# A study of Communicative Language Teaching in schools in Misurata city: a Libyan Context

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## Abstract

Communicative Language Teaching (CLT) has been studied and implemented by many researchers and scholars in the field of English Language Teaching. However, there are not many studies that specifically deal with CLT and its implementation in the Libyan context. While Libyan English language current curriculum requires using the Communicative Language Teaching approach in classrooms, and language teaching syllabi are based on it, actual teaching practices used by many Libyan teachers are different. The paper investigates whether this approach is appropriate for teaching English to Libyan students. Also, the paper presents an explanation of the CLT approach and its historical back ground.

The method was used for this research is a questionnaire. Participants for this study were 16 Libyan teachers of English at schools in the city of Misurata. The modes of data collection consisted of a questionnaire. The results show that Libyan teachers implementing CLT, whilst aware of the achievements, observe many difficulties in their classrooms. These difficulties are, namely, ill-trained teachers, lack of motivation on the part of the students, the educational and examination system, and limited resources. The results suggest that despite showing keen interest in change and being eager to apply CLT, Libyan teachers are not rather optimistic about the complete adoption of CLT, and thus feel that only by overcoming the difficulties mentioned above and by establishing more favorable conditions for the implementation of CLT can students truly benefit from CLT in their English classrooms. The paper discusses the implications of the findings for teaching English communicatively in a Libyan context.

**Key Words**: Communicative Language Teaching (CLT), Attitudes, English language Teaching, communicative competence

## 1. INTRODUCTION

Every person with a desire to gain professional advantage should possess skills of global standards, among which is proficiency in the English language. This has made the teaching of English as a second language a must in many countries especially developing ones such as Libya.

With the objective of empowering its people to participate globally in the economic competition, Libya has taken up the challenge to incorporate English into its academic programs as the medium of instruction in some courses and also as complete language courses. However, as in many countries, strive for English proficiency is coupled with difficulties in Libya.

Improvements in language teaching came about at the beginning of the 70s with the emergence of CLT approaches. Richards and Schmidt (2002) define CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use the focus of all classroom activities" (p.90). Richards and Schmidt (ibid.) classify the major principles of CLT as follows:

1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication is the goal of classroom activities.
3. Fluency and accuracy are both important goals in language learning.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and error.

Further, Harmer (2005) defines CLT as "a set of beliefs which include not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The 'what to teach' aspect of the Communicative Approach stresses the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle is to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes. The 'how to teach' aspect of the communicative approach is closely related to the idea that 'language learning will take care of itself', and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill" (pp.84-85).

Despite the phenomenal popularity of CLT since its conception, many conflicting views have been given by English language teaching scholars. One of the most important issues educators are dealing with is the choice of most appropriate approach for teaching English as a second or a foreign language. Many great scholars have given emphasis on the use of CLT in teaching English, where English is foreign or a second language (Liao, 2004). Some would disagree and favor traditional language teaching methodologies e.g. grammar translation method, on the ground of disparity of local cultures and needs (Bax, 2003; Harvey, 1984). But, all are in agreement that although considered actions have been taken to facilitate English language learning, but still, a number of

issues still remain unresolved.  Preference for one method, especially in developing countries, is very difficult. There are many hindrances which have to be overcome for successful implementation of CLT in some countries (Ellis, 1996; Heip, 2007; Hu, 2002; Rao, 2002).

The current syllabus assists activities based on communicative principles (Richards and Rodgers, 2001). The syllabus recommends that English be used as much as possible by the teacher and students in the classroom, as ''the aim is for the students to communicate effectively and fluently with each other and to make talking in English a regular activity'' (Macfarlane, 2000, p. 3). Teachers are also advised to adopt a more tolerant attitude towards errors. Another dominant characteristic of the syllabus is that many of the activities are interactive, asking students to work in pairs; the thinking behind this is that ''it is a good opportunity for the students to speak the target language'' (Macfarlane, 2000, p. 5).

## 1.1 Significance of Study

For many decades now, Libyan educators have utilized several approaches to language teaching but efforts to meet the global requirements have seemed ineffective. According to my experience as an English language lecturer, I believe that it is very important to follow the appropriate approach or method in language teaching. Seeking the most appropriate approach for application, this paper explores the benefits of the Communicative Language Teaching (CLT) approach.

To analyze the use of CLT in the Libyan context, it is important to provide an overview of the approach, showing its origins, features, and applicability in the Libyan context.  Likewise, approaches occurring after CLT should be investigated to substantiate preference for CLT over traditional and other language teaching approaches.

Although the current English teaching syllabus imposed by the Ministry of Education is clearly based on CLT methodology, and student-centered approach has been officially adopted, but, traditional methods such as Grammar-Translation Method is still dominant and applied by teachers in Libya.

### 1.2 Research Questions

The study addresses some vital questions such as: What are the main reasons for CLT not fully functional in Libyan classrooms? Further, what is the exposure and understanding of CLT by Libyan teachers? What are the main difficulties and challenges teachers face in the implementation of CLT in Libyan classrooms?

In the light of CLT methodology for teaching English as a second or foreign language the

paper put forwards the following questions:

**1.** What is the impact of the implementation of CLT on the language learning process of Libyan students and their response to CLT?

**2.** What is the impact of CLT on the communicative competence of English language of the Libyan students?

**3.** Furthermore, what are the main difficulties and challenges faced by the CLT practitioners in Libya?

## 2. Literature Review

### 2.1 Implementing CLT for Teaching English in Libya

Current trends in economic development impose a challenge for everyone to communicate competently in English. To open possibilities for a more globally competitive economy, it is a must for a developing country such as Libya to implement the most appropriate approach to English language teaching.

In recent years, Libya has become active in its involvement in world affairs (Elhensheri 2004). Its efforts to advance its economy include the implementation of an English syllabus embodied in a series of course books for different levels, titled, 'English for Libya' (Orafi & Borg 2009). These course books promote competence in reading, vocabulary, grammar, listening, speaking, and writing. Notably, adopting these materials for use in English language teaching is an important move by the Ministry for education reform.

However, there is a lot more to consider aside from providing relevant resources for the use of CLT. Basically, while these resources offer means for improving communicative competence, according to Orafi & Borg (2009), teachers still do not use them appropriately, due mainly to the lack of knowledge and training on the approach. This reflects the fact that while many educators attained a working knowledge of CLT, misconceptions still exist in the minds of many, especially those who are used to traditional approaches. In this regard, the ministry should consider the knowledge and practice of CLT, then providing relevant training for teachers.

According to Orafi & Borg (2009), syllabus streamlining should be in place to fully adopt CLT. This means aligning language teaching with assessment, which means shifting the grammar focus in examinations to CLT-based assessments. It also means adopting trends in assessment or giving formative assessments, such as portfolio-making, research, and context analysis. Grammar-

based assessments such as identifying word functions in sentences, filling in blanks with appropriate words/vocabulary, and other tests which do not appear in context should be avoided to emphasize the importance of comprehension and communicativeness.  In due time, both teachers and learners will get used to the approach, making it possible for them to attain communicative competence in the English language.

Elhensheri (2004) notes that the abolition of teaching English by the Ministry of Education in 1986 disrupted the continuity of the program.  Reintroduction of English in the early 90s led education officials to confront issues in foreign language teaching. However, while syllabus designs reflected relevance of teaching principles with CLT, Suayeh (cited in ibid.) reports noncompliance at classroom level. Another study by Orafi & Borg (2009) shows similar observations, thus implying the need for review of the implementation and teacher training for realignment with CLT principles.

Efforts required to implement the CLT are not impossible in the case of Libya. The Ministry of Education can push through curricular reforms on a national level.  This can be due to the need for CLT classes for a variety of situations and functions of the English language.  Libyan learners can assume more varied roles during paired activities, and can discuss different insights about the world, thus increasing awareness of other societal forces present around them.

## 2.2 The Reason for Focusing on the CLT Approach in Libya

The main reason for focusing on the CLT approach in this study is that the current syllabus which teachers teach in schools is based mainly on the CLT approach.  Another reason was the suspension of English teaching in Libyan schools for seven years, so as a consequence, the process of teaching and learning English language received a strong setback that caused a general weakness in the output of English among students and their ability to use the language in an effective way.

The reasons behind the choice of the CLT approach as the preferred methodology include the fact that this approach should maximize the learners' ability to communicate with English-speaking people and to pursue their studies in institutions where English is the means of instruction.

Most of the modern methods of FL teaching focus on the importance of the speaking skill (interaction and production).  But in Libya, Abdallah (2008), states that after completing the intermediate stage (secondary school) students find themselves unable to sustain a discussion or a conversation despite its simplicity.  The lack of emphasis on spoken English leads to other negative effects when students attend college or when they begin work.  For those who attend higher education, their weakness becomes obvious when they begin to establish conversations with their

teachers or colleagues, especially since most of the higher scientific educational programs use English as the medium of instruction.  One of the main prerequisites for those who intend to take up various middle class jobs is fluency in spoken English.  For the top-level jobs like Oil Company employees, airline staff and others, English proficiency is absolutely a must.

In the field of TEFL in Libyan schools, more stress is laid on the student's eye (reading) and hand (writing) than on his/her ear and mouth (aural and spoken skills, respectively).  The four skills of speaking, listening, reading and writing usually need equal attention.  Hence, reading and writing skills are emphasized at the expense of speaking and listening.  This means that the classroom situation in Libyan schools does not lead to a balanced proficiency in TEFL because more stress is put on written assessments.  The result of this is a large number of passive students, who merely use their eyes for reading and their hands for writing, which is far from the principles of CLT.  Therefore, it is common for students to answer a written test satisfactorily but appear tongue-tied when asked to speak in English (National Planning Council 2008).

According to Abdallah (2008), aspects of the classroom behavior of teachers of English are not in conformity with the principles and objectives of the Communicative Approach.  The majority of Libyan teachers still imposes strict control on classroom practices and employs mainly teacher-fronted activities.   They use old teaching methods where they appear as the central figure in the classroom, spending most of class time talking more than the students.  Moreover, they use Arabic during the lesson, and give drills on grammar and sentence structure.  Many teachers translate unfamiliar vocabulary items and expressions, and sometimes use Arabic in explaining the grammatical structures or the phonetic explanation of English.  Majority of teachers are not familiar with the latest developments in ELT such as the new strategies and techniques, methods and classroom learning activities.  This clearly demonstrates that many of the teachers still exhibit traditional teaching styles, which they got from their own previous academic experience.

The call for adoption of the CLT approach was not accidental.  It arose out of consistently unsatisfactory teaching results associated with the traditional grammar-oriented method.  Suayeh (1994) refers to the fact that when graduate students of secondary schools enter universities, they encounter serious difficulties in their studies because of a weak foundation in English.  This is due to the fact that teachers in preparatory and secondary levels focused more on grammar and structure. As such, the traditional method produced students with minimum ability to communicate and understand English easily.  By exposing them to the CLT approach, teachers will be given the opportunity to come up to the trends in English language teaching.  It is hoped that as a result, they

will realize that teaching English should not just teaching grammar, and that the real mastery of a language is related to communicative competence.

In relation to the field of teacher training, the national report by the National Planning Council (2008), considers the teacher as one of the most significant elements of the educational process upon which the educational system is based. Therefore, Ministry of Education should pay attention to teachers by preparing and developing the skills and knowledge needed to keep pace with global developments in the areas of syllabus design, teaching methods, and the use of modern teaching techniques.

## 3.Methodology

This paper is analytic and investigative in nature. The research paper measures the attitudes of teachers to the theory and practice of CLT. The researcher adopted a qualitative methodology approach. The researcher considered the questionnaire method appropriate to investigate the effects of exposure of CLT in classes. The collected information will be then processed statistically.

The methodological approach underlines this study is a qualitative approach. The research study was conducted at some secondary schools in Misurata. 16 Libyan teachers of English participated in this study. A questionnaire with nearly 38 questions was administered to the participants.

## 3.2 Instruments and Data Collection

This research is aimed to find out the attitudes towards the CLT approach and behaviors of teachers of English in Misurata with regard to the usage of CLT approach in their teaching practice. After distributing the questionnaire to the teachers of English, the researcher explained what each question meant. After reminding the participants of the importance of giving their honest answers, they were assured of the confidentiality of the data. They filled in the questionnaire anonymously and turned them to the researcher.

## 3.3 Data Analysis

The filled questionnaires received from the respondents are analyzed analytically and statistically (percentage comparison).

## 4. Results and Discussion

The study results will be organized and discussed in accordance with research questions. Each question included in the questionnaire is statistically analyzed. The data collected by the questionnaire from teachers is analyzed by percentage of three and six point scale.

## 4.1 Knowledge of CLT

In order to present the analysis of the Knowledge of CLT, the questionnaire is judged with the right answers of the statements. The detailed analysis of true/false statements with regard to commonly accepted theories of CLT is given below:

**1. Communicative competence is knowing when and how to say what to whom. (Larsen-Freeman, 2000 p. 121)**

**Table 4.1:** *Question 1*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 14 (87.5%) | - | 2 (12.5%) | 16 (100%) |

In question one, 87.5% agreed that communicative competence is knowing when and how to say what to whom and only 12.5% were not sure.

**2. Learning to use language forms in a socially appropriate way is an essential part of communicative competence. (Thornbury, 1999 p. 22)**

**Table 4.2:** *Question 2*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 16 (100%) | - | - | 16 (100%) |

In question two, 100% of the sample agree with Thornbury's statement that learning to use language forms in a socially appropriate way is an essential part of communicative competence.

**3. The teacher can potentially play a less dominant role than a student in the communicative language classroom. (Littlewood, 1981)**

**Table 4.3 :** *Question 3*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 13 (81.25%) | 2 (12.5%) | 1 (6.25%) | 16 (100%) |

In question three, 81.25% agreed and considered it true that the teacher can potentially play a less dominant role than a student in the communicative language classroom, 12.5% of the students negated and only 6.25% were not sure.

**4. A teacher can play many different roles in Communicative Language Teaching, including that of a controller. (A person who is in charge of the class and the activity) (Harmer, 2005 p. 58)**

**Table 4.4:** *Question 4*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | | False | | |
| Questionnaire | 2 (12.5%) | 14 (87.5%) | - | 16 (100%) |

In question four, 87.5% of the sample disagreed with Harmer's statement that a teacher can play many different roles in Communicative Language Teaching, including that of a controller. 12.5% considered it right.

**5. The teacher can play many different roles in Communicative Language Teaching, including that of a prompter. (a person who helps but does not take charge in an activity) (Harmer, 2005 p. 60)**

**Table 4.5:** *Question 5*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 15 (93.75%) | 1 (6.25%) | - | 16 (100%) |

In question five, 93.75% agreed about the teachers' role as prompter and 6.25% considered it wrong.

**6. The teacher can play many different roles in Communicative Language Teaching, including that of an organizer. (a person who organizes students to do various activities) (Harmer, 2005 p. 60)**

**Table 4.6 :** *Question 6*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 15 (93.75%) | - | 1 (6.25%) | 16 (100%) |

In question six, 93.75% agreed and considered it true that teacher can an organizer. and only 6.25% were not sure.

**7. The teacher can play many different roles in Communicative Language Teaching, including that of an assessor. (a person who offers feedback and correction and grading students in various ways) (Harmer, 2005 p. 59)**

**Table 4.7:** *Question 7*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 16 (100%) | - | - | 16 (100%) |

In question seven, 100% agreed about the teachers can play many different roles in Communicative Language Teaching, including that of an assessor.

**8. The teacher can play many different roles in Communicative Language Teaching, including that of a co-communicator. (A person, who helps the student to give information or express his opinion, feelings, etc.) (Littlewood, 1981 p. 6)**

**Table 4.8 :** *Question 8*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 16 (100%) | - | - | 16 (100%) |

In question eight, 100% of sample agreed that the teacher can play many different roles in CLT, including that of a co-communicator.

**9. The teacher can play many different roles in Communicative Language Teaching, including that of an interlocutor. (a person with whom the student interacts in order to complete a speaking task). (Larsen-Freeman, 2000 p. 84)**

**Table 4.9 :** *Question 9*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 15 (93.75%) | - | 1 (6.25%) | 16 (100%) |

In question nine, 93.75% of sample agreed that the teacher can play many different roles in Communicative Language Teaching, including that of an interlocutor. Whereas only 6.25% were not sure.

**10. In CLT, the teacher acts as a facilitator in setting up communicative activities. (Larsen-Freeman, 2000 p. 84)**

**Table4.10:** *Question 10*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 16 (100%) | - | - | 16 (100%) |

In question ten, 100% agreed about the teachers' role as a facilitator.

## 11. In CLT, the teacher acts as an advisor during the activities. (Larsen-Freeman, 2000 p. 84)

**Table 4.11:** *Question 11*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 13 (81.25%) | 3 (18.75%) | - | 16 (100%) |

In question eleven, 81.25% of sample agreed whereas only 18.75% disagreed that the teacher can act as an advisor during class activities.

## 12. Communicative Language Teaching makes use of real-life situations that require communication or interaction. (Thornbury, 1999 p. 22)

**Table 4.12:** *Question 12*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 14 (87.5%) | - | 2 (12.5%) | 16 (100%) |

In question twelve, 87.5% agreed that CLT makes use of real life situations, whereas 12. 5% considered it wrong.

## 13. According to the CLT Approach, learners should learn the language through using it to communicate. (Richards & Schmidt, 2002 p. 90)

**Table 4.13:** *Question 13*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Post-Questionnaire** | 16 (100%) | - | - | 16 (100%) |

In question thirteen, 100% of sample agreed that learners should learn the language through using it to communicate.

## 14. According to the CLT Approach, fluency and accuracy are both important goals in language learning. (Richards & Schmidt, 2002 p. 90)

**Table 4.14:** *Question 14*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| **Answer** | True | | | |
| **Questionnaire** | 10 (62.5%) | 3 (18.75%) | 3 (18.75%) | 16 (100%) |

In question fourteen, 62.5% of students considered, Richards and Schmidt's above statement that fluency and accuracy are both important goals in language learning, right. But 18.75% either considered it false or were not sure about it.

**15. According to the CLT Approach, plentiful exposure to language in use is vitally important for a student's development of knowledge and skill. (Harmer, 2001 p. 85)**

Table 4.15: *Question 15*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 14 (87.5%) | 2 (12.5%) | - | 16 (100%) |

In question fifteen, 87.5% agreed with CLT norm that plentiful exposure to language in use is vitally important for a student's development of knowledge and skill. Where 12. 5% considered it wrong.

**16. According to the CLT Approach, providing learners with plenty of opportunities to use a language is vitally important for a student's development of knowledge and skill. (Harmer, 2001 p. 85)**

Table 4.16: *Question 16*

| 3- Point Scale | True | False | Not Sure | Total |
|---|---|---|---|---|
| Answer | True | | | |
| Questionnaire | 16 (100%) | - | - | 16 (100%) |

About providing learners with plenty of opportunities to use a language is vitally important for a student's development of knowledge and skill, 100% agreed with it.

## 4.2 Attitudes towards communicative competence

**17. It is useful to use authentic materials to help students acquire communicative competence.**

Table 4.17: *Question 17*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | - | 1 6.25% | 1 6.25% | 2 12.5% | 3 18.75% | 2 12.5% | 9 56.25% | 14 87.5% |

In question seventeen, 56.25% strongly agreed about the use of authentic materials to help students acquire communicative competence, 12.5% agreed and 18.75% fairly agreed. Whereas 6.25% disagreed or partially disagreed.

**18. It is useful that students watch English-language films, DVDs, and videos.**

**Table 4.18:** *Question 18*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 1 6.25% | - | 1 6.25% | 2 12.5% | 3 18.75% | 4 25% | 7 42.75% | 14 87.5% |

In question eighteen, 42.75% strongly agreed with this statement, 25% agreed and 18.75% fairly

agreed. While 6.25% strongly disagreed and partially disagreed.

**19. It is useful that students listen to English-language songs and radio broadcast.**

**Table 4.19:** *Question 19*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 3 18.75% | - | 1 6.25% | 4 25% | 3 18.75% | 3 18.75% | 6 37.5% | 12 75% |

In question nineteen, 18.75% agreed and fairly agreed that it is useful that students listen to English-

language songs and radio broadcast. While 37.5% strongly agreed with it, 7.25% were fairly

disagreeing whereas 37.5% strongly disagreed.

**20. It is useful that students read English newspapers, magazines and novels. (Xiao, 2004)**

**Table 4.20:** *Question 20*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | - | - | 2 12.5% | 2 12.5% | 1 6.25% | 2 12.5% | 11 68.75% | 14 87.5% |

In question twenty, 68.75% indicated that it is useful that students read English newspapers,

magazines and novels by strongly agreeing and 12.5% simply agreed with it. 6.25 % were fairly

disagreeing and 12.5% fairly disagreed with it.

## 4.3 Attitudes towards communicative activities

**21. Students feel relaxed when working in pairs.**

**Table 4.21:** *Question 21*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | - | - | 1 6.25% | 1 6.25% | 4 25% | 4 25% | 7 42.75% | 15 93.75% |

In question twenty one, 42.75% indicated strongly agreed and 25% agreeing and partially agreeing

with above statement. Only 6.25% of samples fairly disagreed with it.

**22. Students feel more relaxed when working in small groups than when the whole class works together.**

**Table 4.22:** *Question 22*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | - | - | 1 6.25% | 1 6.25% | - | 8 50% | 7 42.75% | 15 93.75% |

In question twenty two, 42.75% indicated strong agreement that students feel more relaxed when working in small groups than when the whole class works together. 50% of the sample approved. While only 6.25% were fairly disagreeing.

**23. Students like activities with discussions in small groups.**

**Table 4.23:** *Question 23*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | - | - | - | 0 0% | 1 6.25% | 8 50% | 7 42.75% | 16 100% |

In question twenty three, 42.75% strongly agreed and 50% agreed that students like activities with discussions in small groups. Where 6.25% of sample fairly agreed with it. No percentage showed any negation.

**24. In the open classroom, students do not like to 'stand out' by voicing their opinions. (Littlewood, 2001)**

**Table 4.24:** *Question 24*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | 2 12.5% | 6 37.5% | 2 12.5% | 10 62.5% | 2 12.5% | 3 18.75% | 1 6.25% | 6 37.5% |

In question twenty four, 12.5% and 37.5% indicated strong disagreement and disagreement respectively with this statement. 12.5% of sample fairly disagreed with it. While rest of the sample were in agreement with it i.e. 6.25% strongly agreed, 18.75% agreed and 12.5% fairly agreed.

**25. Group work activities are essential in providing opportunities in promoting genuine interaction among students.**

**Table 4.25:** *Question 25*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | - | - | - | 0 0% | 1 6.25% | 5 31.25% | 10 62.5% | 16 100% |

In question twenty five, all the sample agreed with the above statement. 62.75% indicated strong agreement. 31.25% and 6.25% of sample are agreeing and partially agreeing respectively.

**26. Students like to give English oral presentations of information that are prepared outside of class.**

**Table 4.26:** *Question 26*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | 1 6.25% | 2 12.5% | 2 12.5% | 5 31.25% | 6 37.5% | 3 18.75% | 2 12.5% | 11 68.75% |

In question twenty six, 18.75% agreed and fairly agreed with this statement. While 37.5% strongly agreed with it. 7.25% were fairly disagreeing while 37.5% strongly disagreed.

**27. Students like the activity of role play.**

**Table 4.27:** *Question 27*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | - | - | 1 6.25% | 1 6.25% | 5 31.25% | 7 42.75% | 3 18.75% | 15 93.75% |

In question twenty seven, 93.75% indicated agreement in general with this statement whereas only 6.25% showed partial disagreement.

## 4.4 Attitudes towards the role of the teacher

**28. Knowledge is something that the teacher should pass on to the student.**

**Table 4.288:** *Question 28*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | 2 12.5% | - | 3 18.75% | 5 31.25% | 5 31.25% | 2 12.5% | 4 25% | 11 68.75% |

In question twenty eight, 12.5% and 18.75% indicated strong disagreement and partial disagreement respectively with this statement. While rest of the sample were in agreement with it i.e. 25% strongly agreed, 12.5% agreed and 31.25% fairly agreed.

**29. Knowledge is something that the student should discover him/herself.**

**Table 4.29:** *Question 29*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | 5 | 6 | |
| Questionnaire | - | 1 6.25% | - | 1 6.25% | 3 18.75% | 3 18.75% | 9 56.25% | 15 93.75% |

In question twenty nine, 93.75% indicated agreement with this statement in different scales, whereas only 6.25% showed disagreement.

## 30. The teacher's authority in class is not to be questioned.
**Table 4.290***: Question 30*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 5 31.25% | 2 12.5% | 2 12.5% | 9 56.25% | 3 18.75% | 3 18.75% | 1 6.25% | 7 42.75% |

In question thirty, 42.75% of the sample agreed with the above statement. 31.25% indicated strong disagreement. 12.5% each of sample are disagreeing and partially disagreeing respectively.

## 31. The teacher, not students, should evaluate learning. (Littlewood, 2001)

**Table 4.31:** *Question 31*

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 5 31.25% | 4 25% | 2 12.5% | 11 68.75% | 1 6.25% | 3 18.75% | 1 6.25% | 5 31.25% |

In question thirty one, 68.75% showed disagreement and 31.25% agreed that it is students who should evaluate learning.

## 32. The teacher is the one who should provide all information to students.
**Table 4.3230:** *Question 3*2

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 9 56.25% | 4 25% | 2 12.5% | 15 93.75% | 1 6.25% | - | - | 1 6.25% |

In question thirty two, the entire sample disagreed with the above statement except 6.25% of sample.

## 33. The teacher should divide the whole class into several small groups. (Xiao, 2004)

**Table 4.33:** *Question 3*3

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | - | - | 1 6.25% | 1 6.25% | 4 25% | 3 18.75% | 8 50% | 15 93.75% |

In question thirty three, the entire sample disagreed with the above statement except 6.25% of sample.

## 4.5 Attitudes towards the role of the learner
### 34. Students should keep silent and do not engage in class discussions.
**Table 4.34:** *Question 3*4

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 14 87.5% | 1 6.25% | - | 15 93.75% | 1 6.25% | - | - | 1 6.25% |

In question thirty four, the entire sample disagreed with the above statement except 6.25% of sample showed partial agreement.

**35. Students should depend on themselves to discover the knowledge.**

**Table 4.35:** *Question 3*5

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 3 18.75% | 3 18.75% | 4 25% | 10 62.5% | 2 12.5% | 1 6.25% | 3 18.75% | 6 37.5% |

In question thirty five, 18.75% and 37.5% indicated strong disagreement and disagreement respectively. 25% of students fairly disagreed with it. While rest of the sample were in agreement with it i.e. 18.75% strongly agreed, 6.25% agreed and 12.5% fairly agreed.

**36. It is important that each student should have a chance to speak English in class. (Karavas, 1996)**

**Table 4.36:** *Question 3*6

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | 1 6.25% | - | - | 1 6.25% | 1 6.25% | - | 14 87.5% | 15 93.75% |

In question thirty six, the entire sample agreed with the above statement except 6.25% of sample.

**37. Students are expected to take on a greater degree of responsibility for their learning.**

**Table 4.31:** *Question 3*7

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Questionnaire** | - | - | 2 12.5% | 2 12.5% | 1 6.25% | 6 37.5% | 7 42.75% | 14 87.5% |

In question thirty seven, 42.75% and 37.5% indicated strong agreement and agreement respectively. 6.25% of students fairly agreed with it. Only 12.5% fairly disagreed.

**38. Students have to listen to their peers in group work or pair work tasks rather than just using the teacher as a model. (Richards, 2006)**

**Table 4.32:** *Question 3*8

| Scale | Disagree | | | Total | Agree | | | Total |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | | **4** | **5** | **6** | |
| **Post-Q %** | 1 6.25% | - | - | 1 6.25% | 2 12.5% | 6 37.5% | 7 42.75% | 15 93.75% |

In question thirty eight, 42.75% and 37.5% indicated strong agreement and agreement respectively with this statement. 6.25% of sample fairly agreed with it. Only 12.5% strongly disagreed.

## 5.Conclusion and Recommendations

The decision to rely on a specific approach to language teaching requires consideration of several factors. As reviewed in this paper, the language teaching experience can be a factor that should be considered to assess the country's readiness to adopt a standard language teaching approach. In this case, it is clear that the education system needs the support of moving to utilize CLT. In particular, the early school stages as the first step to learning English as a second or foreign language, then primary and preparatory school syllabuses where formal English instruction can be initiated. Later, English in the higher levels (high school and college) could serve as follow up programs to further prepare students for the use of English in the professional field. This structure asserts the feasibility of adopting CLT in Libyan schools as the major language teaching approach.

While a number of teachers claim use of CLT for a long time now, the history of ELT in Libya reflects a partial application of CLT. A review of the literature shows that efforts have been made in the past to develop communicative competence among Libyan students. Likewise, teachers claimed knowledge of the approach but lacked the ability to apply it due to the lack of training which they should receive immediately. In addition, there is a demand for change in language teaching approaches show the relevance of applying CLT in teaching English. Choosing the right approach can be considered the most crucial aspect of language teaching. First, it is a prerequisite to designing curricula for teachers. Second, it serves as the basis for designing English programs, and third, it guides an assessment of the content and procedures.

Having decided on the approach to be used, teacher trainers should align the syllabus to the chosen approach in order to help future English teachers absorb its principles. For instance, choosing CLT implies including a CLT course for teacher trainees to learn how to design instructional activities, materials, and assessment. Moreover, teaching should emphasize the application of CLT at different levels, whether primary, secondary or tertiary. This way, in future teachers will be guided well, and avoid any confusion or failure to comply with the approach.

Moreover, with CLT as the choice, Libyan educators will align assessment content and procedures to the principles of CLT. This means taking into consideration speaking and listening tests, and not limiting assessment to reading and writing alone. Furthermore, assessment procedures may include out-of-school activities such as conducting interviews or surveys, holding debate sessions, and joining live discussions (radio or TV) to further develop communicative competence in the English language.

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