

A Program Based on the Constructivist Approach and its Effectiveness in Developing EFL Preparatory Stage Pupils' Communicative Competence

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Abstract

The present study aimed at preparing a program based on the constructivist approach and measuring its effectiveness in developing EFL communicative competence among (30) preparatory pupils. It used the one group pre and post experimental design. Results showed that the pupils' EFL oral and written communicative competence skills have been developed as a result of using the program. It recommended that curriculum designers should take into consideration the oral and written communicative competence skills and teachers should be trained on how to use the constructivist approach based programs in their teaching.

Key words: Constructivism, Constructivist Approach, EFL Oral Communicative Competence Skills, EFL Written Communicative Competence Skills.

1. Introduction

English language is considered as one of the global languages which millions of people all over the world speak. It helps the learners in different fields to acquire various sciences. Crystal (2003, p. 30) illustrated that this language has penetrated deeply into the international domains of political life, business, communication, media and education. It serves global human relations and needs which are appreciated by millions. Lin & Chien (2010, p. 1) mentioned that during the 3rd millennium of speedily globalized world, teaching English as a communication tool has become even more important than two decades ago. Moreover, teaching English became a professional and academic field and many studies have been conducted in order to raise knowledge of the English teachers as well as the foreign language teachers.

Brno (2017, p. 7) stated that English is considered as one of the most important international languages and its knowledge is usually taken as an advantage, especially when it comes to job opportunities. Consequently, much attention focuses on developing communicative skills. In another context, El-Koumy (2002, p. 119) indicated that although speaking and writing are different in some aspects, they share each other in some sub skills such as word recognition, grammar, phonics and spelling. They are different in expressions to convey information because the speaker conveys meaning in speaking by using the sound phonemic system but in writing uses the print or graphemic system.

Demonstrating variables of this study, there are two variables: communicative competence as a dependent variable and the constructivist approach as an independent one. The first part starts with communicative competence besides its two forms: oral and written communicative competence. Then, the second one refers to constructivism and the constructivist approach.

Communicative Competence

In 1972, communicative competence was used for the first time by Hymes who defined it as a necessary grammatical competence in various communicative situations (as cited in Brno, 2017, p. 13). Also, in explaining the empirical research on communicative competence, it is based on three models of communicative competence: Canale and Swain model, Bachman and Palmer model and description of components of communicative language competence

in the Common European Framework of Reference for Languages which focuses on learning, teaching and assessment (Tuan, 2017, p. 105).

Furthermore, Richards and Schmidt (2010, p. 99) illustrated that there are four components of communicative competence which includes:

- **Grammatical competence.** It refers to knowledge of the grammar, vocabulary, phonology, and semantics of a language.
- **Sociolinguistic competence.** It means knowledge of the relationship between language and its nonlinguistic context, knowing how to use requests, apologies, thanks, and invitations.
- **Discourse competence.** It focuses on knowing how to begin and end conversations through speech events, cohesion and coherence.
- **Strategic competence.** It means knowledge of communication strategies that can compensate for weakness in other areas.

After mentioning the communicative competence, The following discussion will present the two forms of communicative competence (oral and written in full detail. Oral communicative competence skills are one of the productive language skills which have an important nature in helping the learners to have some abilities to communicate with others effectively. Ruetz (1997, p. 29) illustrated that oral communicative competence is important in learning process because it enables the learners to understand well, get and give information and ask accurate questions. It also enhances relations to solve problems and give suitable answers besides improving vocabularies and using senses of speech.

It is important for teachers to use different activities to let them acquire knowledge and speak correctly. Dendrinis (2015, p. 23) referred to different activities used for developing oral communicative competence skills including free and guided role-plays, discussion, debates, simulations and dialogues. Also, Rahman (2010, p. 7) identified some oral communicative competence skills:

- Phonological forms to develop conversation skills of intonation and stress in addition to using question tags and oral language idioms.
- Starting and finishing conversations such as introductions, greetings, opinions, explanations, interruptions and clarifications.
- Agreement, disagreement, complaints and apologies.

In another context, Sparks, Song, Brantley and Liu (2014, p. 45) indicated that written communication is considered as one of the most important learning outcomes as writing allows the learners to have reflective ideas with others, improve skills and increase the social interaction. Also, Eckstut (n.d., p. 5) referred to some writing activities including describing things, people, and places, asking for information, writing directions and writing instructions. These activities enable students to integrate the language that they have practiced in its oral form into their writing. Also, writing tasks are designed to improve certain skills such as ordering ideas, connecting sentences, using devices, and writing logical paragraphs.

Jaitly et al. (2007, p. 264) identified the most familiar and practical methods of achieving written communication while writing documents. These methods are: Particularization, illustration, comparison and contrast, statistics, classification and analogy. So, Hermanto (2008, p. 189) illustrated that written communicative competence aims at writing a good message through some criteria and skills as follows: Purpose and clarity, organization, specificity and evidence in addition to usage, mechanic and grammar.

On the other hand, explaining the independent variable comes in the second class. Before demonstrating this approach, it must be demonstrated the constructivism theory because the constructivist approach is one of implications of this theory.

Constructivism

Richards and Schmidt (2010, p. 123) defined constructivism as the social and educational philosophy based on the beliefs that knowledge is actively constructed by the learners. Booyse (2010, p. 37) showed the origin and nature of the constructivism theory which lies in many variations such as active learning (Piaget and Vygotsky, 1978), discovery learning (Bruner, 1983) and knowledge building (Feuerstein, 1988). The views of these theorists focused on making learners build their own knowledge. Moreover, Jones and Araje (2002, Vygotsky's Social Constructivists Theory of Learning, para. 7, p. 3) mentioned that Lev Vygotsky was considered as the father of social constructivist theory, stated principles of this theory which includes reciprocal teaching and peer collaboration and followed the work of John Piaget who attributed in the roots of constructivism.

The Constructivist Approach

This approach is one of constructivism theory implications. Semerci and Batdi (2015, p. 172) illustrated that the constructivist approach involves reconstructing knowledge and having a positive impact on learners' success. So, Kaya (2013, p. 3) illustrated that this approach in learning a foreign language has been receiving a great deal of attention over the last years due to its tenets in language learning environment. According to Ayaz and Şekerci (2015, p. 144), this approach allows a different perspective on education and evaluation activities by measuring knowledge and skills of the cognitive level with multiple choice, short answer quizzes, project work, portfolio, checklists, performance evaluation and self-assessment. Hence, Suneetha (2014, pp. 1-2) showed that the learners construct their own learning through relevant learning activities and the teacher's job is to create a learning environment that supports the appropriate learning activities to achieve the desired learning outcomes.

In another context, constructivist theory suggests that social interaction plays a positive role in knowledge construction. In teaching communication, teachers can organize students to carry out collaborative during activities such as role-playing through situation and goals, role-playing through debate and discussion besides simulation activities (Liu & Zhang, 2014, p. 138). As cited in Gruba and Sùndergaard (2001, pp. 206, 207), the social constructivist view has served as the basis for other learning innovations to integrate between the constructivist approach and communication skills through some principles. These principles are: Integrating authentic activity within a complex learning environment, emphasizing social negotiation as integral to learning, multiple modes of representation and keep instruction relevant to the student's needs.

Based on the importance of communicative competence and the role of constructivist approach as an interactive approach, the purpose of this study is to prepare a program based on the constructivist approach and measure its effectiveness in developing EFL communicative competence (oral and written) among the first grade preparatory stage students.

2. Context of the Problem

From the researcher's experience as a teacher of English, contact with some professors and teachers who asserted the importance of developing

communicative competence, it can be concluded that there is a lack in these skills among different levels and specifically among basic education stage pupils. In addition, students have weakness in components of communicative competence including grammatical competence, sociolinguistic competence and discourse competence.

Due to the importance of EFL communicative competence for EFL students, some previous Egyptian studies dealt with it and revealed the lack of these skills such as Helwa (2013), Tohomey (2016) and Abdelfattah (2017). They agreed that there is a lack in the current Egyptian English language teaching programs since they are not concerned with providing learners with opportunities to develop their communicative competence correctly. Moreover, previous research has shown that students who received learning through the constructivist approach and programs based on constructivism surpassed students who received traditional ones.

Furthermore, in order to identify the problem of this study, the researcher conducted a pilot study (Appendix A) on (30) pupils at the first grade of preparatory stage. Pupils were tested using an EFL communicative competence test through three questions. These questions measured grammatical competence through phonological, lexical and structural competence and word building skills through correcting spelling, confusing words and some grammatical rules. It also tested the sociolinguistic and discourse competences by using a dialogue and an e-mail. The result of the pilot study indicated that pupils face problematic matters in their EFL communicative competence.

3. Statement of the Problem

The problem of this study focuses on the low level of the first grade preparatory stage pupils in EFL communicative competence. So, the present study aims at preparing a program based on the constructivist approach and measuring its effectiveness in developing EFL communicative competence among these pupils. To investigate this problem, this study attempts to answer the main question:

What are the features of a program based on the constructivist approach and its effectiveness in developing EFL communicative competence (oral and written) among the first grade preparatory stage pupils?

From the previous question, the following questions can emerge:

- 1- What are the EFL oral and written communicative competences required for the first grade preparatory stage pupils?
- 2- What are the theoretical bases of the program based on the constructivist approach for developing the EFL communicative competence among the first grade preparatory stage pupils?
- 3- What is the effectiveness of the program based on the constructivist approach in developing the EFL communicative competence among the first grade preparatory stage pupils?

4. Definitions of the Study

1. Communicative Competence

Tarvin (2014, p. 2) defined the communicative competence as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions. The researcher defines the communicative competence operationally as the ability of the first grade preparatory stage pupils to use oral and written skills to communicate whether in speaking or writing.

2. Constructivism

Gatt (2003, p. 1) refers to constructivism as the belief of the necessity for every human being to put together thoughts, interpretations and explanations that are personal to themselves in making sense of his or her experiences and situations. Moreover, Delia (n.d., p. 98) defines constructivism as a communication theory that seeks to explain individual differences in people's ability to communicate skillfully in social situations.

3. Constructivist Approach

Altun and Yücel-Toy (2015, p. 255) referred to the approach as the formation of knowledge based on the student's creation of ideas, arrival at knowledge as a result of his own study and construction of this knowledge through experiencing, searching, questioning, and discovering and the formation of knowledge based on prior learning. The researcher defines the constructivist approach operationally as a set of bases and principles which allows the first grade preparatory stage pupils to build new knowledge based on the previous one through using effective strategies and methods.

5. Hypotheses of the Study:

(1) The first hypothesis states that "there is a statistically significant difference between the mean scores of the study sample in the pre and post application of the EFL communicative competence skills tests (as a whole) in favor of the post application of the tests."

(2) The second hypothesis states that "there is a statistically significant difference between the mean scores of the study sample in the pre and post application of the EFL oral communicative competence skills test in favor of the post application of the test".

The second hypothesis has four sub-hypotheses:

2.1. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL pronunciation skills in favor of the post assessment.

2.2. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL grammar skills in favor of the post assessment.

2.3. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL vocabulary skills in favor of the post assessment.

2.4. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL interaction skills in favor of the post assessment.

(3) The third hypothesis states that "there is a statistically significant difference between the mean scores of the study sample in the pre and post application of the EFL written communicative competence skills test in favor of the post application of the test".

The third hypothesis has five sub-hypotheses:

3.1. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL word recognition skills in favor of the post assessment.

3.2. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL vocabulary skills in favor of the post assessment.

3.3. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL grammatical and structural skills in favor of the post assessment.

3.4. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL mechanics skills in favor of the post assessment.

3.5. There is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL content and organization skills in favor of the post assessment.

6. Design of the Study:

The present study aims at preparing a program based on the constructivist approach and measuring its effectiveness in developing EFL communicative competence among (30) pupils selected as the study sample from first grade preparatory stage pupils. It used the one group pre and post experimental design.

1. Procedures of the Study:

To answer the questions of the study, the following procedures were followed:

1.1. Identifying the EFL oral and written communicative competence skills required for the first grade preparatory stage pupils through:

- Reviewing literature and previous studies besides preparing lists related to EFL oral and written communicative competence skills required for the first grade preparatory stage pupils.
- Submitting the lists to a panel of jury members and modifying them according to the jury members' suggestions.

1.2. Identifying the features and theoretical bases of the program based on the constructivist approach for developing EFL communicative competence:

- Reviewing literature and studies related to constructivism, the constructivist approach and EFL oral and written communicative competence skills.
- Determining the objectives and content of the program.
- Determining the procedures, strategies and methods of implementing the program.
- Determining the evaluation instruments of the program.

1.3. Identifying the effectiveness of using the program based on the constructivist approach in developing EFL communicative competence:

- Preparing EFL oral and written communicative competence skills tests to be used as pre- post tests and rubrics to correct them.

- Submitting the instruments to a panel of jury members to verify its validity and modifying them according to the jury members' suggestions.
- Identifying a sample of first grade preparatory stage pupils (the experimental group) and applying the tests to the study sample as pre-tests.
- Administering the program to the study sample. Then, administering the EFL oral and written communicative competence post- tests.
- Collecting data and statistically analyzing them and interpreting findings.
- Recommendations and suggestions.

2. Instruments of the Study

The following instruments of the study were prepared by the researcher as follows:

- An EFL oral communicative competence skills list and a written one.
- An EFL oral communicative competence skills test and another written one (used as pre-post tests) and rubrics to correct them.

The following section refers to a description of the instruments in the study.

➤ EFL oral and written communicative competence skills lists and tests

2.1. Purposes of the EFL oral and written communicative competence skills lists and tests

The purposes of the lists are to identify the oral and written communicative competence skills required for first grade preparatory stage pupils. Also, these tests were designed to be used as pre-post tests so as to measure the effectiveness of using a program based on the constructivist approach in developing EFL communicative competence among the study sample.

2.2. Validity of the EFL oral and written communicative competence skills lists and tests.

The EFL oral and written communicative competence skills lists and tests were submitted to a panel of jury members in curriculum and methods of teaching EFL to identify its validity. After modifying the lists and tests according to the jury members' opinions, they were put in the final draft.

2.3. Description of the EFL oral and written communicative competence skills tests and rubrics:

The EFL oral communicative competence skills test consisted of four questions measuring one or more EFL oral communicative competence skills including: Pronunciation skills, grammar skills, vocabulary skills and interaction skills. The EFL written communicative competence skills test

consisted of three questions measuring one or more EFL written communicative competence skills including: Word recognition skills, grammatical and structural skills, vocabulary skills, mechanics skills besides content and organization skills. The two rubrics used for scoring these tests implied four scoring guide including: 1 = not competent, 2 = minimally competent, 3 = competent and 4 = highly competent.

3. The constructivist Approach Based Program:

3.1. Sources used for designing the constructivist approach based program:

This program included skills, tests, some videos, texts and hand outs which were derived from the following sources: Ahammed (2012); Daraheem (2020); Helwa (2013); Mustadi (2012); Peterson (2003); Penn, Ross, & Pelteret (2019); State Council of Higher Education for Virginia (2006) & Shanmugavelu (2020). **Websites:**

- bbclearningenglish.com
- www.loveenglish.org
- www.grammarly.com
- www.englishgrammarhere.com

3.2. Description of the constructivist approach based program:

Content of the program:

The content of the constructivist approach based program consisted of nineteen sessions. The program started with a framework of the constructivist approach based program. It also illustrated descriptions, objectives, skills and sources of this program. Then, it demonstrated an introduction about the program and the instructional aims required for the sample of the study. After that, the instructional sessions were introduced by using PowerPoint presentations, hand outs, video aids and data projector. Also, printed tests were used after every session through implementing the constructivist approach based program.

The EFL oral communicative competence included:

- 1- Pronunciation skills** include pronouncing (Voiced and voiceless consonant sounds - Short and long vowel sounds and diphthongs).
- 2- Grammar skills** include producing (Types of pronouns - Can and can not - Present simple tense and adverbs of frequency - Present continuous tense - Past simple tense - Should and should not - Countable and uncountable nouns).
- 3- Vocabulary skills** include producing (Prefixes and suffixes - Homographs and homophones - Language expressions).

- 4- Interaction skills** include (Talking about the family - Asking and answering about school and timetables - Describing people and talking about likes and dislikes – Describing technology - Describing places - Asking and answering about food).

The EFL written communicative competence included:

- 1- Word recognition skills** include (Realizing the difference between sounds and letters – Writing compound words - Writing contractions, prefixes and suffixes – Writing endings added to verbs).
- 2- Vocabulary skills** include (Writing language expressions and confusing words).
- 3- Grammatical and structural skills** include (Writing sentences using types of pronouns - Differentiating between ('s) and (s')) in writing - Using present simple tense in constructing sentences - Using present continuous tense in writing sentences - Constructing sentences using past simple tense - Writing sentences using can, can not, have got and has got - Using countable and uncountable nouns in writing - Using correct punctuation marks and capitalization rules in writing).
- 4- Mechanics skills** include (Using correct punctuation marks and capitalization rules in writing).
- 5- Content and organization skills** include (Writing accurate introductions and conclusions - Constructing supporting ideas by using connectors and transition words - Writing paragraphs, e- mails and blog posts).

Procedures, models, methods and activities of the program:

Through implementing the program, the researcher used a learning plan based on the 5Es model in the light of the constructivist approach according to five phases: **engagement, exploration, explanation, elaboration, and evaluation** for developing EFL oral communicative competence. Moreover, a learning plan based on the inquiry- based learning method in the light of the constructivist approach was used according to five phases: **asking, investigation, creation, discussion, and reflection** for developing EFL written communicative competence. In addition, pupils at first grade preparatory stage worked in pairs and groups while implementing the program.

Role of the researcher and pupils:

While implementing the program, the researcher was a facilitator inside the classroom. The researcher explained the content of the program by demonstrating objectives and importance of the program. Furthermore, the

researcher engaged learners in activities, guided them and moved from pupil to another through monitoring sessions of the program. On the other hand, pupils were the central point during the program. They asked about the importance of this program. Pupils also asked about the difficult points which they could not understand, how they can answer the tests and the researcher had to interpret and explain these points again.

Evaluation of the constructivist approach based program:

This program included two types of evaluation: formative evaluation and summative evaluation. Formative evaluation was used to evaluate pupils' progress while implementing the program by using quizzes after every session. In addition, by the end of the program, the post EFL oral and written communicative competence skills tests were administered to the study sample.

Implementation of the constructivist approach based program:

- Pre- assessment.

Before implementing the program, the EFL oral and written communicative competence skills tests were administered to the sample of the study to assess their level in oral and written communicative competence skills.

- Administration of the constructivist approach based program.

This program was taught to the sample of the study (N=30) by the researcher. It consisted of nineteen sessions and each session lasted for about 45 minutes. At the beginning of the program, the researcher illustrated the significance of learning oral and written communicative competence skills and what they can gain after participating in this program.

- Post- assessment.

After implementing the program, the EFL oral and written communicative competence skills tests were administered to the sample of the study to assess its effectiveness in developing these skills.

7. Findings of the study:

The findings of the current study are introduced in the light of the hypotheses of the study. The present study used the Statistical Package for Social Sciences (SPSS) to treat data statistically. In order to test these hypotheses, T-test was used. Every table presents the pupils' mean scores, standard deviations, t-values and levels of significance of the study sample in the pre and post assessment.

(1). Findings of the first hypothesis.

Table (1): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL oral and written communicative competence skills tests (as a whole).

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig
<i>EFL oral and written communicative competence skills</i>	Pre	30	1.51	.256	-32.852	29	.000
	Post	30	2.56	.397			

As shown in table (1), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL communicative competence skills tests (as a whole) in favor of the post assessment, where the t-value is (-32.852) which is significant at the (.000) level of significance.

(2). Findings of the second hypothesis.

Table (2): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL oral communicative competence skills test.

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig
<i>EFL oral communicative competence skills</i>	Pre	30	1.50	.276	-21.986	29	.000
	Post	30	2.45	.466			

As shown in table (2), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of the EFL oral communicative competence skills test in favor of the post assessment, where the t-value is (-21.986) which is significant at the (.000) level of significance.

The second hypothesis has four sub- hypotheses:

Table (3): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL pronunciation sub- skills.

EFL pronunciation sub- skills	Measurement	N	Mean	S.D	T-Value	D.F	Sig
voiced and voiceless consonant sounds	Pre	30	2.27	.450	-12.245	29	.000
	Post	30	3.17	.531			
short vowel sounds,	Pre	30	2.07	.450			

long vowel sounds and diphthongs	Post	30	2.93	.691			
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As shown in table (3), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL pronunciation sub- skills in favor of the post assessment, where the t-values are (-12.245) and (-9.355) which are significant at the (.000) level of significance.

Table (4): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL grammar sub- skills.

EFL grammar sub- skills	Measurement	N	Mean	S.D	T- Value	D.F	Sig
Pronouns, can and can not	Pre	30	1.83	.531	-11.366	29	.000
	Post	30	2.77	.568			
present simple tense	Pre	30	1.20	.407	-14.000	29	.000
	Post	30	2.13	.571			
Present continuous tense	Pre	30	1.43	.504	-13.310	29	.000
	Post	30	2.73	.691			
Past simple tense	Pre	30	1.33	.479	-8.930	29	.000
	Post	30	2.07	.740			
Should and should not	Pre	30	1.13	.346	-16.551	29	.000
	Post	30	2.67	.547			
Countable and uncountable nouns	Pre	30	1.73	.450	-12.042	29	.000
	Post	30	2.90	.662			

As shown in table (4), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL grammar sub- skills in favor of the post assessment, where the t-values are (-11.366), (-14.000), (-13.310), (-8.930), (-16.551) and (-12.042) which are significant at the (.000) level of significance.

Table (5): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL vocabulary sub- skills.

EFL vocabulary sub- skills	Measurement	N	Mean	S.D	T- Value	D.F	Sig
Prefixes and suffixes	Pre	30	1.27	.450	-6.279	29	.000
	Post	30	2.00	.743			

Homographs and homophones	Pre	30	1.03	.183	-8.115	29	.000
	Post	30	1.93	.640			
Language expressions	Pre	30	1.10	.305	-7.616	29	.000
	Post	30	1.77	.626			

As shown in table (5), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL vocabulary sub- skills in favor of the post assessment, where the t-values are (-6.279), (-8.115) and (-7.616) which are significant at the (.000) level of significance.

Table (6): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL interaction sub- skills.

EFL interaction sub- skills	Measurement	N	Mean	S.D	T- Value	D.F	Sig
Talking about the family	Pre	30	1.60	.498	-11.547	29	.000
	Post	30	2.63	.490			
Asking and answering about school	Pre	30	1.10	.305	-7.954	29	.000
	Post	30	1.90	.662			
Describing people	Pre	30	1.30	.466	-12.234	29	.000
	Post	30	2.43	.568			
Describing the technology	Pre	30	1.03	.183	-11.366	29	.000
	Post	30	1.97	.490			
Describing places	Pre	30	1.13	.346	-14.748	29	.000
	Post	30	2.13	.507			
Asking and answering about food	Pre	30	1.47	.507	-13.321	29	.000
	Post	30	2.73	.691			

As shown in table (6), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL interaction sub- skills in favor of the post assessment, where the t-values are (-11.547), (-7.954), (-12.234), (-11.366), (-14.748) and (-13.321) which are significant at the (.000) level of significance.

(3). Findings of the third hypothesis.

Table (7): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL written communicative competence skills test.

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig
<i>EFL written communicative competence skills</i>	Pre	30	1.51	.250	-34.959	29	.000
	Post	30	2.67	.372			

As shown in table (7), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of the EFL written communicative competence skills test in favor of the post assessment, where the t-value is (-34.959) which is significant at the (.000) level of significance.

Table (8): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL word recognition sub-skills.

EFL word recognition sub- skills	Measurement	N	Mean	S.D	T-Value	D.F	Sig
Realizing the difference between sounds and letters	Pre	30	2.20	.407	-17.696	29	.000
	Post	30	3.23	.430			
Compound words	Pre	30	1.27	.450	-15.389	29	.000
	Post	30	2.67	.606			
Contractions, prefixes and suffixes	Pre	30	1.17	.379	-17.696	29	.000
	Post	30	2.20	.484			
Endings added to verbs	Pre	30	1.80	.407	-13.403	29	.000
	Post	30	3.03	.556			

As shown in table (8), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL word recognition sub- skills in favor of the post assessment, where the t-values are (-17.696), (-15.389), (-17.696) and (-13.403) which are significant at the (.000) level of significance.

Table (9): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL vocabulary sub- skills.

EFL vocabulary sub- skills	Measurement	N	Mean	S.D	T-Value	D.F	Sig
Language expressions	Pre	30	1.13	.346			

	Post	30	1.90	.607			
Confusing words	Pre	30	1.07	.254	-13.462	29	.000
	Post	30	2.43	.568			

As shown in table (9), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL vocabulary sub- skills in favor of the post assessment, where the t-values are (-7.389) and (-13.462) which are significant at the (.000) level of significance.

Table (10): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL grammatical and structural sub- skills.

EFL grammatical and structural sub- skills	Measurement	N	Mean	S.D	T- Value	D.F	Sig
Pronouns and differentiating between ('s) and (s')	Pre	30	1.87	.571	-15.425	29	.000
	Post	30	3.13	.507			
present simple tense	Pre	30	1.33	.479	-10.428	29	.000
	Post	30	2.33	.547			
Present continuous tense	Pre	30	1.73	.521	-13.403	29	.000
	Post	30	2.97	.490			
Past simple tense	Pre	30	1.30	.466	-9.815	29	.000
	Post	30	2.23	.626			
Can, can not, have got and has got	Pre	30	1.57	.504	-12.794	29	.000
	Post	30	2.53	.571			
Countable and uncountable nouns	Pre	30	1.90	.305	-13.573	29	.000
	Post	30	3.10	.548			

As shown in table (10), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL grammatical and structural sub- skills in favor of the post assessment, where the t-values are (-15.425), (-10.428), (-13.403), (-9.815), (-12.794) and (-13.573) which are significant at the (.000) level of significance.

Table (11): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL mechanics sub- skills.

EFL mechanics sub-skills	Measurement	N	Mean	S.D	T-Value	D.F	Sig
Punctuation marks and capitalization rules	Pre	30	2.07	.365	-19.746	29	.000
	Post	30	3.17	.379			

As shown in table (11), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL mechanics sub- skills in favor of the post assessment, where the t-value is (-19.746) which is significant at the (.000) level of significance.

Table (12): Comparing the performance of the study group in the study sample in the pre and post assessment of the EFL content and organization sub- skills.

EFL content and organization sub-skills	Measurement	N	Mean	S.D	T-Value	D.F	Sig
Writing introductions and conclusions	Pre	30	1.07	.254	-13.310	29	.000
	Post	30	2.37	.556			
Constructing supporting ideas	Pre	30	1.33	.479	-14.355	29	.000
	Post	30	2.83	.531			
Writing paragraphs and e- mails	Pre	30	1.17	.379	-15.272	29	.000
	Post	30	2.53	.507			
Writing blog posts	Pre	30	1.03	.183	-10.933	29	.000
	Post	30	2.33	.661			

As shown in table (12), there is a statistically significant difference between the mean scores of the study sample in the pre and post assessment of EFL content and organization sub- skills in favor of the post assessment, where the t-values are (-13.310), (-14.355), (-15.272) and (-10.933) which are significant at the (.000) level of significance.

8. Discussion and Interpretation of Findings of the Study:

According to the findings of the study, the constructivist approach based program has improved the EFL oral and written communicative competence skills among the study sample in the post application of the EFL oral and written communicative competence skills tests compared to the pre application. Also, it is important to discuss these findings by interpreting the hypotheses of the study. This interpreting process includes the three main hypotheses and sub-hypotheses related to the EFL oral and written communicative competence skills.

Hypothesis (1)

The results of the present study are introduced by relating them to the hypotheses of the study as follows; the findings of the first hypothesis indicated that the sample of the study showed more improvements in their EFL oral and written communicative competence skills. These improvements as indicated in figure (1) may be as a result of the effect of the constructivist approach based program by using models, methods, videos and using power point presentations while learning so as to enhance and encourage pupils inside learning environment.

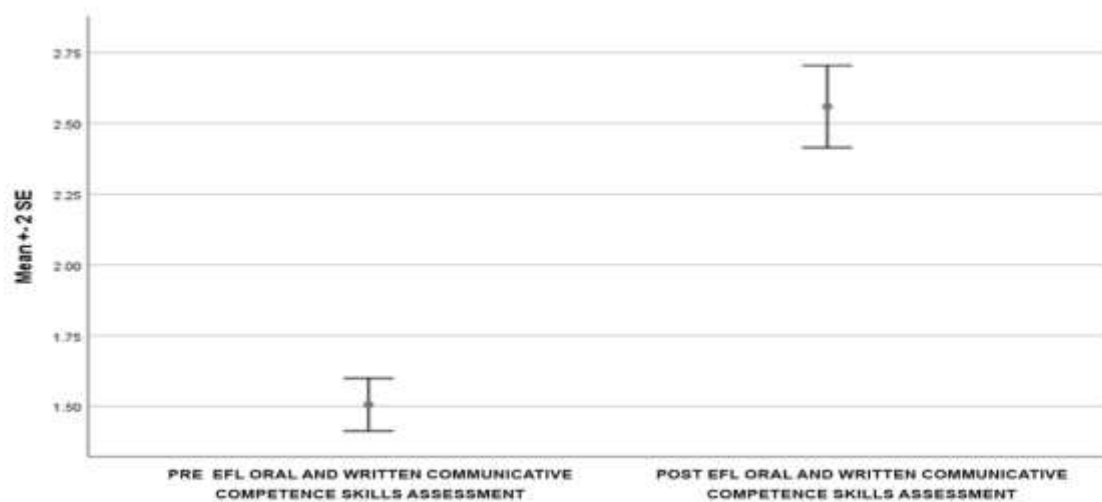


Figure (1): The mean scores of the study sample in the overall EFL oral and written communicative competence skills.

Hypothesis (2)

The results of the second hypothesis indicated that the study sample showed more improvements in their EFL oral communicative competence skills. These skills are pronunciation skills, grammar skills, vocabulary skills and interaction skills. Figure (2) shows the mean scores of the study sample in the EFL oral communicative competence skills.

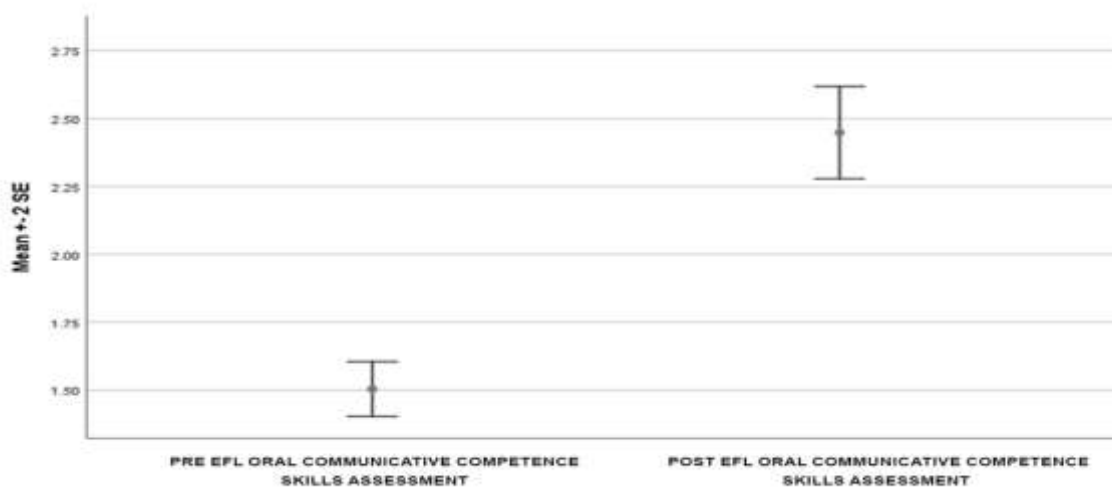


Figure (2): The mean scores of the study sample in the EFL oral communicative competence skills.

The main hypotheses of the second hypothesis

The results of the first main hypothesis indicated that the study sample showed more improvements in EFL pronunciation sub- skills. This result may be due to using stages of the 5E model through the constructivist approach based program in providing various videos and charts which presented the EFL consonants and vowels in a clear way helping the pupils to acquire these skills.

The results of the second main hypothesis indicated that the study sample showed more improvements in EFL grammar sub- skills. This result may be due to the influence of using activities of the 5E model through the program in connecting prior knowledge and background to new discoveries through group work and discussions. Also, this result may be due to using PowerPoint presentations which were used in explaining present simple, past simple and present continuous. Moreover, it may be as a result of providing tables in demonstrating pronouns and irregular verbs in addition to some handouts that enhanced additional learning in using should and should not orally.

The results of the third main hypothesis indicated that the study sample showed more improvements in EFL vocabulary sub- skills. This result may be due to the effect of using stages of the 5E model through the constructivist approach based program. Thus, this helped in applying new learning of prefixes and suffixes by using handouts. Also, this result may be due to providing conclusions of homophones, homographs and language expressions through

PowerPoint presentations which helped the learners to realize them simply while discussions.

The results of the fourth main hypothesis indicated that the study sample showed more improvements in EFL interaction sub- skills. This result may be as a result of the influence of using tasks of the 5E model through the constructivist approach based program. Therefore, this improvement may be due to providing some photos of the family and school using PowerPoint presentations by asking and answering open- ended questions about school timetables. Moreover, the varied photos of technology helped the pupils to interact in positive manners through giving instructions while using technology. Also, this result may be due to providing some questions and answers to make the pupils describe places on holidays by using a power point presentation and handouts and communicate new understanding with formal language in an effective manner.

Hypothesis (3)

The results of the third hypothesis indicated that the study sample showed more improvements in their EFL written communicative competence skills. These skills are word recognition skills, vocabulary skills, grammatical and structural skills, mechanics skills besides content and organization skills. Figure (3) shows the mean scores of the study sample in the EFL written communicative competence skills.

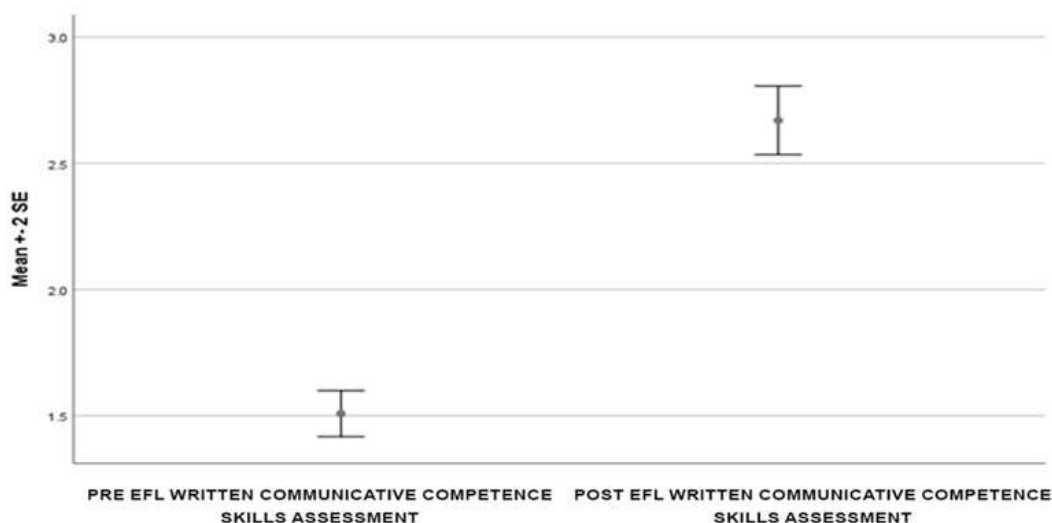


Figure (3): The mean scores of the study sample in the EFL written communicative competence skills.

The main hypotheses of the third hypothesis

The results of the first main hypothesis indicated that the study sample showed more improvements in EFL word recognition sub- skills. This result may be due to the effect of using activities and stages of the inquiry- based learning method in the light of the constructivist approach. Hence, this improvement happened as a result of providing compound words and the difference between sounds and letters regularly by using PowerPoint presentations and online dictionaries. In addition, this result occurred by generating new thoughts and ideas about making contractions, writing prefixes and suffixes and adding endings to verbs with or without root changes by using handouts through interaction among the pupils.

The results of the second main hypothesis indicated that the study sample showed more improvements in EFL vocabulary sub- skills. This result may be due to the effect of using activities and stages of the inquiry- based learning method in the light of the constructivist approach. So, this result may be as a result of providing explanations of language expressions and a list of some suitable common expressions which can be used in writing using a PowerPoint presentation and collecting information about this skill from various resources. In addition, this result occurred while sharing pupils' ideas about confusing words and how they can be formed besides introducing a hand out table to gain additional knowledge.

The results of the third main hypothesis indicated that the study sample showed more improvements in EFL grammatical and structural sub- skills. This result may be due to the effect of using discussion activities and stages of the inquiry- based learning method in the light of the constructivist approach. It may be achieved through making the pupils generate new ideas and thoughts about possessive ('s) and (s') besides facilitating how they can use present simple in writing sentences using a PowerPoint presentation. In another context, this result occurred by providing present continuous and past simple tenses regularly in a cooperative way among the pupils that made them understand and be interested in these topics. Also, it may be achieved by encouraging the pupils to use their previous knowledge for expressing ability and inability using (can and can not) in addition to using a dictionary to realize the way of forming and using countable and uncountable nouns and implying them in their writing.

The results of the fourth main hypothesis indicated that the study sample showed more improvements in EFL mechanics sub- skills. This result may be due to the effect of using activities and stages of the inquiry- based learning method. As a result of this program, the study sample showed more improvements in using correct punctuation marks by sharing their ideas with each other and ask others about their experiences. Moreover, this improvement may be due to the hand out and PowerPoint presentation of capitalization rules which presented them in a way that helped the pupils to facilitate their learning so that they can gain additional knowledge in an effective manner.

The results of the fifth main hypothesis indicated that the study sample showed more improvements in EFL content and organization sub- skills. This result may be due to the effect of using activities and stages of the inquiry- based learning method. Consequently, the study sample showed more improvements in realizing the difference between introductions and conclusions while introducing a PowerPoint presentation illustrating how they can write a suitable introduction and conclusion. Also, this improvement may be due to creating an atmosphere that promoted interaction among the pupils providing a hand out to generate their ideas about connectors and transition words on writing paragraphs, e- mails or blog posts.

3. Conclusion:

After implementing the program, it can be concluded the following:

- The EFL oral and written communicative competence skills among the first grade preparatory stage pupils were developed as a result of using the constructivist approach based program and this program has an effect in developing these skills.
- Using the constructivist approach based program developed the study sample's oral and written communicative competence skills and sub-skills. It developed the ability to realize pronunciation skills, grammar skills, vocabulary skills and interaction skills. It also developed the ability to realize word recognition skills, vocabulary skills, grammatical and structural skills, mechanics skills as well as content and organization skills.
- The design and use of the constructivist approach based program can help the pupils to overcome the problems that they face in their learning and also solve difficulties in their oral and written communicative competence skills.

Based on the statistical analysis of the final data and results of the study, it can be said that the study sample's EFL oral and written communicative competence skills were developed after using the constructivist approach based program. This means that the constructivist approach based program was effective in achieving the aim of the present study through using the 5Es model and the inquiry- based learning method which aimed at developing pupils' oral and written communicative competence skills.

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برنامج قائم على المدخل البنائي وفاعليته في تنمية الكفاءة التواصلية في اللغة الإنجليزية
لدى تلاميذ المرحلة الإعدادية

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المستخلص:

تهدف الدراسة الحالية إلى استخدام برنامج قائم على المدخل البنائي وقياس فاعليته في تنمية الكفاءة التواصلية في اللغة الإنجليزية لدى عينه قوامها (30) تلميذا من المرحلة الإعدادية. وقد استخدمت الدراسة التصميم التجريبي ذو المجموعة الواحدة. توصلت نتائج الدراسة الحالية إلى تنمية مهارات الكفاءة التواصلية الشفهية والكتابية نتيجة لإستخدام البرنامج القائم على المدخل البنائي. علاوة على ذلك، أشارت توصيات الدراسة إلى أنه يجب أن يؤخذ في الإعتبار مهارات الكفاءة التواصلية الشفهية والكتابية من قبل مصممي المناهج إلى جانب تدريب المعلمين على كيفية استخدام البرامج القائمة على المدخل البنائي في عملية التدريس

الكلمات الدالة: النظرية البنائية، المدخل البنائي، الكفاءة التواصلية الشفهية، الكفاءة التواصلية الكتابية.