

Communicative Language Teaching in Libyan Secondary Schools: Attitudes, Beliefs, and Implementation

Barriers

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Abstract

In order to meet the competency requirements of students, ESL/EFL teaching methodologies and approaches have been developed. Due to English's emergence as a global language in the 1990s, there was a surge in demand for EFL courses. Learning and teaching a foreign language are two different things. In order for communicative language teaching (CLT) to be successful, a new way of teaching languages must be developed that focuses on how we, as a society, may utilize the language to understand one another better. CLT is hardly used in the classroom, and task-based approaches have left a lasting influence on how English language education is being carried out.

Introduction

In order to meet the competency requirements of students, ESL/EFL teaching methodologies and approaches have been developed. Due to English's emergence as a global language in the 1990s, there was a surge in demand for EFL courses. Learning and teaching a foreign language are two different things. In order for communicative language teaching (CLT) to be successful, a new way of teaching languages must be developed that focuses on how we, as a society, may utilize the language to understand one another better. CLT is hardly used in the classroom, and task-based approaches have left a lasting influence on how English language education is being carried out.

Governments have realized the value of English, which has increased the demand for ESL/EFL instructors. It is advantageous for pupils to learn English in primary school since it helps them develop their language skills. When it comes to learning and teaching a foreign or second language, ESL and EFL environments are different, with FL learners having fewer opportunities to utilize English outside of the classroom. The main point is that more time should be dedicated to learning and teaching other languages, and Kachru (1992) suggested three concentric circles of English to aid in language comprehension. The Expanding Circle is made up of nations that speak English as a second language, although American and British accents are heard everywhere.

Due to the various environments for teaching and learning English, CLT is challenging to adopt in EFL settings. Due to issues including textbooks, course materials, assessment techniques, and teacher training programs, educationalists, applied linguists, and instructors struggle to integrate learner-centered practices in the classroom. In the 1970s, the communicative approach was created to encourage sincere communication. The core tenets of CLT are on language-using instructional activities, meaningful tasks that support learning, and language that is meaningful to the learner. The purpose of this study is to examine the limitations placed on the use of CLT in Libyan secondary schools. Utilizing both qualitative and quantitative methods, such as questionnaires, structured interviews, and classroom observations, CLT application in an EFL environment in Libya is examined.

Review of Related Literature

The Grammar Translation Method (GTM) was developed in the 1840s-1940s to help students read and appreciate foreign language literature. It focuses on vocabulary, grammar rules, form and inflection of words, reading, text content, drills, and pronunciation. GTM is a method of teaching a second or foreign language that emphasizes accuracy, grammar, vocabulary, bilingual word lists, dictionaries, and memorization. It has been criticized for its focus on reading and writing skills but is still used by many foreign language teachers. Chomsky's ALM and Hymes' concept of communicative competence led to shifts in ESL teaching regarding the design of course materials and teaching methodology.

Hymes proposed a different conception of competence that includes contextual or socio-linguistic competence. Hymes' (1972) theory of communicative competence was formulated in the 1970s and has since become an established approach to the communicative teaching of language skills. It involves teachers, students, and materials interacting as one component in the use of language. The communicative approach is holistic and involves knowledge of the grammatical system and performance. It requires teachers and learners to interact with each other and is based on the interaction between people.

CLT aims for fluency and acceptable language, with accuracy being examined in context. The communicative learning approach (CLT) is an extensive teaching method that focuses on meaning and communicative competence and is characterized by five features. CLT focuses on improving students' communicative competence by implementing activities such as pair/group work.

Table 2.1: Grammar Translation Characteristics Compared to CLT

Grammar-Translation Method	Communicative Language Teaching
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Most vocabulary is taught as lists of isolated words	Focus is on all forms of communicative competence, not just grammatical and linguistic competence
Elaborate explanations of grammar are given	Communicative language forms enabling learner to accomplish communicative objectives are central
Grammar provides compound word rules, focusing on form and word inflection	Fluency and accuracy are complementary to communicative techniques
Texts are merely exercises in grammatical analysis	Students use language productively and receptively in unrehearsed contexts

From: Prator and Celce-Murcia, (1979: 15), as cited in Brown (2000: 266-267).

CLT is divided into two versions: a strong version (task-based language teaching) and a weak version (functional-notional approach). The strong version focuses on learning the way language works in discourse, while the weak version focuses on communicative functions and notions. The CLT approach focuses on communicative functions, meaningful tasks, group activities, and a safe learning environment. Two teaching pedagogies, 'focus on form' and 'focus on forms', are used to teach English as a foreign language. The 'Focus on Forms' method is a formal and instructive way of learning the target language, focusing on practical usage and grammatical rules and forms. However, it is challenging for non-native teachers and can be problematic for children aged 12-15. Honda (2004) discussed the difficulty of addressing learners in an interactive manner, how to maintain attention span, and the positive effects of 'Focus on Forms'. He suggested that communicative activities should focus students' attention on a particular feature and motivate them to be more alert. Encouraging learners to learn independently is a step towards becoming self-reliant, self-motivated, and life-long learners, and is supported by both teachers and the curriculum. Learners are encouraged to choose learning programs, instruction methods, and assessment styles.

EFL delivery includes a curriculum, textbooks, testing and assessment, and teacher training. A curriculum specifies the aims and objectives of a course or program, while textbooks and materials are essential elements of language input and classroom language practice. Testing and assessment should measure understanding and help learners transfer what they have learned to new situations. Assessment is necessary to provide feedback to teachers and learners and can lead to changes to a course to achieve better results. It can measure performance using concrete tasks and encourage students to think. The teacher's involvement in the classroom, which

includes studying the students' learning preferences, giving instructions, acting as an effective counselor and communicator, and setting the right conditions for more effective communication activities, is crucial to the success of CLT activities. Goal-achieving approaches are then determined by the approach, which also determines the method. The finest classification of approaches is provided by Kumaravadivelu (2006), where distinctions between groups are made clear. Language learning and second language acquisition benefit from classroom engagement. The process by which students are exposed to the target language and become ready for use in the classroom is called classroom interaction.

It has specific patterns like initiation, response, and feedback and is supported by psycholinguistic and sociocultural theories. Interaction in the classroom is characterized by set patterns including questioning, instructing, correcting errors, the teacher's influence over the subject, and the contributions of the students. The degree of interaction among students can be influenced by task kinds like problem-solving, choice-making, and opinion exchange. Feedback from teachers is also crucial. Feedback is crucial for language education since it fosters a friendly social environment and aids in student comprehension.

The most crucial kind of feedback is positive; on the other hand, negative feedback might result in disinterested students and failure. Different forms of feedback result in various learning outcomes. According to Lyster and Ranta's (1997) study, students are more likely to learn from errors if the teacher does not immediately present the right answer. The best methods for error repair are clarification requests and metalinguistic criticism. The finest instructor is experienced, and constant supervision is necessary to guarantee that all students understand the value of utilizing proper grammar. Student talk is an important aspect of classroom engagement and is influenced by three variables: the degree to which the teacher controls class discourse, participant organization, and task specifics. Task-based teaching techniques promote pair and group work. A task is a piece of schoolwork that requires students to comprehend, use, produce, or engage in the target language. Activities that involve group and pair work give students the chance to practice their second language in a variety of settings and are a component of learner-centered instruction.

Ellis (2003) proposed a number of methods to enhance group work in language lessons, including convincing students of the significance of the task, emphasizing the learner's role, selecting appropriate seating arrangements, teaching students how to collaborate effectively, ensuring that groups are always composed of the same people, and involving teachers in collaborative modeling. According to Smith (1996) and Borg (1998; 1999), teachers' beliefs have an impact on how lessons are taught in the classroom. Beliefs are molded by a teacher's fundamental method of instruction, the environment of the classroom, and their own learning and teaching experiences. It might be challenging to alter the lay ideas that pre-service teachers have established as a result of their experiences. Teachers reflecting on their learning experiences during in-service training.

Teacher education has a variety of effects on people's opinions. The ways in which student teachers conceptualized the teacher-training process and attempted to make sense of their experiences varied. While Almarza (1996) discovered that student teachers progressed

differently despite similar behavior during teaching practice, Anderson and Bird (1995) found that students were influenced by their experience-based ideas. Pre-service teachers' beliefs are stable, and these beliefs limit what they can learn from Teaching English as a Second Language (TESL) courses. However, inservice teacher education research shows that experienced teachers' beliefs and practices can be changed through their own teaching experiences. In-service training has a powerful effect on reshaping in-service teachers' beliefs, as it socialises them into the new discourse. Cabaroglu and Roberts (2000) found that beliefs of only one out of twenty experienced teachers remained unchanged during the 36-week course. Crookes and Araraki (1999) found that teachers prefer listening to their colleagues' opinions rather than consulting non-teaching researchers. Contextual factors and learners' beliefs also influence teachers' practices, such as heavy workloads and the importance of explicit grammar teaching and corrective feedback. Teaching grammar promotes language learning, but teachers may need to modify their teaching practices in light of CLT. Factors such as class size, characteristics of students, syllabus and workloads, and learning styles and preferences of learners all influence teachers' beliefs and practices.

In both Western and non-Western cultures, the CLT approach has run across a number of obstacles and problems, including teacher competence, teacher-centeredness, conventional beliefs, unfavorable attitudes, and a lack of facilities. Li (1998) conducted a qualitative study on the perceived challenges that 18 South Korean EFL secondary teachers in Canada had when implementing CLT. He discovered that the primary obstacles to introducing CLT in South Korea were the size of the classes and a lack of proper training. The utilization of Western language teaching techniques by Chinese teachers to foster communicative competence was examined in a research by Burnaby and Sun (1989). It was discovered that while communicative strategies weren't beneficial for other students, they were good for kids who planned to study abroad. Gorsuch (2000) examined the attitudes of 884 EFL teachers at senior high schools in Japan toward communicative activities. According to Altan (1995), Turkish EFL instructors favored traditional instruction and were motivated by the demands of university entrance exams. In line with other EFL situations, he also discovered that teachers' reactions were influenced by their experience. According to Al-Nouh's (2008) research, teachers with more experience were more knowledgeable about and skilled at using the CLT technique than their less experienced counterparts. The instructor, who should be a facilitator, participant in the teaching process, and knowledge provider, is crucial to the success of CLT activities.

Due to the inherent limitations present in many countries, particularly developing ones, the communicative method has not been accepted and successfully applied in all countries. The school curricula and instructional techniques are still traditional in Libya, and teachers there rely too heavily on textbooks. With a population of 6 million and two official languages—Arabic and Berber—Libya is an Islamic Arab nation. Colonel Gaddafi's coup in 1969 removed the king from power and forced the closure of Koranic schools. Following uprisings, the populace struggled for freedom, and Benghazi was liberated. Prior to the 2011 Revolution, the Libyan education system was completely centralized, with the Ministry of Education overseeing all educational issues and setting policy. Students had the choice of continuing through secondary level or selecting vocational institutions, and primary instructors were graduates of teachers' institutes. To help

students' skills, the Libyan Ministry of Education (2008) suggested that English instruction in technical institutes receive increased focus. The primary system was replaced with the basic system, which was separated into three components, in the late 1980s. The educational system was separated into three stages by the ministry of education, starting with elementary school for young children and ending with postgraduate study for adults.

While university education includes a variety of faculties, higher institutions, technical and vocational centers, secondary education is separated into broad and more specialized topics. In the 1940s, foreign language instruction was established. Since 1940, English has been a significant topic in the Libyan educational system and has grown in popularity in society. The goal of curriculum designers has been to assist students in mastering and speaking the language with ease, however this strategy has experienced many adjustments. In 2000, the Ministry of Education resumed English language instruction with a concentration on linguistic precision and characteristics, but teachers, auditors, and academics objected.

In 2000, Libya introduced a new English curriculum to assist students communicate. Due to a dearth of competent teachers and a sudden reintroduction, many teachers were unable to teach the new curriculum. Libyan secondary English instructors lack funding, training, and facilities. This makes pair and group work difficult. The trainer advised the teachers to focus on reading, writing, and grammar because they lacked language confidence. They initially struggled to understand what was necessary, but gradually accepted a new teaching technique. The trainer encouraged teachers to think creatively about how to make exercises more communicative and interactive. The trainer also heard about Pz's 'burning Qs' and curriculum issues. Libyan English classes are teacher-centered, with minimal time for communicative exercises and little interaction with native speakers. English teachers are few, limiting educational innovation. Technological, cultural, and English-language limitations restrict Libya's communicative approach. The new curriculum emphasizes students, therefore teachers must adapt and innovate. CLT adoption requires teachers to be trained in long-term practice changes. Questionnaires, interviews, and classroom observations are needed to study Libyan instructors' attitudes, beliefs, and challenges with CLT.

Methodology

This study explores secondary school teachers' attitudes and beliefs regarding the use of CLT in EFL classrooms, using Libya as an example. The methodology used includes quantitative and qualitative research designs, a questionnaire, structured interviews with teachers, and classroom observations. The instruments used were a questionnaire, structured interviews with teachers, and classroom observations. The rationale for choosing structured interviews was discussed, and the specific procedures for data analysis were applied. This study explored the merit of the CLT approach in Libyan EFL classrooms through a mixed methods approach that made use of questionnaires, interviews and classroom observations.

The research questions were addressed through a mixed methods approach that made use of questionnaires, interviews and classroom observations. Qualitative research was used to examine complex phenomena, while quantitative analysis was used to quantify, generalise and compare findings with those of other studies. The primary location of the research was twelve purposively selected secondary schools in different districts of the city of Misurata, which is located 210 kilometres east of Tripoli, the capital of Libya. The research questions were addressed through a mixed methods approach that made use of questionnaires, interviews and classroom observations. Qualitative research was characterised by its lengthy involvement with participants, while quantitative analysis was used to quantify, generalise and compare findings with those of other studies. The data collection in classroom observation employed the Communicative Orientation of Language Teaching (COLT) protocol. This study evaluated how Libyan teachers help students use the TL in practice. Pair and group work were thought to improve communicative ability equally. Class level, instructor experience, and school location affected classroom practice. Classroom observation must be full, accurate, and relevant to the program's characteristics to meet validity standards. Twelve Misurata schools were observed.

A sensitive Sony audio-cassette recorder captured most classroom sounds. This study observed professors and students using audio instead of visuals. The observer avoided interacting with pupils or teachers. Teachers' and students' oral productions were taped during various exercises. The observer acquired written approval from the schools before observing. Between April and June 2010, 40 student classes were observed. Each teacher was observed twice a week apart. Results were verified using a structured instrument. Malamah-Thomas (1987) suggested three ways to improve observational data validity and accuracy. These approaches included giving teachers less than a week's notice, controlling the observer's effect, and tailoring the instrument to Libya.

Class level, teacher experience, and school location were the third condition. Levels 1, 2, and 3 secondary school classrooms were sampled. Two levels of trained teachers taught the sample. Survey, interview, and descriptive statistics were used for data analysis. Interview data was categorized by who, what, when, where, and why. The researcher actively examined their subjectivity and biases. They exploited their shared ethnic, professional, and linguistic background to build trust with participants. Interviewers' interpersonal skills determine success. Thomas (1983) advised researchers to be brief and non-intrusive to create trust with participants. When generalizability is the goal, systematic observation is better than unstructured.

The coefficient of stability, observer agreement, and repeated measures reliability can ensure observational data dependability and generalisability. The stability coefficient compares measurements made by the same observer on multiple occasions, while the observer agreement compares observations made by different observers on a single occurrence. This study collected trustworthy data using a structured instrument with low-inference categories. Reviewing 1,920 minutes (32 hours) of classroom observations, coding all activity steps, matching activities to COLT, quantifying the time spent on each activity, and dividing it by the overall observation time. Weir and Roberts (1994) found that this category yields credible data. This study examines Libyan secondary school EFL teachers' CLT beliefs and implementation issues. It uses

triangulation to get more information and is the first study of teachers' CLT beliefs to identify barriers to implementation. It also includes a literature study of non-Western EFL teachers' CLT method to help future curriculum designers improve their work.

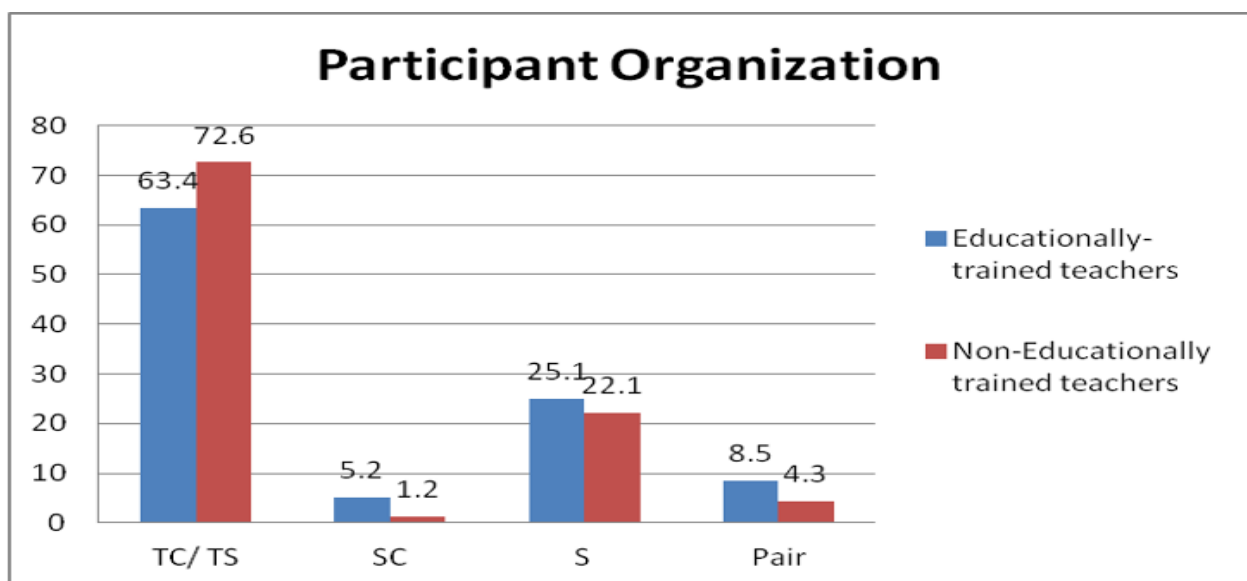
Results

The teachers in Libya face challenges when implementing CLT activities in their classrooms, and that traditional methods such as GTM and ALM focus on form and accuracy. Data was collected using a questionnaire survey, interviews and classroom observations. Cohen et al. defined data analysis as the reduction of written data to manageable proportions. Classroom observations were recorded according to the Communicative Orientation of Language Teaching (COLT) protocol. Two hypotheses were formulated: teachers who were educationally trained implement the CLT approach more than those who were non-educationally-trained.

Data was organised to measure classroom interaction between teachers and students in Libya. Activities were coded as Teacher-Student/Class, and time spent on each activity was calculated. Data was presented according to teachers' levels of experience and training. The Kruskal-Wallis Statistical Test and I-Wilcoxon Signed Rank Test were used to compare the time spent by experienced-trained and inexperienced-trained teachers on COLT subcategories. Significant differences were observed in the Teacher to Class or Teacher to Student category.

There is no significant difference in participant organisation between experienced and non-experienced teachers in the COLT subcategory of Teacher to Class or Student activities. Figure 4.1 compares participant organisation by educationally trained-experienced and non-educationally trained-experienced participants in the subcategories Teacher to Class or Teacher to Student, Student to Class, Student and Pair.

Figure 4.1. Participant Organization



Teachers implement Teacher to Class or Teacher to Student categories more often than Student to Class, Student and Pair, as they are aware of the limitations of the students. Teachers often ignore grammatical errors during communicative activities, but keep an eye on them and correct them if repeated. Examples of 'Teacher to Student' participation include students answering questions and participating equally and freely. Content is divided into two subcategories, Language and Other Topics, and the Kruskal-Wallis Statistical Test and Mann-Whitney U statistic were used to compare content taught by educationally trained-experienced teachers with non-educationally trained-experienced teachers. Educationally trained-high-experienced teachers are more likely to teach Form and Other Topics, while non-educationally trained-medium-experienced teachers are more likely to teach Discourse and Other Topics.

Educationally trained-experienced teachers prioritize Form, Function, Discourse and Other Topics to help students improve and practice what they are being taught in an attractive and exciting manner. Non-educationally trained-experienced teachers have a greater focus on teaching language form and Other Topics, which may help students improve their ability to learn the language.

Educationally trained-experienced teachers prioritize Form (29.2%) and Other Topics (58.3%) over Function (4.2%) and Discourse (8.3%). This shows that they prefer to explain vocabulary, practice linguistic structures, and make students listen to dialogues, read texts, sing, and read silently. They also prioritize Other Topics to help students improve and practice what they are being taught in an attractive and exciting manner. Leisure activities like singing, reading, and oral presentations help students apply what they have learnt. Table 4.1 shows a significant difference in the content taught by non-educationally trained-experienced teachers in terms of Form, Function, Discourse and Other Topics.

Table 4.1 Shows Content Taught by Non-Educationally Trained-Experienced Teachers

Mean/ Test	Language			Other Topics
	Form	Function	Discourse	Percentage
Mean	35.3	2.2	4.2	58.3
The Kruskal-Wallis Statistic (pvalue)	14.667 (P=0.019)			

Non-educationally trained-experienced teachers prefer to explain vocabulary, practice linguistic structures and pronunciation with their students than to make them listen, sing, read silently and make oral presentations. They also prioritize Other Topics in the belief that this may help students improve their ability to learn the language.

The teacher allows students to answer questions by reading a certain part of a passage or book, and then confirms if the answer is correct. This activity also involves writing down the nouns uttered in the recorded interview. The participant organisation of educationally trained-experienced and non-educationally trained-experienced teachers is significantly different, with educationally trained-experienced teachers controlling all classroom activities and non-educationally trained-experienced teachers applying Teacher to Class or Teacher to Student methods. The content of lessons taught by educationally trained-experienced and non-educationally trained-experienced teachers is significantly different, with educationally trained-experienced teachers teaching language in terms of Form and other topics, while non-educationally trained-experienced teachers teach language in terms of Function and Discourse. Educationally trained-experienced teachers are more likely to include Other Topics in their lessons, followed by language in terms of Form, Discourse and Function.

Non-educationally trained-experienced teachers are more likely to prefer teaching language in terms of Form. Educationally trained-experienced teachers and non-educationally trained-experienced teachers differ in the amount of time devoted to language skills, with educationally trained-experienced teachers spending more time on speaking, reading, listening, and writing. Average time devoted to language skills is significantly different. The average amount of time devoted to language skills taught by educationally trained and non-educationally trained experienced teachers is significantly different. There is no significant difference in the average time devoted to language skills in terms of Speaking, Reading, Listening and Writing.

CLT is a learner-centred method that combines linguistic forms and communicative functions to achieve linguistic accuracy and fluency. This chapter examines teachers' beliefs and knowledge about CLT, using statistical methods and data analysis. Results are presented quantitatively and qualitatively. Teachers across all levels of experience and training agreed that both Speaking and Listening are the most important skills for learners to acquire. However, some teachers still believed that Speaking is more important.

Teachers across levels of experience and training agreed that listening is important for students to gain fluency and improve accuracy, and that EFL learners should be forced to communicate in English from the outset of language learning. 80% of teachers believe that EFL learners should be forced to communicate in English to learn the language. However, some teachers believe that it is possible to interact in English and a little English. Teachers' responses to language teaching in the classroom are significantly different across levels of experience and training. 70% of participants believe it is impossible to speak English during the entire lesson without using their L1, while 60% think it is possible.

Teachers across all levels of experience and training reported that they do not speak English with their learners all the time in the classroom. This may be due to a lack of proficiency on the part of the teachers or of the students. 68% of teachers use both pair and group work activities in their lessons, agreeing that these strategies are useful for fostering cooperation and productivity. Teachers used both pair and group-work activities in their lessons, with a large number of them using Arabic in the group/ pair work. Results showed no difference in responses according to the level of training.

85% of teachers believe it is impossible to implement CLT in Libyan secondary schools, but 90% believe it is possible to implement methods other than CLT. P-values show that responses across all levels of experience and training are similar. 90% of teachers reported challenges when implementing CLT in Libyan secondary schools, with educationally trained-high-experienced teachers (85%), medium-experienced teachers (78%), and low-experienced teachers (80%) agreeing. Non-educationally trained-high-experienced teachers (85%) and non-educationally trained-medium-experienced teachers (80%) agreed. Teachers across all levels of experience and training agreed that resources are not available in Libyan secondary schools, and 85% of them do not undertake training courses.

The p-values show that the responses of the teachers across all levels of experience and training are similar. 76% of teachers responded that learners cannot acquire the rules of grammar subconsciously through just listening, with educationally trained-high-experienced teachers (88%), medium-experienced teachers (52%), low-experienced teachers (83%) and non-educationally trained-medium-experienced teachers (80%) also responding. Teachers across all levels of experience and training agreed that it is impossible to teach grammar through communicative activities without explanation or drilling. However, their responses to the question, "Do you think using language for a real communicative purpose will result in fluency and accuracy?" varied. The responses of teachers across all levels of experience and training are significantly different, with 43% believing that using language for a real communicative purpose will result in fluency only.

Teachers across all levels of experience and training agreed that English can be used for management and routines in class, with 58% using English for management and routines and 62% using pictures. The responses of non-educationally trained-high-experienced and non-educationally trained-medium-experienced teachers were similar, with 77% teaching through explanations and drills. Educationally trained-high-experienced teachers (63%), educationally trained-medium-experienced teachers (75%), and non-educationally trained-low-experienced teachers (77%) also reported that the teacher's role in the foreign language classroom is to provide target language input. The participants reported that the teacher's role in the foreign language classroom is to provide target language input. However, a large number of teachers reported that they guide and provide knowledge.

Teachers' responses to fluency and accuracy were essentially the same across all levels of experience and training. 92% of teachers said their role was as knowledge providers in the classroom, while 63% provided corrections immediately and 89% focused on accuracy after activity. Teachers' responses to fluency and accuracy vary across levels of experience, with

educationally trained-high-experienced teachers (55%) and educationally trained-low-experienced teachers (60%) saying it is possible to teach fluency before accuracy, while educationally trained teachers with medium levels of experience (50%) said it is possible to teach both. Non-educationally trained-high-experienced teachers (80%) and non-educationally trained-low-experienced teachers (57%) responded that it is possible to teach fluency before accuracy, while non-educationally trained-medium-experienced teachers (54%) and non-educationally trained-low-experienced teachers (61%) responded that it is more difficult to teach accuracy than fluency. Teachers' responses to fluency and accuracy are similar across levels of experience and training, with 61% saying it is more difficult to teach accuracy than fluency.

Non-educationally trained teachers teach fluency before accuracy, while educationally trained-high-experienced teachers teach fluency before accuracy. Error correction is more important than fluency, and teachers across all levels of experience and training are statistically different in their responses to it. The majority of the responses from educationally trained-high-experienced teachers and educationally trained teachers with low-level experience are different from those of educationally trained teachers with medium-experience. Teachers' responses to error correction varied across levels of experience and training, with educationally trained-high-experienced teachers (50%) and educationally trained-medium-experienced teachers (40%) referring to errors as bad models, while non-educationally trained-medium-experienced teachers (40%) and non-educationally trained-low experienced teachers (40%) referring to both meaning and language. Teachers' responses to error correction vary across levels of experience and training, with 40% of errors in need of corrections in both meaning and language.

Table 4.2 Shows Teachers' Responses to Error Correction

		LEVEL OF EXPERIENCE			LEVEL OF TRAINING		
Response categories	% of Teachers	Educationally trained high experienced teachers	Educationally trained medium experienced teachers	Educationally trained low experience teachers	Noneducationally trained high experience teachers	Noneducationally trained medium experience teachers	Non educationally trained low experience teachers
Yes, it is possible	76%	93%	50%	100%	80%	67%	76%

No, it is not possible	24%	7%	50%	0%	20%	33%	24%
p-value:	0.9000			0.0790			

76% of teachers agreed that errors can be ignored, with educationally trained high-experienced teachers (93%), medium-experienced teachers (50%), and low-experienced teachers (100%). Teachers' responses to errors during communicative activities vary depending on the level of experience and training. 45% of teachers reported they would ignore grammatical errors during a communicative activity, while 25% did not.

Most teachers received training to implement CLT, but non-educationally trained teachers with low experience reported no adequate training. Non-parametric statistics were used to determine demographic details, median and range values were used to interpret median values, and Kruskal-Wallis Test was used to compare two or more variables. Group division was used to divide responses into three groups. Grammatical correctness is the most important criterion for language performance, and direct instructions in the rules and terminology of grammar are essential. The learner-centered approach encourages responsibility and self-discipline, and tasks and activities should be negotiated and adapted to suit the student's needs.

Group work activities are essential for cooperative relationships and productive interactions, but should be secondary to formal instruction by a competent teacher. There is a significant difference in the principles and practices of communicative language teaching by teachers in terms of the importance of grammar instruction according to levels of experience and training.

The respondents' perceptions of the principles and practices of communicative language teaching of teachers differ depending on their level of experience and training, with educationally trained respondents with low experience strongly agreeing on the role of the teacher and non-educationally trained-high-experienced teachers with medium experience agreeing on the role of the teacher. The respondents' perceptions of the principles and practices of the communicative language teaching of teachers are similar across levels of experience and training, with educationally trained-high-experienced respondents agreeing and non-educationally trained-medium-experienced teachers undecided. The most important details are that trained respondents with high, medium and low levels of experience agreed on the importance of grammar instruction, while those with a medium level of experience disagreed. Overall, respondents agreed on the importance of grammar instruction with a median of 4 (2.0-5.0). Non-educationally trained teachers with low and medium levels of experience agree on the importance of grammar instruction, but those with greater levels of experience are undecided.

Table 4.3 Shows Participants' Perceptions of the Principles and Practices of Communicative Language Teaching across Levels of Experience in Terms of the Importance of Grammar Instruction

Level of Experience											
Likert scale	Educationally trained-high experience teachers			Educationally trained-medium experience teachers			Educationally trained-low experience teachers			Mean (Range)	Verbal Interpretation (VI)
	Median	Range	VI	Median	Range	VI	Median	Range	VI		
Statement 1	4.00	1-4	A	4.00	4-4	A	4.00	4-4	A	4 (2-5)	Agree
Statement 3	4.00	2-5	A	5.00	5-5	S A	4.00	4-4	A		
Statement 6	4.00	1-4	A	3.50	2-5	A	2.00	2-2	D		
Statement 10	4.00	2-5	A	3.00	2-4	U	2.00	2-2	D		
Statement 12	4.00	4-5	A	4.50	4-5	A	4.00	4-4	A		
Statement 14	3.00	1-4	U	2.00	2-2	D	3.00	2-4	U		
Statement 15	2.00	2-4	D	2.50	2-3	U	2.50	1-4	U		

Statement 17	4.00	1-4	A	3.00	2-4	U	2.50	2-3	U
Statement 18	4.00	1-5	A	4.50	4-5	A	5.00	5-5	S A
Statement 23	3.50	2-4	A	3.00	2-4	U	4.50	4-5	S A
Overall	4.00	2-4	A	3.25	2-5	U	3.50	2-5	A

**VI is Verbal Interpretation, 1.00-1.49 (SD-Strongly Disagree), 1.50-2.49 (D-Disagree), 2.50-3.49 (U-Undecided), 3.50-4.49 (A-Agree), 4.50-5.00 (SA-Strongly Agree)*

Grammatical correctness is the most important criterion by which language performance should be judged. Teachers with high and medium levels of experience agreed on the importance of grammar instruction, while those with low levels of experience strongly disagreed. Teachers with high and medium levels of experience agreed on the role of teachers, while those with low levels of experience strongly disagreed. Non-educationally trained teachers with low, high and medium levels of experience agreed on the role of teachers, with mean values that fall within 3.50 and 4.49. Respondents differed on training, with some agreeing that it is not feasible and others undecided.

Educationally trained teachers with high and low degrees of experience agreed that group work activities are essential for cooperative relationships and productive interactions, while those with medium experience were undecided. Overall, respondents agreed with regard to group and pair work activities, with a mean of 3.5. Non-educationally trained teachers with high and medium levels of experience agreed about group and pair work activities with median values that fall within 3.50 and 4.49, while those with low levels were undecided. Overall, the respondents agreed about group and pair work activities with a mean of 3.5. Teachers focus on teaching language in terms of Form and Other Topics, enhancing the ability of students by listening, singing, reading silently and making oral presentations.

They are willing to adjust in order for the students to be able to learn effectively. Teachers spend more time on Reading than Speaking, Listening and Writing, as it enhances their writing and speaking skills. They also follow up the students individually and limit their classroom conversation tasks to pairs or groups. They are passionate about teaching the foreign language and looking for ways to teach effectively. Teachers' roles are to evaluate CLT and other methods, provide conditions for communication, correct identified errors, and assess students' communicative competence through oral and written assessment.

They are aware of the limitations of CLT and lack of resources in Libyan secondary schools. Teachers are aware of the importance of grammar instruction and fluency, but prioritize accuracy over fluency. They provide knowledge and guidance to students to achieve the primary goal of the communicative approach. Non-educationally trained-experienced teachers focus on appropriateness and grammatical correctness, while educationally trained-experienced teachers focus on creating a balance between accuracy and fluency. Non-educationally trained-experienced teachers provide tools for learning, while educationally trained-experienced teachers create a balance. Teachers focus on accuracy and fluency of students, looking for practical and creative ways to teach, but may not be applicable for secondary students.

Conclusion

This study investigated the attitudes and beliefs of secondary EFL teachers in Libya regarding the CLT approach. It found that teachers are looking for other ways to improve their communicative skills without compromising accuracy and fluency, and that CLT may not be applicable for Libyan secondary students due to its perceived limitations. Teachers are looking for practical and creative ways to teach their students effectively, and CLT may not be applicable for Libyan secondary students due to its perceived limitations. The most important details in this text are that educationally trained-high-experienced teachers, non-educationally trained-medium-experienced teachers, and non-educationally trained-low-experienced teachers believe that real communicative purposes result only in fluency, while educationally trained-high-experienced teachers with medium and low levels of experience, as well as non-educationally trained-high-experienced teachers believe that it will result in both fluency and accuracy. The Libyan National Commission for Education, Culture and Science (2001: 22) reported that most Libyan teachers do not undertake training in teaching.

According to Kumaravadivelu (2006), language learning is incidental rather than intentional, that it focuses on meaning rather than forms, on comprehension rather than production, and language development is cyclical rather than additive. Teachers with levels of experience and training believe that it is impossible to teach grammar just by listening and without explanations or drills. They also believe that errors during communicative activity are more likely to occur and are often ignored by teachers. Additionally, the CLT approach may not be used to assess the development of linguistic competence. Teachers with levels of experience and training consider grammatical instructions to be very important in the CLT approach.

They also believe that students will be at risk of imperfect learning if their grammatical errors are not corrected. Non-educationally trained teachers with low experience believe that teachers' feedback must be focused on the appropriateness and not on the linguistic form in order for students to become effective communicators in the foreign language. Non-educationally trained-high-experienced teachers believe that even though errors often occur in learning a foreign language, they must not tolerate this. Non-educationally trained teachers with medium experience agree that grammatical correctness is the most important criterion whereby language

performance should be judged. Non-educationally trained teachers with low experience believe that language is acquired most effectively when it is used as a vehicle for doing something than when studied as an end in itself, and that direct instruction in the rules is important.

Teachers with experience and training believe that the role of the teacher is important in teaching the CLT approach, as well as the importance of group or pair work. Educationally trained-high-experienced teachers believe that they have authority as instructors and providers of knowledge, but are concerned about not being able to control students in oral communication tasks and to control discipline in large classes. Non-educationally trained-high-experienced teachers believe that tasks and activities should be negotiated and adapted to suit the students' needs, while non-educationally trained-low-experienced teachers agree regarding the role of learners. Teachers with various levels of experience and training agree that group work activities are essential for cooperative relationships and productive interactions among students. They also believe that communicative competence can be measured by oral testing, linguistic competence can be measured orally and in writing, and grammatical competence is the most important measure.

However, teachers at both levels of education agree to retain their focus on the grammatical competence of their students. The majority of teachers across all levels of experience and training responded that they would correct errors immediately to enable the students to produce grammatically correct written and spoken English. However, non-educationally trained-high-experienced teachers, non-educationally trained teachers with medium-experience and non-educationally trained teachers with low-experience responded that it is possible to teach both accuracy and fluency at the same time. This indicates that the teachers are willing and open to use the CLT approach for the students in terms of short-term benefits. The most important details in this text are that teachers focus on both Form and Other Topics, where students listen to a dialogue or text, sing, read silently and make oral presentations.

They are aware of the importance of making the meaning clear through body language, gestures and visual support. Music allows learners to acquire information naturally and presents information as parts and wholes. Teachers are creating a balance between fluency through listening and application and accuracy through language in terms of form. Teachers and students agree that there is a need for more classroom presentation and practice of language for communicative functions, but there are also pressures in the opposite direction. Teachers who are educated and non-educated prefer to observe the students via Teacher to Class or Teacher to Student organisation.

The goals of participation in the classroom create an environment in which all participants have the opportunity to learn, and the teachers have a positive attitude and belief regarding the CLT approach. Student motivation has to do with the students' desire to participate in the learning process, but also concerns the reasons or goals that underlie their involvement in academic activities. The most important details in this text are that teachers who are educated and non-educationally trained-experienced have positive attitude and beliefs regarding the CLT

approach, as they wanted to create a balance between accuracy and fluency, focusing on language in terms of Form and Other Topics, spending some time reading and using Teacher to Student or Teacher to Class organisation, and some on students' individual participation in learning. Challenges that teachers encounter in implementing the CLT approach in Libyan secondary schools include the lack of access to the target language, lack of access to the target language, lack of access to the target language, lack of access to the target language, and lack of access to the target language. The CLT approach is not favoured by many teachers and educationalists due to its neglect of a focus on Form, which results in learners who are fluent but inaccurate.

Teachers who are educated and non-educationally trained-experienced believe that teaching language in terms of form not only improves the accuracy of the students, but does not compromise fluency and may also cover other important topics of language teaching. One of the problems in implementing this approach is the lack of resources and facilities, as well as financial and scholarly support. Class size is one of the reasons that teachers may often ignore or be unable to track errors due to the unequal proportion of teacher to student. This study examined the attitudes and beliefs of teachers regarding the CLT approach in terms of grammatical instruction and the role of teachers. It found that teachers across all levels of experience and training believe that accuracy or linguistic structure and form is the most important aspect of learning a language, while teachers across all levels of experience and training prioritise the teaching of accuracy over the teaching of fluency.

This study provides additional proof that the CLT approach is effective and that interaction is both the means and the ultimate goal of learning. The CLT approach is an acceptable form of teaching, since fluency in using a language occurs when students learn the use of the language rather than its usage. Listening plays a significant role in students' improvement, as it enhances the fluency of the listener and encourages them to search for the meanings of the words they have heard. Teachers are aware of the importance of real communicative purposes and will correct identified errors immediately. The results of the study show that the concern that teachers do not understand the real meaning of CLT is baseless.

This study found that teachers were aware of their roles and boundaries and were conscious of them. They believed that fluency was easily acquired, but accuracy may lead to long-term benefits for the students. However, the perceptions, attitudes and beliefs of teachers regarding the CLT approach did not match the results of the COLT evaluation and interview questions. Teachers prefer to have a Teacher-to-Student or a Teacher-to-Class interaction, where all participants have an equal opportunity to learn and explore the issues and ideas in depth. Teachers want to know the individual areas of difficulty of their students in order to be able to correct them immediately.

This study examined possible aspects of CLT that need to be improved. It was limited to teachers with certain levels of experience and training in Libyan secondary schools, and the number of samples used was 24. The results showed that the respondents' perceptions of the

importance of grammar instruction and the role of the teacher match what is actually happening in classes, but their perceptions of group and pair work do not. Future researchers may use a similar concept in a different environment or setting to test whether they will be able to reach the same conclusions. This study found that teachers are passionate about their chosen profession and are looking for alternative methods to apply in their classrooms.

However, the government needs to address some of the factors that may affect the implementation of CLT, such as lack of resources and training. Teachers are eager to participate in any meetings/conferences concerning the CLT approach and how it can bridge the gap between what the students know and what they need to know.

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