

AN EVALUATION OF ORAL COMMUNICATIVE ACTIVITIES: A CASE STUDY OF LIFE PRE-INTERMEDIATE TEXTBOOK

Abdulrahman Mustafa Abdulrahman Aldirdiri

Mohamed Mutasim Mohamed Ali

Faculty of Science & Arts , University of Jeddah
Box: 315, Khulais 21921, Saudi Arabia

ABSTRACT: *The present study investigated the oral communicative activities provided by Life Pre-intermediate textbook assigned for the students at the preparatory year, University of Jeddah, Saudi Arabia. It attempted to find out whether these activities are communicative or not. In addition, it attempted to find out whether the Life Pre-intermediate textbook provided a variety of oral communicative activities. Utilizing a content analysis tool, the study has mainly concluded that the oral communicative activities provided by the Life Pre-intermediate textbook are largely not communicative, and to a great extent did not provide a variety of oral communicative activities. Based on the findings of the present study, the researchers recommended avoiding furnishing the communicative activities, provided by Life Pre-intermediate textbook, with extended examples to provide choice, creating information gap in some other activities. In addition, it recommended giving more emphasis to games, problem solving, and information transfer activities.*

KEY WORDS: communicative, information gap, choice, feedback

INTRODUCTION

English language is an international language, and nearly spoken all over the world. It is regarded as the first instrument of communication among the majority of people in the world. By learning English, a wide door is opened for learners to know a lot about the world culture, and exchange experiences and ideas in several aspects of life.

Nowadays, learning English language is a challenge for people all over the world. Factors such as teachers, methods of teaching, teaching aids, syllabuses, and learners, among other factors have their role in the process of teaching and learning. In this respect, the syllabuses adopted to develop learners' language proficiency in different parts of the world, have a deep effect on the process of learning and teaching in general.

In Saudi Arabia and in reaction to the global economic slowdown and oil prices collapse, a plan, vision 2030, has been put into action for far-reaching economic, educational and other reforms. The main aim of this plan has been to innovate and diversify the economy of the Saudi Arabia, and education in general, and English in particular has a great role to play in this plan. According to the Saudi vision 2030, culture, arts and heritage should be innovated and developed. Besides, new fields such

as cinema, theater, sports and other cultural fields should be considered to play a role as an instrument of communication between people inside and outside Saudi Arabia, and to contribute to the new economy of the country. Accordingly, teaching English language should be investigated to find out the weak and strong aspects of it.

In respect of the Saudi vision 2030, the English Language Institute, University of Jeddah, which founded in 2010 to enhance the university output by providing students with knowledge and skills to develop their English, adopted new syllabuses for teaching English at the preparatory year, Life Series. Speaking about Life Pre-intermediate textbook, this newly adopted syllabuses, which teach reading, writing, listening, speaking, grammar and vocabulary, intended to develop students English to level B1 according to the Common European Framework of Reference. According to this level, students should maintain conversation.

Taking the above into consideration, the researchers in the present study will investigate the newly adopted syllabus, Life Series, by the English Language Institute, University of Jeddah, to find whether they are conducive to developing students' Oral Communicative Competence.

Statement of the Problem

It has been noticed that the fresh students at the English Language Institute, University of Jeddah have great motivation to develop their skills and knowledge in English language, particularly their oral communicative competence. A new syllabus, Life Series, has been adopted by the English Language Institute, University of Jeddah to achieve the university strategic goal by providing students with what necessary to communicate independently and develop their English language four skills. The new syllabus designed for the English Language Institute, University of Jeddah, Life Series, covers the levels: A2, B1, and B2 according to the Common European Framework of Reference. Therefore, the different books and aspects of the Life Series need to be investigated to find out whether they are conducive to developing the students' English language as prescribed by the experts in the field. Accordingly, the present study will focus on one aspect and one level. The present study will focus on the Life Pre-intermediate textbook, which intends to develop students' English language to level B1 according to the Common European Framework of Reference. According to this level, students should maintain a conversation.

The present study will investigate the oral communicative activities provided by Life Pre-intermediate textbook to find out whether they have the features of the oral communicative activities as prescribed by ELT experts, and whether the textbook provides a variety of oral communicative activities.

Objectives of the Study

This study will attempt to realize the following objectives:

1. To find out whether the oral communicative activities provided by the Life Pre-intermediate textbook are of good quality as prescribed by the experts in the field.

2. To find out whether the oral communicative activities provided by the Life Pre-intermediate textbook are of different variety as prescribed by the experts in the field.
3. To provide some recommendations that will be useful for developing students' oral communicative competence.

The Research Questions

The present study will raise the following questions:

1. To what extent, are the oral communicative activities, provided by the Life Pre-intermediate textbook, communicative as prescribed by the experts in the field?
2. To what extent, does the Life Pre-intermediate textbook provide a variety of oral communicative activities?

Hypotheses of the Study

The present study will hypothesize the following:

1. The oral communicative activities provided by the Life Pre-intermediate textbook are not communicative.
2. The Life Pre-intermediate textbook does not provide a variety of oral communicative activities.

Significance of the Study

The present study will help in the following:

1. The findings of the present study will help teachers by drawing their attention to quality and variety of the oral communicative activities.
2. The syllabus designers will benefit much from this study, and it will help them on designing quality oral communicative activities.
3. The present study will be of great benefit to syllabus designers by drawing their attention to the importance of providing a variety of oral communicative activities.
4. This study will be of great asset to the Saudi vision 2030, as it will shed some light on one aspect that is related to developing English language in the country.

Delimitation of the Study:

The present study will be limited to the English language syllabus adopted to teach English language for the preparatory year students at the English Language Institute, University of Jeddah in the academic year 2020. Specifically, it will be limited to the Life Pre-intermediate textbook. It will investigate only the oral communicative activities provided by the Life Pre-intermediate textbook to find whether they are communicative and of different types.

THEORETICAL FRAMEWORK

Features of communicative activities

The Communicative Approach has made a dramatic change in teaching methodology. The boring mechanical exercise types which were so common in the past have virtually disappeared, to be replaced by splendid variety of exciting and engaging practice activities (Swan:1985:2). These changes in types of syllabuses, materials and methodology incorporating the communicative' label are often widely different. This suggests that the term communicative has no clearly understood and received meaning when applied to language teaching; rather it is used to cover a variety of approaches. The question which teachers often ask is "what is the Communicative Approach?", but the question needs to be asked is, "in what way x approach is a communicative one?" (Ellis:1982:73). This concept of the widespread false communicative methodology which is held by some people is commented on by Harmer (1982:165) when he says:

"Everything is 'communicative' these days. Published courses almost exclusively advertise themselves as being the latest in 'communicative methodology', and as having 'communication' as their main aim."

Based on what discussed above, there is a need to question the "communicativeness" of books, activities, procedures and techniques to make sure that it is not just a mere language content that holds this label. Actually, activities are the main part within the syllabuses and methodology that can be assessed by the criteria or features of communicativeness. Linguists have clarified what communicative activity is according to the following features. When these features are found in any activity, this activity is likely to be communicative (figure 1):

Information gap

The first feature of communicative activity is information gap. In real life, communication takes place between two (or more) people, one of whom knows something that is unknown to the other(s). The purpose of communication is to bridge this information gap. Accordingly, in classroom terms, information gap activity means that one student must be in a position to tell another something that the second student does not already know. If two students are looking at the same pictures of street scene and one says to the other "where is the dog?" when he knows that the dog is sitting outside the post-office because he can see it as clearly as his fellow-student can, then this is not communicative. Actually, there is no information gap in this case. On the other hand, if one student has the picture of the street scene and the other has a similar picture with some features missing, then the same question becomes real, meaningful-and communicative.

Information gap is an extremely ingredient in a communicative activity because it provides the element of unpredictability. For one reason or another students or people do not know how their partners or other students are going to react to what they say or do. In other words, a speaker normally has a communicative purpose that a listener is

interested in discovering what that purpose is. However, even if our listener has some idea about the purpose, he must listen in order to be sure.

The concept of information gap is related to the notion of doubt and the absence of this element of doubt in language teaching makes it non-communicative. The conventional technique of "commentary" (telling a story from pictures, retelling it after the teacher, describing actions taking place in the classroom) provides useful structural practice, but do not involve communication due to the lack of doubt, and not communicative. In comparison, activities that operate by providing information to some and withholding it from others can be considered communicative. A shining example of these activities are activities that showing out-of-focus slides, which the students attempt to identify or providing incomplete plans, and diagrams, which students have to complete by asking for information (Morrow:1981:62-63).

The concept of information gap has been reiterated in other words by Harmer (1983:44). He clarified that focusing on the output stage with an emphasis on communication, it can be said that whatever activity, the students are involved in, if it is to be genuinely communicative, and if it is really promoting language use, the students should have a *desire* to communicate.

In addition, the concept of information gap has been involved in the expression *real situation* (Xiaoju:1984: 2-3). It has been explained that the real situation or role must be real for the students when they are acting as interpreters of meeting or negotiation, reading, summarizing, translating news or reports, or technical literature.

Feedback

Another feature of a communicative activity is feedback. When two speakers take part in an interaction, there is normally an aim of some kind in their minds. In real life, one person speaks to another because he wishes, e.g. to invite him, to complain to him, to threaten him or reassure him, and this aim will be in his mind all the time he is speaking. What he says to the other person will be designed to reach that aim, and what the other person says to him will be evaluated in terms of that aim. In other words, what you say to somebody depends not only on what just said to you, but also on what you want to get out of the conversation (Morrow:1981:62-63).

In other words, it can be said that the student should have some kind of communicative purpose (Harmer: 1983:44). They should be using language in some way to achieve an objective and this objective (or *purpose*) should be the most important part of the communication. If the students do have a purpose of this kind then their attention should be centered on the content of what is being said or written and not the language form that being used.

The concept of feedback has been also expressed also in the term purpose (Xiaoju: 1984: 2-3). He explained that for an activity to be communicative there must be a purpose. When people ask questions, it is because they do not know the answer; when they speak or write, it is because they have something to say; and when they listen or read, they do it to get information or ideas. In other words, there is a need and a purpose

for communication and something to be communicated. This purpose is what give rise to communication in real life.

Choice

Another crucial feature of communication is that the participants have choice, in terms of what they will say, and more particularly, how they will say it. The speaker must choose not only what ideas he wants to express at a given time, but also what linguistic forms are appropriate to express them within severe time pressure. A similar problem confronts the listener. The choice, which is open for the speaker means that there is a doubt in the listener's mind about what is to come next. This means that an exercise, where speaker and listener are controlled in their language use by the teacher, fails to practise this aspect of communication (Morrow:1981:62-63).

This means the students, however, will have to deal with a variety of language (either receptively or productively) rather than just one grammatical construction. While the students are engaged in the communicative activities, the teacher should not intervene. By "intervening", we mean telling students that they are making mistakes, insisting on accuracy and asking for repetition, etc. This would undermine the communicative purpose of the activity. The teacher may, of course, be involved in the activity as a participant, and will also be watching and listening very carefully in order to be able to conduct feedback. In other words, it could be said that one of the characteristics of communicative activities is that there is no material control. By restricting the students' options, the materials are denying the language variety, a characteristic, which is vital for real communication (Harmer: 1983:44).

In another phrase, it could be said that in real life when people are asked a question, they always have the freedom to answer as they choose. There is always an element of unpredictability. In many language textbooks, however, when students are called upon to answer questions, they are often instructed to give only affirmative or negative, or full or short answers. Even in so-called "conversation practice," students often simply recite a pre-written dialogue or utter sentences according to some prescribed pattern. There is no freedom, no choice, and no predictability. This kind of practice is not communicative, since communication involves freedom and unpredictability (Xiaoju: 1984: 2-3).

To summarize the features of communicative activities, it can be stated firmly that information gap is the most crucial element. This element is also expressed in the terms *desire* and *real situation*. However, what Morrow contributed in this regard remains unprecedented. The second feature is feedback, or an aim, or a communicative purpose in the interlocutors' mind when they communicate. This purpose should be executed by the end of communication. The third features of communicative activities is choice, or variety of language or freedom to choose. This means that the interlocutors have choice on the language to use, and there is no restriction or intervention from the teachers or material control. When we find these three features in any activity, it can be considered communicative.

Morrow	Harmer	Xiaoju
Information gap	Desire	Real situation
Feedback	Communicative purpose	Purpose
Choice	Variety of language	Freedom to choose

. Figure 1: Features of communicative activities

Types of Communicative Activities

The literature of teaching English as a foreign language provides many helpful communicative activities, but it rarely considers the full range of the possible communicative activities. The types of communicative activities are countless, but the sources and approaches to communicative activities might be categorized into the following categories:

The conduct of the language class

The conduct of the language class forms an excellent opportunity for communication. This is when instructions and the rubrics of exercises given by the teacher are always in the target language. It was recognized that these instructions and general classroom management helped to create a second language ambience in the classroom and opportunity for authentic communication (Stern :1992:189). Students' aim in the language classroom most of the time is to get a passing grade, and when they have something important to be said, it is said in the first language (Kalivoda 1972b, cited in Chastain:1976:302). To avoid this situation and make the classroom a place where the target language is used for real communication, some of the possible uses of English in the classroom such as greetings and farewell, instructions, feedback and chat are suggested (Davies: 2000:6). Many of these instructions recur naturally, class after class. They can quickly become routines for the learners, just as they would learn common interaction as if they were living in an English-speaking country.

Topics arising from learners' personal life

Topics that arise from the learners' personal life are very important to learners. Learners are bound up with his first language. Therefore, any use of the target language involves some experiences to be expressed in that language. There is no single inventory of topics that can be offered as universally applicable. Typically, learners provide information about themselves and enquire or receive information about the target language interlocutor on topics such as personal background, daily life, schooling, family, personal interests and activities, professional activities and personal beliefs (Stern: 1992:191).

Classroom communicative activities

Classroom cannot recreate the full impact of life in a natural environment, nevertheless it provides some of its characteristics, and this is what communicative activities attempt to do. They attempt to provide opportunities for relatively realistic language use. The learners' attention when doing a communicative activity should be on a task, problem, activity, and not on a language particular point (Stern: 1992:195). The specialists in the field have proposed a wide range of such activities. Roleplay, information transfer,

problem solving, jigsaw activities, informal talk tasks, and games are just few examples of these activities.

METHODOLOGY OF THE STUDY

Content analysis method

Content analysis is a research method used to analyze content scientifically and avoid personal judgment or impression. It is used generally to analyze the content of books, records, or art works. The content analysis should be carried according to pre-set categories. The success of the content analysis depends on the accurate definition of the analysis categories which should be comprehensive, clear and avoid generality. The researcher should throw light on the content frequency to give eventually a definite scientific description for the content under investigation (Abedat: 1986:173)

The present study focused on the oral communicative activities provided by the Life Pre-intermediate textbook. An analysis to check the communicativeness, and whether the Life Pre-intermediate textbook provided a variety of the oral communicative activities was one of the objectives of the present study. Therefore, the content analysis method was utilized.

Content analysis tool

The researchers devised a content analysis tool, which took the shape of a form to collect data from the Life Pre-intermediate textbook. The researchers depended mainly on the features that characterize the communicative activities which provided by Morrow (1981:62), who explains that any activity without them is not communicative, to form the main categories of this tool. These features include *information gap*, *choice* and *feedback* (for more details see 2.1). The following part will give details of the analysis categories that were used in this content analysis tool:

No.: the number, which an activity takes in the tool according to its appearance order in the book.

Activity: any work that the designers of the Life Pre-intermediate textbook assign to develop the students' oral communicative competence.

Unit\section\ exercise: the main sections, which into the designers of the Life Pre-intermediate textbook divided the book. Actually, the Life Pre-intermediate textbook consists of twelve units and each unit consisted of eight sections. Exercises are given numbers and sometimes letters beside.

Page: the page number in which an activity exists in the Life Pre-intermediate textbook.

Information gap: information gap is something known to someone, but the other does not know it, and the person who has the information does not know how the other is going to react to what he says.

Choice: means participants have choice on what they will say and how they will say it.

Feedback: the fulfillment of the aim that the speakers put in their minds when they start their communication.

Evaluation: an evaluation of the activities will be given in this section according to the existence of the three features (*information gap*, *choice* and *feedback*) in that activity or absence of at least one of these three features.

Validity

Checking the validity of the content analysis tool, a preliminary copy of it submitted to some colleagues in the field of TEFL to comment on it. This process resulted in slight changes. Some categories and words were added.

Reliability

To check the reliability of the content analysis tool, a sample (the Life Pre-intermediate textbook Unit 1) of what the tool was going to be used for, was specified and inserted into the tool by the researchers. Then, the same sample was fed into the tool by a colleague, who has experience in teaching English through the Life Pre-intermediate textbook. Then, the researchers used Spss Cohen's Kappa coefficient to check the reliability of the content analysis tool. Cohen's kappa measures the agreement between the evaluations of two raters when both are rating the same object. The range of possible values of Kappa is usually ranges between 0 and 1. A value of 1 indicates perfect agreement. A value of 0 indicates that agreement is no better than chance (Stemler: 2001:6). After feeding the work of the two raters, the value of Kappa turned out to be 0.70, which was substantial for the present study.

Table No. (1): Cohen's Kappa coefficient

Approx. Sig.	Approx. T(b)	Asymp. Std. Error(a)	Value		
.000	4.006	.125	.696	Kappa	Measure of Agreement
			33	N of Valid Cases	

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis.

The sample

All the oral communicative activities that were supposed to be communicative in the Life Pre-intermediate textbook were included in the sample. Mostly, these were the activities that were intended to generate oral product. Usually, these activities shows up in the beginning of the sections, reading, or after listening and watching, or at the end of each section.

Procedures

For collecting data from the Life Pre-intermediate textbook, the researchers designed a content analysis tool to check the communicativeness and variety of the oral communicative activities provided by the Life Pre-intermediate textbook. The symbols (+) and (-) were used in this tool. The use of (+) indicated the existence of a criterion (*information gap, choice or feedback*) and the use of (-) indicated the absence of a criterion in the communicative activity. In addition, the symbols (C) and (U) were used in the tool. The use of (C) indicated "communicative activity" and the use of (U) indicated "uncommunicative activity." When there were three (+)s the activity was marked with (C), and when there were less than three (+)s, the activity was marked with (U).

The researchers followed all the oral communicative activities that are supposed to be communicative in the Life Pre-intermediate textbook. These activities were categorized into communicative or uncommunicative according to the existence or absence of the three features that stated by Morrow (1981:65) (for more details see 2.1). Besides, the same tool was used to check the variety of the oral communicative activities in the Life Pre-intermediate textbook. The researchers coded the tool with the data taken from the Life Pre-intermediate textbook, before carrying out an analysis,

METHOD OF DATA ANALYSIS

The researchers followed all the supposed oral communicative activities provided by the Life Pre-intermediate textbook, and fed the content analysis tool with data. Then an evaluation was made and each activity gained three (+)s was evaluated as communicative, and any activity that lost at least one of the three (+)s was evaluated as uncommunicative. Then these activities evaluations were coded and inserted into the SPSS 15. Communicative activities coded as 1 and uncommunicative as 0. Frequency and percentage of communicative and uncommunicative activities were drawn.

The data drawn by the content analysis tool was also used for checking the variety of the oral communicative activities provided by the Life Pre-intermediate textbook. This data was converted into numbers. Any activity that asked students to ask or answer questions was categorized as ask and answer, and coded as number 1, and any activity that asked students to discuss questions, ideas, opinions..etc., were categorized as discussion and took number 2. In addition, any activity in which students should participate in any sort of games were labelled as game and were and inserted as number 3, and any activity that instructed student to transfer information were categorized as transfer information took number 4. Besides, Those activities that inquired students to give directions, invite, interview, practice conversation or meeting..etc., were labelled as roleplay and coded as 5. Moreover, the activities that asked students to tell the class, a partner, a group, a story, present, explain, report, advice, describe..etc., were named oral presentation and coded as 6. Finally, the activities that inquired students to find out a solution or explain puzzles, riddles were categorized as problem solving and inserted as 7. Then the data inserted into the SPSS 15, and results were drawn in frequency and percentage.

The results yielded from this data analysis were tabulated for making comparison and discussion easy. Moreover, discussion was carried out in relation to the hypotheses of the study.

ANALYSIS AND DISCUSSION

For the present study, a content analysis tool was devised and used to analyze the oral communicative activities provided by the Life Pre-intermediate textbook. The aim of this analysis was to check whether they contain the three features that characterize the oral communicative activities, and whether the Life Pre-intermediate textbook provided a variety of oral communicative activities. The data drawn from the content analysis tool was presented, discussed and then the two hypotheses forwarded by the study were tested.

Hypothesis (1):

The oral communicative activities provided by the Life Pre-intermediate textbook are not communicative.

For checking the availability of the three features that characterize the communicative activities and using a content analysis tool, the researchers followed all the activities that were supposed to be oral communicative activities in the Life Pre-intermediate textbook. These activities were mostly at the beginning of the units or section, reading, after listening or at the end of the sections. These activities are supposed to provide oral practice to what have been introduced before or what is coming later. Then, the researchers fed the content analysis tool with the data. The activities in which the three features existed, categorized as communicative activities, and activities in which at least one of the three features did not exist categorized as uncommunicative activities. Then, data yielded from this analysis were coded into the SPSS. Results were drawn in frequency and percentage. The following provides details for this analysis.

The result of the analysis of the oral communicative activities revealed that 59.4% of the supposed oral communicative activities provided by the Life Pre-intermediate textbook were communicative compared with 40.6%, which were uncommunicative (table No.2).

Table No. (2): Oral communicative activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Communicative	126	59.4	59.4	59.4
Uncommunicative	86	40.6	40.6	100.0
Total	212	100.0	100.0	

The analysis showed that most of the opener activities and some other activities were not communicative because they provided, in most cases, a photo, which is seen by all

students, which made the existence of information gap missing. In addition, in some other activities, extended examples were provided to show the students how to do the activities. However, these extended examples provided to the students were harmful to the element of choice, an essential element for oral communicative activities. Moreover, some ask and answer, discussion, or oral presentation activities stripped off the activity from the element of choice by forcing students to use certain words or expressions in their answer. Furthermore, it has been noticed that in most cases students were asked to listen to the same listening, and then asked to fill in gaps or tables and share ideas. This was not communicative, due to the lack of information gap, since students were listening to the same listening.

The results of the analysis carried out by the content analysis tool, to check the communicativeness of the oral communicative activities provided by the Life Pre-intermediate textbook, made obvious that the oral communicative activities provided by the Life Pre-intermediate textbook were nearly communicative since only 59.4% of these activities had the three features that characterize the oral communicative activities. Based on this, the hypothesis (*The oral communicative activities provided by the Life Pre-intermediate textbook are not communicative*) is accepted.

Hypothesis (2):

The Life Pre-intermediate textbook does not provide a variety of oral communicative activities

As one of the main objectives of the present study was to check whether the Life Pre-intermediate textbook provided a variety of oral communicative activities or not, the researchers made use of the data collected by the content analysis tool to categorize the oral communicative activities into seven categories. These were *Ask and answer, discussion, game, transfer information, roleplay, oral presentation, and problem solving*. Then, this data was converted into numbers (for more details see 2.2), and inserted into the SPSS 15. Then the data was processed and results were drawn in frequency and percentage.

The analysis of the oral communicative activities provided by the Life Pre-intermediate textbook, using the content analysis tool, showed that 48.6.1% of these activities were ask and answer, and 25.0% of these activities were oral presentation. In addition, the analysis made clear that 15.1% of the oral communicative activities provided by the Life Pre-intermediate textbook were discussion activities, and 8.0% of them were roleplay activities. Besides, it was apparent that 1.9% of the oral communicative activities provided by the Life Pre-intermediate textbook were games, and 0.9% of these activities were problem-solving activities. Finally, the analysis showed that only 0.5% of these activities were transfer information activities (table No.3).

Table No. (3): variety of the oral communicative activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ask and answer	103	48.6	48.6	48.6
Discussion	32	15.1	15.1	63.7
Game	4	1.9	1.9	65.6
Information transfer	1	.5	.5	66.0
Roleplay	17	8.0	8.0	74.1
Oral Presentation	53	25.0	25.0	99.1
Problem solving	2	.9	.9	100.0
Total	212	100.0	100.0	

The analysis of the oral communicative activities provided by the Life Pre-intermediate textbook, to check whether it provided a variety of oral communicative activities or not, made clear that nearly half (48.6%) of the oral communicative activities provided were Ask and answer activities. In the same line, it was found out that 25% of these activities were oral presentation, and 15.1% were discussion activities. This means that three types of activities consisted 88.7% of all the oral communicative activities provided by the Life Pre-intermediate textbook. On the contrary, roleplay (8%), game (1.9%), problem solving (0.9) and information transfer (0.5%) consisted only 11.3% of all the oral communicative activities provided by the Life Pre-intermediate textbook.

The above analysis showed that three types of activities (Ask and answer, discussion and oral presentation) took a great proportion of the oral communicative activities provided by the Life Pre-intermediate textbook, while the other four activities such as problem solving and games, roleplay, problem solving and information transfer were represented in a small percentage. This indicated that the oral communicative activities provided by the Life Pre-intermediate textbook, were not distributed consistently and consequently indicated that the Life Pre-intermediate textbook did not provide a variety of oral communicative activities. Based on this, the hypothesis (*the Life Pre-Intermediate book does not provide a variety of oral communicative activities*) is accepted.

CONCLUSION

It could be concluded that the oral communicative activities provided by the Life Pre-intermediate textbook were nearly communicative since only 59.4% of these activities had the three features that characterize the oral communicative activities. Based on this, it could be concluded that the oral communicative activities provided by the Life Pre-intermediate textbook were, largely, not communicative. In addition, the analysis showed that three types of activities took a great proportion of the oral communicative activities provided by the the Life Pre-intermediate textbook, while the rest of the activities were represented in a small percentage. This indicated that the oral communicative activities provided by the Life Pre-intermediate textbook, were not

distributed consistently, and consequently indicated that the Life Pre-intermediate textbook did not provide a variety of oral communicative activities. Based on these findings, the researchers recommended avoiding extended examples in the activities to provide choice, and enriching opener activities with different photos to provide information gap. In addition, different listening exercises should be assigned for different groups of students to provide information gap. Moreover, games, problem solving activities and information transfer activities should be given more emphasis since they are likely to have a wide appeal for young students.

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