

The effect of communicative activities on Libyan secondary school students' speaking performance in Malaysia

ABSTRACT

This study was conducted to investigate whether implementing communicative activities, in particular information gap and language games, in Libyan secondary schools affect students' speaking performance. A quasi-experimental, nonequivalent, pre-test-post-test design was conducted on 42 first year Libyan secondary school students in a private Libyan international school in Malaysia. Eight different information gap and language game activities based on communicative language teaching (CLT) principles were implemented for 15-20 minutes during eight sessions. The results from the paired sample t-test indicated that there was a significant difference between the pre-test compared to the posttest. Students' speaking performance improved after implementing the communicative activities in the classroom. However, the results from the independent sample-test illustrate differences in mean scores between male and female students, which are in favour of female students. Nevertheless, the differences between genders were not statistically different.

Keyword: Communicative Language Teaching (CLT); Communicative activities; Speaking performance; Information gap; Language games