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EFL Teachers' Perspectives on the Use of Communicative Language Teaching in their Classrooms at Secondary Schools in Az-Zawiyah

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Applied Linguistics

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Abstract

This study aims to investigate EFL secondary school teachers' perspectives on the use of Communicative Language Teaching (CLT) and the practical challenges they encounter in implementing its principles in their classrooms in Az-Zawiyah secondary schools. A mixed-methods approach was employed to collect both quantitative and qualitative data. A simple random sampling technique was used to select 15 public schools from a list of 31, and participants from these schools were subsequently recruited using convenience sampling. Quantitative data were gathered via a questionnaire completed by 81 participants, while qualitative data were collected through semi-structured interviews with 12 teachers.

The findings reveal that EFL teachers positively agree with the theoretical principles of CLT. However, their classroom practices are hindered by severe contextual challenges, including lack of teacher professional development, washback effect of traditional examinations, under-resourced schools, limited time, and overcrowded classes. The results also reveal that there is a discrepancy between teachers' perspectives and practices, indicating that aligning teachers' pedagogical understandings with practical implementation requires systematic educational reform.

Considering these insights, the study recommends implementing continuous professional development programs and reforming the examination system to incorporate oral-based assessments. Based on the findings, recommendations are offered for teachers and students and educational institutions. These recommendations might help to apply communicative language teaching approach effectively.

Declaration

I hereby declare that *EFL Teachers' Perspectives on the Use of Communicative Language Teaching in their Classrooms at Secondary Schools in Az-Zawiyah* is my own original work. No part of this dissertation has been previously published or submitted for any other degree or qualification at any other institution or university. All sources of information from the work of other resources that have been quoted or paraphrased are clearly acknowledged and properly cited.

Signature: _____

Date: _____

Dedication

I dedicate this work to my late parents, **Abdulhameed Albishti** and **Asia Algharabli**.

Though you are no longer here to see this milestone, your endless love, your lifelong sacrifices, and your foundational lessons that made me who I am today.

May Allah forgive you and grant you Jannat al-Firdous.

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Table of Contents

Abstract ..... **II**
Declaration ..... **III**
Dedication ..... **IV**
Acknowledgements ..... **V**
Table of Contents ..... **VI**
List of Tables ..... **IX**
List of Figures ..... **X**
List of Abbreviations ..... **XI**
Chapter One Introduction **12**
1.0 Introduction 12
1.1 Background of the Study 12
1.2 Statement of the Problem 14
1.3 Aims of the Study 14
1.4 Research Questions 15
1.5 Significance of the Study 15
1.6 Methodology 15
1.7 Dissertation Outline 16
Chapter Two Literature Review **18**
2.0. Introduction 18
2.1 The Evolution of Language Teaching Methodologies 18
2.1.1 An Overview of Pre-CLT Language Teaching Methods 19
2.1.2 Shifts towards Communicative Competence 20
2.2 Communicative Language Teaching 22
2.2.1 Historical Background of CLT 22
2.2.2 Definition of CLT 23
2.2.3 Theoretical Conceptualizations of CLT 24
2.2.4 Core Principles of CLT 26
2.2.5 Communicative Activities in CLT Classroom 27
2.2.6 Materials in CLT Classrooms 29
2.2.7 Assessment Practices in CLT Classrooms 31
2.2.8 Technology Integration in CLT Classrooms 32

2.2.9 CLT Adoption in EFL Context 33
2.3 Post-Method Era and CLT 35
2.3.1 Criticism against CLT 35
2.3.2 Post-Method Pedagogy 36
2.3.3 Context-Sensitive CLT 37
2.3.4 Principled Eclecticism 38
2.4 Teachers' Perspectives regarding CLT 39
2.5 Previous Studies 39
2.6 Summary of the Chapter 43
Chapter Three Methodology 44
3.0 Introduction 44
3.1 Research Design 44
3.2 Context of the Study 45
3.3 Sampling 46
3.4 Data Collection Instruments 50
3.4.1 Questionnaire 51
3.4.2 Interview 52
3.5 Piloting the Questionnaire and the Interview 53
3.6 Data Collection Procedures 54
3.7 Validity and Reliability of the Instruments 55
3.8 Ethical Issues 56
3.9 Preparing Data for Analysis 57
3.10 Summary of the Chapter 58
Chapter Four Data Analysis and Findings 59
4.0 Introduction 59
4.1 Quantitative Data Analysis 59
4.2 Findings of the Questionnaire 60
4.2.1 Teachers' Perspectives and Understanding of CLT 60
4.2.2 Perceived Benefits of CLT 61
4.2.3 Challenges in the Implementation of CLT 62
4.2.4 Current Use of CLT 64
4.2.5 Summary of the Questionnaire Findings 65
4.3 Qualitative Data Analysis 65

4.4 Findings of the Interview 70
4.4.1 Teachers' Conceptualization and Knowledge of CLT 70
4.4.2 Actual Pedagogical Practices 72
4.4.3 Challenges in Implementing CLT 76
4.4.4 Teachers' Suggestions for Reform..... 80
4.4.5 Summary of the Interview Findings 82
4.5 Summary of the Chapter 82
Chapter Five Discussion and Conclusion 84
5.0 Introduction.....84
5.1 Discussion.....84
5.1.1 Teachers' Perspectives on the Use of CLT 84
5.1.2 The Challenges in Implementing CLT 88
5.2 Conclusion for the Whole Study.....92
5.3 Recommendations of the Study 93
5.4 Limitations of the Study 96
5.5 Suggestion for Further Research.....96
References.....97
Appendix A Questionnaire **.....112**
Appendix B Semi-Structured Interview **.....117**
Appendix C Permission Letter **.....119**
Appendix D A An Official Administrative Letter **.....120**

List of Tables

Table 3.1 Demographic Characteristics of the Questionnaire Participants. 49
Table 3.2 Demographic Characteristics of the Interview Participants. 49
Table 3.3 5-Point Likert Scale Scoring Value and Interpretation..... 52
Table 4.1 Teachers' Perspectives and understanding of CLT 60
Table 4.2 Perceived Benefits of CLT..... 61
Table 4.3 Challenges in Implementing CLT 62
Table 4.4 The Current Use of CLT Techniques 64

List of Figures

Figure 3.1 The Simple Random Sample Process for Selecting State Secondary Schools in Az-Zawiyah City.....47

Figure 3.2 Visual Representation of The Multi-Stage Sampling and Questionnaire Selection Process Across Az-Zawiyah City 47

Figure 4.1 Themes and Sub-themes Generated by Interviews ……..…..…....69

List of Abbreviations

CLT	Communicative Language Teaching
ELT	English Language Teaching
ESL	Second Language Learning
EFL	English as a Foreign Language
GMT	Grammar Translation Method
ALM	Audio- Lingual method
DM	Direct Method
TBLT	Task-Based Language Teaching
ZPD	Zone of Proximal Development
AI	Artificial Intelligence
CLA	Communicative Language Ability
PBA	Performance Based Assessment
ASS	Automated Scoring of Speaking
ASR	Automated Speech Recognition
TOEFL	Test of English as a Foreign Language
CEFR	Common European Framework Reference
IELTS	International English Language Testing System

Chapter One

Introduction

1.0 Introduction

This chapter gives a thorough overview of EFL teachers' perspectives on using CLT and focuses on the challenges they encounter in their classrooms. Firstly, it introduces the background of the study, statement of the problem, and aims of the study. Then, it discusses the research questions, significance of the study, and the methodology employed to address them. Finally, the chapter concludes with an outline of the dissertation.

1.1 Background of the Study

English Language Teaching (ELT) has witnessed different language teaching methods and approaches across time. Consistent efforts to develop these teaching methodologies have been driven by the increasing demand for language learners to become competent users of the language and to develop fluent English communication skills in recent years (Richards, 2006). One of the developments is the paradigm shift from grammar-based drills to communicative oriented teaching methods. Richards (2006) notes that ELT educational change has been labeled by the introduction and international acceptance of CLT, emphasizing functional language use and authentic communication. Richards (2006) further shows that educational institutions worldwide were affected by the approach and changed their curricula, syllabuses and instructional materials. Savignon (2002) asserts that English language teachers in many countries have adopted CLT as it perfectly aligns with their students' communicative needs.

However, the implementation of CLT is not without challenges. In many EFL contexts, a pedagogical gap emerged between official curriculum requirements and

realistic classroom constraints (Tiwari, 2023; Alharbi, 2022; and Armnzai & Alakrash 2021). In addition, Rahman and Alhaisoni (2013), contend that students can not engage in a brief conversation when they graduate from secondary schools. These studies highlight that successful educational process is like a chain, in which each element – policy makers, curriculum designers, teachers, students, textbooks, and classroom physical dynamics – form an integral link (Kumaravadivelu, 2003). This indicates that the resulted practical gap is not a flaw in CLT itself, but rather a consequence of deeper contextual barriers. Thus, Kumaravadivelu (2001) suggests the post-method pedagogy advocating the utilization of principled eclecticism, addressing the localized constraints.

In the Libyan context, these CLT implementation challenges are highly pronounced. In an attempt to improve Libyan students' communicative competence the Libyan government changed the curriculum in 2018, to a series of books called (21st Century English for Libya) (Orafi et al., 2021). This latest curriculum is designed based on communicative principles, integrating interaction activities and audio-recorded materials. Several empirical studies investigate the implementation of CLT in different schools across Libyan regions. They reveal that multiple barriers (e.g., large classes, limited time, and examination system) limit the effective implementation of CLT and force the teachers back to the traditional, grammar-based methods (Algwil, 2023; Abusrewel, 2023; Kulaib, 2025).

Despite the previous literature about CLT implementation and constraints in Libyan setting, this phenomenon has not been investigated in the context of secondary schools in Az-Zawiyah. Since investigating teachers' perspectives toward CLT and the challenges impeded its effective application, and how to employ principled context-based strategies to minimize the limitations, is vital for bridging the gap between the curriculum requirements and real classroom practices.

1.2 Statement of the Problem

In recent years, the Libyan Ministry of Education made reforms to shift EFL teacher-centered classrooms to communicative-oriented environments through mandating a communicative-based curriculum. However, many teachers encounter difficulties in implementing this approach in their classes. It has been observed that the reason for the curriculum deficiency is that the teachers who ought to serve as facilitators to aid this approach are not knowledgeable about the approach principles and practices, resulting in a gap between the curriculum objectives and actual classroom instruction (Orafi & Borg, 2009). This misconception of the approach led to misusing CLT to meet the curriculum pedagogical objectives (Shihiba, 2011). Additionally, the researcher observed that students often graduate from secondary schools with limited English language proficincy and struggle to carry out basic converstions.

Numerous studies have been conducted in the Libyan context to explore EFL teachers' perspectives on CLT, and the challenges they face in the application of this method (e.g., Shihiba, 2011; Orafi & Borg, 2009; Dalala, 2019). These studies revealed a remarkable divergence between teachers' beliefs and contextual conditions due to several systemic factors. Consequently, while curriculum mandates demand the application of CLT, the real classroom practices often revert to traditional teacher-centered teaching. Eventhough many studies were conducted in different schools in local Libyan contexts, there is a critical empirical gap in investigating EFL secondary school teachers' perspectives on the implementation of CLT in their classrooms in the context of Az-Zawiyah city.

1.3 Aims of the Study

This study primarily aims to:

1) Investigate the EFL teachers' perspectives toward the use of CLT in their classrooms in secondary schools in Az-Zawiyah.

2) Explore the challenges EFL teachers encounter when implementing CLT in their classes.

1.4 Research Questions

To achieve the aims of this study, the following two research questions were used:

Q1- What are the EFL teachers' perspectives on the use of CLT in their classrooms in secondary schools in Az-Zawiyah?

Q2- What are the challenges EFL teachers encounter when implementing CLT in their classes?

1.5 Significance of the Study

The findings of the study may give valuable insights that assist secondary school teachers to apply CLT approach effectively to meet the pedagogical goals of the Libyan curriculum of teaching English which is mainly based on communicative principles. By understanding the practical challenges identified in this study, educators can better navigate everyday classroom constraints. This study might also provide some information that can contribute to enhancing students' communicative competence. The practical recommendations generated from this research can serve as a useful reference for educational policymakers, curriculum developers, and teacher training institutions. It also highlights areas where institutional support, professional development, and resources allocation are most needed. Finally, this study would fill a gap in the existing literature regarding the use of CLT in secondary schools at EFL Libyan context, providing a foundational baseline for future researchers investigating similar educational reforms.

1.6 Methodology

This study adopted a mixed-methods research design. This research design employed quantitative and qualitative methods to highlight the strengths and limit the weaknesses of

each method (Johnson and Onquegbuzie, 2004). As quantitative research reaches a large number of population to collect large amounts of data in short time, qualitative research enables the participants to provide data in their own words and reflect their experience and challenges to gain a deep understanding of the topic. The participants of this study were from 15 secondary schools in Az-Zawiyah. Data were collected through using a 5 points Likert-Scale questionnaire from 81 teachers and semi-structured interviews with 12 teachers to elicit information about teachers' perspectives on implementing CLT in their classroom. The interview lasts about 15-20 minutes each. Descriptive statistics were used to analyze the quantitative data of the questionnaire while thematic analysis was employed to analyze the qualitative data of the semi-structred interview. This mixed approach offers the opportunity for elaboration, clarification, explanation and confirmation of data (Jang et al., 2008).

The data collection process took place after the permission of the administration of the involved secondary schools. Participants were permitted and assured of confidentiality and anonymity throughout the study. They were given the option to withdraw from the study at any time without consequences.

1.7 Dissertation Outline

This study is organized in five chapters. Chapter one serves as an introduction to the study. It presents the background of the study, the research problem, the aims of the study and the research questions that are designed to attain these aims. It also discusses the significance of the study and outlines the methodology. Chapter two discusses critically the relevant literature and concentrates on information related to CLT. Chapter three provides the methodology used in the research in details including data collection methods used to collect data. Chapter four presents the data anslysis and findings of the quantitative and qualitative data gathered through the questionnaire and interviews, and

the process of data analysis to reach the final results. Finally, chapter five concludes with the discussion and conclustion of the findings, recommendations, limitations of the study and suggestions for further research.

Chapter Two

Literature Review

2.0. Introduction

This chapter critically reviews the existing literature on CLT and its application in EFL classrooms. It intends to establish a comprehensive foundation for understanding CLT and its theoretical framework. To provide a logical and cohesive overview, the chapter begins by providing core definitions of CLT and tracing its historical background in language education before establishing the theoretical framework centering on teacher cognitions and perspective formation. It then presents the core principles underlying the approach, and addresses practical classroom issues, specifically, looking at the design and implementation of CLT activities. In addition, the literature chapter identifies the materials, assessment, the role of technology in CLT classrooms and the approach adoption in EFL settings. Moreover, the criticism was discussed alongside the post method pedagogy, context-sensitive model and application of principled eclecticism to deliberately integrate the most relevant and effective strategies of various language teaching methods. Finally, it concludes by synthesizing previous empirical studies regarding EFL teachers' perspectives globally and locally and identifying the specific research gaps in the current literature that this study intends to bridge.

2.1 The Evolution of Language Teaching Methodologies

Over the years, linguists and academics have adopted diverse pedagogical approaches and developed varied instructional strategies. Historically, new methods emerged as reactions to the limitations of the preceding ones (Brown, 2001). Before the evolution of CLT, ELT contexts were dominated by multiple teacher-centered methodologies, each shaped by distinct goals, psychological frameworks, and socio-political factors. The following sections are devoted to presenting an overview of these pre-CLT teaching

methods and tracing the paradigm shift toward communicative competence.

2.1.1 An Overview of Pre-CLT Language Teaching Methods

Grammar Translation Method (GMT) is the primary antecedent teaching method for foreign languages, particularly Latin and Greek, from the 17th to the 19th centuries (Richards and Rodgers, 2001). This method is premised on the fundamental axiom that language is intrinsically orthographic and focused on the enhancement of language structure (Jamoom, and Al-Omrani, 2025). Learners learn the language through explicit detailed grammar rules and memorizing vocabulary items in the target language to consequently translate classical texts with reference to their native language. Essentially, this method emphasizes reading and writing skills, while neglects improving listening and speaking abilities.

In the late 1880s, a monolingual approach to second language teaching was founded, termed the Direct Method (DM). Unlike the GMT, the DM prioritized the enhancement of speaking and listening skills, with emphasis on promoting pronunciation through shadowing (Richards and Rodgers, 2001). However, it experienced a decline due to multiple structural constraints such as lack of teachers with native-like proficiency.

Later, in the 1940s, the Audio-Lingual Method (ALM) arose –also known as the Army Method and Aural-Oral approach (Richards and Rodgers, 2001; Thirumalai, 2002). This method is rooted in the structural linguistics, pioneered by Ferdinand de Saussure (1916/2011), and the psychological theory of behaviorism developed by B.F. Skinner (1957), who described learning a language as a habit formation process through repetitive drills, mimicry, and behavioral reinforcement. The popularity of ALM waned when Chomsky (1965) attacked the behaviorism theory and posited his Nativist Theory, arguing that language learning is a cognitive process, mirroring natural, intuitive and subconscious mechanisms.

Building on this cognitive notion, Piaget (1952/1963) linked language development to child's overall cognitive growth, bridging the gap between innate capacity and learned behaviour. This psychological shift paved the way for alternative humanistic approaches that emerged between the 1970s and 1980, such as The Silent Way, Suggestopedia, and The Total Physical Response (Richards and Rodgers, 2001).

Concurrently, Vygotsky's (1978) sociocultural theory gained prominence in the late 1970s, criticizing pure cognitive models. Vygotsky argued that cognitive development and language learning can only occur through social interaction and meaning negotiation within the Zone of Proximal Development (ZPD) alongside a More Knowledgeable Other (MKO) (Lantolf, 2000). Together, these developments marked a shift a way from structural, drill-based approaches toward learner-centered, functional, and communication-dependent approaches.

2.1.2 Shifts towards Communicative Competence

Due to the rapidly increasing demand for meaningful communication strategies and skills, Hymes (1972) suggested a broader notion of competence known as communicative competence. This framework contradicts Chomsky's (1965) concept of linguistic competence and performance, which asserts that linguistic competence refers to the subconscious grammatical knowledge the speaker possesses while performance is the actual practice of that knowledge. According to Hymes (1972), both structural-grammatical knowledge of language rules and sociolinguistic competence are integral to communicative competence, which describes our capacity to engage with other speakers through meaning negotiation within specific social contexts (Brown, 2007). Consequently, the concept of communicative competence encompasses both linguistic proficiency and the ability to use that proficiency in authentic conversation within suitable settings. In other words, Hymes (1972) argued that the efficacy of using the

language in actual communication requires not only the grammatical mastery but also the knowledge of where, when, and why to use the language appropriately in different social context with various interlocutors.

Building on this, Canale and Swain (1980) developed communicative competence including four elements: grammatical competence (the ability to construct accurate sentences), sociolinguistic competence (the ability to communicate appropriately in different sociocultural contexts), discourse competence (the ability to build coherent and cohesive conversation), and strategic competence (the ability to use communication strategies to overcome communication breakdowns).

Savignon (1983) further argued that communicative competence should be the primary goal of language learning. She described communicative competence as interactive, interpersonal, context-dependent qualities developed only through interacting in real communications.

Together, these frameworks served as theoretical foundations that shifted English Language Teaching (ELT) pedagogy toward Communicative Language Teaching (CLT). CLT is grounded in sociolinguistic and functional dimensions of language (Richards and Rodgers, 2001), viewing language as a tool of collaborative interactions and meaning-exchanging in diverse social contexts.

This method is heavily influenced by theorists like Lev Vygotsky (1978), who emphasized the significance of social interaction in cognitive development, and Stephen Krashen (1985), who is well known for his input and effective filter hypothesis. Vygotsky's (1978) theory aligns closely with CLT's focus on real-life communications, asserting that language acquisition occurs through meaningful social interactions. Whereas Krashen's theories support CLT by advocating for natural language acquisition process facilitated by extensive exposure to comprehensible input in a low-stress setting.

Nevertheless, while these theoretical foundations, along with the writings of Richards and Rodgers (1986) collectively combined and paved the way for CLT by interpreting abstract linguistics psychological theories into concrete pedagogical principles and classroom practices.

2.2 Communicative Language Teaching

The paradigm shift to CLT has gone through different stages. Its emergence redefines the classroom dynamics from a habit-formation, grammar-focused environment to active communicative interactions. This communicative approach gained widespread acceptance and is considered the most commonly implemented teaching approach that enhances communicative abilities (Richards, 2006). The next sections discuss its historical background, core definitions, principles and practical underpinnings

2.2.1 Historical Background of CLT

CLT emerged in the 1970s as a response to the limitations of traditional grammar-based and structural approaches. Changing educational realities in Europe and the growing interdependence among European countries led to the development of alternative methods of language teaching (Richards and Rodgers, 2001).

Accordingly, Wilkins (1972) developed a communicative language teaching syllabus based on a functional or communicative view of language rather than a grammar-based structure, which later became known as the Notional Functional Syllabus (Richards and Rodgers, 2001). Wilkins (1972) categorized meaning in this syllabus into two components: (1) notional (such as time, sequence, quantity, location, frequency) and (2) communicative (such as requests, denials, offers, complaints, invitations). This framework, along with the work of other applied linguists and British teaching specialists let to the emergence of Communicative Language Teaching (CLT). Although this stage shifted the classroom dynamics from a rigid grammar-based approach, it remained

teacher-centered. Linguists such as Richards and Rodgers called for applying the core principles and activities of CLT, shifting the role of the teacher to a facilitator (Richards and Rodgers, 2001).

By the mid 1970s, CLT had been widely used in America and Britain, aiming to teach communicative competence and the four skills of language. Consequently, many versions of CLT emerged (Richards & Rodgers, 2001).

2.2.2 Definition of CLT

The Communicative Language Teaching is typically considered as an approach rather than a method that "aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards & Rodgers, 2001, p.155). This indicates that CLT is a flexible and principle-oriented rather than a rigid method with defined syllabus design and uniform classroom activities.

This approach is based on multidisciplinary perspectives that encompass linguistics, psychology, philosophy, sociology, and education, emphasizing language use, fluency development, learner-centeredness, and communicative ability in various contexts (Savignon, 1991). It focuses on how language acquisition takes place, what roles teachers and learners play in the classroom, and what activities support learning in the classroom (Richards, 2005). Learners can practice their language abilities in a number of authentic-like scenarios through a plenty of relevant communicative activities, such as games, role-plays, and simulations.

Brown (2007) describes Communicative Language Teaching as " an eclectic blend of the contributions of the previous methods" that aims to teach authentic , spontaneous, and meaningful communication rather than just "rules, patterns, definitions, and other knowledge about language" (p.18). In a similar vein, Lightbown and Spada (2013) view

CLT as a teaching methodology that prioritizes the exchange of meanings in social contexts rather than the memorization of grammatical structures alone. According to them, learning a language successfully entails understanding not only its forms and structures, but also its uses and purposes in different contexts of communication. Richards and Rodgers (2014) also stated that CLT emphasizes the comprehension of both, the form and meaning, and integration of the four language skills. Furthermore, since mastering a language's structure alone is insufficient for learners to function in real-world situations outside the classroom, the communicative approach broadens our view on language learning and learners' errors as an evidence of their development (Littlewood, 1981). CLT, typically, emphasizes learners' fluency over grammar accuracy, and their accuracy is developed gradually and spontaneously (Bhattarai, 2022). Thus, the Communicative Language Teaching approach views language as a medium for communication rather than merely a set of abstract rules to memorize, and aims to give learners opportunities and techniques to effectively promote their communicative competence in the target language.

2.2.3 Theoretical Conceptualizations of CLT

According to Nunan (2002), CLT is a "family of approaches rather than a single teaching methodology" (p.7). It has been influenced by various concepts and empirical studies. Therefore, CLT has been categorized into many different versions based on their pedagogical focus. The three main forms of CLT are the weak version, the strong version, and Task-Based Language Teaching (TBLT).

a. The Weak Version of CLT

The weak version is one of the earliest conceptualizations of CLT. Howatt (1984) notes that the weak version "stresses the importance of providing learners with opportunities to use their English for communicative purposes" (p.279). He further describes it as "learning to use language" (p.279). This version of CLT adopts the

traditional PPP framework (Ellis, 2003) which consists of presentation (where teachers introduce new grammatical structures), practice (where the students practice through drills or substitution exercises in a supervised setting), and production (where students apply the new structure in various communicative contexts).

b. The Strong Version of CLT

The strong version rejects the explicit teaching of grammar. Howatt (1984) notes that it "advances the claim that language is acquired through communication" and describes it as "using English to learn it" (p.279). It relies heavily on Krashen's (1982) Input Hypothesis of second language acquisition, arguing that language is acquired subconsciously and dynamically through natural exposure and meaningful communication in classroom setting rather than through explicit instruction. In the strong form of CLT, language learning occurs through sufficient exposure to comprehensible input (i+1) in the form of authentic and communicative activities.

c. Task-Based Language Teaching (TBLT)

TBLT emerged as a methodological evolution of the strong version. It posits that language acquisition occurs through interaction in authentic, meaningful tasks (Ellis, 2003). Within TBLT, language learning and practice are conditioned by the completion of pedagogical tasks. Nunan (2004) defines a task as any classroom activity that requires students to understand, manipulate, produce, or communicate in the target language while concentrating on using their grammatical knowledge to express meaning. Structurally, the TBLT lesson framework consists of three sequential stages: the pre-task phase, the task cycle, and the language focus phase (Willis, 1996). In addition, Ellis (2002) notes that TBLT addresses language accuracy in the following two ways: the teacher can either a) teach the language that students will need to complete a task in advance, or b) respond to their attempts to communicate by explaining it during the task, for instance, by

negotiating meaning or form. As a result, tasks encourage accuracy and fluency. Although meaning is the main focus, linguistic form is also taken into consideration.

2.2.4 Core Principles of CLT

Communicative Language Teaching tends to reflect a gradual shift from rigid, structural approaches toward dynamic, learner-centered methodologies that prioritize real-world communication. Celce-Murica (2008) notes that CLT paradigm has evolved to incorporate pragmatic and intercultural awareness, ensuring that English is taught as a living tool for global interaction rather than a set of isolated rules.

A core principle of modern CLT is the balanced integration of both accuracy and fluency, refuting the early misconception that grammar is ignored. Nation (2009) and Widdowson (2007) argue that effective language learning requires combining meaning-focused input and output with structural mastery allowing learners to develop automaticity while still attending to linguistic form.

To support this balanced development, error correction is typically managed strategically to avoid causing anxiety or disrupting the flow of communication (Algwil, 2023). Teachers utilize indirect feedback strategies –such as recasts, clarification questions, and elicitation– to guide learners toward accuracy while maintaining a low-stress communicative environment (Lyster & Ranta, 1997).

Furthermore, CLT emphasizes meaningful interaction through authentic, task-based activities that bridge the gap between the classroom and students' daily lives (Dos Santos, 2020). By engaging in problem-solving, information-gap tasks, and role plays, learners negotiate meaning and build communicative competence in collaborative settings (Godwin-Jones, 2018; Richards & Rodgers, 2014).

In addition, CLT fundamentally restructures traditional classroom dynamics by redefining the roles of both teachers and students. Students transition from passive

recipients of knowledge to active communicators who attempt to negotiate meaning despite having varying language proficiency (Larsen-Freeman &Anderson, 2011). Concurrently, the teacher's role shifts from an authority figure –or a sage on the stage –to a facilitator, advisor, and resource provider (guide on the side), fostering learner autonomy and continuous interaction (King, 1993; Harmer, 2007; Larsen-Freeman & Anderson, 2011). By actively engaging in meaningful, student-centered tasks, learners experience increased intrinsic motivation and classroom engagement, transforming language learning into an interactive and purposeful process (Richards & Rodgers, 2014; Harmer, 2007).

2.2.5 Communicative Activities in CLT Classroom

The pedagogical shift from students' merely mastering language forms to the actual use of language entails designing appropriate classroom activities that boost learners' communicative competence. According to Richards and Rodgers (2001), an activity can be considered communicative in any way as long as it enables learners to communicate using and understanding their target language. CLT activities naturally engage learners in authentic-like communications, meaning negotiations, or practical tasks, centering on learners' interests and needs to enable learners to achieve their learning objectives (Richards, 2001).

Littlewood (1981) grouped the communicative activities into two significantly different categories. The first category comprises pre-communicative activities, which aim to provide learners with a basic knowledge of language skills. Littlewood (1981) refers to these activities as structural – focusing on abstract structured forms to enhance learners' grammatical accuracy such as drills – and quasi communicative –focusing on using those abstract items in classroom contexts such as picture description activity. Pre-communicative activities primarily boost learners' fundamental language skills and

prepare them for more advanced communicative tasks.

The second category encompasses communicative activities, which are classified into functional and social communicative activities that aim to enhance students' fluency (Littlewood, 1981). Expanding on this distinction, Wang (2006) notes that the former focuses on task completion, whereas the latter is more contextual, emphasizing the roles of interlocutors, context, and formality. Littlewood (1981) further differentiates these subcategories based on their social and functional value:

Social interactional activities*:* require learners to participate actively in real-like communicative scenarios such as role-plays, sharing personal information, and debates. Functional communication activities: demand the learners' use of their linguistic resources to complete a task such as problem solving to find a solution and information gap activities which include jigsaw, games, introducing characters, and split texts.

Collectively, these activities facilitate learners with the significant daily communication skills through expressing needs, desires, and feelings.

Additionally, Richards (2005) categorizes classroom activities into three main categories: mechanical (in which learners can practice a certain grammatical structure through replacement and repetition exercises), meaningful (in which learners may be required to utilize a preposition from a list of prepositions to describe a particular place), and communicative (in which learners may be asked to draw their own map of their houses, and then answer the questions using phrases like next to the bank).

Thornbury (2006) identifies six characteristics of CLT activities: purposeful (objective-driven communication), reciprocity (listening-speaking' parallel significance in learners' interaction), negotiation (rephrasing or correcting errors while communicating), synchrony (immediate exchange particularly with spoken), unpredictability (unpredictable outcomes in open-ended conversations), and finally heterogeneity

(learners' ability to use their linguistic background to accomplish the task). Harmer (2001), along with Richards (2006) highlights that the communicative activities are based on information gap, which encourages learners to communicate to bridge missing information. Thus, all the communicative activities inherently demand for interaction, spontaneous information sharing, application of linguistic knowledge, and activation of all language skills.

In the context of Libyan education, while traditional teacher-centered instruction remains predominant, the official curriculum design explicitly incorporates communicative principles. Specifically, the textbook series English for Libya is structured to encourage teachers and students to use collaborative tasks in groups and pairs (Graves, 2002). Integrating these communicative activities aims to foster learners' communicative competence, critical thinking, and independent problem-solving skills (Karaim, 2025). However, bridging this textbook-level design with actual classroom realization often presents significance pedagogical demands, framing the core investigation of teachers' perspectives and challenges in this study.

2.2.6 Materials in CLT Classrooms

Learning and teaching materials are a crucial element of the classroom instruction (Richards, 2001). One of the primary advantages of CLT is its emphasis on task-based learning and authentic materials employed to promote language acquisition. CLT teaching materials including real-world texts, multimedia content, and authentic interactive tasks have a major role in improving communicative language use. These materials, as proposed by Richards and Rodgers (2001) and Littlewood (1981), primarily comprise realia, task-based materials, and text-based materials.

Richards (2001) defines authentic materials as resources that are not intentionally designed for instructional use; rather, they are used by native speakers in their daily

communications such as newspapers, magazines, videos, podcasts, advertisements, real life conversations and even social media posts. Using these materials enhances learners motivation as they expose learners to authentic cultural and real language, which help them understand cultural and contextual aspects of the language. For instance, in a typical CLT classroom, teachers may utilize weather forecast to teach learners weather predictions (Larsen-Freeman, 2000). This kind of material motivates and engages learners as they experience the result of what they are learning to real-world communication immediately (Brandle, 2008).

Task-based materials in CLT classrooms are designed to engage learners in activities that require the dynamic use of language to complete assigned tasks through meaningful interaction. These tasks include games, role-plays and problem solving activities require learners to plan a trip, negotiate a matter, or conduct a survey in the target language. Littlewood (1981) notes in task-based materials that students can practice their grammatical competence and translate it into functional communication. Jamoom and Abujela (2025) also highlight that practicing such tasks improves learners' grammatical competence, constructs their communicative competence, and enhances their communicative self-confidence. Through these tasks, learners also develop autonomous learning strategies as they participate in different linguistic and contextual situations.

Additionally, text-based materials refer to printed and digital materials with static texts and images. Richards and Rodgers (2001) define text-based materials as any published course book or manual that is designed to support communicative curriculum. Electronic textbooks of a standard print textbook are also considered a text-based material (Landoni el al., 2000). Supplementary materials include textbooks, workbooks and digital resources that support the main curriculum, often provide structured practice in specific language skills, such as listening, speaking and writing. They can be used to support concepts

introduced through authentic and task-based materials. Richards (2001) posits that text-book materials are advantageous as they provide a central core, sustain curriculum quality, and facilitate standardized instruction among localized contexts.

Thus, by implementing real-world tasks and authentic materials, CLT equips learners with the necessary strategies and confidence to accomplish the communicative tasks effectively in various contexts. Implementing these materials makes CLT an effective approach for foreign language teaching (Salmanova, 2025).

2.2.7 Assessment Practices in CLT Classrooms

Although that CLT has notably affected language testing system, there is a lack of standardized CLT-based assessment (Savignon, 2002). Communicative-oriented assessment mainly assesses students' ability to use the language effectively in real-like meaningful interactions. Bachman (1990) views language proficiency as a holistic interconnected process in which effective communication results from integrating multiple competencies. Consequently, communicative assessment evaluates students' linguistic, sociolinguistic, discourse, and strategic competence to convey authentic communicative meaning (Canale and Swain, 1980). McNamara (1990) observed that the practical difficulty in implementing communicative testing is that raters evaluate communicative aspects subjectively. Another challenge is transmitting communicative language theory into operational assessment practice, particularly in large-scale testing contexts where objective, standardized scoring is heavily prioritized over holistic evaluation (McNamara, 2003).

To address these challenges in operationalizing communicative competence assessment, Performance-Based Assessment (PBA) is employed (Brown, 2004). This framework basically examines students' communicative performance through the use of authentic activities such as role-plays, information gap, debates, and interviews. To

achieve reliability, educators utilize scoring rubrics to assess multiple components of communicative proficiency like fluency, accuracy, interaction, and task fulfillment. These criteria are internationally standardized and used in the Common European Framework Reference (CEFR) and the standard proficiency test IELTS (Council of Europe, 2001) which provide the description of language proficiency levels (from A1 to C2).

Since CLT assessments aim to evaluate learners' communicative performance, integrating CEFR framework can effectively operationalize the principles of CLT. In a contemporary scoping review, Rahamti and Sadeghi (2024) address the communicative assessment challenges and suggest the integration of Automated Scoring of Speaking (ASS) software. This software is globally adopted to operationalize spontaneous speech evaluations through the use of Automatic Speech Recognition (ASR) technology, which transcribe spoken speech into written-text automatically for subsequent linguistic analysis. This technology is used in large-scale language testing such as TOEFL.

2.2.8 Technology Integration in CLT Classrooms

Technology integration in the education paradigm has reshaped English language teaching today. It has become crucial part of CLT as it facilitates new strategies and promotes access to genuine input (Imomova, 2025). Urbiate (2026), highlights that the emergence of the internet in the late 20th century gave access to online dictionaries and authentic materials such as podcasts, videos, and new articles. In addition, online language learning platforms and mobile apps emerged in the 21st century, integrating multimedia elements to create personalized, adaptive, and highly engaging experiences while offering flexible and accessible reach.

Virtual classrooms such as Zoom, Microsoft Teams, and Meet provide real-world communication through multiple activities including, presentations, discussions, and collaborative tasks. Sun (2020), also adds that video conferencing platforms such as

Zoom enhance students' speaking ability by engaging them in role-plays, interviews, and intercultural dialogues. On the other hand, online collaborative-platforms like Google Docs, Padlet, and Wikis facilitate peer-editing, negotiating meaning, and co-writing texts; as a result, they enhance both oral and written communicative abilities (Imomova, 2025). Social media platforms (e.g., Facebook, TikTok, etc.) are sources for authentic communication setting and audience, aligning with CLT's focus on meaningful communication (Godwin-Jones, 2018).

According to Lee et al., (2025), EFL teachers use AI tools to design lessons with appropriate content and mediate curriculum content to the local context. They further emphasize that using AI saves time and promotes classroom dynamics. The incorporation of CLT with AI feedback effectively enhances students' linguistic skills and motivation, provides them with sufficient feedback, and reduces their anxiety (Zhou and Gharnsri, 2026).

Technology integration is not without limitations. Teachers' insufficient training in technology-improved pedagogy (Hubbard, 2013), over-reliance on digital, tools and data privacy regulations (Urbaite, 2026) are considered major constraints.

2.2.9 CLT Adoption in EFL Context

Due to the limitations of the previous methods (e.g., GMT) and the need for EFL learners to communicate effectively in English, educational authorities in different contexts have incorporated the communicative approach into their curricula since 1990s (Littlewood, 2007). According to the literature in ELT, CLT first emerged in EFL contexts during the final quarter of the 20th century, when it was at its most popular. For example, CLT was first implemented in Jordan in the mid 1980s (Asassfeh et al., 2012); in China in the late 1980s (Tong, 2004); in Bangladesh in the 1990s (Matin, 2013); and in Turkey in the late 1990s (Kirkgoz, 2008). In Libya, a new communicative curriculum

was first introduced in 2000 (Orafi & Borg, 2009). Despite being used in EFL classrooms for over three decades, CLT's efficacy and suitability for these environments are still up for debate and are the subject of much discussion among academics and industry professionals.

According to research on the adoption of CLT in EFL contexts around the world, there have been a number of issues with its implementation, including resistance from both teachers and learners, teachers' lack of knowledge and skills, class size, a lack of teaching resources, the impact of grammar-based tests, and their culturally related factors (Anderson, 1993; Chang and Goswami, 2011; Ellis, 1994, Hiep, 2007; Liao, 2000; Ngoc and Iwashita, 2012; Shamim, 1996; Wong, 2012; Yu, 2001).

Despite the issues raised above, there are examples that show that applying CLT in EFL contexts leads to remarkable success and is well-received by both teachers and learners. CLT instruction has a favorable impact on learners' learning motivation, especially their instrumental or extrinsic drive, according to a study by Chang (2014) that examines the impact of CLT on the learning motivation of 163 nursing students in Taiwan. According to data from another study that looked at the opinions of Iranian high school and institute instructors about CLT, all of the teachers who actively support the application of CLT principles in their classes held positive attitudes toward it (Razmjoo & Riazi, 2006). Teachers have generally positive attitudes regarding CLT practices in EFL classroom settings (Al-Mekhlafi & Ramari, 2011; Chang & Goswami, 2011; Tsai & Lee, 2007; Wang, 2008). Research on how learners perceive the use of CLT in EFL classes also indicates that most learners embrace the communicative method (Assafeh et al., 2012; Ngoc & Iwashita, 2012).

2.3 Post-Method Era and CLT

Despite the worldwide spread of CLT across diverse ELT contexts, its adoption confronts multiple local socio-cultural barriers. Addressing these contextual practical challenges, the post-method era came into existence. Consequently, this section delineates the critiques against CLT and the post-method pedagogy as a reaction to CLT limitation, which significantly shifted the ELT focus towards context-sensitive approaches and the application of principled eclecticism.

2.3.1 Criticism against CLT

Although Communicative Language Teaching has been widely adopted across educational contexts, it encounters several criticisms, especially its pure (strong) vision. One of the earliest and most common criticisms against CLT is its emphasis on fluency over accuracy, the dogmas of the communicative movement (Swan, 1985) . Critics argue that this results in promoting learners' communication skills without enhancing structural accuracy, and thus error fossilization may occur. Learners may enhance confidence in speaking, while struggling with accuracy in formal writing and academic contexts (Sato and Kleinsasser, 1999). This seriously matters in academic and professional contexts, where accurate language use is demanded.

The misalignment between the contextual and institutional realities of EFL classrooms is another major critique. Bax (2003) contends that CLT has neglected the local classroom conditions in the context of practice. Challenges such as overcrowded classrooms, grammar-based examinations, and imported curriculums are all confronted by EFL teachers. Bax (2003) further asserts that when educational authorities imply pure CLT implementation into typical teacher-centered pedagogical environments that are evaluated by high-stakes exams, a sever perspective-practice gap occurs. Teachers are left confused whether to rely on communicative approach or prepare their students to pass the

exams.

Addressing these critiques, contemporary applied linguists increasingly abandon the pedagogical notion of one-size-fits-all, instead, they advocate the adoption of context-sensitive framework. This shift reflects the principles of post-method pedagogy, which prioritize contextual alignment, teacher autonomy, and principled eclecticism rather than adhering to a single teaching method.

2.3.2 Post-Method Pedagogy

The claim that CLT is viewed as a universally all-purpose method or one-size-fits-all failed, because what fits in European or American classrooms, cannot necessarily fit into EFL setting (Kumaravadivelu, 2001). This led scholars to seek for constructing flexible and adaptable methods, called by Kumaravadivelu (2001) a post-method pedagogy. This pedagogy accounts for learners' local linguistic, sociocultural, institutional, and political demands. It comprises three dimensional parameters, particularity, practicality, and possibility. The particularity parameter entails that language learning pedagogy must be local-relevant, and context-sensitive rather than imported from irrelevant setting. Additionally, the practicality parameter addresses the relationship between theory and practice. It emphasizes that while traditional methods entail teachers to practice theorists' theory, post-method pedagogy argues that teachers must generate their own theory (Kumaravadivelu, 1999).

Kumaravadivelu (2001) characterizes a living-working theory as the one that is constructed by well-prepared and autonomous teachers through their practice. Finally, possibility parameter shifts traditional teacher's idealized focus from western imported pedagogy to considering social, economic, and political realities of the learners and teachers. It acknowledges students' identities, personal challenges, cultural backgrounds, and accessible technology to bridge the educational gap through creating realistic,

meaningful learning environments. Burns (1992), claims that top-down pedagogies failed to bridge the gap because they treat teachers as executive machines developing their own theories through their professional journey.

Likewise, the notion that one single methodology can not be applied globally without modifications to match contextual requirements is also proposed by Richards and Rodgers (2014). They argue that teachers at the beginning of their teaching career, follow the ready-made methods. Over time, these teachers gain professional experience and enhance their confidence to construct their own method and modify it to adapt their local classroom realities. They further clarify that untrained teachers reflect an apprenticeship of observation.

In contexts similar to this study, the top-down mandating of a CLT curriculum without adequate teacher training often leads teachers to confront different challenges. This misalignment frequently causes teachers to revert to traditional secure methods that violate the particularity and practicality principles of post-method. Consequently, the divergence between teachers' perspectives and actual classroom realities creates a gap that this study aims to investigate.

2.3.3 Context-Sensitive CLT

The shift from pure CLT to the post-method era, paved the way for the development of context-sensitive CLT. Bax (2003) and Littlewood (2014) suggest that instead of abandoning CLT entirely, they adapt CLT principles to local socio-educational realities. Littlewood (2014) redefines CLT as an umbrella term that incorporates any methods the focus on enhancing students' communicative competence through authentic meaningful learning experiences. Rather than strictly following pure CLT, teachers are advised to employ principled eclecticism (Bax, 2003). By integrating communicative-based tasks with grammar-based explanation, considering assessment demands, and local contexts,

teachers can successfully reconcile global teaching methodologies and overcome local constraints.

In conclusion, the literature suggests a distinct transition from all-purpose-method view of CLT toward a more flexible and adaptable framework. A context-sensitive CLT acknowledges that pedagogical success is deeply shaped by how well classroom practices align with teacher cognition, institutional realities, and socio-cultural norms.

2.3.4 Principled Eclecticism

Instead of adhering to a single teaching method, contemporary literature of English Language Teaching (ELT) encourages the systematic employment of principled eclecticism. Mellow (2002) describes it as a "desirable, coherent, pluralistic approach to language teaching" (p.1), which incorporates different language teaching activities pursuing the underlying pedagogical goal. In other words, rather than a total abandon of the communicative methodology, this approach advocates synthesizing the strengths of multiple teaching methods in a principled, context-specific manner to maintain classroom flexibility. Aligning with post-method perspectives, Larsen-Freeman and Anderson (2011) discuss the notion of principled eclecticism. They argue that teachers should be acquainted with the underlying principles of various methods to be able to select the appropriate technique for their learners, contexts, and pedagogical goal.

Empirically, this approach seeks to bridge the gap between implementation of pure CLT and structure-based methodologies required in EFL classrooms (Littlewood, 2014). Biggs et al., (2020) emphasized that utilizing the principles of the eclectic approach enhanced students, engagement and pedagogical outcomes. They claimed that a systematic blend of mixed activities and active collaborative learning increased the quality of student attainment.

2.4 Teachers' Perspectives regarding CLT

A perspective refers to how individuals understand, interpret, evaluate, and respond to particular experiences, practices or changes. Goodman (1988) preferred the term teacher perspectives to highlight that two individuals may express identical verbal beliefs while holding completely different mental images and interpretations. Furthermore, these perspectives – teacher beliefs and values – play a critical role in shaping how teachers interpret instructional ideals, bridging internal mental framework with practical, action-oriented classroom choices (Pajares, 1992). These perspectives are dynamic and deeply rooted in personal experiences, prior training, and contextual constraints (Borg, 2006).

In educational research, teachers' perspectives – comprising their pedagogical perceptions, attitudes, and beliefs – directly influence curriculum implementation (Borg, 2006). Perspective functions as the interpretive lens through which teachers filter, frame, and evaluate their working environment based on their background and experiences. In both international and local educational contexts, EFL teachers represent highly positive perceptions and attitudinal support toward the theoretical principles of CLT over rote memorization (Savignon, 2003; Shihiba, 2011; Al-Bakbak. 2019; Algwil, 2023).

Investigating teachers' perspectives is critical for successful adoption and sustainability of any educational reform. Consistent educational literature highlights that top-down curriculum implementations usually fail if they disregard the cognitive and affective realities of the teachers alongside their teaching (Fullan, 2007). By examining teachers' viewpoints, researchers and policymakers can identify the underlying barriers – such as high-stakes exams, large class sizes, and limited resources – that historically hinder the methodological shift (Savignon, 2007).

2.5 Previous Studies

The global paradigm shift toward CLT has marked by a consistent disparity between

broad educational reforms and actual classroom practices. To understand this phenomenon, international, regional, and local studies provide crucial insights into teachers' perspectives and implementation challenges.

Tiwari (2021) investigated secondary school teachers of English perspectives and challenges in EFL classrooms in Nepal, utilizing a mixed-methods approach to reveal the implementation gap. The findings revealed that while teachers showed a strong positive attitude toward CLT and use multiple activities (such as role-plays, group discussions, picture description, presentations, and games), institutional limitations (including overcrowded classes, students' resistance, lack of facilities, and written-based examination) minimized their application of CLT in their classrooms.

Expanding across international contexts, Sadaf et al. (2026) investigated teachers' perspectives and classroom challenges regarding CLT implementation. Adopting quantitative research design, their study found that although teachers generally held positive perceptions of CLT as an effective approach for enhancing communicative competence, contextual barriers –such as large classes, limited teaching resources, insufficient professional development training, time constraints and examination systems – impeded full CLT implementation and forced teacher-centered methods to remain dominant.

In the same vein, a modern systematic review study to explore the global development and effectiveness of communicative methodologies in different EFL contexts was conducted by Chen and Shuib (2026). Their systematic findings confirmed that while CLT improves students' language proficiency, listening comprehension, and grammatical accuracy, it confronted several contextual challenges (e.g., large class, limited L2 exposure, limited time) and institutional constraints (e.g., limited professional development, exam systems, mixed-proficiency levels). This thorough understanding

emphasizes the demanding implementation of CLT in actual classroom practices in international ELT.

These systematic and cultural challenges are further amplified within the socio-cultural context of the Arab region. From a structured view study synthesizing the challenges from five studies conducted in Saudi Arabia, Alharbi (2022) presented these barriers into three categories: top-down curriculum, teacher-related, and student-related. Systemic barriers include grammar-based examination system, over-crowded classrooms, and Lack of audio-visual facilities. While teacher-related constraints were non-existing or lack of context-based training and misconceptions of CLT, student-related variables encompass low-proficiency levels, passive and resistant engagement, and low confidence and motivation.

Likewise, Armnzai and ALakrash (2021) investigated the factors hindered applying CLT in Syrian public schools, quantitatively surveying 50 teachers. Their statistical findings reported that students' communicative output was restricted by institutional limitations – such as oversized classrooms, limited time allocation, and traditional exams – alongside insufficient infrastructure, low technological literacy, traditional textbooks, lack of English foundational proficiency, and an absence of teacher training.

Similarly, in a recent regional study, Alhanashi and Sulaiman (2026) quantitatively investigated six Omani English teachers' perspectives on implementing CLT in secondary schools through semi-structured interviews. Their study revealed a persistent gap between teachers' awareness of CLT principles and their actual classroom implementation due to contextual barriers. They concluded that these factors collectively forced the teachers back to teacher-centered methodologies.

In the Libyan, Abusrewel (2023) conducted a mixed-method study investigating 50 Libyan EFL teachers about their perspectives and challenges in CLT classroom practices

in Tripoli. The study revealed that teachers held a positive attitudinal belief about the principles of CLT. Yet, she further identified that sever lack of teacher professional development, rigid examination system, heavily populated classrooms, limited allocated time were major hurdles forced teachers back to the grammar-based instruction.

Algwil (2023) conducted a qualitative study in Libya involving semi-structured interviews and classroom observations with 10 EFL teachers. The findings indicated that institutional barriers – such as large class size, limited class time, and unprepared teachers – hindered syllabus coverage. Furthermore, The study demonstrated that Libyan culture of perceiving mixed-gender classrooms, traditional assessment methods, and technological deficits, heavily impeded communicative methodological reform.

Similarly, Kulaib (2025) examined Libyan secondary school teachers through a qualitative study of 10 EFL teachers to understand their perceptions toward the effectiveness of CLT in students' language acquisition. The findings highlighted that students' psychological barriers, curriculum-examination mismatch, and heavy reliance on the first language (L1) served as core obstacles restricting effective CLT implementation in public schools.

These studies collectively confirm that while CLT is theoretically valued internationally and locally, its practical implementation in public EFL classrooms faces several structural gaps. While few local studies have employed the mixed-methods approach to examine this phenomenon, their scope remained limited by small sample size and restricted to other cities. Essentially, this current study expands the existing literature by investigating the under-researched context of Az-Zawiyah. Essentially, this study intends to provide a more comprehensive sampling by recruiting a large number of teachers from several public secondary schools Az-Zawiyah.

2.6 Summary of the Chapter

This chapter provided a comprehensive review of the literature concerning teachers' perspectives on Communicative Language Teaching (CLT) and the challenges encountered in an EFL context. The discussion mapped the paradigm shift from pre-CLT teaching methods to the theoretical and pedagogical foundations of the approach, highlighting its historical background, core definitions, evolutionary developments, principles, and classroom activities. Furthermore, the chapter examined the integration of learning materials, formative assessments, and educational technology in EFL classrooms. It also detailed the global adoption of CLT in EFL classrooms. Moreover, it addressed the emergence of post-method pedagogy and context sensitive CLT as critical theoretical reactions to the limitations of pure CLT. The chapter conceptually defined teachers' perspectives and highlighted the critical importance of investigating them in educational research. Finally, the chapter reviewed empirical studies on CLT classroom implementation, synthesizing how teachers perceive these practices and the challenges they face.

Chapter Three

Methodology

3.0 Introduction

This chapter provides a detailed road map for the methodological framework governing this study. Building upon the theoretical foundation established in the literature review, this section details the research design, context, and sampling strategy. It further outlines the procedures of data collection, and piloting, justifying why the chosen instruments were used in terms of transparency, validity, and reliability. Finally, the chapter concludes by presenting the methods used to analyze both the quantitative and qualitative data, followed by an overview of the ethical considerations addressed in this study.

3.1 Research Design

The research design is an overarching strategy and methodological framework used to collect, analyze, interpret, and report data, addressing research questions systematically and validly (Creswell & Creswell, 2018). It explains what data are required, how data are gathered and analyzed, and how research questions are addressed (Asenahabi, 2019). Broadly, research methodologies can be categorized into three: qualitative, quantitative, and mixed-methods research design.

In this study, a mixed-methods research approach is adopted to investigate EFL teachers' perspectives on the use of CLT and the challenges they face in secondary schools in Az-Zawiyah city. Dawadi (2021) defines this approach as a distinct and rigorous framework that incorporates philosophical assumptions to guide the collection and analysis of data from various sources in one study. It combines both quantitative and qualitative methods in the same study to obtain statistical, accurate, and objective analysis. While quantitative research is based on numerical measurements, qualitative

methodology primarily focuses on personal human experiences (Venkatesh et al., 2023). Thus, utilizing a mixed-methods framework yields the strengths of quantitative generalisability and qualitative contextual depth, mitigating the limitations of each method when used in isolation.

Employing a mixed methods approach is particularly advantageous for this study, as it provides a comprehensive understanding of the alignment between the theoretical foundations of CLT and its practical classroom implementation. Quantitative data were collected through structured questionnaires to explore teachers' perspectives and perceived challenges regarding CLT. Concurrently, the qualitative data were gathered via conducting semi-structured interviews. This research design allows for capturing the full scope of both teachers' views and implementation barriers within Az-Zawiyah secondary schools.

3.2 Context of the Study

The context focuses on where the study is conducted. It describes the exact geographical area or specific site, institution or organization. It provides crucial information regarding the environmental and physical factors that could impact the research findings. Understanding the context allows researchers to account for the distinct social dynamics, cultural factors, and unique characteristics of the chosen location (Yin, 2018).

The context of this study encompasses fifteen secondary schools within the city of Az-Zawiyah, located west of Tripoli. These schools serve as a critical environment for investigating EFL teachers' understanding and challenges regarding CLT, as they represent the frontline of English language teaching within the Libyan public education system. Specifically, they all implement the national Libyan curriculum – English for Libya – which adopts communicative principles. By focusing on this

particular setting, this study addresses two central aims: exploring EFL secondary school teachers' perspectives toward CLT and identifying the specific challenges hindering its classroom implementation.

3.3 Sampling

The participants in this study were Libyan EFL secondary school teachers from public secondary schools in Az-Zawiyah. They were selected to provide empirical data that directly address the research questions regarding teachers' perspectives and implementation challenges associated with. To recruit participants, a multiple-stage sampling approach was adopted. This approach combines both probability and non-probability sampling techniques to ensure a representative and manageable sample (Creswell & Creswell, 2018).

First, a simple random sampling technique was used to select 15 schools from a complete list of 31 state secondary schools in Az-Zawiyah (as illustrated in Figure 3.1). This method ensures that all schools have an equal statistical chance of selection, thereby ensuring that the findings regarding teachers' perspectives and CLT implementation challenges are not limited to certain neighborhoods, but rather reflect the city's public education sector (Cohen et al., 2018).

In the second stage, as teaching schedules vary and participation was entirely voluntary a convenience sampling technique was employed to recruit the available EFL teachers to participate. A total of 81 teachers who were accessible and demonstrated a willingness to participate were included in the study (as illustrated in Figure 3.2). All 81 participants completed and returned the questionnaire. Convenience sampling is defined as a non-probability sampling technique where participants are selected based on their availability, accessibility, and willingness to participate at a given time and location (Creswell, 2014). This approach allowed for efficient data collection regarding teachers'

perspectives and implementation challenges across the selected schools.

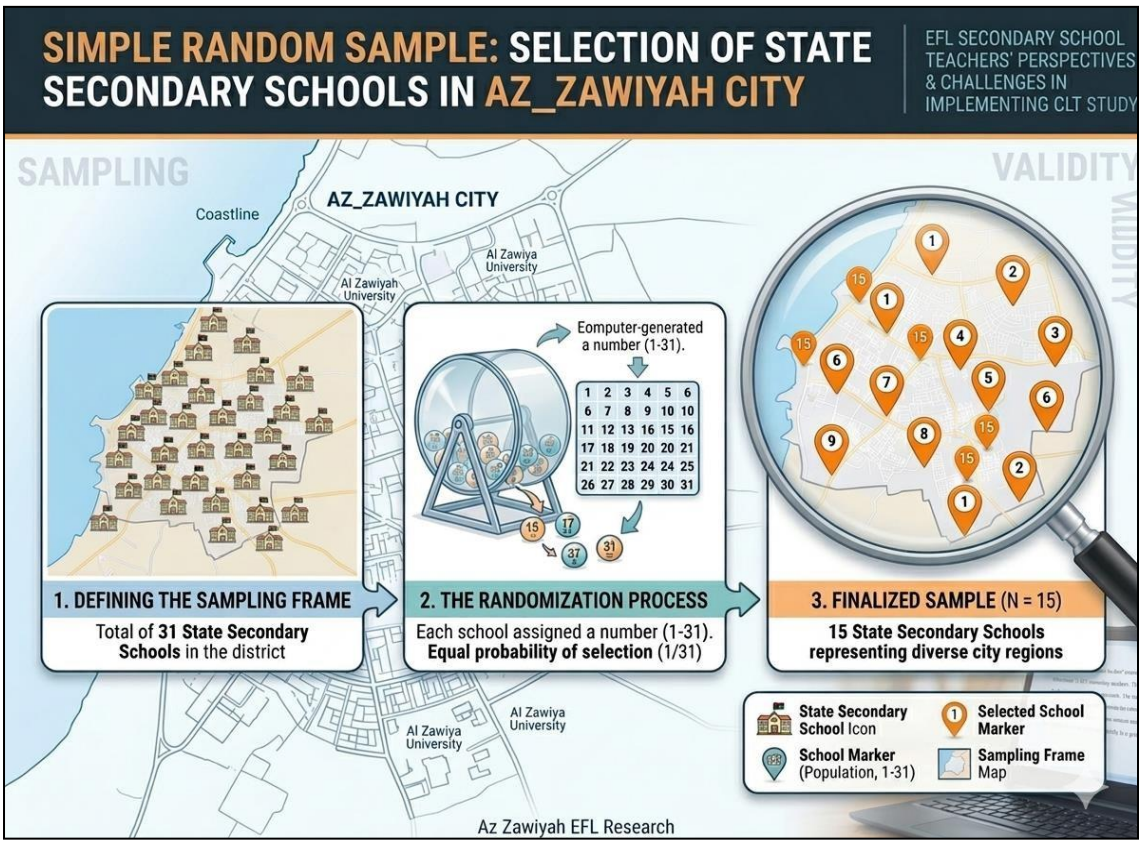


Figure 3.1 *The Simple Random Sample Process for Selecting State Secondary Schools in Az-Zawiyah City*

Finally, convenience sampling was also used to select participants for the semi-structred interview phase. From the initial sample of teachers who completed the questionnaire, a subset of 12 teachers volunteered to participate in semi-structured, follow-up interviews designed to provide deeper qualitative insights into the study's findings. As noted by Bryman (2016), this method is highly effective for qualitative research where the researcher requires participants who are not only knowledgeable but also available and willing to engage in an in-depth discussion of their professional experience. This provided detailed data from the teachers who were available and willing to provide their perspectives and challenges hindering CLT implementation.

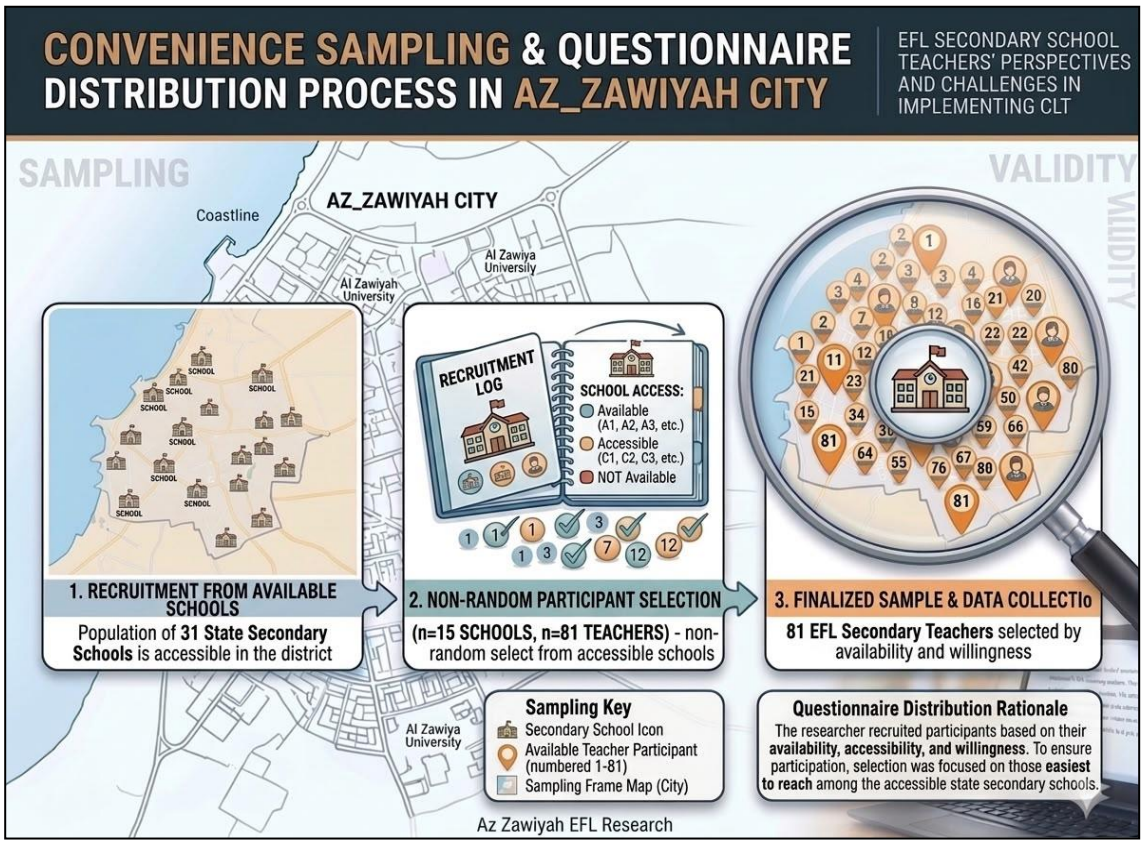


Figure 3.2 *Visual Representation of The Multi-Stage Sampling and Questionnaire Selection Process Across Az-Zawiyah City*

The sample size for both the questionnaire and interview phases was determined based on empirical guidelines proposed by VanVoorhis and Morgan (2007) and Collins et al. (2006), to guarantee a high degree of methodological rigor. For the quantitative stage, the sample consisted of 81 participants, which successfully surpasses the standard baseline requirement of approximately 50 participants. Simultaneously, the qualitative component involved 12 semi-structured interviews, exceeding the standard framework of 6 to 10 participants suggested by Collins et al. (2006).

3.3.1 Participants of the Questionnaire

The participants who completed the questionnaire were 81 teachers (76 females and 5 males). The majority of them were between 35 and 44 years old (45.7%), with over half possessing 11 or more years of teaching experience. In addition, while

roughly half of the participants had received professional development through formal courses (25.9%) or self-study (25.9%), 35.8% reported having no prior training courses (illustrated in Table 3.1).

Demographic Variables	Category	Number of participants	(%)
Gender	Female	76	93.8
	Male	5	6.2
Age Group	Under 25	1	1.2
	25–34	22	27.2
	35–44	37	45.7
	45–54	18	22.2
	55 and above	3	3.7
Teaching Experience	Less than 5 years	12	14.8
	5–10 years	14	17.3
	11–15 years	18	22.2
	16–20 years	16	19.8
	21 and above	21	25.9
Training Courses	Yes, formal courses	21	25.9
	Yes, self-study	21	25.9
	No	29	35.8

Table 3.1 *Demographic Characteristics of Questionnaire Participants*

3.3.2 Participants of the Interview

The participants of the interview were predominantly female (91.7%) and aged between 35 and 44 years (66.7%). Additionally, the majority of the interviewees possessed considerable teaching experience, with 83.3% having taught for 11 or more years. Furthermore, most participants (83.3%) were graduates of the Faculty of Arts, Az-Zawiyah (illustrated in Table 3.2).

Demographic Variables	Category	Number of participants	(%)
Gender	Female	11	91.7
	Male	1	8.3
Age Group	Under 25	0	00.0
	25–34	1	8.3
	35–44	8	66.7
	45–54	2	16.7
	55 and above	1	8.3
Teaching Experience	Less than 5 years	1	8.3
	5 –10 years	1	8.3
	11 –15 years	3	25.0
	16 –20 years	4	33.3
	21 and above	3	25.0
Faculty	Arts, Az-Zawiyah	10	83.3
	Education, Az-Zawiyah	2	16.7

Table 3.2 *Demographic Characteristics of Interview Participants*

3.4 Data Collection Instruments

The choice of data collection instruments is a crucial stage in the research process as it directly affects the depth, quality, and accuracy of the data collected, ensuring that it is in line with the research questions and overall research design. While the quantitative data establish a general overview of the research problem, the qualitative data interpret the underlying details of the initial picture (Creswell and Creswell, 2018).

In this study, two complementary data collection tools were used: a closed-ended questionnaire and a semi-structured interview. Meanwhile, the questionnaire was used to gather quantitative data regarding secondary school teachers' perspectives on CLT and the challenges they encounter in its implementation, the interviews were

conducted to explore the nuances behind these issues that could not be fully captured by the questionnaire alone.

3.4.1 Questionnaire

A closed-ended questionnaire maximizes empirical accuracy and facilitates statistical analysis through a predetermined set of options (Cohen et al., 2018). In this study, a closed-ended questionnaire format (Appendix A) was selected as the quantitative data collection instrument. This instrument allowed for the efficient collection of data from a large number of teachers about their perspectives on the use of CLT and the challenges encountered in its implementation within a relatively short timeframe, ensuring anonymity and minimizing potential researcher bias during administration.

The questionnaire (Appendix A) was organized into two main parts: demographic information and a 5-point Likert scale grid. The first part captured contextual demographic variables, including gender, age, years of teaching experience, average class size, and prior training in communicative methodologies (statements 1-5). Participants indicated their background information by ticking the corresponding checkboxes. These variables serve as critical baseline data for descriptive analysis to determine whether these factors influence teachers' perspectives and challenges regarding CLT implementation.

The second part utilized a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). It consisted of four sections containing 26 statements presented in a dual-language (English-Arabic) parallel format to ensure clarity. Specifically, Section A investigated teachers' theoretical understanding of CLT (Statements 1-6), while Section B explored the perceived benefits of CLT practices (Statements 7-12). Section C was designed to investigate the challenges of CLT implementation (Statements 13-21). Finally, Section D focused on teachers' current use of CLT techniques in their classrooms

(statements 22-26). Consequently, the integration of these four thematic dimensions through 5-point Likert scale, provides a robust quantitative framework to measure teachers' perspectives, pedagogical benefits of CLT, implementation barriers, and practical application. The points assigned for each scale are described in Table 3.3.

Levels of Agreement	Favorable Scores	Unfavorable Scores
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

Table 3.3 *5-Point Likert Scale Scoring Value and Interpretation*

3.4.2 Interview

A semi-structured interview consists of a set of open-ended questions and thematic topics arranged in advance; however, it allows the interviewer the flexibility to explore unexpected avenues that clarify and illuminate the subject of study (Patton, 2015). According to Creswell and Creswell (2018), a qualitative interview serves as a robust mechanism to investigate nuanced perspectives, subjective experiences, and complexities that quantitative instruments alone cannot capture. To complement the statistical information provided by the questionnaires regarding teachers' perspectives and challenges surrounding CLT, a semi-structured interview (Appendix B) was used in this study to obtain a richer, qualitative understanding of secondary EFL teachers' perspectives and challenges of CLT in their classrooms. This method allowed the researcher to engage teachers in a more natural interaction than merely answering pre-formulated statements.

To collect these data, semi-structured interviews were conducted with a total of 12

participants. A predetermined list of 10 open-ended questions (Appendix B) was constructed based on the existing literature, ensuring that key research objectives and core themes were systematically addressed across all participants. They served as a baseline to explore teachers' background information, conceptual understanding of CLT principles. Additionally, they aimed to investigate the challenges that hinder the effective implementation of CLT or revert teachers to traditional grammar explanations. The concluding questions aimed at highlighting the missing educational resources, teachers' professional needs, and suggested curriculum reforms to make the national *English for Libya* curriculum more functional.

3.5 Piloting the Questionnaire and the Interview

The pilot study is a small version of the actual research designed to test its feasibility, practicality, resources, time, and cost, allowing the researchers to modify any potential limitations in the full-scale study. Ullah, et al. (2023) defines the pilot study as the first step to conduct a research and aims to analyze the feasibility and scope of the study. The questionnaire and the interview in this study were piloted to assess and refine the questions, respondents, structure, time, and flaw before conducting the final version. According to Munn and Drever (1990), the researcher should discuss with some people about the questionnaire as they may advice him to modify any ambiguous terms, questions, or vocabulary.

The research instruments – both the questionnaire and interview – alongside the study objectives were submitted to two university teachers from the English department in the university of Az-Zawiyah, to establish content and face validity. One evaluator noted that the questionnaire and interview were quite extensive and recommended to reduce the questions and translate them into Arabic to facilitate ease of understanding for the teachers. The second teacher commented that their length was acceptable but advised

modifying three specific statements in the questionnaire that initially used generalized language and using the first-pronoun 'I' instead to match the structural pattern of the other items in the challenges section. Based on the university teachers' feedback, a number of adjustments were made to improve the instruments' structural layout. The overall length of the instruments was successfully reduced by deleting overly lengthy items and translated them into participants' native language (Arabic). Moreover, the researcher modified the three statements into first-person pronoun, ensuring that the entire section maintained consistency.

The questionnaire was also administered to four secondary school teachers to evaluate item clarity and estimate completion time. The participants confirmed that all items were clear and straightforward. In addition, two secondary school teachers participated in pilot interviews to assess question flow and comprehension. The interview sessions ran efficiently and the questions were clear and unambiguous. All pilot participants were excluded from the main study to prevent response bias. Overall, piloting these data collection tools enabled the researcher to refine the questions, ensuring they closely aligned with the research objectives.

3.6 Data Collection Procedures

The data collection process was systematically executed during the 2025/ 2026 academic year. First, an official administrative letter was obtained from the Administration of Higher Studies at University of Zawia (Appendix C) and submitted to the Central Zawia Educational Directorate. The directorate issued an official document (Appendix D) addressed to the principals of public secondary schools in Az-Zawiyah to secure institutional permission. On-site school visits were conducted by the researcher to distribute physical, printed questionnaires and conduct interviews. A brief overview of the research topic and objectives was provided to all

participants, emphasizing that participation was entirely voluntary and that response confidentiality and anonymity were guaranteed. Yet, participants were asked to state their school names to confirm that the sample was drawn from the pre-established sampling of state secondary schools within Az-Zawiyah. All the questionnaire items were translated into Arabic to enhance participants comprehension. The majority of the questionnaires were completed during the scheduled site visits, allowing immediate clarification of any ambiguities and ensuring a high response rate. For participants who were unavailable during the initial visit, questionnaire copies were left with the school principals and collected three days later. The questionnaire administration period lasted 3 weeks, from May 3, 2026 to May 18, 2026.

To obtain deeper insights into teachers' perspectives on and practices of CLT, the researcher conducted semi-structured interviews with 12 EFL secondary school teachers. To maintain consistency among all participants, a standardized set of open-ended questions was posed to all interviewees. An Arabic version of the interview protocol was provided to eliminate potential language difficulties and prevent misunderstandings during the live sessions. The interviews were conducted individually in quiet rooms within the respective schools. Participants were reassured of their anonymity and assigned the same questionnaire codes (e.g., T1, T2), while school names were recorded for contextual background. Formal permission to audio-record the interviews was requested from each interviewee. Most participants accepted, while two declined. Thus extensive manual note-taking was used to document the data. Each session lasted approximately 15 to 20 minutes. Audio recordings were securely backed up using participant codes (e.g., T1, T2) and later transcribed for qualitative analysis.

3.7 Validity and Reliability of the Instruments

In mixed-methods research methodology, establishing validity and reliability is

fundamental, as both used to evaluate the quality and rigor of a research study. In a qualitative study, validity relates to dependability, utility, and overall trustworthiness. Conversely, in quantitative research, validity refers to the extent to which a specific measuring instrument measures precisely what it is designed to measure (Morgan, 2017).

To establish validity in this study, the draft questionnaire, alongside the research objectives, was submitted to two university teachers from the English Department to assess item clarity, appropriateness, and alignment with the research aims. In addition, the questionnaire was presented in both English and Arabic to eliminate ambiguity and misinterpretation of data. In the interview phase, validity was achieved through providing Arabic and English versions and utilizing follow up questions for deeper explanations whenever required.

Reliability refers to the consistency, repeatability, and credibility of a research study over time (Mohajan, 2017). In a quantitative inquiry, reliability reflects the dependability, consistency, and replicability across participants, whereas in a qualitative research, it focuses on a measure of accuracy and comprehensive coverage, focusing on the degree of alignment between the data gathered and the actual setting of the investigated research topic (Cohen et al., 2007). In this context, reliability of the questionnaire assessing CLT perspectives and obstacles was evaluated statistically, whereas the qualitative data reliability was determined through a standardized, structured interview protocol to eliminate researcher bias and ensure consistent data collection across all 12 participants.

3.8 Ethical Issues

In educational research, ethical considerations encompass fundamental requirements including voluntary involvement, informed consent, confidentiality, and reducing the risk of harm. They are crucial guidelines that protect participant rights,

privacy, and well-being (Creswell, 2014).

As this study employed mixed-methods design, a number of ethical dimensions were systematically addressed. Before conducting the questionnaire and interview, a formal administrative authorization letter from Central Az-Zawiyah Educational Directorate (Appendix D) was submitted to the principals of the 15 participating state secondary schools. Participants were informed that their participation is voluntary, that they can withdraw at any time and their names would remain anonymous. Respecting privacy, explicit permission was requested in advance to audio-record the interviews. Furthermore, participants were assured that the paper questionnaires and interview recordings would be stored securely and accessed exclusively by the researcher for the purposes of this specific study. The core ethical concerns outlined by Cohen et al. (2007) – confidentiality, permission, and protection from harm – were strictly guaranteed across both data collection instruments.

3.9 Preparing Data for Analysis

Data analysis is the systematic process of collecting, cleaning, transforming, and interpreting data to obtain valuable results, supporting valid conclusions regarding the study's objectives (Dawit, 2020). As this study employed a mixed-methods design, both quantitative and qualitative data analysis procedures were employed to examine EFL teachers' perspectives and challenges in implementing CLT.

In this study, the quantitative data gathered from the closed-ended questionnaires were descriptively analyzed using statistical software (Jamovi). Meanwhile, the qualitative data extracted from the audio-recorded interviews were securely archived and orthographically transcribed. The transcribed data were analyzed using Braun and Clarke's (2006) thematic analysis framework. A detailed presentation of these statistical and thematic findings is provided in Chapter 4.

3.10 Summary of the Chapter

This chapter outlined the methodological framework of the study intended to investigate Libyan EFL secondary teachers' perspectives on the use of CLT and the challenges they encounter. The study adopted a mixed-methods design that combines both closed-ended questionnaire and semi-structured interview to obtain both personal and practical views. The data collection instruments were piloted to guarantee dependability and clarity. Data collected from the questionnaire and the interview were analyzed using descriptive and thematic analysis . Ethical considerations, such as institutional approval and secrecy were given priority. Validity and reliability were explained. This chapter constitutes a strong structure that guarantees the study's conclusions are transparent and credible.

Chapter Four

Data Analysis and Findings

4.0 Introduction

This chapter outlines the procedure used to analyze the quantitative data gathered in this study. It presents the findings regarding EFL secondary school teachers' perspectives on CLT and the challenges encountered in its implementation. Specifically, the quantitative data obtained from the questionnaire were analyzed using descriptive analysis and organized in structured tables. Conversely, the qualitative data generated through semi-structure interviews were processed and analyzed through using thematic analysis, with findings presented under themes derived from the responses.

4.1 Quantitative Data Analysis

The quantitative data collected from the paper-based questionnaire were transcribed and organized into a Microsoft Excel spreadsheet for analysis. Descriptive analysis was employed to analyze this data. According to Cohen et al (2018), descriptive analysis – such as frequencies and percentages – provides the fundamental statistical procedures required to organize, summarize, and display quantitative data in a clear and meaningful format. In this study, Jamovi software (version 2.7.30) was used to analyze the data, involving calculating frequencies (the exact number of responses to each questionnaire item) and percentage (the relative proportion of the total responses represented by each frequency) across the whole questionnaire items. This software was selected because it is a free, user-friendly statistical program capable of generating standardized tables automatically. The resulting frequencies distributions and percentages were then organized and presented into structured tables to ensure clarity and accessibility.

4.2 Findings of the Questionnaire

The findings of the questionnaire are organized and presented under four main sections, providing a comprehensive analysis of the gathered data. The first section highlights the teachers' perspectives and understanding of CLT. The second section presents the perceived benefits of CLT, while third section addresses the challenges in the implementation of CLT. Finally, the fourth section focuses on the current use of CLT.

4.2.1 Teachers' Perspectives and Understanding of CLT

The data illustrated in Table 4.1 demonstrates the teachers' perspectives and understanding of Communicative Language Teaching (CLT).

No	Statement	SA 5		A 4		N 3		D 2		SD 1	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
1	I believe that CLT aims to develop students' communicative competence.	36	44.4	42	51.9	3	3.7	0	00.0	0	00.0
2	I believe that fluency is more important than grammatical accuracy during spoken activity.	23	28.4	35	43.2	11	13.6	11	13.6	1	1.2
3	CLT encourages the use of authentic materials (e.g., podcasts, news, documentaries).	35	43.2	31	38.2	11	13.6	3	3.7	1	1.2
4	CLT focuses on learning language through meaningful social interactions.	26	32.1	39	48.1	12	14.8	3	3.7	1	1.2
5	The teacher acts as a facilitator or guide rather than an instructor.	30	37.0	24	29.6	15	18.5	8	9.9	4	4.9
6	Integrating technology (e.g., mobile apps, Zoom, YouTube) plays an significant role in CLT.	46	56.8	26	32.1	6	7.4	1	1.2	2	2.5

Table 4.1 *Teachers' Perspectives and Understanding of CLT*

Nearly all the teachers (96.3%) believe that CLT aims to develop students' communicative competence. This strong consensus indicates a positive attitudinal support towards the communicative language teaching approach. Similarly, an overwhelming majority of teachers (88.9%) consider that technology integration

plays an important role in CLT classrooms which denotes that teachers recognize its importance as an essential component in current communicative classrooms. Additionally, the majority (81.5 %) agree that CLT encourages the use of authentic materials. Besides, virtually all participating teachers (80.2%) perceive that CLT focuses on learning language through meaningful social interactions. Bulk of teachers (71.6%) positively agree that fluency is more important than accuracy during spoken activities. Regarding the role of the teacher in the classroom, roughly two-thirds of around 66.6% of teachers consider it as a facilitator rather than traditional instructor. Overall, this section demonstrates that EFL secondary school teachers in Az-Zawiyah hold a strong positive attitude towards theoretical principles of CLT.

4.2.2 Perceived Benefits of CLT

Based on Table 4.2, this section addresses the perceived benefits of using CLT in the state school context from the perspectives of EFL secondary school teachers.

No.	Statement	SA 5		A 4		N 3		D 2		SD 1	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
7	CLT helps students improve thei communicative skills.	47	58.0	26	32.1	4	4.9	3	3.7	1	1.2
8	CLT motivates students to be self-confident in speaking English and reduces the fear of mistakes.	41	50.6	35	43.2	4	4.9	0	00.0	1	1.2
9	CLT encourages students' active participation in the classroom.	44	54.3	26	32.1	10	12.3	0	00.0	1	1.2
10	CLT helps students develop both fluency and accuracy.	32	39.5	34	42.0	8	9.9	6	7.4	1	1.2
11	CLT supports learner autonomy.	20	24.7	33	40.7	19	23.5	7	8.6	2	2.5
12	CLT integrates the four language skills.	37	45.7	28	34.6	8	9.9	5	6.2	3	3.7

Table 4.2 *Perceived Benefits of CLT*

Regarding CLT's advantage in enhancing students' motivation and self-confidence and reducing their fear of making mistakes, a significant majority (93.8%) agreed or strongly agreed. Similarly, almost all teachers (90.1%) expressed a strong agreement that CLT improves students' communicative skills. Additionally, almost all participants (86.4 %) believed that communicative language teaching encourages students' active participation in the classroom. The quantitative data also revealed that almost four-fifth of the sample (81.5%) agree that CLT develops both language fluency and accuracy of students. In a nearly identical proportion, a vast majority of teachers (80.3%) positively viewed that CLT integrates effectively the four language skills implying that teachers consider this approach as a holistic approach rather than an oral-based methodology. Substantial majority of the sampled teachers (65.4%) agreed that CLT supports students' autonomy. In sum, the findings indicate a strong consensus that teachers' generally agree that CLT is highly beneficial which suggest that any subsequent lack of classroom implementation stems from external systemic barriers rather than a contradiction in teachers' perspectives.

4.2.3 Challenges in the Implementation of CLT

While most participated teachers widely acknowledged the theoretical benefits of CLT in the previous section, this section focuses on the challenges they encounter in implementing CLT .

No.	Statement	SA 5		A 4		N 3		D 2		SD 1	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
13	I find that large class size hinder the effective use of CLT.	37	45.7	31	38.3	4	4.9	8	9.9	1	1.2
14	I struggle implementing CLT because of limited class time.	36	44.4	21	25.9	14	17.3	7	8.6	3	3.7
15	I notice that students' low proficiency in English prevent the effective Implementation of CLT.	42	51.9	27	33.3	9	11.1	2	2.5	1	1.2
16	I encounter lack of teaching resources that limits my CLT implementation.	39	48.1	24	29.6	6	7.4	8	9.9	4	4.9
17	I have not received sufficient training in CLT methods.	27	33.3	35	43.2	11	13.6	7	8.6	1	1.2
18	I feel pressured to focus on grammar because of the requirements of national exams.	19	23.5	21	25.9	15	18.5	21	25.9	5	6.2
19	I struggle evaluating students' performance due to the lack of standardized CLT assessment tool.	25	30.9	25	30.9	19	23.5	8	9.9	4	4.9
20	I find it difficult to balance between fluency and accuracy.	15	18.5	22	27.2	24	29.6	13	16.0	7	8.6
21	I observe that students' cultural expectations favor traditional methods.	18	22.2	25	30.9	23	28.4	11	13.6	4	4.9

Table 4.3 ***Challenges in the Implementation of CLT***

The data provided in Table 4.3 indicate that the most common challenge that prevent nearly all EFL secondary school teachers (85.2%) in Az-Zawiyah from implementing CLT effectively is the students' low level of English. Moreover, the vast majority of participants (84%) find that overcrowding classes as another barrier to use CLT successfully forcing them to default to traditional methods. Lack of teaching resources and insufficient training on CLT are also factors limit a clear majority of (77.7%) and (76.5%) of teachers' implementation of CLT. The limited class time is another challenge for baulk of teachers (70.3%) which indicates the time allocated is incompatible with the national curriculum. Additionally, roughly

two thirds of the sample (61.8%) struggle to evaluate students due to the lack of standardized CLT assessment tools. While slightly over half of teachers (53.1%) consider students' cultural preference for traditional teacher-centered methods as an obstacle, almost half of them (49.4%) are pressured to focus on grammar because of high-stakes examinations. The difficulty in balancing between fluency and accuracy is perceived as significantly less challenging for a large minority of teachers (45.7%). These challenges reflect the perspective-practice gap, highlighting that CLT cannot not be effectively implemented without systematic modifications.

4.2.4 Current Use of CLT

The final section of the questionnaire analysis investigates the actual application of CLT in participants' classrooms.

No.	**Statement**	**SA 5**		**A 4**		**N 3**		**D 2**		**SD 1**	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
22	I use pair and group work activities to improve students' interaction.	30	37.0	26	32.1	13	16.0	9	11.1	3	3.7
23	I provide feedback only after communicative tasks rather than interruption.	13	16.0	29	35.8	21	25.9	15	18.5	3	3.7
24	I allow limited use of the first language when necessary to support communication.	24	29.6	34	42.0	15	18.5	5	6.2	3	3.7
25	I use a combination of communicative activities and traditional methods in teaching grammar.	30	37.0	32	39.5	13	16.0	3	3.7	3	3.7
26	I use technology (such as AI applications and YouTube,) to facilitate my lessons.	15	18.5	26	32.1	16	19.8	16	19.8	8	9.9

Table 4.4 *The Current Use of CLT*

Table 4.4 reveals that the majority of teachers (76.5 %) use a combination of CLT and other traditional teaching methods indicating that this integration can be either a force by systemic barriers or a choice of informed eclecticism. A clear majority of

teachers (71.6.%) allow the use of mother language when necessary. However, pair and group work activities are used by a substantial proportion of participating teachers (69.1%) as the fastest and most controlled form of CLT. Slightly above half of participants (51.8.%) provide feedback only after the communicative activity is finished which indicates teachers' awareness of oral fluency interruption consequences. Besides, nearly half of teachers (50.6%) use AI applications, authentic materials such as YouTube to make their classes highly communicative. Overall, the data obtained reveal that the actual use of CLT is highly eclectic, as teachers integrate CLT principles, traditional methods, and modern technology to meet their educational goals.

4.2.5 Summary of the Questionnaire Findings

The findings of the questionnaire show that teachers hold a highly sophisticated understanding of CLT principles. The data also indicate that participants perceive CLT as an effective framework for enhancing students' motivation, integrating technology, balancing fluency and accuracy, and developing practical communication skills. The results also show that teachers incorporate pair and group work activities while routinely using their mother tongue. Despite these benefits, their actual classroom implementation remains challenging including students' low proficiency level, large class size, time limitation, insufficient training, and lack of resources. The questionnaire also reveals a distinct gap between teachers' perspectives on theoretical principles of CLT and its practical implementation in state secondary schools.

4.3 Qualitative Data Analysis

The data obtained from the semi-structured interviews were analyzed thematically. Thematic analysis is an adaptable qualitative method used to systematically identify, analyze, and report data into themes and sub-themes (Braun and Clarke, 2006). Furthermore, Guest et al. (2012) defined thematic analysis as a qualitative analytical

method that extracts themes basically from ideas presented in participants' data. The primary objective of thematic analysis is decoding data to divide implicit wholes into themes and patterns. In this study, Braun and Clarke's (2006) six step coding framework was followed.

Familiarization with the Data

The qualitative data analysis began by manually transcribing the audio-recordings, which were recorded using the Voice Memos application. The transcripts were read multiple times while noting down initial ideas, and accuracy was ensured by carefully comparing the recordings to the written text. After that, the transcripts were reviewed repeatedly to generate analytical notes and obtain a thorough understanding of the data. This step was vital for gaining familiarity aligning with the approach proposed by Smith and Firth (2011), which emphasizes repeated reading the transcripts to ensure a complete comprehension of the meanings embedded within qualitative data.

Generating Initial Codes

In this chapter, the data were systematically organized and decoded into smaller manageable units ensuring that every segment relevant to the central research questions was assigned a code. Then, the transcripts and related codes were manually grouped into broader classifications reflecting distinct units of meaning. This systematic coding followed the framework outlined by Terry et al. (2017), which entails a full understanding of coding the entire dataset before proceeding to the next step.

Searching for Themes

During this stage of analysis, every coded segment was manually compared against others, resulting in identification of preliminary sub-themes. For instance,

lack of training emerged as a challenge faced by teachers. In this step, 15 sub-themes were generated from four main themes. Guest et al. (2012) define a theme as "a recurring and meaningful pattern in the data".

To extract these themes, both deductive and inductive thematic analysis methods were utilized. Deductively, predefined research questions and aims provided an initial guideline to identify key themes (Braun & Clarke, 2006). For example, broad themes like *Challenges in Implementing CLT* were established a priori, under which sub-themes such as *Student-Related Challenges* and *Teacher-Related Challenges* were grouped. However, an inductive process was applied to identify themes during data coding, allowing unexpected findings to emerge (Braun & Clarke, 2006). For instance, the theme *Actual Classroom Practices* and the subtheme *Situational and Inconsistent Application* emerged naturally from the raw data.

Reviewing Themes

To guarantee validity and accuracy in presenting the qualitative data, every sub-theme was carefully revised. This step followed Braun and Clarke's (2006) framework, which recommends refining the themes thoroughly to reflect data patterns accurately. For example, when reviewing the sub-theme of *Intuitive-Practice*, the analysis was confirmed that classification was directly connected to teachers' instinct and their actual application.

Defining Themes

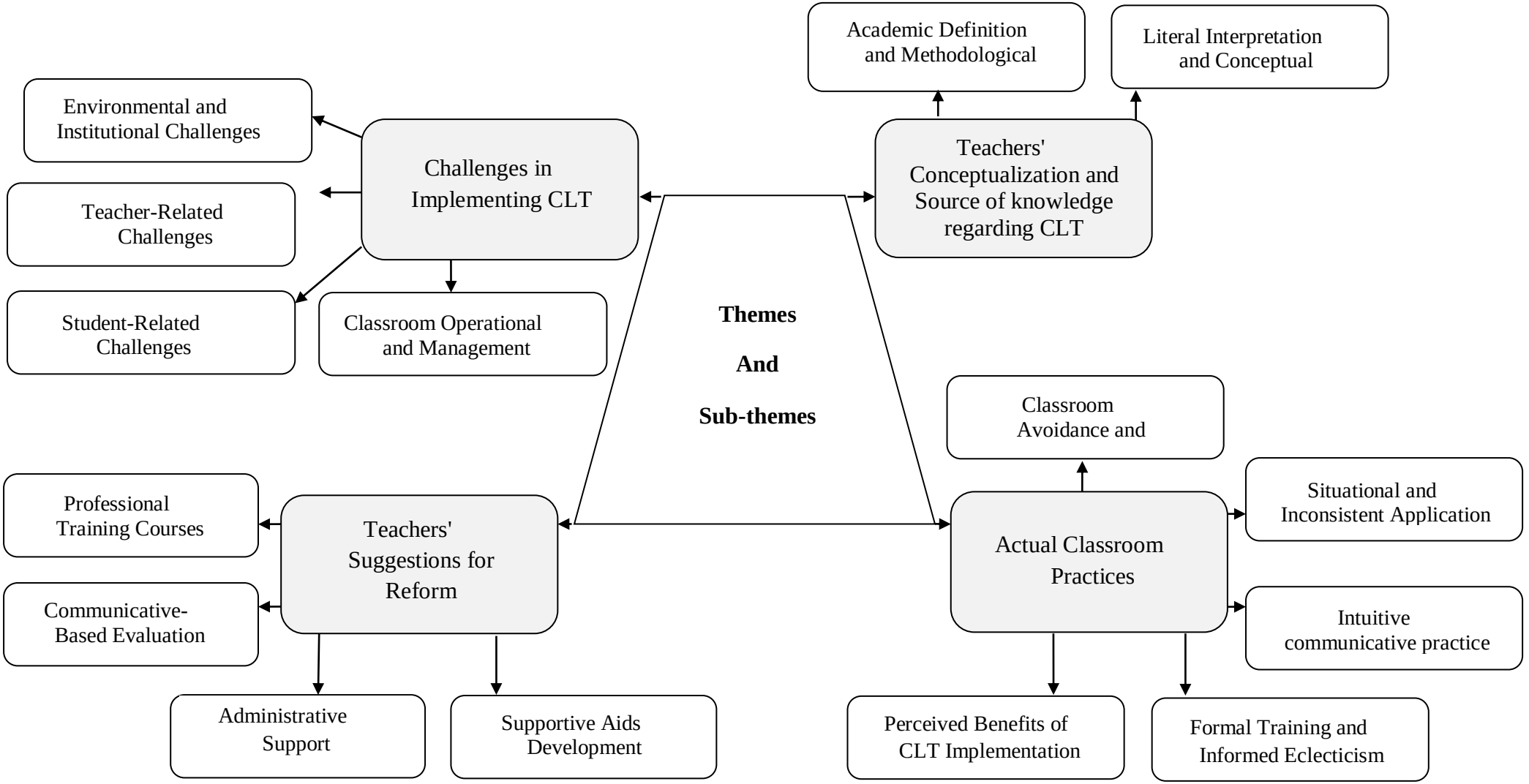
An additional analytical stage was involved to underline key words, repeated ideas and phrases from each participant. Braun and Clarke (2006) stated that "the process of defining and naming themes involves ongoing engagement with the data, ensuring that the themes are not only reflective of the data but also analytically useful" (p.92).

In this process, the researcher defined and named each sub-theme precisely. For instance**,** *Perceived Benefits* was derived from teachers' comments about their students' enhanced engagement and motivation. This step ensures that the names given to sub-theme are explicitly consistent with the main themes.

Reporting the Data

The final step of thematic analysis outlined by Braun and Clarke (2006) is constructing a coherent description. This description connects the generated themes to research questions and relevant literature, incorporating vivid teachers' quotes to reflect critical insights. Patton (2015) stated that "the qualitative report must provide sufficient description and direct quotations to enable the reader to understand the basis for the interpretation… The description is holistic, comprehensive, while the quotes bring the data to life" (p.521). Consequently, the resulting narrative provides a detailed analysis of teachers' conceptualization of CLT, actual classroom practices, challenges of CLT, and further suggestions for reform. Following this approach ensures that the findings are presented authentically, providing the reader with clear evidence to trace the raw interview data.

Figure 4.1 *Themes and Sub-themes Generated from the Interview*



4.4 Findings of the Interview

The findings of the interviews are categorized into four main themes, which were divided into a total of fifteen sub-themes as presented in Figure 4.1 above, these themes and sub-themes were identified through the analysis of 12 semi-structured interviews conducted with EFL secondary school teachers in Az-Zawiyah. For ethical considerations, teachers' names were maintained anonymous and assigned codes. For example, T1 represents the first teacher interviewed, whereas T2 refers to the second and so on. The proceeding sections present a thorough insight of the interview findings, organized thematically to highlight participants' perspectives of CLT, their actual applications, the challenges in its implementation, and their further suggestions for reform.

4.4.1 Teachers' Conceptualization and Knowledge of CLT

The qualitative data analysis of 12 semi-structured interviews revealed that EFL secondary school teachers in Az-Zawiyah conceptualize CLT differently. From this analysis, two sub-themes emerged: literal interpretation and conceptual vagueness and academic definition and methodological awareness .

a. Literal Interpretation and Conceptual Vagueness

A major finding was that the vast majority of the interviewed teachers lacked the formal background knowledge of Communicative Language Teaching (CLT) framework. When they were asked about what comes to their minds when they hear the term Communicative Language Teaching (CLT), 10 out of 12 teachers admitted that they are unfamiliar with the academic concept. They rather deduced the core definition of the methodology mainly from its literal name "communicative" and interpreted it as communicating in the class and conversations between the students and their teacher or the students themselves. This superficial interpretation led to a state of conceptual

vagueness. For instance, (T9) stated that "I have no idea about this method, but when I hear the concept, I can understand that it is about communication or conversation between teachers and students". Another teacher, (T6) defined CLT as a flexible approach that concerns about promoting relationships between the students and their teacher. While (T11) claimed that the concept refers to a modern teaching method that uses technology, smart boards, and visual aids.

This indicates that even though these teachers showed positive agreement on the theoretical principles of CLT in the quantitative data, they relied on conceptual intuition rather that on explicit knowledge to define the acronym. This proves that teachers value the theoretical methodology framework, even though they lack the formal knowledge.

b. Academic Definition and Methodological Awareness

In contrast to those who relied heavily on linguistic guessing, a distinguishable minority of two teachers presented a well-defined and accurate understanding of CLT. These knowledgeable teachers were both postgraduate students. Their enrollment in MA studies provided them with a clear insight into theoretical formal knowledge of the methodology. However, while Master studies offered a strong theoretical foundations for these two teachers (T2 & T8), professional training courses significantly increased the level of pedagogical confidence to (T8). For instance, this trained teacher emphasized that attending specialized training workshops helped her enhance her professional confidence and stay updated to communicative teaching techniques. This teachers defined CLT as "*an approach that focuses on learning the language through real-like situations and interactions. It involves student-centered strategies that make learners use the language in the classroom*". In addition, (T2), who is a postgraduate student, conceptualized CLT as "*a student-centered teaching method concerns about enhances students' abilities to communicate with each other, introduce themselves, and*

express their messages freely and spontaneously. It combines them in pair and group activities and in other tasks that force them to use English". She further stated that *" This method requires students' to speak as much as possible*". This finding indicates that teachers' methodological awareness was formed by either academic development or specialized training courses.

4.4.2 Actual Pedagogical Practices

The data revealed that the application of communicative activities varied heavily among EFL secondary school teachers in Az-Zawiyah. Teachers' implementation represents a wide variety, ranging from complete avoidance and abandonment, to flexible implementation, to discontinuation, to total immersion. This analysis demonstrates how these various implementation yielded perceived benefits.

a. Classroom Avoidance and Abandonment

The data revealed that some of the teachers either never used interactive activities or stopped using them after a very short time of trial. The non-user teachers justified that their students' low levels and institutional barriers compelled them to adopt traditional teaching roles. Instead, they focused on memorizations, reading aloud, translating new words, or constructing certain grammatical structures. For example, (T3) said that "*I only ask my students to read a passage aloud or give me a sentence applying the grammatical rule in practice. Basically, I teach the way I was taught by when I was a student*". Similarly, (T6) stated that "*I don't use any of communicative activities in my classes because the students' level is very low. They don't know even the basics of English* ". For few teachers who applied pair-work and led-presentations for some time and defaulted back to traditional grammatical methods, their primary concern was syllabus coverage, high-stakes exams, and maintaining classroom discipline. (T10) applied pair-work activity and led-presentations for limited time and then abandoned it and focused on what

her students need to pass the national exams. Similarly, (T11) also justified her abandonment to the approach to insufficient training courses. She stated that "*I used pair-work activities for a short of time right after I attended the Ministry training course in 2018, because one course was not enough to change my teaching from traditional to communicative*". Unlike the previous teachers, (T2), an MA student, practiced pair-work, presentations, games, and picture descriptions and then stopped due to structural and behavioral constraints. This teacher complained classroom noise and difficultly of maintaining classroom discipline. She stated that "*at the beginning I tried hard to apply communicative activities as I believe in its importance, but I found it challenging to continue and manage the classroom noise. Time was passing while I was trying to control their chaos*". This avoidance and discontinuation do not indicate rejection, but rather a survival strategy.

These teachers, who fully integrated teacher-centered methods, admitted that their actual practice is totally different from what they desired. (T2) stated that "*when I prepare the lesson at home, I plan it in a way but when I enter the class, I teach it another way*". While they agreed on the theoretical principles of CLT in the quantitative data, they measured their pedagogical success strictly by curriculum completion and maintaining classroom discipline, choosing to abandon communicative activities entirely when faced with structural and institutional limitations.

b. Situational and inconsistent application

This sub-theme represents the teachers who are not knowledgeable with the formal conception of CLT, yet they apply communicative activities situationally. They utilize these activities depending on the nature of the lesson and the class time. Otherwise, they revert to the traditional teaching. For example, (T7) stated that "*I usually have a week during the semester for communicative activity. In this week, I teach for example*

'reported speech' communicatively and reflect it on students' real lives". She further pointed out that she used to apply more activities when there were a laboratory in her school 10 years ago. (T14) also mentioned that she applies role-plays, guessing, picture description and pair-work when the lesson is short and requires simple vocabulary discussions. This indicates that teachers are trying to adapt this methodology despite the structural constraints.

c. Intuitive Communicative Practice

The data revealed that few of the teachers who had not formally studied CLT, implement communicative and interactive activities more habitually. This group consists of two teachers of different backgrounds. A highly motivated and hard-working teacher, and a native-schooled teacher. These teachers do not view CLT as difficult to employ, they rather consider it as a natural way of teaching. They utilize a wide variety of communicative activities. For example, (T9) mentioned that "*I use many activities that are communicative like games, role-plays, picture description, acting out new words and guessing. I use listening, speaking, and conversations. I usually act as a co-partner.* She continued *"My students actually speak more than me and enjoy challenging each other in these activities. To be honest, I sometimes use Chat GPT to help me managing time limitations*". Further more, (T12) stated that she apply communicative activities most of the time, even in teaching grammar. She further justified stating that "*when the grammatical rule is somehow difficult, I introduce it traditionally but we practice it communicatively. For me, this method is very useful in teaching grammar because my students practice the rule and use English as the same time*".

As a result of this intuitive approach, these teachers experience a deep sense of professional satisfaction and alignment. Specifically, teachers like (T9) – whose professional identity is rooted in student-centered fluency –expressed that her teaching

matches her perspectives, noting a state of pedagogical contentment as her students are highly motivated and fully engaged. Similarly, (T12) expressed complete professional satisfaction as her teaching aligns with what she plans and aims to, noticing her students' proficiency level improvement by the end of the year. This analysis highlights the crucial role of teacher agency in driving successful CLT implementation.

d. Formal Training and Informed Eclecticism

The findings revealed a distinct teacher profile who is an MA student, attended multiple specialized training courses. This teacher possesses solid theoretical knowledge and extensive training. Yet, She intentionally employs informed eclecticism to guarantee that she can fulfill the institutional objectives while still incorporating communicative activities. As she explained "*I blend CLT with other traditional methods to finish the curriculum on time and meet the examinations requirements. I use pair-work, discussion, role-plays, and games whenever the time and lesson allow. My role is more as a facilitator when I use these activities*". To bridge the gap between curriculum ideals and classroom realities, she uses digital tools during preparation. She stated that "*when I plan the lessons at home, I describe the classroom circumstances to Chat GPT or another AI application to help me tailor the activities to the class time and students' number and level"*. Combining traditional and communicative methods, supported by modern technology, demonstrates a high degree of situational awareness to achieve national pedagogical objectives.

e. Perceived Benefits of CLT Implementation

This sub theme reveals how teachers perceive the outcomes of their implementation of CLT. The active CLT adapters noted multiple advantages. For example (T9) observed an enhancement in student engagement, fluency improvements and broken classroom boredom. She further mentioned that her students started watching English movies and

learn phrases and expressions. Likewise, (T12) also noted that her students make a communicative progress and confidence improvements by the end of the school year.

Conversely, the teachers who employed CLT for a period of time, observed some benefits before stopping. (T2) noticed that her students were cooperated and motivated. They spoke freely without fear of making mistakes. In addition, (T7) reported that when she practiced the 'reported speech' communicatively, her students were highly engaged and interacted. She stated that "*they were happily acting out reported sentences, while I was just monitoring them. They easily understood the rule and might not forget it forever*".

However, the well-trained teacher (T8) mentioned that her students were encouraged to participate and practice their language especially those who enrolled in general English courses. On the other hand, the teachers who never formally applied CLT, anticipated theoretical expectations. For example,(T6) stated that "*if this method is applied – especially from the primary level– our students' confidence to use English would be enhanced*". These perceived benefits demonstrate that this methodology is efficacious when applied properly and that teachers can witness the reward to their efforts.

4.4.3 Challenges in Implementing CLT

This theme presents the challenges that hinder the implementation of CLT in secondary schools in Az-Zawiyah. Qualitative data analysis categorizes these challenges into well-defined interconnected sub-themes: environmental and institutional-related, teacher-related, student-related and classroom management and operational related challenges.

a. Environmental and Institutional Related Challenges

The qualitative data analysis demonstrated external and institutional barriers imposed by the educational authorities. The majority of teachers expressed a sever lack of

facilities such as language laboratories and multimedia aids. (T7) contended that "*I find that the lack of laboratories in my school as a major challenge*". She further pointed out that 10 years ago she used to employ role-plays, and listening activities when there was a laboratory in her school. Similarly, (T5) maintained that due to the absence of laboratories, she tried several times bringing her laptop and a speaker, but she stopped because of damaged electrical outlets and acoustic echoes. Another critical constraint mentioned by 6 teachers, that the textbooks are distributed without accompanying audio CDs or digital codes. As a result, they do not employ any listening activities, even though listening materials are essential in CLT.

In addition to the materials limitations, teachers argue that the curriculum does not align with the time allocated. Implementing communicative tasks within a 45-minutes session is nearly impossible, particularly, in overcrowded classes. (T8), the well-trained teacher, claimed that the curriculum is incompatible with the given time. She further contended that if she excessively employs communicative activities, she wouldn't cover the syllabus. In addition, (T9) also complained that the time is not enough to obtain satisfactory outcomes.

Finally, institutional discouragement from educational authorities and school administrations forced the teachers to abandon communicative practice and prioritize traditional teaching. For instance, (T10) pointed out that lack of institutional support was one of the challenges that obliged her to stop implementing CLT. These infrastructure deficiencies, time constraints, and lack of institutional support hinder teachers' ability to implement the communicative approach successfully.

b. Teacher-Related Challenges

This sub-theme reveals the professional challenges faced by interviewed teachers in Az-Zawiyah secondary schools. The most common barrier was the lack of teachers'

training. Almost all the teachers emphasized that they lack the pedagogical tools to implement these communicative practices in their under-resourced schools. For example, (T6) reported that she has never attended any specialized teaching training course. She stated that "*the only course by the Ministry of Education was conducted when I was abroad*". While (T10) noted that she stopped utilizing communicative activities after a short time of trial because she lacked sufficient training, justifying that "*one training course was not enough*". Similarly, (T3) considered her unfamiliarity with CLT as a challenge prevented her from adopting CLT. Additionally, (T7) indicated that even though the curriculum is interesting and contains communicative exercises, the educational authority did not provide the necessary in-service training for teachers to effectively implement it. Consequently, a gap formed because of incompatibility of the pedagogical demands and unprepared teachers.

c. Student-Related Challenges

This sub-theme presents the challenges stemming from students. seven out of 12 teachers complained about low-student proficiency in both vocabulary and grammar which prevented them from engaging in communicative activities. They pointed out that this limitation led to students' anxiety, participation resistance, and increased their fear of making mistakes. For instance, (T8) explained that one of the reasons that forced her to implement traditional methods is students' reluctance to participate in communicative tasks due to their lack of vocabulary and grammatical mastery. In the same vein, (T1) also mentioned that the students did not possess even the basic common words, which forced her to switch back to traditional dictation and translation.

Moreover, the data also revealed a gender-specific barrier. Some of the teachers in male secondary schools reported that male students, often refuse to participate in communicative interactions. For example, (T3) contended that this reluctance to take

part is because of their high affective filter, considering these practices as childish or a threat to their social ego. These findings indicate that student-related constraints reinforce teachers' reliance on traditional methods.

d. Classroom Operational and Management Related Challenges

The findings showed that some of the teachers faced multiple functional and behavioral constraints during classroom implementation. Teachers who implemented or attempted communicative activities complained about the classroom noise, which kept some teachers away from CLT practices. For these teachers, this communicative noise was perceived as a failure, viewing it as a loss of classroom control. For example, (T2) expresses that it was challenging to continue practicing communicative activities in her classes because of students' chaos. She stated that "*time was passing while I was trying to manage students' loudness. To maintain quieter, disciplined classes, I switched back to traditional methods*". However, data also revealed that noise management dependent on teachers' efficacy. For instance, (T9) pointed out that she suffered from students' turn taking loudness in her first year of teaching, but she now utilizes a lottery system to regulate their high volume while turn-taking.

In addition, nearly all of the teachers faced the washback effect of traditional examinations, especially those who teach third year (certificates) classes. They are pressured to prepare their students for final national exams. For instance, (T10) emphasized that her main concern is to teach her students how to deal with the final exam questions. Similarly, (T11) also shared the same opinion, explaining that she attempted interactive tasks in the past but as they are time consuming, she returned to the traditional methodologies. She further justified saying that "*my time was more worth while spent on training my students on answering previous examination samples*". These findings indicate that the teachers were not fully focused on teaching the language;

instead, they were consumed by the heavy burdens of exam preparation.

4.4.4 Teachers' Suggestions for Reform

To develop communicative language implementation in Az-Zawiyah state secondary schools, the teachers were asked how the challenges they face could be addressed and what changes need for effective CLT implementation. The data analysis of their suggestions yielded four sub-themes: professional training courses, communicative-based evaluation, supportive aid development, and administrative support.

a. Professional Training Courses

The data revealed that all the participating teachers emphasized the desperate need for consistent, practical training workshops, particularly designed to bridge the gap between teachers' current classroom applications and the communicative curriculum requirements. For instance, (T10) suggested that curriculum designers together with the education authorities should cooperate to provide continuing training courses. Similarly, (T6) stated that "*they changed the textbooks, but they did not train us how to teach them*". In addition, (T11) shared the same note, saying that "*we really need training to teach the curriculum effectively*". The data suggested that without continuous methodological training, any curriculum development is viewed by teachers as a superficial practice that fails to develop the actual classroom application.

b. Communicative-Based Evaluation

In addition to the training courses, the data also showed that a bulk of teachers suggest a systematic assessment reform. They emphasized that as long as final examinations are paper-based, assessing mainly grammar rules and rote vocabulary memorization, students will remain resisting communicative activities. Instead, they suggested an official implementation of communicative examinations. For instance, (T8) highlighted that if the examinations are developed to evaluate the four skills, English

teaching will totally differ. Additionally, teachers further requested specialized workshops to enhance their language assessment literacy. For example, (T7) expressed that they really need developing strategies for designing assessments that correspond with the curriculum objectives. She stated that "*we need training on how to design examinations. We are in the 21st century but the focus is the same as of the 19th century*". This insight confirms that traditional testing forces the teachers to stick to the conventional methods and their reform is vital.

c. Supportive Aids Development

The data analysis also revealed that participants suggested modifications. They explicitly argued that their schools missing technological and infrastructural facilities essential for CLT implementation. Advanced educational technology such as smart boards, reliable internet, and digital textbooks codes were requested by the vast majority of the teachers. When teachers were asked about the missing resources, (T7) expressed with deep frustration saying that "everything is missing". Another teacher suggested visual aids as they support teachers' CLT application and enhance students learning. For instance, (T8) stated that "*I wish we can have smart boards or head projectors in each class. This will save us time and effort as it will enhance our teaching*". Thus, specialized facilities like equipped classrooms and laboratories should be provided to shift from traditional static materials to a dynamic educational supportive aids.

d. Administrative Support

The final suggestion revealed from data analysis was teachers' need for institutional and moral need. All participating teachers expressed a total absence of administrative encouragement to enhance their teaching abilities from both school heads and the educational authorities. The teachers who implement CLT in their classes reported that even though they challenged all the barriers, they felt unappreciated. For instance, (T9)

experienced disappointment as she had not received any administrational support. Moreover, (T6) pointed out that without institutional and administrative support, CLT implementation will be impossible to apply. This suggestion indicates that cultivating institutional support and moral imperative, is a foundational prerequisite that encourages teachers to implement CLT.

4.4.5 Summary of the Interview Findings

The findings of the qualitative data analysis of 12 semi-structured interviews provided a comprehensive view of teachers' conceptualization of CLT, their actual classroom practices, the practical challenges, and their suggestions for educational development. These results revealed that teachers' variations in their professional experiences and familiarity with CLT led to distinct spectrum of CLT implementation among the participants in their classrooms. While a minority of teachers continue applying either CLT heavily or situationally, the vast majority either abandoned it or defaulted to safe traditional methods. This indicates that it is not impossible to implement CLT in our local schools, it just takes an immense amount of personal effort. In addition, the findings also showed that teachers faced different challenges such as insufficient training, lack of facilities, overcrowded classes, limited time, and institutional dis-encouragment. As challenges formed the gap between the teachers provisions and classroom realities, participants provided further suggestion addressing these constraints.

4.5 Summary of the Chapter

The questionnaire findings revealed that the vast majority of EFL secondary school teachers in Az-Zawiyah expressed a strong positive attitude toward CLT, valuing the importance of communicative interactions, authentic materials, and students' autonomy. However, the analysis results showed a gap in the actual, daily classroom practices of

communicative activities, indicating that traditional teacher-centered methods are still dominant. This theory-practice gap was shaped by the challenges teacher face when implementing CLT such as limited time, overcrowded classrooms, unequipped classrooms, and students' low level of English.

The interview results complement these findings, proving that 'the theory-practice gap' among EFL teachers is not because of their resistance or rejection. Instead, it is totally predictable and dependent on systemic educational deficiency. The teachers are forced back to teacher-centered methods as the national curriculum expects them to implement modern teaching techniques while education system strictly maintaining traditional infrastructural, environmental and assessment frameworks.

Chapter Five

Discussion and Conclusion

5.0 Introduction

This study was conducted to explore the EFL secondary school teachers' perspectives on using CLT in their classrooms in Az-Zawiyah. It also investigates the challenges they encounter while implementing it. This chapter discusses the most significant findings gained from the questionnaires and semi-structured interviews, linking them to the guiding research questions and the existing literature. It also provides a summary of the whole study. Following this, the chapter introduces some recommendations based on the findings of this study. Then, it presents the limitations inherent in the study and recommends for future research addressing these limitations.

5.1 Discussion

The discussion of the findings is organized under two main headings associated with the research questions, along with their subsequent sub-headings. The first heading addresses teachers' perspectives on the use of CLT, which includes sub-headings on teachers' conceptual understanding of CLT, the divergence between teachers 'perspectives and real practices of CLT, and the perceived benefits of CLT. Meanwhile the second heading examines the challenges encountered during implementing CLT encompassing teacher-related, student-related and institutional related challenges.

5.1.1 Teachers' Perspectives on the Use of CLT

The findings revealed to what extent EFL secondary school teachers conceptualize CLT. They also demonstrate how these teachers implement this approach in their classrooms in Az-Zawiyah. Moreover, they clarify the benefits that students and teachers gained from the application of this approach. To answer the first research question, these

functions are discussed in relation to the literature review in the following sections.

a. Teachers' Conceptual Understanding of CLT

The findings of the quantitative data reveal that almost all teachers hold strong positive attitude toward the theoretical principles of CLT. These results align with Tiwari (2021), Abusrewel (2023), and Alhanashi and Sulaiman's (2026) research showing that most of the teachers expressed positive conceptual agreement with CLT. However, the qualitative results indicate that the participants are divided according to their conceptual understanding of CLT into two distinct profiles.

The first and dominant group of teachers – comprising teachers of all ages and graduated from both Faculty of Arts and Faculty of Education –lacks the formal conceptual knowledge of the approach. They defined CLT intuitively, deducing it from its literal name, aligning with Borg's (2003) assertion that teachers rely on their intuitive instinct when formal university education fails to foster formal explicit knowledge. Some teachers within this group intuitively apply communicative activities, drawing on self-efficacy, professional development, or intuitive native-schooling, mirroring Borg's (2003) schooling experience positive impact. These insights suggest that secondary school teachers graduating from local colleges often enter the classroom without sufficient methodological awareness, depending on their tacit beliefs.

In contrast, the second minority group– consisting of MA students and trained teachers –exhibits a robust understanding of the theoretical concept of CLT methodology. As Borg (2003) notes, this group represents those whose cognition is shaped by professional learning rather than intuitive schooling repertoire. This outcome aligns closely with Abusrewel (2023), who observed strong conceptual awareness among trained teachers alongside knowledge gaps among Faculty of Arts graduates in Tripoli. In the same national context, Algwil (2023) noted that young teachers possess a sufficient knowledge

of CLT and supportive attitude due to recent curriculum updates. Conversely, these findings contradict with Tiwari's (2021) international study, where the majority of teachers held solid theoretical understanding because they had received prior specialized CLT training.

Thus, language teaching methodological awareness in this context is shaped by professional university education, post graduate learning, or specialized training courses. consequently, while the educational system expects teachers to implement a communicative approach to achieve its goals, the teachers struggle to grasp the underlying theoretical framework due to their lack of theoretical and practical knowledge in their initial teacher preparation.

b. The Divergence between Teachers' Perspectives and Real Practices of CLT

The findings of this study reveal a variant spectrum of CLT applications among participating teachers, ranging from non-users to habitual implementers. Some of the teachers who positively agree on CLT tenets, on the conceptual level, have never applied it in their classrooms due to a lack of practical training or awareness. This mirrors Shihiba (2011) observation in the Libyan context, where teachers consistently displayed high levels of theoretical and conceptual support for CLT principles while struggled with practical classroom application. The analysis of their responses indicates that they rely on their apprenticeship repertoire to teach their students, echoing Borg's (2003) framework of teacher cognition. These results also indicate a situational practice or regression of CLT due to teachers pedagogical tension. This gap, resulting from contextual barriers, forces participants back to either traditional teacher-centered methods, or to the P.P.P model (representing the weak version of CLT). This dynamic closely reflects Fullan's (2007) observations on educational change, as well as Kumaravadivelu's (2001). post-method pedagogy. This framework highlights that when a top-down curriculum imported

without training teachers to adapt it to their local context, teachers feel a sense of insecurity when facing challenging barrier. As a result, they default back to traditional teaching as a survival mechanism. These results are consistent with Kulaib's (2025) conclusions that the discrepancy between theory and practice is not an inherent resistance, but a result of contextual and environmental constraints.

Finally, the qualitative data also reveal a small group of resilient teachers who successfully bridge the perspective-practice gap; even though, this group lacks the formal training and university knowledge. It represents Borg's (2003) framework by both a positive native schooling teacher who possesses a communicative default model as an inherent gut instinct (Lortie, 1975), and the hardworking, self-efficacy teacher who actively counters the contextual constraints. Likewise, Kulaib (2025) also reports that teachers who were taught communicatively replicate their positive pedagogical beliefs. Yet, the data also show that these few innovative teachers are not rigid practitioners; rather, they possess a cognitive awareness that enables them to intentionally apply traditional grammar-based methods when they teach complex grammatical rules.

This indicates that the resulting gap is not a consequence of teachers' refusal or resistance to the approach, but rather it is formed as a result to the misalignment between teachers' perspectives and classroom realities.

c. The Perceived Benefits of CLT

The findings of the quantitative data reveal that teachers possess a nuanced understanding of the perceived benefits of CLT. These insights are supported by Abusrewel (2023) and Alhanashi and bin Sulaiman (2026), whose studies note that teachers recognize the value of communicative methods despite traditional classroom realities. Moreover, the qualitative data demonstrate that EFL secondary school teachers who apply CLT in their classrooms experienced significant benefits. They reveal that

communicative activities shifted classroom dynamics from passive learning environment to active communicative environments, enhancing students' motivation, confidence, engagement and cooperation. These results echo Alharbi's (2022) data showing that communicative activities enhanced students interaction and transformed students' role to an active language consumer. Similarly, Kulaib (2025) reports that teachers agreed that CLT promotes authentic communication, oral competency and student engagement. Teachers of the current study recognize that CLT broke the boredom in the classroom and improved student's fluency. This closely parallel to Chen and Shuib's (2026) results that CLT improves global communicative competence, interactive abilities, and learner autonomy. In addition, even the teachers who have never applied CLT, anticipated its advantages to achieve better pedagogical outcomes. In the same vein, Algwil (2023) claimed that if CLT applied, it can revert the classroom atmosphere from passive knowledge receiving to active language producing.

5.1.2 The Challenges in Implementing CLT

To answer the second research question, the following sections are dedicated to present the findings related to the challenges EFL teachers encounter during implementation of CLT. These constraints were categorized into teacher-related, student-related, and educational system-related challenges.

a. Teacher-Related Challenges

First, the results indicate that the vast majority of teachers lack professional CLT training which results in misconceptions about CLT and impoverished teaching skills that aid them to navigate multiple challenges. These outcomes match Abusrewel's (2023) findings in Tripoli secondary schools arguing that without professional training for teachers to handle the contextual constraints, CLT would never be successfully applied. Likewise, Twiari (2021), Alharbi (2022), Kulaib (2025), and Alhanashi and bin Sulaiman

(2026) found that non-existent or insufficient training and lack of teaching skills are major barriers to effective CLT implementation. Correspondingly, Chen and Shuib (2026) point out that professional development gap leads to superficial or limited CLT implementation. Low quality training is also a challenge reported by Alharbi (2022) causing teachers low confidence in communicative teaching. This absence of professional development in adapting CLT to under-sourced schools leads the teachers to rely heavily on their prior knowledge acquired through the apprenticeship of observation mechanism proposed by Lortie (1975), thus subconsciously retreating to the teacher-centered methods.

b. Student- Related Challenges

The findings of the study reveal multiple challenges the participants encountered related to secondary school students in Az-Zawiyah. Low-proficiency level of English –in both lexis and grammar due to weak foundation – was the most common challenge reported by the teachers. These insights resonate with Alharbi's (2022) study reporting that students with limited prior knowledge posed a challenge for teachers. Kulaib (2025) similarly emphasized that low students proficiency as a major barrier. However, many teachers believe that this approach can be effective only for advanced learners, contradicting Ellis's (2003) framework on Task Based Language Teaching (TBLT). Ellis argues that communicative and task-based activities can be adapted for learners with different proficiency levels by grading task complexity. This contradiction indicates that teachers misunderstand of the approach flexibility due to their lack of professional training.

Moreover, while literature establishes that communicative tasks and interactive environments are designed to enhance student motivation (Harmer, 2007; Richards & Rodgers, 2014), the empirical results of this study illustrate that low student motivation is

another obstacle. Teachers reported that lack of motivation resulted in student reluctance to participate in communicative activities, stressing Abusrewel's (2023) findings. This reveals a clear contradiction: while CLT is theoretically expected to enhance enthusiasm and encourage students' participation, local classroom constraints and anxiety prevent these benefits.

Gender-specific dynamics were also exposed as another CLT barrier. Particularly within local adolescent classroom environments, male students display reluctance or resistance to engage in communicative tasks due to their fear of peer mockery and losing social face in front of their classmates. This aligns with Abusrewel (2023), who highlighted how affective barriers – such as anxiety and fear of negative peer evaluation – inhibit student participation. Similarly, Kulaib (2025) noted that psychological pressures and social anxieties within traditional classroom structures often drive students to adopt passive roles rather than risk public embarrassment during communicative activities.

c. **Institutional-Related Challenges**

Finally, the results demonstrate that educational system challenges hinder CLT implementation. The washback effect of grammar-based exams forced teachers, especially third-year certificate teachers, to abandon communicative activities in favor of exam preparation despite their strong attitudinal support to CLT theoretical principles. In a similar manner, Abusrewel (2023) and Alharbi (2022) argue that since the examinations are mainly paper-based, and grammar focused, teachers will devote their time and effort to help their students pass these exams even if they believe in CTL. This washback impact is compounded by a lack of specialized assessment tools for assessing students' communicative competence. These data align with Kulaib (2025) and Tiwari's (2021) results, noting that students use their textbooks as a catalogue for exam content rather

than means for language acquisition. As long as the exam system is grammar-focused and paper-based, CLT implementation will remain a pedagogical demotivation.

The findings also indicate the misalignment between time allocated for English subject and curriculum demands. All participants highlight that four English classes per week are not adequate to cover the syllabus, which lead the teachers to abandon communicative approach and focus on assisting students to pass the exam and complete the syllabus. Algwil (2023) and Abusrewel (2023) further found that the limited teaching hours impacted CLT negatively and forced the teachers to neglect listening and speaking skills and teach for the sake of examinations. Moreover, Kulaib (2025) argues that time of class period is severely limited to cover the heavy syllabus.

In addition, large class sizes are another major obstacle encountered by many participants. This barrier reduces teaching quality, hinders classroom discipline, and prevents providing equal opportunities for all students. These findings are in line with Alharbi's (2022) view that the teachers can not utilize communicative activities effectively (such as pair and group work) due to the large class sizes. Abusrewel (2023) also pointed out that overcrowded classes force teachers in Libyan context to eliminate student interaction, neglecting listening and speaking skills to concentrate on reading and writing exercises. Corroborating these results, Algwil (2023), Kulaib (2025) and Chen And Shuib (2026) stressed that number of students affected the application of CLT negatively. Conversely, Brown (2001) argued that communicative activities can be integrated in large classes through structured cooperative techniques. The absence of these strategies leaves Az-Zawiyah teachers unequipped to adapt communicative tasks for crowded classrooms, restricting them into traditional methods.

The classroom noise resulting from large classes reported by many participants. This makes teachers to complain of losing control and thus default back to more controllable

teacher-centered classrooms. Alharbi (2022) also demonstrates that generating communicative tasks in overcrowded classrooms resulted in chaos, which made teachers highly stressed as they felt socially threatened to be judged from administration and colleague teachers. Tiwari (2021) further highlights that many teachers misunderstood the productive noise of communicative interactions as a negative behaviour. Closely parallel to Algwil's (2023) research reporting that the noise resulted from students' movement during pair work and group work activities, while it was perceived as a logistical failure, a minority of teachers consider it a variable that is highly dependent on the teacher efficacy and teaching skills. Those few internal motivated teachers implemented effective strategies to manage students' communicative noise.

The lack of resources was also an obstacle hindered some teachers from effectively implement CLT. Lack of projectors, audio equipments, laboratories, and AI integration constrained teachers to support CLT and consequently depend heavily on textbooks and limit practicing listening and speaking. Armnzai and Alakrash (2021) indicate that schools should have access to appropriate technological tools such as smart boards and internet connection to support CLT. The findings also show that a minority of teachers possess the technological awareness gained through personal preparation, as noted by Algwil (2023) and Tiwari (2021).

In conclusion, the above-mentioned challenges faced by EFL secondary school teachers in Az-Zawiyah do not exist in isolation, they rather connected to one another, forming a vicious, self-reinforcing circle. Consequently, teachers are forced back to use the teacher-centered methods in order to cover the syllabus and fulfill the exams demands.

5.2 Conclusion for the Whole Study

This study was set out to investigate EFL secondary school teachers understanding of

CLT and the challenges they encounter during its implementation. A mixed methods approach was adopted to collect data from 81 closed-ended questionnaires and 12 semi-structured interviews conducted across 15 secondary schools in Az-Zawiyah. The quantitative data was analyzed descriptively using Jamovi software, and the qualitative data was examined through thematic analysis.

The findings of the data analysis reveal a clear perspective-practice gap. On one hand, teachers hold a strong attitudinal support for CLT theoretical principles, emphasizing its importance in enhancing students' communicative competence. On the other hand, most of them rely on teacher-centered methods in their daily teaching. This discrepancy is not a result of teachers' intentional resistance or refusal; instead, it is a negative outcome of multiple contextual barriers. The constraints uncovered by both data instruments include: teacher barriers, such as insufficient practical training on how to adapt CLT to contextual constraints; student constraints, like low-level of proficiency, low motivation, and male student resistance; and systematic and environmental barriers, including over crowded classes, limited time, grammar and lexis oriented examination, classroom noise, and lack of digital resources, and technological teachers literacy.

5.3 Recommendations of the Study

Based on the empirical findings of the study, multiple recommendations are proposed to address perspective-practice gap and suggest a more effective and context-sensitive adaptation of CLT rather than merely adoption of pure CLT. The recommendations are divided into:

Recommendations for Teachers

1. Teachers should implement a peer-mentorship strategy, in which knowledgeable teachers share their theoretical, practical, and technological knowledge and communicative skills with their peers to utilize collaborative problem solving.

2. Teachers should employ highly structured tasks with specific limited time such as asking students to describe a picture in two minutes to ensure all students participate and maintain classroom order.
3. Teacher should adopt Artificial Intelligence AI chat bots as co-planner, rather than a substitute for human pedagogical expertise. AI applications can help teachers to plan lessons, design tasks and exams tailored to contextual challenges.
4. Teachers should segment and adapt tasks into steps to be congruent with students' proficiency and needs.
5. Teachers should maximize student talking time over teacher talking time through peer-interaction and incorporating more communicative activities to increase language use.

Recommendations for Students

1. Students should shift their concern from mastering accuracy to communicative fluency. They should be tolerant of making mistakes as a foundational phase and continue practicing the language.
2. Students should use accessible media (such as short YouTube educational videos or comprehensive podcasts) to expand their input and expose to authentic communications.
3. Students can use free Generative AI applications (such as ChatGPT or Gemeni) as co-partner to practice their writing and speaking as a private non-judgmental environment.
4. Students should establish group or pairs of the same interests to practice their language outside the classroom either online or face to face. This promotes their communicative skills and confidence to overcome their fear of making mistakes.

Recommendations for Institutions and Administration

1. The educational authorities should develop assessment tools to assess students' communicative competence progress following standard criteria. These criteria should align with the contextual classroom circumstances.
2. The Ministry of Education should provide consistent professional practical training workshops to build up teachers' language proficiency and enhance their teaching skills. They should also equip teachers with the strategies required to adapt CLT to different classroom complexities.
3. The higher education authorities and professors should integrate the communicative principles and provide student teachers with the practical, context-sensitive teaching skills to cope with the predictable and unpredictable classroom challenges.
4. Educational authorities and school administration should establish AI foundational training for both student teachers and teachers. They should guide them on constructing structured, context-relevant prompts, simplifying complex entities to align with students' demands, and to adapt lesson planning to the given time and class size. It is noteworthy that technology must be conceptualized and teacher agency remains central and irreplaceable.
5. Educational institutions should focus on enhancing teachers' pedagogical competencies to become autonomous. Workshops should guide the teachers to integrate authentic materials, manage classroom barriers, and bridge the belief-practice gap. For example, encouraging teachers on using accessible and low-cost mobile applications (e.g., Whatsapp groups or Telegram channels) where teachers can provide visual assignment and enhance STT. Taking into consideration the contextual infrastructural realities, teachers must be trained on utilizing offline

digital resources and applications that do not require internet connection.

5.4 Limitations of the Study

While the study provides valuable insights into EFL secondary school teachers' understanding and challenges in CLT, it is not without limitations. The empirical investigation was exclusively focused on public secondary schools; consequently, the findings cannot be generalized to private secondary schools in Az-Zawiyah. In addition, the study relied on capturing subjective perspectives and challenges of participants from interviews and questionnaires. However, without utilizing longitudinal classroom observation, results may have been influenced by self-presentation bias. Finally, the study focused mainly on EFL teachers perspectives and challenges and lacked secondary students' attitudes, motivation, and difficulties. This limits the complete picture of the classroom dynamics.

5.5 Suggestion for Further Research

Further studies could expand the scope and generalize findings of this study by including classroom observations, or quasi-experiment designs to provide objective and more in-depth CLT understanding of EFL secondary school teachers in Az-Zawiyah. Additionally, future research could implement peer-mentorship framework suggested by the study and examine its impact on improving teachers. Moreover, further studies might include students' perspectives about the use of CLT approach in their classrooms. Finally, further research could investigate the qualitative and quantitative impact of teacher performance after executing professional development training to compare studies' findings.

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كلية الآداب

قسم اللغة الإنجليزية

EFL Teachers' Perspectives on the Use of Communicative Language Teaching (CLT) in their Classrooms in Secondary Schools in Az-Zawiyah

منظور معلمي اللغة الإنجليزية كلغة أجنبية لاستخدام التعليم التواصلي في فصولهم الدراسية بالمرحلة الثانوية في مدينة الزاوية

عزيزتي المشاركة\ عزيزي المشارك,

نهديكم أطيب التحيات, ونضع بين أيديكم هذا الاستبيان الذي يمثل جزءاً من دراسة بحثية تهدف إلى **استقصاء آراء معلمي اللغة الإنجليزية حول فاعلية وتحديات تطبيق طريقة التدريس التواصلية (CLT) في المدارس الثانوية بمدينة الزاوية**. مساهمتكم بآرائكم المهنية الصادقة تعد عنصراً جوهرياً لتحقيق أهداف البحث وضمان دقة نتائجه.

أخلاقيات البحث و الموافقة:

- المشاركة في الاستبيان اختيارية, ولكم الحق في الانسحاب في أي وقت.
- جميع الإجابات ستعامل بسرية تامة و تستخدم لأغراض البحث فقط, ولن يطلب منك ذكر اسمك.
- بدء الإجابة على الأسئلة يعتبر موافقة ضمنية منك على المشاركة في الدراسة.

شكراً لحسن تعاونكم ووقتكم الثمين.

إعداد الباحثة: جمانة عبد الحميد البشتي

العام الجامعي: 2025/2026

Appendix A

Questionnaire

School Name:_____

Participant Code: _____ (e.g., T1, T2)

Date: _____

Part 1: Demographic information / البيانات الشخصية

Please provide the following information by selecting the appropriate ☑.

1. **Gender / الجنس**
    - Female/ أنثى ☐
    - Male / ذكر ☐
2. **Age Group / العمر**
    - Under 25 ☐
    - 25 – 34 ☐
    - 35 – 44 ☐
    - 45 – 54 ☐
    - 55 and above ☐
3. **Years of Teaching Experience / سنوات الخبرة في التدريس**
    - Less than 5 years ☐
    - 5 – 10 years ☐
    - 11 – 15 years ☐
    - 16 – 20 years ☐
    - 21 years and above ☐
4. **Average Class Size / معدل عدد الطلبة في الفصل**
    - 15 or fewer ☐

- 16 – 25 ☐
- 26 – 35 ☐
- More than 35 ☐

5. **Specific CLT Training Courses / دورات تدريبية محددة في الطريقة التواصلية**

- Yes, formal training (courses/ workshops) / .(دورات\ ورش عمل) ☐ نعم, تدريبات رسمية
- Yes, self-study /. ☐نعم, اجتهاد شخصي

No, I have not attended any specific CLT training courses / لا, لم ألتحق بأي دورة تدريبية للطريقة التواصلية. ☐

Part 2: Likert Questions

Table A1 *Secondary EFL Teachers' CLT questionnaire*

(Please tick only one response for each statement that best reflects your view):

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
No.	**Items**	**(5)**	**(4)**	**(3)**	**(2)**	**(1)**
Section A: Teachers' Perspectives and Understanding of Communicative Language Teaching (CLT) منظور المعلمين و فهمهم للطريقة التواصلية						
1.	I believe that Communicative Language Teaching (CLT) aims to develop students' communicative competence (their ability to use the target language effectively and appropriately in various social interactions). أؤمن بأن الطريقة التواصلية تهدف إلى تطوير الكفاءة التواصلية للطلبة (قدرتهم على استخدام اللغة المستهدفة بفعالية و بطريقة متوافقة مع مختلف التفاعلات الاجتماعية).	☐	☐	☐	☐	☐
2.	I believe that fluency is more important than grammatical accuracy during spoken activity. أدرك أنه يجب أن تعطى الأولوية للطلاقة على الدقة النحوية أثناء الأنشطة الشفوية.	☐	☐	☐	☐	☐
3.	Communicative Language Teaching (CLT) encourages the use of authentic materials (e.g.,	☐	☐	☐	☐	☐

	podcasts, news, documentaries). تشجع الطريقة التواصلية على استخدام مواد حقيقية (مثل: البودكاست, الأخبار, الأفلام الوثائقية).					
4.	CLT focuses on learning language through meaningful social interactions. يركز منهج التواصل اللغوي على تعلم اللغة من خلال التفاعلات الهادفة.	☐	☐	☐	☐	☐
5.	The teacher acts as a facilitator or guide rather than an instructor. يعمل المعلم ك مُيسّرًا بدلا من كونه مدرسا.	☐	☐	☐	☐	☐
6.	Integrating technology (e.g., mobile apps, Zoom, YouTube) plays an important role in CLT. يعمل دمج التكنولوجيا (مثل: تطبيقات الهاتف المحمول, منصة زوم, يوتيوب) دورًا مهما في تطبيق تعليم اللغة التواصلي.	☐	☐	☐	☐	☐
Section B: Perceived Benefits of Communicative Language Teaching (CLT) **الفوائد المتصوَرة للطريقة التواصلية**						
7.	CLT helps students improve their communicative skills (e.g., active listening, clear speaking, and well-structured messages). يساعد التدريس التواصلي الطلاب على تحسين مهاراتهم التواصلية (مثل: الاستماع الفعال, التحدث بوضوح, و رسائل مصاغة نحويًا).	☐	☐	☐	☐	☐
8.	CLT motivates students to be self-confident in speaking English and reduces the fear of making mistakes. يحفز التدريس التواصلي الطلاب على أن يكونوا واثقين من أنفسهم عند التحدث باللغة الإنجليزية, ويقلل من الخوف من ارتكاب الأخطاء.	☐	☐	☐	☐	☐
9.	CLT encourages students' active participation in the classroom. التدريس التواصلي يشجع الطلاب على المشاركة النشطة في الفصل الدراسي.	☐	☐	☐	☐	☐
10.	CLT helps students develop both fluency and accuracy. يساعد التدريس التواصلي على تطوير كل من الطلاقة و الدقة النحوية على حد سواء.	☐	☐	☐	☐	☐
11.	CLT supports learner autonomy (students become more independent). يدعم التدريس التواصلي استقلالية المتعلم (يصبح الطلاب أكثر استقلالية).	☐	☐	☐	☐	☐
12.	CLT helps integrate the four language skills (listening, speaking, reading, and writing). يساعد التدريس التواصلي على دمج مهارات اللغة التواصلية الأربعة (الاستماع, المحادثة, القراءة، و الكتابة).	☐	☐	☐	☐	☐

Section C: Challenges in Implementing Communicative Language Teaching (CLT) **تحديات تطبيق تدريس اللغة التواصلية**						
13.	I find that large class sizes hinder the effective use of CLT. أجد أن كثافة الطلاب العالية في الفص تعيق من الاستخدام الفعال لنهج الطريقة التواصلية	☐	☐	☐	☐	☐
14.	I struggle implementing CLT because of limited class time. أواجه صعوبة في تطبيق الطريقة التواصلية بسبب ضيق وقت الحصة .	☐	☐	☐	☐	☐
15.	I notice that students' low proficiency in English prevent them from engaging in meaningful communication. ألاحظ أن ضعف الكفاءة اللغوية لدى الطلاب تمنعهم من التواصل الهادف.	☐	☐	☐	☐	☐
16.	I encounter lack of teaching resources (e.g., reliable internet, smart boards) that limits my CLT. implementation. واجهت نقص في الوسائل التعليمية (كالسبورات الذكية, والإنترنت) مما أدى إلى الحد من تطبيقي للطريقة التواصلية.	☐	☐	☐	☐	☐
17.	I have not received sufficient training on CLT methods. لم أتلق تدريبا كافيا لاستخدام أساليب التدريس التواصلي.	☐	☐	☐	☐	☐
18.	I feel pressured to focus on grammar because of the requirements of national exams. أشعر بضغط كبير للتركيز على شرح القواعد بسبب متطلبات الامتحانات.	☐	☐	☐	☐	☐
19.	I struggle evaluating students' perferomance due to lack of standarized CLT assessment. أواجه صعوبة في تقييم أداء الطلاب لعدم توفر أدوات تقييم موحدة قائمة على نظرية التواصل اللغوي.	☐	☐	☐	☐	☐
20.	I find it difficult to balance between fluency and accuracy. أواجه صعوبة في الموازنة بين الطلاقة و دقة القواعد.	☐	☐	☐	☐	☐
21.	I observe that students' cultural expectations favor a traditional teacher-centered methods. أدرك أن التوقعات الثقافية للطلاب تميل نحو أنماط التدريس التقليدية على النهج التواصلي.	☐	☐	☐	☐	☐
Section D: Current Use of CLT Techniques **الاستخدام الحالي لتقنيات الطريقة التواصلية**						
22	I use pair work and group work activities (e.g., dialogues, information gap tasks) to improve students' interaction. استخدم أنشطة	☐	☐	☐	☐	☐

	العمل الثنائي و الجماعي (مثل: الحوارات, نشاط فجوة المعلومات) لتعزيز التفاعل بين الطلاب.					
23.	I provide feedback only after a communicative task (e.g., role-play, information gap activity) has been completed, rather than interruption. أعطي تعليقي فقط بعد الانتهاء من النشاط التواصلي (مثل: لعب الأدوار أو نشاط فجوة المعلومات) بدلا من المقاطعة.	☐	☐	☐	☐	☐
24.	I allow limited use of the first language when necessary to support communication. اسمح باستخدام محدود للغة الأم عند الضرورة لدعم التواصل.	☐	☐	☐	☐	☐
25.	I use a combination of communicative activities and traditional methods to ensure my students understand grammar rules. استخدم مزيجا من النشاطات التواصلية و الطرق التقليدية للتأكد من فهم تلاميذي للقواعد النحوية.	☐	☐	☐	☐	☐
26.	I use technology (such as AI applications and YouTube) to facilitate my lessons. استخدم التكنولوجيا (مثل تطبيقات الذكاء الاصطناعي و اليوتيوب) في تحضير دروسي.	☐	☐	☐	☐	☐

Thanks for your participation

Appendix B

Semi-structured Interview

Interview Title: EFL Teachers' Perspectives on the Use of Communicative Language Teaching (CLT) in their Classrooms in Secondary Schools in Az-Zawiyah.

Research Location: Az-Zawiyah, Libya

School Name:_____

Participant Code: _____ (e.g., T1, T2)

Date: _____

Interview Start Time: _____

End Time: _____

Table B1 *Interview Questions for Secondary School Teachers*

Item	Interview Question
1.	Could you describe your background and experience as a teacher of English language?
2.	What comes to your mind when you hear "Communicative Language Teaching"?
3.	What specific activities do you usually implement when applying CLT, and do you view your role as a facilitator or as a traditional instructor?
4.	Is there a difference between your ideal teaching methodology and your actual classroom practice? If so, why?
5.	In your view, what are the primary benefits of Communicative Language Teaching for your students?
6.	When attempting to maximize student-to-student interaction, what specific factors constrain your practice or prompt a return to traditional grammar teaching?
7.	In your experience, are there specific traditional techniques (such as explicit grammar explanation) that you consider essential to support your communicative activities?
8.	What are the main challenges you encounter when implementing communicative teaching in your classroom?
9.	Based on your experience, what specific resources or institutional supports are currently lacking in your school?
10.	If you could modify one aspect of the current Libyan secondary curriculum to enhance its communicative focus, what would it be?

Thank You For Your Participation!

Appendix C

Permission Letter



Ministry Of Higher Education
And Scientific Research
University Of Zawia
General Administration

وزارة التعليم العالي
والبحث العلمي
جامعة الزاوية
الإدارة العامة

الرقم الإشاري: 26/24/ج.ع.ك

التاريخ: 22/ 4/ 2026م الموافق: / / 14 هـ

إلى السيد :مدير مكتب الدراسات العليا بالجامعة

تحية طيبة وبعد . . .

في الوقت الذى نُحيي الجهود التي تبذلونها لخدمة الجامعة واندفع بها نحو مراتب متقدمة ودعمكم المستمر للنهوض بالدراسات العليا بالجامعة، وبناء على الطلب المقدم من منسق الدراسات العليا بقسم اللغة الإنجليزية، بشأن الطلب المقدم من الطالبة **جمانة عبدالحميد البشتي.**

بشأن تسهيل الإجراءات للقيام بدراسة ميدانية في المدارس الثانوية بمدينة الزاوية.

نأمل منكم اتخاذ الإجراء المطلوب.

ولكم منا كل الشكر والتقدير.

د. الشارف عثمان الكوم

رئيس لجنة الدراسات العليا كلية الآداب الزاوية

صورة:

ص ب 16418 الزاوية هاتف: 00218.23.7626384 فاكس: 00218.23.7626882 الموقع الإلكتروني: www.zu.edu.ly

البريد الإلكتروني: info@zu.edu.ly

Appendix D

An official administrative letter from Central Az-Zawiyah Educational Directorate

حكومة الوحدة الوطنية
agasu nduronnu numli-T
Government of National Unity

وزارة التربية والتعليم
MINISTRY OF EDUCATION
مراقبة التربية والتعليم الزاوية المركز

إشاري: 1064/26
التاريخ: 2026/4/26 م

السادة المحترمون / مديرو مدارس التعليم الثانوي

بعد التحية

بناء على المراسلة الواردة الينا من مدير إدارة الدراسات العليا والتدريب والمعيدين ذات الرقم الإشاري أ.د.ع والمتضمن فيها إعداد رسالة السيدة / **جمانة عبد الحميد** المنير **البشتي** المقيدة بالدراسات العليا **كلية الآداب / قسم اللغة الإنجليزية** والذي مفادها تسهيل مهمتها الحصول علي البيانات الخاصة برسالتها داخل مدارس التعليم الثانوي .

وعليه

نأمل منكم منح التعاون مع الطالبة المذكورة أعلاه لزيارة مدارسكم الموقرة وإستكمال البيانات والمعلومات ذات العلاقة بالتدريب الخاص بها .

وشكرا لحسن تعاونكم .

د عادل محمد الكاسح
مراقب التربية والتعليم بالزاوية المركز

صورة الى :
- شؤون مراقب التربية والتعليم الزاوية
- المتهمة
- الموثق المختص
- الملف

التاريخ 2026/4/ 6