An Investigation into the Problems that Hinder the Implementation of
Communicative Teaching at Secondary Level:
A Case Study of Omdurman Locality, Khartoum State, Sudan

(2015-2016)

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BA in English Language, Faculty of Education
A Dissertation
Submitted to the University of Gezira in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts
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English Language Teaching (ELT)
Department of English
Faculty of Education Hantoub

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Supervision Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Awatif Al-Amin Satti</td>
<td>Main Supervisor</td>
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<td>------------------------</td>
</tr>
</tbody>
</table>

Date June: 2016
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Examination Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Awatif Al–Amin Satti</td>
<td>Chair Person</td>
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</tr>
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<td>Internal Examiner</td>
<td>----------</td>
</tr>
</tbody>
</table>

Date of Examination: 28/6/2016
Dedication

I dedicate this study to

My father’s soul

My Family
Acknowledgements

I am truly indebted to Dr. Awatif AL- Amen Satti my Main Supervisor for the advice, help, and guidance she has given me throughout this Study, I also thank Ustaz Alm Ad-Deen Abd –as-salaam my Co Supervisor for his Advice and help .Thanks are also due to all the members of English department in the Faculty of Education’ Hantoub’. At last not the least I thank English language secondary School Teachers in Omdurman Locality in responding to the questionnaire.
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University of Gezira

Abstract

Communication is the exchange of ideas, thoughts, information, and feelings, through speech, signals, writing or behavior; it is a significant part in everyday’s life .The communicative teaching is principal in the process of foreign language teaching, for it develops the student’s communicative performance specifically and students skills in foreign language in general . Thus it enables students to go beyond the linguistic structure of language to communicate in foreign language context. This Study aimed to investigate the Problems that hinder the Implementation of the communicative teaching at secondary level, to find out EFL Secondary school teachers use of the communicative teaching , and to suggest some effective techniques to solve the Problems that hinder the Implementation of the communicative teaching .The study followed the descriptive analytical method. A questionnaire was used to collect data .A sample of ‘50’ secondary school teachers of Omdurman was chosen randomly, and the data was analyzed manually by using tables .The main findings of this study are: most of EFL teachers (74%) agree that large classes and students poor communicative abilities are some of the Problems that hinder the implementation of communicative teaching .In addition, less than (50%) of EFL teachers (32%) agree that the communicative teaching is always used by EFL teachers ,and (56%) of EFL teachers agree that reducing the number of students in the classroom is one of the techniques used for solving the Problems that hinder the implementation of the communicative teaching .Based on the findings of the study ,it is recommended that the education authorities should save no effort in building extra classes to absorb this large number of students, teachers should offer students enough time to communicate in foreign language, so as to raise their abilities in foreign language communication. In addition, syllabus designers should add extra communicative activities in the syllabus to make it easier for EFL teachers to use the communicative teaching in their teaching English language. And the ministry of education should enlighten EFL teachers of dividing large Classes into groups to help in implementing the communicative teaching effectively, teachers should be provided with all that is necessary to help in implementing the communicative teaching in the classroom such as the classroom environment ,
التحقق من المشكلات التي تعقي من استخدام التدريس التواصلى على مستوى التعليم الثانوى

دراسة حالة محلية امدرمان-ولاية الخرطوم- السودان (2016 - 2015)

محمد أحمد محمد حسين

ماجستير الآداب في تدريس اللغة الإنجليزية -يونيو2016

قسم اللغة الإنجليزية
كلية التربية - حنتوب
جامعة الجزيرة

ملخص الدراسة

ال التواصل هو تبادل الأراء، الأفكار، المعلومات والشعور عن طريق الكلام،الإشارة،الكتابة أو السلوك. فهو جزء مهم في الحياة اليومية. تعدد العلوم والتواصل نتائج الأدوية، لكنها ليس لها دور في تدريس اللغات الأجنبية.

أدت الدراسة إلى التحقق من المشكلات التي تعقي من استخدام التدريس التواصلى على مستوى التعليم الثانوى، وأيضًا إلى التعرف على استخدام معلم اللغة الإنجليزية بوصفها لغة أجنبية للتدريس التواصلى، وإلى قياس بعض الأساليب الفعالة لحل المشكلات التي تعقي استخدام التدريس التواصلى. أبعت الدراسة المنهج الوظيفي التحليلي،استخدمت الإستبانة كأداة لجمع البيانات، تم اختيار عينة عشوائية وهي خمسين معلماً من معلمى اللغة الإنجليزية بالمدارس الثانوية بمحلية امدرمان، وتم تحليل البيانات بدون توصل الدراسة إلى الآتي:

- اتفقت غالبية المعلمين بنسبة(74%) على أن الفصول المزدحمة عطفاً على مقدرات الطلاب الفقيرة في التواصل تمثل بعض المشكلات التي تعقي استخدام التدريس التواصلى، كما اتفق أقل من خمسين في المئة(32%) أن التدريس التواصلى يستخدم كثيراً من قبل معلمى اللغة الإنجليزية في تدريسهم لغة الإنجليزية بوصفها لغة أجنبية لديهم، كما اتفق(56%) من المعلمين أيضاً أن تقليل عدد الطلاب في الفصول هو أحد الطرق التي تستخدم لحل المشكلات التي تعقي استخدام التدريس التواصلى، على ضوء النتائج أعلاه توصي الدراسة بالآتي: ضرورة أن لا ت تخسر إدارات التعليم جهداً في بناء فصول إضافية لاستيعاب الزيادة في أعداد الطلاب في الفصول على المعلمين إعطاء الطلاب زمن كافى للتواصل عن طريق اللغة الأجنبية لرفع مقدرات الطلاب في استخدام اللغة الأجنبية؛ كما ينبغي للمعلمين بكل ماهو يساعد على استخدام التدريس التواصلى داخل الفصل، على مصممي المناهج إضافة نقاط اتصالية أكثر إلى المقرر للتسليب على المعلمين استخدام التدريس التواصلى. على وزارة التربية والتعليم التعبير معلمى اللغة الإنجليزية بوصفها لغة أجنبية بأهمية تقليل عدد الطلاب داخل الفصل كوسيلة تساعد المعلمين في استخدام التدريس التواصلى.
Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Dedication</td>
<td>Iv</td>
</tr>
<tr>
<td>2-Acknowledgments</td>
<td>V</td>
</tr>
<tr>
<td>3-Abstract (English)</td>
<td>Vi</td>
</tr>
<tr>
<td>4- Abstract (Arabic)</td>
<td>Viii</td>
</tr>
<tr>
<td>5-Table of contents</td>
<td>X</td>
</tr>
</tbody>
</table>

### Chapter one: Introduction

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-0</td>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>1-1</td>
<td>Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>1-2</td>
<td>Objectives of the study</td>
<td>2</td>
</tr>
<tr>
<td>1-3</td>
<td>Questions of the study</td>
<td>2</td>
</tr>
<tr>
<td>1-4</td>
<td>Hypotheses of the study</td>
<td>3</td>
</tr>
<tr>
<td>1-5</td>
<td>Significance of the study</td>
<td>3</td>
</tr>
<tr>
<td>1-6</td>
<td>Methodology of the study</td>
<td>4</td>
</tr>
<tr>
<td>1-7</td>
<td>Limits of the study</td>
<td>4</td>
</tr>
</tbody>
</table>

### Chapter two: Literature Review

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-0</td>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>2-1</td>
<td>Definition of communication</td>
<td>5</td>
</tr>
<tr>
<td>2-1-1</td>
<td>Types of communication</td>
<td>6</td>
</tr>
<tr>
<td>2-1-2</td>
<td>Definition of the terms: Approach, method and techniques</td>
<td>7</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2-2-1</td>
<td>Grammar translation method</td>
<td>8</td>
</tr>
<tr>
<td>2-2-2</td>
<td>The direct method</td>
<td>8</td>
</tr>
<tr>
<td>2-2-2-2</td>
<td>The communicative aspects of the direct teaching method</td>
<td>9</td>
</tr>
<tr>
<td>2-2-3</td>
<td>The Audio-lingual method</td>
<td>9</td>
</tr>
<tr>
<td>2-2-3-1</td>
<td>The communicative aspects of audio-lingual method</td>
<td>10</td>
</tr>
<tr>
<td>2-2-4</td>
<td>The silent way</td>
<td>10</td>
</tr>
<tr>
<td>2-2-4-1</td>
<td>The communicative aspects of the silent way</td>
<td>11</td>
</tr>
<tr>
<td>2-2-5</td>
<td>Dessuggesto-pedia</td>
<td>11</td>
</tr>
<tr>
<td>2-2-5-1</td>
<td>The communicative aspects of dessuggesto-pedia</td>
<td>12</td>
</tr>
<tr>
<td>2-2-6</td>
<td>The community language teaching</td>
<td>12</td>
</tr>
<tr>
<td>2-2-6-1</td>
<td>The communicative aspects of the community language teaching</td>
<td>13</td>
</tr>
<tr>
<td>2-2-7</td>
<td>The Reading method</td>
<td>13</td>
</tr>
<tr>
<td>2-2-7-1</td>
<td>The communicative aspects of reading method</td>
<td>14</td>
</tr>
<tr>
<td>2-2-8</td>
<td>The functional–Notional method</td>
<td>14</td>
</tr>
<tr>
<td>2-2-8-1</td>
<td>The communicative aspects of the functional–Notional method</td>
<td>15</td>
</tr>
<tr>
<td>2-2-9</td>
<td>The stylized mnemonic method</td>
<td>15</td>
</tr>
<tr>
<td>2-2-9-1</td>
<td>The communicative aspects of stylized mnemonic method</td>
<td>15</td>
</tr>
<tr>
<td>2-2-10</td>
<td>Total physical response</td>
<td>16</td>
</tr>
<tr>
<td>2-2-10-1</td>
<td>The communicative aspects of total physical response</td>
<td>17</td>
</tr>
<tr>
<td>2-2-11</td>
<td>The eclectic method</td>
<td>17</td>
</tr>
<tr>
<td>2-3</td>
<td>The communicative teaching method</td>
<td>18</td>
</tr>
<tr>
<td>2-3-1</td>
<td>Definition</td>
<td>18</td>
</tr>
<tr>
<td>2-3-2</td>
<td>A brief history of the communicative teaching method</td>
<td>18</td>
</tr>
<tr>
<td>2-3-3</td>
<td>The principles of the communicative teaching method</td>
<td>19</td>
</tr>
<tr>
<td>2-3-4</td>
<td>The communicative activities</td>
<td>20</td>
</tr>
<tr>
<td>2-3-5</td>
<td>The communicative classroom</td>
<td>29</td>
</tr>
<tr>
<td>No</td>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2-3-6</td>
<td>The communicative competence</td>
<td>30</td>
</tr>
<tr>
<td>2-3-6-1</td>
<td>Areas of the communicative competence</td>
<td>31</td>
</tr>
<tr>
<td>2-3-7</td>
<td>Error correction</td>
<td>32</td>
</tr>
<tr>
<td>2-3-8</td>
<td>Merits of the communicative teaching method</td>
<td>34</td>
</tr>
<tr>
<td>2-3-9</td>
<td>The demerits of the communicative teaching method</td>
<td>35</td>
</tr>
<tr>
<td>2-3-10</td>
<td>Using the communicative teaching method in teaching English listening and Speaking classes</td>
<td>35</td>
</tr>
<tr>
<td>2-3-11</td>
<td>The roles of the teacher in the communicative teaching method</td>
<td>36</td>
</tr>
<tr>
<td>2-3-12</td>
<td>Problems in the use of the communicative teaching method</td>
<td>38</td>
</tr>
<tr>
<td>2-3-13</td>
<td>Conclusion</td>
<td>40</td>
</tr>
<tr>
<td>2-4</td>
<td>previous studies</td>
<td>45</td>
</tr>
</tbody>
</table>

**Chapter three: Methodology**

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-0</td>
<td>Introduction</td>
<td>46</td>
</tr>
<tr>
<td>3-1</td>
<td>Study method</td>
<td>46</td>
</tr>
<tr>
<td>3-2</td>
<td>Sampling</td>
<td>46</td>
</tr>
<tr>
<td>3-3</td>
<td>Tools for data collection</td>
<td>46</td>
</tr>
<tr>
<td>3-3-1</td>
<td>Content of the questionnaire</td>
<td>46</td>
</tr>
<tr>
<td>3-4</td>
<td>Validity of the questionnaire</td>
<td>47</td>
</tr>
<tr>
<td>3-5</td>
<td>Reliability of the questionnaire</td>
<td>47</td>
</tr>
<tr>
<td>3-6</td>
<td>Instrument for data analysis</td>
<td>48</td>
</tr>
</tbody>
</table>

**Chapter four**

**Results and Discussion**

ix
<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-0</td>
<td>Introduction</td>
<td>53</td>
</tr>
<tr>
<td>4-1</td>
<td>Analysis of the questionnaire</td>
<td>53</td>
</tr>
<tr>
<td>4-2</td>
<td>Discussion of the hypotheses in relation to the results</td>
<td>61</td>
</tr>
</tbody>
</table>

**Chapter five**

**Conclusion and Recommendations**

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-0</td>
<td>Conclusion</td>
<td>63</td>
</tr>
<tr>
<td>5-1</td>
<td>Findings</td>
<td>63</td>
</tr>
<tr>
<td>5-2</td>
<td>Recommendations</td>
<td>64</td>
</tr>
<tr>
<td>5-3</td>
<td>Suggestions for further studies</td>
<td>65</td>
</tr>
</tbody>
</table>

**Appendices**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>References</td>
<td>66</td>
</tr>
<tr>
<td>The questionnaire</td>
<td>72</td>
</tr>
</tbody>
</table>
CHAPTER One

Introduction

1-0 Background

The communicative teaching plays an essential role in foreign language teaching. It adopts interaction as a major element that helps in motivating students and enhancing their communicative competence. So the emergence of the communicative teaching was an innovation in foreign language teaching. It emerged as a new teaching method in Britain, and was advocated by many applied linguists and foreign language teachers as one of the effective methods to English language teaching. The increasing independence of some European countries entailed adults to learn the major languages of the European common market, and the European council. So many secondary schools and institutes began to adopt this method in teaching English language. It is clear that teacher’s use of the communicative teaching is inevitable in the classroom; it helps the less fluent students when their teachers use it, the more the EFL teachers use it; the better fluent in foreign language their students become. So the use of this method enables the EFL teachers to apply, and translate the ELT principles in the classroom. Generally the communicative teaching starts from the idea language is used for communication.

1-1 Statement of the problem

The researcher as an EFL teacher notices that the use of EFL Secondary Schools teachers of the communicative teaching is not clear, and no noticeable communicative competence is seen inside the classroom. Many students cannot communicate in the foreign language used for teaching; hence, the researcher tries to investigate the Problems that hinder the Implementation of the communicative teaching at the Secondary level.

1-2 Objectives of the study

1-To investigate the Problems that hinder the implementation of the communicative teaching at Secondary level

2- To find out the EFL Secondary School teacher’s Use of the communicative teaching
3-To suggest some effective techniques to solve the Problems that hinder the implementation of the communicative teaching

1-3 Questions of the study

1-What are the Problems that hinder the implementation of the communicative teaching at secondary level?

2-How often do EFL Secondary School Teachers use the communicative teaching?

3- What are the most effective techniques for solving the Problems that hinder the implementation of the communicative teaching?

1-4 Hypotheses of the study

1- Large classes , and students poor communicative abilities are some of the Problems that hinder the implementation of the communicative teaching

2- The communicative teaching is always used by EFL Secondary School teachers in their teaching

3- Reducing the number of students in the classroom is one of the techniques used for solving the Problems that hinder the Implementation of the communicative teaching

1-5 Significance of the study

This study is an attempt to investigate the Problems that hinder the Implementation of the communicative teaching; it is expected to be useful to EFL teachers in drawing their attention to the Problems that hinder the Implementation of communicative teaching, and how to solve it at secondary level. This study is also hoped to be useful to researchers in enriching their collective stock of knowledge about the different types of teaching methods with special reference to the communicative teaching. It is also expected to be significant to syllabus designers and ELT Circles in providing them with feedback about the Problems that hinder the Implementation of the communicative teaching.

1-6 Methodology of the study
The descriptive analytical method will be used to conduct the study. A sample of (50) EFL Secondary schools teachers will be chosen randomly to participate in the study from Omdurman secondary schools. A questionnaire will be used as a tool for data collection to (50) EFL Secondary schools teachers. The analysis of data for this study will be done manually. Tables will be used to present the results of the analyzed Data.

1-7 Limits of the study

CHAPTER TWO

Literature Review

2-0 Introduction

In this chapter the researcher reviews the literature about the communicative teaching so as to shed some light on it, and the Problems that hinder its implementation and, reflect the mechanism adopted by using it, as well as the reciprocal relationships that links it with other methods of foreign language teaching.

2-1-1 Definition of communication

In defining the term communication many definitions have been done by many linguists for example : Mariusz (2005:49) defined Communication as a process of exchanging information, ideas, thoughts, feelings and emotions and all this comes through speech, signal, writing or behavior. Other definition by Comp (2007: 6-7) who mentioned the Significance of communication as an inseparable component in people everyday life, and he defined it as a matter of exchanging information, and Listening, Speaking, Reading, writing and even Observing are considered as communication, and that electronic media like mail voice cell, wireless tablets video conference are added as parts of communication. Other definition by Brent and Ruben (1984:4) who considered communication as a debate, video disc, cable television, and adds ,tears ,smile, sign language, and even silence as parts of communication. From this definition the term took a wider Scope .maruisz definition did not mention the electronic media as a part of communication but Brent and Comp agreed on this point and in offering generalized idea about communication but they differ in that, Comp mentioned Listening , speaking , reading ,writing and even observing as parts of communication whereas, Brent mentioned other elements like ,smile ,tears ,and even silence as parts of communication .But Mariuzs concentrated on communication as exchanging information, ideas, thought feeling, and emotions through speech, sign and writing and this definition is the most general one.

2-1-2 Types of communication

There are three types or main categories and these types are: oral, written and non- verbal

A –Oral communication

Oral communication uses spoken words to exchange ideas, and information .Example of oral communication includes: one-on –one conversation, meetings, voice mail messages and
teleconferencing. Spoken messages can be sent instantaneously, and they usually result in some immediate feedback, and the disadvantage of oral communication is that there is often little opportunity to reflect on what is said. There is also no written record.

**b- Written communication**

Written communication is the exchange of information, through letters, words, and sentences, it can include: news releases, tables, diagrams, charts, and graphs. Written communication provides proof that the information is exchanged. The disadvantage of written communication is that immediate feedback may not always be possible.

**c- Non- Verbal Communication**

Non–verbal communication is communication without words, non–verbal communication is an essential form of communication. Without saying a single word, one can express his or her feeling with, body language, gestures, facial expressions, and body movements for Positions. Many times the non–verbal message is stronger, and therefore more believable than the verbal message. The non–verbal message also may reinforce or contradict the verbal message for example: talking to somebody who said she was not in a hurry, but she kept glancing at her watch. Good communicators combine oral and non–verbal communication techniques to make their communication more effective.

**2-1-3 Definitions of the terms Approach, Method, and Techniques.**

According to Brown (2001:16) an approach is theoretically well-informed positions, and beliefs about the nature of language learning, and the applicability of both to pedagogical settings. An approach describes how language is used and how its constituent parts interlock; it offers a model of language competence. Whereas method is a generalized set of classroom specifications for accomplishing linguistic objectives. It is primarily concerned with teachers, student’s roles and behaviors, and secondarily with such features as linguistic, and subject matter, or objectives (Brown (2001:16). Other definition of the term method describes method as the practical realization of an approach, Harmer, (1991; 62). Brown (2001:16) on the other hand defines the techniques as: wide varieties of exercises, activities, or tasks which are
used in the language classroom for realizing lesson objectives a common technique when using Video or film material is called ‘silent reviewing, this is when the teacher plays the video with no sound .Silent reviewing is a single activity rather than a sequence and such is a technique rather than a whole procedure, Harmer (1991:62).

2-2 Communicative aspects in the methods of foreign language teaching

2-2-1 Grammar translation method

Grammar translation method is a method of foreign language teaching, and it is considered as the first foreign language teaching method. According to Elizabeth (2016: 52) .Grammar translation method is a method of teaching foreign languages. It is also called the classical method of teaching English .It has enjoyed a great reputation in the past. At present many teachers also prefer to teach English by this method .In the past Greek, Latin, French,German ...etc were taught by the grammar translation method .It also focuses on teaching the target language by translating it into the students mother tongue, here each phrase or sentence of English is taught by translating it into mother tongue . The philosophy behind this method is that the foreign language can best be taught, or learnt through translation .The learners however have to make use of sets of rules and principles of grammar, this method differs from the other method in that it lacks the communicative features that is to say it does not include communicative aspects.

2-2-2 The direct method

According to Elizabeth (2016: 54) the direct method of teaching English is defined as teaching English directly through the English language itself .In this method, mother tongue is not used at all .It came as a reaction against the translation teaching method .It is also called the natural method of teaching . The main philosophy behind this method is that the learner learns a foreign language in the same way as he learns his mother tongue.

2-2-2-1 The communicative aspects of the direct method

(a)Students do not use the native language inside the classroom
(b) The purpose of teaching the language is communication

(c) Both speaking and listening skills are taught

(d) Teachers and students are more like partners in discussions and conversations

(e) Translation is neglected

(f) The reading matter is first presented orally

2-2-3 The Audio-Lingual method

It is a method of foreign language teaching, it is also called the army method, because the Americans were required to be orally proficient in the languages of both their allies, and their enemies during the second world war, so the Audio – lingual method was invented. This Method is an oral – based approach, it drills students in the use of grammatical sentence patterns, it has strongly theoretical bases in linguistics, and psychology. Fries (1945) in university of Michigan led the way in applying principles from structural linguistics in developing the method later; in its development, principles from behavioral psychology was incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning – helping learners to respond correctly to stimuli through shaping, and reinforcement. Learners could overcome the habits of their native language, and from the new habits required to be target language speaking, Brown (2001:23)

2-2-3-1 Communicative aspects of the audio lingual method

(a) Vocabulary is controlled, and taught in authentic contexts

(b) Special attention is paid to pronunciation particularly Intonation and this will be achieved through the Students own use of tapes, the language laboratory, and creating dialogues

(c) The teacher can use little of the mother tongue, but translation is avoided

(d) Structural items are sequenced, and taught one after another

(e) Stimulating, and response encourage the students to express their ideas
(f) Practicing learning the language encourages the students to speak fluently, and neglect the idea of the complex rules of the language.

2-2-4 The Silent Way

According Richards and Rodgers (1986: 99) the silent way is the name of a method of foreign language teaching advised by Caleb Cattegno. The silent way represents Cattegno’s venture into the field of foreign language teaching. It is based on the premise, that, the teacher should be silent as much as possible in the classroom, and the learners should be encouraged to produce, as much language as possible. Elements of the silent way particularly color charts and the colored Cuisenaire rods, grew out of Cattengo’s previous experience as an educational designer of reading, and mathematical programs. The silent way shares as great deal with other learning theories, and educational philosophies.

2-2-4-1 The communicative aspects of the silent way

(a) Students interact with each other, and evaluate the language.

(b) Sleeping for some minutes helps the students to discover new ideas.

(c) Students discover the errors, and make the solution themselves.

(d) Students become self-reliant in making conversation.

(e) The silent way method helps the teacher to observe the students behavior through the silence.

2-2-5 Suggestopedia

According to Freeman (2000: 73) the originator of this method is Georgi Lazanov who believes that language can occur at a much faster rate than ordinary transpires. The reason for People inefficiency Lazanov asserts is that they set up psychological barriers to learning, they fear that they shall be unable to perform that they shall be limited in their ability to learn that they shall fail. One result is that they do not use the full mental powers they have. According to Lazanov, and others People may be using only five to ten percent of their mental capacity, in
their resaved capacity the limitation people think they have need to be desuggested. Suggesto-pedia is the application of the study of suggestion to pedagogy, it has been developed to help students eliminate the feeling that they cannot be successful for the negative association they may have towards studying and this to help them overcome the barriers to learning.

2-2-5-1 The communicative aspects of desuggeston-pedia

(a) Learning is facilitated in a relaxed environment, dim lights, and soft music in order to stimulate the students to speak

(b) The teacher desuggests the psychological barriers of the students to help them to feel comfortable, and make discussion

(c) Using imagination helps them to think, and discover new ideas and views

(d) Using dramatization and arts to break the feeling of boredom, and reflect the talents

(e) Students use the language without looking to its rules

2-2-6 The Community language teaching

The community language learning takes its principles from the more counseling – learning approach, which was developed by Charles A Curran. Curran studied adult learning for many years; he was also influenced by Cart Rodgers humanistic psychology, and has found that adults often feel threatened by a new learning situation. They are threatened by the change inherited in learning. And by the fear that they will appear foolish. Curran believes that a way to deal with the fear of the students is for teachers to become language counselor; this does not mean someone trained in Psychology, it means someone who is skillful Understander of the struggle students face, when attempt to internalize another language. The teacher who can understand can indicate acceptance of the students by understanding students fear, and being sensitive to them can help students overcome their negative feelings, and turn them into positive energy to further their learning, Freeman (2000 :89)
2-2-6-1 The communicative aspects of the community language learning

(a) The students feel comfortable, and highly motivated

(b) The students have flexibility to move to speak

(c) It helps the students to communicate freely on the learning process

(d) The students do all the tasks together

(e) The students are more self-confident because they eliminate the feeling of shyness, and fear

2-2-7 The Reading method

According to Ibrahim and Talha (2007:11) the reading method is a foreign language teaching method in which reading comprehension is the main objective. In this method the language is presented via short passages with simple vocabulary, and simple structures. Meaning is taught through language analysis. Spoken language is taught to reinforce reading, and the teaching of the spoken language is limited to the oral reading of the texts. The reading method aims at mastering the foreign language through intensive reading comprehension. Students read special readers which are graded, so as to gradually develop their reading abilities. The students are encouraged, and trained to deducing from context their reading comprehension is evaluated through questions on the reading material

2-2-7-1 The communicative aspects of the reading method

(a) Students understand the meaning from the context so translation is discouraged

(b) The role of teacher is to select the suitable material, asking some questions to check the student’s understanding

(c) Comprehension and pronunciation enables the students to determine how the key ideas are supported.
2-2-8-The Functional –Notional method

Mustafa (2013) characterized the functional –notional method as one of the methods in foreign language teaching, by functions, it is meant the functions to be conducted through language for example: Apologies, requests and offers. While notions mean concepts, and ideas expressed it organizes the syllabus of language learning rather than being a method, it also concentrates on the learners knowledge of speech acts, the aim of this method is to enable students to be social, and have the ability to express ideas in different situations.

2-2-8-1The communicative aspects of Functional –Notional method

(a) Learning through real life situations helps the students to speak in different situations

(b) It enables the students to eliminate the problem of hesitation through the conversations in real life situation

(c) It enables students to express their ideas, and needs

2-2-9-Stylized Mnemonic Method

This method is used to improve the memory, in this method teachers use many techniques such as: drawings, songs, visual images, Dramatization, audio-visual aids, colors, and games. The students try to discover new things by themselves, and they will be able to associate things with visual images.

2-2-9-1 The communicative aspects of Stylized Mnemonic

(a) Students become alert as they remember, and speak easily

(b) Help students to associate things with visual images, and discover new meanings

(c) Enable students to think, and take decisions.

2-2-10 Total Physical response

According to Brown (2001:107) total physical response is one of the methods used in teaching foreign languages. James Asher developed this method in 1977, and began in the experimenting in 1960. Today Total physical response (TPR) with simplicity as its most appealing
facet is a house hold word among foreign language teachers. Psychologists developed the “trace theory” of learning in which it was claimed that, memory is increased if it is stimulated or traced through association with motor activity. Over the years, language teachers have intuitively recognized the value of associating language with physical activity, so while the idea of building a method of language teaching on the principle of psychomotor association was not new, it was this very idea that Asher capitalized upon in developing total physical response method (TPR). TPR combined a number of other insights in its rationale, principles of child language acquisition were incorporated. Asher in 1977 noted that, children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking and so forth). He also gave some attention to right brain learning. According to Asher motor activity is the right brain function that should precede left brain language processing. Asher was also convinced that Language classes were often the focus of too much anxiety, so he wished to devise a method that was a stress free as possible where learners would not feel overly self-conscious and defensive. The TPR Classroom then was one in which a great deal of listening and acting, the teacher was very directive in leading a performance. Commands were an easy way to get learners to move about: open the window, close the door, stand up, and sit down. More complex syntax could be incorporated into imperative mood e.g.: draw a rectangle on the chalk board, walk quickly to the door and hit it. Eventually students one by one would feel comfortable enough to venture verbal responses to questions, then to ask questions themselves.

2-2-10-1 The communicative aspects of Total Physical response

(a) Utilizing the imperative mood such as: open the window, close the door

(b) There is focus on both listening, and speaking

(c) The focus is on the meaning, rather than the form
2-2-11- The eclectic teaching method

According to Mohammed (2007:12) the term “eclectic method” or “eclectic approach” is used to refer to the practice of selecting, and using principles and techniques from different methods in language teaching. Of course, no foreign language teacher applies exclusively one particular foreign language teaching method. Foreign language teachers often incorporate features of various methods in their teaching. The use of principles and techniques from different methods help teachers overcome the problems and weaknesses of these methods and approaches. Moreover, such practice will enhance Teacher professional abilities. Thus the eclectic method involves the selection of Utilization of techniques drawn from different methods. It is not based upon the specific theory, yet it is very practical and useful in classroom situations.

2-3 Communicative language teaching method

2-3-1 Definition

According to Hongkham (2013:8) Communicative language teaching method is one of the methods used in foreign languages teaching. It refers to any approach to language teaching which emphasizes the meaning, and use rather than the form of language, and which aims at developing the learner’s communicative competence in a foreign language. (Richards and Rodgers (1986:69) define communicative language teaching generally as an approach to foreign language teaching, and its goal is to develop the learner’s communicative competence. The definitions above agree that: the communicative language teaching method is an approach to foreign language teaching, and it aims at developing the learner’s communicative competence.

2-3-2 A brief history of the communicative language teaching method

Cheng (2001:9) in describing the history of communicative language teaching method ensures that, the emergence of CLT occurred when language teaching was looking for a change exactly in the 1960s and 1970s. Due to the unsatisfactory traditional syllabus that failed to use language for communication. Linguists attempted to design a syllabus to achieve the communicative goals of language teaching. Notional syllabus had a significant impact on the
development of CLT to support the learner’s communicative needs. Notion refers to concepts such as: *time, frequency, quantity, and location* Communicative functions refer to language functions such as: *request denials, offers, complaints* based on notional communicative language syllabus consisting of situations, language activities, language functions, notions, and language form was developed as a result of the design of foreign language syllabus focused on a learner – centered, and communication – centered instruction. Some materials and syllabuses appeared in the 1970s for e.g. Jonson Munby’s *communicative syllabus* 1978, D. Wilkins *Notional Syllabus* in 1976, and L. Widdowson’s *teaching language as communication* in 1978. It was not until 1979, When the communicative approach to language teaching by Brumfit and Johnson was published, that the term “communicative approach became popular formally as an independent approach, Xia (2010:15)

**2-3-3 The principles of the communicative language teaching method**

Brown (2000:46) identifies the main principles of the communicative Language teaching method in the following points:

1-Students should not only learn the grammatical rules, and memorize vocabulary but know also how to use them in situation or given situation

2-The different activities which are used in the classroom help the students to use the language for meaning full purposes

3-Teachers focus on fluency rather than accuracy, since the goal of the communicative language teaching method is to get students to communicate meaningfully

4-Students must be provided with the important skills needed to communicate in real language or world context

5-Students are given opportunities to focus on their own learning process through understanding of their own styles of learning, and through the development of appropriate strategies for autonomous learning
6-The role of the teacher is a facilitator and guide. The above principles show the identity of the communicative language teaching method. In general this method helps students to communicate in the foreign language, however the language techniques encourage them to use the target language in different contexts, besides that, it pays less attention to accuracy, and as for errors they are tolerated, as long as the general goal is developing the communicative competence, and the role of the teacher is the Facilitator of teaching.

2-3-4-Communicative activities

Communicative activities play a fundamental role in providing students with opportunities to communicate in the foreign language context. In general Communicative activities are “fluency based activities” and they encourage students to fully interact in the foreign language learning. There are many types of communicative activities and these activities are:

1-Information gap activity

Information gap activity is a fundamental activity used in the communicative language teaching method, and it is composed of the following types of activities: Guessing games, exchanging personal information, spotting differences in pictures, and creating story bases on flash cards shown to the students in random order for few seconds, and these activities according to Doff (1988:212:219) can be expressed in the following:

A-Examples of The guessing games activity

The guessing games activity provides intensive language practice, especially in asking questions-so it should not be just regarded as an “extra” activity there are three guessing games activities

1-Guessing the picture

The teacher has a set of flashcards with simple pictures (e.g.: clothes, food, places, and actions), he or she chooses one card, but does not show it to the class. They must guess what it is by asking questions e.g.:
T: Guess how I went to x

Ss: Did you go by car?

Did you go by bus?

Did you walk?

2-Guessing the sentence

The teacher writes a sentence on a piece of paper or card. He or she does not show the sentence, but writes the basic structure on the board,

e.g.:

I went (somewhere) to (do something).

Students must guess the exact sentence by asking questions, e.g.:

Did you go to the park?

Did you go to school?

Did you go to the stadium?

3-Miming

The teacher calls a student, and secretly gives him/her sentence written on a piece of paper. Which describes a simple activity? The other students try to guess the situation e.g.:

You are mending a puncture

You are mending a plug

These are the examples of questions students ask to figure out the situation
4-Exchanging personal information

One of the easiest and most interesting forms of communicative activity in the Classroom is for students to tell each other about their own lives, interests, experiences, etc. When students talk about themselves, there is a natural “information gap”, because everybody has something slightly different to say. e.g.: Work in pairs. Ask your partner questions about his or her daily routine: get up, breakfast, school, lunch, evening, and go out.

5-Spotting differences in pictures

Students are divided into pairs: the two students in each pair have pictures which are identical except for ten important differences? They do not look at each Other picture, but try to find the differences by describing their pictures, e.g. ‘In my picture there is a boy lying in bed’. When they find a difference, they mark it on the picture. Nunan (1989: 66) describes information gap activity by asserting the identity of information gap activity as a way of transmitting given information from a person to another and that it includes activities of completing incomplete pictures, as well as taking information from the text to complete the tabular representation, and he also mentions pair work as an example of information gap activity, and that the learners are subjected to the Criteria of completeness and correctness to make the transfer of information.

2-Role play

Memaai (2013 :21: 23) regards the role play activities as the best communicative activities which train the students in the classroom to deal with unpredictable real life conversation in an English speaking environment. These activities develop the oral competence of the students. Students are more likely to be asked to perform dialogue in the target language. This gives the learner’s opportunities to practice the language, and improve their communicative abilities. Richards (2006 :17) contends the role play as one of the activities that belong to information gap activities, and students practice a role play game in pairs, one student is given the information he / she needs to play the part of a clerk in the railway station Information booth, and he has information on train departures, prices, etc. The other needs to obtain information
on the departures times, prices, etc. they role play the interaction without looking at each other’s cue cards. In general role play provides spontaneous use of language during interaction; moreover, it maximizes the possibility of effective learning and motivation to learn. In Role play participants are given a situation plus problem task, which may be written out on cards for example: Role card A, a student acts as a customer in a cake shop who wants a birthday cake for a friend and he or she is very fond of chocolate Role card B. Other student acts as a shop assistant in a cake shop who has many kinds of cake, but not chocolate cake, Ur (1999:55)

3-Jigsaw activities

These activities are also based on the information gap principle. Typically the class is divided into groups, and each group has part of the information needed to complete the activity, the class must fit in the pieces together to complete the whole. In doing so, they must use their language resources to communicate meaningfully, and take part in meaningful communication practice the following are examples of jigsaw activities: The teacher plays a recording in which three people with different points of views discuss their opinions on a topic of interest. The teacher prepares three different listening tasks one focusing on each of the three speaker’s points of views. Students are divided into three groups, each group listens, and takes notes on one of the three speakers opinions, students are then re arranged into groups containing a student from groups A, B and C they now role play the discussion using the information they obtained. The teacher takes a narrative, and divides it into as many sections as there are students. Each student gets one section of the story, students must then move around the class, and by listening to each section read aloud, decide where in the story their section belong. Eventually the students have to put the entire story together in the correct sequence, Richards (2006:17)

4-pair work and group work

Pair work and group work present way of organizing the class. While teaching speaking the teacher responsibility is to choose a communicative activity depends on what is going to be practiced—either fluency or accuracy. And organize students into pairs or groups. In some activities as role play and guessing games, pair work is essential, on the other hand discussion
and debates require group work, and enable the students to express their opinions on a given topic within the group, and notify the rest of the class about the conclusion they have reached. This leads to a following discussion among groups, and if the topic is amusing the speaking lesson seems to be enjoyable for both the students, and the teacher, Naunnan (1998: 84) here Nunan demonstrates the prominence of group work in bringing about orally competent learners both inside, and outside the classroom. Mukalel (2016: 103) describes the pair work as an effective technique, and that the class will be divided into groups of two to react in the class, the pre – arrangement is not significant, the idea is that one will ask the question based on the material given, and the second will provide the answer, then they swap the roles and do the same, and the best advantage of pair work is that it is a very simple method, and every student gets involved. Doff (1988: 136:139) explains pair work, and group work as follows:

(a) In pair work, the teachers divide the class into pairs. Every student works with his or her partner and all the pairs work at the same time

(b) In group work, the teacher divides the class into small groups to work together (usually four or five students in each group) all the group work at the same time

Two examples of pair work

1-An example of pair work used for controlled oral practice; it practices vocabulary and conditional structures

(a) Work in pairs asks and answers the questions.

What happens if...

(b) You eat unripe fruit?

(c) You eat too much food?

(d) You leave ice in the sun

(e) You drive over broken glass?

(f) You drop a match into a can of petrol?
(g) You sit in the sun too long?

(h) You leave milk for a few days?

2-An example of pair work (reading activity done in pairs)

Students work together to understand the text. Example of the text: Throughout Europe, and also in other areas of the world such as: China, and parts of America, forests are being destroyed according to one prediction (90%) of Germany’s forests will have vanished by the end of the century. This destruction is caused by air pollution. Power stations and cars are mainly responsible. They emit gases into the air which after a series of chemical changes turn into toxic acids. These acids fall as “acid rains” Raising the level of acidity in the soil, in lakes, and in rivers to dangerous levels, and destroying not only trees, but also Fish and other wild life. The industrialized world is slowly waking up to the fact that urgent action is needed to reduce air pollution. Otherwise our environment will be damaged beyond repair.

B-Work in pairs

A-Can you answer these questions?

(a) What is acid rain?
(b) How is it caused?

B- Read the text and find the answers?

C- Underline all the words in the text which you do not understand

With your partner, try to guess what they mean.

One example of group work

3-An example of a discussion activity done in groups.

This is much freer activity and aims to develop fluency in speaking

Nurse Farmer

Doctor Taxi driver
Teacher  Engineer

(a) Which of these people earns the most money in your country? Write them in a list, starting with the highest paid and ending with the lowest paid.

(b) Who do you think should earn the most money? Who should earn more? And who should earn less?

5-Gaming activity

Gaming activity is a communicative language activity used to reduce anxiety students feel in the classroom. Many writers agreed on the importance of using games in the classroom for example: Callum (1980:4) considered the gaming activity as a very necessary factor in acquiring the foreign language and in enhancing the communicative competence of the Students for it represents the spontaneous use of language, and that gaming activity reduces the students anxiety and makes them freely use the foreign language, and it also stimulates their interest, generally game activities are used to learn in an enjoyable way particularly forms, vocabulary and to encourage students to interact fluently with each other when they are using the target language.

6-Conversation activity

Conversation activity is regarded as one of the communicative language activities. Conversation activities are very important in improving students’ oral performance. Nasser (2009:52), cf Wilkins (1976, .81) described the dialogues as important in teaching and they should be treated as a way of getting a particular grammatical structure, and that the learners contribution should be to play roles in the activity, usually conversation can be used when students are practicing, giving opinions, and showing agreement or disagreement. And they help students to be responsible for their own learning and to feel confident when they are using language.

2-3-5 The communicative Classroom
In Memmai (2013: 14) the communicative classroom has come to have characteristics that differentiates it from the non communicative. According to Taylor (1983:69) communicative classroom needs an atmosphere which encourages learners to exercise their own initiatives in communication. Its primary goal is to enable EFL learners to communicate in the target language fluently, and freely to emphasize the communicative use of everyday situations.

2-3-6 The communicative Competence

Communicative competence means knowing when, and how to say what? To whom?, It is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when, and where to use these sentences? And to whom?, According to Ibrahim (2007:8) Communicative competence includes:

(a) Knowledge of vocabulary items, and grammatical rules
(b) Knowledge of rules of speaking such as: knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations?
(c) Knowing how to use, and respond to different types of speech acts such as: requests, apologies, thanks and invitations.
(d) Knowing how to use language appropriately

2-3-6-1 Areas of the communicative competence

Swain and Canale (1980:20) state that, the communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals, the desired outcome of the language learning process. It is the ability to communicate competently not the ability to use the language exactly as a native speaker does. Communicative competence is made up of the following competence areas:

1-Linguistic competence
Linguistic competence means knowing how to use grammar, syntax, and vocabulary of a language. Linguistic competence asks: what words do I use? How do I put them into phrases and sentences?

2-Sociolinguistic competence

Sociolinguistic competence means how to use and respond to language appropriately, the given setting, the topic, and the relationships among the People communicating. Sociolinguistic competence asks: which words and phrases fit this setting and topic? How can I express a specific attitude (courtesy, authority, friendliness, respect? When I need to? How do I know what attitude another person is expressing?

3-Discourse competence

Discourse competence means knowing how to interpret the larger context, and how to construct longer stretches of language so that the parts make up coherent whole. Discourse competence asks: how are words, phrases, and sentences put together to create conversation, speeches, e-mail messages, and newspaper articles.

4-Strategic competence

Strategic competence means knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: how do I know when I have understood or when someone has understood me? What do I say then? How can I express my ideas if I do not know the name of something or the right verb form to use? Canale and Swain (1980:20) All of: ‘Ibrahim, Canale and Swain mention the communicative competence as a system that involves: grammar, sociolinguistics, language discourse, and the concept of strategy. And they agree that: the communicative competence is the ability to use the language without errors and appropriately.

2-3-7 Error correction
Error correction is an important element of the communicative Language teaching method. Earlier methods emphasize error correction where as the communicative language teaching method attaches more importance to communication. Since the beginning of the communicative language teaching method the errors have been regarded as natural phenomena. In the process of learning English, practicing too much error correction is however considered as a way of discouraging students from speaking the language. Brown (2000:217) defines an error as: ‘a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner “ Error reflects the level of EFL Learner proficiency. Mohammed (2006:30) cf Lyster and Ranta(1997.37.66) specifies certain type of error correction on learners self –repair with regard to grammatical accuracy and vocabulary precision in meaningful communicative context. The types of error correction as identified by Lyster and Ranta (1997:46:48) are as follows:

(a) Explicit correction

The teacher clearly states that learners error is incorrect and then provide the correct form. The teacher may use expressions such as: ‘you should say ‘. Use this word ‘or you mean ‘.

(c) Recast

Here the teacher implicitly reformulates (paraphrase) all or part of the learners error or provide the correction

(d) Clarification request

The teacher uses phrases such as: Excuse me? or I do not understand ‘ to indicate the utterance of the learners was misunderstood by the teacher ,and hence a repetition or reformation by the learner is necessary for instance – when a learner asks : “can I made a card ,...; the teacher will say : pardon ? This indicates to the learner that there is sometimes a miss with the sentence and it needs to be rephrased

(e) Meta linguistic clues
Here the teacher provides information, comments, or questions related to the learners' incorrect utterance indicating occurrence of an error such as: “Do we say it like that in English?”

(f) Elicitation

The teacher asks question to elicit the correct form from the learner (pushing the learner to use the correct form). Such as: “Say it again. For the learner to reformulate his / her utterance. A teacher may also start the correct form and pause for the learners to complete it.

(g) Repetition

The teacher repeats the learner’s error and adjusts intonation to draw the attention to it; Errors may be caused by many factors such as: first language interference, inadequate foreign language knowledge, complexity of the foreign language, fossilization, and psycholinguistic cognitive and effective factors, Mohammed an MA Thesis (2006:30)

2-3-8 Merits of the communicative language teaching method

The communicative language teaching method is characterized by a lot of merits that distinguish it from other teaching methods and these merits are: Firstly: the communicative language teaching method focuses on, and aims at developing communicative competence. Thus it enables the learners to use the language in a communicative situation to satisfy their needs in real-life communication. Secondly: the communicative language teaching method focuses on meaning as opposed to methods like audio–lingual that focuses on grammatical, and linguistic knowledge. So the communicative language teaching method shifts from learning structure of language to learning how to communicate successfully. Thirdly: the communicative language teaching method gives learners more responsibility and involvement in the process of learning and this ensures their attendance, and confidence. Fourthly: the communicative language teaching method encourages, and paves the way to meaningful communication (http://www.aessweb.com)

2-3-9 Demerits of the communicative language teaching method

In spite of the excellent merits found in the communicative language teaching method, there are also demerits and some of these demerits are: Firstly, the communicative language
teaching leads to the production of “fluent but not accurate” learners what is predicted to happen here is the danger of giving priority to fluency over accuracy in the communicative classes. Secondly, applying the communicative language teaching method is difficult in an EFL context due to the lack of sources, and equipments like: authentic materials, and native speaker teachers, as well as large size classes, the environment cannot be motivating enough to enhance communicative skills of learners, in addition lack of native speaker teachers in an EFL context leads to low quality input, and unauthentic material, (http://www.aessweb.com)

2-3-10 Using the communicative language teaching method in teaching English listening and speaking classes.

The teacher in these classes bears in mind the principles of the communicative language teaching method first. The teacher must look for a suitable, updated listening material, and related to the real situation. After listening, student are required to answer some questions, and then tell the main idea. Most importantly teachers should make some good expressions clear, point out useful expressions, and sentence structure for students to practice, and should introduce some related phrases or structures that are often used in normal conversations. This helps students to learn more, and practice more, and they will be interested in making dialogues, and this is the goal of the method.

2-3-11 Roles of the teacher

Tong (2014:100) described the many roles of teacher in the communicative language teaching method and he gave examples of the roles such as: teacher as a facilitator, as an advisor as a communicator, as a facilitator the teacher facilitates the communicative activity, as an advisor the teacher is responsible for students questions and he/she monitors the students oral performance.

According to Salih (2006:16:26) cf Gower, Walters (1983: 11:20) and Harmer (1990: 235, 245) mention eight roles of the teacher are as follows:

1-The teacher as controller
Being controller means that the teacher is in complete charge of the class, here the teacher appears to talk more than students, and students are not given opportunity to participate in a good way, therefore students talking time should be concentrated on.

2-The teacher as an organizer

Excellent organization always results in positive consequences, in terms of teaching, and learning the communicative activities that are conducted earlier help students to understand the language form without having to perform communicative acts. The main aim of the teacher when organizing an activity is to tell students what they are going to talk about write, or read about, inform them about what is the exact task, let the activity continuing, and after that organize the feedback.

3-The teacher as a prompter

Here the teacher has to help students to participate, and suggest the way students go on in an activity during the silence, or when they are confused generally, it is an important role of teacher to be a prompter that gives clues, hints, or sometimes help.

4-The teacher as a participant

Teacher can participate in an activity particularly stimulation activities, the teacher has to be familiar with this type of role, because it improves the atmosphere in the class, and this is a great chance for students to participate directly with the teacher.

5-The teacher as an assessor

Here the teacher helps students in each stage of performance, and try to enhance it as fast as possible, so students have to accept this normally happens even after the activity the teacher should make some differences. Correction, organization and feedback. Harmer (1996: P:237) states that the students mistakes, and errors should be corrected instantly during the accurate reproduction stage, however during the fluency stage of reproduction the amount of correction can be less this is when students are involved in pair activity, but Bower believes that once the teacher has made up the communicative activity he should give the students
opportunities to participate, at the stage of fluent reproduction the errors, and mistakes of the students will be corrected at intervals.

6-The teacher as a source

Firstly the teacher should be fully aware of the topic presented, and can give enough information about it

7-The teacher as a tutor

The role of the teacher here looks like a couch and recourse when students require knowing something such as: offering advice, and guidance, in addition to that the teacher gives more attention to the brighter students, in terms of the individual differences, who may be given extra or additional tasks to satisfy their passion for knowledge

8-The teacher as an investigator

The teacher himself has to improve his teaching skills, so as to get the highest limits of Professionalism, in addition to take training courses, seminars, debates, and adopt special techniques, to be keeping pace with what is around him, and he has to investigate the best way to carry out this activity individually or in groups

2-3-12 Problems in the use of the communicative language teaching method

In fact there are many problems in the use of the communicative teaching methods, and these problems include among other things teacher, and students, and these problems are:

1- The low intrinsic motivation of the EFL students to communicate in foreign language

Usually students learn with low intrinsic motivation; English may deem irrelevant with their own needs, because the language is not part of their everyday life. on the other hand in a setting where English is a second language, students have high intrinsic motivation because the language is a part of everyday life.

2-The communicative language teaching method is not compatible with the university entrance exam.
The structure of the university entrance exam plays an important role in determining the teaching methodology. And the materials used in EFL context, EFL teachers are under pressure of UEE (university entrance exam) to change the way they teach in the classroom.

3- Lack of the clear cut assessment procedure

Assessment is regarded as a big challenge of the communicative language teaching Method Evaluation oral skills would require one to one interview, calling for bag eat deal more time, and manpower, and increased difficulty in evaluating consistency, performance anxiety might also increase relative difficulty to written exams especially if foreign examiners are used.

4-The communicative language teaching method is not always compatible with EFL home culture and values

The communicative language teaching method is not always appropriate with the socio – cultural context in which it is used; .culture is often regarded as a barrier in creating a communicative form of English learning in EFL context In the EFL setting, the home Culture, and the EFL Textbook cultures are very often at odd, and the values, and teaching methods presented in class are a lien, and therefore often unappreciated.

5-There are not enough teachers training courses to promote awareness of teachers

One problem is that these in –service training courses are few in number in many EFL context, or the teachers do not have enough opportunities to attend them, moreover the theory –transmitting nature of these courses in some EFL contexts prevents teachers to practically experience teaching in the new program me, in –service training courses in some EFL contexts bombard the realities of the particular EFL contexts, therefore, it demands the change Initiate to mediate the methodologies derived from the western societies, and philosophical paradigms according to the realities of the context the aim is to create change .Http://bog.tj taylor.net

2-3-13 conclusion
In this chapter the concentration is on the communicative teaching in order to investigate the Problems that hinder the implementation of the communicative teaching at secondary level. All methods of foreign language teaching share communicative aspects with the Communicative language teaching method, except grammar translation method that lost the communicative aspects, the communicative language teaching method has been covered in details, because it is the major focus of the study

2-4 Previous Studies

The researcher has surveyed a number of Universities libraries for previous Studies relevant to his topic, and he found these previous studies: The first study was an MA conducted by: Ali Salih(2006) Faculty of Education, University of Gezira. It is entitled ‘problems of communicative activities related to the syllabus taught in the secondary school level,(Case study Wad Medani). The researcher aimed to find out the nature of the problems of communication that were likely to arise in a language classroom in an attempt to raise the awareness of the problem. And to find out to what extent the problem relates to the syllabus. The Findings of this study are: firstly, there is a relationship between the syllabus taught in secondary Schools, and the difficulties facing EFL Learners in oral communication. Secondly the communicative activities give the learners the maximum opportunity to participate and use their language skills. Thirdly, the syllabus designed to be taught at secondary school Education seems to be inadequate to prepare EFL Learners to communicate orally. Fourthly, communicative activities support communicative language teaching classes. And eventually developing the practice of oral communication is encouraged by both teachers and students. The study recommends the Following: firstly, group, and pair work are recommended because learners benefit from opportunities to work on tasks that involve cooperative effort. Secondly communicative activities should be stressed, because they help learners to be responsible for their learning. Thirdly the present syllabus should include a variety of communicative activities in order to promote students ability to communicate orally. Fourthly students should be given an opportunity to use the language in an appropriate social context to create variety of social...
situations. And relationships, pair work, group work, conversation, simulation, role playing and games should be focused on.

The second study was an MA thesis conducted by Badriah Al Tawairish (2009) King Saud university, under the title “the effect of the communicative approach on the listening and speaking skills of Saudi-secondary school students, Case study third year of secondary school female students in Dammam Saudi Arabia. The researcher aimed to measure the effect of the implementation of the Communicative approach on the listening and speaking skills of the third year secondary school female students in Dammam Saudi Arabia. The findings of the study are: firstly the communicative approach has a positive effect on the students listening and speaking skills. Secondly, the experimental group obtained somewhat higher scores in the post test than in the pre test, thirdly, the difference between the pre test and the post test for the control group is not statistically significant, and fourthly the experimental students are more differential than the controlled group as shown by the difference between the scores of both groups. In the light of these the following recommendations are made: firstly a shift should be made from non-communicative to communicative English language teaching. Secondly educational policy makers should consider the applicability of the communicative approach in the Saudi context, thirdly EFL Teachers should receive in-service training in applying the principles of the communicative approach, and fourthly students should be encouraged to speak the target language with their collages.

The third Study was an MA conducted by Nisreen Ibrahim Mustafa (2013) University of Gezira, under the title “factors hindering the communicative English teaching with special reference to the communicative language teaching method “Case study of wad Medani Secondary Schools, the researcher aimed to investigate the factors that prevent EFL Teachers from using the communicative language teaching method, discover teachers opinions on the adequacy of communicative activities in the Syllabus, and to investigate the role of EFL Teacher in solving the problems that hinder the application of communicative language teaching method, The researcher found that the factors that prevent EFL Teachers from using the communicative language teaching method are: First, some EFL Teachers are not aware of their
roles in using the communicative language teaching method. Second, audio-visual materials are not available to facilitate teaching through the communicative language teaching method. Third, the syllabus does not involve adequate communicative activities. Fourth, the psychological barriers prevent the students from using the Foreign language communicatively. Large classes are not suitable for using the communicative language teaching method and finally, time allotted for teaching the communicative language teaching method is not sufficient. According to these findings, the researcher recommends the following: teachers should be trained for applying the communicative language teaching method, audio-visual materials should be made available for teaching through the communicative language teaching method, syllabus designers should add more English communicative activities to the syllabus, large classes should be divided into groups to help apply the communicative language teaching method effectively in the classroom. Then teachers should do their best to desuggest the psychological barriers. And finally, sufficient time must be provided for teaching through using the communicative language teaching method.

This study differs from the first study in that: my study entitled “an investigation into the Problems that hinder the Implementation of the communicative teaching, and aimed to investigate the Problems that hinder the Implementation of the communicative teaching whereas the first study entitled “problems of communicative activities related to the syllabus taught in the secondary schools level” it aimed to find out the problems of communication that are likely to arise in a language classroom the study here seems more general in dealing with the communicative language teaching method, and the first study only focuses on the communicative activities and the problems of the syllabus. The study also differs from the second study which is entitled “the effect of the communicative approach on the listening and speaking skills of Saudi-secondary school female Students, it aimed to measure the effect of the Implementation of the communicative approach on the listening and speaking skills of third year secondary school female students whereas the study aimed to investigate the Problems that hinder the Implementation of the communicative teaching, the study targets the EFL teachers as sample, while the second study targets the EFL students. The study is concerned with the Problems that hinder the Implementation of the communicative teaching.
study cares for the effect of the communicative approach on listening and speaking skill. As for
the third study it differs from the study in that: the third study entitled “factors hindering
communicative English teaching with special reference to the communicative language teaching
method” which aimed to investigate the factors that prevent EFL Secondary schools teachers
from using the communicative language teaching method. So the third study deals with the
communicative English teaching in terms of the hindering factors from the communicative
language teaching method Teachers, while the Study deals with Problems that hinder the
Implementation of the communicative teaching in general, so the present study and the third
study deals with the communicative teaching but from different point of view, but generally the
two Studies deal with the communicative teaching. On the other hand the third study here
focuses on the factors that prevent EFL teachers from using the communicative language
teaching method, whereas this study focuses on the Problems that hinder the implementation
of the communicative teaching, and their Objective are different.
CHAPTE THREE

Methodology of the Study

3-0 Introduction

This chapter is devoted to the methodology used to conduct the study, and it includes: the sample, the tools of data collection, as well as the techniques used for data analysis.

3-1 Study method

The descriptive analytical method was used by the researcher to carry out the study.

3-2 Sampling


3-3 Tools for data collection

The tool used for data collection is a questionnaire, which was distributed to (50) EFL Secondary schools teachers in twelve of Omdurman secondary schools, it included’10’ statements ,and’ ‘3’ questions which are designed to investigate the secondary schools teachers’ use of the communicative teaching in the classroom

3-3-1 Content of the Questionnaire

The questionnaire as a tool is used for collecting data from (50) EFL teachers .It contains (10) statements and (3) questions that were designed in order to investigate the Problems that hinder the Implementation of the communicative teaching. Each statement was accompanied by options and these options are: (agree –agree to some extent-disagree)
The first statement aimed to show whether large class and student’s poor communicative abilities are some of the Problems that hinder the Implementation of the communicative teaching or not. The purpose of the second statement was to clarify that, the absence of the audio visual materials in the classroom environment as a Problem that hinder the implementation of the communicative teaching. The third statement aimed at explaining, the psychological barriers, as barriers that prevent Students from communicating in the foreign language. Regarding the fourth statement, it aimed at finding out if avoiding the direct correction of student’s errors is a technique used to motivate students to participate in communication. As for the fifth statement its aim was to show if reducing the number of students in the classroom is one of the techniques used to solve the Problems that hinder the Implementation of the communicative teaching. The sixth statement aimed at showing whether fighting the strong bond between EFL Teachers, and their Use of the traditional teaching method is a technique of using the communicative teaching. The seventh statement aimed at investigating whether EFL Teachers always use the communicative teaching or not. The eighth statement aimed at knowing if EFL experienced teachers are the only category of teachers that uses and utilizes the communicative teaching or not. As for the ninth statement, it aimed at finding out if information gap activities and role play are usually used by EFL teachers in their teaching. And in the tenth statement, the researcher wanted to make sure that; when EFL Teachers use the Communicative teaching as a result their students become fluent, as for the three open-ended questions. The first question was designed to investigate the Problems that hinder the implementation of Communicative teaching. The second question was designed to find out the extent to which EFL Teachers use the communicative teaching in their classroom. In the third question the researcher wanted the techniques used for solving the Problems that hinder implementing the communicative teaching.

3-4 Validity of the questionnaire

The validity of this Questionnaire was confirmed and judged by four expert teachers in the department of English language-University of Gezira -the faculty of education-‘Hantoub’
### 3-5 Reliability of the questionnaire

The researcher calculated the questionnaire manually to find the reliability and the result is:

<table>
<thead>
<tr>
<th>A</th>
<th>X</th>
<th>B</th>
<th>Y</th>
<th>D</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>1</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>39</td>
<td>9</td>
<td>45</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>45</td>
<td>7</td>
<td>45</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>33</td>
<td>10</td>
<td>36</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>45</td>
<td>7</td>
<td>45</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>1</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>1</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>1</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>1</td>
<td>45</td>
<td>6</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

\[ X = \text{the first Rank of the respondents} \]

\[ Y = \text{the second Rank of the respondents} \]

\[ D = \text{Rank difference} \]

\[ R = \text{the reliability of the Questionnaire} \]

\[ N = \text{the number of respondents} \]

\[ R = 1 - \frac{6(\sum d^2)}{n(n^2 - 1)} \quad R = 1 - \frac{6(36)}{10(100-1)} \]
\[ R = 1 - (216) \]
\[ R = 1 - 0.2181818 = 0.8 \]

\[ R = 0.8 \]

\( R \) = the reliability of the questionnaire

The above results proves that the questionnaire is reliable

3-6 Instrument for data analysis

The data collected from the Questionnaire was analyzed manually using Percentage. Tables were used to show the results of the Questionnaire.
CHAPTE R FOUR
Results and Discussions

4-0 Introduction

This chapter is concerned with the Results and Discussion of the obtained data. The questionnaire is analyzed by calculating the percentage of the options that their respondents have chosen, below the results are presented in ten tables.

4-1 Analysis of the questionnaire

The results of the questionnaire are presented in tables, and each statement will be dealt with separately, and followed.

Table 4-1-1 Large Classes and Students poor communicative abilities in teaching English as foreign language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>74.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>99.0</td>
</tr>
</tbody>
</table>

In this table (4-1-7), a great number of the respondents (74%) agree that large classes and students poor communicative abilities are some of the problems that discourage implementation of the communicative teaching, (24%) of the respondents agree to some extent, while only (1%) of them disagree.
According to table (4-1-5) (46%) of the respondents agree that ‘the absence of the Audiovisual materials for teaching discourages EFL Teachers from using the communicative teaching’, (42%) agree to some extent and only (12%) of them disagree.

**Table 4-1-2 the absence of the Audio-visual materials in teaching English language**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In the table (4-1-6), more than half of the respondents (56%) agree that’ the psychological barriers prevent the students from using the foreign language for communication, (34%) agree to some extent, and (10%) disagree.

**Table 4-1-3 the impact of psychological barriers on EFL students communicating in the foreign language**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4-1-4 the Use of communicative teaching at secondary schools

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>27</td>
<td>54.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in table 4-1-1 above, (32%) of the respondents agree that “the communicative teaching is always used by EFL Secondary school teachers in their classrooms, this means more than half of the respondents (54%) agree to some extent while (14%) of them disagree.

Table 4-1-5 the Use of the experienced EFL Teachers to the communicative teaching

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4-1-2, (38%) of the respondents agree that “only experienced EFL Secondary school teachers can use and utilize the communicative teaching,” (34%) of the respondents agree to some extent and (28%) disagree.
Table 4-1-6 the Use of Information gap activities and role play in the communicative teaching

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the table 4-1-3 above, (42%) of the respondents agree that “information gap activities and role play are usually used by EFL Teachers in their teaching,(46%) of the respondents agree to some extent ,and only (12%) of them disagree.

Table 4-1-7 the communicative teaching and the fluency of EFL Students

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38</td>
<td>76.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>99.0</td>
</tr>
</tbody>
</table>

Table (4-1-4) above shows the majority of respondents (76%) agree that “the more EFL Teachers use the communicative teaching; the more fluent they become, (22%) of the respondents agree to some extent and only (1%) of them disagree.
Table 4-1-8 Avoiding Direct error correction in EFL student’s communication

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>43</td>
<td>86.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In this table (4-1-10), the great majority (86%) of the respondents agree that ‘avoiding the direct correction of students errors is a technique used to motivate students to participate in communication (14%) of the respondents agree to some extent while (0%) of them disagree.

Table 4-1-9 reducing the number of EFL students in the classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In table (4-1-8) above more than half of the respondents (56%) agree that “reducing the number of students in the classroom is a technique used for solving the Problems that hinder the Implementation of the communicative teaching,(38%) of the respondents agree to some extent ,and (6%) of them disagree.
Table 4-1-10 the bond of EFL Teachers with the traditional teaching method

<table>
<thead>
<tr>
<th>Options</th>
<th>frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As it seems in (4-1-9) table, (46%) of the respondents agree that ‘fighting the strong bond between EFL Teachers, and traditional teaching methods is regarded as a technique of using the communicative teaching,(36%) of the respondents agree to some extent and (18%) of them disagree.

Open –ended Questions.

Question 4-1-1 to what extent do you (as an EFL secondary school teacher) use the communicative teaching in the classroom?

Most of the respondents assert that they use the communicative teaching when it requires them to use it and this depends on other factors: the classroom environment and the type of lesson, also a great number mention that they always use the communicative teaching, and some assert that they use

Question 4-1-2 what discourage the implementation of communicative teaching?

A Large number of the respondents mention the Problems that hinder the implementation of the communicative teaching as the absence of audio –visual materials for teaching, also most of them assert that large class and students poor communicative abilities discourage the implementation while some of the respondents mention the inexperienced teachers as a Problem, and some other assert the lack of communicative activities in the syllabus
Question 4-1-3 what techniques you suggest for solving the problem of implementing the communicative teaching in EFL language classes?

The majority of EFL Teachers suggest that, reducing the number of students in the classroom can solve the Problems that hinder the Implementation of the communicative teaching, they also mention using the audio –visual material as a technique, and some of them assert the group work and role play as techniques.

4-2 Discussion of the hypotheses in relation to the Results

Hypothesis One: The communicative teaching is always used by EFL Secondary school teachers in their classrooms.

Table (4-1-1),shows that (32%) agree that the communicative teaching is always used by EFL Secondary school teachers, (54%) agree to some extent, and (14%) of them disagree ,this means that the first hypothesis is verified

Hypothesis Two: Large classes and students poor communicative abilities are some of the Problems that hinder the implementation of the communicative teaching

In table (4-1-7) ,(74%) of the respondents agree that large classes , and students poor communicative abilities are some of the Problems that hinder the implementation of the communicative teaching,(24%) agree to some Extent ,and only (1%) disagree. Hence hypothesis two is verified

Hypothesis Three: Reducing the number of students in the classroom is one of the techniques used for solving the Problems that hinder the Use of the communicative teaching.

Table( 4-1-8) shows that (56%) of respondents agree that reducing the number of students in the classroom is one of the techniques used for solving the Problems that hinder the implementation of the Communicative teaching,(38%) agree to some extent , while (6%) disagree, so this hypothesis is proved

In the next chapter the conclusion and recommendations will be discussed
5-0 Conclusion

The main objective of this study was to investigate the Problems that hinder the Implementation of the communicative teaching. It was also intended to suggest some effective techniques to solve the Problems that hinder the Implementation of the communicative teaching at secondary level, and to find out the EFL Secondary School teachers use of the communicative teaching. To carry out this study the researcher chose random sample (50) EFL Teachers from Omdurman secondary schools. The questionnaire was chosen by the researcher as a tool of data collection to conduct the study. The result of the questionnaire was analyzed manually. The results are discussed in relation to the hypotheses of the study; by the researcher. The results also verified the hypotheses of the study. The study reached the findings below.

5-1 Findings of the study

1-Large classes and students poor communicative abilities impede the implementation of the communicative teaching

2-EFL teachers are discouraged from using the communicative teaching when the Audio –visual materials are not available in the teaching environment

3-The psychological barriers prevent EFL students from communicating in the foreign language

4-Using the communicative teaching enhances the fluency of EFL students in the foreign language

5-Avoiding the direct correction of Students error motivates them to participate Students, and enhances their fluency in the foreign language
6-Reducing the number of students in the classroom by dividing the class into groups is a technique used to solve the Problems that hinder the Implementation of the communicative teaching

5-2 Recommendations of the study

According to the findings above, the researcher makes the following recommendations

1- The number of students in classes should be reduced to help in implementing the communicative teaching in the classroom; students should participate in classroom activities to increase their abilities in speaking.

2- Ministries of Education should provide schools with Audio –visual materials for teaching to help in implementing the communicative teaching.

3-Teachers should break the psychological barriers of the students by encouraging them to speak, and by abandoning the direct correction of their oral performance.

4-Teachers should use the communicative teaching in their teaching to enhance their student’s fluency in the foreign language.

5- Teachers should not directly care about correcting student’s errors, so as to motivate students to participate in communication

6- The technique of reducing the number of students (dividing class) should be activated for the effective use of the communicative teaching.

5-3 Suggestions for further study

1-The impact of psychological barriers on implementing the communicative teaching

2-The effectiveness of reducing the large number of students when implementing the communicative teaching at Secondary level

3-The role of using audio-visual materials in effective Implementation of the communicative teaching at secondary level
4-An Investigation into the EFL Secondary School Teachers use of the communicative teaching

5-A comparative study of the communicative teaching and the total physical response method
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Dear teacher

I would be grateful to receive your responses to the following statements of a questionnaire which is going to be used for a study under the title “an investigation into the Problems that hinder the Implementation of the communicative teaching at Secondary level

Section 1/A

Please tick (/) your appropriate option

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Agree to some extent</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>1. large classes and students poor communicative abilities are some of the Problems that hinder the implementation of the communicative teaching</td>
<td></td>
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<tr>
<td>2. The absence of the Audio –visual materials for teaching via the communicative teaching hinder the implementation of the communicative teaching</td>
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<td>3. The psychological barriers prevent the students from using the foreign language for communication</td>
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<td>4</td>
<td>A voiding the direct correction of students errors motivates students and enhances their communicative competences</td>
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<td>5</td>
<td>Reducing the number of students in the classroom is one of the techniques used to solve the Problems that hinder the implementation of the communicative teaching</td>
<td></td>
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<tr>
<td>6</td>
<td>Fighting the strong bond between EFL teachers, and traditional teaching methods is regarded as a technique of solving the Problems that hinder implementing the communicative teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The communicative teaching is always used by the EFL secondary school teachers in their classrooms</td>
<td></td>
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<tr>
<td>8</td>
<td>Only experience EFL teachers can use, and utilize the communicative teaching</td>
<td></td>
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<tr>
<td>9</td>
<td>Information gap activities and role play are some of the activities used in the communicative teaching</td>
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<tr>
<td>10</td>
<td>The more EFL Teachers use the communicative teaching the better fluent their students become</td>
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<td></td>
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</table>
Section 2/B

1- What do you think as Problems that hinder the implementation of the communicative teaching?

2-To what extent do you (as an EFL secondary school teacher) use the communicative teaching in the classroom

3- What techniques you suggest for solving the Problems that hinder implementing the communicative teaching at secondary level.