University of Zawia

Faculty of Arts

Department of English

Post-graduate Studies and Training

Libyan EFL Instructors' Perspectives Towards Using CLT in Their Classes at Sabratha Secondary Schools

A Thesis Submitted in Partial Fulfilment for the Requirements of a Master's Degree in Applied Linguistics

Submitted by:

Malak Asayed Abdulmalek

Supervised by:

Dr. Turkeya Burka Ali Burka

Academic year 2026

ABSTRACT

This study examines Libyan EFL secondary school teachers' perspectives on Communicative Language Teaching (CLT) and the challenges affecting its implementation in classroom practice. Although the current English curriculum in Libya officially adopts CLT as a guiding approach, there remains a clear gap between curriculum objectives and actual teaching practices. To investigate this issue, the study employed a mixed-methods approach, combining quantitative and qualitative data. A questionnaire was administered to EFL teachers at Sabratah secondary schools to explore their attitudes toward and understanding of CLT, while semi-structured interviews were conducted to gain deeper insights into teachers' classroom experiences and perceived constraints. The questionnaire data were analysed using the Statistical Package for Social Sciences (SPSS) and the qualitative data were analysed using thematic analysis. The quantitative findings indicated that most teachers hold positive attitudes toward using CLT and recognised its role in developing students' communicative competence; however, the qualitative findings revealed that several contextual and pedagogical challenges hinder its effective implementation. These challenges included limited instructional time, large class sizes, lack of teaching resources, exam-oriented assessment practices, sociocultural factors, and the underuse of the Teacher's Book. In addition, teachers' prior educational experiences were found to significantly influence their openness to communicative approaches. The study concludes that successful implementation of CLT in Libyan secondary schools depends not only on teachers' positive perceptions but also on improved alignment between curriculum goals, assessment practices, teacher training, and classroom realities, offering important implications for policymakers, curriculum designers, and teacher educators in the EFL Libyan context.

DECLARATION

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

Signature.....

Date: .....

DEDICATION

I dedicate this work to

My Father

His support and encouragement have given me strength throughout my academic journey.

And

My Mother

Her endless care and prayers have been a constant source of comfort and motivation.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to Allah for granting me strength, patience, and guidance throughout this academic journey. Without His blessings, this work would not have been possible.

I would like to express my sincere appreciation to my supervisor, Dr. Turkeya Burka Ali, for her guidance and valuable feedback. Her academic insight, patience, and constructive comments greatly contributed to the development and completion of this study.

I am profoundly grateful to my sisters and my brothers for their unconditional love and support.

I dedicate my deepest appreciation to the memory of my beloved grandfather, Ahmed Omar Al-Dabbashi. Although he is no longer with us, his passion for knowledge, teaching, and lifelong learning continues to inspire my path. His values, wisdom, and enduring legacy have left an everlasting mark on my life, and I hope this achievement honors his memory.

I am also deeply grateful to the teachers who believed in me and supported me at different stages of my educational journey. Their encouragement and trust in my abilities helped shape my confidence and passion for learning. Their words and guidance continue to influence my teaching practice.

I extend my appreciation to all my professors at the University of Zawia for their guidance, support, and the opportunity to make my dream come true.

Finally, I am truly grateful to the EFL teachers at Sabratha secondary schools for their cooperation, honesty, and willingness to share their classroom experiences. Their valuable insights formed the heart of this research and made this study possible.

Table of Contents

ABSTRACT ..... **ii**

DECLARATION ..... **iii**

ACKNOWLEDGEMENTS ..... **v**

Table of Contents ..... **vi**

List of Tables ..... **ix**

List of Abbreviations ..... **x**

CHAPTER ONE INTRODICTION TO THE RESEARCH **1**

1.0 Introduction 1
1.1 Background of the Study 1
1.2 Statement of the Problem 2
1.3 Aims of the Study 3
1.4 Research Questions 3
1.5 Significance of the Study 3
1.7 Methodology 3
1.8 Organization of the Thesis 4

CHAPTER TWO LITERATURE REVIEW **6**

2.0 Introduction 6
2.1 Historical Development of Communicative Language Teaching (CLT) 6
2.2 Definitions of Communicative Language Teaching 9
2.3 Relevant Theories Underpinning Communicative Language Teaching 9
2.4 Principles of Communicative Language Teaching (CLT) 11
2.5 The Goal of Communicative Language Teaching (CLT) 13
2.6 Teachers' and Students' Roles in Communicative Language Teaching 15
2.7 Classroom Activities in Communicative Language Teaching (CLT) 16
2.8 EFL Teachers' Perspectives on Communicative Language Teaching 17
2.9 Challenges to Implementing Communicative Language Teaching in EFL Contexts 20
2.10 Previous Studies on Communicative Language Teaching 22
2.11 Research Gap 24
2.12 Summary of the Chapter 25

CHAPTER THREE METHODOLOGY **27**

3.0 Introduction 27
3.1 Research Design 27
3.2 Sampling and Participants of the Study 28
3.3 Data Collection Instruments 30
3.3.1 Structured Questionnaire 30
3.3.2 Semi-Structured Interviews 31
3.4 Reliability and Validity of the Research Instruments 32
3.4.1 Reliability 32
3.4.2 Validity 32
3.5 Pilot Study 34
3.6 Data Collection Procedures 34
3.7 Ethical Considerations 36
3.8 Summary of the Chapter 37
CHAPTER FOUR 38
DATA ANALYSIS AND FINDINGS 38
4.0 Introduction 38
4.1 Analysis of the Questionnaire (Quantitative data) 38
4.1.1 Familiarity and Understanding of CLT 38
4.1.2 Attitudes and Beliefs toward CLT 40
4.1.3 Classroom Practices 42
4.1.4 Challenges and Limitations in Implementing CLT 44
4.2 Qualitative Data Analysis 46
4.2.1 Teachers' Understanding of CLT 47
4.2.2 Classroom Practice and Adaptation of CLT 47
4.2.3 Challenges and Structural Constraints 48
4.2.4 Cultural Factors Shaping Classroom Interaction 49
4.2.5 Role of University Preparation and Professional Development 50
4.3 Summary of the Chapter 51
CHAPTER FIVE DISSCUSSION AND CONCLUSION 52
5.0 Introduction 52
5.1 Discussion Related to the Quantitative Finding 52
5.2 Discussion Related to the Qualitative Findings 54
5.3 Integration of the Quantitative and Qualitative Data 58
5.4 Conclusion of the Whole Study 60
5.5 Limitations of the Study 61

5.6 Implications and Recommendations of the Study 62
5.7 Suggestions for Further Research 63
REFERENCES 64
APPENDICES .....
Appendix A .....
Appendix B .....
Appendix C .....

List of Tables

Table 3.1. Participants' Demographic Information 29
Table 3.2. Cronbach's Alpha Results from the Pilot Study 32
Table 3.3. Six Phases of Thematic Analysis 36
Table 4.1. Teachers' Familiarity and Understanding of CLT 38
Table 4.2. Teachers' Attitudes and Beliefs toward CLT 40
Table 4.3. Implementation and Classroom Practices of CLT 42
Table 4.4. Challenges and Limitations in Implementing CLT 44

List of Abbreviations

EFL	English as a Foreign Language
CLT	Communicative Language Teaching
LMoE	Libyan Ministry of Education
TBLT	Task-Based Language Teaching
ZPD	Zone of Proximal Development
TA–TJ	Teacher Interview Participants (Pseudonyms)

CHAPTER ONE
INTRODUCTION TO THE RESEARCH

1.0 Introduction

This study investigates Libyan EFL teachers' the perspectives toward the use of Communicative Language Teaching (CLT) in secondary schools in Sabratha, Libya. The aim of this chapter is to introduce the background of the study by discussing the role of CLT in the Libyan context. It also presents the research problem, aims, research questions, significance, methodology, and organization of the thesis.

1.1 Background of the Study

English has become an essential language for worldwide communication in the modern world because of the growth of globalization and technological development. Additionally, it has become the most commonly taught foreign language worldwide (Kachru & Nelson, 1996). In response to the critical need for educational reform, the Libyan Ministry of Education (LMoE) has emphasized the importance of updating the English curriculum to meet global standards. As highlighted by Barakat and Miton (2012), educators believe that immediate reforms in the education system can enhance Libya's growth chances. The Libyan education system has witnessed a shift in curriculum design, as the current English teaching syllabus officially adopts Communicative Language Teaching as its methodological foundation (Al-Bakbak, 2019).

However, there is a significant gap between the intended curriculum that promotes CLT concepts and the actual classroom practices of EFL instructors. Understanding EFL instructors' perspectives toward the implementation of CLT is essential for overcoming this gap. Mizell (2010) emphasizes that effective teachers play a critical role in shaping education, and their perceptions can significantly impact their teaching practices. CLT is widely recognized as an effective way to teach languages because it emphasizes real communication and meaningful interaction in the classroom. Consequently, many countries have adopted this approach to help students use the language more naturally and confidently. As Larsen-Freeman (2000) points out, the main goal of CLT is to develop students' speaking, listening, reading, and writing skills by encouraging them to engage in realistic and interactive language use. This approach has shifted the classroom dynamic from being teacher-led to more student-centred. Instead of simply

delivering information, teachers now take on more active roles—guiding, supporting, and interacting with students.

In English as a Foreign Language (EFL) setting, CLT gives learners more chances to use English in practical ways. Teachers are no longer just instructors; they also act as facilitators, mediators, and supporters in the learning process. However, how well CLT works in the classroom depends a lot on teachers themselves, particularly on how they view it and how prepared they are to use it. Brown (2001) notes that the effectiveness of CLT is shaped by teachers' beliefs and attitudes toward language teaching and learning.

Attitude, as described by Ajzen (2005), is a learned predisposition to respond favorably or unfavorably toward a particular object, person, idea, or situation. Attitudes influence individuals' beliefs, feelings, and behaviors and therefore play an important role in shaping their decisions and actions. For teachers, their view of CLT is not just shaped by what they learned during training. It is also shaped by their day-to-day experiences, challenges they face, and the environment in which they work. In places like Libya, where English is taught as a foreign language, traditional methods such as grammar-translation and rote memorization have been dominant for many years. These methods have created a gap between how students learn English in school and how it is actually used in real-life communication. This raises important questions about how well CLT can fit into the Libyan educational system.

1.2 Statement of the Problem

The effectiveness of English as a Foreign Language (EFL) teaching in Libya is potentially impeded by a gap between the intended curriculum, which promotes Communicative Language Teaching (CLT) principles, and EFL teachers' actual classroom practices. Although the Ministry of Education has officially designed the English syllabus around Communicative Language Teaching and promotes a student-centred approach, classroom practice in Libya continues to rely heavily on traditional methods, particularly the Grammar-Translation Method (Al-Bakbak, 2019). Even though Communicative Language Teaching (CLT) is widely recognized as an effective teaching approach for helping students develop real communication skills, there is still limited understanding of how EFL teachers perceive it, and the extent to which they implement these principles in their teaching. Furthermore, limited research has specifically examined teachers' perspectives and the challenges they encounter when implementing CLT in Sabratha

secondary schools. Consequently, this gap between what the curriculum aims for and what teachers do in the classroom raises important questions about how closely teaching practices align with the curriculum. As a result, this disconnect could play a major role in shaping how well students learn to use English in real-life situations.

1.3 Aims of the Study

This study aims to :

1. investigate secondary EFL teachers' perspectives towards using Communicative Language Teaching (CLT) at Sabratah secondary schools.
2. identify the challenges faced by secondary EFL teachers in implementing CLT in their teaching at Sabratah secondary schools.

1.4 Research Questions

1. What are the perspectives of secondary EFL teachers in Sabratah towards using CLT in their teaching ?
2. What challenges do secondary EFL teachers in Sabratah face when implementing CLT in their teaching ?

1.5 Significance of the Study

This study can contribute to a deeper understanding of both the perceptions and challenges faced by secondary EFL teachers. Rogan and Grayson (2003) argues that for curriculum innovation to be successful, it is not enough to simply introduce new standards; careful attention must be paid to how these ideals are realized in practice. It might help teachers have a better conceptualization of the goal of the current curriculum. Furthermore, the findings will highlight the need for institutional support and professional training to assist in the successful implementation of CLT in secondary EFL classrooms.

1.6 Methodology

This study adopts a mixed-methods approach, integrating both qualitative and quantitative data collection techniques to explore Libyan EFL instructors' perspectives toward the use of Communicative Language Teaching (CLT) in secondary schools in Sabratha. According to Regnault et al. (2018), mixed-methods research offers flexibility and is particularly effective for

extracting meaningful insights from small samples. This approach also ensures that participants' voices and experiences are central to the research objectives. To gather qualitative data, semi-structured interviews were conducted with 10 selected instructors to gain in-depth insights into their attitudes, experiences, and perceptions regarding CLT. For the quantitative component, a structured questionnaire was distributed to 30 EFL teachers to examine the challenges they face when implementing CLT in their classrooms and to identify common patterns across a broader participant group.

Moreover, the quantitative data were analysed using descriptive statistical techniques, including frequencies, percentages, means, and standard deviations. The qualitative data were analysed thematically to identify recurring patterns and key themes.

1.8 Organization of the Thesis

This thesis is divided into five chapters. It is organized as follows:

Chapter One: Introduction

This opening chapter lays the foundation for the entire study. It begins by setting the context and explaining why Communicative Language Teaching (CLT) matters in the Libyan educational system, especially in Sabratha's secondary schools. It outlines the research problem, objectives, and key questions that guide the study. It also highlights the study’s significance, acknowledges its limitations, and introduces the research methodology and ethical considerations.

Chapter Two: Literature Review

This chapter explores the key ideas, theories, and previous research that shape the understanding of CLT. It looks at how CLT has been approached both globally and within the Libyan context, examining teacher beliefs, curriculum reform efforts, and the practical challenges of applying CLT in real classrooms. The chapter builds a strong foundation for understanding the importance of teacher perspectives in shaping language teaching practices.

Chapter Three: Research Methodology

In this chapter, the research design is explained in detail. The chapter describes the mixed-methods approach used to gather both qualitative and quantitative data, explaining why this combination is useful for exploring teachers’ perspectives. It also outlines how participants were

chosen, how the questionnaire and interviews were designed and conducted, and how the data were analysed.

Chapter Four: Data analysis and Findings

This chapter brings the voices of the teachers to the forefront. It presents the results from both the questionnaire and interviews, showing how teachers in Sabratha perceive CLT and what obstacles they face when trying to implement it.

Chapter Five: Discussion and Conclusion

The final chapter discusses the main findings in detail and reflects on what they mean for language education in Libya. It also offers practical recommendations for educators, policymakers, and future researchers, aiming to support more effective CLT implementation. The chapter also revisits the study's limitations and suggests directions for future research that could build on this work.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter reviews the main theoretical and research-based studies related to the use of CLT in EFL contexts. It aims to provide a clear theoretical background for the current study and to position it within the existing body of the literature. The chapter discusses CLT, including its definition, historical development, key principles, and theoretical foundations. It also examines teachers' perspectives and role in communicative classrooms and reviews previous studies conducted in both international and Libyan EFL contexts. In addition, the chapter highlights common challenges associated with implementing CLT in EFL settings and identifies the research gap addressed by the present study.

2.1 Historical Development of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) emerged gradually during the second half of the twentieth century as a response to growing dissatisfaction with traditional language teaching approaches and to changing views in linguistics and education. According to Savignon (2002), the communicative movement developed from the recognition that language learning should prepare learners for real-life communication rather than simply focusing on the mastery of grammatical structures. Similarly, Richards and Rodgers (2014) explain that changes in language teaching methodologies often occur when existing approaches fail to meet learners' communicative needs. From this perspective, CLT represented a significant shift in language education by moving the focus from learning about language to learning how to use language effectively in meaningful interaction.

Before the emergence of CLT, language teaching was largely dominated by methods that emphasized grammar, memorization, and linguistic accuracy. One of the earliest and most influential approaches was the Grammar-Translation Method. Richards and Rodgers (2014) state that this method focused on translating literary texts, memorizing vocabulary lists, and studying grammatical rules explicitly. Likewise, Larsen-Freeman (2000) notes that little attention was

given to speaking and listening skills, as written language was considered more important than oral communication. Although learners often developed a strong knowledge of grammar, they rarely acquired the ability to communicate spontaneously and effectively.

The Direct Method later emerged as an attempt to address some of the limitations of Grammar-Translation teaching. According to Larsen-Freeman (2000), this method encouraged the use of the target language in the classroom and relied on demonstration, context, and direct association between words and meanings rather than translation. Greater emphasis was placed on speaking and classroom interaction. However, Sánchez Pérez (1991) argues that communication within the Direct Method remained relatively limited because language use was still largely restricted to controlled classroom situations rather than authentic social interaction.

During the 1940s and 1950s, the Audio-Lingual Method became highly influential, particularly in the United States. This method was strongly influenced by behaviorist psychology and structural linguistics. Brown (2001) explains that language learning was viewed as a process of habit formation achieved through repetition, imitation, memorization, and pattern drills. However, concerns soon emerged regarding the effectiveness of this approach in developing communicative ability. Rivers (1987) points out that learners who were trained through mechanical drills often experienced difficulty using language naturally in real-life situations. Such criticisms contributed to the search for more communication-oriented approaches to language teaching.

At the same time, developments in linguistic theory played an important role in shaping the foundations of CLT. Chomsky (1965) challenged behaviorist explanations of language learning and argued that language is a creative, rule-governed mental system rather than a collection of learned habits. His concept of linguistic competence drew attention to the learner's internal knowledge of language. However, scholars later argued that grammatical knowledge alone could not fully explain successful communication. In response, Hymes (1972) introduced the concept of communicative competence, emphasizing that language users need to understand not only grammatical correctness but also the social and cultural appropriateness of language use. Savignon (2002) identifies this concept as one of the most important theoretical foundations of CLT.

Alongside these theoretical developments, practical changes were taking place in Europe through the work of the Council of Europe. Trim (1981) explains that increasing mobility, migration, and

international cooperation created a growing need for language programs that focused on practical communication skills. In response, language specialists began to reconsider the organization of language syllabi. Within this context, Wilkins (1976) proposed the notional-functional syllabus, which organized language learning around notions such as time, frequency, and quantity, as well as communicative functions such as requesting, inviting, apologizing, and suggesting. Unlike traditional grammar-based syllabi, this model focused on the communicative purposes that learners needed to achieve in everyday situations. According to Brumfit and Johnson (1979), this development represented a major step toward the practical implementation of communicative language teaching.

By the late 1970s and early 1980s, CLT had developed into a more clearly defined approach to language teaching. Widdowson (1978) emphasized the importance of focusing on meaning and authentic communication rather than isolated sentence practice. Similarly, Candlin (1981) argued that learners should actively participate in negotiating meaning through interaction and problem-solving activities. These ideas reinforced the view that communication should serve as both the goal and the means of language learning.

The theoretical framework of CLT was further developed by Canale and Swain (1980), who expanded Hymes' concept of communicative competence into four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Their model demonstrated that effective communication requires more than grammatical accuracy; it also involves the ability to organize ideas coherently, adapt language to different social contexts, and maintain communication when difficulties arise. Later, Bachman (1990) refined this framework by distinguishing between organizational competence and pragmatic competence, thereby providing a stronger theoretical basis for communicative language teaching and language assessment.

Overall, the historical development of CLT reflects the interaction of several important factors, including dissatisfaction with traditional teaching methods, advances in linguistic theory, and increasing social demands for practical communication skills. As Littlewood (1981) notes, CLT transformed language teaching by viewing language primarily as a tool for meaningful communication rather than merely a system of grammatical rules to be learned and memorized.

2.2 Definitions of Communicative Language Teaching

Communicative Language Teaching (CLT) has been defined in various ways by scholars, but all definitions share a common focus on communication as the central purpose of language learning. Rather than viewing language as a set of grammatical rules to be memorised, CLT treats language as a tool for meaningful interaction in real-life contexts.

One of the most widely cited definitions is provided by Richards and Rodgers (2014), who describe CLT as an approach that emphasises the use of language for communication, where interaction is both the means and the goal of learning. In this view, learners develop language proficiency by actively using English to express meaning, negotiate ideas, and perform communicative tasks. Similarly, Savignon (2002) defines CLT as an approach that aims to develop learners' communicative competence, which includes not only grammatical knowledge but also the ability to use language appropriately in different social situations. This definition highlights that successful communication depends on knowing how, when, and why to use language, not simply knowing linguistic forms. Littlewood (2004) adds that CLT involves creating opportunities for learners to practise language in realistic and meaningful contexts. According to him, communicative activities encourage learners to focus on meaning while using language creatively, which supports the development of fluency and confidence. These activities often include pair work, group discussions, role plays, and problem-solving tasks. In addition, Nunan (2004) explains that CLT promotes student-centred instruction, where students are actively involved in the learning process and the teacher takes on the role of facilitator. Language learning is seen as a dynamic and interactive process that develops through participation and collaboration rather than teacher-led explanation alone.

2.3 Relevant Theories Underpinning Communicative Language Teaching

This study draws on a set of well-established theories that together form the theoretical foundation of Communicative Language Teaching (CLT). These theories share a common view of language as a tool for meaningful communication and social interaction, rather than as a system of isolated grammatical forms. They provide important insights into how language is learned and how communicative approaches can be effectively applied in EFL classrooms, including the Libyan context. One of the primary theories that support CLT is the communicative competence theory established by Hymes (1972), which emphasizes that

language proficiency is not limited to grammatical accuracy but also involves the ability to use language appropriately across a range of social and cultural contexts. Hymes argues that effective language use requires knowledge of when, where, and how language should be used properly in different social situations. This perspective shifted attention from form-focused instruction to meaningful language use, laying the groundwork for communicative approaches to language teaching.

Expanding on Hymes' work, Canale and Swain (1980) proposed a comprehensive model of communicative competence that consists of four interconnected components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This model offers a broader understanding of language ability by emphasizing that successful communication depends not only on knowledge of grammar, but also on the ability to organize ideas coherently, use language appropriately in context, and employ strategies to overcome communication difficulties. The model is particularly relevant to the present study, as it provides a useful framework for examining whether EFL teachers' classroom practices support communicative language use or remain largely form-focused.

The second theory that support CLT is Vygotsky's Sociocultural Theory (1978). This theory views learning as a socially constructed process that develops through interaction with others. Vygotsky emphasized the importance of the Zone of Proximal Development (ZPD), where learners can achieve higher levels of understanding with guidance from teachers or peers. In communicative classrooms, this theory supports practices such as group work, pair activities, and teacher scaffolding, all of which encourage interaction and collaborative learning. Another theory is Krashen's Input Hypothesis (1982) also contributes to the theoretical basis of CLT by suggesting that language acquisition occurs when learners are exposed to input that is understandable but slightly beyond their current level of competence. In CLT-oriented classrooms, such input is often provided through authentic texts, discussions, and communicative tasks that focus on meaning rather than explicit grammar instruction. This approach allows learners to acquire language naturally while engaging in meaningful communication.

In addition to input, Long's Interaction Hypothesis, proposed by Long (1985), emphasizes that language learning is enhanced through interaction, particularly when learners negotiate meaning, ask for clarification, or modify their language during communication breakdowns. Such interactional processes help learners notice gaps in their language knowledge and adjust their

output accordingly. This theory strongly supports CLT practices, as communicative activities encourage learner-learner and teacher-learner interaction, which is essential for developing communicative competence. Furthermore, Task-Based Language Teaching (TBLT), as discussed by Ellis (2003), can be viewed as a pedagogical extension of CLT. TBLT emphasizes the use of meaningful tasks that reflect real-world language use, where learners use language as a tool to achieve specific goals. Through tasks such as problem-solving, role-plays, and information-gap activities, learners are encouraged to focus on meaning, fluency, and functional language use, which aligns closely with the principles of CLT. Together, these theories provide a solid and coherent framework for understanding the principles of Communicative Language Teaching. They highlight the importance of meaningful input, social interaction, and purposeful language use in the language learning process.

In this study, Hymes' (1972) theory of communicative competence, as further developed by Canale and Swain (1980), is adopted as the main theoretical framework. This perspective is particularly suitable for examining Libyan EFL teachers' perceptions and classroom practices, as it emphasizes real-life language use rather than grammatical accuracy alone. By applying this framework, the study is able to explore whether teachers' instructional approaches support communicative language development or continue to reflect more traditional, form-centered methods.

2.4 Principles of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is based on the assumption that the primary goal of language learning is to enable learners to communicate effectively and appropriately in real-life situations rather than simply master grammatical forms. According to Richards (2006), CLT should be viewed as a set of principles related to the goals of language teaching, the nature of classroom activities, and the roles of teachers and learners. Similarly, Littlewood (1981) argues that language is best understood as a tool for expressing meaning and engaging in social interaction rather than merely a system of linguistic structures.

One of the central principles of CLT is the development of communicative competence. Hymes (1972) introduced this concept by arguing that language proficiency involves more than grammatical knowledge; it also includes the ability to use language appropriately according to social context and communicative purpose. Building on this idea, Canale and Swain (1980)

proposed that communicative competence consists of several interrelated components, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Consequently, learners need not only to produce grammatically correct sentences but also to organize ideas coherently, maintain interaction, and respond effectively to communication difficulties.

Another important principle of CLT is meaningful interaction. Richards (2006) explains that language learning is enhanced when learners participate in communicative activities that require them to exchange information, negotiate meaning, and express personal ideas. Likewise, Littlewood (1981) emphasizes that classroom communication should involve purposeful language use rather than the mechanical repetition of language patterns. Therefore, activities such as pair work, group discussions, role plays, interviews, and problem-solving tasks are considered essential because they provide learners with opportunities to use language in meaningful contexts.

Learner-centeredness is also a fundamental principle of CLT. Richards and Rodgers (2014) note that communicative teaching shifts the focus from the teacher as the sole source of knowledge to the learner as an active participant in the learning process. Similarly, Savignon (2002) argues that communicative learning requires learners to take responsibility for participating, interacting, and constructing meaning. As a result, the teacher's role changes from that of a knowledge transmitter to that of a facilitator who creates opportunities for communication and supports learners throughout the learning process.

The use of authentic language and authentic materials represents another key principle of CLT. Widdowson (1978) maintains that language instruction should expose learners to language as it is genuinely used outside the classroom. In the same vein, Richards (2006) suggests that materials such as newspapers, interviews, announcements, and everyday conversations help learners understand how language functions in real communicative situations. Exposure to authentic materials allows learners to see language as a practical means of communication rather than merely an academic subject.

A further principle of CLT is the balance between fluency and accuracy. Richards (2006) points out that although grammatical correctness remains important, learners should be encouraged to communicate freely even when their language is not entirely accurate. Similarly, Thompson (1996) emphasizes that communicative classrooms value learners' ability to maintain

communication and express meaning without excessive concern about making mistakes. In this view, errors are regarded as a natural part of the language learning process rather than simply indicators of failure.

Finally, CLT promotes the integration of the four language skills. Nunan (1989) argues that authentic communication generally requires learners to listen, speak, read, and write in combination rather than in isolation. Supporting this view, Richards and Rodgers (2014) maintain that integrating language skills helps learners develop a more realistic and functional command of the target language and prepares them for communication beyond the classroom.

Despite the strengths of these principles, researchers have noted that their implementation is often influenced by contextual factors. Li (1998) found that teachers working in EFL settings frequently face challenges such as large class sizes, limited instructional time, insufficient training, and examination pressures, all of which may restrict communicative classroom practices. Consequently, the effectiveness of CLT depends not only on its underlying principles but also on the extent to which the educational context supports interaction, flexibility, and active learner participation.

2.5 The Goal of Communicative Language Teaching (CLT)

The primary goal of Communicative Language Teaching (CLT) is to develop learners' ability to communicate effectively and appropriately in real-life situations. Unlike traditional language teaching methods that focused primarily on memorizing grammatical rules and sentence structures, CLT emphasizes the practical use of language for meaningful interaction. According to Savignon (2002), the central objective of CLT is the development of communicative competence, which involves learners' ability to interpret, express, and negotiate meaning successfully in a variety of social contexts. From this perspective, language learning is viewed not merely as mastering grammatical forms but as learning how to use language naturally and purposefully.

One of the major goals of CLT is therefore to help learners use the target language confidently in authentic communicative situations. Littlewood (1981) explains that communicative teaching aims to prepare learners to use language as a tool for interaction rather than as an academic subject studied in isolation. In communicative classrooms, learners are encouraged to exchange ideas, express opinions, solve problems, and participate in discussions using the target language.

Nunan (1991) further states that meaningful interaction and communicative tasks contribute significantly to the development of learners' fluency and communicative confidence.

Another important goal of CLT is the development of communicative competence in all its dimensions. Building on the work of Hymes (1972), Canale and Swain (1980) argue that effective communication requires several competencies working together, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Consequently, CLT seeks to help learners not only produce grammatically correct sentences but also understand how language should be used appropriately according to context, maintain coherent communication, and overcome communication difficulties when they arise.

CLT also aims to create learner-centered classrooms in which students actively participate in the learning process. According to Richards (2006), communicative teaching encourages learners to become active users of language through interaction, collaboration, and meaningful tasks. Rather than relying solely on teacher explanation and memorization, learners are expected to engage in pair work, group discussions, role plays, and problem-solving activities that reflect authentic communication. Such participation helps learners become more independent, motivated, and confident language users.

In addition, CLT seeks to establish a strong connection between classroom learning and real-life language use. Widdowson (1978) emphasizes that language should be taught as communication rather than as a collection of isolated linguistic structures. For this reason, communicative classrooms often incorporate authentic materials and realistic situations that allow learners to practice language in meaningful contexts. This approach helps learners understand how language functions outside the classroom and prepares them for communication in academic, professional, and everyday settings.

Overall, the goal of CLT is not simply to teach learners about the language but to help them use the language effectively, appropriately, and confidently in real communication. As Nunan (1991) explains, communicative teaching ultimately aims to develop learners who can successfully interact and negotiate meaning in a wide range of social situations. Therefore, communication itself becomes both the objective of learning and the means through which learning takes place.

2.6 Teachers' and Students' Roles in Communicative Language Teaching

Communicative Language Teaching (CLT) brought important changes to the traditional roles of teachers and students in the language classroom. Unlike earlier teaching approaches that placed the teacher at the centre of the learning process, CLT views language learning as a process that develops through communication and interaction. As a result, both teachers and learners are expected to take a more active role in classroom activities (Breen & Candlin, 1980; Morrow, 1981).

Within CLT, the teacher is no longer seen primarily as a source of knowledge whose main responsibility is to explain grammar and control classroom interaction. Instead, the teacher acts as a facilitator who creates opportunities for communication and supports learners as they use the target language. Breen and Candlin (1980) describe the teacher as an organizer of learning, a guide, and a resource person who assists learners throughout the communicative process. Similarly, Harmer (2001) explains that teachers in communicative classrooms help learners participate in meaningful interaction rather than simply transmit information.

Another important responsibility of the teacher is to design activities that encourage communication among learners. According to Littlewood (1981), communicative activities should provide opportunities for learners to exchange information, express opinions, and negotiate meaning. In this context, teachers are responsible for selecting appropriate tasks, monitoring learners' progress, and providing support when necessary. Larsen-Freeman (2000) also notes that teachers often allow learners to communicate freely before focusing on language errors, since communication itself is considered an important part of learning.

The role of the learner also differs considerably from that found in more traditional approaches. In CLT, students are expected to participate actively in the learning process rather than rely entirely on the teacher. Learners are encouraged to communicate, share ideas, ask questions, and work collaboratively with others. According to Nunan (1991), communicative learning requires students to become active participants who contribute to classroom interaction through pair work, group work, and problem-solving activities.

In addition, learners are expected to take greater responsibility for their own learning. Breen and Candlin (1980) describe learners as active participants who negotiate meaning and cooperate with both teachers and classmates to achieve communicative goals. This role encourages students to use language for real purposes rather than simply practise isolated grammatical

structures. Likewise, Savignon (2002) emphasizes that communicative competence develops through learners' active involvement in meaningful communication.

The relationship between teachers and students in CLT is therefore more collaborative than in traditional language teaching approaches. Rather than controlling all aspects of learning, teachers and learners work together to create opportunities for communication and language use. As Brumfit (1984) argues, communicative classrooms aim to create conditions in which learners can develop both accuracy and fluency through meaningful interaction.

In summary, CLT assigns complementary roles to teachers and students. Teachers act as facilitators, organizers, guides, and sources of support, while learners take an active role in communicating, interacting, and contributing to their own learning. Through this shared responsibility, the classroom becomes a setting where language is learned through meaningful use rather than through the study of language forms alone.

2.7 Classroom Activities in Communicative Language Teaching (CLT)

Classroom activities in Communicative Language Teaching (CLT) are primarily designed to engage learners in meaningful interaction through the use of language in realistic situations. According to Breen and Candlin (1980), communicative classroom activities emphasize negotiation of meaning, learner participation, and interaction rather than the memorization of language forms. Similarly, Richards (2006) explains that communicative activities focus on helping learners use language meaningfully in a variety of social contexts.

One of the most common activities in CLT is pair work and group work. Littlewood (1981) states that learner interaction is a central element of communicative classrooms because students learn through exchanging information and participating in communicative tasks together. Likewise, Harmer (2001) notes that pair and group activities provide learners with more opportunities to practice speaking and interaction than traditional teacher-centered instruction. Such activities may include discussions, collaborative tasks, interviews, and information-sharing exercises.

Role play and simulation activities are also widely associated with CLT. According to Larsen-Freeman (2000), role play enables learners to practice language in situations that resemble real-life communication, such as making requests, giving directions, participating in interviews, or handling everyday conversations. Likewise, Morrow (1981) explains that simulation activities

encourage learners to use language for genuine communicative purposes within realistic social contexts.

Information-gap activities represent another important feature of communicative classrooms. Nunan (1991) describes information-gap tasks as activities in which learners possess different pieces of information and must communicate in order to complete a task successfully. Similarly, Ellis (2003) argues that such tasks require learners to exchange information and negotiate meaning through interaction. Examples include completing schedules, identifying differences between pictures, solving puzzles, and finding missing information.

Discussion and problem-solving activities are also frequently used in CLT classrooms. According to Savignon (2002), communicative teaching encourages learners to express opinions, share ideas, and participate actively in interaction. In addition, Prabhu (1987) emphasizes the importance of problem-solving tasks that require learners to focus on meaning while working toward communicative objectives. These activities often involve making decisions, discussing solutions, or collaborating to complete a task.

Another important aspect of communicative classroom activities is the use of authentic materials. Widdowson (1978) explains that communicative teaching should expose learners to language as it is naturally used in real communication. Similarly, Tomlinson (2011) states that authentic materials help learners experience natural language use through resources such as newspapers, menus, advertisements, recordings, and real-life conversations.

In summary, classroom activities in CLT are closely linked to interaction, participation, and meaningful language use. As Long (1985) explains, communicative interaction provides learners with opportunities to negotiate meaning and use language within authentic communicative contexts. For this reason, communicative classrooms often rely on interactive tasks that encourage learners to participate actively in the learning process.

2.8 EFL Teachers' Perspectives on Communicative Language Teaching

Teachers' perspectives play a central role in understanding how Communicative Language Teaching (CLT) is interpreted and enacted in real classroom settings. The term *perspective* refers to the views, beliefs, and interpretations that teachers hold regarding the use of Communicative Language Teaching, which are shaped by their professional experience, educational background, and classroom context (Cohen et al., 2018; Creswell, 2014). In the context of CLT, teachers'

perspectives influence how communicative principles are understood, adapted, and applied within different educational settings. Research conducted in various foreign EFL contexts indicates that teachers often express positive attitudes toward CLT; however, the actual implementation of communicative practices is frequently influenced by contextual, institutional, and pedagogical challenges.

A considerable number of international studies suggest that EFL teachers generally recognize the value of CLT in improving learners' communicative ability. Li (1998), in a study conducted in South Korea, found that many teachers viewed CLT as an effective approach for promoting students' speaking ability, interaction, and participation in classroom communication. Similarly, Anderson (1993) reported that teachers in different Asian EFL contexts believed communicative activities could help learners use English more meaningfully and confidently. These findings suggest that many EFL teachers support the general principles of CLT and acknowledge its importance in modern language education.

Despite these positive attitudes, research also shows that teachers' understanding of CLT is sometimes incomplete or inconsistent. Kumaravadivelu (2006) argues that teachers may interpret communicative teaching differently depending on their training, educational experiences, and classroom realities. In some contexts, teachers associate CLT mainly with speaking activities or pair work while giving less attention to other aspects such as communicative competence or learner-centered interaction. Likewise, Anderson (1993) notes that some teachers support communicative teaching in theory but remain uncertain about how to apply its principles effectively in practice.

The relationship between teachers' beliefs and classroom practices has also been widely discussed in foreign EFL research. Borg (2006) explains that teachers' instructional decisions are often shaped by contextual realities rather than personal beliefs alone. In many EFL settings, teachers continue to rely on teacher-centered instruction, grammar explanation, and textbook-based teaching even when they express support for communicative methods. According to Li (1998), factors such as large class sizes, limited instructional time, examination pressure, and insufficient resources frequently discourage teachers from implementing communicative activities consistently.

Teachers' perceptions of learners also influence their perspectives on CLT. Several studies report that EFL teachers often believe students' low language proficiency and limited vocabulary make

communicative interaction difficult in the classroom. Li (1998) found that some teachers hesitated to use pair work or discussion activities because they believed students lacked the linguistic ability to participate successfully. Similarly, Carless (2007) explains that teachers sometimes simplify or reduce communicative tasks because they are concerned about students' comprehension and classroom participation. These perspectives influence the extent to which communicative activities are integrated into classroom practice.

Another factor shaping teachers' perspectives is assessment. In many EFL contexts, examinations continue to focus heavily on grammar, reading, and writing rather than communicative skills. Rubin and Thompson (1994) note that teachers often prioritize exam preparation because assessment systems strongly influence classroom instruction. As a result, teachers may feel pressured to devote more attention to accuracy-based teaching even when they personally value communicative interaction. This tension between communicative goals and examination requirements has been widely reported in EFL literature.

Professional training and institutional support also play an important role in shaping teachers' perspectives on CLT. Richards (2005) explains that effective implementation of communicative teaching requires both theoretical understanding and practical classroom training. However, several studies indicate that many EFL teachers receive limited preparation in managing communicative classrooms, particularly in contexts where traditional teaching methods remain dominant. Bax (2003) further argues that teachers' classroom practices are often influenced by local cultural and institutional conditions, meaning that communicative teaching cannot always be implemented in the same way across all educational settings.

Overall, research on EFL teachers' perspectives shows that teachers generally hold favorable attitudes toward CLT and recognize its importance in developing communicative ability. However, teachers' perspectives are closely connected to contextual realities such as classroom conditions, assessment systems, institutional expectations, learner proficiency, and professional training opportunities. As Borg (2006) emphasizes, understanding teachers' perspectives requires examining not only what teachers believe but also the social and educational contexts in which they work.

2.9 Challenges to Implementing Communicative Language Teaching in EFL Contexts

Despite the widespread acceptance of Communicative Language Teaching (CLT) as an effective approach to language instruction, research has shown that its implementation is often accompanied by a variety of challenges. Studies conducted in different EFL contexts indicate that teachers frequently encounter obstacles that limit their ability to apply communicative principles consistently in the classroom. These challenges are commonly related to learners, teachers, classroom conditions, assessment systems, institutional policies, and sociocultural factors (Li, 1998; Karavas-Doukas, 1996; Bax, 2003).

One of the most commonly reported challenges concerns learners' language proficiency and readiness for communicative learning. In many EFL settings, students have limited opportunities to use English outside the classroom and often possess insufficient speaking and listening skills to participate confidently in communicative activities. Li (1998), in her study of South Korean EFL teachers, found that low student proficiency frequently discouraged teachers from implementing communicative tasks. Similar concerns were also reported by Carless (2007), who found that learners' limited proficiency often restricted the effective use of communicative and task-based activities in secondary school classrooms. As a result, teachers sometimes relied on more controlled and teacher-centred activities to ensure lesson progress.

Student attitudes and learning habits have also been identified as important barriers to CLT implementation. In educational systems where traditional teaching methods have been dominant for many years, students may be unfamiliar with learner-centred approaches and may feel uncomfortable participating in pair work, group discussions, or problem-solving tasks. Karavas-Doukas (1996) found that some learners expected teachers to provide direct instruction rather than encourage independent participation. Similarly, Sato and Kleinsasser (1999) reported that students' previous learning experiences influenced their willingness to engage in communicative classroom activities.

Another challenge relates to teachers' professional preparation and training. Although many teachers express positive attitudes toward CLT, research suggests that they often feel insufficiently prepared to implement communicative teaching effectively. Li (1998) reported that teachers experienced difficulties due to limited training in communicative methodologies. Likewise, Burnaby and Sun (1989) found that teachers in China supported communicative principles but lacked adequate professional development opportunities to translate these

principles into classroom practice. Without continuous training and support, teachers may struggle to balance communicative goals with practical classroom demands.

Assessment systems represent another major obstacle to CLT implementation. Numerous studies have identified a mismatch between communicative teaching objectives and examination systems that focus primarily on grammatical accuracy and written performance. When examinations emphasize discrete language knowledge rather than communicative ability, teachers often feel compelled to devote more classroom time to test preparation. This challenge has been documented in several EFL contexts, including Korea (Li, 1998), Greece (Karavas-Doukas, 1996), and China (Burnaby & Sun, 1989). Such examination practices often reduce opportunities for meaningful communication in the classroom.

Classroom conditions also influence the implementation of CLT. Large class sizes, limited instructional time, and extensive curricular requirements frequently restrict teachers' ability to organize communicative activities effectively. According to Li (1998), managing pair work and group work becomes increasingly difficult in overcrowded classrooms. Similar concerns were reported by Carless (2007), who found that teachers often faced practical difficulties in monitoring communicative tasks and providing feedback when class sizes were large and lesson time was limited.

In addition, cultural and institutional factors may affect the adoption of communicative approaches. Bax (2003) argues that language teaching methods cannot be separated from the educational and cultural contexts in which they are implemented. Expectations regarding teacher authority, classroom discipline, and student participation may differ considerably across contexts, influencing how communicative teaching is interpreted and applied. Evidence from Arab EFL contexts supports this view. For example, Al-Issa (2005) found that English language teachers in Oman faced difficulties implementing communicative practices because traditional educational expectations continued to favor teacher-centred instruction and examination-oriented learning. These findings suggest that successful implementation of CLT often requires adaptation to local educational realities rather than the direct transfer of teaching models developed in different contexts (Bax, 2003; Al-Issa, 2005).

Within the Libyan EFL context, many of the challenges identified in international research are also evident. Studies conducted in Libya indicate that teachers face difficulties related to students' low English proficiency, limited participation in communicative activities, insufficient

professional training, examination-oriented instruction, overcrowded classrooms, and limited teaching resources (Orafi & Borg, 2009; Hussein, 2018; Athawadi, 2019; Algwil, 2023). In addition, some researchers have highlighted the influence of inspection practices and cultural expectations on teachers' instructional decisions (Algwil, 2023). These findings suggest that the challenges associated with CLT implementation in Libya reflect both broader international concerns and context-specific educational realities.

In summary, the literature demonstrates that the implementation of CLT is influenced by a complex combination of learner-related, teacher-related, institutional, and contextual factors. While these challenges appear across many EFL settings, their specific forms and intensity vary according to local educational conditions. Understanding these challenges is important for interpreting teachers' classroom practices and for developing realistic strategies to support communicative language teaching in different contexts.

2.10 Previous Studies on Communicative Language Teaching

A wide range of studies has explored the implementation of CLT in different EFL contexts. These studies provide valuable insights into teachers' perceptions, classroom practices, and the contextual factors that shape the success or failure of CLT across educational systems.

A notable study in Greece conducted by Karavas-Doukas (1996) investigated teachers' attitudes toward the communicative approach in English language teaching. The findings indicated that most teachers expressed positive attitudes toward the principles of CLT and acknowledged its value in promoting meaningful communication and learner participation. However, the study also revealed that teachers' classroom practices did not always reflect their stated beliefs. Although teachers supported communicative principles in theory, many continued to rely on traditional instructional practices due to contextual constraints and established teaching habits. Karavas-Doukas (1996) concluded that a positive attitude toward CLT does not necessarily guarantee its successful implementation, highlighting the complex relationship between teachers' beliefs and classroom practice.

In a Middle Eastern EFL context**,** Sherwani and Kılıç (2017) investigated Iraqi secondary school teachers' perspectives on the use of CLT in the Soran District of Northern Iraq. Using a mixed-methods design involving questionnaires and semi-structured interviews, the study found that Iraqi EFL teachers generally held positive attitudes toward CLT principles**,** particularly regarding

learner-centred instruction, pair and group work, and the facilitator role of the teacher (Sherwani & Kılıç, 2017). Teachers acknowledged the importance of fluency over strict grammatical accuracy, while still recognizing the supportive role of grammar in achieving communicative competence.

However, despite these favourable attitudes, the study revealed a noticeable gap between CLT theory and classroom practice. Iraqi teachers reported several systemic and contextual constraints that hindered effective implementation, including large class sizes, exam-oriented curricula**,** lack of teaching resources**,** limited professional training, and insufficient institutional support (Sherwani & Kılıç, 2017). Teacher-related factors such as limited oral fluency among some teachers and student-related factors such as low English proficiency were also identified as significant obstacles. These findings suggest that positive teacher attitudes alone are insufficient for successful CLT implementation without supportive educational conditions.

In the Libyan context, a significant contribution was conducted by Orafi and Borg (2009), who investigated the implementation of communicative curriculum reform in Libyan secondary schools. Their study examined how Libyan EFL teachers interpreted and applied CLT principles following the introduction of a communicative-oriented English curriculum. The findings revealed that although teachers generally supported the communicative goals of the curriculum, classroom practices remained largely teacher-centered and grammar-focused due to contextual constraints such as examinations, limited time, and large class sizes (Orafi & Borg, 2009).

Similar patterns have been observed in other international EFL contexts. Research conducted in China (Burnaby & Sun, 1989; Penner, 1995), Korea (Li, 1998), Japan (Sato & Kleinsasser, 1999), Indonesia (Musthafa, 2001) consistently reports that while teachers often value CLT in principle, its classroom application is constrained by exam washback, large classes, limited time, insufficient training, and rigid institutional expectations. These studies collectively emphasize that CLT implementation is strongly context-dependent and cannot be transferred wholesale from one educational setting to another. For example, in China, Burnaby and Sun (1989) found that teachers faced significant difficulties in adopting CLT due to large class sizes, limited resources, and an examination-oriented education system. These constraints made it challenging for teachers to apply communicative activities effectively in their classrooms.

Similarly, in Korea, Li (1998) identified several barriers to the implementation of CLT, including teachers' limited proficiency in English, lack of training in communicative methods, and

students' low motivation to participate in communicative tasks. The study also emphasized that traditional teaching practices remained dominant despite the introduction of CLT in the curriculum.

In another context, Sato and Kleinsasser (1999) examined CLT practices in Japan and found a gap between teachers' stated beliefs and their actual classroom practices. While teachers expressed positive attitudes toward CLT, their teaching methods continued to reflect more traditional, teacher-centered approaches due to institutional constraints and classroom realities.

Overall, international research demonstrates that CLT is widely supported by EFL teachers across diverse contexts, yet its effectiveness is frequently undermined by systemic and contextual barriers rather than by teacher resistance or negative attitudes. These findings provide a critical comparative framework for the present study, highlighting that challenges faced by Libyan EFL teachers reflect broader global patterns in CLT implementation within foreign language contexts.

2.11 Research Gap

Research on Communicative Language Teaching (CLT) has increased understanding of how communicative approaches are used in different EFL contexts, including Libyan context. Previous studies have examined teachers' attitudes toward CLT, classroom practices, and the challenges that affect the implementation of communicative teaching. These studies have provided useful information about English language teaching and the factors that influence the use of CLT in classrooms. However, a review of the literature shows that some areas still need further investigation, especially in the Libyan secondary school context.

One important gap in the literature is the changing educational environment in Libya. Much of the earlier research on CLT was conducted during the first stages of communicative curriculum reform, especially after the introduction of English textbooks based on communicative principles. Since then, educational conditions and classroom realities have continued to change. Teachers still face challenges such as examination pressure, overcrowded classrooms, limited teaching resources, and changing institutional expectations. Despite these developments, limited recent research has examined teachers' perspectives within the current secondary school context. Therefore, more updated research is needed to reflect the present realities of English language teaching in Libyan secondary schools.

Another issue in previous research is that many previous studies have focused mainly on the problems and challenges of implementing CLT rather than exploring teachers' perspectives in detail. Although teachers' attitudes toward communicative teaching are often discussed, limited attention has been given to how Libyan secondary school EFL teachers understand CLT, how they view its effectiveness, and how classroom realities affect their teaching decisions. According to Borg (2006), teachers' beliefs, experiences, and professional knowledge strongly influence their classroom practices. Therefore, studying teachers' perspectives more closely is important for understanding how communicative teaching is applied in real classroom situations.

A further issue is related to the educational settings that have been examined. Some earlier studies discussed CLT implementation in Libya from a general national perspective, while others focused more on curriculum reform or university education instead of secondary schools. As a result, relatively little attention has been given to the experiences and perspectives of Libyan secondary school EFL teachers in their own classroom environments. This limited focus on secondary schools reduces understanding of how communicative teaching is experienced in different schools and regions across Libya.

The present study is important because it aims to provide a deeper and more context-sensitive understanding of Libyan secondary school EFL teachers' perspectives toward CLT. By examining teachers' beliefs, experiences, and classroom practices in their actual teaching environments, the study seeks to provide a clearer understanding of communicative teaching in Libya. In addition, the findings may help curriculum developers, teacher trainers, and educational authorities better understand the challenges teachers face and the type of support needed to improve the implementation of CLT. The study may also contribute to the literature on communicative language teaching in under-researched Arab and North African EFL contexts.

2.12 Summary of the Chapter

This chapter reviewed the theoretical and empirical literature related to Communicative Language Teaching (CLT). It discussed the principles, goals, classroom activities, and teacher roles associated with CLT, as well as previous international and Libyan studies on teachers' perspectives toward its implementation. The literature revealed that although teachers generally hold positive views of CLT, various contextual challenges often limit its effective application in

EFL classrooms. These findings highlight the need to investigate Libyan EFL teachers' perspectives toward using CLT in secondary schools.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter outlines the methodology used to investigate Libyan EFL teachers' perspectives on the use of Communicative Language Teaching (CLT) in secondary schools in Sabratha. The chapter explains the research design, participants, setting, data collection tools, procedures, and methods of analysis, as well as the ethical considerations applied throughout the study.

3.1 Research Design

This study adopts a mixed-methods research design, which integrates quantitative and qualitative approaches within a single investigation in order to achieve a more comprehensive understanding of the research problem. Mixed-methods research is widely defined as an approach in which researchers collect, analyse, and integrate both numerical data and textual data to benefit from the strengths of each method while minimizing their individual limitations (Creswell & Plano Clark, 2018).

Methodological scholars argue that mixed methods are particularly appropriate when a research problem is complex and cannot be sufficiently explained through a single type of data alone (Creswell & Plano Clark, 2011; Johnson et al., 2007). Quantitative methods are effective for identifying general patterns, trends, and relationships across a larger sample, whereas qualitative methods allow researchers to explore participants' experiences, beliefs, and interpretations in greater depth (Johnson et al., 2007). By combining these approaches, mixed-methods research provides both breadth and depth, offering a more holistic perspective on the phenomenon under investigation.

Another major justification for using mixed methods is *triangulation*, which enhances the credibility and validity of research findings by corroborating evidence from different data sources (Denzin, 1978; Tashakkori & Teddlie, 2010). Results obtained from questionnaires are supported and clarified by interview data, the overall interpretation becomes more trustworthy (Tashakkori & Teddlie, 2010). Mixed methods also allow for complementarity, whereby

qualitative findings help explain or elaborate quantitative results, especially when numerical data alone cannot fully account for participants' views or behaviours (Creswell, 2014).

In educational research, mixed-methods designs are commonly recommended because teaching and learning contexts involve multiple interacting factors, such as beliefs, practices, institutional constraints, and curriculum demands. Scholars note that this approach is particularly useful for studies focusing on teachers' perceptions and classroom practices, as it enables researchers to examine both measurable attitudes and lived experiences within real educational settings (Cohen, et al., 2018).

In the present study, the mixed-methods design is well suited to investigating Libyan EFL teachers' perspectives on Communicative Language Teaching. The quantitative component, using a structured questionnaire, provides an overview of teachers' familiarity with, attitudes toward, and use of CLT. The qualitative component, based on semi-structured interviews, offers deeper insights into teachers' beliefs, experiences, and the challenges they face when implementing CLT in secondary schools. Integrating these two data sources allows for a richer and more accurate understanding of CLT implementation in the Libyan EFL context.

3.2 Sampling and Participants of the Study

Careful selection of participants through appropriate sampling techniques is essential to ensure that the data collected are relevant, credible, and aligned with the research objectives (Cohen et al., 2018; Dörnyei, 2007). Sampling determines how well the findings represent the target group being investigated. Dörnyei (2007) defines sampling as the process of selecting a subset of individuals from a population in order to represent that population in an empirical study. Cohen, et al., (2018) explain that participants are the individuals selected to provide data relevant to the research problem and whose characteristics determine the scope and applicability of the findings. The participants in this study were EFL secondary school teachers from Sabratha, selected due to their direct involvement in teaching English within a curriculum that promotes Communicative Language Teaching (CLT).

For the quantitative phase**,** 30 teachers participated in the questionnaire. A random sampling technique was used to ensure that teachers with different backgrounds, teaching experiences, and instructional practices were represented. This approach helped reduce sampling bias and allowed the data to reflect a broad range of perspectives on CLT implementation (Cohen et al., 2018). For

the qualitative phase**,** 10 teachers were selected for semi-structured interviews. Guest et al.(2006) argue that data saturation, which refers to the point at which no new themes or insights emerge from the data, is often occurs within the first 6 to 12 interviews. A purposive sampling technique was used to ensure that the participants were familiar with CLT principles and have an experience in dealing with classroom, institutional, and contextual challenges related to communicative teaching. This non-probability technique is particularly suitable when the researcher seeks participants who possess specific knowledge or experience related to the research topic (Palinkas et al., 2015). The interview participants were intentionally chosen because of their familiarity with CLT principles and their direct experience in dealing with classroom, institutional, and contextual challenges related to communicative teaching. This sampling strategy enabled the collection of rich, in-depth data and supported a deeper exploration of teachers' perspectives and practices (Guest et al., 2014). By combining random sampling for the questionnaire with purposive sampling for the interviews, the study ensured both representativeness and depth, strengthening the overall credibility of the research findings.

Moreover, the real names of the participants were not used in the data analysis or reporting. Instead, each participant was assigned a code (e.g., TA, TB, TC). These codes were used consistently throughout the study to refer to individual responses while protecting participants' identities.

Table 3.1. Participants' Demographic Information

Code	**Gender**	**School Level**
TA	Female	Secondary
TB	Female	Secondary
TC	Female	Secondary
TD	Female	Secondary
TE	Female	Secondary
TF	Female	Secondary
TG	Female	Secondary
TH	Female	Secondary
TI	Female	Secondary
TJ	Female	Secondary

3.3 Data Collection Instruments

To address the research questions and achieve a comprehensive understanding of Libyan EFL teachers' perspectives on Communicative Language Teaching (CLT), this study employed two main data collection instruments: a questionnaire and semi-structured interviews. Using multiple instruments allows the researcher to collect both breadth and depth of data and supports triangulation, which strengthens the credibility of the findings.

3.3.1 Structured Questionnaire

Questionnaires are widely used in educational research because they allow researchers to gather data from a relatively large number of participants efficiently and systematically (Dörnyei, 2007; Cohen et al., 2018). They are particularly suitable for exploring teachers' beliefs, attitudes, and self-reported practices, which align with the aims of the present study. Gray (2014:352) defines questionnaires as "research tools through which people are asked to respond to the same set of questions in a pre-determined order". The questionnaire in this study was a structured questionnaire designed to investigate teachers' familiarity with CLT, attitudes toward CLT, classroom practices, and perceived challenges to its implementation. The structured questionnaire was adapted from instruments used in previous CLT-related research, with modifications made to suit the Libyan EFL secondary school context. The questionnaire items were reviewed by EFL specialists to ensure content relevance.

The questionnaire was organized into four main sections:

A. **Familiarity and Understanding of CLT** This section examined teachers' level of knowledge and awareness of Communicative Language Teaching. It focused on their understanding of CLT principles, objectives, and key features, as well as their familiarity with communicative activities and learner-centred instruction.
B. **Attitudes and Beliefs toward CLT**: This section explored teachers' attitudes and beliefs regarding the effectiveness and relevance of CLT in EFL classrooms. It investigated their views on student-centered learning, communicative competence, the role of grammar, and the suitability of CLT for secondary school contexts.
C. **Classroom Practices:** This section addressed how CLT is actually implemented in teachers' classrooms. It focused on the frequency of using communicative activities, pair

and group work, interaction patterns, and the extent to which lessons reflect CLT principles in real teaching situations.

D. **Challenges and Limitations**: The final section examined the difficulties teachers face when attempting to apply CLT. It included issues related to large class sizes, time constraints, students' proficiency levels, assessment systems, availability of resources, and institutional or curricular constraints.

The questionnaire was administered online using Google Forms to facilitate easy access and participation. Researchers argue that online questionnaires are an effective and reliable method for collecting quantitative data, especially in educational and social research. It allows the researchers to reduce cost and time and reach participants efficiently (Evans & Mathur, 2018). The questionnaire link was distributed to 30 Libyan EFL secondary school teachers through social media platforms, and all valid responses were included in the quantitative analysis. The items were rated on a five-point Likert-type scale: (Agree, strongly agree, neutral, disagree, and strongly disagree). Likert scales are commonly used in attitude and perception studies because they allow participants to express degrees of agreement in a clear and measurable way (Likert, 1932; Creswell, 2014). The collected quantitative data were organized, coded, and analysed using the Statistical Package for the Social Sciences (SPSS).

3.3.2 Semi-Structured Interviews

Interviews are commonly used in research as a deliberate form of interaction aimed at generating meaningful data. As explained by Saunders et al. (2012), a research interview involves an intentional exchange between two or more individuals, in which the interviewer is responsible for building a comfortable relationship, asking clear and focused questions, and listening carefully to participants' responses. To complement the quantitative data and gain deeper insights into teachers' experiences, a semi-structured interview was conducted with 10 EFL teachers, who were selected purposely to provide in-depth qualitative data. Semi-structured interviews are appropriate when the researcher seeks to explore participants' perspectives while still maintaining focus on the research objectives (Kvale & Brinkmann, 2009).

The interview questions were designed to clarify and expand on the responses provided in the questionnaire, explore teachers' personal experiences with Communicative Language Teaching (CLT), and identify the contextual and institutional challenges that affect its implementation.

Each interview lasted approximately 20–25 minutes and was conducted online. Eight open-ended questions were formulated to allow participants to express their views freely while ensuring that their names kept secret. With the participants' informed consent, the interviews were audio-recorded to ensure accurate transcription and reliable analysis.

3.4 Reliability and Validity of the Research Instruments

Validity and reliability are important considerations in educational research because they help ensure that research instruments accurately measure the intended constructs and produce consistent results (Creswell, 2014; Cohen et al., 2018). In this study, several procedures were followed to establish the validity and reliability of both the questionnaire and the interview guide.

3.4.1 Reliability

Reliability refers to the consistency of a research instrument in producing stable and consistent results (Cohen et al., 2018). To assess the reliability of the questionnaire, a Cronbach's Alpha test was carried out to measure the internal consistency of the questionnaire items. The analysis was conducted using Statistical Package for the Social Sciences (SPSS). The results produced a Cronbach's Alpha coefficient of 0.79, indicating an acceptable level of reliability based on the guidelines proposed by Nunnally and Bernstein (1994). This result suggests that the questionnaire items were adequately consistent in measuring the constructs under investigation. Accordingly, the questionnaire was considered reliable and suitable for use in the main study.

Table 3.2. Cronbach's Alpha Pilot Study Results

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.79	21

3.4.2 Validity

Validity is an important aspect of research because it ensures that the instruments measure what they are intended to measure. A valid instrument enables researchers to collect accurate and

meaningful data that are relevant to the objectives of the study (Creswell, 2014). In this study, validity was established through content validity and face validity.

3.4.2.1 Content Validity

Content validity refers to the extent to which an instrument adequately covers the content and dimensions of the concept being investigated (Wiersma & Jurs, 2009). To ensure content validity, the questionnaire items were adapted from previous studies related to Communicative Language Teaching (CLT) and were carefully aligned with the objectives and research questions of the present study. The questionnaire was reviewed by the research supervisor and four EFL specialists with experience in language teaching and educational research. Their feedback was used to evaluate the relevance, clarity, and appropriateness of the items. Based on their comments and suggestions, several modifications were made to improve the quality of the instrument. This process helped ensure that the questionnaire adequately represented the key areas investigated in the study, including teachers' familiarity with CLT, attitudes toward CLT, classroom practices, and perceived challenges to implementation.

The interview guide was also developed in accordance with the study objectives and research questions. To establish its content validity, the interview questions were reviewed by the research supervisor and four experienced EFL teachers. Their feedback focused on the clarity, relevance, and suitability of the questions in relation to the aims of the study. Based on the comments and recommendations received, several interview questions were revised and refined to improve their wording and ensure that they would elicit meaningful and relevant responses. This review and revision process contributed to strengthening the content validity of the qualitative instrument.

3.4.2.2 Face Validity

Face validity refers to the extent to which an instrument appears clear, understandable, and appropriate to respondents (Cohen et al., 2018). In this study, face validity was established through expert review and pilot testing. The questionnaire was administered to a small group of EFL teachers prior to the main data collection. Participants were asked to comment on the clarity, wording, and relevance of the questionnaire items. The feedback obtained indicated that the items were generally clear and appropriate for the target participants. Based on the comments

provided by the pilot study participants and the recommendations of the supervisor, minor revisions were made to improve the wording and organization of some items. These revisions helped ensure that the questionnaire would be interpreted consistently by respondents and would effectively capture the information required for the study.

3.5 Pilot Study

A pilot study was conducted prior to the main data collection to assess the suitability of the questionnaire and identify any potential problems before its administration to the target sample. Pilot testing is widely recommended in educational research because it helps researchers evaluate the clarity, relevance, and effectiveness of research instruments and make necessary improvements before large-scale data collection (Bernard, 2013; Saunders et al., 2012).

The questionnaire was administered through Google Forms to a group of EFL teachers who had experience teaching English and shared characteristics similar to those of the target population. The purpose of the pilot study was to determine whether the questionnaire items were clear, understandable, and relevant to the objectives of the study. Participants were also encouraged to provide comments on the wording, content, and overall structure of the questionnaire.

The feedback obtained from the pilot participants indicated that the questionnaire was generally clear and relevant. However, a number of suggestions were made regarding the wording of certain items. Based on these comments, together with the recommendations of the research supervisor, several revisions were introduced to improve the quality of the instrument. Some items were reworded to enhance clarity and reduce ambiguity, while a small number of items were removed because they were considered repetitive or less relevant to the aims of the study.

The pilot study played an important role in refining the questionnaire and ensuring its suitability for the main study. It also helped increase confidence that the items would be interpreted consistently by participants and would generate data relevant to the research objectives. Following these revisions, the final version of the questionnaire consisted of 21 items and was considered appropriate for use in the main data collection.

3.6 Data Collection Procedures

Data collection for this study was carried out in two sequential phases in line with the mixed-methods research design. The quantitative data were collected first through an online

questionnaire, followed by qualitative data collection using semi-structured interviews. This combination of quantitative and qualitative procedures contributed to a more comprehensive understanding of the research problem.

The questionnaire was administered online using Google Forms to facilitate access and participation. The link was shared with EFL secondary school teachers in Sabratha through social media platforms. This approach was particularly suitable due to its flexibility and efficiency in reaching participants regardless of time and location constraints (Creswell, 2014). A total of thirty completed questionnaires were received and deemed valid for analysis. Prior to completing the questionnaire, participants were informed of the purpose of the study, assured that their participation was voluntary, and informed that their responses would remain anonymous and confidential. Clear instructions were provided, and teachers were encouraged to respond honestly, as there were no right or wrong answers. Completing the questionnaire required approximately 10–15 minutes. After data screening, all questionnaire responses were coded and entered into the Statistical Package for Social Sciences (SPSS) for quantitative analysis. This process enabled the systematic organization and statistical examination of teachers' familiarity with CLT, attitudes, classroom practices, and perceived challenges.

Following the questionnaire phase, semi-structured interviews were conducted to gain deeper insights into teachers' experiences with CLT implementation. 10 EFL secondary school teachers were selected using purposive sampling to ensure the inclusion of participants with relevant professional experience. Before data collection began, an official invitation letter was sent to potential participants. The letter explained the purpose of the study, the nature of their participation, and ethical considerations such as voluntary participation, confidentiality, and the right to withdraw at any time. Sending an invitation letter helped ensure informed consent and increased participants' willingness to take part in the study, which is a recommended ethical practice in educational research (Creswell, 2014).The interviews were conducted online, and each session lasted approximately 20–25 minutes. With participants' informed consent, the interviews were audio-recorded to ensure accuracy during transcription. The recorded interviews were transcribed verbatim and analyzed thematically. The interview data were analysed using the six-phase framework of thematic analysis proposed by Braun and Clarke (2006). Thematic analysis was employed to identify recurring patterns, key themes, and meaningful interpretations

related to teachers' perceptions and challenges in implementing CLT (Braun & Clarke, 2006; Kiger & Varpio, 2020).

Table 3.3. Six Phases of Thematic Analysis (Braun & Clarke, 2006)

Phase	Name of phase	Description
1	Familiarization with the Data	Reading and re-reading the data to become deeply familiar with its content
2	Generating Initial Codes	Identifying and labeling important features of the data systematically.
3	Searching for Themes	Grouping codes into potential themes and gathering relevant data.
4	Reviewing Themes	Checking if themes work in relation to the coded data and entire dataset.
5	Defining and Naming Themes	Refining each theme and clearly defining its scope and focus.
6	Producing the Report	Writing up the analysis with clear examples and linking it to research questions and literature.

3.7 Ethical Considerations

This study is committed to protecting the rights, privacy, and well-being of all participants. Before taking part, all secondary EFL teachers were clearly informed about the purpose of the research and what their involvement would entail. Participation was entirely voluntary, and no one was pressured to join. Teachers who agreed to take part were asked to provide their informed consent. To ensure their privacy, all information they provided remained completely anonymous, and no names or identifying details were included in the results. Throughout the study, every

effort was made to respect participants' cultural and social backgrounds and to ensure that no harm or discomfort came to anyone involved.

3.8 Summary of the Chapter

This chapter described the research methodology used to examine Libyan EFL teachers' perspectives on Communicative Language Teaching in secondary schools. It outlined the mixed-methods research design, sampling techniques, data collection instruments, and procedures for both the questionnaire and interviews. Issues of reliability, validity, and ethical considerations were also addressed. This methodological framework provides a sound basis for analysing and interpreting the findings presented in the subsequent chapters.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents a detailed analysis of the quantitative and qualitative data collected for the study. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). The qualitative data obtained from the semi-structured interviews were analysed using thematic analysis, a method suitable for identifying, organizing, and interpreting patterns of meaning within qualitative data. Thematic analysis enabled the researcher to explore teachers' perspectives in depth and to generate themes that directly address the study's research questions (Cohen et al., 2007).

The findings from both types of data are presented in the sections that follow.

4.1 Analysis of the Questionnaire (Quantitative data)

This section provides an initial overview of the quantitative data collected from the questionnaire administered to EFL teachers at Sabratha secondary schools in Libya. The quantitative analysis aims to provide a clear understanding of teachers' perspectives toward the use of Communicative Language Teaching (CLT) in secondary schools. The data were analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations, to identify general trends and patterns among participants' responses.

These statistical measures provide a clear description of participants' responses and help identify general patterns and variations in the data.

4.1.1 Familiarity and Understanding of CLT

Table 4.1 Familiarity and Understanding of CLT

Item 1 : I am familiar with the principles of Communicative Language Teaching (CLT)							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			

2 6.67%	0 0%	4 13.3%	16 53.3%	8 26.7%	3.93	1.02	Agree
Item 2: I am familiar with the importance of communication skills in language learning.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	0 0%	2 6%	11 36.7%	17 56.7%	4.50	0.63	Strongly Agree
Item 3: I am familiar with the fact that CLT emphasizes student-centred teaching.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	1 3.3%	9 30 %	9 30 %	11 36.7 %	3.97	0.97	Agree

As can be seen in Table 4.1, instructors generally show a high level of familiarity with the principles of CLT. For item 1, “I am familiar with the principles of Communicative Language teaching (CLT)” the majority express agreement to some extent, which show that 53.3 % (16 out of 30) of instructors selected “Agree” and 26.7 % (8 out of 30) selected “Strongly Agree”. According to the mean score and the standard deviation most teachers are familiar with CLT, but there is a variety in the depth of their knowledge, some know a lot more about CLT than others. Similarly, in item 2, “I am familiar with the importance of communication skills in language learning.” almost all instructors acknowledge the crucial role of communication skills in language learning, which strongly aligns with the communicative philosophy that propels CLT. Furthermore, for item 3, “ I am familiar that CLT emphasizes student-centred teaching.” a large proportion of respondents support the idea that classrooms should be student-centred: about 36.7% (11 of 30) selected “Strongly Agree”, 30 % (9) “Agree”, although a number of instructors expressed some disagreement, this may show slight resistance to fully implementing student-centred pedagogies.

4.1.2 Attitudes and Beliefs toward CLT

Table 4.2 Attitudes and Beliefs

Item 4: I believe that CLT effectively enhances students' language proficiency.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	0 0%	1 3.45%	8 27.6%	20 69%	4.66	0.55	Strongly Agree
Item 5: I believe that CLT improves students' communicative ability in English.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	2 6.67%	2 6.67%	12 40%	14 46.7%	4.27	0.89	Strongly Agree
Item 6: I think using CLT may reduce students' learning of language knowledge.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	11 36.7%	7 23.3%	9 30%	3 10%	3.13	1.01	Neutral
Item 7: I believe that CLT is appropriate and necessary for my English course.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
1 3.33%	2 6.67%	2 6.67%	14 46.7%	11 36.7%	4.07	1.02	Agree
Item 8: I believe that CLT is more effective than traditional language teaching methods.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	3 10%	3 10%	7 23.3%	17 56.7%	4.27	0.96	Strongly Agree
Item 9: I believe that student-centered teaching is difficult to implement in secondary school classrooms							

Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
1 3.33%	8 26.7%	9 30%	8 26.7%	4 13.3%	2.97	1.14	Neutral
Item 10: I believe that using CLT might negatively affect students' test scores.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
5 16.7%	12 40%	5 16.7%	7 23.3%	1 3.33%	2.57	1.14	Disagree

Regarding perceptions of the effectiveness of CLT in enhancing learners' performance, instructors express strong levels of support across different aspects. As reflected in Table 4.2 (Items 4, 5 and 8), most participants believe that CLT promotes language proficiency, improves learners' communicative ability, and is more effective than traditional teaching methods. For instance, Item 4, "I believe that CLT effectively enhances students' language proficiency," shows that 69% (20 of 29) of the teachers reported "Strongly Agree," while 27.6% (8) selected "Agree," and only 3.45% (1) chose "Neutral." Item 5, "I believe that CLT improves students' communicative ability in English," shows that 46.7% (14 of 30) selected "Strongly Agree" and 40% (12) selected "Agree," with 6.67% (2) choosing "Neutral" and 6.67% (2) "Disagree." Similarly, Item 8, "I believe that CLT is more effective than traditional language teaching," which states that CLT is more effective than traditional methods, shows that 56.7% (17 of 30) selected "Strongly Agree," 23.3% (7) "Agree," and 10% (3) each for "Disagree" and "Neutral." These results emphasize that a large number of instructors view CLT as more effective and beneficial for learner outcomes.

Likewise, for item 7, "I believe that CLT is appropriate and necessary for my English course," a considerable majority agree that CLT is necessary in their teaching context. This is consistent with CLT's emphasis on real-life communicative competence as a principal goal of language teaching (Richards & Rodgers, 2014). However, in item 6, "I think using CLT may reduce students' learning of language knowledge," instructors appear divided on whether CLT may negatively affect grammar learning, with responses ranging widely from agreement to disagreement: 10% (3) for "Strongly Agree", 30% (9) "Agree", 23.3% (7) "Neutral", and 36.7%

(11) “Disagree”. This level of uncertainty suggests that there are still challenges with creating a balance between communication and form-focused instruction.

As shown in Table 4.2 (Item 10), “I believe that using CLT might negatively affect students’ test scores,” the results appear to be divided. Although 12 out of 30 participants (40%) disagreed that CLT could reduce students’ test performance, some teachers remained cautious or neutral. These findings align with Libyan research, which has revealed that although teachers hold positive beliefs about CLT, their perceptions can be inconsistent and implementation is uneven (Karash & O’Neill, 2021).

4.1.3 Classroom Practices

Table 4.3 Implementations and Practices

Item 11: I regularly implement CLT principle in my teaching.							
Responses					Mean	St d. Deviation	Level of attitude
SD	D	N	A	SA			
0 0%	2 7.14%	14 50%	12 42%	0 0%	3.36	0.63	Neutral
Item 12: In my classroom, students are encouraged to participate in discussions.							
Responses					Mean	St d. Deviation	Level of attitude
SD	D	N	A	SA			
1 3.33%	0 0%	0 0%	17 56.7%	12 40%	4.27	0.78	Strongly Agree
Item 13: In my classroom, I usually take the role of a facilitator.							
Responses					Mean	St d. Deviation	Level of attitude
SD	D	N	A	SA			
0 0%	0 0%	5 16.7%	14 46.7%	11 36.7%	4.20	0.73	Agree
Item 14: In my experience, students respond positively to CLT-based activities.							
Responses					Mean	St d. Deviation	Level of attitude
SD	D	N	A	SA			
1	2	4	18	5	3.80	0.89	Agree

3.33%	6.67%	13.3%	60%	16.7%			
Item 15: In my classroom, Students frequently engage in pair or group work during my lessons.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	3 10%	7 23.3%	17 56.7%	3 10%	3.67	0.89	Agree

Instructors' classroom practices and perceptions of student engagement similarly reflect both support and some reservations. As indicated in Table 4.1 (Items 11, 12, and 13), although a substantial number of instructors report incorporating CLT techniques, many remain neutral regarding the frequency of their implementation. For Item 11, "I regularly implement CLT principles in my teaching," 42% (12 of 28) selected "Agree," 50% (14) "Neutral," and 7.14% (2) "Disagree." Item 12, which examines whether students are encouraged to participate in discussions, shows that 56.7% (17 of 30) selected "Agree" and 40% (12) "Strongly Agree," with only 3.33% (1) selecting "Strongly Disagree." Similarly, Item 13, which addresses whether teachers take the role of a facilitator, shows that 46.7% (14) selected "Agree," 36.7% (11) "Strongly Agree," and 16.7% (5) "Neutral." These results indicate a general alignment with the student-centred and interactive classroom philosophy of CLT (Richards & Rodgers, 2014).

Nevertheless, many instructors value discussion-based classrooms and prefer to adopt the facilitator role defined within CLT frameworks. For item 14, in terms of students' responses, more than half of instructors believe their learners react positively to communicative tasks, although a small group disagree or express uncertainty. Item 15 shows that collaborative learning activities, such as pair or group work, are commonly used by most instructors. Yet, more than a quarter remain unsure or report limited use, suggesting that some practical challenges may affect their regular application. These findings reflect the gap between belief and practice frequently documented in Libya, where teacher beliefs may support CLT but classroom realities (time, class size, resources) hinder consistent implementation.

4.1.4 Challenges and Limitations in Implementing CLT

Table 4.4 Challenges and Limitations

Item 16: I find that a lack of teaching resources is a major challenge in implementing CLT.							
Responses					Mean	St d. Deviation	Level of attitude
SD	D	N	A	SA			
0 0%	0 0%	3 10.3%	15 51.7%	11 37.9%	4.28	0.63	Strongly Agree
Item 17: I find that a lack of classroom equipment makes it difficult to apply CLT effectively.							
Responses					Mean	St d. Deviation	Level of attitude
SD	D	N	A	SA			
0 0%	0 0%	3 10%	10 33.3%	17 56.7%	4.47	0.67	Strongly Agree
Item 18: I believe that insufficient training opportunities limit teachers' ability to implement CLT.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
1 3.6%	0 0%	6 21.4%	17 60.7%	4 14.3%	2.86	0.69	Agree
Item 19: I find that large class sizes make the use of CLT difficult in my classroom.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			

0 0%	4 13.3%	5 16.7%	8 26.7%	13 43.35%	4.00	1.09	Agree
Item 20: I believe that Students' low level of English proficiency is a challenge when using CLT.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	4 13.8%	10 34.5%	9 31%	6 20%	3.59	0.99	Agree
Item 21: I find that limited class time makes it difficult to fully apply CLT principles.							
Responses					Mean	St d. deviation	Level of attitude
SD	D	N	A	SA			
0 0%	1 3.45%	1 3.45%	12 41.4%	15 51.7%	4.41	0.76	Strongly Agree

As can be seen in Table 4.4, it shows the main challenges that hinder the effective application of the Communicative Language Teaching (CLT) approach in Sabratha secondary schools. Overall, the findings reveal that while teachers generally support the CLT philosophy, they face several contextual barriers related to resources, class conditions, student s' language proficiency, and time limitations.

For item 16, it asked whether a lack of resources makes it difficult to implement CLT. The findings show a strong agreement among participants, with 11 instructors (37.9%) selecting "Strongly agree" and 15 (51.7%) choosing "Agree", while only three (10.3%) remained "Neutral". These results indicate that insufficient resources are perceived as a significant barrier to effective CLT application.

Similarly, item 17, which focused on the lack of classroom equipment, reveals a comparable pattern. More than half of the respondents (56.7%, 17 of 30) "Strongly agree", and one third (33.3%, 10 of 30) "Agree" that the absence of adequate classroom tools hinders the implementation of CLT, while a small portion (10%) remain "Neutral".

Item 18 examined whether insufficient teacher training contributes to the difficulty of implementing CLT. A clear majority supported this view, as 17 of 28 respondents (60.7%) "Agree" and four (14.3%) "Strongly agree", while six (21.4%) were "Neutral" and only one

(3.6%) “Strongly disagree”. These findings suggest that inadequate professional development opportunities remain a notable obstacle to successful CLT implementation.

In relation to classroom conditions, item 19 investigated whether large class sizes limit the use of CLT. Nearly half of the participants (43.3%, 13 of 28) “Strongly agree”, and more than one quarter (26.7%, 8 of 28) “Agree” that large classes pose a challenge, whereas five (16.7%) were “Neutral” and four (13.3%) “Disagree”. This implies that managing communicative tasks in overcrowded classrooms remains a key practical concern for many instructors.

Item 20 explored whether students’ low English proficiency presents a challenge when using CLT. The responses are relatively divided, with ten respondents (34.5%) “Neutral”, nine (31%) “Agree”, six (20%) “Strongly agree”, and four (13.8%) “Disagree”. More than half of the respondents therefore believe that limited student proficiency constrains effective communication, a notable proportion remain uncertain.

Finally, item 21 asked whether limited class time makes it difficult to apply CLT. The results show strong consensus, as 15 respondents (51.7%) “Strongly agree” and 12 (41.4%) “Agree”, while only one instructor each (3.45%) selected “Neutral” or “Disagree”. This indicates that insufficient time prevents teachers from conducting meaningful communicative activities, particularly within Libya’s 40-45 minute class sessions.

In summary, the results from Table 4.1,4.2,4.3 and 4.4 show that Libyan EFL instructors face substantial practical and contextual challenges when implementing CLT. The main barriers include a lack of resources and classroom equipment, limited training opportunities, large class sizes, low student proficiency, and restricted class time.

4.2 Qualitative Data Analysis

This section presents the main themes that emerged from the interviews with ten Libyan EFL secondary school teachers. The analysis revealed five overarching themes: Teachers’ Understanding of CLT, Classroom Practice and Adaptation of CLT, Challenges and Structural Constraints, Cultural Factors Shaping Classroom Interaction, and The Role of University Preparation and Professional Development. These five main themes reflect teachers’ beliefs, experiences, and classroom realities within the Libyan educational context.

4.2.1 Teachers' Understanding of CLT

Across all participants, CLT was consistently described as a method that emphasizes meaningful communication, interaction, and real-life language use. However, the depth of teachers' understanding varied. Several teachers expressed a genuine appreciation for communicative teaching. For example, (TB) explained: *"I admire CLT because it makes English alive in my classroom. When students talk and share ideas, I feel the language is breathing, not something written only in the book"*. (TH) highlighted the practical value of CLT, noting that it enables students to "*use English as a language, not only as a subject"*.

At the same time, some teachers showed only partial understanding of CLT, often blending communicative strategies with grammar-based instruction. As TE admitted: "*I know CLT is about communication, but honestly I still mix it with the traditional method because students expect grammar rules"*.

Overall, this pattern suggests that while teachers recognize the importance of communication in language learning, many still rely on traditional approaches.

4.2.2 Classroom Practice and Adaptation of CLT

Although all teachers valued CLT in principle, the way they applied it in their classrooms differed depending on their context and confidence. Many teachers tried to adapt CLT creatively by using small communicative activities within the limits of large classes and short lessons. For example, TF described an innovative everyday routine by saying: *"Every class I start with a two-minute speaking challenge. Even shy students must say something… This small activity changed the whole energy of the lesson"*. From another perspective, some teachers chose to combine traditional and communicative methods, as TE explained: *"I use CLT, but I do not throw away the grammar method. I blend them… especially when I see that students need structure."*.

Teachers with stronger English backgrounds showed even more confidence in implementing CLT. For example, TB shared: *"I play games with them, asking them questions, they have to answer using the language… And I use a technique, I try to choose one day of the week, and I come to the class and write a sentence on the board. No Arabic at the class"*. These examples illustrate how teachers use their training, creativity, and language proficiency to make CLT work in their own classrooms.

4.2.3 Challenges and Structural Constraints

Every participant reported significant barriers that limited full implementation of CLT. The most frequently mentioned challenges included overcrowded classrooms, short class periods, and exam-driven teaching, issues widely noted in previous Libyan research (Orafi & Borg, 2009).

4.2.3.1 Overcrowded Classes and Time Pressure

The majority of the participants in this study reported that overcrowded classes and time pressure are the biggest challenges when implementing CLT in the classrooms. Because they were willing to engage all students in shared activities, but the time and class size prevented them.

One of the issues that several teachers pointed out clearly in their interviews was how crowded classrooms and the short teaching time together make it difficult to use CLT effectively. As TD explained, *"The classroom is crowded, and 45 minutes is not enough to do CLT activities"*. And TH also added *"My class is full of students and the time is only 40 minutes, and of course with the syllabus fatness it is so hard to apply CLT activities"*. These comments show that when there are too many students in the room, the teacher spends more time trying to organise groups, keep students on task, and manage movement. Because the lesson is only 40–45 minutes, much of the time is used on basic classroom control rather than on meaningful communication tasks. In this way, the lack of time makes the problem of overcrowded classes even harder, and together they limit the teacher's ability to create real opportunities for interaction, discussion, and student participation.

4.2.3.2 Exam-Oriented System

Several teachers explained that the exam-driven nature of the Libyan educational system directly restricts their ability to use CLT. TA noted that *"some students do not like to use this way because their focus is only on structures and on what is in the book. They want the final information they need for the exam"*. This shows how many students are more interested in memorising answers than participating in communicative tasks. TJ added, *"The exam asks for grammar and reading… not speaking. So even if I want CLT, the system pulls me back"*. This comment highlights how the structure of the exams encourages teachers to focus on accuracy and written skills rather than speaking and interaction. Together, these views show how exam

pressure shapes both teaching and learning, making it harder for teachers to create communicative lessons even when they personally value CLT.

4.2.3.3 Underuse of Teacher's Book

One challenge raised by teachers is the underuse of the teacher's book, despite its strong pedagogical value. TA said, *"The teacher's book has very good ideas, but many teachers think it will waste time"*. (TH) clarified saying, *"The instructions inside the teacher's book is so obvious, they mention when and where you need to do pair work and group work and so on but unfortunately most of the teachers don't take it seriously"*.

This reflects a broader pattern where teachers rely on familiar, exam-focused routines and avoid materials that require extra preparation or more interactive methods. The teacher's book, however, was designed to support modern, communicative teaching. For example, it states that the course "*gives students the opportunity to expand their knowledge of English and become more fluent users of the language"* (*21st Century English for Libya: Teacher's Book*, Secondary 1, p. 4). This emphasis aligns directly with CLT principles. Yet many teachers feel pressured to prioritise grammar coverage and textbook progress rather than creative tasks.

4.2.3.4 Lack of Resources

Many teachers highlighted that the absence of adequate resources and technology in Libyan schools creates a significant obstacle to implementing CLT effectively. TD noted that, "*Of course there are challenges, the schools in Libya don't have technology or enough resources*". This reflects the structural limitations in classrooms, such as a lack of audio-visual equipment, teaching materials, or appropriate furniture for group work. Without these resources, teachers struggle to carry out communicative activities like pair work, role-plays, and listening tasks, and often have to rely on teacher-centred, textbook-focused methods. Consequently, even teachers who value CLT find it difficult to translate their pedagogical beliefs into practice. This issue has been widely reported in EFL research, where insufficient materials consistently limit the application of communicative and interactive teaching methods.

4.2.4 Cultural Factors Shaping Classroom Interaction

Teachers highlighted that cultural norms and traditional educational beliefs strongly influence classroom interactions and the implementation of CLT in Libyan schools. TA explained that

many teachers have been trained to use teacher-centred methods and often misunderstand the goals of the modern curriculum, which emphasizes student-centred, communicative approaches: "*Many teachers grow with the concept that teaching must be teacher-centred and also they misunderstand the target of the book… we have to change from a traditional, grammar-translation method"*. TH added *"culture norms affect how students interact and participate in the classrooms, especially females"*. This explained that cultural norms can affect how students interact and participate, pointing to issues such as shyness, gender dynamics, which can limit students' willingness to speak and take risks in class.

4.2.5 Role of University Preparation and Professional Development

Many teachers explained that their undergraduate training played a major role in shaping their teaching identity, especially their preference for CLT. TC shared how university instructors actively encouraged speaking: *"Because my university teachers pushed us to speak English every day, I became more comfortable using CLT...They shaped my identity as a teacher"*. TH described how exposure to modern teaching approaches at university directly influenced their classroom practices: "*My undergraduate teachers used modern methods… I adopted CLT because of them"*.

For some teachers, the influence was even more personal. They spoke about imitating their favourite instructors**,** saying things like *"Most of the games I use I gained from my undergraduate training… He used very clever games"* (TB). And *" I still imitate my favourite teacher, he is so creative"* (TH). These statements show that teachers often carry forward the methods, activities, and classroom styles they experienced during their own education. Positive role-models at university appear to help teachers build confidence in communicative methods and encourage creativity in lesson planning.

In summary, the qualitative findings reveal a complex picture: teachers highly value CLT, understand its core principles, and attempt to integrate communicative activities into their lessons. However, large class sizes, limited resources, cultural expectations, and gaps in practical training continue to restrict full implementation. Teachers also stressed the need for stronger Ministry support, more hands-on professional development, and assessment reforms that match the communicative goals of the curriculum.

4.3 Summary of the Chapter

The overall findings indicate that Libyan EFL teachers hold a generally positive attitude toward Communicative Language Teaching. Quantitatively, most instructors reported strong familiarity with CLT principles and viewed it as more effective than traditional methods, valuing student-centred learning, interaction, and the teacher's role as a facilitator. Qualitative data reinforced this enthusiasm: many teachers described CLT as making English "*alive*," encouraging participation, and improving students' confidence.

However, both data sets revealed significant challenges that limit full implementation. Teachers expressed uncertainty about balancing CLT with grammar-focused instruction, and many struggled to apply CLT consistently. Common obstacles included large classes, limited time, exam-oriented teaching, and material issues strongly echoed in interview insights. Teachers also highlighted cultural expectations and the absence of institutional support as key barriers. Overall, while instructors recognise the value of CLT and attempt to integrate its principles, broader structural and contextual constraints continue to restrict its practical application.

CHAPTER FIVE
DISSCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents a detailed discussion of the main findings emerging from the quantitative and qualitative data collected in this study. The discussion focuses on interpreting what the data reveal about teachers' experiences, beliefs, and practices related to Communicative Language Teaching (CLT) in Libyan secondary school classrooms. The findings are examined in relation to relevant literature on CLT, with particular attention to how they confirm, extend, or challenge previous studies conducted in similar EFL contexts. By integrating insights from questionnaire results and interview data, this chapter highlights both shared patterns and contrasting perspectives among teachers.

5.1 Discussion Related to the Quantitative Finding

This section discusses the quantitative findings related to teachers' perceptions and understanding of Communicative Language Teaching (CLT). The discussion is organized according to the four main sections of the questionnaire: (1) familiarity and understanding of CLT, (2) attitudes and beliefs toward CLT, (3) classroom practices, and (4) perceived challenges and limitations. The findings are interpreted in light of previous studies.

The questionnaire results indicate that most EFL teachers at Sabratah Secondary Schools reported a high level of familiarity with CLT principles. A large proportion of participants agreed or strongly agreed that they understand the main ideas of CLT, suggesting that communicative teaching is not a new or unfamiliar concept within the Libyan secondary school context. This finding is consistent with Hussein (2018), who found that Libyan secondary school teachers generally demonstrate awareness of CLT concepts and are able to explain its principles at a theoretical level. However, Hussein also pointed out that such awareness does not automatically lead to consistent implementation in classrooms. Similarly, Algwil (2023) reported that while Libyan EFL teachers are aware of CLT and its focus on communication, the depth of their understanding varies among individuals. These findings suggest that although teachers possess foundational knowledge of CLT, this knowledge may remain limited to theory for some teachers.

Regarding to the attitude, the findings reveal that teachers hold largely positive attitudes toward CLT and believe in its effectiveness in improving students' language proficiency and communicative ability. Most participants agreed that CLT enhances students' communication skills and supports meaningful language use, reflecting strong belief in its pedagogical value. These results align with Hussein's (2018) study, which showed that Libyan EFL teachers view CLT as beneficial for developing speaking skills and communicative competence, even when they are unable to apply it fully in practice. The findings are also consistent with earlier studies indicating that teachers often express positive beliefs about Communicative Language Teaching and its effectiveness in improving students' communicative ability (Littlewood, 2007). Algwil (2023) also found that teachers perceive CLT as more effective than traditional methods, particularly in increasing students' confidence and oral participation. The consistency across these studies suggests that positive attitudes toward CLT are widely shared among Libyan EFL teachers.

With regard to classroom practices, the findings show that teachers generally support student-centred teaching and interactive classrooms, which are key principles of CLT. Many teachers expressed agreement with the idea that learners should actively participate through discussion, pair work, and group activities. However, a noticeable number of teachers selected neutral responses, indicating some uncertainty or hesitation. This mixed response reflects Hussein's (2018) observation that although teachers support learner-centred approaches in theory, they often struggle to move away from teacher-centred practices due to contextual pressures such as large class sizes, limited time, and exam demands. Algwil (2023) similarly reported that teachers support student-centred instruction but feel constrained by institutional expectations and syllabus requirements. The present findings suggest that teachers' classroom practices are shaped not only by beliefs but also by practical realities.

In addition to their perceptions, attitude, and classroom practices, the quantitative findings reveal that teachers face several challenges and limitations associated with implementing Communicative Language Teaching. A large proportion of participants agreed that contextual constraints significantly affect their ability to apply CLT effectively in their classrooms. Among the most frequently reported challenges were limited instructional time, large class sizes, lack of teaching resources, insufficient training, and student's low proficiency . These findings suggest that teachers' difficulties with CLT are related to structural and institutional factors that shape

classroom realities. This result strongly supports Hussein's (2018) findings, which indicated that Libyan EFL teachers often experience tension between the communicative goals of the curriculum and the practical constraints of the school environment. Hussein emphasized that time limitations and overcrowded classrooms frequently force teachers to adopt teacher-centred practices, even when they value communicative approaches.

An important finding concerns teachers' views on the relationship between CLT and grammar instruction. The results show divided opinions, with some teachers expressing concern that CLT may reduce students' grammatical knowledge, while others disagreed. This reflects an ongoing tension between communicative and form-focused approaches in EFL classrooms. Hussein (2018) reported similar concerns among Libyan teachers, noting that many fear that prioritizing communication may negatively affect grammatical accuracy, particularly in an exam-oriented system. Despite this concern, most teachers in the present study agreed that CLT is more effective than traditional teaching methods. This supports Hussein's (2018) conclusion that teachers often value CLT more highly than traditional approaches, even if they continue to rely on traditional practices in reality. Algwil (2023) also found that teachers tend to adopt a balanced approach, combining CLT with traditional methods to meet assessment and curriculum demands.

In summary, the findings of the questionnaire indicate that teachers at Sabratah Secondary Schools demonstrate strong awareness of CLT principles and hold positive perceptions of its effectiveness. However, their understanding and application of CLT are influenced by contextual constraints, particularly regarding grammar teaching and classroom feasibility.

5.2 Discussion Related to the Qualitative Findings

This section discusses the qualitative findings related to teachers'understanding and classroom practices, with particular emphasis on the challenges they face when implementing Communicative Language Teaching (CLT).The discussion is organized around the main themes that emerged from teachers' responses: limited instructional time, lack of teaching resources, large class sizes, insufficient training, student-related challenges, and the exam-oriented educational context.

Teachers' understanding of the principles of Communicative Language Teaching plays an important role in determining how effectively it is implemented in the classroom (Richards & Rodgers, 2014). The qualitative data show that teachers generally understand Communicative

Language Teaching as an approach that focuses on real communication, interaction, and meaningful use of English rather than memorization of grammatical rules. Many teachers clearly articulated this understanding through their own classroom experiences. For example, one teacher strongly expressed personal belief in CLT. This reflects a clear awareness of CLT's central aim, which is to enable learners to use English as a tool for communication rather than treating it as a purely academic subject.

Other teachers similarly defined CLT in terms of communication and interaction, while also explaining how they apply it in practice. At the same time, some acknowledged that CLT can be challenging, especially when students are unfamiliar with communicative approaches, but emphasized that it helps students gain confidence in using English. This suggests that teachers not only understand CLT conceptually but also recognize the practical difficulties involved in its implementation. From another perspective, Some teachers explained CLT in simpler, classroom-oriented terms, focusing on making lessons active and enjoyable. In addition, some teachers linked CLT with exposure to authentic language and real-world tasks. One participant explained:

These findings indicate that teachers associate CLT with communicative competence, interaction, creativity, and authenticity. However, the interviews also suggest that teachers' understanding of CLT is largely shaped by classroom practice and personal experience rather than formal theoretical training. This finding aligns with Hussein (2018), who reports that Libyan EFL teachers generally understand the principles of CLT but tend to interpret them pragmatically, adapting the approach to suit classroom realities and student expectations.

Regarding the Classroom Practice and Adaptation of CLT, the interview findings indicate that teachers strongly believe that Communicative Language Teaching has a positive impact on students' engagement, motivation, and confidence in using English. Teachers repeatedly emphasized that CLT allows students to use English in meaningful and realistic contexts, which makes learning more relevant than traditional grammar-focused methods.

This view was repeated by several participants who observed higher levels of participation when communicative activities were used. One participant explained that students enjoy CLT because "they feel they are actually using English for real purposes, rather than just memorizing rules," highlighting how communicative tasks increase learners' motivation and willingness to speak.

Teachers also confirmed the practical benefits of CLT in developing communicative competence.

These findings indicate that teachers make thoughtful decisions based on their experience, training, and students' needs. Additionally, Savignon (2002) reported that communicative language teaching encourages the use of authentic communication and real-life language use in classroom activities.

In regard to challenges and constraints affecting the implementation of CLT, one of the most frequently reported challenges was limited instructional time combined with large class sizes, which together significantly restrict the implementation of communicative activities. Teachers explained that the short duration of English lessons makes it difficult to plan, conduct, and follow up on communicative tasks that require interaction, monitoring, and feedback. As a result, teachers often prioritize syllabus coverage over meaningful communication.

These findings support Hussein's (2018) observation that time constraints and overcrowded classrooms in Libyan secondary schools push teachers toward teacher-centred instruction and limit opportunities for communicative interaction. They also align with Athawadi's (2019) study, which reported that rigid lesson schedules and time pressure make communicative activities appear impractical within Libyan classrooms. Butler (2011) indicated that large class sizes can make it difficult for teachers to organize communicative activities and manage classroom interaction effectively.

Another major constraint relates to the lack of adequate teaching resources and limited access to technology. Teachers indicated that insufficient materials and the absence of audio-visual aids restrict their ability to design engaging communicative lessons.

In such contexts, teachers tend to rely heavily on textbooks and traditional teaching methods, reducing opportunities for interactive and communicative tasks. This finding is consistent with earlier research which suggested that the absence of authentic teaching materials may limit opportunities for meaningful communication in language classrooms (Nunan, 2004).

Traditional educational beliefs and sociocultural norms were also identified as influential factors shaping classroom interaction and constraining the effective use of CLT. Teachers reported that cultural expectations affect students' willingness to participate, particularly among female students, where shyness, fear of making mistakes, and gender norms reduce oral participation.

In addition, traditional beliefs about teaching roles were highlighted. One participant explained that many teachers were trained in teacher-centred methods and often misunderstand the communicative goals of the current curriculum. This result is consistent with previous research

which suggests that traditional educational values and cultural expectations about teacher authority may limit the adoption of communicative teaching practices (Hu, 2002; Littlewood, 2007).

The exam-oriented nature of the educational system emerged as another significant challenge. Teachers acknowledged that assessment practices prioritize grammar, reading, and written accuracy, while speaking and communicative competence are largely ignored. This pressure encourages teachers to focus on exam preparation rather than communicative practice. The finding consistent with previous research which suggests that examination systems that emphasize grammatical accuracy and written knowledge may discourage teachers from using communicative teaching methods (Hu, 2002). Additionally, assessment practices that prioritize linguistic accuracy rather than communicative competence may encourage teachers to rely on traditional instructional approaches (Nunan, 2004; Richards, 2006).

According to the *English for Libya* Teacher's Book, the course is designed to integrate a general English syllabus with key 21st-century skills, including "collaboration (pair work and group work), critical thinking and problem-solving" (Curricula and Educational Research Centre, 2019, p.6). Despite the central role of the Teacher's Book in guiding communicative classroom practices, interview data reveal that it is frequently underused by teachers, which emerged as a significant constraint on effective CLT implementation. Several teachers emphasized that the Teacher's Book provides clear and practical guidance on how and when to apply communicative activities.

These comments suggest that the limited use of the Teacher's Book is not due to a lack of guidance, but rather to teachers' perceptions and beliefs about classroom efficiency and time constraints. Consequently, the Teacher's Book is often ignored or only partially consulted, reducing its effectiveness in supporting communicative, student-centred instruction. This finding is consistent with Almunawaroh and Steklács (2025), who argue that teachers' pedagogical beliefs play a significant role in shaping how curriculum materials and supplementary resources are interpreted and applied in actual classroom practice.

Finally, the interviews revealed that undergraduate training plays a significant role in shaping teachers' pedagogical identities and openness to CLT. Several teachers explained that being encouraged to speak English at university and being exposed to modern, interactive teaching approaches increased their confidence in using CLT. This supports Al-Jamal and Al-Jamal's

(2014) finding that teachers who experience communicative and interactive instruction during their university education are more likely to adopt similar approaches in their professional practice.

However, despite this positive influence, teachers emphasized that contextual constraints such as large class sizes, limited resources, cultural expectations, and exam-oriented assessment continue to restrict full implementation of CLT. Several studies conducted in different EFL contexts have reported that teachers generally express positive attitudes toward Communicative Language Teaching; however, a gap often exists between teachers' beliefs and their classroom practices due to contextual constraints such as large class sizes, limited resources, and exam-oriented educational systems (Alghamdi, 2021; Althagafi, 2023; Diouani, 2020; Sotlikova & Sugirin, 2016; Sunar, 2018).

5.3 Integration of the Quantitative and Qualitative Data

Triangulation of the quantitative and qualitative data provides a more comprehensive understanding of Libyan EFL teachers' perspectives on Communicative Language Teaching (CLT) and the challenges associated with its implementation. Overall, the two data sets strongly complement each other and reveal a consistent pattern: while teachers demonstrate positive attitudes toward CLT and awareness of its principles, their classroom practices are constrained by contextual, institutional, and cultural factors.

The quantitative findings indicate that teachers generally hold positive perceptions of CLT and acknowledge its effectiveness in improving students' communicative competence. High mean scores in items related to the value of student-centred teaching and the importance of communication suggest that teachers conceptually support CLT. These results are reinforced by the qualitative interview data, in which teachers repeatedly described CLT as focusing on *"real communication," "interaction,"* and *"using English in meaningful ways"*. Teachers' statements such as *"it helps students use English as a language, not only as a subject"* (TH) and *"it boosts their confidence"* (TI) provide concrete classroom-based explanations for the positive attitudes reflected in the questionnaire responses.

At the same time, triangulation reveals a clear gap between beliefs and practice. Quantitatively, several questionnaire items indicated hesitation toward full CLT implementation, particularly in relation to grammar accuracy, time limitations, and classroom management. These tendencies are

explained in depth by the qualitative data. Teachers described how limited instructional time and large class sizes force them to prioritise syllabus completion and exam preparation over communicative activities. This finding aligns with Hussein's (2018) conclusion that time pressure and overcrowded classrooms push teachers toward teacher-centred instruction, and with Athawadi's (2019) argument that communicative activities are often viewed as impractical within rigid lesson schedules.

Triangulation also highlights the role of assessment and curriculum materials. Quantitative data suggest that teachers feel constrained by the examination system, while interview data clarify how grammar-focused exams discourage communicative teaching. Teachers openly acknowledged that *"the exam asks for grammar and reading… not speaking"* (TJ), which explains why CLT is often reduced to limited activities. Similarly, while questionnaire results indicate moderate use of communicative materials, qualitative findings reveal the underuse of the *English for Libya* Teacher's Book, despite its strong alignment with CLT principles. Teachers noted that although the Teacher's Book clearly promotes pair work, group work, and student-centred practices, many teachers ignore it due to time concerns or entrenched teaching habits. This supports Almunawaroh and Steklács's (2025) claim that teachers' pedagogical beliefs strongly influence how curriculum materials and supplementary guides are actually used in classrooms.

Finally, triangulation sheds light on the influence of teachers' backgrounds and sociocultural factors. While the quantitative data show general agreement on the value of CLT, the interviews reveal that teachers' undergraduate training plays a crucial role in shaping their confidence and willingness to implement communicative approaches. Teachers who experienced interactive, communicative instruction at university reported greater confidence and creativity in using CLT. At the same time, cultural norms particularly related to gender, shyness, and fear of making mistakes were identified qualitatively as barriers to student participation, helping to explain why communicative interaction remains limited despite positive teacher attitudes. These findings are consistent with Hussein (2018), who notes that sociocultural expectations and traditional classroom norms continue to influence interaction patterns in Libyan EFL classrooms.

In summary, the triangulation of quantitative and qualitative data confirms that Libyan EFL teachers value CLT and understand its principles, but face systemic and contextual constraints that limit its full implementation. By combining statistical trends with teachers' lived

experiences, this study provides a more nuanced and credible account of the realities of CLT in Libyan secondary schools.

5.4 Conclusion of the Whole Study

This study was conducted to investigate Libyan EFL teachers' perceptions and understanding of Communicative Language Teaching (CLT) at the secondary school level. It also aimed to explore the challenges teachers face when implementing CLT in their classrooms. To achieve these aims, the study adopted a mixed-methods approach, using both quantitative and qualitative data. A structured questionnaire and semi-structured interviews were employed as the main research instruments. The quantitative data were analysed statistically, while the qualitative data were transcribed and examined using thematic analysis. Together, these methods provided a comprehensive picture of teachers' perceptions and classroom practices related to Communicative Language Teaching (CLT).

The quantitative findings indicated that the majority of teachers hold positive attitudes toward CLT and recognise its importance in developing students' communicative competence. Teachers largely agreed on the value of interaction, student participation, and meaningful language use. However, the results also revealed a clear difference between teachers' awareness of CLT principles and their actual classroom implementation. Although teachers demonstrated a general understanding of CLT, many reported difficulties in applying its principles consistently in daily teaching practice.

The qualitative findings helped to explain this gap by highlighting a range of contextual and pedagogical challenges that hinder effective CLT implementation. The main demonstrated Challenges are limited Instructional time, large class size exam-oriented system, and lack of teaching recourses. As a result, teachers often feel pressured to prioritise syllabus coverage and examination preparation, which leads them to rely more heavily on traditional, teacher-centred approaches rather than communicative methods.

Another important finding of the study is the strong influence of teachers' prior educational experiences on their current teaching practices. Teachers who reported positive undergraduate training experiences particularly those exposed to communicative and interactive teaching methods tended to demonstrate greater confidence, creativity, and openness toward CLT. Many

of these teachers referred to former university instructors as role models, indicating that earlier learning experiences continue to shape their pedagogical beliefs and classroom decisions.

Another important finding of this study is the limited use of the Teacher's Book, an issue that has not been widely discussed in previous research. Although the *English for Libya* Teacher's Book is explicitly designed to support Communicative Language Teaching through clear guidance on pair work, group activities, and student-centred instruction (Curricula and Educational Research Centre, 2019), the interview data revealed that it is often ignored or only partially used by teachers. Time pressure, large classes, and the belief that following the Teacher's Book may slow lesson progress were commonly cited reasons. While previous research on CLT in Libya has largely focused on constraints such as class size, examinations, and limited resources, the role of the Teacher's Book has received little attention. By highlighting this issue, the present study draws attention to the gap between curriculum support materials and their actual use in classrooms, suggesting that effective CLT implementation depends not only on curriculum design but also on teachers' engagement with available pedagogical guidance.

Finally, teachers offered constructive suggestions for improving CLT implementation. They emphasised the need for stronger alignment between curriculum objectives, assessment systems, teacher training, and classroom realities. Overall, the findings presented and discussed in Chapters Four and Five illustrate that while Libyan EFL teachers value CLT and understand its potential benefits, effective implementation remains constrained by systemic, institutional, and contextual factors.

5.5 Limitations of the Study

This study has several limitations that should be acknowledged. First, the research was conducted only in Sabratah secondary schools, which may limit the generalisability of the findings to other regions in Libya where educational conditions and institutional support may differ. Second, the study focused solely on teachers' perspectives and did not include classroom observations or students' views, which could have provided deeper insights into how Communicative Language Teaching (CLT) is enacted in actual classroom practice.

Third, the data collection relied mainly on a questionnaire and semi-structured interviews. While these tools were effective in capturing teachers' perceptions and reported practices, they do not allow for direct observation of classroom interaction. The inclusion of classroom observations

could have strengthened the study by providing first-hand evidence of how CLT principles are implemented and by revealing possible gaps between teachers' reported beliefs and their real teaching practices.

5.6 Implications and Recommendations of the Study

This study highlights that the successful implementation of Communicative Language Teaching depends not only on teachers' positive attitudes toward the approach, but also on the presence of adequate institutional, curricular, and contextual support. Although teachers demonstrate awareness of CLT principles and a willingness to adopt communicative practices, their efforts are often constrained by factors beyond their control. Therefore, improving teacher preparation, classroom conditions, and systemic support is essential for more effective CLT implementation in Libyan secondary schools.

Based on the findings of this study, the following recommendations are proposed:

- The Libyan Ministry of Education is encouraged to provide clearer, more practical guidelines for implementing CLT in secondary school classrooms, along with continuous follow-up and pedagogical support.
- Pre-service and in-service teacher training programmes should place greater emphasis on the practical application of CLT, including classroom management of communicative activities, lesson planning, and adapting CLT to large classes and limited time.
- Regular professional development workshops should be organised to familiarize teachers with the effective use of the Teacher's Book and to highlight its role in supporting communicative, student-centred instruction.
- Schools are encouraged to create opportunities for teachers to collaborate, observe each other's classes, and share successful CLT practices, which may help reduce uncertainty and increase confidence in using communicative methods.
- Curriculum designers and policymakers should ensure stronger alignment between CLT principles and assessment methods by reducing the dominance of grammar-based examinations and including tasks that assess communicative competence.
- Classroom conditions, including class size, instructional time, and the availability of teaching resources, should be gradually improved to allow teachers to implement pair work, group activities, and interactive tasks more effectively.

- Teachers' prior educational experiences and successful classroom practices should be recognised and valued, as they can serve as a powerful source of professional growth and motivation for adopting communicative approaches.

5.7 Suggestions for Further Research

Based on the scope and findings of the current study, the following suggestions are offered for future research:

- Future studies could involve a larger number of teachers from different regions in Libya to provide a broader understanding of CLT implementation.
- Further research could explore the role of undergraduate training and teacher role models in shaping teachers' beliefs and classroom practices.
- Longitudinal studies could investigate how teachers' perceptions of CLT change over time with continued professional development and curriculum reforms.
- Future research could also examine the relationship between assessment practices and teachers' willingness to adopt communicative approaches in the classroom.

REFERENCES

Ajzen, I. (2005). *Attitudes, personality and behavior* (2nd ed.). Open University Press.

Al-Bakbak, O. A. (2019). A study of communicative language teaching in schools in Misurata city: A Libyan context. *Journal of Academic Research*, *7*(2), 85–98.

Alghamdi, A. (2021). The impact of EFL teachers' pedagogical beliefs and practices: Communicative language teaching in a Saudi university context. *English Language Teaching*, *14*(12), 171–182. https://doi.org/10.5539/elt.v14n12p171

Algwil, K. A. (2023). Libyan EFL teachers' perceptions about the implementation of communicative language teaching at a secondary school in Libya. *Journal of Academic Research (Applied Sciences)*, *24*, 1–12.

Al-Issa, A. (2005). The sociocultural underpinnings of communicative language teaching in Oman. *Sultan Qaboos University Journal for Scientific Research: Educational Sciences*, *5*(2), 95–105.

Al-Jamal, D., & Al-Jamal, G. (2014). An investigation of the difficulties faced by EFL undergraduates in speaking skills. *International Journal of English Linguistics*, *4*(4), 134–141. https://doi.org/10.5539/ijel.v4n4p134

Almunawaroh, N. F., & Steklács, J. (2025). The interrelationship between EFL teachers' TPACK, pedagogical beliefs, and curriculum material use approaches. *Education Sciences*, *15*(12), 1647. https://doi.org/10.3390/educsci15121647

Althagafi, W. A. (2023). *Saudi EFL teachers' perceptions of the communicative approach*. *International Journal of Education and Literacy Studies*, *11*(3), 104–111.

Anderson, N. J. (1993). Communicative language teaching: A practical perspective. *TESOL Quarterly*, *27*(3), 471–476.

Athawadi, A. (2019). Factors hindering the implementation of communicative language teaching in Libyan university English classes. *European Journal of English Language Teaching*, *4*(3), 60–74. https://doi.org/10.5281/zenodo.2564001

Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.

Barakat, S., & Milton, S. (2012). How higher education can help Libya recover from war. *The Chronicle of Higher Education*.

Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, *57*(3), 278–287. https://doi.org/10.1093/elt/57.3.278

Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). SAGE Publications.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Continuum.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101.

Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, *1*(2), 89–112. https://doi.org/10.1093/applin/I.2.89

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

Brumfit, C. J. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge University Press.

Brumfit, C. J., & Johnson, K. (Eds.). (1979). *The communicative approach to language teaching*. Oxford University Press.

Burnaby, B., & Sun, Y. (1989). Chinese teachers' views of Western language teaching: Context informs paradigms. *TESOL Quarterly*, *23*(2), 219–238. https://doi.org/10.2307/3587334

Butler, Y. G. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, *31*, 36–57. https://doi.org/10.1017/S0267190511000122

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1–47. https://doi.org/10.1093/applin/1.1.1

Candlin, C. N. (Ed.). (1981). *The communicative teaching of English: Principles and an exercise typology*. Longman

Carless, D. (2007). The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong. *System*, *35*(4), 595–608. https://doi.org/10.1016/j.system.2007.09.003

Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

Curricula and Educational Research Centre. (2019). *English for Libya: Secondary 2 scientific section teacher's book*. Ministry of Education; Garnet Publishing Ltd.

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill

Diouani, A. E. (2020). *Communicative language teaching in the Moroccan classroom: Perceptions, practices, and difficulties*. *Journal of Foreign Language Teaching and Learning*, *5*(2), 135–154. https://doi.org/10.18196/ftl.5251

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Evans, J. R., & Mathur, A. (2018). The value of online surveys. *Internet Research*, *28*(4), 854–887. https://doi.org/10.1108/IntR-03-2018-0089

Gray, D. E. (2014). *Doing research in the real world* (3rd ed.). SAGE Publications.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods*, *18*(1), 59–82. https://doi.org/10.1177/1525822X05279903

Guest, G., Namey, E., & Saldaña, J. (2014). *Collecting and analyzing qualitative data*. SAGE Publications.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.

Hu, G. (2002). Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China. *Language, Culture and Curriculum*, *15*(2), 93–105. https://doi.org/10.1080/07908310208666636

Hussein, S. (2018). *Factors affecting the implementation of communicative language teaching in Libyan secondary schools* (Doctoral dissertation, Sheffield Hallam University).

Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin Books.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, *1*(2), 112–133. https://doi.org/10.1177/1558689806298224

Kachru, B. B., & Nelson, C. L. (1996). World Englishes. In S. L. McKay & N. H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 71–102). Cambridge University Press.

Karash, R., & O'Neill, K. (2021). *Designing and conducting online surveys*. American Evaluation Association.

Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, *50*(3), 187–198. https://doi.org/10.1093/elt/50.3.187

Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher*, *42*(8), 846–854. https://doi.org/10.1080/0142159X.2020.1755030

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Lawrence Erlbaum Associates.

Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). SAGE Publications.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.

Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, *32*(4), 677–703. https://doi.org/10.2307/3588000

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, *22*(140), 1–55.

Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.

Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, *58*(4), 319–326. https://doi.org/10.1093/elt/58.4.319

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, *40*(3), 243–249. https://doi.org/10.1017/S0261444807004363

Long, M. H. (1985). Input and second language acquisition theory. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 377–393). Newbury House.

Mizell, H. (2010). *Why professional development matters*. Learning Forward.

Morrow, K. (1981). Principles of communicative methodology. In K. Johnson & K. Morrow (Eds.), *Communication in the classroom* (pp. 59–66). Longman.

Musthafa, B. (2001). *Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in the classroom practice*. *Journal of Southeast Asian Education*, *2*(2), 296–308.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.

Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative language teaching in Libya. *TESOL Quarterly*, *43*(2), 243–266. https://doi.org/10.1002/j.1545-7249.2009.tb00166.x

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Penner, J. (1995). Change and conflict: Introduction of the communicative approach in China. *TESL Canada Journal*, *12*(2), 1–17.

Prabhu, N. S. (1987). *Second language pedagogy*. Oxford University Press.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Regnault, A., Willgoss, T., & Barbic, S. (2018). Towards the use of mixed methods inquiry as best practice in health outcomes research. *Journal of Patient-Reported Outcomes, 2*(1), Article 19. ht

Rivers, W. M. (1987). *Interactive language teaching*. Cambridge University Press.

Rogan, J. M., & Grayson, D. J. (2003). *Towards a theory of curriculum implementation with particular reference to science education in developing countries*. *International Journal of Science Education, 25*(10), 1171–1204.

Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner* (2nd ed.). Heinle & Heinle.

Sánchez Pérez, A. (1991). *Historia de la enseñanza del español como lengua extranjera*. SGEL.

Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): Practical understandings. *The Modern Language Journal, 83*(4), 494–517. https://doi.org/10.1111/0026-7902.00037

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6th ed.). Pearson Education.

Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.

Sherwani, S. H. T., & Kılıç, M. (2017). Teachers' perspectives of the use of communicative language teaching in ELT classrooms: A case of Soran District of Northern Iraq. *Arab World English Journal*, *8*(3), 193–203. https://doi.org/10.24093/awej/vol8no3.13

Sotlikova, R., & Sugirin, S. (2016). Teachers' perceptions on using communicative language teaching in the English class. LingTera, 3(2), 203–209. https://doi.org/10.21831/lt.v3i2.11137

Sunar, R. (2018). *Use of communicative language teaching in EFL classroom: Teachers' perceptions and practices* (Master's thesis). Tribhuvan University, Nepal

Tashakkori, A., & Teddlie, C. (Eds.). (2010). *SAGE handbook of mixed methods in social & behavioral research* (2nd ed.). SAGE Publications.

Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal*, *50*(1), 9–15. https://doi.org/10.1093/elt/50.1.9

Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.

Trim, J. L. M. (1981). *Some possible lines of development of an overall structure for a European unit/credit scheme for foreign language learning by adults*. Council of Europe.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Pearson.

Wilkins, D. A. (1976). *Notional syllabuses*. Oxford University Press

APPENDICES

Appendix A

A Questionnaire On Instructors' Perspective towards CLT

Dear instructors

Thank you for taking the time to participate in this survey. My name is **Malak Abdulmalek**, and I am currently pursuing a Master's degree in Applied Linguistics. The purpose of this survey is to gather valuable insights into instructors' perception of **Communicative Language Teaching (CLT**) as an approach to language educations.

We are interested in your honest opinions and experiences, please answer the following questions based on your beliefs regarding CLT. The survey only take few minutes of your time to complete. Your honest response will greatly contribute to our understanding of this teaching approach. All responses will remain completely anonymous.

Section 1: Familiarity and understanding of CLT

1- I am familiar with the principles of Communicative Language Teaching (CLT).

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2- I am familiar with the main features of CLT, including real-life communication and interaction rather than memorization of grammar rules.

Strongly agree

- Agree
- Neutral

- Disagree
- Strongly disagree

3- I understand that CLT emphasizes student-centred teaching.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Section 2: Attitudes and Beliefs toward CLT

4. I believe that CLT effectively enhances students' overall language proficiency.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
5. I believe that CLT improves students' communicative ability in English.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
6. I think that using CLT may reduce students' focus on explicit language knowledge, such as grammar.
   - Strongly agree

- Agree
- Neutral
- Disagree
- Strongly disagree

7. I believe that CLT is appropriate and necessary for my English course.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
8. I believe that CLT is more effective than traditional language teaching methods.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
9. I believe that student-centered teaching is difficult to implement in secondary school classrooms.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
10. I am concerned that using CLT may negatively affect students' examination results.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Section 3: Implementations and Practise of CLT

11. I regularly implement CLT principles in my teaching.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
12. In my classroom, students are encouraged to participate in discussions.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
13. In my classroom, I usually take the role of a facilitator.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

14. In my experience, students respond positively to CLT-based activities.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
15. In my classroom, Students frequently engage in pair or group work during my lessons.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

Section 4 : Challenges and Constraints

16. I find that a lack of teaching resources is a major challenge in implementing CLT.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
17. I find that a lack of classroom equipment makes it difficult to apply CLT effectively.
    - Strongly agree
    - Agree
    - Neutral
    - Disagree

- Strongly disagree

18. I believe that insufficient training opportunities limit teachers' ability to implement CLT.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

19. I find that large class sizes make the use of CLT difficult in my classroom.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

20. I believe that Students' low level of English proficiency is a challenge when using CLT.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21. I find that limited class time makes it difficult to fully apply CLT principles.

- Strongly agree
- Agree
- Neutral

- Disagree
- Strongly disagree

Appendix B

The Interview Questions

1- What is your understanding of communicative Language Teaching (CLT), and how do you integrate it into your lessons?

2- In your experience, how have your students responded to CLT compared to the other teaching methods you've used?

3- Do you think that the practical benefit of CLT is helpful for your students while learning English?

4- Can you mention any challenges when applying CLT in your classes at Sabratha secondary schools?

5- How do cultural or contextual factors in Libya impact your use of CLT in the classroom?

6- How has your undergraduate training and background in English language education effected your way of teaching and influenced your willingness to implement CLT in your classroom?

7- What specific support should the Libya Ministry of education provide to bridge the gap between the current CLT curriculum and the traditional teaching practices of some instructors?

8- In your opinion, what changes could be made at Sabratah secondary schools to better support the implementing of CLT?

Appendix C

Interview Invitation Letter

Dear [.....],

I hope this message finds you well.

I am currently pursuing a Master's degree in Applied Linguistics. As part of my thesis research titled *"Libyan EFL Instructors' Perspectives Towards Using CLT in Their Classes at Sabratha Secondary Schools,"* I am conducting interviews to explore teachers' beliefs, experiences, and challenges related to Communicative Language Teaching (CLT).

I would be honored if you would be willing to participate in a brief interview to share your valuable insights. The interview will take approximately 20–30 minutes and it will be conducted online at any time convenient for you.

Your participation would be greatly appreciated and will contribute significantly to a better understanding of how CLT is viewed and implemented in Libyan secondary schools. Please rest assured that all responses will be kept confidential and used solely for academic purposes.

If you are interested in participating, kindly reply to this message or contact me to arrange a suitable time.

Thank you very much for considering this request.

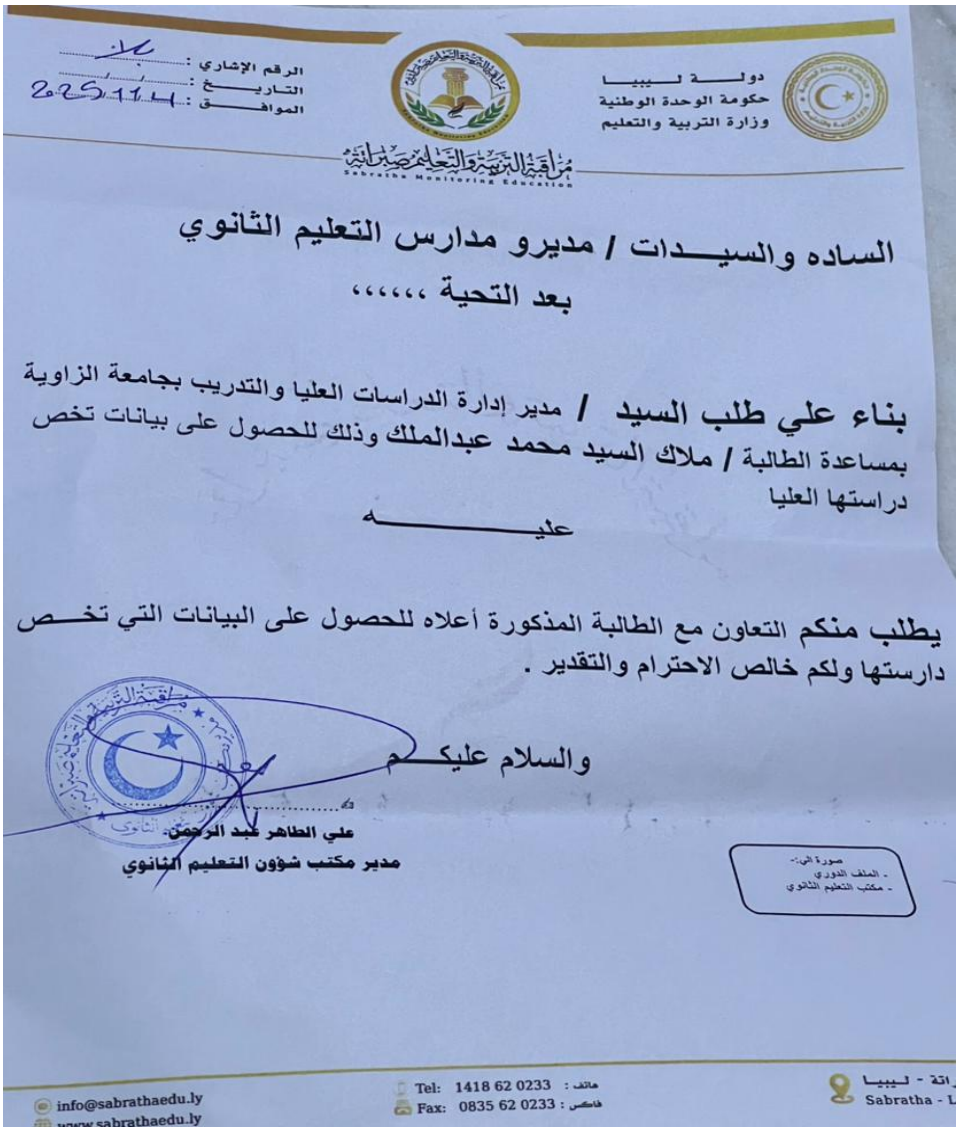
Warm regards,

Malak Abdulmalek

MA Student – Applied Linguistics

Appendix D

The Permission Letter



دولة ليبيا
حكومة الوحدة الوطنية
وزارة التربية والتعليم

مراقبة التربية والتعليم صبراتة
Sabratha Monitoring Education

الرقم الإشاري :
التاريخ :
الموافق : 2025/11/4

السادة والسيدات / مديرو مدارس التعليم الثانوي

بعد التحية ،،،،،

بناء علي طلب السيد / مدير إدارة الدراسات العليا والتدريب بجامعة الزاوية بمساعدة الطالبة / ملاك السيد محمد عبدالملك وذلك للحصول على بيانات تخص دراستها العليا

عليـــــــــــه

يطلب منكم التعاون مع الطالبة المذكورة أعلاه للحصول على البيانات التي تخص دارستها ولكم خالص الاحترام والتقدير .

والسلام عليكم

علي الطاهر عبد الرحمن
مدير مكتب شؤون التعليم الثانوي

صورة الى:-
- الملف الدوري
- مكتب التعليم الثانوي

info@sabrathaedu.ly
www.sabrathaedu.ly
Tel: 1418 62 0233 : هاتف
Fax: 0835 62 0233 : فاكس
Sabratha - Libya