

**DEVELOPMENT AND VALIDATION OF A COMMUNICATIVE LANGUAGE
TEACHING PROGRAM FOR FILIPINO COLLEGE STUDENTS**

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ABSTRACT

This study deals with the development and validation of a program in communicative language teaching (CLT) that integrated task- and content-based approaches in teaching oral communication. It is therefore a hybrid program that also highlighted viewing literacy and transcoding as macro-skills that can promote oral proficiency. It was proposed and developed primarily to improve communicative competence in English of second language learners in Philippine tertiary institutions. Needs assessment was conducted to contextualize the design of the program. Extensive reviews of literature identified effective practices that may bear on program design and implementation. Focus group discussions were convened and perceptions on CLT approaches were surveyed from students and teachers as inputs to program design and as descriptors of program outputs. A pre-experimental descriptive study using a single group pretest–posttest design was conducted to validate the effectiveness of the proposed program. A short-term tryout was undertaken using 40 college students in an English course offered in a provincial private university in the Philippines. Pre- and posttest measures of oral proficiency were gathered by multiple raters using self-designed rubrics and audio-visual recordings of classroom sessions before and after the implementation of the CLT program. The CLT program that was developed and presented in this paper thus featured, among others, innovative classroom activities such as interactive and collaborative games, dyads and group discussions, and film viewing. These were undertaken across three major communicative exercises: impromptu, extemporaneous speech, and debate. All activities were contextualized within practical situations using contemporary content that students and teachers can relate to. Pre-post comparisons showed significant gains in oral proficiency levels after the tryout. The proposed program may thus be deemed effective if not promising in terms of attaining the program objective. Recommendations for program improvement and further research and evaluation were likewise forwarded.

Keyword: communicative language teaching, communicative competence, oral proficiency, ESL, second language

Introduction

One of the most important goals of learning English among second language learners is to communicate or to be able to convey meaningful and purposeful messages. The challenge for an English language teacher is how to prepare learners develop their communicative competence. The English teacher must be critical enough in selecting new classroom techniques and activities to address the needs of the learners (Richards, 2006). There is an enduring need to develop stimulating language teaching materials, quality

language teaching, and appropriate methodology. It is therefore one of the major responsibilities of the teacher to produce interesting, engaging, and authentic classroom interactions that will capture the needs and interests of the learners.

In a provincial private university in the Philippines; teachers, administrators, and other stakeholders expressed similar aspiration in developing competent learners who can spontaneously express themselves and utilize appropriate language skills in various situations inside and outside the classroom. The university offers an English subject course that is designed supposedly to develop the students' confidence, speaking proficiency, and fluency. The subject course program will equip the students with the tools necessary in improving their oral language skills such as accent, intonation, proper pronunciation, and articulation of English sounds. Moreover, the course also aims to effectively engage the students in conversational English through interactive oral tasks provided by an e-learning laboratory. Finally, the course is seen as a good enhancer of spoken language skills needed for success in meeting academic and professional demands in the future.

Apparently, the subject demands for a good teaching methodology and a set of language teaching materials that will properly address the demands of the course. However, in practice, the teachers of the subject seemed to neglect the goals stated in the syllabus. Currently, the teachers still conveniently make use of the conventional method in teaching. The rigid routine drills in accent, pronunciation, and intonation are still being observed. Students are required to spend some time in the e-learning laboratory to practice and mimic the recorded sounds produced by the native speaker. Inside the classroom, the teacher is still the authoritative figure. Students rely on the structured lecture of the teacher.

Objective

Despite attempts to produce a communicative syllabus, the existing course program failed to deliver genuinely communicative instruction. If the teachers really desire to produce students who can communicate competently in the English language, teachers should reinvent strategies and be more creative in presenting their lessons. This study aims to address the inadequacy of English teaching programs for Filipino college students in terms of effective communicative teaching practices and resources.

This study sought to develop and validate a communicative language teaching program (CLTP) for the university that will address the needs of the learners through integrated task- and content-based approaches in teaching oral communication.

The study specifically addressed the following research questions:

1. What are the features of a CLTP that can effectively enhance the communicative competence in English of Filipino second language learners?
2. Is there a significant difference in the oral proficiency skills of the learners before and after conducting the CLTP?

Theoretical Framework

Communicative language teaching (CLT) refers to both procedure and purpose in classroom learning. The main theoretical concept in communicative language teaching is communicative competence. According to Savignon (1991), to be communicatively competent, one needs to include not only grammatical competence, but also pragmatic competence. Educators as well as linguists have acknowledged the limitations of audio-lingual methodology and the conventional four-skill model of language that learners have in the classroom. There is general acceptance of the complexity and interrelatedness of skills in both written and spoken communication and of the need for learners to have the

experience of communication, to participate in the negotiation of meaning. CLT offers a new view on how to turn the classroom into a dynamic and productive environment. Communicative language teaching has become a term for methods and curricula that supports both the purposes and the processes of classroom learning (Savignon, 1991). Educators have articulated their desire to respond to the call for materials and programs in order to meet the learners' communicative needs.

Other developments in CLT brought about other principles like task-based and content-based language teaching. Ellis (2003) specifically states that in order to promote real communication, teachers must provide communicative tasks or activities that are engaging. He discloses three main criteria to be considered when planning communicative tasks, namely, (1) primary focus in meaning must be emphasized; (2) students have the opportunity to choose the linguistic and non-linguistic resources needed to complete the task; and (3) the task should lead to real-world processes of language use (Ellis 2003, cited in Hardwood, 2010).

Nunan (2004) has his own definition of pedagogical task as follows:

“A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form” (p4).

He believes that pedagogical tasks entail communicative language use in which the user of the language focuses more on the meaning and less on the grammatical form. At this time, learning is no longer seen simply as a process of habit formation. Learners are now considered active participants in the classroom, where their participation in the learning process is seen as a valuable experience.

Another approach in the second language teaching is content-based instruction (CBI). This approach allows the teacher to organize the content or information that the student will acquire; the focus is on the subject or topic that the learners need to learn or communicate through language (Richards & Rodgers, 2001). Teachers give priority to meaning in language rather than on the language used to convey it. Moreover, Duff (in Celce-Murcia, 2014), asserts that the fusion of task-based and content-based teaching methods assist the learners in acquiring genuine language practice and better understanding of the learning contexts they are in through world-related topics such as housing issues, immigration problems, and understanding other cultures that are embedded in the learning content.

Like CLT, task-based teaching and content-based teaching also highlight communication where an ideal subject matter for second language learning is neither grammar nor function, but about task and content. To implement these theories in a classroom, a teacher acts as a facilitator and initiator of activities, since CLT promotes a student-centred method in which students are seen as more responsible managers of their own learning.

Conceptual Framework

Premised on the above theories, the conceptual framework of the CLT program that was developed in this study is illustrated in Figure 1. It should be noted that the validation of the program referred to in this study is also based on the same diagram. The diagram illustrates the relationship between the communicative language teaching program (CLTP) and oral communication skills. The CLTP was developed primarily for teachers and students of Ateneo de Naga University (ADNU), a private provincial university in the Philippines. The ADNU CLTP is a task-based program that focused more

on the communicative function, rather than on the structure of spoken language. This is expected to significantly promote the students' oral proficiency levels. This expectation was validated through a pre- and post-assessment of oral proficiency before and after implementing the CLTP.

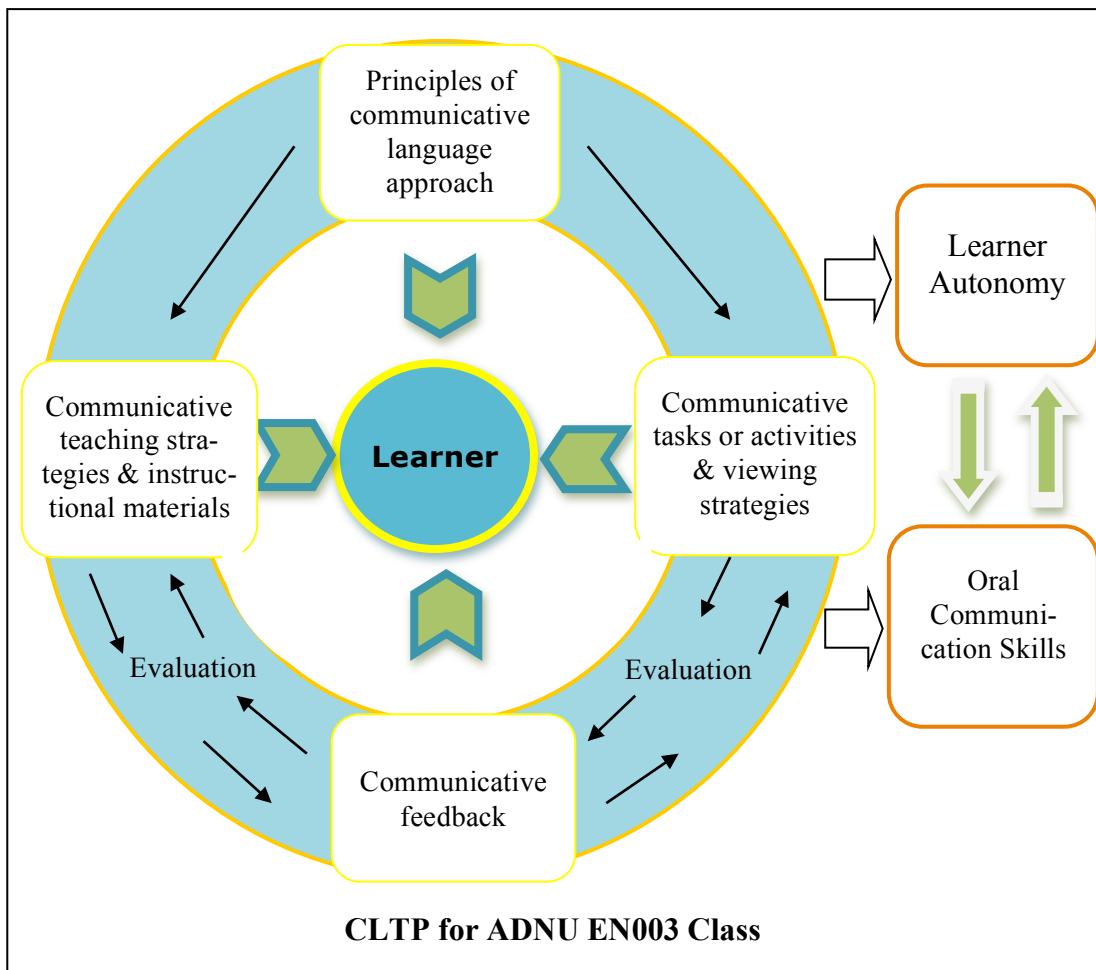


Figure 1: Conceptual Framework of the ADNU CLTP

For two (2) months, the CLTP was integrated in the curriculum of the Oral Communication with Conversation Workshop (EN003) of ADNU's Department of Literature and Language Studies. The research subjects were students of the EN003 class. This is composed of 30 – 40 junior and senior college students from different colleges and course programs (i.e., Business and Accountancy, Arts and Sciences, Nursing, Education, Computer Studies, and Engineering).

Three lesson outlines were developed and used during the try-out. Each lesson contains viewing activity and communicative task-based and collaborative activities. These are interactive tasks that generated ample speaking opportunities for the learners to use the English language freely and independently. A qualified language teacher was oriented on the principles of communicative language approach, communicative teaching strategies, and CLT instructional materials that were used in the CLTP.

Viewing is an additional instructional technique that was incorporated in the CLTP. Bamford (2003) claimed that viewing can enable the learner to discriminate images. It also allows the learner to process images that he/she sees. Hence, viewing can

develop learners' ability to analyze and make judgment. Viewing is an integral part of the CLTP. It was integrated in every topic that the learners engaged in.

Communicative tasks were utilized by the teacher in presenting the lessons. Nunan (1991) declares that communicative task is considered as a valuable building block in the development of language curricula. He further states that communicative tasks intend to link classroom language learning with language activation outside the classroom using authentic text that enhances the learner's own personal experience.

Review of Related Literature and Studies

In designing the CLTP for ADNU, references have been made to several literature that were considered in identifying the most appropriate features of an effective CLTP. Theories on communicative competence, concepts that underpin effective CLT practices, as well as indicators of oral communication skills bear heavily on the design of the ADNU CLTP.

Communicative competence

Communicative competence is a term in [linguistics](#) which refers to a language user's grammatical knowledge of [syntax](#), [morphology](#), [phonology](#) and the like, as well as social knowledge about how and when to use utterances appropriately. Hymes (1974, cited in Lee, 2006) coined and used this term "communicative competence" to represent the ability of the learner in using the language in a social context by observing sociolinguistic norms of appropriateness. He defined communicative competence not only as inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations.

Canale and Swain (1980, in Celce-Murcia, et. al., 2014) similarly defined linguistic competence in terms of grammatical, sociolinguistic, and strategic competencies. They have a broader view of grammatical competence as comprehension of [morphology](#) and [syntax](#), the use of [vocabulary](#) and its mechanics, including [pronunciation](#) and [intonation](#). Canale (1983) added discourse competence that refers to cohesion and coherence, or the ability of the learner to apply the formal aspects of a language coherently in order to produce a comprehensible message.

[Sociolinguistic](#) competence is the ability of the learner to utilize the formal knowledge in the social context. Strategic competence is the capacity of the learner to successfully express his intention without relying much to the grammatical aspect of the language and yet was able to express his thoughts and intentions successfully. Berns (1990) expresses similar concept when he describes the concept of strategic competence as the ability of the person to compensate for limited knowledge of the grammatical and sociological rules. According to Brown (1994), it is the way in which students manipulate the language in order to achieve their aims despite their inadequacy in linguistic rules or knowledge.

According to Richards (2006), a learner possesses communicative competence if he knows how to utilize the language in various situations and purposes. The learner is therefore capable of adjusting to the needs of the participants and of the setting. He can confidently determine when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication. Furthermore having a good understanding on how to produce and comprehend different types of texts such as narratives, reports, interviews, and conversations make the learner competent in using the language in a dynamic way.

Four broad domains of skill which make up a person's communicative competence were identified by Littlewood (1981). These include the flexibility and spontaneity of

language use, the ability to master both the linguistic and communicative forms, the ability to develop skills and strategies in giving responses or judgments and perform language repair when the need arises; and the awareness of the social meaning of the language to avoid potentially offensive discourse.

Communicative language teaching

Littlewood (1981) believes that communicative language teaching takes place if the teacher successfully prepares the learner to develop his structural knowledge of the language and employ it to communicate his intended meanings efficiently in different communicative events by providing him ample and varied learning materials and enough exposure to communicative activities.

The same view was articulated by Widdowson (2001) when he claimed that students find it difficult to learn a language when they are faced with set of linguistic skills that are outside their real communicative context and without a real communicative purpose. Apparently, learner's own experiences have a great role in developing one's linguistic skills. Teachers only need to make various materials available to learners. Sufficient exposure to communicative activities will also play a great role in understanding and appreciating the process of language learning.

The basic need of children to socially interact with others is a strong motivator of language acquisition (Vygotsky, 1978 in Bonvillain, 2008, p.248). Teachers must thus see the relevance of integrating meaningful interactive activities in their lessons that reflect activities happening in the real world. Providing learners with ample opportunities to use the language themselves for communicative purposes might greatly boost their skills in interacting with friends, classmates, teachers or even to a stranger who speaks the same language.

According to Nunan (2004), learning is no longer a process of habit formation. Learning is intentional and deliberate need to know the rules, process the rules, and finally apply the rules. Supplying learners with appropriate and relevant opportunities to deploy grammatical knowledge offer great opportunities for them to produce meaningful communication. Teachers need to transform the classroom into an environment that will highly motivate students to communicate.

Lee and VanPatten (2003) declared that communicative language teaching can take place in the classroom if the students effectively make use of their listening skill for comprehension, reading skill for input as well as content, writing skill for thinking, organizing and later editing; lastly, speaking skill for using the language to acquire and use information. Gutierrez (2004) also emphasized that effective teaching involves making students see the practicality and applicability to the outside world, of what they had been taught in the classroom. It is therefore the duty of the teacher to draw out the schema of interests, knowledge, and skills of the students and make use of them in classroom interaction.

Oral communication skills

Oral proficiency is the ability to communicate verbally in a functional and accurate way. However, when the learner is able to apply his linguistic knowledge to new context and situations, the learner possesses a high degree of oral proficiency (Omaggio, 1986, in Stein, 1999). By making the classroom an interactional environment, where learners can freely discuss their daily experiences or observations, the teacher is giving the learners more chances of engaging in cooperative communication activities. Some useful and meaningful communicative activities that can develop oral proficiency are the following: jigsaw task, information-gap activity, and role play. Giving students enough reasons to

interact with their classmates or to anyone inside and outside the classroom is a great time for them to develop their oral language skills naturally.

Swanson and Nolde (2010) explained that learners tend to be less spontaneous in the English language because of some affective barriers, such as anxiety and nervousness, that hinder them to naturally express their ideas. Swanson and Nolde suggested that the affective aspect should be lowered. As Krashen (1982) explained in his Affective Filter Theory, learners seemed to be reserved and hesitant to participate if the teacher implements strict rules. On the other hand, students are encouraged to be part of the discussion if the teacher is pleasant and less rigid in carrying out the lesson. Therefore, the teacher plays an important role in setting an encouraging atmosphere for the learners to be motivated to mingle and interact with their classmates.

Methodology

Needs assessment was conducted to contextualize the design of the CLTP. An extensive review of related literature was conducted to identify effective and culturally-appropriate CLT practices and resources that bear on program design and program implementation. Focus group discussions were convened and perceptions on CLT approaches were surveyed from students and teachers as inputs to program design and as descriptors of program outputs.

A pre-experimental descriptive study using a single group pretest–posttest design was conducted to validate the effectiveness of the proposed program. A short-term tryout was undertaken using 40 college students in an English course offered in a provincial private university in the Philippines. Pre- and posttest measures of oral proficiency were gathered by multiple raters using self-designed rubrics and audio-visual recordings of classroom sessions before and after the implementation of the CLT program.

Participants of the study

This study was undertaken using an intact class section of students in Ateneo de Naga University (ADNU). ADNU is a Catholic university, established in 1940 in Naga City, province of Camarines Sur by the Jesuits (or the religious order Society of Jesus). Its main campus offers higher education courses in six colleges (Business and Accountancy, Arts and Sciences, Nursing, Education, Computer Studies, and Engineering) whereas its basic education program (Kindergarten to Grade 12 levels) is offered in a separate campus located at the outskirts of Naga City.

English is the medium of instruction in all of the above academic programs, except in few subject areas (mostly in the basic education program) that are mandated to be taught in Filipino or in the mother tongue by the government. In the tertiary level, the general education courses that make up the core program for all six colleges of the university include at least nine units for three English subjects, namely: EN001 – Study and Thinking Skills, EN002 – Writing in the Discipline, and EN003 – Oral Communication with Conversation Workshop.

The EN003 oral communication class tends to be the most difficult among the ADNU students, primarily because of the predominant influence of the local dialect. For two (2) months, the CLTP was integrated in the curriculum EN003. This study is thus an attempt to raise the level of effectiveness of the EN003 subject in terms of attaining its program objectives and promoting students' involvement in learning tasks and their appreciation of their learning progress.

An intact class section of students was selected among five class sections of the ENGS003 during the first semester of SY2015-2016 in ADNU. This class section served

as the sample group of respondents in this study. This is composed of 30 junior and senior college students of course programs from the six different colleges of ADNU.

One classroom teacher from the Department of Literature and Language Studies of the College of Arts and Sciences was tapped to handle the EN003 class where the proposed CLT program will be applied. She is known to the researcher as highly qualified, relatively young and receptive to innovative teaching methods yet passionate and dedicated to the universal ideals of the teaching profession. She has been teaching in ADNU for the last five years, and in four of these five years, she has been regularly handling several EN003 classes. She is an AB English graduate with a masters degree in English Language Studies – both degrees obtained from ADNU. She was thoroughly oriented with the inputs, processes, and outputs of the CLTP. She was also briefed on how the study will be conducted, especially on the data gathering tools and procedures. She likewise expressed her consent to audio-video recording of her classroom teaching sessions.

The above teacher-participant also acted as one of the raters in this study. Two other raters were assigned assess oral proficiency of the student samples before and after the two-month CLTP using a self-developed scoring rubric. Comments of raters on the self-developed rubric were also solicited, evaluated, and considered in the refinement of the rubric. This enhanced the content validity of the rubric. Student ratings shall be assigned by the three raters based on how they evaluate multiple playbacks of audio-video recordings of the actual conduct of the pretest and posttest administration of the oral proficiency tests.

Rubric to assess oral proficiency

A rubric was developed to obtain measures of the oral proficiency levels of the students at the start and at the end of the two-month CLTP embedded in the EN003 curriculum. This served as an observation guide in rating the quality of oral production in terms of five criteria of communicative competence: Fluency, Coherence, Lexical Resource, Linguistic Competence, and Articulation. It should be noted that the CLTP is predominantly task-based by design, thus the outcomes can only be evaluated by observing how the tasks are performed in relation to a prescribed set of criteria that are explicitly described in a rubric. The self-designed rubric can be found in Appendix 1. Other experts and experienced teachers of oral communication in ADNU reviewed and evaluated the appropriateness and usefulness of the descriptors and indicators of oral proficiency to establish content validity of the scoring rubric.

Written permission for audio and video recording of all classroom sessions was requested from all participants (students and teachers involved in the study) and from proper ADNU authorities. The audio-visual recordings were stored as digital files, readily available for review and evaluation. All performance-based assessments of students' oral proficiency using the rubric were accomplished by at least two (2) qualified raters, aside from the teacher, through multiple playbacks of these audio-video recordings.

Results and Discussion

The need for a CLTP in Philippine tertiary education tends to be more compelling as globalization demands a dynamic exchange of information through communication. The use of the English language is the medium of choice in global communication especially among Asian countries like the Philippines. Needs assessment among the student samples showed a generally high degree of awareness on the need to acquire

English proficiency to be able to communicate effectively across different audiences and situations.

The needs assessment results tend to imply that the student-respondents are generally aware of what they need in an effective CLTP. At least 90% or more of the students surveyed are motivated to learn the English language if the materials are varied and are related to real-life situations and/or actual experiences. At least 84% of the student-respondents expressed more confidence in speaking English when teachers give more speaking drills, albeit 83% of them tend to exhibit anxiety or nervousness to speak the English language.

Based on theories of communicative competence and guided by the results of the needs assessment among students, an ADNU CLTP embedded in an oral communication course in English (EN003) was designed across three communicative exercises, namely: impromptu, extemporaneous, and classroom debate. These are described in the succeeding sections.

Impromptu

Impromptu speaking is an on-the-spot speaking activity. A video clip of an advertisement highlighting fun activities was shown to the class. After viewing the video clip, individual students were asked to rate the advertisement. They are then asked to write their justification for assigning certain score to the said advertisement. Some volunteers shared their explanation in front of the class.

For the group discussion activity, various photos and postcards depicting enjoyable activities were posted on the board. The class was then divided into teams of four to five members. All teams were given 10 minutes to generate words, ideas, or descriptions that served as caption of the chosen photograph or postcard. The teacher monitored the discussion in each team. She encouraged all members to participate in the discussion.

A representative from each team then discussed the team's caption of the chosen photograph. The teacher acknowledged the answers of the students and then asked the team to explain how they were able to spontaneously elicit bright ideas on the spot. At this time, students were now fully aware that the spontaneous discussion is a good venue for the impromptu speaking activity. A short discussion of the steps on how to conduct impromptu speaking activity was also presented to the class.

For evaluation of the activity, the teacher asked additional questions. This time it was an individual impromptu speaking activity. Each student randomly picked a question and was given two minutes to provide a substantial answer or explanation. A rubric for impromptu speaking was presented by the teacher before the impromptu speaking activity was conducted. Sample impromptu questions dealt on topics which are familiar to the students such as questions on family, his/her hometown, or the current weather situation.

Not only the teacher, but also the student rated his/her performance. Each student accomplished a self-evaluation form. The teacher also provided a general feedback on each student's performance. The teacher further provided her own objective feedback using a rubric for impromptu speaking.

For the reinforcement of learning, individual students created his/her doodle log. They made their daily log by scribbling the highlight of their every day experience. Every meeting, before starting the discussion, the teacher called on two to three students to share their doodle log entry.

Extemporaneous

In contrast to impromptu, extemporaneous is a speaking activity with preparations. A short video clip on the 2016 election was shown to the class. After the viewing activity,

the class was divided into small teams of four to five members. The groups were given five minutes to analyze the content of the video. Each team was asked to present comments about the video clip. The answers of the students were acknowledged by the teacher. She informed the class that by providing analytical details and substantial information, the class was able to perform an extemporaneous speaking activity. A brief discussion on extemporaneous speaking activity was facilitated by the teacher.

For the evaluation of the students' skills in extemporaneous speaking, each student randomly chose a question and given two minutes to prepare an extemporaneous speech. After two minutes, the student was asked to deliver a three-minute extemporaneous speech on his/her substantial but concise response to the chosen question. The choice of questions is related to current national issues which the students are relatively familiar with.

The student also self-rated his/her performance by accomplishing a self-evaluation form. The teacher also provided a general feedback on each student's performance. The teacher further provided her own objective feedback using a rubric for impromptu speaking.

For the reinforcement of learning, individual students were required to create a time line of the local news that happened in their town. Each entry should contain a short discussion or analysis of the event. On the next meeting, volunteers presented and discussed the content of their timeline.

Classroom Debate

Debate in the classroom is a communicative exercise that also enhances the critical thinking skills of students as they probe and critique national social issues. To set the mood for debate a preliminary exercise in the form of a card game was initiated by the teacher. The class was divided into six teams. A survival game using playing cards called Shipwrecked was introduced to all teams. This classical survival game is about 10 shipwrecked people. Two of them must leave the ship within 30 minutes, or the ship will sink. A set of 10 playing cards containing the descriptions of the 10 people on the ship was given to each team. The members of each team deliberated on who will be sacrificed. After 10 minutes of deliberation, a representative from each team reported to the class their decision. The reporter also revealed to the class the negotiation tactics that his/her members used to persuade others to accept his/her argument.

The main activity on debate in the classroom started with a video clip of a parliamentary debate. After watching the video clip, the class identified the different roles of the speakers, both the affirmative side and the opposition side. Based on the video clip the students also explained the purpose and the procedure of the debate.

To reinforcing the activity, each team picked one issue from the pool of topics that are generally deemed familiar and relevant to the students. The members of the team then wrote on the possible arguments that they can formulate. The team also identified the possible loopholes of the topic and generated potential solutions to counter-arguments. Topics for random selection includes after school jobs for students, schools banning YouTube site in the campus, banning of animal testing, penalizing people who do not recycle used materials, and banning teacher-student contact in social media.

For feedback and evaluation of student performance, the teacher served as the adjudicator. A thorough discussion of the debate's result was presented to the class. The students were also encouraged to provide feedback by accomplishing both the peer and self-evaluation forms.

Validation of the CLTP

To validate the effect of the CLTP on the oral proficiency levels of the students, an oral proficiency test was administered before and after the CLTP was conducted as part of the EN003 course of ADNU. Table 1 shows how average ratings of three raters on each of the five criteria of oral proficiency differed from pretest to posttest.

Table 1

Comparison of pretest and posttest ratings of oral proficiency skills (N=35 students)

Criteria	Pretest		Posttest		Mean Diff.	t value	p
	Mean	SD	Mean	SD			
Fluency	2.695	0.407	2.848	0.460	0.152	1.959	0.058
Coherence	2.733	0.434	2.800	0.444	0.067	1.020	0.315
Lexical resource	2.543	0.421	2.809	0.398	0.267	3.635	0.001**
Linguistic competence	2.638	0.453	2.743	0.505	0.105	1.642	0.110
Articulation	2.867	0.414	2.800	0.519	-0.067	0.880	0.385
Oral Proficiency	2.683	0.360	2.807	0.405	0.125	2.569	0.015*

*significant difference ($p \leq .05$)

**highly significant difference ($p \leq .01$)

Table 1 shows a significant gain in the overall oral proficiency. In terms of specific dimensions of oral proficiency, there tends to be a highly significant improvement in lexical resource. Significant improvement may also be slightly evident in the English fluency of the students after undergoing the CLTP.

Limitations of the study

The CLTP that was integrated in the EN003 course for a two-month try out was limited to only three communicative activities, namely; impromptu, extemporaneous, and debate. The entire CLTP that was developed for the whole semester of EN003 contains three other communicative exercises that were not part of this study. These are oral presentation, oration, and oral voice production.

The whole CLTP designed for ADNU also includes formative evaluation procedures after each communicative exercise. Due to time constraints, the formative tests were not conducted even for only the three exercises that were tried out. The results of the formative assessments would have contributed significantly to the fine tuning of the program components as well as to the overall gain in oral proficiency of the sample students.

The integration of viewing activities in this CLTP, as a springboard to actual oral communication tasks stands out as an innovative approach to developing the students' communicative competence. This CLTP's approach to developing viewing or transcoding abilities of the students to further enhance oral communication tends to make this study different from other studies on the CLT approach.

Conclusion

The lesson plans drawn for the three communicative exercises of impromptu, extemporaneous, and debate are supported by different theories of communicative competence. The learning design of the lessons conforms to the demands of both task- and content-based language teaching. There are sufficient interactive activities in all the communicative exercises that can draw and elicit motivation to learn the language either

independently or in collaboration with peers. Content is also in accordance to CLT practice in as much as the topics are real-life situations and mostly deal with issues that are relatively familiar to the learners.

Significant gains in oral proficiency after the short-term conduct of the CLTP augur a positive effect of the program in terms of promoting communicative competence. Recommendations for future research and improvements in procedures, particularly fine-tuning of instructions and timing of activities are in order.

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APPENDIX 1
SCORING RUBRIC FOR ORAL PROFICIENCY TEST (OPT)

FLUENCY			
4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> Speaks fluently <input type="checkbox"/> Unhesitant and effortless in expressing one's ideas <input type="checkbox"/> Uninterrupted flow of ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks easily with occasional pauses or interruptions 	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks with difficulty <input type="checkbox"/> Hesitant and uneasy in talking 	<ul style="list-style-type: none"> <input type="checkbox"/> Cannot express ideas <input type="checkbox"/> Uses gestures or signs instead
COHERENCE			
4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> Speaks clearly & logically <input type="checkbox"/> Uses cohesive devices appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Spoken discourse is comprehensible <input type="checkbox"/> Minor lapses in the use of cohesive devices <input type="checkbox"/> Partially develops the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Ideas are present but presented in a vague manner <input type="checkbox"/> Did not fully discuss the topics 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to connect ideas effectively, thus very few topics
LEXICAL RESOURCE			
4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> Skilfully uses precise vocabulary in all topics <input type="checkbox"/> Utilizes varied vocabulary <input type="checkbox"/> Produces effective spoken discourse using idiomatic language naturally 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses good vocabulary <input type="checkbox"/> Produces comprehensible words but some words and/or expressions were repeated several times 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses simple vocabulary <input type="checkbox"/> Produces comprehensible words but some words and/or expressions were repeated many times 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Incomprehensible words
LINGUISTIC COMPETENCE			
4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> Creates effective and appropriate spoken discourse <input type="checkbox"/> Uses varied and purposeful sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes use of correct sentences with minor slips <input type="checkbox"/> Sentences are simple 	<ul style="list-style-type: none"> <input type="checkbox"/> Produces unrelated sentences <input type="checkbox"/> Some sentences are hard to understand 	<ul style="list-style-type: none"> <input type="checkbox"/> Sentences are totally problematic and cannot be understood
ARTICULATION			
4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> Enunciates the words clearly and concisely <input type="checkbox"/> Pronounces words that can easily be understood <input type="checkbox"/> Speaks in a well modulated voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks clearly but some words are imprecise <input type="checkbox"/> Pronounces words that are understandable <input type="checkbox"/> Speaks in a modulated voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Stammers and unable to express words clearly <input type="checkbox"/> Speaks in a soft voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Incomprehensible utterance of words