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**Logistic Problems Facing the Implementation of the Communicative
Approach at Hebron Governorate's High Schools**

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Dedication

I dedicate this thesis to:

the soul of my Mother,

my husband who is proud of me and for his endless support,

my sons for their support and encouragement,

my supervisor for his great kindness and guidance,

my professors, friends and colleagues,

to all with warm regards.

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List of the abbreviations

| No. | Abbreviation | Equivalent |
|-----|--------------|---------------------------------|
| 1. | CLT | Communicative Language Teaching |
| 2. | EFL | English as a Foreign Language |
| 3. | ESL | English as a Second Language |
| 4. | L1 | First Language |
| 5. | L2 | Second Language |

Abstract

The study aims to assess the problems that teachers face in implementing Communicative Language Teaching approach in their classes. The study sample consisted of 100 male and female teachers teaching English at Hebron Governorate's high schools. They were given a questionnaire to express their view points about the probable difficulties that they might encounter when using CLT in tenth and eleventh grades. After collecting and analyzing the data, the results revealed that teachers were unable to implement this approach due the difficulties that they were face. The findings indicated that the difficulties that hinder the implementation of CLT in Hebron Governorate's school can be attributed to four factors. First, the teacher's factors: misconceptions of CLT, traditional grammar based teaching approach, teachers' lack of proficiency and lack of CLT training. Second, the student's factors: students' low English proficiency, lack of motivation to develop communicative competence. The third factor is the educational system: the negative effect of the examinations' system, the overcrowded classes, and insufficient facilities and materials to support CLT. The fourth and the last factor is the CLT itself: CLT is more suitable in ESL context. It is learner centered- approach and it needed more classroom time. The study also provided some practical recommendations for teachers, students, educational institutions, and policy-makers to further improve implementation of CLT in Hebron Governorate's high schools. These recommendations might serve the process of teaching and learning if they are adopted.

ملخص الدراسة

تهدف هذه الدراسة إلى معرفة المشاكل التي يواجهها المعلمون في تطبيق اللغة التواصلية أثناء تدريس اللغة الانجليزية في صفوفهم والتي تعيق تنفيذ هذه الطريقة. استخدمت الباحثة الاستبيان لجمع البيانات المطلوبة. حيث قامت بتوزيعه على عينة الدراسة التي تكونت من 100 معلم ومعلمة لمادة اللغة الإنجليزية في المدارس الثانوية في محافظة الخليل. حيث تم توزيع الاستبانة على المعلمين والمعلمات لجمع المعلومات والبيانات للتعبير عن الصعوبات والمشاكل المحتملة التي تواجههم خلال تطبيق هذه الطريقة. بعد جمع البيانات وتحليلها، أظهرت النتائج أن مواقف المعلمين واتجاهاتهم كانت إيجابية، ولكنهم غير قادرين على تنفيذ هذه الطريقة تبعاً للمعوقات والصعوبات التي تواجههم. حيث أشارت النتائج إلى أن الصعوبات التي تعيق تنفيذ هذه الطريقة في تدريس اللغة التواصلية في تدريس اللغة الانجليزية ترجع إلى أربعة عوامل: أولاً، العوامل التي تنسب إلى المعلم حيث أن المعلمين يفتقرون إلى الكفاءة ووجود نقص في التدريب على هذه الطريقة، إضافة إلى تكون المفاهيم الخاطئة اتجاه تدريس اللغة التواصلية والتوجه نحو التدريس بالطرق التقليدية. ثانياً، عوامل الطالب: انخفاض كفاءة الطلاب في اللغة الإنجليزية، والافتقار إلى الحافز لتطوير الكفاءة التواصلية. العامل الثالث يعود للطريقة التواصلية نفسها حيث وجد أن تدريس اللغة التواصلية هي أكثر ملاءمة في سياق تدريس اللغة الإنجليزية للناطقين بلغة ثانية، واحتياج هذه الطريقة إلى وقت أطول في التطبيق. والعامل الأخير يعود للنظام التعليمي من حيث عدم كفاية المرافق والمواد اللازمة لدعم تطبيق الطريقة التواصلية وتطبيقها وأيضاً مشكلة الفصول المكتظة، ومشكلة نظام التقييم والامتحانات.

وأخيراً، قامت الباحثة بالوصول إلى استنتاجات وتوصيات للمعلمين والطلاب وللمؤسسات التعليمية ومصممي المناهج بضرورة العمل على تحسين والمساعدة على تطبيق طريقة تدريس اللغة التواصلية في تدريس اللغة الإنجليزية في المدارس الثانوية في محافظة الخليل.

Chapter One

Introduction

Different methods are applied in English as a Foreign Language (EFL) classes to help students improve their performance as language learners and users. One of these methods is the communicative approach, which is an innovation in English Language Teaching. Its techniques have received serious attention from researchers for decades, because it creates opportunities for different interactional patterns within the classroom to communicate in the target language. According to Ying & Hai-feng (2012) this approach is seen by Americans and British as one that aspires to highlight communicative competence as the target of teaching language and to advance methods for teaching the four language skills that show the inter-correlation between language and communication. The Communicative Approach has another name, which is Communicative Language Teaching (CLT).

Communicative Language Teaching is an approach to the teaching of foreign language that focuses mainly on communication and interaction as both the means and the desired goal of learning a language. It not only focuses on the functional use of language but also on the grammatical aspect; both are essential in using the language appropriately in a given social context in order to achieve communicative competence. According to Brown (2007), the communicative approach includes four important characteristics. First, classroom goals are not restricted to grammatical or linguistic competence only; it also focuses on all components of communicative competence. Second, function is viewed as the framework in which forms are taught. Therefore, form is not the primary framework for organizing and sequencing lessons. Third, accuracy is seen as a secondary element to convey a message; fluency is more important than accuracy. Finally, the

roots of this approach come from linguistic semantics, speech act theory, socio-linguistics and psycholinguistics. He added that the communicative approach focuses in discourse analysis too; the functional view of language is not the primary issue on learning the language.

In Celce- Murcia's (2001) point of view, this approach is built on the theory that the primary function of language use is communication. The requirements for the emergence of this approach are the needs to change the ways from language structure towards language function and communication as well as to focus on the learners as the center of the learning process. Communicative language teaching is an accepted norm in the field of second language teaching. Furthermore, the role of teachers and students in CLT is totally different from traditional teaching methods.

Teaching is an art. It can be refined by training and practice. The availability of qualified teachers is primary in the reconstruction of the educational system. This increasingly necessitates good quality initial preparation for non-native speaker teachers in the school system and the increasing demand for communication has increased the responsibility of the foreign language teachers. English is a compulsory subject in Hebron Governorate schools from the early stages of education. However, most of the students are unable to use English language effectively in different circumstances. For this reason, (CLT) had been introduced in the Palestine curriculum in order to develop learners' communication skills.

Bakhtiarv and et, al. (2013) said, so far, researchers could not offer a method of language teaching as the "mere panacea" to treat all of the problems in teaching English as a foreign Language. However, the emergence of the most comprehensive language teaching approach is the Communicative Language Teaching (CLT); its comprehensiveness makes it different in domain and

status from any other approaches or methods such as grammar translation approach, which was the traditional method of teaching English as a foreign language in the past.

1.1 Theoretical background

1.1.1 Background

Communicative Language Teaching (CLT) is part of the changes in the British language teaching tradition dating from the late 1960s. Before this, Situational Language Teaching represented the major British approach to teaching English as a foreign language. Chomsky's (1957) comments that "the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language, the creativity and uniqueness of individual sentences" (p.64). British applied linguists saw that the need to focus in language teaching is on communicative proficiency rather than on structures. Later, a group of experts such as (Candlin & Widdowson ,1971) began to examine the probability of developing language courses on a unit-credit system, a system in which learning tasks are divided into sections, each one corresponds to a component of a learner's needs and is systematically related to all the other units.

Barman & Basu (2006) emphasized that Communicative Language Teaching was the product of linguists and educators who were not satisfied with the earlier Grammar Translation and Audio lingual methods because learners were not learning realistic and socially necessary language. As a result, they became interested in the development of the communicative language teaching by concentrating on authentic language use and classroom exchanges where students become more engaged in real communication with one another.

The Communicative Language Teaching appeared as a reaction to the audio-lingual method and grammar translation method. The linguists found that students did not know how to

communicate; they weren't learning realistic language. Robert Langs founded the Communicative approach in the early 1970s; he is the creator of the communicative approach (CA). He is an American psychiatrist, psychoanalyst. It became quite popular, and it has been adopted in the elementary, middle, secondary, and post- secondary levels.

1.1.2 Definitions of the Communicative Approach

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching and how learners can learn language; the classroom activities that can be used to support and help learning and the roles of both teachers and learners in the classroom (Richards, 2006). Littlewood (1981) said the Communicative Language Teaching focuses on functional and structural aspects of language; this means that is a combination of both in a fully communicative view.

1.1.3 Objectives of the Communicative Approach

The objectives of the Communicative Approach, which shifted attention from language competence to communicative competence, are to make communicative competence as the goal of language teaching and to develop procedures for the teaching of the four language skills. The Communicative Language Teaching emphasizes the importance of supplying learners with possibilities to use English for communicative goals and endeavors to merge such activities into a broader program of language teaching. (Howatt, 1984 as cited in Richards & Rodgers, 1987). The basic goal of Communicative Language Teaching is to achieve “communicative competence”. This term was coined by Hymes in the mid of 1960s; he advanced the notions of “performance” and “competence” and stated that the aim of language teaching was to develop “communicative competence”. Communicative competence considers language as a tool used for communication;

not only it focuses on the development of four language skills but also depends on the correlation between the skills (Basta, 2011).

1.1.4 Communicative Competence

Communicative competence refers to the learner's ability to use the language appropriate to the given social context; the teacher is the facilitator of the students' learning and what is done in the classroom is done with a communicative intent (Larsen-Freeman, 1986). Consequently, Communicative Language Teaching aims to help learners to go beyond mastering the structural aspects of the language to a point where they can use it and communicate meaningfully in real life situations. In this approach, the teacher helps his/her students in creating meaning rather than helping them to develop the grammatical structures or acquire native-like pronunciation like the Audio-lingual Method (Hossen, 2008).

Is the ability to interpret and enact appropriate social behaviors; it requires active involvement of the learner in the production of the target language (Canale and Swain, 1980; Celce-Murcia et, al., 1995; Hymes, 1972).

Celce-Murcia et, al., (1995) analyzed five components of communicative competence: Discourse competence, which concerns the selection and sequencing of sentences to achieve a unified spoken or written text. This competence is placed in a position where linguistic, socio cultural and actional competencies shape discourse competence, which in turn, also shapes each of the three components. Linguistic competence entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources. Socio cultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced. Actional competence involves the understanding of the speakers' communicative intent

by performing and interpreting speech act sets. Finally, these four components are influenced by the last one, strategic competence, which is concerned with the knowledge of communication strategies and how to use them.

Celce-Murcia et al., (1995) added that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a domain of different purposes and functions.
- Knowing how to use language according to the situation and the participants such as, know when to use formal and informal speech appropriately.
- Knowing how to produce and understand different types of texts, for example, narratives, reports and conversations.
- Knowing how to preserve communication despite having limitations in one's language knowledge, such as using different kinds of communication strategies.

According to Savignon (2002), communicative competence was used to “characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge”(p. 3). The CA developed in the early 1980s by Canale and Swain. According to Canale (1983), argued that the term “communicative competence” was commonly used to refer to the grammatical competence but it is worth mentioning that the phrase was also used to relate to the cultural, social and psychological rules which discipline the use of speech. Thus, the communicative approach, which came as a reaction to the prevalent Audio lingual method, supported the idea that the cultural and social knowledge were essential premises for understanding and using linguistic forms. They defined it in terms of four components:

1. Linguistic competence: the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).
2. Sociolinguistic competence: the mastery of the socio-cultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation).
3. Discourse Competence: the ability to combine language structures into different types of cohesive and coherent texts (e.g. letter, political speech, poetry, academic essay, cooking recipe).
4. Strategic competence: the knowledge of verbal and non-verbal communication strategies which can enable us to overcome difficulties when communication breakdowns occur and enhance the efficiency of communication. (1980, p.4)

1.1.4.1 Competence

Competence is a person's underlying (subconscious) linguistic ability to create and understand sentences, including sentences they have never heard before. It's a person's acquaintance with a set of grammatical rules and is different from the actual linguistic activities. Linguistic competence includes components such as phonetics, phonology, syntax, semantics and morphology. Competence enables native speaker to recognize ambiguous sentences or accept even apparently meaningless sentences as syntactically correct (and even making some sense).

According to Chomsky (1965) competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by "grammatically irrelevant conditions" such as speech errors. In Chomsky's view, competence can be studied independently of language use, which falls under "performance", for example through introspection and grammaticality judgments by native speakers.

1.1.4.2 Performance

Chomsky defines performance “the actual use of language in concrete situations”. (1966, p.4). Performance is the real world linguistic output. May accurately reflect competence, but it also may include speech errors. Performance may be flawed because of memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) or other psychological factors. It represents only a small sample of possible utterances. Performance error, the performance of a speaker may not be fault free, even though his competence is perfect.

1.2. Statement of the Problem

Although the Communicative Language Teaching Approach is the methodology which is used in the *English for Palestine* series, there are problems and difficulties that teacher encounter in applying this methodology, which include lack of training of the teachers in this method, large classes, inadequate teaching facilities and inadequate experience of English language teachers. Hitherto, to the best of the researcher knowledge no empirical study was conducted to investigate problems related to the application of CLT at Palestinian schools.

1.3. Purpose of the Study

This study investigates the obstacles that face implementing the Communicative Approach (CA) in Hebron Governorate’s high schools. The study discusses in particular:

1. The facilities for teachers and students.
2. Proper training to use CLT.
3. Size and the overcrowded classes.
4. Class time that is devoted to the educational process in each class session.
5. High proficiency of the teachers.

1.4. Research Questions

The aim of this research is to find the answers of the following questions:

1. Are the logistic problems in implementing the CLT approach related to the lack of teacher training in this methodology?
2. Is the degree of teacher proficiency related to the logistic problems in implementing CLT?
3. Do overcrowded classes in schools affect the implementation of CLT?
4. Is there a relation between the lack of facilities and teaching aids at schools and the implementation of CLT?

1.5. Research Hypotheses

1. There is no relationship between implementing the CA and teacher training in this methodology.
2. There is no relationship between implementing the CA and the large size of classes at schools.
3. There is no relationship between implementing the CA and the lack of facilities and teaching aids at schools.
4. There is no relationship between implementing the CA and the proficiency of the teachers.

1.6. Significance of the Study

Learners should be able to use foreign language appropriately in different situations. For this reason, this research aims to find the difficulties that teachers face in the implementation of the CA in teaching English as a second language in Hebron Governorate's high schools by looking at the sources of information about the communicative approach available to the classroom teacher and assessing teachers' awareness and understanding of the communicative approach (CA).

To the best of the researcher knowledge no study has been found that investigating the logistic problems that face English language teachers in implementing CLT at Hebron Governorate high schools. The goals of this study might help students to improve their communicative competence

and might help teachers to overcome the problems they face during the implementation of the CA. Thus, the results of this study may benefit the students, the teachers and the school administrators. In addition, it is hoped that the findings of this study may be of at least some modest benefit, not only in lowering the anxieties of the teachers but also by providing a practical guide to facilitators and subject advisers in planning appropriate empowerment or development courses for their teachers.

1.7. Sample of the study

The sample of the study consisted of 100 high school English teachers. They teach tenth and eleventh grades. They were 50 males and 50 females. The participants of the questionnaire were selected randomly.

1.8. Limitations of the Study

1. The present study may have yielded more reliable results with multiple data sources incorporating a survey questionnaire for student and classroom observations. The analysis of the data was limited since the students were not questioned and the teachers were not interviewed. It might be possible to discover students' reactions in classroom activities; the study may have provided a better understanding of teachers' perceptions towards CLT implementation in their classrooms.
2. Another limitation is related to the sample of the study, that the researcher couldn't reach all the Hebron Governorate's high schools due to occupation and its barriers which hinder the researcher's movements.

3. When the researcher handed the questionnaire, some teachers did not answer some questions because they didn't understand these questions, so the researcher had to explain what they meant. The researcher had to provide more information for teachers in order to gain understanding of the research topic. Sometimes the researcher had to repeat the question and persuade them to respond in order to complete the questionnaire. A few teachers took half an hour to complete all of the questions. Therefore, the results of the study might not be applicable to teachers of different proficiency levels.

1.9. Summary

This chapter presented a review and explained different issues related to Communicative Approach; it started with valuable information about the origins and the history of CLT, how it was developed and evolved, how linguists added and coined new terms in language teaching. It presented a theoretical background to social constructivism of Communicative Language Teaching Approach. It presented the definition and objectives of the Communicative Language Teaching Approach, in addition to the definition of some terms. Moreover, it presented statement of the problem, the purpose of the study, the research questions, the hypotheses and the significant of the study. In addition to the limitations of the study that were presented earlier in the chapter.

Chapter Two

Literature Review

2.1. Introduction

This chapter consists of two sections: theoretical framework and previous studies. The first section presents the definition of the communicative language teaching approach, its objectives, and features, in addition to the classroom activities in communicative language teaching. The second section presents some studies that show the discrepancy between theories and practicing regarding CLT in different contexts.

Although the Communicative Approach to language teaching is one of the effective approaches so far, yet it is too ambitious and the requirements for its success are difficult. For example, creating an environment in which learners can use the language communicatively which they learn in the classroom is a challenging issue for the foundation programs. Al-Husseini (2006) found that learners need more opportunities to practice English language and use it communicatively inside and outside their classes. He added, the learners might have learned a great deal about the rules of English language. However, the rare application of these rules in authentic interactive situations results in failure to use the language communicatively. The authenticity should relate and to be relevant to be relevant to the learners' culture which might enhance the teaching and learning process.

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching and how learners can learn language; the classroom activities that can be used to support and help learning and the roles of both teachers and learners in the classroom (Richards, 2006). Littlewood (1981) said communicative language teaching focuses on functional and

structural aspects of language; this means that is a combination of both in a fully communicative view.

Communicative Competence refers to the learner's ability to use the language appropriate to the given social context; the teacher is the facilitator of the students' learning and what is done in the classroom is done with a communicative intent (Larson-Freeman, 1986). Consequently, Communicative Language Teaching aims to help learners to go beyond mastering the structural aspects of the language to a point where they can use it and communicate meaningfully in real life situations. In this approach, the teacher helps his/her students in creating meaning rather than helping them to develop the grammatical structures or acquire native-like pronunciation like the Audio-lingual Method (Hossen, 2008).

2.1.1. Features of Communicative Language Teaching

2.1.1.1. Communication-centered

The classroom activities are supposed to be communication-centered and their main aim is communication. Classroom activities can be divided into two types: The first is directly communicative activities. For example, if the lesson is speaking, the students may be asking about a new city; on a reading lesson, it could understand a series of instructions; on writing lesson, it can be writing a letter for booking a room in a hotel. The other type is indirectly communicative activities. The activity is not a communicative but related to communicative tasks (Ma, 2009).

2.1.1.2. Reflecting real communication process

Ma (2009) said that CLT tries to project the process of language using in the classroom communication. Forms of communication between people and languages vary in real life. So how

can language teaching show this process? These communicating characteristics are classified as followed:

a) **Information Gap:** the purpose of communication between people is to bridge an information gap due to the fact that the receiving party does not know what is the other party is going to say next. Otherwise, there will be no need for communication. The objective of CLT is to promote learners to bridge information gaps by processing what is being said to them in order to respond in an appropriate manner.

b) **Free Choice:** What learners say and how they say it is their decision without being controlled by teachers. Hence, CLT designs classroom practice so as to allow the learners to decide by themselves what and how to express in order to achieve the goal of developing communicative competence. When teachers control the language used by the learners then they make it difficult for them from gaining communicative competence.

c) **Information Feedback:** CLT is about reaching common ground based upon the feedback each party receives from the other. The interacting feedback is such as suggesting an invitation, giving opinion, indicating resentment and asking for help. Classroom practice of CLT tries to help students do their communicative tasks and to improve their ability to adjudicate the target language, mood and stance, and their capacity of making symmetrical language reaction for achieving their own communicative objectives.

2.1.1.3. Avoiding constant error-correcting

Ma (2009), said that CLT is different from other approaches in that it has a permissive attitude with learners' errors such as grammar; in other words errors are tolerated in order to encourage the learners to risk errors in communicating information and to express themselves freely during the process of completing communicative tasks especially when new vocabularies and grammar are

first presented and not mastered yet. That is in contrast to the traditional teaching methods that give priority to correct every error in learners' information.

2.2. Grammar in CLT

Some researchers stated that CLT gives priority to meaning as a requirement for fluent communication and neglect grammar as not an essential aspect. Ma (2009) believed that the success of language teaching lies in incorporating meaning and grammar. Canale & Swan (1980) and Canale (1983, p.61) didn't propose that grammar was unimportant. On the contrary, "they situated grammatical competence within a more broadly defined communicative competence".

The researcher believes that applying the CA in the classroom requires a heavier burden and efforts from teachers. According to Swan (1985), a highly competent teachers and imaginative teachers who are able to apply several techniques appropriately in Arab world is scarce (cited in Al-Mutawa & Kailani, 1989). Widdowson (1978) clarified that the CA needs the teacher to spend more time than the traditional teaching methods. Teachers must prepare the lessons adequately and must have a high degree of proficiency of the target language. Therefore, the teacher's responsibility is to create situations that are likely to promote communication, and provide authentic background for language teaching.

I think that some teachers may just drill the students, thinking that is the communicative Approach, for example:

Teacher: What's your name?

Student: My name is Ali.

Teacher: Where do you live?

Student: I live in Hebron.

Not all of these are considered real communication, but only drills of patterns. According to Karan (2000), the real communication refers to the use of English to communicate with others and help both sides to understand the information as in real life situations. Therefore, there must be a precondition such as an educational environment as similar to the target language as possible. Nevertheless, people around speak their L1, and the learners only in the classroom are forced to express their thoughts in the English language. Therefore, the realistic efforts are far away from what is expected which widens the gap between the CA and teaching reality.

In spite of its merits, the CA has been subjected to many criticisms. Celce- Murcia (1991) emphasizes that in spite of the "intuitive appeal and anecdotal evidence supporting proposals" (p.462) for exclusively communicative language teaching, there is equally appealing and anecdotal evidence that a grammarless approach can lead to the development of a broken, ungrammatical, "pidginized" form of the target language beyond which students rarely progress.

Palestine is part of the EFL setting. It is known for the traditional, teacher-oriented, book-centered and the traditional methods with emphasis on rote memory. Nevertheless, in the meantime CA in Palestinian textbooks emphasizes nontraditional methods, learner-centered, which is, giving the learners more responsibility and involvement in the learning process. Kailani & Muqattash (1995) point out that CA places heavy demands on the learners especially at the early stages. It does not offer the teacher the security of the textbook. While, with traditional approaches, it is enough for the teacher to follow the textbook. Here it is necessary for him/her to select, adapt and invent the materials he/she uses. The CA emphasizes learners' needs and interest. This implies that every teacher should modify the syllabus to correspond with the need of his or her learners. This is not possible to implement, as it will require the teacher to write a separate syllabus for each learner in the class. Such a goal is very impossible to realize. Another requirement for the successful

application of the approach is the availability of the classrooms that allow group work activity and pair work as well as teaching aids and materials. Such a classroom is desirable but unfortunately is not available in most Hebron Governorate's high schools.

Communicative Language Teaching is also known as the "Communicative Approach". In addition to these terms the notional-functional approach or the functional approach. Both American and British proponents considered it as an approach rather than a method which aims to consider communicative competence the main goal of language teaching and develop procedures where learners work in pairs or groups by employing available language resources in problem solving tasks (Richards & Rodgers, 2001).

2.3. Classroom Activities in Communicative Language Teaching

2.3.1. Information-Gap Activities

Information gap is one of the most important aspects of communication in CLT; people try to communicate with each other in order to get information they don't have. It is worth mentioning that authentic and real communication may occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to get information. For example, this exercise makes use of the information gap principle; students are divided into A-B pairs, the teacher has copied two sets of pictures. One set includes a picture of a group of people and the other one contains a similar picture but it has slight differences. Students are asked to sit and ask questions in order to find out the differences between the two pictures (Richards, 2006).

2.3.2. Jigsaw Activities

These kinds of activities are based on the information gap principle; the classroom is divided into groups and each group has part of the information needed in order to complete the task. This requires from students to use their language resources in order to communicate meaningfully and so they take part in meaningful communication practice. For example, the teacher takes a narrative and divides it into twenty sections; each student has one section of the story, then they move around the class and when they listen to each section read aloud; they decide where in the story their section belongs. Finally, students have to combine the whole story together in the correct sequence (Richards, 2006).

2.3.3. Information Transfer Activities

According to Richards (2006), these activities require from the learners to take some information that is presented in one way and represent it in a different form. For example, students may have information about a certain subject then they represent it as a graph.

2.3.4. Reasoning Gap Activities

These types of activities require from students to derive new information from given information by using the process of inference and practical reasoning. For example, working out a teacher's timetable on the basis of given class timetables (Richards, 2006).

2.3.5. Task Completion Activities

These include games, puzzles, map-reading and other types of classroom tasks that concentrate greatly on one's language resources in order to complete the task or the activity (Richards, 2006).

2.3.6. Accuracy versus Fluency Activities

One essential aim of the communicative approach is to develop *fluency* in language use; it refers to the natural use of language which occurs when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite the limitations in his/her communicative competence. Moreover, fluency can be developed by forming classroom activities in which students have to negotiate meaning, use communication strategies, correct misunderstandings and work in order to avoid communication breakdowns. Here, fluency activities can be compared with accuracy activities which concentrate on creating correct examples of language use. Fluency activities can be summarized as follows: They reflect natural use of language, aim to achieve communication, require meaningful use of language and the use of communication strategies and finally these activities seek to connect language use to context (Richards, 2006). He gave an example: a group of students of mixed language ability can perform a fluency task, they carry out a role play, and they have to adopt specified roles and personalities that are provided for them on cue cards. These roles include drivers, witnesses and the police at a collision between two cars. Therefore, the language is improvised by the learners through performing the role play task.

On the other hand Richards commented on the *accuracy* that its activities can be characterized as follows: these activities practice language out of context, practice small samples of language, do not require meaningful communication or interaction and also the activities focus on creating correct examples of language. For example, students are divided into groups, three or four students in each group in order to complete an exercise on a certain grammatical item such as choosing between the past tense and present perfect which has been presented by the teacher and practice as a

whole class activity. Therefore, students have to collaborate with each other and decide the correct grammatical form so as to find the exercise.

2.3.7. Emphasis on Pair and Group Work

Richards (2006) clarified that most of the classroom activities in CLT are carried out in pairs or small groups; students will gain several benefits when using pair and group work. First of all, they can increase their motivational level and also enhance their fluency in language. In addition, students may produce a great amount of language than they would use in teacher- fronted activities. Learners can learn from hearing the language used by other members in the group

The researcher gave examples of classroom activities that can be used by teachers; these activities require the teacher to play various roles such as monitor, facilitator, counselor, manager and needs analyst in order to meet the learners' needs, interests and real life materials that are related to their lives.

2.4. The Role of Teachers and Learners in the Classroom

Richards (2006) explained that CLT implied new roles in the classroom for both teacher and learner. Learners had to participate in classroom activities that were based on cooperation. Learners had to become comfortable with listening to their peers in group work or pair work tasks, rather than depending on the teacher. They were expected to take on the responsibility for their own learning. Learners should have active roles inside the communicative classroom. Moreover, teachers now had to assume the role of facilitator and monitor, rather than being a model for correcting speech and writing.

Learners should have active roles inside the communicative classroom. In order to help learners to become more and more productive, the teacher's role is to develop strategies and activities around the learners' interest to be used in the classroom in order to enhance the learning process.

2.4.1. The Role of the Learner

The role of the learner is very useful to make successful implementation of communicative language teaching approach. This role encourages the interaction between the learners themselves and puts them in a social atmosphere to communicate in active ways.

The major confirmation in Communicative Language Teaching is on the processes of communication rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms. Richards & Rodgers (1987) described the learner's role within CLT in the following terms:

The roles of learner are as negotiators between themselves, the learning process, and the object of learning, which is the interaction between learners themselves or within group and within classroom procedures, to perform the various activities. It can be implied for the learner is that he/she should contribute as much as he/she gains, and they could learn in an interdependent way. The communicative approach has viewed learners as active participants; they are no more passive recipients of knowledge and information.

2.4.2. The Role of the Teacher

The emphasis in Communicative Approach is on learner' initiative and interaction rather than on teacher-centered direction. The teacher in this approach is less dominant than in teacher-centered methods. Therefore, teacher's responsibility is to create situations which are likely to promote communication. Casey (2002) stated that one of the teacher's responsibilities in communicative language approach is to develop positive attitude in learners to learn second language. The teacher

can develop this attitude in his learners by creating positive and supportive language approach within the classroom. This process may take time from the teachers, but it is considered very important in facilitating the target language. Nunan argued that “receptivity, is an active openness, willingness to encounter in learning a second language, is an essential element in learning a second language” (1994, p. 68). Receptivity is always associated with the classroom environment; if the classroom has positive environment, learners’ receptivity will increase.

I believe as a teacher, creating positive and supportive environment within the classroom could help teachers to create relaxed and friendly atmosphere inside the classroom. Littlewood (1998) indicated that learners under stress are often ineffective and can be even more negative. Relaxed atmosphere contracts feeling of anxiety and tension on the part of the learners. Since the roles of the teachers in communicative approach are facilitators, and advisors, they should make the learners feel secured and relaxed.

Teachers in communicative classrooms will find themselves talking less and listening more that is their roles as active facilitators for their students to motivate them to interact in order to enhance their competencies. The teachers set up the activities, and their roles should be to observe and sometimes they should be as monitors. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task (Larson-Freeman, 1986).

There are many roles for teachers' of CLT. According to Richards & Rodgers (1987), the roles of the teachers as are followed:

1. Teacher’s roles are to facilitate the communication process between all participants in the classroom, and to facilitate the various activities between these participants.

2. To act as an independent participant within the learning-teaching group. In other words, teacher should be organizer of resources and as a resource himself, also to be as a guide within the classroom procedures and activities.

3. The teacher is that researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, and observe the learning process.

2.5. Related Studies

In this field (CLT) in most EFL countries, there have been many studies conducted on the expectation of CLT innovation and probable difficulties in its use. The following are studies related to the subject.

Kalanzadeh et, al.,(2013) conducted a study on Iranian EFL high school teachers to find out whether Iranian EFL high school teachers are at "ease" when using CLT in their classes or not, and if they are capable of "utilizing" a comprehensive approach in their classes to achieve its ultimate goal which is the communication in a real context. The participants were 50 teachers. They used a questionnaire and an interview to collect data by asking them to express their views about the probable difficulties when using CLT. They found that the main sources of problems in CLT implementation are caused by the Iranian EFL teachers and the students as well as the educational system. They found that problems came up from the approach itself. He demonstrated the problems on the part of CLT teacher as: Lack of training in CLT, misconceptions about CLT, deficiency in spoken English, few chances for retraining in CLT, deficiency in sociolinguistic and strategic competence and lack of enough time for materials development for communicative classes. Their results regarding the problems in the educational system show lack of budget, crowded classes, insufficiency of support and grammar-focused exams.

Sreehari (2012) conducted a study to investigate the teaching of English at undergraduate colleges in India in the backdrop of Andhra Pradesh English Lecturers' Retraining Program. The main aim of the program was to update the teaching skills of English teachers of undergraduate colleges in the State. The program trained teachers to adopt Communicative Language Teaching (CLT) principles so as to enhance English language skills of their students. His paper attempts to identify the possibilities and problems in the implementation of CLT principles and techniques in these colleges. The results indicate that teachers should follow more learner-centered ways in their teaching of English. He added, implementing CLT principles in the Indian setting was "beset" with difficulties such as large classes and lack of textbooks with the students, and lack of infrastructural facilities. He also found that failure to use authentic materials could probably be attributed to teachers' over dependence on the textbook. Since authentic materials present students with samples of language used for real life, much wider use of them was expected. These constraints made it impossible for teachers to implement the CA to language testing.

Ozsevik (2010) carried out a study on the use and the implementation of CLT in the Turkish context in EFL settings. The study was designed to investigate the Turkish EFL teachers' understanding of English teaching, predominantly the difficulties and challenges they face in the implementation of CLT practices in the Turkish context. The participants for this study were sixty-one Turkish teachers of English. The procedures of data collection included of online questionnaire and semi-structured and informal interviews. The results showed that Turkish EFL teachers observed many difficulties in implementing CLT in their classrooms. The first difficulty regarded to the teachers' deficiency in spoken English, lack of knowledge about the appropriate use of language in context; few opportunities for teachers to get training in CLT; little time for developing materials for communicative classes; and their misconception about CLT. The second difficulty was

associated with the students. These concerns consisted of the students' low English proficiency in general, their passive style of learning, resistance to participate in communicative classroom activities, and their lack of motivation for developing communicative competence. The third difficulty was related to the current educational system in Turkey. He categorized four difficulties: lack of support, lack of authentic materials, large classes, and finally grammar-based examinations. The fourth difficulty of the challenge to use CLT in Turkey was related to communicative language teaching itself. Two different problems were mentioned: the lack of effective and efficient assessment instruments, and CLT's inadequate account of EFL teaching.

Ansarey (2012) conducted a study in Bangladesh where the participants for the study were thirty teachers of English teaching at primary and secondary levels. A questionnaire and informal interviews were used for data collection. The results show that EFL teachers face many difficulties in implementing CLT in their classrooms. These difficulties come from four factors, the teachers, the students, the educational system, and CLT itself.

The researcher categorized these difficulties as followed:

1. Teachers' lack of proficiency, lack of training in CLT programs, inadequate time to prepare proper materials for CLT activities.
2. Lack of time is considered a barrier to develop materials to apply communicative activities in English classes.
3. Educational system in Bangladesh, overcrowded classes, lack of support, lack of authentic materials and grammar-based examinations.
4. Large Classes is another obstacle to implementing CLT.
5. Teachers' heavy workload.
6. Heavy loads of English teaching programs.

7. Mismatch between curriculum and assessment. The researcher pointed out that "the disparity between what the curriculum dictate and what is actually assessed on the large-scale standardized tests given at the end of each academic year".

8. Students' poor communicative abilities: she added at this point that the problem is related to the traditional teaching methods in teaching English.

9. Students' low motivation: her findings showed that low motivation is one of the difficulties in implementing CLT in Bangladesh.

In his study, Chang (2010) explores factors that constrain EFL teachers' implementation of Communicative Language Teaching (CLT) in Taiwanese college English classes that integrate CLT into the English curriculum. The participants were eight teachers from two universities in southern Taiwan. These factors are:

1. Inadequate teacher training and the fear of taking the risk to try the new teaching method. In addition to the teachers lack of knowledge and skills which deter their implementation of CLT.

2. If the students do not want to be involved in-group work and try to speak English instead of Chinese, CLT cannot be implemented.

3. The educational system which influences the teachers' implementation of CLT has three restrictions:

a) Test-oriented teaching that they are unwilling to be involved in communicative tasks, which are not included in the tests.

b) Large classes as one of the hindrance to implement CLT.

c) Limited teaching hours.

4. The appropriate curriculum: It is important to develop school curriculum appropriate for implementing CLT. In order to do so, emphasis should not only be on reading and grammar, but also on listening, speaking, writing, and communication skills.

It should be noticed that all of the studies mentioned above confirm that there were institutional limitations that have crucial difficulties that handicap the effective implementation of CLT in EFL classrooms and how they can affect the learners' progress and development.

The previous studies emphasized that there were enormous disagreement between the communicative approach as a theory and its application in the classrooms. They displayed that the difficulties in implanting the CA were not restricted to the Palestinian's context but also around the world.

2.6. Summary

This chapter provided the basic features of Communicative Language Teaching. It presented some beneficial examples of Communicative Language Teaching activities that can be used in teaching English classrooms that best facilitate the process of communication and by which learners and teachers assume different roles, these activities require the teacher to play various roles. A brief description of the grammar in Communicative Language Teaching also had been presented. The chapter presented an overview of different studies which explored the extend of using the CLT in foreign language classrooms and the difficulty of its application. Different roles were presented in this chapter either for teachers or learners in CLT classrooms.

Chapter Three

Methodology

Introduction

This chapter provides the research design and methodologies used for putting the study into practice. The researcher would like to find out the problems that teachers might have experienced while using the Communicative Approach (CA) in their real classes and the appropriateness of implementing the communicative approach in teaching English to EFL learners in Hebron Governorate's high schools. This chapter will present the sample selection as well as the method used for data collection. Moreover, this chapter presents the validity and the reliability of the tool and the procedures that are used.

3.1. Sample of the Study

In order to achieve the aims of this study, the researcher's study consists of 100 English teachers that were randomly chosen as a sample of the study. They teach tenth and eleventh grades. 50 were males and 50 were females with varying English experience and different ages.

3.2. Research Instrument

This study is based on the questionnaire. The questionnaire used in this study is designed for Hebron Governorate's high schools EFL teachers. A quantitative data have been collected through that questionnaire to understand the factors that hinder teachers in implementing the communicative approach. According to Brown & Rogres (2002, p.142) "Survey are any procedures used to gather and describe the characteristics, attitudes, views, opinion and so forth of students, teachers, administrations or any other".

3.4. Description of the Questionnaire

The questionnaire aims to investigate the teachers' attitude and the extent to which language practice in 11th and 10th classes in Hebron Governorate's high schools. The questionnaire is adopted from Ahmad & Rao (2013) "Applying Communicative Approach in Teaching English as a Foreign Language: Case Study of Pakistan". The adopted questionnaire is approved by the consultation of two professors at Hebron University English Department. In April and March in 2015; the questionnaire is consisted of nineteen items. All the 100 questionnaires distributed were handed back.

Teachers were asked to state their actual attitudes regarding CA in order to find out their perspectives and the problems in implementation of the CA. They were asked to answer all the nineteen questions after reading them by putting a tick in the box that they chose to express their attitude to each statement. The researcher informed the teachers that their names are unnecessary and their answers to the questions for the necessity to the study. A Lickert scale of five levels ranging from strongly agrees, agree, neutral, strongly disagree and disagree. The reliability of the attitudes' scales was calculated by using Statistical Package for Social Science (SPSS) method.

3.5. Validity of the Questionnaire

As said above the questionnaire is revised and approved by two professors in Hebron University at English department. They agree that it is suitable for the purpose of the study with little modifications that they suggest. The validity of the questionnaire is measured by calculating the items of correlation matrix using the Pearson Correlation; it clarifies the internal consistency of the instrument which is represented in table (1).

Table (1) Pearson Correlation matrix and internal consistency of the questionnaire.

| Items | Sig. | Pearson correlation |
|--|-------------|----------------------------|
| CLT requires high proficiency of the teacher. | .012 | .253 |
| Teachers have low resources and less time for material preparation. | .001 | .316 |
| Teachers lack training of CLT approach. | .000 | .548 |
| Students have low proficiency in English. | .000 | .507 |
| Students are less confident and less prepared for CLT. | .000 | .367 |
| Students resist in active participation in communicative activities. | .000 | .426 |
| CLT is unsuitable for existing examination system in Palestine. | .000 | .642 |
| The existing syllabus is not suitable for communicative activities. | .000 | .605 |
| Classrooms are not equipped with A/V aids for CLT. | .004 | .288 |
| An overcrowded class is a hurdle for CLT. | .006 | .272 |
| CLT needs specific materials for teaching. | .000 | .498 |
| CLT is more suitable in ESL context, rather than EFL. | .000 | .463 |

| | | |
|--|------|------|
| CLT lack assessment instrument. | .000 | .648 |
| CLT using only English in classroom. | .000 | .477 |
| CLT does not give importance to grammar. | .000 | .714 |
| CLT involves teaching of culture of target language. | .005 | .281 |
| CLT focuses less on reading and writing. | .000 | .586 |
| CLT focuses only on speaking. | .000 | .689 |
| CLT is learning centered approach. | .002 | .300 |

The results show that most of the values of the Pearson correlation items are less than .005 which indicate that the questionnaire has a high degree of consistency of the measured items. However, the questionnaire is measured according to five-point Likret-Scale. They are: 1. Strongly agree, it gives five responses. 2. Agree, it gives four points. 3. Neutral, it gives three points. 4. Strongly disagree, it gives two points. 5. Disagree, it gives one point. The following table shows the distribution of the points according to the responses.

Table (2). The given points for the responses of five points of the Likret-scale.

| NO. | The response | The given points |
|------------|----------------------------|-------------------------|
| | Strongly agree | 5 |
| | Agree | 4 |
| | Neither agree nor Disagree | 3 |

| | | |
|--|-------------------|---|
| | Strongly disagree | 2 |
| | Disagree | 1 |

In fact, measurements of the three degree were followed: high, medium and low according to the following points;

1. High degree: if the mean of the item or the total score is $\geq (3.66)$.
2. Medium degree: if the mean of the item or the total score is $> (2.33)$ and $< (3.66)$.
3. Low degree: if the mean of the item or the total score is $\leq (2.33)$.

3.6. Reliability of the Questionnaire

The reliability of the questionnaire is accounted by using the (Cronbach's Alpha).The reliability value yielded (.822) which is considered statically reliable for conducting the study as it is shown in table (3) below.

Table (3). Reliability Coefficient of the Questionnaire.

| Reliability Coefficient | Number of Items |
|-------------------------|-----------------|
| .822 | 19 |

3.7. Procedure

The aim of this study is to find out the problems that face teachers in implementing CLT. This study was carried out at Hebron Governorate's high schools in April and March in 2015. The schools and the teachers were randomly selected. The researcher received a written permission from

English Department at Hebron University to distribute the questionnaire. The questionnaire was distributed and collected by the researcher herself. Quantitative data were used to analyze and interpret the data in words. Teachers were informed to answer the questions according to their experiences and to express the difficulties that they face during the implementation of this approach in their classes.

3.8. Summary

This chapter described the methods that were used to reach the results of the study which is based on the questionnaire. It presented the sample of the study, instrument and data collection. It provided an explanation of the procedures. The chapter gave a description to the questionnaire of the study. In order to support this study a quantitative methods were used for gathering data. In addition to the validity and the reliability of the questionnaires were discussed.

The next chapter will discuss the results of the study, and how these results enhance the questions and the problems of this study.

Chapter Four

Findings and Discussion

Introduction

This chapter presents the findings of the study after gathering data using the questionnaire. The answers to the questions of the study are included to show the results of the problems that teachers face during implementing the Communicative Language Teaching (CLT) Approach in their classes.

In early 2000, Palestinian schools began reforming English teaching by introducing Communicative Language Teaching Approach. Now, it focuses on listening and speaking in addition to reading and writing. The researcher tries to find out the problems that facing teachers at Hebron Governorate's high schools that may have an impact on the implementation of this approach in their classes.

4.1. The Results of the first question of the study.

Question 1:

Are the logistic problems in implementing the CLT approach related to the lack of teacher training in this methodology?

When teachers receive adequate training on teaching CLT approach, this could help them to develop their strategies and give them a deeper understanding toward the implementation of this approach in their classes effectively.

Table (4.1): Mean and standard deviation problem related to teachers.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|-----------------|---|------------|-----------|------------|-----------|
| 1. | Teachers lack training of the CLT approach. | 100 | 3.34 | 1.249 | Medium |

Table (4.1) shows that the mean of the teachers' responses is in the Medium level (3.34). A lack of training may affect the implementation of CLT at Hebron Governorate's high schools. The result shows that the CLT is a favorable approach. This statistical result indicates that there is a relation between implementing CLT and teacher training in this methodology. This is consistent with Ansarey (2012), who asserted that there are few opportunities for teachers to get training in CLT. She adds that lack of knowledge as a limitation may handicap the effectiveness of implementing CLT in English as Foreign Language (EFL) classrooms. Chang (2010) commented that inadequate teacher training and the fear of taking the risk to try the new teaching method, in addition to lack of knowledge and skills could deter the implementation of CLT.

4.2. The Results of the second question of the study.

Question 2:

Is the degree of teacher proficiency related to the logistic problems in implementing the (CLT)?

To answer these questions, means and standard deviations were calculated as shown in the following table.

Table (4.2): Means and standard deviation of problems related to the teachers.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|-----------------|---|------------|-----------|------------|-----------|
| 2. | CLT requires a high teacher proficiency level. | 99 | 4.07 | .746 | High |
| 3. | Teachers have low resources and less time for material preparation. | 99 | 3.40 | 1.261 | Medium |

Table (4.2) shows that the mean of the teachers' responses is high (4.07) for item (2). The statistical result indicates a positive bend toward the requirement of a high teacher proficiency level and that most of the participants agreed that CLT implementation required this. This means that teacher proficiency as a factor may affect the implementation of CLT at Hebron Governorate's high schools. In my opinion, teacher proficiency, knowledge and skills are important. A lack of such knowledge and/or skills may deter the implementation of CLT. Thus, English teachers should improve their professional abilities and competence in order to understand their students so as to correctly implement the communicative approach. This agrees with Stern (1992), who says that CLT application is more successful in English as Second Language (ESL) countries than in countries that use English as a Foreign Language (EFL). This refers to some of the following difficulties during application:

- Purpose of learning English;
- Learning environments;
- Teachers' English proficiency;
- And the availability of authentic English materials.

Medgyes (1986) comments on this point: CLT requires extra responsibility from teachers before and during class time. CLT involves high language proficiency, and it burdens them because the approach is a student-centered one, not teacher-centered. Teachers have to be ready for their students and use many more skills than in the traditional teacher-centered classroom. Further, non-native teachers may have difficulty accepting the CLT approach because they're used to teaching the audio-lingual approach. Because of this, they may face difficulties freeing themselves from those constraints.

Table (4.2) shows that mean of the teachers' responses is medium (3.40) for item (3). The statistical result indicates positive agreement regarding this item. The results also indicate that most of the participants agreed that CLT implementation requires more resources and more time for materials preparation. This means that low resources and less time for materials preparation may affect teacher implementation of CLT at Hebron Governorate's high schools.

Most of the teachers agree that limited time and low resources are factors that hinder the implementation of the communicative approach as in (item 3). My point of view, as a teacher is; to achieve effective learning, the time that allocated to teach English should be increased. Teachers in our schools are forced to complete the assigned syllabus; therefore, they often skip different activities to save time. I think these activities are important in various skill applications, so skipping them could lead to poor communicative abilities among students.

A lack of resources such as computers and other facilities that help to improve communicative abilities may increase the problems teachers face in implementing the CLT approach. Zarrin & Ashary (2014) found that most of the teachers raised their voices against the insufficient time that allocated to teach English. They found that Iranian teachers said that class time was not enough

even to complete the syllabus. English teachers and textbook authors believed that if the teachers have sufficient time, they “could do a very effective job”. (p.264)

4.3. The results of the third question of the study.

Question 3:

Do overcrowded classes in schools affect the implementation of CLT?

Table (4.3): Means and standard deviation of problem related to the educational system.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|----------|---|-----|------|-------|------|
| 4. | An overcrowded class is a hurdle for CLT. | 99 | 4.05 | 1.014 | High |

Table (4.3) shows that the mean of the teachers’ answers is high (4.05). This result indicates that a majority of participants agreed that overcrowded classes negatively affect teaching English. This means that the overcrowded classes are negatively affecting the implementation of CLT at Hebron Governorate’s high schools. I think that in overcrowded classes, the aims of a lesson may not be achieved because the teacher can’t teach so many students effectively, which may result in poor student achievement. Overcrowded classes are an obstacle to practicing CLT because in such settings, each student does not get an opportunity to practice English. It is difficult for teachers to control activities with overcrowded classes. The CLT approach aims to increase interaction and develop students’ skills integration. The results here agree with Ozsevik (2010), who found that overcrowded classes were the major problem in implementing CLT in Turkey. Teachers there said it’s hard to do group work due to overcrowded classes and impossible to give individual attention with CLT to each student.

4.3.1 The results of the fourth question of the study.

Question 4:

Are there a relation between a lack of facilities and teaching aids at schools and the implementation of CLT?

The researcher view point is that in order to improve the quality of teaching English in general, teachers should use facilities to meet relative needs of their students. This would lead to enhance the overall academic performance of the students and it may help to develop the application of CLT approach in particular.

Table (4.3.1): Means and standard deviation of problems related to facilities and AV aids that related to the educational system.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|----------|---|-----|------|------|------|
| 5. | Class rooms are not equipped with A/V aids for CLT use. | 100 | 4.11 | .952 | High |
| 6. | CLT needs specific materials for teaching. | 100 | 3.97 | .822 | High |

Table (4.3.1) shows that the means of the teachers' answers are high. (4.11) and (3.97). The results indicate a positive effect of the requirement for facilities and teaching aids, and they also signify that teachers are aware of the importance of the specific materials in developing learners' communicative competence. This means that the lack of facilities and teaching aids are crucial factors that affect the implementation of CLT at Hebron Governorate's high schools. These results contradict the hypothesis that there are relationships between implementing the CA and the lack of

facilities and teaching aids at schools. In order to give learners better opportunities to communicate, English- teaching classrooms should contain teaching aids to facilitate the teaching and teaching process and encourage students to interact in communicative activities.

When students feel comfortable and enjoy learning, they are motivated to participate in communicative activities, and then CLT goals will be achieved. Teachers need to use authentic materials and audio-visual equipment, and as facilitators, they should try to make classroom activities as similar as possible to real-life situations in order to achieve effective learning among students. As a result, the communicative competence of learners may be improved. I have notably experienced some difficulties in the implementation of the CLT approach. For example, in the absence of a technical lab to perform activities to improve listening skills; I used tapes to do this. Such an activity is not enough, though, for students to grasp the learning efficiently. I think that if there are audio instruments with which to perform the activities, they may produce better result. Teachers need specific materials such as computer's CDs in order to use CLT effectively. Classrooms should have adequate facilities to support the implementation of CLT, which provides a good teaching environment that motivates students to learn English. This agrees with Sreehari (2012) that a lack of proper facilities and failure to use authentic, real-life materials can have a negative effect on English language. Such constraints make it impossible for teachers to implement CLT in language testing. A suitable learning environment, teacher proficiency and experience, authentic English materials, and a clear purpose of learning are the most important requirements for implementing CLT in an EFL context, according to Rao (2002). He added that most educational institutions do not support the need of certain facilities and equipment such as audio-visual, photocopiers and other resources that are required to support the dynamic teaching necessitated to meet the need of CLT activities. Most of EFL schools lack of certain equipment and facilities. The

lack of such materials could block the ways to develop students' communicative competence and prevents the effective use of CLT (Incecay & Incecay, 2009).

4.3.2. The results related to the Educational system's Problems.

Table (4.3.2): Means and standard deviation of problems related to the educational system.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|----------|---|-----|------|-------|--------|
| 18. | CLT is unsuitable for existing examination system in Palestine. | 100 | 3.13 | 1.300 | Medium |
| 19. | The existing syllabus is not suitable for communicative activities. | 100 | 3.23 | 1.22 | Medium |

The means of Table (4.3.2) are between (3.13) and (3.23), showing Medium positive answers regarding these items from most of the teachers. *English for Palestine* is the syllabus that's supposed to develop students' competence as well as their confidence in speaking English. CLT principles are emphasized, and thus its objectives are said to be achieved through this syllabus. My point of view regarding the syllabus is that not all of the important language skills are practiced in an integrated manner. Teachers introduce one skill each time intentionally, and it is selected by the teachers and syllabus designers. This may not lead to achieving the goals of the CLT approach. Additionally, even though the English for Palestine textbook provides many interactive activities for learners such as pair work and role playing, most teachers do not make the effort to engage their students in them because most English classrooms in Palestine are overcrowded, which hinders the implementation of such activities. This is in addition to the limited time that is allotted to teach

English, as noted previously. These constraints may lead to the ineffective application of the CLT approach.

Ahmad & Rao (2013) pointed out that the examination system in Pakistan does not improve the application of CLT because teaching focuses on writing skills and neglects other skills. Learners' efforts are focused on written skills because the evaluation result will be obtained through a written examination. Teachers in our schools are forced to complete the assigned syllabus and focus on grammar activities. Therefore, they skip certain activities to save time. I believe that these activities are important for developing various communicative skills, and skipping them will lead to poor communicative abilities.

Another problem stems from students focusing only on the areas related to exams. They may lose their motivation in communicative activities when there is no exam value. This is consistent with Ozsevik (2010), who found that students lose their motivation and refuse to participate in communicative activities due to pressure they feel from grammar-based examinations. They feel that participating in such activities is time wasted because they will not benefit them or have any value for their tests. There is a mismatch between curriculum and assessment in that Turkish students are tested on grammar on their formal assessment even though CLT is part of their curriculum. Grammar-based English examinations are regarded as most important in assessing students' overall success. These examinations thus have a greater impact on the teaching of English, according to Ozsevik (2010). Everything is decided and done for the sake of the examinations. He added that there are differences between curriculum built on the principles of the communicative approach and the standardized tests given at the end of each academic year. In these tests, grammar, vocabulary, and some reading comprehension, in addition to sentence-level translations, are assessed. Listening, speaking, and writing skills are neglected in those assessments.

4.4. The Results related to the students' problems.

Table (4.4): Means and standard deviation of problems related to the students.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|-----------------|--|------------|-----------|------------|-----------|
| 7. | Students have low proficiency in English. | 99 | 3.93 | 1.163 | High |
| 8. | Students resist in active participation in communicative activities. | 98 | 3.35 | 1.219 | Medium |
| 9. | Students are less confident and less prepared for CLT. | 100 | 3.42 | 1.342 | Medium |

The results in table (4.4) illustrate that the teachers agree with the items above, where the means are between (3.35) and (3.93). The results indicate that these items are factors challenging the effectiveness of implementing CLT at Hebron Governorate's high schools. The researcher's point of view is that students may be shy about speaking English in front of his/her classmates which may cause him/her to refrain from participating in communicative classroom activities, resulting in difficulty in utilizing CLT activities. This agrees with Ozsevik (2010), who reported that student resistance to participating in communicative class activities is a serious barrier hindering the implementation of CLT in Turkish classrooms. Turkish teachers revealed that their students were reluctant to emerge in communicative class activities. He found other problems related to the students as well, such as low English proficiency, passive style of learning, and lack of motivation for developing communicative competence. Al-Mahrooqi (2012) found that Omani students' low English language proficiencies related to many reasons that hinder them from achieving effective learning, such as ineffective teachers, inadequate curricula, limited exposure to English outside the classroom, unsupportive parents, and a poor school system.

The researcher thinks that teachers can create positive attitudes in students by encouraging them to feel free to express their thoughts and opinions. This may motivate them to be active and could help to build up their confidence. Students feel uncomfortable participating in classroom activities because they do not have motivation and lack confidence to participate in their classrooms. This agrees with (Hoseini Kargaret, al. 2011 and, Jones 2007) commented that students feel uncomfortable participating in communicative activities because they lack the confidence to express themselves freely and feel bad when they make mistakes. Khan (2011) pointed out that to achieve the desired results we need suitable textbooks, qualified teachers, effective administration, and beneficial syllabi. EFL classes though, are typically over-crowded and teacher-centered instead of student-centered. These factors may lead to students' low proficiency in English which may lead them feeling less confident and less prepared and selecting a passive style of learning.

4.5. The Results related to the CLT's Problems.

Table (4.5): Means and standard deviation of problems related to the CLT itself.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|-----------------|---|------------|-----------|------------|-----------|
| 11. | CLT is more suitable in ESL context, rather than EFL. | 100 | 3.54 | .999 | Medium |
| 12. | CLT using only English in classroom. | 99 | 3.28 | 1.363 | Medium |

Table (4.5) shows that the means of the teachers' responses are (3.54) and (3.28). For item (11) the result indicates that CLT implementation in an ESL context is more favorable than in an EFL context. This means that the lack of a suitable context and suitable environment are factors

affecting the implementation of CLT at Hebron Governorate's high schools. Most of the participants agreed that CLT is not suitable in Hebron Governorate's high school environments. This means that CLT failed to give an adequate account of EFL context. The researcher's opinion is that learning English as part of a school curriculum at a specific time which is only class time is insufficient, in other words time should be increased in order to fulfill the needs of the learners. Unlike in the Hebron Governorate's EFL context, ESL learners have adequate exposure to English outside the classroom.

CLT may fail to address EFL learners in Hebron Governorates' high schools due to the following factors:

- (1) Learners do not need to speak English outside the classrooms.
- (2) Everybody around them speaking their native language (L1).
- (3) The lack of native-speaking teachers of the second language (L2).

These factors decrease students' motivation to communicate effectively. This is consistent with Stern (1992) argued that:

One of the most difficult problems in making classroom learning communicative is the absence of native speakers. Apparently, CLT is more successful in English as a Second Language (ESL) context because students have the motivation to work on oral English because they need it in their lives. In contrast, in the English as a Foreign Language (EFL) context, due to some physical limitations (p. 14).

Sano & Harmer (2001) mentioned that Japanese learners did not feel that they needed to master English because they feel that they are far away from the goal of communicative competence. In contrast, ESL learners need to use English in everyday life to survive in the target culture. In general, EFL learners have limited exposure to the English language other than learning it through

formal institutions and they return to speak their native language after leaving their English classes. Vongxay (2013) argued that in communicative activities, students are supposed to be active and express their ideas and opinions freely. Students in EFL classrooms are restricted to traditional and cultural behaviors, such as listening to and respecting adults. Such behaviors may affect and hinder the application of CLT in these classrooms. Incecay & Incecay (2009) share this idea that EFL students who have traditional learning behaviors are passive in communicative activities. They added that EFL students cannot easily forget traditional learning behaviors like the teacher-centered approach. Ozsevik (2010) found that CLT is unsuitable for use in an EFL context due to the major difficulties confronting English language teachers. A number of other studies (Hiep, 2007; Li, 1998; Li, 2004) support this point. They note that there are enormous differences between EFL and ESL teaching, including the purposes for learning English, the learning environments, teachers' English proficiency levels, and the availability of authentic English materials. Learners in ESL settings are more active in using the target language than EFL learners due to the fact that they have peers who speak different native languages, and they have to interact with them inside and outside the classroom. This means that they have more motivation to enhance their communication skills (Ellis, 1996; Rao, 2002; Jin et, al. 2005; Mirdehghan et, al. 2011). The researcher thinks about item (12) that mother tongue should be avoided in CLT classes as much as teachers could for the sake of the fluency of L2 in their classes. Teachers should be tolerant with mistakes in order to encourage the flow of the students' language by making them speak as much as they could. Cole (1998) argued that English language is difficult for many learners, especially for low levels. Teachers should try to avoid L1 but they can use it to explain the meaning of individual words or grammar and to facilitate complex instructions that can save time, especially with adult students. Atkinson (1993), who said "For many learners (in particular adults and teenagers), occasional use of the L1 gives

them the opportunity to show that they are intelligent, sophisticated people"(p.13). He added, to Integrate communicative methodology with selective and limited use of L1, "It is impossible to talk of a 'right balance' or a perfect model for using L. L1 can be a valuable resource if it is used at appropriate times and in appropriate ways". (Cole, 1998, p. 2).

Table (4.5.1): Means and standard deviation of problem related to the CLT itself.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|-----------------|--------------------------------------|------------|-----------|------------|-----------|
| 13. | CLT is a learning centered approach. | 100 | 3.82 | .936 | High |

The result in Table (4.5.1) shows that the teachers agree that CLT is a learner-centered approach. The mean is (3.82) which indicates that the CLT learner-centered approach is a favorable factor for teachers, and the lack of this factor could hinder the implementation of the CLT approach.

In this approach the role of the teacher is to encourage students to engage in communicative activities and decrease their fears by creating student centrality in the classroom. When students interact with each other in pairs or groups, the flow of language will increase, and this will improve their abilities. Interaction is considered the heart of communication in which all the activities can be achieved for the purpose of effective communication. L1 learners communicate and interact in the classroom with the help of teachers because of the significant role they plays in motivating and encouraging them through classroom interactions. The teacher should be a facilitator of the language rather than being authoritarian or a commander because the learning process requires communicative and collaborative work in the classroom in order for students to achieve success at all levels. In addition, teachers should be skilled enough to give each student the opportunity to express his or her ideas for real results. This is consistent with Khan (2009), who found that even

group work can be difficult in large classes but is still more effective than individual work. Students perform activities better in groups than alone because they collaborate with each other and share ideas, opinions, and meaningful views. This encourages them to interact and communicate in the English language. This will also support the level of achievement in classroom interaction. Nunan (1992) confirms that collaborative learning is essential in the classroom, and it enables students to work together in order to achieve common learning goals. On the other hand, EFL teachers speak most of the time because their students have a low proficiency level. In reality, these are the students who need the opportunity to practice to overcome their deficiency. This is consistent with (Echevarria et, al. 2004,quoted in Koosha &Yakhabi, 2013), who noted, “It can be particularly tempting for teachers to do most of the talking when students are not completely proficient in their use of English, but these students are precisely the ones who need opportunities to practice using English the most” (p.103). EFL teachers may refuse to apply student-centered classroom techniques because in these activities, students do most of the speaking, and they leave their seats to complete a task and interact to complete communicative exercises. This will result in some noise, the scene can appear chaotic; and the classroom may become messy (Larsen-Freeman, 1986). Many EFL teachers are not used to dealing with chaotic and noisy classrooms, especially in large classes with a high number of students (Koosha &Yakhabi, 2013).

Table (4.5.2): Means and standard deviation of problems related to the CLT itself.

| Item No. | Item of Q. | No. | M. | SD. | D. |
|-----------------|--|------------|-----------|------------|-----------|
| 14. | CLT focuses only on speaking. | 100 | 3.12 | 1.409 | Medium |
| 15. | CLT gives less importance of reading and writing. | 99 | 3.04 | 1.245 | Medium |
| 16. | CLT does not give importance to grammar. | 98 | 2.95 | 1.502 | Medium |
| 17. | CLT involves teaching of culture of target language. | 97 | 3.55 | .854 | Medium |

Table (4.5.2) shows the means are between (2.95) and (3.55), which denote medium positive answers regarding these items from most of the teachers. The means for items (14) and (15) are (3.12) and (3.04), respectively indicate that speaking is the most difficult skill in English language teaching, and students need more time to learn proper speaking in the CLT approach as opposed to traditional approaches. The CLT approach aims to encourage students to speak more and to get them more involved in classroom activities in order to improve their abilities and skills in speaking by increasing their talking time. The researcher's point of view is that CLT aims supposed to teach and place importance on all of the four key skills. Communication imparts importance to speaking and listening as well as reading and writing. However, teachers may have some misconceptions about this approach. This agrees with Thompson (1996) in that the reasons for these misconceptions are often translated and accepted by teachers, especially trainers, because CLT is a student-centered approach, giving students more opportunities to practice orally, and reduces teachers' talking time. CLT encourages students to work in pairs-and groups on speaking activities. Thompson added that speaking is not the only way to communicate. Communication also happens in a written medium between two speakers or more. The lowest agreement was for item 16, where the mean is (2.95). This result indicates that some of the participants believe that CLT does not give importance to grammar like traditional approaches. Teachers have misconceptions about CLT (that it doesn't

teach grammar or does not give importance to grammar), and these misconceptions could hinder the implementation of the approach. The researcher believes that many teachers do not have a clear sense of the useful innovations of this approach. The CLT approach aims to teach grammar in a communicative way and presents grammar indirectly. In other words, teaching grammar explicitly is not effective. This is consistent with Ellis (1992), who argued that teaching grammar explicitly could not achieve its goal because learners do not grasp the new information about the language and they are not ready to understand the new knowledge. Krashen (1988) added that the only way to best learn grammar is unconsciously that is, by exposure to the language, not through fixed rules. Thompson (1996) pointed out that CLT textbooks did not include explicit grammar instruction in their early days. The reaction to the lack of explicit grammar teaching in CLT was never the intention of the CLT approach, but it does highlight the heavy emphasis on grammar at the expense of natural communication in other approaches. Ahmed (2013) commented that CLT contains different techniques for dealing with grammar issues, and its rules become inductive instead of deductive. She added that there is no doubt of the importance of grammar in CLT. Ma (2009) believes that the success of language teaching lies in incorporating meaning and grammar. Canale & Swain (1980) did not propose that grammar was unimportant. On the contrary, “they situated grammatical competence within a more broadly defined communicative competence”. (p.44)

The result of item (17) with the mean of (3.55) indicates that teachers’ attitudes toward teaching about the culture of the target language are in the medium range. This means that teachers are aware of the advantages and benefits of teaching about the culture of the target language. Students will gain a better understanding of the language and the people who speak it when they study the culture of the target language. To communicate successfully, students must associate the target language with its culture. Students should be aware of the other language’s culture to improve

their learning ability. This is consistent with Thanasoulas (2001), who pointed out that learning about culture is an important aspect of learning a target language, and teaching cultural background knowledge is a must in this day and age. He added that teaching a language is not separate from teaching about culture. Students should be aware of the target language's context, because language and culture do exist in separate voids. This agrees with Crystal (1997), who argued that language has no independent existence; rather, it exists in the body parts of its user (the brain, mouth, ears, hands, eyes, etc.). According to Kitao (2000), when learners know that they are dealing with concrete facts and a genuine situation, then the language becomes easy to grasp. In other words, learning about the culture of the target language facilitates the learning of that language. On the other hand, it can be difficult to learn about real-life situations in textbooks, which often contain a lack of insight regarding target culture. Students may think they are learning the language of fictional people, because they have difficulty associating real people with such situations. Genc & Bada (2005) added that teaching grammar by providing genuine examples from English or American people will be more effective for learning. In order to overcome problems, teachers should be able to use examples from the target language's culture to explain new or tricky grammatical items. Another researcher who referred in his study to the influence of culture on classroom interaction is Glew (1998). He mentioned that Asian students are limited in their "turn taking behaviors" with their teachers, and so they do little in classroom discussions because they haven't practiced the language and interacted successfully in their previous classes. The researcher thinks this result is convincing in comparison with other non-Asian students who can easily communicate and use the language inside the classroom because they have been encouraged from an early stage to participate in classrooms discussions.

The results of the questionnaire indicate that the teachers are aware of the CLT approach, but due to problems that hinder its application, they haven't used its principles in their classrooms. *English for Palestine* claimed to follow up the new trend in English language teaching that marked a significant change from the way English had been taught previously in Palestine. Dajani & Mclaughline (2009), who shed light on the first Palestinian English language curriculum, claimed that the Palestinian teacher training programs that did offer a course on English Language Training (ELT) methods were unfortunately focused on theory rather than on practicable issues for realistic use in the classroom. Consequently, they focused on the coverage of assumptions more than on developing critical and reflective users. For instance, *English for Palestine* is a book that does not give much attention to L2 culture, so students do not gain enough of a vision of what they're dealing with. As a result, they are not able to practice the English language communicatively. The lack of materials and the rare expansion to a new language input are also additional hindering factors. For these reasons, English teachers there do not follow the communicative approach while teaching English as a foreign language and instead use traditional techniques for introducing English to their students.

This study discussed the problems that hinder implementation of the CLT approach in Hebron Governorate's high schools. The researcher reached the same results as the studies of Ansarey (2012), Chang (2010), Ozsevik (2010), Sreehari (2012) and Kalanzadeh et, al., (2013). All of these studies discussed problems in the application of CLT.

Results findings revealed that most of the teachers are supportive of CLT adoption. Their responses were favorable toward CLT despite the limitations that hinder the effective implementation of it. The results showed that many factors restrict participants from actually practicing CLT, including a lack of materials, limited time, overcrowded classes, and other

problems that were discussed. Richards (2006) commented that despite these limitations, however, CLT will continue to be the main general language teaching methodology for many years to come

4.6. Summary

This chapter presented the analysis and the findings of the data collected by the means of the questionnaire. These findings have been presented in order to provide answers to the questions of the study.

The findings of the questionnaire revealed that despite of teachers' awareness of CLT approach; they were unable to implement it in their classes due to the difficulties that they confront. The chapter interpreted the results of the study and connected them with the previous studies. It presented a discussion for overall results of the study.

Chapter Five

Conclusion and Recommendations

5. Conclusion

The findings of the study are based on the analysis of the questionnaire. The findings are not distinct from the hypotheses that there is a gap between the theory and practice of communicative language teaching in Hebron Governorate's high schools.

The aim of the study was to investigate the problems that teachers face in implementing Communicative Language Teaching (CLT) Approach in the tenth and eleventh grades in Hebron Governorate high schools. It should be noted that all of the studies mentioned previously in Chapter Two confirmed that CLT plays a crucial and positive role in language learning teaching and can affect learners' progress and the development of communicative competence in English as a Foreign Language (EFL). However, a number of constraints have made CLT difficult to implement in English-teaching classrooms.

The results of the study indicate that the majority of the questionnaire participants seem to share similar attitudes related to the difficulties and challenges they face in implementing CLT in their classes. CLT activities may be difficult to design and implement and increase the burden on busy teachers. These difficulties and challenges may lead to extreme challenging to CLT implementation in Hebron Governorate's high schools. Specific summarized results are as follows:

1. The results indicate that the teachers have a somewhat clear understanding of the CLT approach. Nevertheless, they have been unable to implement it in their classrooms.
2. There is a lack of effective and efficient assessment instruments. The CLT method seems to be difficult for EFL teachers, who usually use clear-cut assessment procedures. The results further

indicate that some teachers agree that CLT is unsuitable for the existing examination system in Palestine, and they have negative attitudes toward CLT exams. This means that teachers there rely strongly on grammar-based examinations. In other words, the traditional approach still dominates in Hebron Governorate high schools. As a result, this may negatively affect student competence. According to Ellis (2008), most EFL teachers prefer to “adhere” to the traditional methods of testing.

3. The results reveal that large classes are another constraint that makes CLT difficult to implement.

4. The portion of time allocated to applying the CLT approach is not enough.

5. The results indicate that there is a lack of authentic materials. The authenticity of activities must be interesting and relevant to the target language’s culture. This will lead to enhance learner motivation. Students’ motivation for learning can change the classroom environment and may bring about good results in improving their communicative competence.

6. Inadequate or unavailable facilities and equipment hinder the implementation of CLT.

7. The main difficulty confronting CLT implementation is teacher’s proficiency levels and lack of training. Teachers are always considered the instrument of change in the classroom environment.

These problems and difficulties need to be addressed with creative solutions in order to achieve successful implementation of the CLT approach in an EFL context.

5.2. Recommendations

Based on the findings of this study, the researcher presents some recommendations for teachers and the Ministry of Education.

1. The researcher suggests that the most important need is for adequate training programs for teachers to practice CLT in order to understand how to manage and integrate the textbook's theories with real-life situations. This gap is attributed to the teachers' voice, incorporating with educational policies makers to provide the effective technique and appropriate programs to achieve CLT goals.
2. Large classes should be reduced to conciliate levels that accommodate CLT English classes.
3. The examination system should not focus only on writing skills. It should be modified. Teachers should try to develop creative ways of assessing the four key skills; reading, writing, speaking and listening in an integrated manner.
4. Since the classroom is the only place where learners receive input about conducting effective communication and the native language is used to manage EFL classes, teachers should encourage their students to watch English programs on TV or through other visual media, such as BBC English, CNN news and Movies. These programs offer live exposure to the English language and lead to enhanced language proficiency.
5. Teachers should create an English environment (like a small theater) in which students can perform useful activities such as plays to give them more opportunities to practice and integrate the culture of the target language. This can help to increase students' self-confidence and lead to developing their communicative competence.
6. English teachers should improve their professional skills and competence in order to understand their students so as to correctly implement the communicative approach. Teachers

should be familiar with English-speaking countries socially and culturally to correctly use the communicative approach to English teaching.

7. Teachers should encourage their students to get involved in classroom activities and encourage them to express their ideas. To avoid issues of shyness and reluctance, they might ask students to speak in pairs or small groups before asking them to speak in front of the whole class. This will encourage the students to participate and also enhance their communicative competence.

5.3. Recommendations for further research:

1. Conducting other researches related to the communicative approach because this topic is very vital to the development of teaching *English in Palestine*.
2. Conducting a similar study at private schools to investigate the difficulties facing teachers there in implementing CLT.
3. Organizing several workshops every year in schools to increase teacher awareness regarding communicative language teaching.

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Appendix One

Communicative Approach questionnaire:

Kindly I request that you complete the following short questionnaire. It should take no longer than 15 minutes of your time. Your response is of the utmost importance to me as a researcher and it will provide important information to help our students. Please answer all questions as accurately as you can. Please do not write your name or contact details on the questionnaire. It remains anonymous.

This questionnaire is used for the purpose of research only. Feel free to contact the researcher if needed.

The researcher's name: Dunia Abu Munshar

The researcher number: 0599399125

Email: duniadodin@hotmail.com

Thank you for your cooperation, your effort is greatly appreciated.

| Items | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|---|----------------|-------|---------|-------------------|----------|
| CLT requires high proficiency of the teacher | | | | | |
| Teachers' have low resources and less time for material preparation | | | | | |
| Teachers lack training of CLT approach | | | | | |
| Students have low proficiency in English | | | | | |
| Students are less confident and less prepared for CLT. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Students resist in active participation in communicative activities | | | | | |
| CLT is unsuitable for existing examination system in Palestine. | | | | | |
| The existing syllabus is not suitable for communicative activities. | | | | | |
| Class rooms are not equipped with A/V aids for CLT. | | | | | |
| An overcrowded class is a hurdle for CLT. | | | | | |
| CLT needs specific materials for teaching | | | | | |
| CLT is more suitable in ESL context, rather than EFL | | | | | |
| CLT lack assessment instruments | | | | | |
| CLT using only English in the class room. | | | | | |
| CLT does not give importance to grammar | | | | | |
| CLT involves teaching of culture of target language | | | | | |
| CLT gives less importance to reading and writing | | | | | |
| CLT focuses only on speaking. | | | | | |
| CLT is learner centered Approach | | | | | |