that their teachers mostly play the role of a "prompter" (54%), and (24%) as a "participant". However, the respondents give only (22%) to the role of "feedback provider".

Q19: How would you describe your role in the communicative classroom**?**

Option	Number	Percentage
Imitative	00	00%
Intensive	24	48%
Responsive	26	52%
Total	50	100%

Table19: The Students' Roles in the Classroom.

Regarding students answers, (48%) of the respondents made a tick for the second option which refers to the students as intensive ones who follow their teacher all the time, concentrating on the lesson more than the other categories. By contrast, (52%) of the students say that they prefer to be responsive students, and no percentage is given to imitative with percentage of (0%).

 Q20 How do you like your teacher to evaluate your performance**?**

Option	Number	Percentage
Trough comments	18	36%
Trough marks and grades	32	64%
Total	50	100%

Table20 : The Student Preferable Type of Feedback.

Providing students with feedback is very important in the learning process. That's why, the way teachers present their feedback is very crucial in the learning environment. The teachers' feedback might take two distinctive forms either through comments, or marks and grades. In this question, the majority of the students (36%) say that they enjoy comments feedback, this category are considered as fluent and competent ones. Whereas, (64%) of them make a tick for the second option which is about teachers' marks and grades as way of providing feedback.

3.4. Section Four: Students Attitudes towards Developing Communicative Competence through Communicative Tasks.

Q21: Do you enjoy performing communicative tasks explicitly in EFL classrooms?

Options	Number	Percentage
Yes	49	98%
No	01	2%
Total	50	100%

Table21: Students' Enjoyment in Performing Communicative Tasks.

This question conducts students' enjoyment of performing tasks explicitly because when students establish beliefs and feelings towards something, they determine their behaviors. The results obtained from the participants' responses who answer "yes" assert with a percentage of

(98%) that they enjoy performing tasks because they are interested and have the desire to improve their level and competence in English they have (a good pronunciation, eliminate errors and mistakes). Also, they feel so comfortable, confident, amused and too special when speaking in class. However, just a few ones (02%) do not like performing tasks because they feel shy when communicating in a foreign language, so they prefer to be far from any kind of performing tasks explicitly.

Q22: Do you feel that positive feelings help learners to fit the appropriate communicative tasks in order to achieve their communicative competence?

Option	Number	Percentage
Always	30	60%
Sometimes	12	24%
Rarely	8	16%
Never	00	00%
Total	50	100%

Table22: Students' Feelings towards the Selection of Appropriate Tasks.

The table above reveals that (60%) of the students believe in the important role of feelings for fostering EFL students' communicative competence through appropriate tasks because they involve learners in a variety of tasks. This latter requires interaction, cooperation and negotiation of meaning while working together individually, in pairs and groups. Furthermore, students claim that conscious awareness of types, techniques, and aspects of tasks can affect positively students' oral production. Whilst, some of the participants who make up (24%) answer with "sometimes. With regard to the option, it gets a rate of (16%) which is represented by the category of the most shy students in the class. By contrast, no one opted for the last choice which is "never.

Q23: In your point of view, are communicative tasks the main source for helping students to develop their communicative competence?

Option	Number	Percentage
Yes	33	66%
No	17	34%
Total	50	100%

Table23: The Student's Beliefs about Communicative Tasks in Developing their Communicative Competence.

This question is addressed to students in order to confirm that whether their previous mentioned answers were done with a great awareness and emphasis or not. It is obvious from the table above that a considerable number of respondents with the percentage of (66%) believe in the vital role of communicative tasks as a fruitful source for promoting communicative competence, while (34%) of them state that they do not have strong belief not about the importance of such strategy

Q24: It is said that achieving communicative competence through communicative tasks consciously has a positive impact on students' performance.

Option	Number	Percentage
Strongly disagree	00	0%
Disagree	00	0%
Agree	15	30%
Strongly agree	35	70%
Total	0	100%

Table24: The Students' Behaviors towards the Effectiveness of Communicative Tasks in Developing their Competence.

This question deals with students' attitudes towards the development of communicative competence through communicative tasks. Statistical results exposed in the table reveals that some of the students' responses were at the rate of (30%) in which they replied with "agree". While the rest participants (70%) stated that they "strongly agreed" that the communicative tasks have a significant role to play in developing students' speaking performance. However, those who said that they disagree or strongly disagree are 0%) students.

Q25: When learning through communicative tasks, which type of communicative competence, do you like to develop?

Option	Number	Percentage
Grammatical competence	05	10%
Pragmatic competence	04	8%
Sociolinguistic competence	06	12%
Discourse competence	05	10%
All of them	30	60%
Total	50	100%

Table25: Students' Feelings towards the Development of Communicative Competence via Communicative Tasks.

From the table above, we see that more than half of the participants with a percentage of (60%) affirm that they like to develop all the kinds of communicative competence in order to enhance their abilities, while (10%) of the participants prefer to develop grammatical competence. Pragmatic competence is estimated by (8%) whereas sociolinguistic is estimated by (12%). The last type is estimated by (10%). These results indicate that the majority of students are more interested in learning English language with all its components.

Q26: When learning through communicative tasks, do you think that developing communicative competence should involve?

Option	Number	Percentage
Grammatical competence	05	10%
Pragmatic competence	02	04%
Sociolinguistic competence	03	06%
Discourse competence	01	02%
All of them	39	78%
Total	50	100%

Table 26: Students' Beliefs towards Investigating their Preferences.

This item investigates students' beliefs about developing communicative competence through communicative tasks .The above table shows that the majority of the students (39 students rated as 78%) preferred developing all the types of communicative competence when learning through communicative tasks. Conversely, only 05 respondents (10%) are in favor of grammatical competence. On the other hand, 02 students (4%) state that they prefer pragmatic competence. Additionally, 03 students (6%) affirm that they prefer to rely on sociolinguistic competence. Finally, just one student (02%) proves that he/she should involve discourse competence in order to develop conversational and interactional competencies.

Q27: When learning through communicative tasks, I develop my communicative competence through grammatical competence; pragmatic competence, sociolinguistic, discourse competence, or all of them, do you?

Options	Number	Percentage
Strongly disagree	00	00%
Disagree	00	00%
Agree	00	00%
Strongly agree	50	100%
Total	50	100%

Table27: Students' Behaviors towards Developing Communicative Competence through Communicative Tasks.

This question is addressed to investigate students' verbal responses towards developing communicative competence through communicative tasks. That is to say, when students establish beliefs and feelings towards an approach, they determine their behaviors. The data in the table indicate that the whole population (50) students, at the rate of 100%%, agree that their attitudes determine the way they react. As a result, they will express their intentions to act.

Q28: According to you, can the implementation of communicative tasks in classrooms help you develop your communicative competence?

Options	Number	Percentage
Strongly disagree	00	00%
Disagree	00	00%
Agree	02	04%
Strongly agree	48	96%
Total	50	100%

Table 28: Students' Attitudes towards the Effectiveness of Tasks in Developing their Abilities.

The table above proves that communicative tasks can improve the communicative competence of the learner may be concluded in this diagram where the majority of students give their opinions about the effectiveness of language tasks as a useful strategy in developing communicative competence. So that, they strongly agree with a percentage estimated by (96%), not far from the first answer where only (4%) "agree" with the implementation of classroom tasks to develop their proficiencies. These answers prove that communicative tasks do really develop and improve the students' communicative competence.

4. Discussion of Students' Questionnaire Results

As it is mentioned earlier, the intention of the study in using the questionnaire for data collection is to see whether the yielded information provided by students would correspond to the real context in the classroom with its immediate events or not. After having analyzed the respondents' attitudes and answers, the researchers have become more aware of their perceptions and needs.

The overall aim of this research work is to know the major attitudes that second year English students hold towards the development of communicative competence through communicative tasks. Therefore, the analysis of the questionnaire supports the hypothesis that is stated at the beginning of the study; it confirms that students will have positive attitudes towards communicative competence if they practice language tasks.

In accordance with the first section, the student's questionnaire starts with their profile where the chosen sample reveals that females are dominant over males; this may be due to the nature of females which makes them interested in studying foreign and second languages rather than males who often choose to carry on scientific studies. The second question is devoted for the reasons that lead students to choose English. The data gathered shows that a large portion of the subjects have chosen it for a future career and then communication; this

denotes that English is needed in the future after graduating; perhaps, to get a job, or to travel abroad and to use it for real life communication. Since more than half of the students declare that their level in English is average, their current level is important in investigating this study; this is due to the fact that working with students who are good is better than those who are weak.

Secondly, in the next section which is basically about the students' attitudes towards communicative competence, it becomes evident that the whole targeted sample are aware about the importance of communicative ability, thus; the respondents reveal that they feel confident and happy while speaking English; this may indicate that English is very important for communication. For that reason, most of those respondents reply by yes when the question was concerning with "have you ever heard the term communicative ability". These findings show that communicative competence has a great emphasis in modern education. Moreover, the majority of them claim that their teachers stress their abilities of knowing both grammatical rules in parallel with the communicative one, since the main goal of modern approaches is to develop students' oral performance rather than grammatical one; this idea is supported by many researchers as stated earlier in theoretical part. Besides to classroom interaction, students believe that classroom interaction has been considered as one of most pedagogical types that should be taken into account in which students can build their knowledge only via interaction with their peers. Though, students construct their knowledge, build their confidence and identity, and they become competent language users through interaction. Concerning the last question in this section, students' attitudes towards the development of communication among each other through the practice of tasks, most of the respondents assumed that classroom tasks can really help learners to develop their abilities. This refers to the fact that they are already motivated and have a positive attitude towards such strategy.

The third section tackles the students' attitudes towards communicative tasks. The (Q9) is addressed to know whether they participate when they attend oral expression sessions. The obtained results reveal that the highest percentage of the participants enjoy and feel comfortable when participating in such classes because they are motivated to learn so that they do their best to develop their proficiency without getting bored. According to the results, it is noticed that the majority of learners claim that communication process is implemented in communicative classes since the lesson depends on communication. In accordance with the (Q11), more than half of students depict that for the sake be fluent and competent language users it is necessary to figure out the most factors that hinder their progress such affective side including: motivation, inhibition, self-esteem, age, culture. For the sake to eliminate the previous speaking difficulties, communicative strategies are best solution for that as (Bygaste, 1987) postulated previously. In fact, during OE most of the students react to a given task through perceptions and views rather than self-interest and readiness; this is what most of the respondents have opted; this helps them to enhance their sense of relaxation; awareness and decreasing their effective filter. In the next question, the light is shed on the learners' ways to participate and their importance in promoting peaking performance. Therefore, more than half of the respondents referred to both ways "interaction" and "collaboration" as integral parts in promoting their abilities. As far as the next question is concerned, all participants guess that fluency and accuracy are equally significant for them because learners within communicative classrooms are often evaluated for both their accuracy when using the language correctly and respecting its grammatical rules and their fluency while producing full communicative samples of language. Therefore, concerning the (Q16) students do not differ very much in their attitudes, so the percentages are very close in terms of individual work or pair work. Other findings reveal that the majority of second year students, at Mila Center University,

practiced discussion and debates as useful techniques. This reveals that they already have experienced cooperative discussions and debate with their peers as successful strategies because they exchange ideas freely and share different views. Further, the learning environment requires teachers to play various roles to fulfill the students' needs. Consequently, most of the participants say that their teachers play one major role "prompter", which explains that teachers intend to focus on their students' mistakes and errors and let them find solutions and solve problems on their own. The next question, highlights the learners' roles in foreign classrooms, the majority of them believe in intensive role in order to participate, communicate, interact, negotiate meaning, and exchange ideas, opinions and develop critical thinking freely. In an attempt to assess students' performance, students must go through various stages to reach fluency in speaking; they commit mistakes and errors. The answers, therefore, denote that their teachers interrupt their students for error correction; this may indicate that teachers prefer to correct their students in order not to repeat the mistake again. In relation to feedback, the majority of the participants' responses show that teachers provide their students with feedback; this is so because of its importance in assessing learners' and putting them on the right path; in addition to its crucial role in enhancing their motivation. Clearly, teachers' feedback takes two distinctive forms either via comments or marks and grades. The majority of the participants prefer marks and grades as a form of feedback. This reveals that this form of feedback encourages students more, and gives them a clear image about the committed mistake.

Lastly, the third section has revealed significant findings since that section is regarded as the focal part that confirms and proves the raised hypothesis of the current research. On the whole, students want to be positive and show their awareness about the major aspects that contribute to their success or failure in learning a foreign language. Based on their' 'responses to questions (21; 22, 23, and 24) they prove that their attitudes cannot be

separated or ignored in the field of SLA. Noticeably, it can be clearly stated that students have strong positive attitudes towards the effectiveness of communicative tasks in developing learners' communicative competence. So that the majority of the students affirm that promoting oral performance through practicing activities, using techniques, implementing various kinds of tasks would lead them to be more fluent and competent. Furthermore, participants confirm that they prefer to practice tasks because they create a friendly atmosphere for exchanging new ideas and knowledge. Additionally, such kind of strategies make them feel at ease and comfortable. Additionally, regarding the questions (25, 26 and 27), most students assume that when teaching oral communication in English as a foreign language, teachers should consider that students' attitudes have a significant impact on foreign language learning. That is to say, students' attitudes are an integral part in governing person's achievement and success in a SLL and FLL context that cannot be denied.

To sum up, in the last questions of the students' questionnaire, students confirm that communicative tasks do really improve their communicative competence. These findings give the current research a proof that classroom tasks are really an effective tool for developing and enhancing students' communicative competence.

Conclusion

Analyzing the students' questionnaire has clarified many facts about students' attitudes towards developing communicative competence through communicative tasks .The results obtained indicate that students believe on the importance of communicative tasks in enhancing their communicative competence. That is to say, they consider communicative tasks as basic elements to learn a FL as it helps them to be accurate and fluent at the same time.

Chapter Two: Field Investigation:

Section Tow: Teachers' Interview

1. Aim of Teachers' Interview

For the purpose of investigating whether the teachers of English at the University Center of Mila are concerned with the implementation of communicative tasks as instructional ways for improving students' communicative competence. It is important to collect teachers' views about such a way. This interview is set for teachers in order to capture their opinions as well as their attitudes towards its impact on enhancing EFL students' communicative ability.

2. Description of Teachers' Interview

Teacher's interview consists of (17) questions divided into four sections, each section is an attempt to cover issues related to students 'attitudes towards the development of communicative competence through the use of communicative tasks. Noticeably, teachers are invited to reply the questions along with explanations. In the first section, the interviewees are asked, first, about the years they have been teaching English language at university for knowing their experience in teaching English as a foreign language. The second question then is about whether teachers motivate their students to express their opinions or not. In the second section, the interviewees are asked about what method or approach they like to rely on? Furthermore, teachers are asked to provide the researchers with the appropriate meaning of language teaching. Then, the next question is devoted for tutors to find out how they agreed with the development of students' ability through grammatical competence, pragmatic competence, sociolinguistic competence and discourse competence. Moreover, they are asked if they interact with their students in the classroom or not. The following question is designed to pick up the interviewees' opinions about whether it is their job to make their students

cooperate with each other or not and how. Further, in the third section, teachers are asked about whether they do use language tasks in class or not. Depending on the interviewees' experience, teachers are asked about the most important tasks that they expect to help their students in developing their abilities. Relying on the previous questions, this question is devoted to be aware of the credibility of tasks in improving students' levels in communication process. Another question for teachers is about the time allocated to practice tasks in EFL classes. Concerning the development of students' ability which type of strategies they mostly apply, and which one of them their students prefer to rely on. Additionally, the interviewees are asked about the roles that they play in communicative classroom. The last section tackles students' attitudes towards developing communicative competence via the use of communicative tasks. Thus, this question is about the effectiveness of communicative tasks as an effective strategy in developing students' communicative proficiency. Next question is devoted to know which type of weaknesses impede learners' performance regarding the lack of motivation or the lack of competence and why. The interviewees are required to answer if they take students' feelings into account when asking their students to communicate. Additionally, the interviewees are asked about their feelings of what kind of communicative competence learners should involve in order to be fluent speakers, this includes, grammatical competence, pragmatic competence, sociolinguistic competence, discourse competence or all of them. Finally, teachers are asked to know how they comment on their students' mistakes and about their opinions concerning the learners' assessment and feedback

3. Analysis of Teachers' Interview

3.1. Section one: the teacher's profile

Q1: How many years have you been teaching English at university?

Teacher one: 'five years'

Teacher two: 'four years'

Teacher three: 'five years'

Teacher four: 'two years'

Teacher five: 'one year'

Trough the teachers' answers, we conclude that most of the teachers have some experience in teaching English at university. This indicates, of course, that they are more experienced than the others because they devoted from 4 to 5 years to teaching English as a foreign language; so that they know how to deal with students, and how to make them aware about the notion of communicative ability. On the other hand, one teacher has spent two years in teaching the foreign language, though he/she less is experienced than those who preceded him/her in this area, but he/she sought some experience compared to those who joined this pain just for one year.

Q2: Do you motivate your students to communicate inside classroom? How?

Teacher one: 'I motivate them via encouraging them to pay attention to their English while speaking in addition to giving them the choice to choose whatever they like concerning topics, etc.'

Teacher two: 'I give them the choice of topic according to their interests'.

Teacher three: 'I ask them questions; treat them equally; and try to build their self-confidence'.

Teacher four: 'I motivate my students by asking them to speak without feeling afraid of errors because errors teach us the right information later on, and make the classroom funny '.

Teacher five: 'By trying to make them free when discussing, debating and exchanging information, adding extra marks when necessary '.

Since motivation is a crucial factor that enables the students involved in the learning process, all teachers agree that motivation is the first step that should be taken into

consideration in order to help learners to develop their oral proficiency, but each of them look at motivation from his/her point of view and each according to his/her experience. For instance, the teachers who are more experienced focus more on the rightness of language, whereas the teachers who are less experienced, they try to make them feel free, comfortable to express themselves, giving them extra marks, and introduce fun in the classroom.

3.2. Section Tow: about Communicative Competence

Q3: What method or approach do you use in classroom? Why?

Teacher one: 'I prefer to rely on TBA since its ultimate goal is to develop communicative competence'.

Teacher two: "For me, the most important approach is TBA because it tends to engage learners in meaningful tasks'.

Teacher three: 'I apply TBA one since it attempts to provide students with opportunities to develop their communicative proficiencies '.

Teacher four: 'I rely on the functional and the structural one as littelwood (1981) believes that they a overlap and cannot be separated'.

Teacher five: 'I use communicative one because it is effective and beneficial in helping students to rich their levels'.

Most of the respondents acknowledge that they prefer to use TBA because it is the dominant approach to language teaching in the entire world. Teachers who teach their students through TBA consider it as the normal and logical one to develop their abilities. Whereas, one of them believe in using both of the functional and the structural approaches as they focus on fluency and accuracy .

Q4: According to your experience, teaching language means: teaching its grammatical rules, or its communicative use?

Teacher one: 'Of course, it means both of them because we cannot focus or teach one side, since each of them help students to be accurate and fluent '.

Teacher two: 'Both of them designate language teaching and they overlap'.

Teacher three: 'When we say teaching a language, we mean teaching its grammatical and functional aspects, so for me, it encompasses both of them'.

Teacher four: 'Absolutely, both of them'.

Teacher five: 'I conclude that teaching a language means teaching its grammatical rules in communicative contexts because we cannot teach grammar without its communicative use and vice versa'.

   From the respondents' answers, it becomes evident that teaching a language means teaching its grammatical rules and its communicative use because both of them make learners competent fluently and accurately, so that they overlap. Because sometimes it seems to be a common phenomenon that when students attempt to maintain fluency, they lose a grip of accuracy and vice versa; i.e., teaching any language stresses both the linguistic and communicative aspects.

Q5: Students develop their communicative competence through: grammatical competence, pragmatic competence, sociolinguistic competence or discourse competence, strongly agree, agree, neutral or disagree?

Teacher one: 'I think all of them are important to develop learners' communicative competence, because the reason of the emergence of communicative competence with its types did not come from tampering, but came through several studies and experiments. So its adaptation from deferent educational systems in worldwide is conclusive evidence of its success'.

Teacher two: 'We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language). However, linguistic competence is not sufficient for someone who wants to communicate competently in another language'.

Teacher three: 'the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. That's why Johnson (1995) claims that the second language students need communicative competence to participate in and learn from their classroom experience'.

Teacher four: 'At first, communicative competence was categorized into three components including grammatical competence, sociolinguistic competence, strategic competence and discourse competence which are introduced by Canale and Swain in 1980.Though, communicative competence is described with four components, we cannot separate them from each other'.

Teacher five: 'I guess learners need all kinds of communicative competence in order to develop their abilities because one kind is not sufficient'.

From the interviewees' responses, it is clear that speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. Since the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication, they have to develop a cluster of competencies in order to be fluent speakers.

*6 :*During communicative sessions, do you interact with your students?

Teacher one: 'Of course, yes, because how cannot we speak in a session that is called oral session?'

Teacher two: 'Yes of course, I interact with my students because neither the teacher, nor the students should be the only ones who speak. Otherwise, the OE session would be boring and students will lose interests'.

Teacher three: 'Of course, I interact with my students during the session'.

Teacher four: 'Always, because OE session would be boring without the interaction of students and the interference of the teacher'.

Teacher five: 'Yes I interact with them all the time'.

All the teachers answer that they interact with their students during communicative tasks. This denotes that the teachers always want to get involved with their learners. Since oral expression teachers are aware of the fact that when they interact with their students, this will make learners feel at ease to speak and thus, they will improve their oral capacities.

Q7*:* Do you incorporate cooperative learning in your classrooms?

Teacher one: 'Of course, yes, because it is an integral part that contributes in the success of language learning'.

Teacher two: 'Yes, of course, I incorporate such a strategy in order to develop learners' communicative competence'.

Teacher three: 'Of course, I use this strategy with my students during the session'.

Teacher four 'Absolutely, yes'.

Teacher five 'Of course, yes'.

From the above responses, all the teachers agree that the incorporation of cooperative learning is an important factor in engaging students in a meaningful task; they are required to

exchange information among themselves in pairs or in groups. This type produces dual benefits. First, the entire class is actively taking part in a task at the same time, and students will be able to compare their findings once the task is over; and second, the meaningful task is rehearsed in class for the use in the future in real communicative circumstances outside the classroom. So, that through cooperation students feel morally supported by each other and they get rid of shyness, nervousness and fear during individual talk.

3.3. Section Three: Communicative Tasks

Q8:Do you provide your students with opportunities to practice communicative tasks?

Teacher one: 'Yes, of course'.

Teacher two: 'Yes, indeed'.

Teacher three: 'Yes, of course, since the module is known as oral expression so we have to allow them to blow up (if we can say) all their capacities within the classes'.

Teacher four: 'Yes, this process helps us, as teachers, to check our students' progress'.

Teacher five: 'Yes, I usually give them opportunities to practice and ask them to speak'.

All the tutors agree that providing students with opportunities to practice communicative tasks is a focal point for promoting the learners' communicative ability maybe because they believe that most students do not speak English outside the class not because they do not like it but because some sort of conditions.

Q9: From your experience, what are the sorts of communicative tasks you mostly tend to use while teaching English language?

Teacher one: 'Presentations, discussion and debate'.

Teacher two: 'Discussion and debate, and presentations'.

Teacher three: 'Discussion and debate, presentations, and short stories'.

Teacher four: 'Discussion and debate, presentations, and speaking games'.

Teacher five: 'Discussion and debate, and presentations'.

From the interviewees' responses, it is clear that all the teachers agree upon the use of discussion and debate, in addition to the presentations, as the most important communicative activities to consider, in the communicative sessions, because the use of such of activities can slightly help learners to prepare themselves for contributions and participation.

Q10: **Do you think that the previous tasks are sufficient in order to optimize the level of communication among your students?**

Teacher one: 'It depends, because few students who have the lack of vocabulary, grammar and even pronunciation may need more than communicative tasks, but in general, tasks are a useful technique to maximize learners' communicative skills'.

Teacher two: 'Yes, from its name, it is clear that it aims to help learners to fulfill their oral ability, so these tasks can help them to optimize their levels '.

Teacher three: 'Yes, since their main goal is to facilitate communication among learners, tasks can improve the communication efficiency of students to a medium degree if not very much'.

Teacher four: 'Of course, we have noticed, during our experience, that communicative tasks help greatly in improving the communication level of students'.

Teacher five: 'Yes, because we can clearly see the students' levels change in the second semester compared to the first one'.

From the answers, we may notice that all the interviewees conclude that the communicative ability is the overall aim of any oral expression session, thus students will develop their interactive as well as communicative skills when they use classroom tasks

effectively. In addition, all of the teachers add that using communicative tasks in English classes can allow the process of communication to take place.

Q11: Do you think that the time allocated to practice communicative tasks is enough to develop learners' communicative competence?

Teacher one: 'I am a little bit not satisfied because one hour and half is not enough to provide the whole class with opportunities to speak'.

Teacher two: Generally yes, but it's harder to provide all students with opportunities to speak target language'.

Teacher three: 'You never have as much time as you wish, it is not possible to talk to each student face to face. You simply can't do that when you have 4O students in class'.

Teacher four: 'It's hard to be able to listen to all students when they sit and talk to each other in groups or in pairs. I walk around and try to listen to as many students as possible but it is difficult to get a clear picture of what every student said due to the lack of time'.

Teacher five: 'Ithinkthatthe timeallocated is sufficient if teachers are able to control it, because teachers are not obliged to give the whole class opportunities to speak. In contrary, they can engage their students in communicative tasks such as discussion and debate, role play, etc. This can help them to talk to each other and exchange information'.

In fact, all the teachers mention that they think spoken language is often considered as one of the most difficult aspects of language learning because many language learners find it difficult to express themselves in in the target language due to the lack of time.

12:Which type of communicative strategies you mostly apply? And which one of those strategies your students prefer to rely on?

Teacher one: 'I use paraphrasing strategies and guessing ones'.

Teacher two: 'For me, the most important is paraphrasing strategies and avoiding unnecessary words as well as difficult ones'.

Teacher three: 'I apply paraphrasing and guessing'.

Teacher four: 'I rely on paraphrasing and avoiding some difficult words that I guess my students cannot understand'.

Teacher five: 'I use paraphrasing strategies because I do not like to repeat what my students say'.

Most of the teachers that have been interviewed acknowledge that they prefer to use three important strategies. First, they prefer to use paraphrasing strategies in order to get rid of what have been said by learners. Second, they also like to apply guessing strategies for the purpose of helping their students when they forget about needed words. Lastly, teachers also prefer to apply avoidance strategies for the sake of avoiding unnecessary words and difficult ones that their students cannot understand.

3.4. Section Four Students' attitudes towards Communicative Competence Through Communicative Tasks

13: It is said that communicative tasks are considered as effective tools for improving students' communicative competence? What do you think?

Teacher one: 'Frankly speaking, yes, because through the use of classroom tasks, students should be properly guided and trained by the teacher to be balanced in using the language grammatically and fluently simultaneously'.

Teacher two: 'of course, yes, because Task Based Language Teaching creates motivation and avoids monotony among learners to achieve their communicative needs'.

Teacher three: 'Undoubtedly, yes, since a classroom is a typical environment in which students and teachers work toward a common goal which is communicative proficiency. Classroom tasks make a pedagogic goal to be authentic'

Teacher four: 'I think; yes because the TBA aims at creating opportunities for learners to build their levels'.

Teacher five 'I guess, yes, because it helps learners to interact, cooperate with each other'.

All the respondents confirm that since the TBLT provides an adequate exposure to language, students are able to learn the language in an almost real life situation. The learning is student centered and leads to more interaction among students. It also focuses more on meaning than on the form of the language, so that the students are able to communicate spontaneously. That is to say, tasks should be readable, suitable to the level of the students and represent real life experiences, so that they can stimulate students and keep up their interest.

14. **Do you think that English students do not perform well in communicative tasks because of the lack of motivation or because they lack the competence?**

Teacher one: 'I think it is due to both of them because most students who have poor pronunciation and lack of vocabulary fell afraid to face their classmates while presenting, this means that these weaknesses decrease their motivation'.

Teacher two: 'Lack of vocabulary leads them to be demotivated'.

Teacher three: 'Fear to speak that is due to the lack of competence impedes their progresses.

Teacher four: 'I guess both of them'.

Teacher five: 'Grammatical mistakes, pronunciation, lack of vocabulary and shyness, self-confidence are overlapping causes for students' success or failure'.

In this question, all the teachers reply that the major difficulties that hinder the students' performance are both the lack of competence and motivation as they are overlapping factors for providing students with adequate practice to language tasks for expressing meaning effectively and appropriately as pedagogical context requires. As a result, the students' communicative competence could be developed in a natural manner.

15:Do you take their feelings into consideration when inviting them to speak?

Teacher one: 'Yes, because taking students' feelings into consideration is a vital factor in helping them to develop their progresses.

Teacher two: 'For me, this is a good question, because this is the missing factor in current education where most teachers have become unaware of the importance of such factor'.

Teacher three: 'I think yes, because most students are confused in their field of study due to the ignorance of the psychological side from the teachers'.

Teacher four: 'For me yes, because students, in general, feel the vacuum, when required to communicate something among their peers. They complain that they do not have any ideas to express. They add that their thinking process gets inhibited particularly in front of others'.

Teacher five: 'Yes, because some students feel afraid when they inevitably and sometimes unconsciously opt to use their mother tongue as they feel secure in using it when they do not find the appropriate words in needed context'.

In this question, the interviewees believe that taking students' feelings into account are an important factor in enabling them to improve the learning process. That is to say, when students are asked to speak in English in the classroom, they often feel shy particularly when the class consists of students of both genders. They seem to be worried about making mistakes in front of others, fear criticism by their peer as often they struggle as they are severely handicapped in finding suitable vocabulary in communicating, particularly when they lack the ability in choosing words according to context.

Q16:Do you feel that developing communicative competence should involve: grammatical competence, pragmatics competence, sociolinguistic competence, discourse competence or all of them?

Teacher one: 'I think all of them are important to develop learners' communicative competence, as I answered in the previous question'.

Teacher two: Of course all of them are important in order to determine their goals'.

Teacher three: 'the speaker needs communicative competence which involves the four components'.

Teacher four: 'As I mentioned earlier, communicative competence is described with four components including linguistic competence, sociolinguistic competence, pragmatic competence and strategic competence that we cannot separate them from each other'.

Teacher five: 'I guess learners need all kinds of communicative competence in order to develop their abilities because one kind is not enough'.

From the interviewees' responses, it is evident clear that they rely this question to the fifth one when they are required to give their opinions about the importance of the mentioned components of communicative competence for the sake of promoting their efficiencies. They feel that there is an overlap that exists between the whole kinds help learners to achieve such goal easily.

Q17: Do you provide your students with feedback? If yes, what type of it? Say why please?

Teacher one: 'Yes, of course, I prefer to provide students with feedback in an implicit way in order not to embarrass them especially shy students'.

Teacher two: 'Yes, I provide my students with feedback implicitly to avoid embarrassment'

Teacher three: 'of course, feedback is necessary and I provide my students with feedback in both forms of it; implicitly and explicitly according to the topic and the situation'.

Teacher four: 'You have to be sensitive when assessing oral communication and it can get complicated when you have shy pupils in class, I don't provide students with feedback in order not discourage them'.

Teacher five: 'It's harder to assess oral communication since it is not as concrete as for instance a listening comprehension or a written test that the students have studied'.

Most The teachers answer that they think the assessment of the students' ability to express themselves orally in English is harder than anything else. Thus, the respondents acknowledge that they provide their students with implicit feedback in order not to embarrass and in order not to discourage them in front of their classmates' especially shy students because explicit feedback maybe considered as one of the factors that break their abilities.

4. Discussion of Teachers' Interview Results

The analysis of the teachers' interview shows a clear agreement about the importance of communicative tasks in promoting students' communicative competence.

The first section deals with information background in which the first question is asked to know the period that teachers spent in teaching English language at university ; teachers claim that they have spent from four to five years and the others state that they spent from one to two years. This question, in fact, mentions that the more teachers are experienced in teaching such a module are the most aware of what can be used within the classroom regarding exercises, strategies, materials, etc.

The lack of motivation, therefore, adversely influences students' learning efficiency, especially their communicative competence in English. To alleviate this problem, all the interviewees agree upon the integral role of motivation in enhancing learners' abilities to speak and in encouraging them to eliminate the behaviors that impede their enhancement.

Concerning the second section, in the third question the interviewees confirm that due to the importance and necessity to communicate in English many EFL/ESL teachers adopted TBA for teaching English. This approach attempts to provide a real picture of

communicationas suitable and useful approach in modern era in which its overall aim is to prepare learners for interacting, cooperating in meaningful contexts.

Regarding the (4th Q), all teachers affirm that grammatical rules to FL do really develop and improve students communicative use because it helps them in grasping new vocabularies, and enriching them, as well as getting the right pronunciation. So, it is prudent to draw attention to a large extent that the grammatical system of language helps students to promote their communicative skills.

In the next question, most teachers agree upon the significant role of communicative competence and its components in order to help students to fulfill their abilities in learning speaking.

Departing from 9th question, since the focus of CA is on the interaction; all teachers see the latter as an appropriate way for enhancing students' oral proficiency. Classroom is a typical environment in which students and teachers work toward for a common goal. Classroom interactions, then, make pedagogic tasks to be authentic.

It is clear that all students prefer to rely on cooperative strategy when they acquire a new language via the use of classroom tasks; this is what all teachers who we interviewed have proved. All the teachers affirm that learners always like to engage in cooperative learning.

From the teachers' point of view concerning the third section, it has been concluded that all teachers agree upon the importance of providing their students with opportunities to practice tasks inside classrooms, taking into account that the practice of the target language in classrooms makes them more qualified in the target language.

In relation to the previous answer, the respondents agree upon the significant role of classroom tasks for the sake of facilitating communication process to take place among English Foreign Language learners via a variety of tasks and activities such as discussion and debate, role play, dialogue and so on.

In the next question, most teachers believe on the significant role of communicative competence and its spheres in order to help students to fulfill their abilities in learning speaking.

Depending on the participants responses', in the following question, the majority of teachers capture the essence of time as the first factor for providing learners with real circumstances in which they practice more communicative tasks. Hence most of those teachers say that Students perform communicative tasks under a variety of conditions such as class size and time pressure.

For the sake of alleviating communicative problems, most tutors affirm that communicative tasks need to be developed to allow students to use their imagination and creativity and actively express themselves in variety of interesting and enjoyable tasks such as: the use of discussions and debates along with presentations, where students feel free to share knowledge and exchange ideas

Unquestionably, every oral session requires communicative strategies in order to promote language learning requests, so that these strategies tend to encourage students to be prepared for real-life communication. Though, all teachers state that the use of communicative strategies is a crucial part to engage students in communication process which

enables them to abandon unnecessary words and difficult ones, avoid certain topics and expressions, in addition to compensate some deficiency in the target language.

Relying on the last section which is regarded the skeleton of this research work and an attempt to know the importance of communicative competence in English classes; most interviewees note that since the main goal of communicative language teaching is to achieve students' communicative competence and since the overall aim of TBA is to make those students speak without reluctance. Teachers report that, in order for learning to take place, emphasis must be put on the importance of three variables: communication which refers to the activities that involve real communication and learning. Secondly, tasks which denote the activities in which language is used to carry out meaningful tasks that support the learning process. Thirdly, meaning which designates the language that is meaningful and authentic to the learner and boosts learning.

It is clear that all the students may face problems when they acquire a new language, this is what all teachers who have been interviewed have proved. All the teachers reply that one of the most important influences on language learning success or failure is probably the affective side of the learner. Learners always face problems which vary from one student to another and basically are related to inhibition because of shyness, fear, and anxiety; in addition to lack of vocabulary, grammatical mistakes and even competence.

Absolutely, all the respondents acknowledge that taking students' feelings into account is mainly an important feature in allowing them to speak spontaneously because most teachers feel afraid and shy when they are asked to speak.

Additionally, concerning teachers' feelings about the involvement of grammatical competence, pragmatic competence, sociolinguistic competence, discourse competence or all of them, as key parts in the development of communicative competence of students, all the teachers note that it is impossible to deny and ignore one of the previous kinds when the matter is related to achieving communicative abilities.

Finally, most teachers who are interviewed notice that providing students with feedback encourage them to move away especially if this feedback takes the form of implicitness because mistakes and errors are part of the learning process which we should correct.

Conclusion

The results obtained from teachers' interview go hand in hand with the assumption and supposition that highlight the positive effects which communicative tasks have on students' oral proficiency. The analysis of communicative tasks reveals the relevance of such tool in the development of oral performance among EFL learners. Moreover, teachers' responses display their awareness and attitudes towards the implementation of communicative tasks in oral expression classes. Furthermore, this awareness is likely related to the fact that the implementation of such pedagogical strategy generates a relaxed atmosphere where students' motivation is enhanced, which raises the degree of their awareness, creativity, and interaction in the classroom. Consequently, their fluency and oral proficiency will be promoted. In other words, TBA is a useful approach which motivates and pushes students to speak the language fluently and whenever they want via the use of tasks.

Chapter Two: Field Investigation

Section Three: Pedagogical Implications

Introduction

Throughout the current study, we aim to come up with some worthwhile recommendations that hopefully might improve the students' communicative competence through the use of communicative tasks. Therefore, in the light of the main findings obtained from the students' questionnaire and teachers' interview, and for the sake of supporting, consolidating, and fostering students' positive attitudes towards developing communicative competence through communicative tasks, a myriad of recommendations will be elucidated in this section.

1. Understanding the Importance of Attitudes

Knowing the language can help us to express our opinions, hopes, and even our dreams. In FLL context, there are various factors that influence the learning process such as motivation, anxiety, learning achievements, and attitudes. In this study, attitudes are the primary impetus that promote SL learning; in the sense that students' attitudes are acknowledged as one of the most important factors that impact learning the TL; they are characterized by a large proportion of emotional involvement such as feelings, beliefs towards learning. Because of that, students learning could not come about easily unless students have positive attitudes toward it. As such, since attitudes can influence success or failure in learning, they play a very crucial role because learners' attitudes dictate whether or not they will be able to absorb the details of language. In other terms, achievement in a TL relies not only on the intellectual capacity as some researchers believe, but also on the social and psychological abilities towards TL; this means that learning a language should be approached

primarily as a social and psychological phenomenon rather than an academic one. Furthermore, it is said that language teachers should be aware that positive attitudes of students towards the TL facilitate their communicative abilities. Thus, if a learner does not have the interest and tendency for acquiring the TL to communicate with each other, he or she will possess a negative attitude and will not be motivated in language learning because it may influence their performance in acquiring the TL. That is to say, negative attitudes can lead to inefficiencies in achieving communicative goals. In fact, being comprehensive and aware of students' attitudes may encourage teachers to make their teaching enjoyable in order to better address their students' expectations, i.e., communicative tasks should be taught in an organized manner in order to reach the highlighted objectives. For that, teachers and students can participate in an ongoing dialogue and conversation which would allow the teachers to become aware of the students changing attitudes towards learning, and help students to become more aware of each other's perceptions along with those of their teachers.

2. Available Time for Engagement in Activities

Among the yielded results from this research work concerning the effectiveness of communicative tasks in enhancing students' communicative competence, the focal point is that some students find it difficult to select and fit appropriate tasks at the correct time. That is, this could be elucidated by a variety of reasons. They have no available time for tasks inside classroom. As a pedagogical suggestion to help students overcome this difficulty would be to allocate a sufficient time for them to engage and involve them in TBLT by creating interesting and meaningful tasks,

3. Communicative Guidelines

The purpose of teaching is not to assist learners in obtaining scheduled targets but to provide them with the context and conditions where language acquisition can take place. The teachers' roles have also been altered from instructor to establishers of study setting, assistants, guides, and advocates of the learning activities. Learners, on the other hand, are the subjects in the classroom, which indicates that they are the key figures in the learning process. They are not empty vessels to be filled by the teachers any more but torches to be lit via offering appropriate learning settings and tasks. Principally, TBLT focuses on the ability to perform a task without explicit teaching of grammatical structures. It is argued that such an approach creates more favorable and better conditions for the development of L2 ability than does an approach that focuses solely on the explicit teaching and learning of the rules of the language. Task-based has been proved to conform to principles of SLA; in many ways, the proliferation of TBLT has been realized in the scope of SLA in the sense that, students' efficiency of acquiring language is prone to be promoted. Besides, negotiation of meaning provided by TBLT and the conversion of the central role from teachers to students impel students to participate in the process of language acquisition. An attitude of students is considered as an indication of the amount of time that people will spend in language acquisition.

4. Communicative Competence and Communicative Tasks

The goal of FLT is to extent the range of communication situations in which the learner can perform with focus on meaning, but without hindering the attention he or she must pay to the linguistic form. In other terms, as official recommendation, in TBLT classes, lessons are constructed and organized according to the language required to perform specific

communicative tasks in order to achieve communicative goals. The results of the current study imply that communicative tasks are needed and favored by most of the students to develop and enhance their communicative competence. Therefore, the current study emphasizes the importance of communicative tasks as the main component of language teaching as it engages students in real contexts of communication and creates better situations to activate students' communicative abilities. That is to say, TBLT seeks to provide students with language learning from real context; the tasks have a clear pedagogical relationship with communicative needs of the real world. Hence, it is significant to consider the social context in which the TL is used, then to make students aware of this social dimension. As a result, students' awareness of how the TL is used in this context will rise. Consequently, during language tasks, teachers have a great deal of responsibility to monitor student needs and provide the kind of scaffolding most appropriate and clear throughout the learning process. However, students have responsibility too. They must realize that they will be expected to perform the task by themselves, and they should, then, work toward achieving that goal. Overall, it is suggested that teachers must be trained for the appropriate use of TBA in order to encourage English teachers to use this method in teaching communicative skills to improve both students' attitudes towards EFL and their achievement level.

Conclusion

  To sum up, this section has elucidated some pedagogical implications whose main aim is to be aware that attitudes are factored in learning the TL. So that investigating students' attitudes towards developing communicative competence through using communicative tasks is an essential subject in learning foreign language. That is to say, the descriptive information help us to understand that the participants have positive emotional, behavioral , and cognitive attitudes towards communicative competence.

General Conclusion

The overall aim of learning a language is to use it for communication in its spoken or written forms. Communicative competence then, is the goal of language teaching since it provides students with opportunities to use their English for communicative purposes and satisfy their communicative needs. Hence, the current research aims at highlighting the significant contribution of communicative tasks in improving EFL student's oral performance as well as students' attitudes towards such issue. Therefore, our hypothesis is based on the assumption that is in order to change students' attitudes towards communicative competence, communicative tasks are highly recommended, because they create opportunities for learners to practice the language and promote their oral communication inside the classroom. In order to test the earlier stated hypothesis, the investigation is conducted in the Department of foreign languages, at Mila University Center, Abdelhafid Boussouf, with second year LMD students representing the whole population that have been chosen randomly to be our case study. In fact, they have long been considered an important component of positive educational outcomes. Hence, the main aim of the study is to find out if the students hold positive or negative attitudes towards fostering communicative competence via the use of classroom tasks. Thus, it is hypothesized that if communicative competence is developed and fostered under communicative tasks, students' attitudes would be positive towards that competence. The students' questionnaires clarify their personal attitudes towards developing communicative competence via communicative tasks. In accordance with the documented results, the obtained results asserted that the implementation of communicative tasks in EFL classes is really useful in enhancing students' communicative skills because it provides learners with opportunities to practice their communicative skills in the classroom setting where they have the chance to negotiate meaning and receive feedback. Therefore, the results can be strong arguments for confirming the hypothesis. That is, students have positive

attitudes to develop communicative competence under communicative tasks. The same results are confirmed through interviewing teachers. Therefore, the teachers' interview clarifies that the majority of teachers, at the English department, at Abd Elhafid Boussouf Center of Mila, have agreed upon the idea that TBLT is a very motivating method that urges the students to enhance their oral and written competencies, and their interactive skills as well. Furthermore, both students and teachers unanimously show their positive attitudes towards the importance of communicative tasks in EFL classes because it engages EFL students in the process of making meaning of the target language properties, as well as it will enhance their learning. By knowing the regulations, the students are believed to be accurate and fluent at the same time. Overall, the results have confirmed the hypothesis that students would have positive attitudes when developing their communicative competence under communicative tasks.

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APPENDIXES

Appendix A: Students' Questionnaire

Appendix B:Teachers' Interview

Apendix AStudents' Questionnaire

Dear students,

This questionnaire is designed for gathering information needed for the fulfillment of a master dissertation. This research is intended to shed light on *the students' attitudes towards enhancing English Foreign Language Learners'Communicative Competence through communicative tasks,* at the department of English at Abd Elhafid Bousouf, Center of Mila University. We would be grateful if you answer the following questions to help us accomplishing our research. Please, put a tick (✓) in the corresponding box, and justify your answer or make a full statement whenever necessary. More than one answer is possible in some question

Thank you in advance for your cooperation

Section One: The Students' Profile

Q1: Specify your gender:

 a. Male

b. Female

Q2: What are the reasons behind choosing English as a field of study?

a. For communication

b. For future career

c. For leisure

Q3: How do you evaluate your level in English?

a. Very good

b. Good

c. Average

d. Poor

Section Tow: Students' Attitudes towards Communicative Competence

Q4: Is speaking English anywhere make you feel:

a. Confident and happy

b. Shy and worried

Q5: Have you ever heard the term communicative competence?

Yes

No

Q6: Do teachers in communicative classes stress the students' ability of?

a. Knowing different grammatical rules

b.Using those meaningful patterns in communication

c.Both of them

Q7: Do you think that interacting with your peers increase your communicative opportunities?

a. Yes

b. No

Q8*:* Do communicative tasks provide you with real communication?

a. Yes

b. No

If yes, please say how……………………………………………………………………

……………………………………………………………………………………………..

Section Three: Communicative Tasks

Q9: When you participate in the communicative class in front of your teacher and classmates, do you feel?

    a. Comfortable

    b. Uncomfortable

Q10: Is communication process implemented in English classrooms?

a. Yes

b. No

Q11: Do you face any speaking difficulties when you speak in English?

a. Yes

b. No

 If yes, please mention some influential ones…………………………………..

…………………………………………………………………………

Q12: In your opinion, what is the most useful strategy for helping you to cover communicative weaknesses?

a. Paraphrasing strategies

b. Guessing strategies

c. Avoidance strategies ⬡

Q13: Do you guess that students' reaction to a given task is based on? **a.** Individual's perceptions?

a. Individual's perceptions ⬡

b. Self-interest ⬡

c. Readiness ⬡

Q14: How does your teacher give you the opportunities to interact with your peers?

a. Via interaction ⬡

b. Via collaboration ⬡

Q15: According to you, which of the following aspects you mostly tend to develop?

a. Fluency. ⬡

b. Accuracy. ⬡

*c. B*oth of them ⬡

Q16: When doing a task, you prefer to do it?

a. Individually ⬡

b. Pair work ⬡

Q17: Which of the following communicative tasks you mostly prefer to rely on?

a. Group work

b. Discussion

c. Role play

d. Assimilation

e. Games

Please, justify your answer………………………………………………………………..

………………………………………………………………………………………………………

Q18:How would you describe your teacher role in communicative class?

   a. prompter.

   b. participant.

   c. feedback provider.

Q19: How would you describe the learner role duringcommunicative class?

   a. Imitative.

   b. Intensive .

   c. Responsive

Q20: How do you like your teacher to evaluate your performance?

   a. Trough comments

  b. Marks and grades

Section four: Students' Attitudes towards Developing Communicative Competence through Communicative Tasks.

Q21: Do you enjoy performing communicative tasks explicitly in EFL classrooms?

  a. Agree

  b. Disagree

Q22: Do you feel that students' behaviors can affect their success in language learning?

  a. Yes

  b. No

Q23: In your point of view, are communicative tasks the main source for helping students to develop their communicative competence?

a. Ye

 b. No

Q24: It is said that achieving communicative competence through communicative tasks consciously has positive impact on student's performance?

a. Strongly disagree

b. Disagree

 c. Agree

d. Strongly disagree

Q25: When learning through communicative tasks, which type of communicative competence do you like to develop?

Grammatical competence ▢

Pragmatic competence ▢

Sociolinguistic competence ▢

Discourse competence ▢

All of them ▢

Q26: When learning through communicative tasks, do you think that developing communicative competence should involve?

Grammatical competence ▢

Pragmatic competence ▢

Sociolinguistic competence ▢

Discourse competence ▢

All of them ▢

Q27: When learning through communicative tasks, I develop communicative through grammatical competence, pragmatic competence, sociolinguistic competence and discourse

b. Disagree ▢

c. Agree ▢

d. Strongly disagree ▢

Q28*:* According to you, the implementation of communicative tasks in classrooms can help you develop your communicative competence*?*

a. Yes ▢

▢

b. No

<u>Thank you for your collaboration</u>

Appendix B Teachers' Interview

Dear teachers,

This interview aims at gathering information about ***the role of communicative tasks inenhancing students' communicative competence***. You are kindly invited to answer the following questions to help us accomplishing our investigation.

Thank you in advance for your cooperation.

<u>The questions</u>

Section one: background information

1. How many years have you been teaching English at the university?

2. Do you motivate your students to speak inside classroom? How?

Section Tow: Students Attitudes towards Communicative Competence

3. What method or approach do you use in classroom? Why?

4. According to your experience, teaching language means: teaching its grammatical rulers, or its communicative use?

5.Do you think that developing communicative competence should involve: grammatical competence, pragmatic competence, sociolinguistic competence, discourse competence or all of them? Why?

6. Students develop their communicative ability through grammatical competence, pragmatic competence, sociolinguistic competences, discourse competence, do you strongly agree, neutral or disagree.

7. During communicative sessions, do you interact with your students? How?

8. Do you incorporate cooperative learning in your classrooms? How?

Section Three: Communicative Tasks

9. Doyou provide your students with opportunities to practice communicative tasks ?

10. From your experience, what are the sorts of communicative tasks you mostly tend to use while teaching English language?

11. Do you think that these tasks are sufficient in order to optimize the level of Communication among your students?

12. Do you think that time allocated to tasks is enough to practice the target language?

13. Which type communicative strategies you mostly apply? And which one of those strategies your students prefer to rely on? Why?

Section Four Students' attitudes towards Communicative Competence Through Communicative Tasks

14. Do you think that English students do not perform well in communicative tasks because the lack of motivation or because they lack the competence? Why?

15. Do you take their feelings into consideration when inviting them to speak?

16. Do you provide your students with feedback? If yes, what type of it? Say why please**?**

17. It is said that communicative tasks are considered as effective tools for improving students' communicative competence? What do you think?

الملخص

تتناول الرسالة الحالية دراسة مواقف المتعلمين من تطوير الكفاءة التواصلية عبر استخدام المهام التواصلية في الأقسامالأجنبية. وقد لوحظ أن العامل الأساسي الذي يعيق الطلاب في تحقيق الكفاءة التواصلية هو مواقفهم السلبية اتجاهها، ويرجع ذلك إلى عدم التعرض للغة المستهدفة.حيث يتعذر على العديد من الطلاب التواصل بنجاح في اللغة المستهدفة كما يفعلون في لغتهم الأولى.ويرجع هذا أساسا إلى الأهمية الكبيرة التي يعطيها المعلمون لتدريس التطابقات النحوية بدلا من التواصلية.وهذا يعني أن نقص الكفاءة وسوء أداء الطلاب يوضح أنهم يحتاجون إلى ممارسة اللغة بشكل متكرر داخل و خارج القسم من اجل تلبية احتياجاتهم التواصلية.تنص الفرضية المعتمدة على أن استخدام المهام التواصلية من شانه أن يعزز الطلاب لتطوير مواقف ايجابية اتجاه الكفاءة التواصلية.وفيما يتعلق بالسياق نفسه،فقد اعتمدنا في دراستنا هذه على أدوات التحقيق الوصفية والتي تتمثل في الاستبيان الذي خصص لطلاب السنة الثانية بقسم اللغات الأجنبية بالمركز الجامعي عبد الحفيظ بوصوف ميلة،أما الأداة الثانية فتتمثل في المقابلة و التي خصصت للأساتذة في نفس الجامعة.وكنتيجة لذاك فقد تم الإلمام ببعض الإجابات والاقتراحات من كل من الطلاب و الأساتذة و التي تبدو ذات أهمية وقيمة كبيرة في تحقيق هدفنا.و بناءا على النتايج المتبناة فان غالبية المستجبين يعكسون مواقف الطلاب التي تثبت أن استخدام النهج القائم على المهام يؤدي بالفعل إلى تعزيز كفاءات الطلاب ،وأكدوا أيضا أن المهام اللغوية توفر للمتعلمين ممارسة مناسبة للتعبير عن المعنى و التفاعل بفعالية.جميع النتائج المجمعة توضح أن الطلاب لديهم مواقف ايجابية اتجاه فعالية مهام التواصل في تطوير مواقف ايجابية تجاه الكفاءة التواصلية.من ناحية أخرى تظهر البيانات التي تم الحصول عليها أن المدرسين اجمعوا على أهمية المهام اللغوية في تعزيز الطلاب في تطوير المواقف الايجابية نحو الكفاءة التواصلية.