



**University of Zawia**

**Postgraduate Studies and Training**

**Department of English**

**Teachers' Perspectives on the Use of Communicative Language Teaching in  
Teaching Speaking Skills among Secondary -Year Students at Sourman  
Schools**

*A Dissertation Submitted to the Department of English language in  
Partial Fulfillment of the Requirements for the Degree of Master in  
Applied Linguistics*

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## **Abstract**

This study endeavours to investigate teachers' perspectives on the use of communicative language teaching in teaching speaking skills among secondary- year teachers at Sourman schools. It also explores the challenges EFL teachers face in applying CLT in teaching the speaking skills. Therefore, it used a mixed- methods approach of quantitative (close-ended questionnaire) and qualitative (semi- structured interviews). The use of both quantitative and qualitative methods allowed for a comprehensive analysis of teachers' perspectives on the use of CLT in teaching speaking skills. Two sample techniques (Random sampling) and (Snowballing sampling) were used to select the samples of the study. A close-ended questionnaire served as the instrument for collecting quantitative data from 30 teachers to ascertain their perspectives on CLT. The qualitative findings, semi-structured interviews were conducted with 10 teachers. The quantitative data were statistically analysed using SPSS software and presented in charts and tables. The qualitative data were analysed through thematic analysis. The findings revealed that EFL secondary teachers had a positive attitude regarding the implementation of CLT. Additionally, EFL secondary school teachers agreed that CLT is a good approach for teaching speaking skills as well as the other skills. However, they encountered many challenges regarding the use of CLT in teaching speaking skills. These challenges were teachers' lack of knowledge, students' low proficiency, large class sizes, insufficient time, lack of technological tools, language interference, high absenteeism, mixed classroom levels and assessment methods. Finally, the research provided some solutions through implications and recommendations. The findings gained from this study lead to open new doors for further research in this field.

## **Declaration**

The material contained in this dissertation is all my own work. When the work of others has been adopted or paraphrased, it has been acknowledged according to appropriate academic convention.

**Date:** .....

**Signature:** .....

## **Dedication**

To the sun, that warms my life, my mother

To the moon that lights my night, my father

*To the candles that magic my day, my sisters, brothers and friends*

*To my lovely family, grandpa and grandma, aunts, uncles, who supported me in  
this journey*

To my faithful supervisor

I dedicate this research for

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## List of Abbreviations

L1	First Language
L2	Second Language
EFL	English as a Foreign Language
ESL	English as a Second Language
CLT	Communicative Language Teaching
GTM	Grammar Translation Method

# **Chapter One**

## **Introduction**

### **1.0 Introduction**

This chapter begins with an overview of Communicative Language Teaching, followed by the statement of the problem, the aims of the study, and the research questions. It also outlines the significance of the study, the methodology adopted, and concludes with a description of the overall structure of the dissertation.

### **1.1 Background of the Study**

Today many language teaching methods strive to assist learners acquire a second language through different ways. Yet, some of these methods fail to ameliorate learners' abilities to speak the target language; Therefore, due to the innovative methods designed to overcome the shortcoming of the conventional methods, CLT has emerged to introduce the use of a second language for communicative purposes. Communicative Language Teaching is an approach founded in the 1970s as a response to the Audio-Lingual Method and Grammar Translation Method. CLT methodologies kept evolving and being more patently defined in the 1970s and 80s, but there are many approaches that precede CLT. Many of these methods never became widely adopted and had only a short shelf life. According to CLT, the focus in teaching and learning a second language is developing communicative competence. In the EFL/ESL context, what distinguishes CLT from other approaches is its accentuation on using language as a tool for communication, rather than merely collecting grammatical rules. By focusing on communication, CLT endeavors to foster practical language skills that are immediately applicable. “CLT is an approach which views that second foreign language teaching and learning should be contingent upon promoting learners’ communicative competence that involves the processes of expression, interpretation, and negotiation of meaning” (Syarief, 2005, p. 3).

Additionally, Littlewood and William (1981, p xi) state that “a communicative language teaching opens up a wider perspective on language learning; it makes aware that it is not sufficient to teach learners how to manipulate structures, and they must evolve strategies for

pertaining these structures to their communicative functions in real situations”. Richard (2006) illustrates that the basic objective of CLT is to refine fluency of the language. Thus, fluency is the natural language use occurring when a speaker engages in a meaningful interaction and maintains a comprehensible and ongoing communication despite some limitations in his or her communicative competence. In other words, teachers should spur students to express their ideas and discuss them in groups to circumvent potential breakdowns in communication. Thus, CLT has significantly evolved due to its emphasis on communication and interaction in foreign language learning which was utterly neglected with other conventional methods.

## **1.2 Statement of the Problem**

The development of speaking skills poses considerable challenges for EFL English teachers, despite their many years of experience. Supporting this, (Najeeb, 2013) conducted a study which indicates that not only do Libyan learners encounter difficulties in evolving speaking skills, but they fail to communicate effectively as native speakers. Due to these challenges, students often fail to acquire speaking skills properly. Additionally, a study conducted by (Tawir and barhum, 2024) revealed that the conventional Methods like the Grammar-Translation Method employed in Libyan schools are often criticized for impeding fluency in English, making the language learning process quite burdensome. English language teachers occasionally neglect teaching oral activities included in textbooks and utterly direct their attentions towards areas to be probably covered in the exams. It is a paramount significant to know that developing speaking skills necessitate time and learners must consistently build their daily vocabularies in order to comprehend and express themselves effectively. Also, it has been noted that the insufficiency of training among EFL Libyan teachers in using CLT has led to some negative issues on students' speaking skills. In other words, the lack of using CLT can result in students having difficulty in communicating effectively in English. This can limit their prospects for success in future careers or being an active participant in the English language community. Hence, this rationale has contributed the researcher to conduct this study entitled *Teachers' Perspectives on the use of Communicative Language Teaching in Teaching Speaking Skills*.

### **1.3 Aims of the Study**

1. The researcher endeavours to ascertain teachers' perspectives regarding the implementation of CLT in developing students' speaking skills at secondary schools.
2. To evaluate deeply the specific challenges faced by secondary school teachers in the application of CLT in teaching speaking skills.

### **1.4 Research Questions**

To achieve its aims, this study addresses the following research questions:

- 1) What are the teachers' perspectives on the use of communicative language teaching in teaching speaking skills?
- 2) What challenges do secondary-school teachers encounter when teaching speaking skills?

### **1.5 Significance of the Study**

This study offers significant theoretical and practical dimensions. Theoretically, it provides valuable insights into Communicative Language Teaching which can benefit teachers and inspire further research. Practically, the study aims to assist various stakeholders: textbook writers and syllabus designers can utilize the identified problematic areas in CLT to better predict and emphasize challenging concepts, offering remedial exercises to help teachers master these techniques. Furthermore, it seeks to highlight the value of CLT for Libyan teachers, ultimately enhancing their performance and improving students' speaking achievements. Finally, this study specifically endeavours to improve EFL teachers' background at Sourman schools, and help them to better understand the benefits of CLT approach.

### **1.6 Methodology of the Study**

The methodology used in this research was chosen according to the nature of the research. Therefore, suitable data collection tools and analysis methods and types of data were chosen. The study followed mixed methods approach to collect and analyse the data. The data required to answer the research questions were collected through (a structured questionnaire) and (semi-structured interviews) with EFL teachers. The purpose of the study is to explore teachers' perspectives on the use of CLT and their challenges regarding the practical side. The sample of

the study consisted of 30 EFL teachers who were selected randomly to answer the questionnaire, whereas only 10 English language teachers from different schools at Sourman city were selected for the interview. The data gained from the questionnaire were analysed using SPSS 27 Software and thematic analysis was used for the interview. For further details, (see chapter three).

## **1.7 Structure of the Dissertation**

This study has six chapters. Chapter one introduced the introduction in which a general background about the topic being investigated. Chapter two demonstrates some definitions about CLT, speaking skills, the role of the teachers in CLT, and a summary with some previous studies about the topic. Chapter three dealt with the methodology and steps being utilized in this study. Chapter four showed the data analysis and the results reached by the researcher. Chapter five discussed the results obtained. Chapter six presents the conclusion, implication, some recommendation and limitations and suggestions for further research.

## **Chapter Two**

### **Literature review**

#### **2.0 Introduction**

This chapter commences with an overview of communicative language teaching, along with some definitions of communicative language teaching; activities pertinent to CLT are also presented. In addition, this chapter sheds light on the speaking skills, their importance, strategies and activities germane to speaking skills are included in this chapter. Finally, the chapter demonstrates some relevant studies on CLT.

#### **2.1 Background of Communicative Language Teaching**

Communicative Language Teaching is an innovative approach of teaching English Language that endeavors to enhance teaching and learning as well. In fact, this approach is divergent from conventional approaches in its features and characteristics. CLT or the Communicative Approach is one of the most well-known approaches used in teaching English. Focusing on interaction and practical language use, CLT has emerged as an effective method for teaching foreign and second languages. Richards and Schmidt (2013) demonstrated that CLT is used in teaching foreign or second languages excessively. The goal of language learning is emphasized as communicative competence, with classroom activities focused on meaningful communication and language use. Eventually, the main goal of language is to facilitate communication. The interaction that takes place in a classroom-based foreign language course or online language learning session, where students spend the majority of the class period speaking and interacting in the target language, is the focus of CLT. The effectiveness of CLT has been widely researched in various language skills, including speaking, listening, reading, and writing, and has been discovered to be more successful than traditional methods for helping students enriching their language skills.

Language teaching approaches are often grouped into three main classifications. For instance, Crystal (2003, p.197), “There are three classifications of approaches that are classified with regard to their period of time in language teaching. They are classified in language teaching in the last 50 years”. They are as follows:

- First classification: traditional methods of teaching
- Second classification: classic communicative method
- Third classification: recent communicative method

Methods of teaching encountered different changes, especially through the last fifteen years in their design and theories. For instance, communicative language teaching has revolutionized from the classic one in the 1970s to the current and more modern in the 1990s and forward. Initially, teaching language starts with rules, structures of sentences, and translation of words and then how to produce the processes of language teaching such as speaking, listening, reading and writing. Richards and Schmidt (2013, pp. 15-17), “Explain three categories that are necessary in any language teaching referred to as the P-P-P cycle: Presentation, Practice, and Production”.

Presentation: It is about how to present the material as the teacher's role to explain lesson plans by presenting grammar, dialogues, reading text and so on, thus it refers to the teacher's presentation of the classroom activities. Teacher's role in presenting the language to students is importantly quintessential.

Practice: This category is about students' practice of exercises in the classroom and learning different activities. so, the practice is a students' role via the use of many drills.

Production: It is practicing the new information with different sequences, which means that students are learning a new structure and producing it with what they already knew in new contexts; Therefore, it is again the students' role in producing what they learned and what they have learnt to improve their abilities in language learning.

These categories are still being utilized as imperative categories for many EFL teachers. According to Larsari (2011), the categories above are taking place in teaching the language materials until now. Many teachers in teaching follow this form and even it looks like useful for them on the other hand it is criticized by others. Presentation, practice, and production complement each other in language learning which makes a circle of P-P-P. Teaching a second language is a sequence of procedures that followed each other so presentation and practice are

completed by production, that British linguistics highlighted the important use of language as a tool of communication with less attention to the rules and structures.

## **2.2 Definitions of Communicative Language Teaching**

The Communicative Language Teaching emerged as a response to the changes in the British language teaching methodology in the mid-1960s. At that time, British applied linguists emphasized CLT, which concerns “the need to focus in language teaching on communicative proficiency rather than on mastering structures” (Richards and Rodgers 1985, p 64). The communicative approach, also known as communicative language teaching, differs from any other methods and approaches being used to teach English as a foreign language. Littlewood (1999, p 1) states that “one of the characteristic features of CLT is it pays systematic attention to functional as well as structural aspects of language combining these to functional into a more fully communicative view”. Many research studies and books have examined CLT and its fundamental concepts. For instance, according to Richard and Rodgers (2001) in recent years, many nations all over the world have shifted their teaching methods from the conventional methods that mainly focus on teacher-centered classrooms to modern methods, which emphasize learner interaction and use of authentic language in learning and acquisition. Many educators recognize CLT as an effective approach which enables students to deal with everyday situations and to communicate with other denizens from different countries (Beeching, 1988).

Similarly, Lightbown and Spada (2013) saw CLT as a teaching approach that emphasizes the communication of meaning in interaction rather than the practice of grammatical forms in isolation. They believe that successful language learning involves not only knowledge of the structure and forms of a language, but also the functions and purposes that a language serves in different communicative settings, Moreover, Littlewood (1981) stated that the communicative approach helps extend our comprehension of language and language learning. The master of linguistic forms and structures (grammar and vocabulary) is no longer considered as the aim of the language and learning. Instead, learners should understand the language in terms of its communicative functions because it is not enough to master the structure of a language to function in real situation outside the classroom. The CLT approach, therefore, seeks to provide students with opportunities and strategies to build up their communicative competence.

Furthermore, Littlewood (2007) explained that conventional methods such as grammar translation method and Audio-lingual method fail to equip English learners with practical communication skills and could not give them the ability to acquire the foreign language FL and use it in real life situations. In comparison with the other teaching approaches, CLT has two different features. The first is communication competence, which has been identified in this approach as the goal of language teaching and learning. The second feature of CLT is that it focuses mainly on the development of the four skills (speaking, listening, writing and reading) through communication.

The researcher believes that the insufficiency of an appropriate approach will eventually contribute to some inadequacies and uselessness in the progress of the four skills and in acquiring any foreign language. Hence, CLT is one of the most quintessential approaches that focuses on learning the four skills concurrently. In addition, CLT has extended in different indicator scopes. First, it encourages learners to communicate under different circumstances. In real life situations, while using the target language, students are likely to use and enrich their communication skills rather than focusing on linguistic structures. Further, CLT provides the learner with the opportunities to experience language through communication activity, which helps to acquire communicative competence. Finally, CLT tends to emphasize activities such as role play, pair work and group work, and these activities are beneficial for learners to learn the language properly and enjoyably.

To conclude, The CLT approach was created to improve the way languages are taught by focusing on real communication instead of only grammar rules. It helps students learn how to use the language in everyday situations while practicing all four skills: speaking, listening, reading, and writing. CLT also uses activities like role plays, pair work, and group discussions to make learning more interactive. This way, students get more chances to use the language in meaningful ways. In short, CLT is a modern and practical approach that makes learning English more useful and enjoyable.

### **2.3 The Role of Teachers in Communicative Language Teaching**

Teachers play an indispensable role in the teaching process. In different classrooms, the success of students' learning process depends heavily on the part of the teacher. According to Richards and Rodgers (1986), in the classroom, teachers fulfil two important functions: they work as

facilitators of communication between learners. The second role is to act as an independent participant engaging with students in communicative activities. Harmer (1998, p 216) explained that “well prepared teachers will have good classroom management; they might be ready to obtain a mix of communication positions, use various groups of students, and be able to sustain consistency”. In other words, the role of teachers is not explicit, in which they are required to come up with situations that have some communication and interaction activities. Moreover, during any activities, teachers are helping and monitoring their students' performance. Hence, the teacher's role is less active; students are responsible for their learning.

Furthermore, it is quintessential for teachers who use the CLT to prepare and use authentic teaching resources that meet their students' requirements. Besides, they are required to motivate and encourage their learners as well as provide them with a comfortable classroom atmosphere for language learning. Further, English teachers should act as facilitators, guiding learners through communicative tasks rather than simply delivering information. William (1981) states that the teacher role in the CLT should be as follows; coordinating and managing of activities, language instructor, source of a new language, consultant and participant. Thus, these roles are important to be known by every teacher.

Additionally, it is a typical in a CLT classroom that it is not just the teacher himself or herself is responsible, but everyone (teacher and learner) present who manages the classroom performance and practice. “Teachers can no longer be regarded simply as teachers and learners just as learners, since they both are managers of learning. The ordinary image of the educator as the strongest observer is broken into a position that requires enabling the classroom communication process where students feel strong and unworried and non-defensive” (Allwright 1976, p 56).

To conclude, teachers are effective in language acquisition, playing a pivotal role in creating dynamic and supportive learning environments. Brown (2004, p 13) in his referencing to student-centered characteristics of CLT, points out that “CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to real samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, writing, reading and listening”.

## 2.4 Strategies Applied to Teach English as a Foreign Language

It is essential for teachers to be familiar with a range of strategies that can enable them to achieve their instructional objectives within the classroom. By doing so, they are expecting good students' outcomes, and they can communicate easily in English with other people. Haynes (2007) explained 10 strategies to help teachers teach English properly.

1. Knowing your students Increases your knowledge of your students' background and educational experience.
2. Be respectful to their emotional and psychological needs. Understanding more about the students' families and their needs is important.
3. Increase your understanding of the first and second language acquisition. It can assist you to be familiar with the hypotheses about language development and the factors that lead to language learning.
4. Student should be exposed to the four skills on a daily basis: speaking, writing, listening and reading every day, teachers should motivate students to practice the four skills.
5. Increase your understanding of language proficiency. Learn how learners develop skills in listening, speaking, reading, and writing at different levels.
6. Know the language of your content. Be familiar with the specific vocabulary, grammar, and discourse styles used in your subject area.
7. Understand language assessment Learn how to measure students' language skills effectively through tests, rubrics, and informal evaluations.
8. Use authentic visuals and manipulative incorporate real-world images, objects, and hands-on materials to make language learning more engaging and meaningful.
9. Strategies that match language proficiency adapt your teaching methods to suit students' current language abilities (beginner, intermediate, advanced).
10. Work with other teachers in order to collaborate with similar colleagues to share resources, strategies, and advocate for better student outcomes.

## **2.5 Classroom Activities in Communicative Language Teaching**

Students are expected to have the chance to freely share their ideas, own thoughts, and opinions in communicative classroom activities. Naturally, there should be a negotiation of meaning among learners in order to understand what they hear and decide what they say communicatively. Nunan (1989) explained that CLT activities lead to engage learners in the use of cognitive and other processes that are important factors in second language learning. The use of activities that involve communication, carrying out meaningful tasks, and using language which is meaningful to the learner', and the use of materials that promote communicative language use; they are task-based, and authentic communicative exercises are therefore useful for maximizing communicative competence. These activities are as follows:

### **2.5.1 Information Gap Activities**

In an information gap activity, not with the teacher will the students work, but with each other, while this activity can be seen with a teacher. The two students are planning to ask each other questions they do not know the answer. The goal of this activity either is to discover new information about each other or related to a specific activity. According to Hedge (2001 p.58), “one issue of a great interest has been how to create a gap of information which exists between speakers in the real world, and which creates the unpredictability of normal discourses”. If students share unknown information inside the classroom, it creates authentic communication in the learning process. By doing so, they will build some vocabularies, grammar and communication strategies to complete the task.

### **2.5.2 Role-Play Activities**

In role-play activities, students are given roles to act out. The students may even act out the role of themselves. Littlewood and William (1981 p.56) explained that “in the situation of the role play, the teacher clearly explains the scene and the plot of the role play, which is followed by the description of the task and the notion to be accomplished. Then the teacher assigns the roles. The list of characters is to maintain that the roles for the students are not too extensive to conduct”

### **2.5.3 Problem Solving Activities**

In these activities, learners might be asked to solve a problem by sharing ideas and finding solutions, so teachers can guarantee that such a student is participating and involved in the communication process. Problem-solving activities provide learners with meaningful opportunities to use the target language in authentic and purposeful contexts. They also enhance critical thinking skills by encouraging students to analyze situations and evaluate different perspectives. In addition, these activities promote collaboration and teamwork, as learners must work together to achieve a common goal. Finally, problem-solving tasks help increase learners' motivation and confidence, since they feel more engaged and responsible for their own learning.

### **2.5.4 Participation Activities**

In participation activities, students should participate in some communicative activities in natural settings. These activities include guided discussion, interviews, and oral dialogues. There, on the part of the learners, the credibility aspect arouses attention and encouragement, calling for a genuine need to do what is required by the practice. Such activities often simulate real-life communication, making the learning process more meaningful and practical. They also encourage students to express their ideas spontaneously, which helps them overcome hesitation and build fluency. Furthermore, participation tasks create opportunities for learners to interact with peers in authentic ways, fostering confidence and social communication skills.

### **2.5.5 Observation Activities**

Observation activities are very useful because they allow learners notice how the language is actually used in the target language as in real life. In observation activities, learners are asked to work in pairs or small groups in order to observe verbal structures between groups of native speakers of the target language. According to Brown (2009), who states that teachers should give feedback after these activities, in order to control students' mistakes. In addition, Larsen-freeman (2000 p.132) has claimed, "Errors are tolerated during communicative activities and are seen as a natural outcome of the development of communication skills. Students may have little understanding of language and even be excellent leaders".

### **2.5.6 Games**

Using games is especially effective for teaching speaking skills. For instance, they encourage student's interaction, improve learning, and boost performance. In this research finding, Pathan, et al. (2014) found that games could provide a competitive element that helps students learn more effectively by keeping them engaged and encouraged them to communicate and interact with each other. According to Harmer (2007), the right kind of laughter can have a powerful effect on students' feeling. Hence, communication games aim to help students to communicate smoothly and fluently.

### **2.6 Speaking Skill**

Among the four skills, speaking skill is the most important skill. This skill, in particular, deserves to be given the priority when teaching English in Libyan schools. Richards and Rodgers (1986) mentioned that these days teaching English is more directed towards its main goal, which in turn enables students to actively communicate in English. The importance of speaking has been reported in many literatures, for example, Koo (2009 p.77) affirmed that English has become the lingua franca for learners and academics. Torkey (2006 p. 30) defined speaking as:

*“Students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoken language”.*

Additionally, Adhikari (2010) stated that speaking capacity occupies a central position in any ELT program that aims at making students able to communicate in English accurately, fluently and appropriately. Moreover, Pathan et al. (2014) demonstrated that among the four major language skills, speaking is regarded as the most important and central one, as it enables the learner to establish successful communication in that language. In order to achieve such an ultimate goal (i.e enable the students to communicate), applying the target language in real communication is needed. Hence, there is a desperate need for the approach of the integrated and communicative teaching and learning process is needed to enable the students to use the target language communicatively.

## 2.7 The Importance of Speaking Skills

Language is a tool for communication. People with others to express their ideas feelings and to know others' ideas and feelings as well. In general, English has four main skills which are listening, speaking, reading and writing. Pattison (1987) confirmed that when individuals learn a language, they aim to be able to speak that language. Wilson (1997) claimed that children who can translate their thought and ideas into words are more likely to succeed in school. He also pointed out that speaking skill does not need to be taught as a separate subject, but the four skills can be smoothly integrated. Hence, as a result, all the values of speaking skills encouraged conducting the current study.

## 2.8 Activities to Promote Speaking Skills

There are many activities to promote speaking in English classrooms, the teacher should teach speaking English language through different activities. (Kayi,2006 p.32) states, “there are thirteen activities to promote speaking these activities summarized by the researcher as follows”.

- **Role-play:** Students pretend they are in various social contexts and have a variety of social roles.
- **Simulations:** In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.
- **Information gap:** In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.
- **Brainstorming:** Group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.
- **Discussion:** A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher in

the way, the discussion points are relevant to this purpose so that students do not spend their time chatting with each other about irrelevant things.

**Story telling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates.

- **Interviews:** Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

- **Story completion:** For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

- **Reporting:** Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

- **Playing cards:** Students should form groups of four. Each suit will represent a topic. For instance, each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- ♦ Is money important in your life? Why?
- ♦ What is the easiest way of earning money?
- ♦ What do you think about lottery? Etc.

However, the teacher should state at the commencement of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

▪ **Picture narrating:** This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

▪ **Picture describing:** Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture.

▪ **Finding the difference:** For this activity, students can work in pairs and each couple is given two different pictures, Students in pairs discuss the similarities and/or differences in the pictures.

## 2.9 Strategies for Teachers to Teach Speaking Skills

Hamilton (2005 as cited in Hammam, 2020 P, 610) confirmed that “teachers need to use a process in which pupils are given the opportunity and encouragement to speak and explore their own thinking”. The researcher believes that teachers should do as follows:

- Encourage pupils to bring their ideas and background knowledge into class learning activities.
- Be a responsive listener to pupils' talk.
- Nurture an accepting environment where pupils can express themselves
- Promote robust discussion and explosion amongst class members.
- Raise questions concerning the activities or conversations held with pupils.
- Provide opportunities for speaking, discussion, and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.

- Present themselves as good models of oral language.
- Establish strategies to manage all form of communication to ensure all pupils have fair and equitable opportunities to develop their interpersonal speaking and listening skills, .e.g. large and small group discussions.
- The goal is not only to get pupils to speak but to share their ideas.

Due what is mentioned the researcher can state that co- curricular activities like games, simulation, etc. are useful and influence in language classroom. These activities together with a flipped classroom instructional model help learner speak fluently in the target language. Therefore, the researcher had obtained many benefits of reviewing previous literature. First, he reviewed techniques were implemented in the classroom. Secondly, students may gain competence in the English language if they are taught by a flipped classroom model. Lastly, the use of a flipped classroom model makes the speaking and learning activities more enjoyable and interesting.

## **2.10 Related Studies about the use of CLT**

A study by Tawir and Bin Baharum (2024) identified the causes that contribute to low proficiency in English speaking skills among Libyan EFL learners. The methods used were online databases such as Scopus, Web of science, and Google scholar on articles published between 2014 and 2024. The researchers found that Libyan learners have limited opportunities to practice oral communication skills both inside and outside the classroom. In addition to that, there are factors that contribute to difficulties in both academic and personal communication. Furthermore, this study highlighted the obstacles EFL teachers encounter when teaching speaking skills in classrooms, including proficiency, large class sizes, limited class durations, and a lack of teaching aids and resources.

In addition, Algwil (2013) conducted a case study with 10 teachers who were selected purposively to investigate the challenges that EFL Libyan teachers face in using Communicative Language Teaching. It was a qualitative study to explore EFL teachers' perceptions and perspectives on the use of CLT. The tools used in this study were an interview and observation. The researcher found that the major challenges are lack of sufficient knowledge about CLT, limitation of time, students' large numbers. The results showed that with

regard to the interaction to mixed genders have partially prevented teachers from applying certain activities that are essential. In addition, insufficient technological resources were among these challenges and affects the implementation of CLT.

Having a different geographical context, Batawi (2006) investigated the level of teachers' understanding and attitude towards the use of CLT innovation in Saudi Arabia classroom. The study also investigated the practices that teachers employed in the classroom using the CLT approach and explore the major difficulties that teachers in Saudi Arabia encounter when they seek to implement the CLT approach. The study involved surveying 100 Saudi Arabia female teachers. Twelve teachers were randomly selected to be involved in a focus group discussion to identify the level of understanding of the teachers towards CLT and to identify the obstacles that the teachers faced when implementing CLT. Batawi found that there was a wide variety of approaches employed by teachers. They often mixed the traditional grammatical approach with elements of CLT. This was because there were significant obstacles that prevented the holistic use of CLT in the classroom. Therefore, it was suggested that additional training needs to be provided to the teachers and greater efforts need to be made to promote the benefits of CLT approach to their wider community. CLT approach needs to be modified in order to be congruent with the cultural context of Saudi Arabia.

Returning to the Libyan context, Athawadi (2019) conducted a study with eight EFL university teachers in two different universities that work on implementing CLT in their English curriculum. An interview was used with eight Libyan teachers in order to find out the factors that hinder the implementation of CLT in Libyan universities. The finding identified the factors that impede the use of CLT related to students, teachers, resources, and the Libyan educational system. Specifically, some were mainly due to the lack of teacher training, insufficient teacher resources, non-qualified students and the educational system does not correspond with the needs of CLT.

Similarly, Nuranalisa (2018) found that there was an important on the students speaking skill by using Communicative Language Teaching Method. The research was conducted at SMP Asuhan Jya of second grade consisted of 30 students as the subject and thus school located at Jl. Kayu Putih, Tj. Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241. The result of the research was shown that the Communicative Language Teaching Method was significantly affected on the students' speaking achievement. It was clearly seen from the students' score

mean of the pre-test in the first meeting was still low (62) by which 8 students got point up to 75. In post-test of cycle II 21 students got higher than 75. It could be concluded as the following there was an improvement on the students' speaking skill when they were taught by using communicative language. Those conditions showed that the implementation of using communicative language in improving the students' speaking skill were successful.

Likewise, another study was undertaken by AL-bakbak (2019) in Libya using a quantitative method to investigate whether CLT is appropriate for teaching English to Libyan students. A questionnaire was used to collect data from 16 Libyan teachers from Misurata schools. The researcher found that, although teachers expressed enthusiasm for the adoption of CLT, they remained skeptical about its full-scale implementation in the Libyan context. Thus, some issues were found like lack of trained teachers, lack of the motivation on the part of the students, limited resources and the educational system.

Pathan et al. (2016) conducted a study entitled "teaching English as a foreign language in Libyan schools: issues and challenges". In this study, 8 males and 27 females were the participants of this study. Observation, interview and informal discussion were the tools used in this study. The findings revealed that teachers encounter challenges such as insufficient training and professional development opportunities, low levels of student motivation, and a lack of adequate teaching aids and instructional materials.

Similarly, Altaieb (2015) conducted a study in three different cities Tarhuna, south of Tripoli and Benghazi. The research findings identified some challenges regarding the use of CLT. Namely, teachers' lack of training in CLT, teachers' lack of opportunities for in service training in CLT, large classes, lack of support from colleagues and administrators, students' lack of motivation and students' resistance to class participation. The research found that there is imbalance between the time available for teachers and the curriculum to be taught affect the implementation of CLT.

Karim (2004), conducted a study in Bangladesh, and the goal of his research was to investigate ELT teachers' perceptions, attitudes and expectations. The researcher used a questionnaire to gather the data required. The findings showed that the teachers have limited knowledge about CLT and thus, teachers had negative attitudes towards CLT. Other problems pertinent to the implementation of CLT include lack of materials, conventional examinations, unequipped and

large classes, and the lack of support from Administration. According to the study, while teachers in Bangladesh demonstrate a good understanding of (CLT), they lack the necessary skills and strategies to effectively implement it in a classroom practice.

In Egypt, Abdel Latif (2012) used interviews and observations in his research, which showed that things such as insufficient time, students' low English level and lack of materials negatively affected teachers' and learners' use of CLT.

Sherwani (2007) conducted a study on Teachers' Perspectives of the use of CLT in ELT Classrooms: A Case of Soran District of Northern Iraq. The findings revealed that teachers had positive views about using CLT. In this study, Iraqi EFL teachers also showed generally positive attitudes toward CLT. However, their opinions were different on some parts of it. They showed low interest in the importance of grammar and error correction, but had moderate views about group or pair work, the teacher's role, and the learner's role in the classroom. Also, the teachers said that large class sizes, low salaries, lack of training, old curricula, and not enough classroom materials were major problems. They also mentioned that some teachers and students are not fluent enough in English, which makes communication difficult. In addition, teachers believed that CLT works better in ESL contexts than in EFL settings like Iraq, where teaching focuses mostly on exams.

Orafi (2008) conducted a study employing questionnaires with teachers in Libyan schools and found that they encountered significant challenges in implementing CLT. It was found that the learning is teacher-centered. The teacher is the only one who does everything in the class, instead of being a facilitator and helper to the students. This resulted in low level of the learners in the English language and lack of learners' vocabulary. This was due to the teachers' inadequacies in speaking skill. The teachers' misunderstanding of the CLT had negatively affected the students' levels.

In addition, Hung (2020) conducted a study on the use of pair and group work in EFL speaking classes. The study aimed to explore one teachers' opinion about group work and two how they applied it in their speaking lessons. Data were collected through a questionnaire given to 105 high school English teachers in Dong Thap province, a remote area in the Mekong Delta, South Vietnam. In addition, four teachers who completed the questionnaire allowed the researchers to record their speaking classes at their schools. The findings showed that most teachers had

positive attitudes toward group work. They recognized its benefits, possible difficulties, and the important role of the teacher in helping students work successfully and enjoy the activity. However, the study also offered some suggestions to make group work more effective in EFL speaking classes.

Finally, despite the fact that all research studies focused specifically on the challenges that encounter EFL Libyan teachers regarding the implementation of CLT, this study aims to bridge this gap by investigating the most quintessential challenges Libyan EFL teachers encounter in using the CLT. Additionally, this study endeavours to demonstrate teachers' perspectives on the use of CLT from their experiences as English teachers. The findings of this study hold significant implication for both EFL teachers and students. Teachers can evolve their instructional teaching in a proper way, and this will contribute to the positive impact of students' speaking skills.

## **2.11 Summary of the Chapter**

The chapter reviewed some quintessential topics such as CLT definitions, background of CLT, speaking activities, classroom activities regarding CLT and the role of teachers and learners in CLT, strategies applied to English as a foreign Language and finally some related studies about the use of CLT. The researcher found that most research studies focused mainly on EFL Libyan teachers' challenges and issues regarding the implementation of CLT; however, this contributes the researcher to an innovative gap which focuses on teachers' point of views about the use of CLT along with the challenges on CLT. In the next chapter, the design and the methodology of this study are profoundly presented.

# **Chapter Three**

## **Methodology**

### **3.0 Introduction**

The objective of this research is to delve deeply into teachers' perspectives on the use of CLT, and to find out the challenges teachers might encounter when they teach speaking skills at Sourman schools. This chapter gives a clear description of how the research is designed to tackle the research questions. It also demonstrates the design of the research and the data collection tools. It also explains the selection of the participants, the pilot study, and the preparation data for analysis. Ethical issues are also provided. Finally, a summary is provided at the end of this chapter.

### **3.1 Research Design**

The research design is defined as the overall strategy that the researcher chooses to integrate the different components of the study in a coherence and logical way (Cohen et al, 2007). This study endeavours to ascertain teachers' perspectives on the use of CLT in teaching speaking skills. Therefore, the researcher chose to use mixed methods design. Mixed methods provide a precise explanation of both numerical data and personal experience within the same research (Creswell and Plano Clark, 2018). By using mixed methods research, the researcher can leverage the benefits of employing both methodologies (quantitative and qualitative) using interviews and questionnaires. The integration of quantitative and qualitative data collection methods is often beneficial, providing a more comprehensive understanding of research problems (Creswell, 2018).

Since this study seeks to comprehend a naturalistic problem, the researcher believed that using mixed methods to analyze that issue might be advantageous. A mixed methods approach could advocate exploring the issue profoundly from a variety of perspectives, discussing the phenomenon with participants, and using questionnaires to obtain a requisite number of participants. Mixed methods approach was utterly utilized in this study to gain a better perception of teachers' perspectives and challenges on CLT, and collect more data to answer the research questions, and present a clearer picture of the CLT application in EFL classrooms.

The quantitative and qualitative approaches (questionnaires and interviews) used in the study provide comprehensive data on the participants' opinions and experiences towards the CLT approach within their own social and cultural settings as well as an overview of the common issues from a number of teachers. Additionally, mixed methods research aims to increase the reliability and validity of the research. The mixed methods approach of this study was intended to combine the strong points of both quantitative and qualitative approaches and strengthen results where appropriate. According to Morse (2010), combining qualitative and quantitative approaches in mixed methods enhances validity through methodological triangulation and consistency across data sources.

### **3.2 Triangulation Design- Convergence Model**

Mixed- methods research encompass various design types, with some of the most commonly employed being triangulation design, explanatory sequential design, and exploratory sequential design. Among these, the triangulation-convergence model holds particular significance. In this type, qualitative and quantitative data are collected and analyzed independently but simultaneously, after which the findings are merged for comparison and integrated analysis. Specifically, as defined by Tashakkori and Teddlie (2010), triangulation design is a type of mixed- methods approach in which qualitative and quantitative data are gathered concurrently and treated with equal importance; its main goal is to produce complementary insights by examining the same topic from different methodological perspectives. In addition, Green et al, (1989, p. 13) explained that triangulation is commonly used “when a researcher wishes to directly compare and contrast quantitative statistical results with qualitative findings or validate and enhance quantitative results with qualitative data”. Therefore, employing multiple research methods is truly imperative to ensure the trustworthiness of the findings. Therefore, the researcher employed the triangulation–convergence model to concurrently gather quantitative and qualitative data.

### **3.3 Data Collection Tools**

This section outlines the data collection instruments used in the current study. Two methods are used for data collection. The first step of data collection necessitated the use of questionnaire and the second step entailed conducting semi- structured interviews with secondary school teachers at Sourman schools. The two methods were carefully chosen contingent upon the

research's goals. A time span of a month was required to manage the completion of the data collection.

### **3.3.1 The Structured Questionnaire**

Questionnaires are widely utilized as primary data collection method for gathering quantitative data. In this study, a structured questionnaire was employed to identify teachers' perspectives on the use of CLT in teaching speaking skills. This type of questionnaires is considered as “questionnaires which are focused on getting participants responses to standardized items for the purpose of confirmatory research in which specific variables are measured and hypotheses are tested” (Johnson and Christensen, 2012, p. 170). The questionnaire was straightforward to answer and therefore required a shorter amount of time to complete. The questionnaire consisted of questions and items (see appendix A). Twelve items were created to examine the teachers' knowledge of CLT. More importantly, some of the questionnaire items were adopted from Hussein's study (2018) entitled as (Factors affecting the implementation of communicative language teaching in Libyan secondary schools). The questionnaire revised by two EFL doctors of English language to measure its validity and reliability. Furthermore, the questionnaire began with an introduction to the research topic and included a statement ensuring the confidentiality of all personal information provided by all participants. It comprised 12 items organized into three sections: Likert -scale questions, (yes-no) questions, and multiple-choice questions. Moreover, in order to guarantee clarity and prevent ambiguity and misunderstanding, the questionnaire items were carefully written and revised many times. According to Denscombe (2007), any small inadequacies when entering data can significantly distort what the answers from a survey or questionnaire are really telling you. Because of this, ensuring the different parts of the data were highly consistent with each other and considered as a helpful way to confirm the data's accuracy and validity. After that, the questionnaire was additionally piloted in order to verify its validity and reliability. SPSS (Statistical Package for the Social Sciences) software was used to analyze the data obtained from the questionnaire.

### **3.3.2 Semi- Structured Interviews**

Obviously, an interview is a qualitative technique that entails conducting an intensive individual interview with a limited number of participants to explore their perspectives about a specific topic. As Dexter (1970) described an interview as a meaningful conversation between the

interviewer and an interviewee. Also, Kvale (1983) reminded that the purpose of the interview is to obtain “uninterpreted” description of an experience. In addition, Interviews are a flexible and adaptable way of finding things out. They can be used as the main method of data collection or as a follow-up to certain respondents to questionnaires. The interview methods are divided into several types. The most common types are structured interviews and unstructured interviews. A structured interview is a standardized form of data collection where the same set of predetermined questions is asked in the same order to all participants (Kvale, 2007). However, Bryman (2016) describes unstructured interviews as guided conversations where the interviewer adapts questions according to the respondent’s answers. To guarantee the accuracy of the data written, all interviews were recorded. Data recording according to Bell (2005, p. 164), “it is useful to check the wording of any statement you might wish to quote and to allow you to keep eye contact with your interviewee”. However, to enhance the validity and reliability of the study interview, two experienced teachers who have taught English at Zawia University piloted the interview questions. In addition, reliability could be addressed through honesty, authenticity, and fairness in the method structure (Magaldi and Berler, 2020). The data collected from interviews was analysed by using the thematic analysis method. The researcher has used the semi-structured interview in order to ask some follow up questions to participants as well as ask other important questions in the same interview.

### **3.4 Pilot Study**

A pilot study serves as a small study to test the data collection instruments. As Bell (1993, p. 84) emphasized “all data gathering instruments should be piloted to test how long it takes recipients to complete them, to check whether all questions and instructions are clear, and to enable you to remove any items that do not yield usable data ”. The purpose of the pilot study is not only to acquire data but also to learn how to collect data properly and accurately (Burns, 2000). Piloting research instruments are significant for increasing validity and reliability (Bryman, 2008). To evaluate the questionnaire in terms of its content and structure, three experienced doctors checked it in order to examine the structure, clarity, the logical flow of the questionnaire, length, and the order of the statements. The pilot participants were asked to fill out the questionnaire to verify if the items are clear and easy to follow before it was used in the main study. Moreover, the pilot study provided some suggestions to develop and organize the questionnaire by deleting or modifying certain questions and items so that it would be ready to use in the main study. These modifications are discussed below:

1. Some items in Part 1 pertaining to teachers' backgrounds in CLT were omitted, as they did not align with the questionnaire's objectives.
2. The number of the questions were rearranged and some grammatical mistakes were amended.
3. Some questions have been modified according to the doctors' request. These are:
  - In the Libyan schools, do you think CLT is the best approach to teach speaking? This has changed to "In the Libyan schools, do you think CLT is the appropriate approach to teach speaking skills?"
  - Do you think teaching speaking with the CLT is challenging for some teachers? it has been modified to "Do you think teaching speaking with the CLT is challenging for some EFL teachers?"

Furthermore, two teachers were interviewed to shed light on the importance of teachers' perspectives about the use of CLT. Some interview questions were modified to be ready for the actual study; in addition, the pilot study enabled the research to enrich the quality of the interview's questions. The data were analysed to check if there were any problems with the data in the SPSS software. For example, the ordering of the interview questions was changed logically in terms of their difficulties. The researcher also became aware of the diversity in the construction and meaning of certain concepts. The data obtained from the pilot study was analysed to know if there any difficulties when the researcher deals with the real data. One of the benefits gained from pilot study is the suggestion of some questions from the participants to be adopted in this study. Finally, the pilot study has an important merit in which it aims to improve the percent of the Cronbach's Alpha to meet the requirements of the study.

### **3.5 Population and Sampling**

Sampling is an important element in the research design, as it enables the researchers to draw valid conclusions about the populations being studied and ensures that the findings can be generalized to the larger population. It is defined as:

*“The method of selecting a portion of individuals or groups from a larger population, with the aim of estimating characteristics of the population as a whole. The goal of sampling is to gain a sample that is representative of the population, hence allowing researchers to make inferences about the population with a known degree of confidence (Bryman 2016, p. 97)”.*

This study was conducted in 10 different schools in Sourman city in order to achieve the main goal of the current study. In the current study, the study aims to fulfil its primary research objective by using simple random sample. This method involved selecting participants from the population using random selection procedures, as well as selecting participants based on specific criteria pertinent to the research questions. Bryman (2016) explained that a sampling technique called simple random sampling ensures that every individual in a population has an equal opportunity to be selected as participants. This technique was used to select questionnaire participants. 30 teachers were chosen randomly to answer the questionnaire. At the same time, snowball technique was used for the qualitative data. snowball sampling as Vogt (1999) defined; it is a method for locating study participants. One participant supplies the researcher with the name of another, who then provides the researcher with the name of a third, and so on. This sampling technique facilitated the recruitment of ten teachers as interview participants.

### **3.6 Data Collected Procedures**

After the researcher conducted the pilot study, the data was collected through a structured questionnaire and semi structured interviews in two phases. In the first phase, the teachers' questionnaire was conducted. After receiving approval from the university to commence gathering the data, the researcher immediately visited some schools in Sourman city. The researcher introduced himself to the heads of the schools and clarified sufficiently the objective of the study. After the researcher took the permission to start distributing the questionnaire, the questionnaire was distributed to 30 teachers from different schools in Sourman City. The quantitative data was collected from 15th of April 2025 to the 4th of May 2025 to elicit their perspectives on using CLT in teaching speaking skills. All participant endorsed to complete the questionnaire and returned it back on time. However, 10 teachers opted not to partake in this study for unknown reasons.

In the second phase, the participants were interviewed in order to explore the challenges they might encounter regarding the implementation of CLT. Semi-structured interviews were used as a tool of data collection because such questions as Seidman (2013, p. 9) clarifies, “building and finding out how the participants see the phenomena of the study through their open responses”. All the interviews were conducted in English and took place in Aprill during the academic year 2024- 2025 in Surman schools. Semi- structured interview was conducted with ten EFL teachers from different schools in Sourman City. The researcher interviewed each

teacher individually in their schools. The language used was clear and simple. The interview took place during the period from the 27th of April 2025 and continued to 29th of April 2025. The interview was between 15 to 25 minutes and the teachers were interested under investigation and provided reacted information. All interviews were recorded and transcribed to be analysed by thematic analysis method. This table provides information on the dates and the duration of the interview:

**Table (1) Date and Time of the Interviews**

Name of Teachers (Date & Time)		
Teacher A 27April -13minutes	Teacher E 29April -12minutes	Teacher I 29April -12minutes
Teacher B 27April -15minutes 5sec	Teacher F 29April -17minutes 10sec	Teacher J 29April -9 minutes
Teacher C 28April -16minutes	Teacher G 29April -10minutes 25sec	Teacher H 29April -14minutes 12sec
Teacher D 28April -18minutes	Teachers' interview schedule	

### 3.7 Ethical Consideration

Ethical issues necessitate special consideration as they relate to the people with whom the researcher conduct their research (Bryman, 2001). Creswell (2009) demonstrates that ethics in educational research is characterized as one of the pivotal issues that researchers should take into account from the outset of the research because their studies entail contact with people as research participants. Researchers have to respect the participants by ensuring their anonymity and confidentiality, and to protect them from any potential harm while they are involved in the study (ibid). The current study carefully considered the ethical issues of data collection. The researcher obviously demonstrated the purpose of the study before distributing the questionnaire to the teachers. The researcher explained some questions that were challenging to some of them. Teachers' interviews were conducted at their schools. The researcher contacted

the head of the schools with an official request letter to allow communication with the teachers (see appendix C). Among the significant ethical issues that were considered in the research process include consent and confidentiality. In order to secure the consent of the selected participants, the researcher relayed all important details of the study, including its aim and purpose (Dörnyei, 2003). Furthermore, the researcher informed the participants of their rights to withdraw from taking part in this study at any time. The participants were also informed that they could access the dissertation after completion.

### **3.8 Procedures of Data Analysis**

The researcher organized all the collected data in order to prepare it for analysis. The quantitative data was the first stage to be analysed by using descriptive statistical procedures. SPSS software program was used to analysis quantitative data. Moreover, the data collected from semi-structured interviews were analysed using thematic analysis method.

#### **3.8.1 Analysis of Quantitative Data**

Quantitative data was analyzed and processed by using SPSS software and the results were shown in pie charts with percentage and sufficient comments. The answers gained from the questionnaire were utterly changed into codes to meet the requirements of SPSS software to analyze the data. The use of SPSS software gave a clear powerful to this study, as it provides accurate, reliable analysis regrading data analysis.

#### **3.8.2 Analysis of Qualitative Data**

On the other hand, qualitative data was analyzed through thematic analysis Braun and Clarke (2006) Described thematic analysis as “a method of identifying, analyzing and reporting patterns or themes within the data”. This analysis technique was used and considered to be adequate to identify the important data and the frequency of occurrence of various patterns and themes emerged from the data. The goal of qualitative data analysis is to gain a deeper understanding of research subject, explore complex phenomena, and achieve the research aims and objectives. Finally, the data of the interview were transcribed, then it was classified in two themes that are relevant to the study.

### **3.9 Summary of the Chapter**

This chapter covered the study's methodological framework in depth. A structured questionnaire and semi structured interviews are the instruments used to collect data. In addition, the research design. The procedure of sampling used to choose the participants and the pilot research were also documented. Moreover, it included processes for gathering data and ethical considerations.

## **Chapter Four**

### **Data analysis**

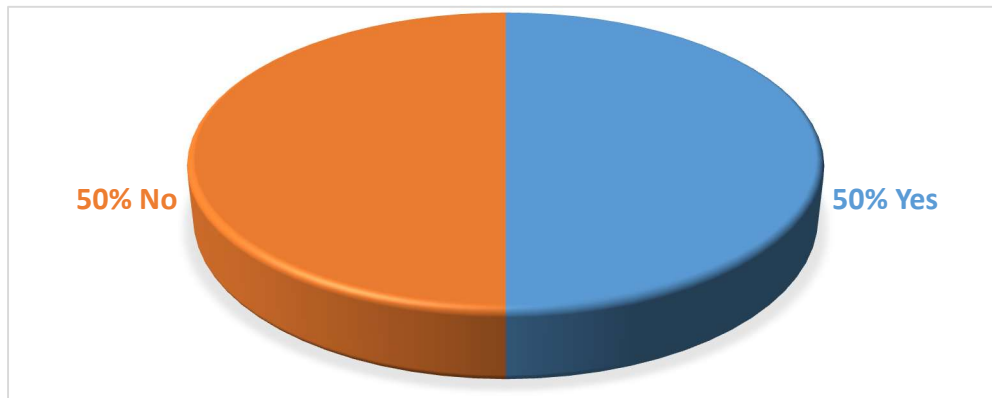
#### **4.0 Introduction**

The main purpose of this chapter is to present and analyse the data collected from the quantitative and qualitative methods. Glesne and Peshkin (1992, p.127) stated that “data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned”. The quantitative data derived from the questionnaire were analysed and interpreted. The data, along with its analysis, is presented in a simple form of charts, diagrams, and tables. In contrast, the qualitative data were derived from the interview were analysed using thematic analysis method. Hence, the results of the data obtained from the teachers' questionnaires and interviews were presented below in this chapter. Both types of data (quantitative and qualitative) are presented in two phases bellow.

#### **4.1 Quantitative Analysis**

The structured questionnaire was given to 30 EFL teachers who teach English Language at Sourman schools to find out their perspectives on the use of communicative language teaching in teaching speaking skills. The questionnaire consisted of twelve questions ranging from Yes-No questions, Likert scale questions, and open-ended questions. The questionnaire was analysed through (SPSS 27) software for the purpose of increasing the reliability and validity of the questionnaire. The researcher used the SPSS software for the rationale of its accuracy and reliability to analyse data. Finally, the data is described in charts and tables to be patently evident for describing the percentages.

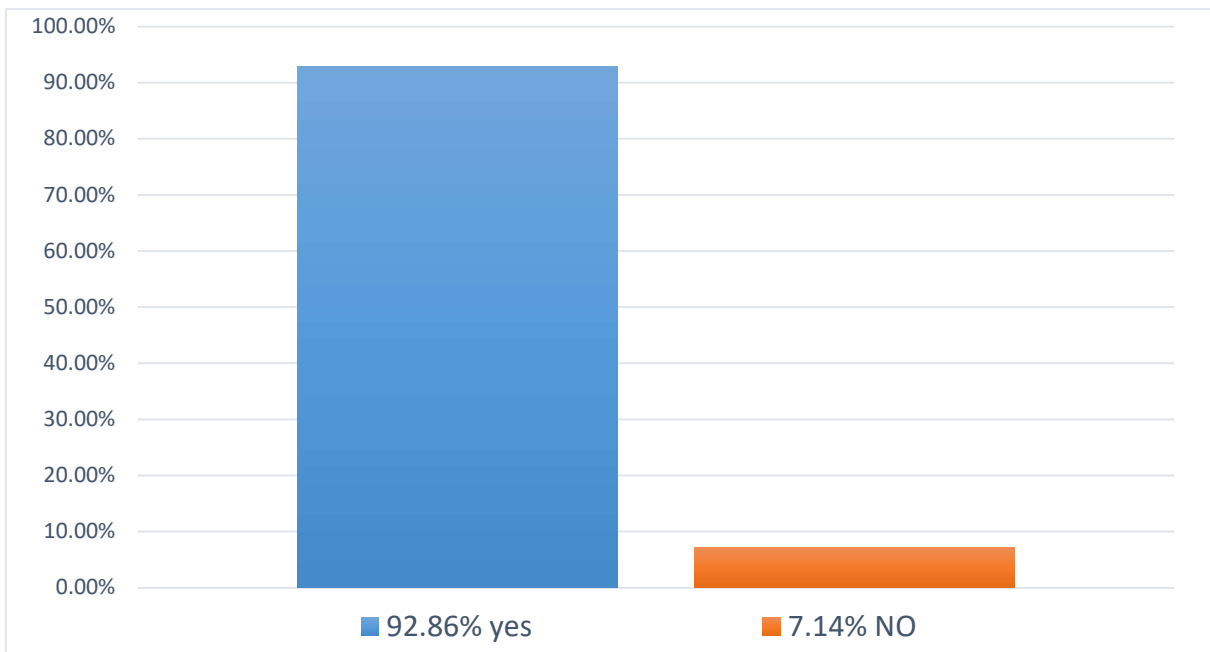
**Q1 Have you ever received any training courses in teaching speaking skills with the use of CLT?**



*Figure (1) Receiving training courses in teaching Speaking Skills with the use of CLT*

According to Figure (1), it is evident that 50% of the English teachers have taken training courses before, while 50% of them lack the training courses regarding the use of communicative language teaching. The findings reveal that the percentages are relatively consistent among the participants.

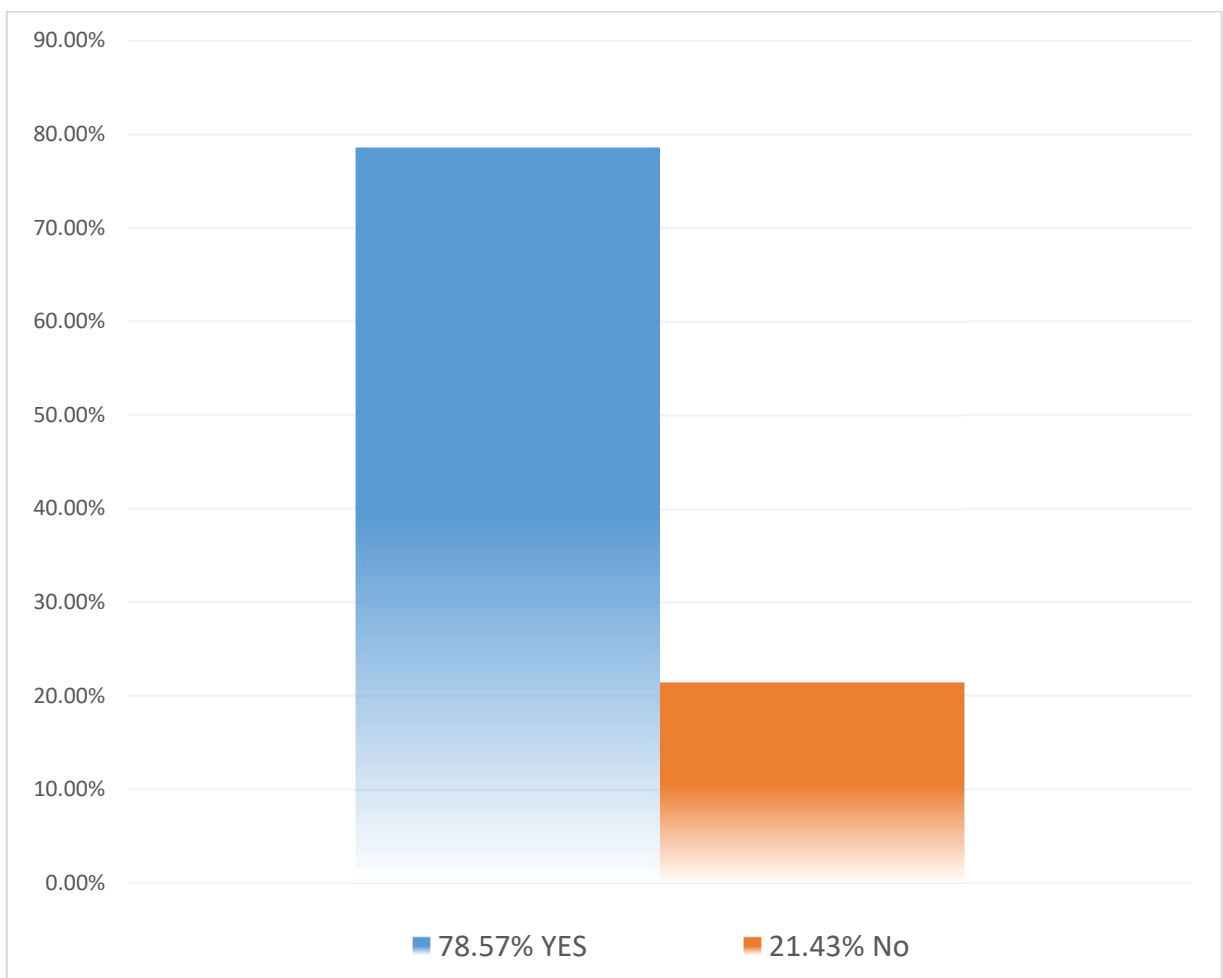
**Q2 Do English teachers encounter some challenges when applying CLT?**



**Figure (2) Challenges encountered by English teachers when applying CLT**

Figure (2) demonstrates teachers' challenges when implementing communicative language teaching. According to teachers' responses, a high percentage of English teachers, at 92.86%, agreed that they have some issues when using CLT. In contrast, a small proportion of teachers, at 7.14%, revealed that they did not face any difficulties in applying CLT. Therefore, most EFL teachers suffer from some challenges when they use communicative language teaching.

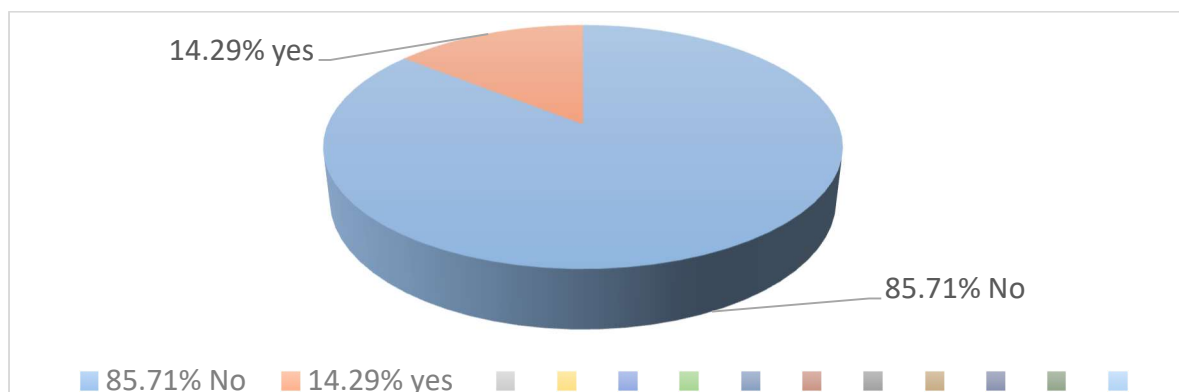
**Q3 In the Libyan Schools, do you think CLT is the most appropriate approach to teach speaking skills?**



**Figure (3) Teachers' opinions on the appropriateness of CLT for teaching speaking skills in Libyan schools**

Regarding figure (3), it is clear that teachers have different teaching backgrounds about CLT. 78.57% of teachers responded with yes. However, 21.43% did not consider CLT as the most appropriate approach to teach speaking skills.

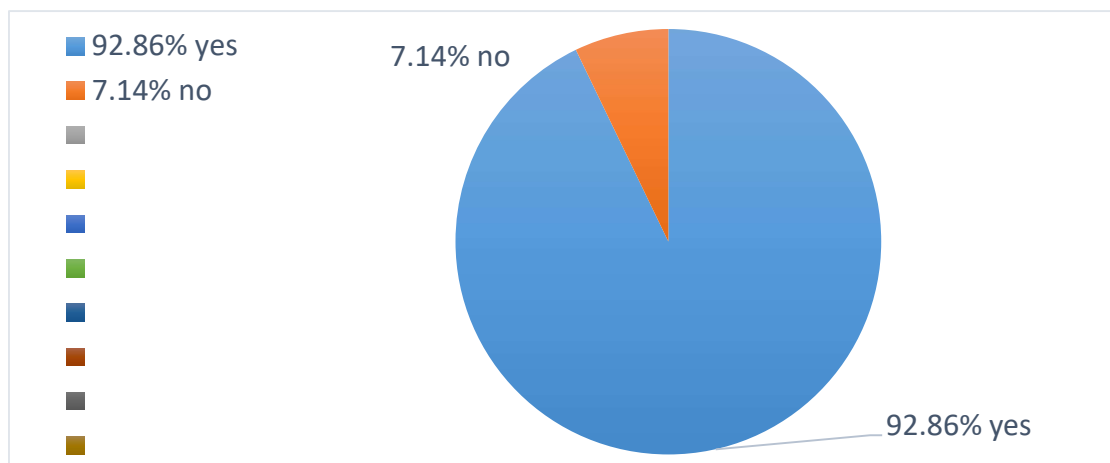
**Q4 In the Libyan schools, do you think CLT is being used properly by the teachers of English?**



**Figure (4) Teachers' perceptions on the proper use of CLT in Libyan schools**

According to figure (4) above, the responses showed that the majority of participants, 85.71% had agreed that EFL teachers do not use CLT incorrectly. On the other hand, 14.29% of the teachers confirmed the incorrect use of CLT by the teachers of English.

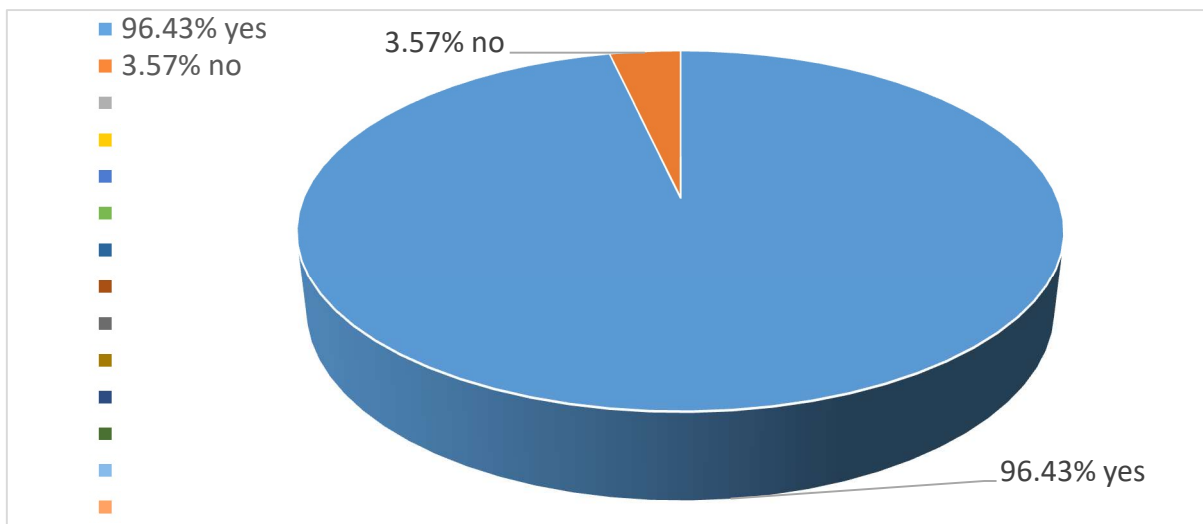
**Q5 Do you think CLT allows EFL students become more confident speakers?**



**Figure (5) Teachers' opinions on the role of CLT in developing EFL Students' speaking Confidence**

Figure (5) shows the results of the fifth question. Teachers were asked whether CLT improves students to become more confident speakers. 92.86% of the teacher said yes. In contrast to this percentage, 7.14% of the teachers did not believe in the advantages of CLT in improving students' confidence.

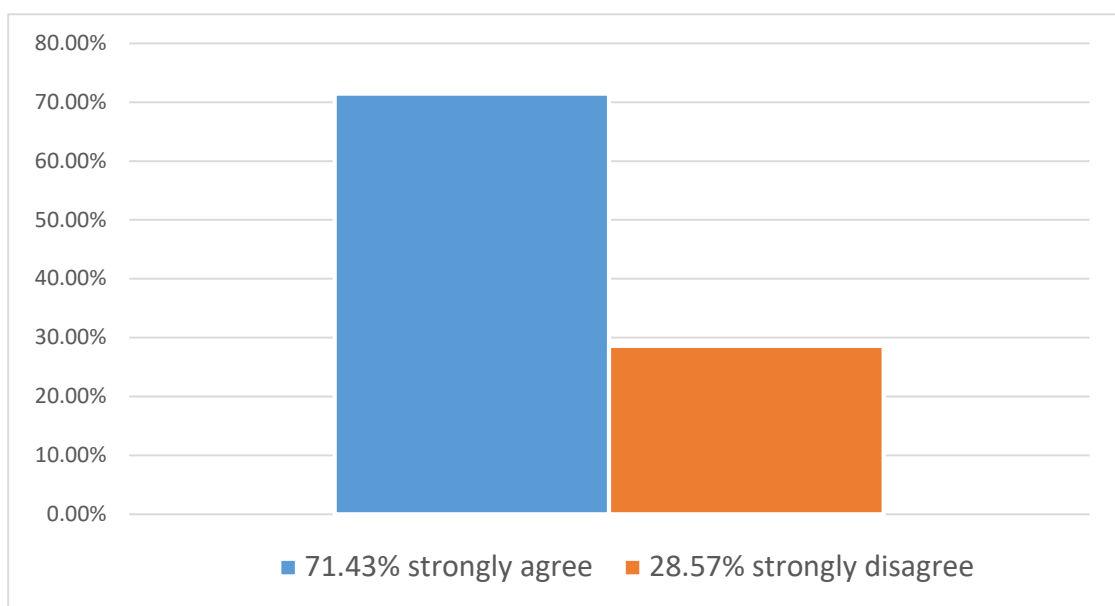
**Q6 Do students in your classes sometimes resist CLT activities because they are unfamiliar or shy?**



**Figure (6) Student's resistance to CLT activities due to unfamiliarity or shyness**

According to figure (6), teachers were asked if students ignore CLT activities due to their shyness and unfamiliarity. 96.43% of English teachers agreed that students resist these activities inside the classroom. In contrast, 3.57% did not agree about this view.

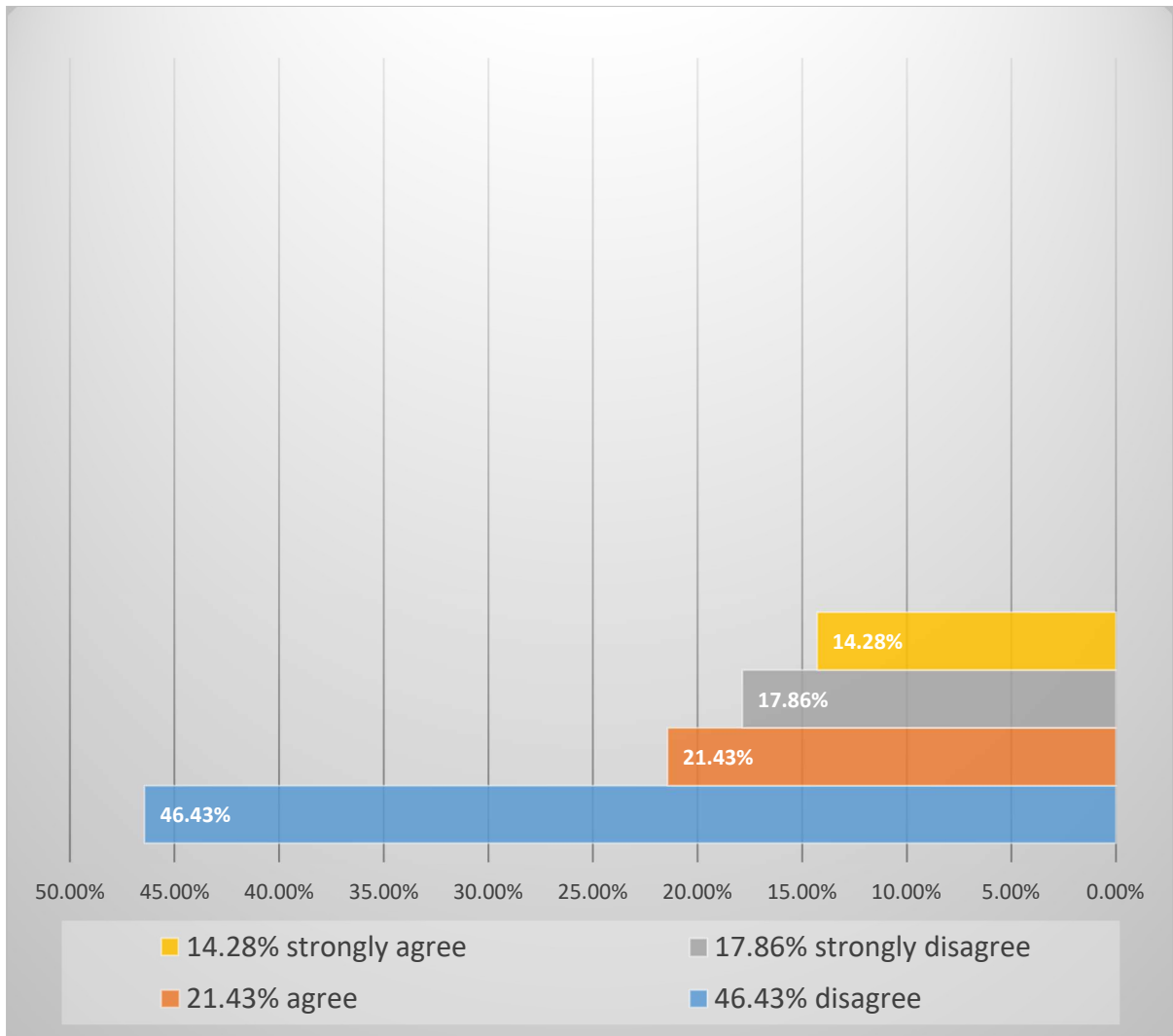
**Q7 CLT is an effective method to improve students' speaking skills?**



**Figure (7) Teachers' perceptions of the effectiveness of CLT in improving student's speaking skills**

According to figure (7) teachers were asked about the effectiveness of CLT in ameliorating students' speaking skills. Obviously, a high percentage of teachers, 71.43%, agreed about its effectiveness in improving students' speaking skills, while 28.57% did not agree about this view.

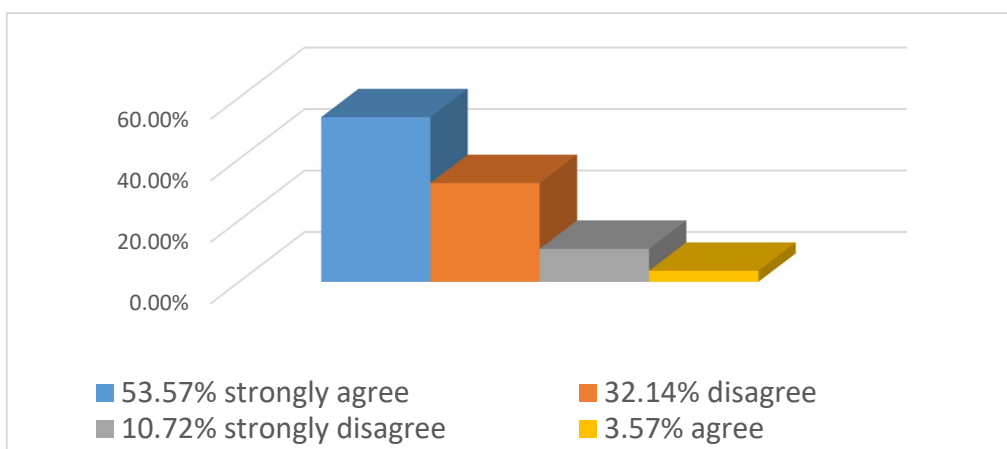
**Q8 Communication is very important through the use of CLT?**



**Figure (8) Teachers' views on the importance of communication in CLT**

Figure (8) demonstrates teachers' perspectives on the significance of communication in communicative language teaching. A total of 46.43% of teachers disagree about the importance of communication in CLT. Similarly, 17.86% of teachers strongly disagreed about this view as well. However, 21.43% of teachers agreed about the importance of communication in the CLT. Besides, 14.28% strongly agree about this view.

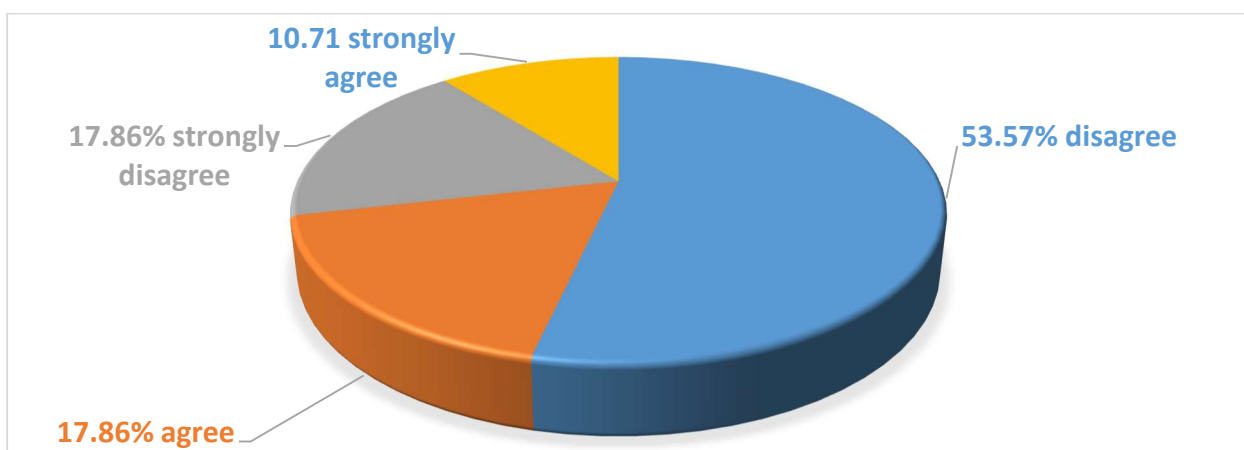
**Q9 Large numbers can be problematic to some EFL teachers to teach speaking skills by the use of CLT?**



**According to figure (9) Challenges of large class sizes in applying CLT For teaching speaking skills**

According to figure (9), teachers were asked whether large numbers of students could affect teaching speaking skills by the use of CLT. A high percentage of teachers 53.57% strongly agreed about this idea, while 3.57% agreed about this view as well. In contrast, 32.14% disagreed about this view, considering that large numbers cannot be problematic to them. At the same time, 10.71% also strongly disagreed about this view.

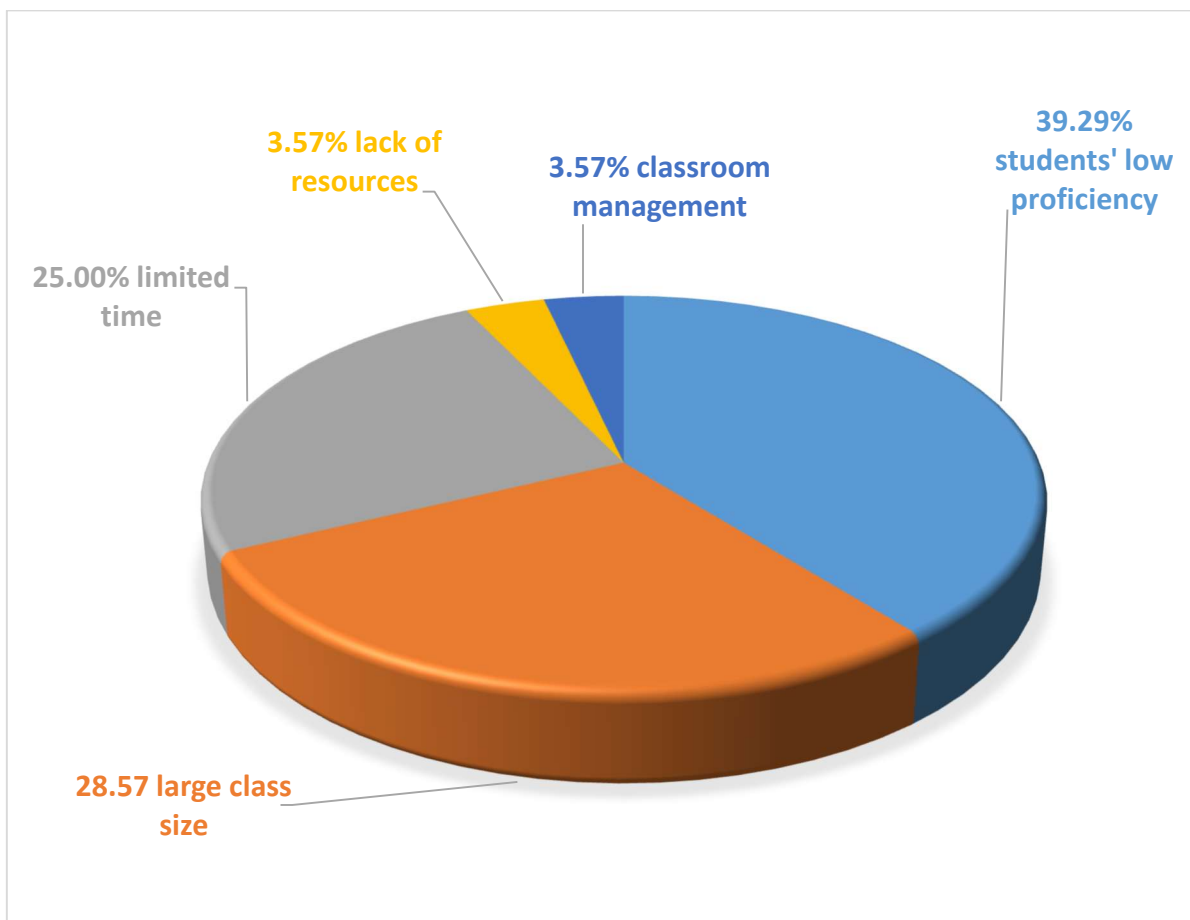
**Q10 By using CLT, group work and discussion are very imperative in teaching speaking skills?**



**Figure (10) The importance of group work and discussion in CLT for teaching speaking skills**

Figure (10) illustrates teachers' points of view about using group work and discussion in teaching speaking skills. 53.57% of teachers disagreed to use them in teaching speaking skills, while 17.86% strongly disagreed about not to use group work and communication in CLT. Conversely, 17.86 of teachers have agreed about using group work and discussion in CLT. In addition to this number, 10.71 strongly agreed about this view.

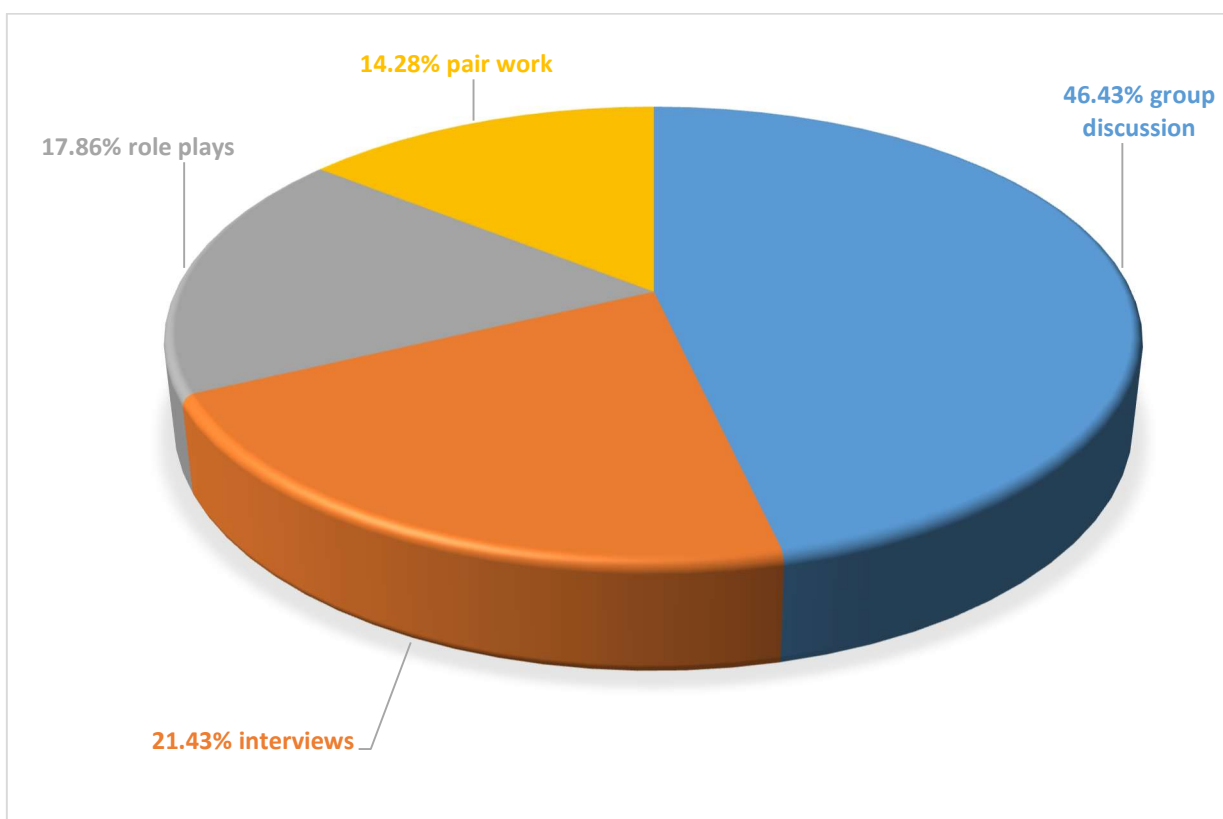
**Q11 What challenges do you face in implementing CLT in speaking classes?**



**Figure 11 Challenges faced by English teachers in implementing CLT in speaking classes.**

Regarding figure (11), in which teachers were asked about their challenges in using CLT to teach speaking skills. A high majority of teachers, 39.29%, revealed that students' low proficiency is the biggest challenge for them. Large class size was recorded as the second biggest challenge for the teachers, with the percentage of 28.57%. 25% of teachers have challenges with limited time. Lack of resources and classroom management were recorded as the least challenges for teachers with a proportion of 3.57%.

## Q12 What CLT activities do you use most frequently to develop students' speaking skills?



**Figure 12 The commonly used activities for enhancing student's Speaking skills**

Figure (12) investigates teachers' activities used to develop students' speaking skills. A substantial majority of teachers 46.43% used group discussion, while 21.43% used interviews. 14.28% preferred to use pair work as an activity to develop their students' speaking skills. In addition, 17.86% used role-plays.

### 4.2 Qualitative Analysis

The purpose of qualitative data collection was to explore teachers' challenges on the use of communicative language teaching in developing speaking skills. Also, the qualitative data Therefore, the interview complemented the quantitative data and revealed overall results of the study. Thematic analysis was employed to interpret the qualitative data. Interviews were conducted with ten English language teachers working in various schools across Sourman city. This table provides an overview of the participants who took part in the interviews for this study.

## **Results of the Interview**

The aim of the semi-structured interviews with the 10 participating teachers is to examine the teachers' perspectives of CLT in the Libyan context from their own perspectives. The results are presented under eight themes generated from using thematic analysis method.

1. Teachers' Backgrounds about Communicative Language Teaching.
2. Applying Communicative Language Teaching to teach Speaking skills.
3. Effectiveness of Communicative Language Teaching Compared to Conventional Methods.
4. The Benefits of CLT on Students' Speaking Skills.
5. Fluency and Accuracy.
6. Teachers' Challenges using CLT in Teaching Speaking Skills.
7. The communicative Activities used by Teachers to improve Students' Speaking Skills.
8. Teachers' Techniques for delivering Speaking Lessons.

### **1 ▪ Teachers' Backgrounds about Communicative Language Teaching**

The first question was utterly designed to elicit information from English teachers regarding their backgrounds on CLT as well as their experiences in implementing this approach. Teachers (A, B, C and D) have agreed about the significance of CLT in Sourman's schools. They have also mentioned the significance of CLT among other approaches. Teacher (A) demonstrated that “I think communicative language teaching means how to communicate with your students, and CLT deals with different styles in the classroom”. Hence, teachers should communicate correctly with their students. Teacher (B) illustrated that “from my previous knowledge as an English teacher, communicative language is also called the communicative approach. We have been taught about CLT, but not deeply and sufficiently. I think CLT is a language method where language should be emphasized in the learning process”. Teachers (C and D) said, “CLT is a language method that focuses on communication”.

In contrast, teachers (E, F, G and H) have different perspectives about communicative language teaching. Teachers (H, F) said that they do not have any backgrounds regarding communicative language teaching, and they have never studied this method before. Teacher (F) stated that, “I do not know what CLT is; I have been using the Grammar Translation Method since I start my

teaching career”. Additionally, teachers (E, G) demonstrated the concept of communicative language teaching differently. Teacher (E) explained that CLT focuses on teaching grammar and vocabulary rather than listening and speaking. In addition, teacher (G) said that, “I have been teaching since 1999, and I have never found teachers who use CLT to teach speaking in the secondary schools; I think CLT cannot be applied in Libya due to the inexperienced teachers and students' low level of English.”

## **2 ▪ Applying Communicative Language Teaching to teach Speaking skills**

When teachers were asked, how do you apply CLT in your speaking classes? teachers have responded differently. Teachers (A, B and C) agreed that they have used different activities with their students. Teacher (A) said that I start my lesson by asking my students about a specific topic, and they discuss this topic in groups. Teacher (B) said, “I use pictures to let my students come up with new ideas about the new topic.” However, teacher (C) illustrated that “I do not know whether I am using CLT properly or not, but I usually follow the course book instruction.”

Similarly, teachers (D, E, F and G) agreed that they do not use communicative language teaching to teach speaking skills. Teacher (D) revealed that “teaching is not easy for teachers, and specifically for me”. Teachers (E and F) claimed that they focus on grammar more than speaking when they teach because students are more interested in learning grammar rules in order to pass the exams rather than improving their speaking skills. Teacher (D) said, “We are non-native community, so teachers encounter some challenges to use CLT in teaching speaking skills”. Furthermore, teachers (H, I, J) have agreed that they have been constantly utilizing the grammar translation method since the commencement of their English careers. Teacher (I) said.... “I do prefer to use GTM in my English classes due to the fact that my students are motivated with this approach, and they repeatedly show some reluctance if they are taught with CLT ”.

## **3 ▪ Effectiveness of Communicative Language Teaching Compared to Conventional Methods**

This question revealed that some teachers prefer to use communicative language teaching over traditional methods. Teachers (A, B and C) stated that Communicative Language Teaching is much better than traditional methods because it combines all the features of a good approach,

and this approach can encourage students to speak and build confidence inside the classroom. They also explained that the main purpose with this approach is communication, not memorization like the traditional methods; however, some teachers agreed that CLT is not an effective method to be used in Libya. For example, teacher (G) stated that “I have used both the grammar translation method and the communicative language teaching, and I found that my students benefit more from GTM than CLT.” This response aligns with teacher (E) who explained that “I have taught many students in many public schools with the use of CLT, but my students prefer to be shy and silent all the time”. In addition to those teachers, teachers (I and J) Said that we cannot depend heavily on the use of CLT, as it considered to be a problematic approach to some teachers and students as well.” These different opinions show that CLT can be challenging for some teachers and they shared mixed views about how well it works.

#### **4 ▪ Teachers' Interviews about the Benefits of Communicative Language Teaching on Students' Speaking Skills**

In the interview, teachers were asked about the benefits they have observed using CLT on students' speaking skills. The results revealed that Teachers (A, B, C) agreed that CLT can motivate students to speak English and share their experiences with their classmates. Teacher (A) said: “Teaching students with CLT can improve their fluency significantly.” In addition, teacher (B) demonstrated that CLT can lead me to know my students' weakness regarding their speaking skills. In contrast, Teacher (D) said: “as an English teacher I do not expect a lot of benefits among students when using CLT to be honest.” he also added that students were accustomed to the conventional methods, and they cannot expect any teachers who speak in English. Hence, I think CLT is not beneficial for secondary students. In addition to this, teacher (E) explained that: “in order to have some benefits using CLT, we should have qualified teachers and students to complete the learning process.” He also added that without these two options, teachers cannot apply CLT in Libyan schools.

#### **5 ▪ Fluency and Accuracy**

The data gained from the participants indicated that most teachers focus more on accuracy than fluency while small number of teachers focus on fluency and accuracy concurrently. For instance, teachers (A, B, D, E, G, F) agreed that accuracy is the primary goal to be fulfilled

within the academic year because students are being evaluated through written exams at the end of every semester. However, they neglect focusing on fluency because speaking skills lack some assessment criteria like other skills such as writing and grammar.

## **6 ▪ Teachers' Challenges using Communicative Language Teaching in Teaching Speaking Skills**

Regarding the challenges that encounter secondary school teachers in implementing CLT in teaching speaking skills, it was observed that all teachers agreed about these challenges. Teachers (A, B) demonstrated that they face many challenges when they use CLT. For example, they said that students' low proficiency, insufficient time, lack of technological tools as smart-board, projector etc. and large numbers of students are their biggest problems regarding the implementation of CLT. Teacher (A) said, "my biggest problem for applying CLT is large numbers and lack of technological tools inside public schools". He also adds that if we have small numbers and the technological tools, teaching will be more motivating for secondary school teachers. In addition, teacher (B) claimed, "I think students' low proficiency is the main obstacle for us to apply CLT as well as the time given to the teacher to deliver the lesson is not adequate". Also, teacher B demonstrated that high absenteeism among secondary-school students had a negative effect on improving the speaking skills. "He said that, If I teach a new lesson on speaking, and many students are absent, this will affect their performance later on, because they did not attend those classes."

In addition to what mentioned, Teachers (C, D) also have highlighted some challenges face them in implementing CLT. They agreed that teachers' lack of knowledge about CLT and the assessment method are the most challenges issues for them.

Teacher (D) said that: "if teachers have a good understanding with the use of CLT, this can make teaching easier for them, and thus they can teach with basic tools". In addition, he added that my biggest problems inside the classroom are lack of time and lack of tools. If we have these two options inside the classroom, this will improve students' ability to speak because students get bored if we follow the same pattern of daily teaching. So, teachers need to vary between their ways of teaching.

Also, Teacher (C) explained that: "I think that the assessment method in Libya is not accurate to develop students' speaking skills, because this method follows the traditional exams like

MCQ. So, in my opinion, students should be tested in the four skills in order to develop their skills”.

In contrast, teachers (E, F, G and H) explained that they did not teach speaking skills using CLT so they did not have knowledge about these issues. Finally, teacher (G) claimed that insufficient time prohibit him to apply CLT activities. He added that language interference is the most problematic issue that hinders teachers to apply CLT. In addition, Teachers (F and G) claimed that the assessment method is not accurate to evaluate students from all skills. Here, in Libya they care just about how to pass the exam instead of improving students speaking skills. In addition, Teachers (G and F) agreed about the importance of CLT, but their backgrounds about this approach is quite limited. Also, teacher (F) says that ... “students have low-level of English competence that a teacher might work on to improve it”. Finally, teacher (f) adds that mixed - ability classroom can be another essential challenge for me especially. So, as an English teacher, I can not work in a class where students have different levels in English language.

## **7. The Communicative Activities used by Teachers to improve Students’ Speaking Skills**

Regarding the activities used by teachers to enrich speaking skills among secondary year students, teachers (A and B) demonstrated that in our class, we use many communicative activities that help students use English. we like group discussions, games, and storytelling. Sometimes we give students a topic, and they work in small groups to talk about it. They also play simple English games like “Guess the Word” or “Describe and Guess.” Storytelling is fun too. We tell a short story, and then students try to retell it in their own words. These activities help students speak more and enjoy English.

On the other hand, Teachers (D and F) explained different backgrounds about the use of CLT in teaching speaking skills. Teacher D said “I don’t use many activities. In my class, I usually ask students questions and they answer one by one. We sometimes read a short text and then I ask students to talk about it. I like my students to speak in class, but we do not have games or group work. We mostly focus on answering questions and practicing sentences.” Teacher F explained that I do not use games because the time is not enough for all students. So, I prefer students to practice speaking with me instead of with each other. Additionally, teacher (I) explained that “I don’t use any activities in my classes, because my focus only is on the curriculum itself not the improvements of the speaking skills.”

Moreover, teachers (G and E) explained their lack of using activities in the classroom. As teacher E explained, my students feel shy whenever they play something in front of each other especially boys. Teacher G had explained his interest to use activities, but he lacks time to use these activities.

## **8. Teachers' Techniques for delivering Speaking Lessons**

Starting a speaking lesson in a good way is very quintessential. The first part of the lesson can make students excited to speak or make them feel bored. When teachers were asked about their strategies of starting a speaking lesson, their answers were utterly different. Teacher (C) demonstrates “I usually start the lesson by writing the topic on the board and ask students to talk about it. I sometimes divide my students into many groups to share their ideas together about the same topic in specific time. Furthermore, Teacher (D) starts the lesson by reading exercises from the textbook. I ask students to repeat the answers or read dialogues. My students are not willing to speak. Students listen and repeat, but they do not really talk. However, teacher A demonstrated that “I usually start with a story about the speaking topic being discussed in that session. Then, I gave them some vocabularies related to this topic. Finally, they speak about this topic”.

In contrast, the analysed data also revealed that Teachers (I, H J) explained different opinions regarding teaching the speaking skills. Teacher (J) explained that, “I normally ignore the speaking tasks because the large numbers in my class. So, I tell them to do it as a homework.” In addition, teachers (H and I) explained that, we ask students to read the questions and answer these questions in the same time.

## **4.3 Summary of the Chapter**

This chapter dealt with teachers' perspectives about CLT and the challenges they face in implementing it. These challenges included students' low proficiency, large class size, classroom management, lack of resources and insufficiency of teachers' knowledge on CLT. Additionally, the chapter discusses teachers' perspectives on the significance of CLT in improving speaking skills. Also, some activities regarding CLT teaching were discussed as well. Finally, both quantitative and qualitative data were analysed in this chapter. The discussion of the finding will be explained in the next chapter.

# **Chapter Five**

## **Discussion**

### **5.0 Introduction**

The discussion of the obtained results of the two research questions is presented in this chapter. This chapter looks into the outcomes of the questionnaires and the interviews. It makes an effort to interpret and explain the findings in light of the relevant literature. The aim of this study was to investigate teachers' perceptions on the use of CLT at Sourman schools and to find out what challenges they encountered when applying CLT in teaching speaking skills.

### **5.1 Research Questions**

- What are the teachers' perspectives on the use of communicative language teaching in teaching speaking skills?
- What challenges do secondary-school teachers encounter when teaching speaking skills?

### **5.2 Discussions Related to the Findings of the Quantitative and Qualitative Data**

The current study employed a mixed-methods approach, using both quantitative and qualitative data to gain a comprehensive understanding of EFL teachers' perceptions and issues regarding CLT. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). On the other hand, the qualitative data were analysed through thematic analysis, and the data were coded into themes. The findings from both data are discussed in details, with particular attention to how they complement and contrast with each other, providing a holistic interpretation of teachers' knowledge, attitudes, and classroom practices related to CLT.

#### **5.2.1 Teachers' Perspectives on the use of Communicative Language Teaching in Teaching Speaking Skills**

The findings appear to be consistent with what has already been addressed in the pertinent literature. The findings imply that teachers have generally positive attitudes towards CLT.

The quantitative findings revealed that 78.57% agreed that CLT is the best approach to teach speaking skills, while 21.43% agreed that CLT is not the appropriate approach for teaching speaking skills. Similarly, the qualitative findings confirmed this conclusion, as teachers (A, B, C) stated that the use of CLT is much better than any other approaches. They also agreed that CLT focuses on improving the four skills and especially the speaking skills. This was also evident when teachers were asked about the effectiveness of CLT to improve student' speaking skills. The majority of teachers with 71.43% strongly agreed about this view (see figure 7). This finding aligns with Nuranalisa (2018) who found an improvement in students' speaking skills when they are taught with the CLT. He also added that the implementation of using CLT in improving the students' speaking skill was successful.

Furthermore, the qualitative findings aligned with the quantitative data in which teachers were asked about the benefits of using CLT on their students' speaking skills. Three teachers (A, B, C) argued that CLT could motivate students to speak and encourage them to share their ideas in English. In addition, teachers have the ability to detect students' inadequacies when using CLT. This finding agrees with Kuni Faizatuz Zakiyah (2022) argument in which he stated that by using CLT, students are more active in teaching and learning due to many reasons: students are asked to speak in pairs and the material used by the teacher is pertinent to everyday life. In contrast to those teachers and some related studies, teacher (D) argued, *“as a teacher, I think the improvements of using the CLT are not quite much to be honest.”* Moreover, teacher (E) explained that: *“in my opinion, CLT needs qualified teachers and students to be applied in Libya.”*

Additionally, the data from figures (5 and 8) explained an important contrast on teachers' perceptions about the use of CLT. As shown in figure (5), teachers were asked whether CLT leads students to become more confident speakers see figure (5). The findings showed that most teachers with the percentage of (92.86%) agreed about the effectiveness of CLT in developing confidence among students. However, small numbers of teachers with the percentage of (7.14%) did not agree about this view. In contrast, figure (8) was given to the teachers to acknowledge the importance of communication in CLT see figure (8). Surprisingly, (46.43%) of teachers ignored the significance role of communication through using CLT. Moreover, (17.86%) of teachers strongly disagreed about this view. Based on the data presented in both figures (5 and 8), a clear difference between what teachers think about the results of CLT and how well they understand the approach itself. As a result, the two figures demonstrate that some

teachers are using CLT without fully understanding it. They see that it helps students speak better, but they may not be using it in a proper way because they do not see how important communication is in CLT. This conclusion is in harmony with Karim (2004) who concluded that teachers have a good knowledge about CLT but they lack the proper use and practice of CLT. This means that more training is needed to help teachers understand and use CLT more effectively. In the same time, the qualitative data aligned with this conclusion as teachers (E, F, G) explained their limited knowledge about the use of CLT. Teacher (E) said: *“I have no prior knowledge about the CLT ”*. Teachers (F and G) said that: *“despite the effectiveness of Communicative Language Teaching, our knowledge about it is weak”*. The findings of the present study aligned closely with Athawadi (2019) who conducted a research with 8 EFL university teachers. He found that teachers lack the use of Communicative Language Teaching. This summarizes that most EFL teachers have some background about Communicative Language Teaching, but they lack the most important thing, which is the teaching part with CLT.

The findings of this study align with Hung (2020), who reported that teachers had more favourable attitudes and the importance of group work; furthermore. The present study confirms that EFL teachers at Sourman schools generally hold favourable attitudes toward group work. This was evident when teachers were asked about the most frequent CLT activities for enhancing students' speaking skills, with 46.43% agreeing that group discussion is the most effective activity for developing these skills. However, teachers expressed a contrast opinion regarding the importance of group work and discussions in teaching speaking skills (see Figure 10). Surprisingly, 53.57% of teachers did not consider group work and discussion to be important activities for teaching speaking, while 17.86% strongly disagreed with this view. These findings suggest that, although teachers possess general knowledge of CLT, they may lack the necessary characteristics and practical experience to implement it effectively. This leads the researcher to think that many teachers may have never utilized CLT in their speaking classes, as evidence showed inconsistencies between their responses and the observed data.

### **5.2.2 ▪ Challenges Faced by Secondary School Teachers in Teaching Speaking Skills**

In relation to the difficulties faced by English teachers when applying communicative language teaching, it was observed that the majority of teachers encounter various difficulties in implementing CLT in the classroom. Quantitative data showed that 39.29% of the teachers

identified students' low proficiency as the most significant challenge. The second major issue, reported by 28.57% of participants, was managing large class sizes. Furthermore, 3.57% of the teachers pointed out that limited instructional time negatively affected the learning process. An additional 3.57% also reported problems related to classroom management and a lack of teaching resources. This result proved consistency with Tawir and Bin Baharum (2024) who found that EFL teachers face some challenges including: large class sizes, limited class duration, proficiency and teaching aids and resources. A similar study done by AL-bakbak (2019) who had reported some barriers which hinder teachers to apply the use of CLT. These barriers are lack of trained teachers, low motivation among students, limited resources and the educational system. In the same time, the qualitative finding utterly aligned with the quantitative findings. The findings revealed that teachers encounter some challenges including, students' low proficiency, students are less motivated and shy, insufficient time, and lack of technological tools. For example: Teacher (D) mentioned that: *“My biggest problems inside the classroom are lack of time and lack of tools. If we have these two options inside the classroom, this will improve students' ability to speak because student feel bored if we follow the same pattern of daily teaching. So, teachers need to vary between their ways of teaching”*. Additionally, teachers (F and G) pointed that the assessment method and the exams were not proper to evaluate students from all parts of the language. In addition, it has been noticed from the quantitative finding and specifically from question (9) that teachers strongly agreed that large class size was the big challenge for them with the percentage 53.57% see (figure 9).

Furthermore, the qualitative data revealed several additional challenges encountered by English teachers at Sourman schools. These included high absenteeism, language interference, and mixed-level classrooms. Constant student's absence was reported to have a negative impact on the development of speaking skills. For example, teacher B explained, *“If I teach a new lesson on speaking and many students are absent, this will affect their performance later on because they did not attend those classes”*. In addition, language interference emerged as a significant obstacle, as it hindered teachers' ability to effectively implement communicative language teaching strategies. Teacher G noted that students' reliance on their first language structures often limited their ability to engage in English communication. Finally, mixed-level classrooms were also identified as a challenge, as varying proficiency levels among students made it difficult for teachers to design and deliver lessons that meet the requirements of all learners.

### **5.2.3 Teachers' Strategies for teaching the Speaking Skills**

Knowing how to teach speaking is utterly imperative for English teachers as it helps students gain confidence to use the language in real-life situations. When teachers understand effective speaking techniques, they can design activities that improve students' fluency, pronunciation, and communication skills. This knowledge also allows teachers to help learners express their ideas clearly and respond naturally in conversations. Moreover, teaching speaking in an engaging and interactive way makes lessons more enjoyable and motivates students to participate actively in classrooms. Therefore, the importance of teaching speaking effectively is strongly connected to the findings of this study, which reveal how teachers approach speaking instruction in their classrooms.

When teachers were asked about the steps being used to teach speaking skills, the researcher received different responses, and they were completely different. Some teachers explained that they start the lesson by writing the topic on the board, and then ask students to speak about this topic. Teacher D explained that *"I usually start with a story about a speaking topic being discussed in that session. Then, I give them some vocabularies related to this topic. Finally, they speak about this topic"*.

Additionally, teachers (I, H, J) had different teaching backgrounds regarding the speaking skills. Teacher (J) explained that, *"I normally ignore the speaking task because the large numbers in my class. So, I tell them to do it as a homework"*. Also, teachers (H and I) explained their conventional steps for teaching speaking skills by asking students to read the questions and answer them concurrently without any preparation about the topic beforehand.

### **5.3 Summary of the Chapter**

This section presents the analysis of the data collected through both the questionnaire and the interviews. Although the two data complement each other, they were analysed using different methods. The quantitative data were analysed using SPSS-27 software and displayed in graphical form, accompanied by descriptive explanations. Meanwhile, the qualitative data were explained through thematic analysis. Both the quantitative and qualitative findings were discussed in relation to the research questions and related studies. The quantitative and qualitative findings showed that teachers encounter many issues regarding the use of CLT in teaching speaking skills.

# Chapter Six

## Conclusion

### 6.0 Introduction

This chapter presents a summary of the whole study. The conclusion is based on the data obtained from the current study. This chapter included recommendations for EFL teachers and public schools in Sourman city. Suggestion for further research and limitation of the study are provided. A summary of this chapter is also provided.

### 6.1 Conclusion of the Whole Study

Speaking is an indispensable skill in the foreign language learning and the key to acquire the language. Thus, being able to speak well is an essential part in communication for everyone. Therefore, teaching speaking skills can be challenging for many EFL teachers. Hence, this study has concluded the following results. Based on the analysis of the data obtained and the discussion of the research findings, this study focused on teachers' perspectives on the use of communicative language teaching in teaching speaking skills. In this research, both quantitative and qualitative methods were used. For instance, questionnaire and interview were used as research tools. The quantitative data were analysed by SPSS software, while the qualitative data were transcribed and analysed by using the thematic analysis method. The questionnaires were distributed to 29 EFL teachers. Ten teachers were among the participants being interviewed. The study presents a number of significant conclusions which are summarized as follows.

Initially, most participants believed that CLT is the most appropriate approach to teach speaking skills, while a small number felt it was not suitable. The interviews supported this, as some teachers claimed that CLT is more effective than other methods and helps improve the four language skills, especially the speaking skills. Teachers also emphasized that CLT is effective in developing students' speaking skills. These results agree with Nuranalisa (2018), who also found that students' speaking skills improved through CLT and concluded that its use was successful. Also, most teachers pointed out that CLT has many important advantages: firstly, it is patently obvious that CLT improves the four skills quickly. Secondly, teachers affirmed that CLT enables them to detect students' needs regarding any skill of the English Language because

CLT gives students the opportunity to practice all skills. Finally, they also agreed that CLT is an interactive approach, leading students to be motivated to use the target language inside the classroom. However, the quantitative finding demonstrated that EFL teachers encounter many challenges regarding the use of communicative language teaching. These challenges include, large class sizes, students' low proficiency, insufficient time inside the classroom, assessment methods done by the government, lack of teachers' knowledge, the lack of technological tools and resources and classroom management. In addition to these challenges, language interference, high absenteeism and mixed level classrooms were demonstrated as additional challenges that hinder the implementation of CLT. Most challenges can be linked to the lack of teachers' knowledge on using the communicative language teaching. So, most challenges would not have existed as real obstacles if EFL teachers had adequate knowledge about the communicative language teaching. Supporting this, the current study also showed that 50% of teachers did not receive any training regarding the CLT. This means that most of EFL teachers lack the practical knowledge of CLT. Therefore, they are not able to apply this approach; they tend to use the conventional methods.

Furthermore, the qualitative finding revealed that the interviews with EFL teachers confirmed all the challenges mentioned in the quantitative finding. Besides all these challenges, some teachers in the interview explained that teaching is tough and CLT needs qualified teachers as well as students to be applied in Libya. This summarizes the lack of knowledge and the insufficient training teacher had before they start teaching. More importantly, this conclusion contributes to the same conclusion in different research studies stated by researches, such as karim (2004), Abdel Latif (2012), Orafi (2008), Altaieb (2015), Pathan et al, (2016), Algwil (2013).

Most significantly, the findings revealed that most teachers lacked sufficient knowledge of effective strategies for commencing a speaking lesson. When teachers asked how they usually start their speaking classes, many teachers stated that they simply write the topic on the board and ask students to talk about it without any form of warm-up or lead-in activities. This shows that they are not familiar with the importance of using engaging introductory techniques such as brainstorming, using pictures, short videos, or discussion questions to activate students' background knowledge and interest. As a result, students often enter the lesson unprepared and unmotivated to speak. The teachers' limited understanding of how to prepare learners for

speaking tasks reflects a general lack of training and awareness in communicative teaching strategies that help create a supportive and interactive speaking environment.

Furthermore, it was evident that teachers did not use any specific pre-speaking techniques to help students organize their ideas or gain confidence before speaking. Instead of introducing vocabulary, providing useful expressions, or giving students time to plan their responses, the teachers often moved directly to the speaking task. This lack of preparation made it difficult for students to communicate effectively and led to hesitation and silence during the activity. In a well-prepared speaking lesson, the teacher should guide students through stages that build interest, provide linguistic support, and lower anxiety before the main speaking task. However, the observed teachers appeared unaware of these principles, which suggests that they need more professional development and training in how to design and implement effective speaking lessons. Finally, most teachers are not aware of the stages of teaching speaking lessons such as, lead in as a start or using situations to motivate students about the topic. Also, they lack the pre-teaching vocabularies before students start speaking. In addition, all teachers did not demonstrate that they use useful language to help students express about the speaking topic being discussed in the class. Finally, teachers are not aware of the control practice and free practice as the main exercises for the speaking task

To conclude, although EFL teachers had positive attitudes towards CLT, the questionnaire and the interview concluded that teachers at Sourman Schools encounter many challenges when using CLT to teach speaking skills. Also, they lack the basic knowledge to deliver a good speaking lesson effectively to their students. This necessitates teachers to enrich their teaching skills by taking sufficient practice about the use of CLT in teaching speaking skills.

## **6.2 Implication and Recommendations**

The results of this study revealed that Libyan EFL teachers at Sourman schools encounter serious difficulties in teaching speaking skills. This might be a reflection with a lack of familiarity with knowing how to teach speaking using CLT method, and teachers do not consider speaking as important skill for their students. Thus, these problems need to be taken into consideration and to have solutions. Based on the results of the study, there are some recommendations that the researcher suggests to be taken into consideration:

- ❖ Educational authorities and school administrators should organize regular training courses, workshops and teachers' collaboration focusing on practical CLT techniques, lesson planning and communicative assessment methods.
- ❖ Providing authentic speaking material will provide a better learning environment.
- ❖ Teachers should be aware of the most important frameworks to teach speaking. For example, teachers should start with a lead in to motivate students' interest about the topic, and then preparation for the topic followed by the useful language for this topic. This stage is so important in which students are given some structures to be used about the topic. Finally, they should give them the speaking task followed by the feedback.
- ❖ The researcher suggests that EFL teachers can use some applications like WhatsApp, Telegram groups to share and practice daily speaking tasks outside the school.
- ❖ A standardized list of speaking difficulties could be created to provide instructors and learners of these problems.
- ❖ Teacher should motivate their students to speak English with native speakers or people who speak English.
- ❖ Students are not interested in learning speaking, so teachers should adopt some learning activities like games, peer work, speaking cards and telling stories to achieve communication with each other. These games should importantly focus on using communication among students.
- ❖ Students' low proficiency is a big challenge for many teachers. This can be changed if the authority changes its assessment method in which they focus on testing the four skills.
- ❖ The time allocated for teaching classes should be increased.
- ❖ Teachers should encourage the student to be confident, to be independent, and to practice English among each other during the class.
- ❖ Teachers should teach the new words and explain the lesson by using the target language and by using pictures and realia.
- ❖ Teachers should act as facilitators give advice and help to the students when needed, rather than acting as a director or a controller of the class.
- ❖ Teachers should be tolerant with the Students' errors during the target language and ignore their mistakes and encourage them to speak English freely.

### **6.3 Limitations of the Study**

The current study has some limitations. First of all, this study used two techniques which are semi structured interviews and structured questionnaires. This study was only restricted to EFL Secondary- school teachers at Sourman schools. Although the numbers of participants who received the questionnaire were 50 participants, only 30 copies were returned to the researcher. In addition, only ten teachers who did the interview because the researcher faced some difficulties to find volunteers to take part in this study as they showed unbelievable reluctance towards participation. Also, it should be noted that all teachers might have been subjective in their responses; therefore, their actual classroom practices may be dissimilar to the answers they reported in both the questionnaire and the interview.

### **6.4 Suggestions for Further Research**

1. Further studies could be done to search for strategies used in the classroom that would enhance students' levels in speaking skills.
2. A study investigating how to improve speaking skills should be conducted.
3. Conducting studies related to other skills of speaking skills.
4. Conducting studies about teachers who are in the 4th academic year in order to check their knowledge of the methodological method of teaching.

### **6.5 Summary of the Chapter**

This chapter included a summary of the main conclusions regarding teachers' perspectives on the use of communicative language teaching in teaching speaking skills. The study concluded some important perspectives as well as challenges on the use of CLT. Although teachers showed some significant preferences to use CLT among other orthodox approaches, they study showed some problems teachers faced in applying CLT. These challenges were sufficiently discussed in the previous chapters. Also, the implications, recommendation and suggestions for future research were also included in this chapter.

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# Appendices

## Appendix A

### Teachers' Questionnaire

Dear teachers,

I am Riyadh Shalady, a postgraduate student; I am doing my MA thesis on "teachers' perspectives on the use of communicative language teaching in teaching speaking among secondary year students". This questionnaire is completely intended to investigate teachers' point of views on using CLT in teaching speaking. Hence, your participation in this questionnaire is essential and highly appreciated.

*Please note that any information you would give in the questionnaire will be surely confidential and anonymous.*

#### ■ Section 1 (yes/ No) questions:

1- Have you ever received any training in teaching speaking skills by using CLT?

Yes

No

2- Do you think teaching speaking with the use of CLT is challenging for some EFL teachers?

Yes

No

3- In Libyan schools, do you thing that CLT is the most appropriate approach to teach speaking?

Yes

No

4- In Libyan schools, do you believe that CLT is being used properly by Teachers of English?

Yes

No

5- Do you think CLT allows students to become more confident speakers?

Yes

No

6- Do students in your classes sometimes resist CLT activities because they are unfamiliar or shy?

Yes

No

■ Section 2 (Likert) questions:

7- CLT is an effective approach to improve students' speaking skills.

Strongly agree	Agree	disagree	strongly	disagree
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8- Communication is very important through the use of CLT.

Strongly agree	Agree	disagree	strongly	disagree
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9- Large numbers can be problematic to some EFL teachers to teach speaking skills by the use of CLT.

Strongly agree	Agree	disagree	strongly	disagree
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10- By Using CLT approach, Group work and discussion are very imperative in teaching speaking skills.

Strongly agree	Agree	disagree	strongly	disagree
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■ Section 3 (choose) options:

11- What challenges do you face in implementing CLT in speaking classes?

- ① Large class size      ② Limited time      ③ Lack of resources
- ④ Students' low proficiency    ⑤ Classroom management    ⑥ Lack of training
- ⑦ Others .....

12- What CLT activities do you use most frequently to develop students' speaking skills?

- ① Role-plays    ② Pair Work    ③ Group discussions    ④ Interviews
- ⑤ Information gap activities    ⑥ Games
- ⑦ Others .....

## Appendix B

### Teachers' interview

**Q1.** Can you describe your understanding of Communicative Language Teaching (CLT).

**Q2.** How do you apply CLT in your speaking classes?

**Q.** Do you think CLT is more effective than traditional methods for teaching speaking? Why or why not?

**Q4.** What benefits have you observed in students' speaking skills when using CLT?

**Q5.** What difficulties do you face when implementing CLT in speaking lessons?

**Q6.** How do you deal with large class sizes when trying to use CLT in speaking lessons?

**Q7.** What are the most important steps do you use to teach the speaking skills?

## Appendix C

Ethical permission approval letter from the department.



## Appendix D

### Cronbach's Alpha & Item Total statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	12

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1- Have you ever received any training courses in teaching speaking skills by using CLT?	21.18	36.300	.502	.704
2- Do English teachers encounter some challenges when applying CLT ?	21.43	38.550	.302	.722
3- In the Libyan schools, do you think that CLT is the most appropriate approach to teach speaking skills?	21.29	37.619	.318	.716
4- In the Libyan schools, do you believe that CLT is being used properly by the teachers of English.	20.79	36.841	.386	.710
5- Do you think CLT allows EFL students become more confident speakers?	21.39	38.470	.233	.722
6- Do students in your classes sometimes resist CLT activities because they are unfamiliar or shy?	21.43	38.550	.302	.722
7- CLT is an effective approach to improve students' speaking skills.	20.75	34.417	.134	.753
8- Communication is very important through the use of CLT.	19.54	28.925	.523	.676
9- Large numbers can be problematic to some EFL teachers to teach speaking skills by the use of CLT.	20.14	27.905	.505	.682
10- By Using CLT approach, Group work and discussion are very imperative in teaching speaking skills.	19.32	28.152	.583	.664
11- What challenges do you face in implementing CLT in speaking classes?	19.96	29.221	.535	.674
12- What CLT activities do you use most frequently to develop students' speaking skills?	19.89	31.284	.551	.676