

ABSTRACT

This research is specifically concerned with the incidence of the Communicative Approach on the level of the Speaking Skill development in students of first year of education.

This work makes a comparison between two groups of students a Control Group which received English with the traditional method and an Experimental Group in which the Communicative Approach was applied.

First, it presents a brief description of the school, its history and facilities. Then, information about Communicative Approach, its origins, role of the teacher, and principles, the Speaking Skill, and its development, and finally all the work done with the Experimental Group using Communicative Approach techniques and activities. Communicative Approach let students learn the language through activities related with daily life events that made students participate orally and in a relaxed way. This way students built their knowledge because they were living what they were learning. The Control Group maintained its traditional methodology.

Data for this research were collected through a pre-test to assess the level of English in the students from both groups before the application of Communicative Approach and a post test at the end of the work.

The results from the pre-tests showed that both groups started with a same level of English. After the post-test it is shown that Communicative Approach has a positive incidence on the speaking skill. The information contained in this work is written using language easy to understand so it is a helpful tool for ESL teachers who want to work with Communicative Approach in their classrooms.

Key Words

Communicative Approach

Linguistic Skill

Language Development

Task Based Activities

Language Functions