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**Investigating Public Yemeni Secondary School Teachers'
Perceptions and Application of Communicative Language
Teaching Activities in Yemen, Ibb Governorate**

**A Thesis Submitted to Department of English Language and
Literature in Partial Fulfillment of the Requirements
for Master Degree in Applied Linguistics**

By

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DECLARATION

I am *Nabil Amin Mohammed Ahmed Qasim*, an MA student at Al-Andalus University for Sciences & Technology, Faculty of Arts & Humanities, Department of English Language studies & literature, here by, confirm that my study entitled "*Investigating Public Yemeni Secondary School Teachers' Perceptions and Application of Communicative Language Teaching Activities in Yemen, Ibb Governorate*" under the supervision of prof. Yehia Al-Sohbani is entirely the results of my own work and has been carried out to the best of my knowledge. I have faithfully acknowledged all the sources either in text-references or at references page.

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DIDICATION

To the queen of the world whose inspiration shines through every
page of this study, my mother.

To the soul of my father who lies in peace under the ground.

To my wife, my daughters, and my sons whose patience, accompaniment and
encouragement have been a great comfort in times of distress.

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LIST OF ABBREVIATIONS

Abbreviations	Full Words
CLT	Communicative Language Teaching
CLTAs	Communicative Language Teaching Activities
CBI	Content-Based Instruction
ECCFY	English Crescent Course for Yemen
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English For Specific Purpose
TBI	Task-based Instruction
SD	Deviation Standard
SLA	Second Language Acquisition
SPSS	Statistical package of social sciences
STT	Students' Talking Time
TL	Target Language
TTT	Teacher's Talking Time

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ABSTRACT

The present study aimed at investigating public Yemeni secondary schools teachers' perceptions and application of Communicative Language Teaching Activities (CLTAs) as means of achieving communicative competence in English. To achieve the objectives of the current study, the researcher used mainly the quantitative and qualitative approaches via a questionnaire consisted of **59** closed-ended items and an open-ended one, administered to **50** public Yemeni secondary school teachers both males and females selected conveniently from **3** districts in Ibb governorate to examine their perceptions and application of CLTAs. The data were analyzed descriptively and inferentially via the statistical package of social sciences (SPSS) specifically means, standard derivations, percentages, frequency accounts, t'-test, and correlation coefficients. The results showed that the teachers' perceptions of CLTAs were positive while a moderate application of them was revealed due to some factors impeding the application of CLTAs in the language classrooms such as crowded classes, teachers' lack of proficiency in English, lack of in-service training, lack of pedagogical knowledge of Communicative Language Teaching (CLT) principles teachers' use of traditional approaches and grammar-based tests and students' lack of proficiency in English, etc. Moreover, there was no significant correlation between teachers' application and perceptions of CLTAs and there was no significant difference between male or female teachers regarding their perceptions and application of CLTAs. Finally, the current study provided a range of practical recommendations for educational authorities, ministry educators, curriculum designers and bodies concerned to further improve the application of CLTAs and to help ensure the success in applying these activities in Yemeni secondary schools.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

It is evidently known that English has become a universal language and has been spoken by more than a half of the world population. Thereby, it is the most foreign language (FL) widely taught and used in the world. It plays a prominent role in building close relationships among countries. In Yemen, for example, English is the principal FL taught as a subject in the public secondary schools as well as in the private ones and used as a medium for instruction in the higher education.

The mastery of the target language (TL) in general and communicative skills in particular could be achieved by using it in authentic situations purposively which is considered a priority for second or FL learners and their success in learning it is evaluated on the basis of how well the learners use it appropriately in real situations for meaningful communication (Richards, 2006). This success could be achieved by using modern approaches for teaching and learning the TL such as CLT because it aims at achieving communicative competence by means of applying CLTAs. Relating to this, Hymes (1979) states that the ability to communicate properly should be cultivated in language teaching, and students should learn how to use the TL in their daily communication in order to demonstrate their mastery of language proficiency.

With respect to CLTAs, Harmer (1991) states that CLTAs are designed to provide spoken communication between the teacher and students and among students themselves to make them successful in inspiring free and spoken language use. Supporting this, Stern (1983) argues that CLTAs give students a virtual experience of functioning through realistic discourse in the TL. For Howatt (1984), CLTAs are the heart of a language teaching lesson in the application of CLT and students could use

language spontaneously and communicatively when they learn the TL in meaningful situations.

As a matter of fact, CLTAs as a whole stress the importance of providing learners with more opportunities to interact directly using the TL for communicative purposes. By the same token, Liao (2000) states that "language should be learned through use and through communication" (p. 3), and it is mainly inside classrooms that students could learn "when and how to say what to whom" (Larsen-Freeman, 2000, p. 121). That is to say, by the application of CLTAs inside classrooms, students could develop their communicative skills and become more communicative, conversant, and interested in learning the TL and finally achieve communicative competence. Moore (2011) confirms that CLTAs facilitate teaching and learning by doing. They play a double role: (a) they make students practice communication skills, provide them with many benefits, give them immediate feedback, arouse their interest and enthusiasm, and (b) they allow teachers to work with a wide range of students' interests, capabilities, and practice communication in a real environment.

Long (1990) advocates the cognitive value of peers' social interaction in promoting learning. For him, interactive activities play a great role in improving the quantity and the quality of students' use of the TL by creating more opportunities for students to personalize instruction, acquiring a lot of vocabulary, polishing their tongues, reducing the threatening environment, and motivating students for learning the TL easily. Bruning, Schraw and Ronning (1999) add that peers' interaction provides learners with an opportunity to share, clarify, elaborate, reorganize, express ideas and finally get feedback and justify their claims. By the same token, Harmer (2001) states that:

It is a good idea to get learners involved in communicative tasks which encourage them to use a wide range of their knowledge of the language ... good communicative activities can and should be highly motivating if all the students are participating fully, and if the teacher

sets up the activity properly and gives sympathetic and useful feedback, they will get tremendous satisfaction from it. (p. 88)

Generally speaking, CLTAs have been viewed as key elements in involving students and helping them develop their communicative skills in a natural context. They help them improve their language in a simple way and communicate meaningfully in situations similar to real-life situations rather than just learning English grammar rules and word lists (Richard, 2006). For him, since such activities primarily focus on students' meaningful communication, the more practice of the TL by means of CLTAs, the more success students could achieve, and the better their motivation. Similarly, Brown (2001) calls for meaningful learning by stating that "meaningful learning could lead towards better long-term retention than rote learning" (p. 57).

Furthermore, as perceptions and motivation are concerned, Lightbown and Spada (2006) argue that positive motivation, attitudes, or perceptions play a crucial role in learning a language stating that "positive attitudes and motivation are related to success in second language learning" (p. 56). In addition, Dornyei (1998) confirms that "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curriculum and good teaching enough on their own to ensure student achievement" (p.117). In brief, CLT is an approach in which learner-centered activities are promoted, teacher-fronted activities are minimized, fluency is encouraged, motivation and enthusiasm are enhanced, and students are provided with opportunities to communicate in classrooms. Actually, it is CLT that emphasizes the idea of effective communication between teachers and students via using a language as a medium for communication (Banciu & Jireghie, 2012).

1.1. Statement of the Problem

In spite of the efforts made by the Ministry of Education in Yemen to modernize the current curricula represented by English Crescent Course for Yemen (ECCFY) to

cope with the new development and information explosion in the one-village world, "the level of Yemeni students is still weak and most of them are not able to speak or write a simple sentence" (Al-Hussaini, 2009, p.10). Further, according to some Yemeni educators (e.g., Al-Aidarous, 2007; Al-Shamiry, 1991, 2000; Al-Sohbani, 2013; Batainah and Thabet, 2011), a large number of Yemeni English teachers tend not to use CLT supplemented by CLTAs or pay any attention to it due to some hindering factors they face while teaching English using CLT such as crowded classes, teachers' and students' lack of proficiency in English, the use of grammar-based tests, and the lack of time to prepare, organize, and manage CLTAs, etc. For them, these difficulties make most of Yemeni teachers who have adopted CLT lose confidence in it, ignore it, and keep on using traditional structure-based methods.

In addition, as a supervisor of English in Ibb Education Office for many years, the researcher, while paying some visits to some secondary schools in Ibb governorate, has found that a huge number of Yemeni students are not able to communicate with him or with each other in English inside classrooms. This weakness could be attributed to the lack of using English inside classrooms by means of CLTAs and could be solved if there is a real use of the TL inside or outside classrooms by means of applying CLTAs. Students at secondary levels are supposed to communicate in English, and surely they appreciate being able to communicate with each other, especially if there is a suitable atmosphere full of enthusiasm, motivation, natural language production, suitable environment, and a real application of CLTAs to make them use the TL successfully.

To conclude, though Yemeni teachers have a considerable awareness of the important role of CLT in developing students' communicative competence and learning strategies, their perceptions and application of CLTAs are still mysterious, and mostly there is no study conducted on them, in Yemen. Therefore, the present study aims to fill

such a gap by investigating public Yemeni secondary school teachers' perceptions and application of CLTAs in English classrooms and provide valuable feedback and information for such teachers, on the one hand, and help decision makers, trainers, supervisors, and concerned bodies develop CLTAs for English classrooms in the future, on the other.

1.2. EFL Context in Yemen

Yemen has witnessed some curricula changes in the 1990s which have emphasized the need of communication inside classrooms and enhancing Yemeni students with English abilities (Al-Shamiry, 1991; Bataineh, Thabet and Bataineh, 2008; Bose, 2002; Thabet, 2002). These changes have affected the current situation in Yemen, regarding teaching English as a FL in terms of introducing communicative books supplemented by CLTAs such as pair works, role plays, games, and group works, etc. which could be very useful for achieving communicative competence in English if applied appropriately. The Yemeni traditional structural syllabus represented by "English for Yemen" has been replaced by the functional-structural syllabus represented by ECCFY in 1990. This new reform has been merely limited to the replacement of the curricula which is based on CLT principles (Bose, 2002).

The Yemeni students study English for six years only (7-12 grades) in public schools. Although CLT is supposed to be applied in classrooms, traditional teaching is still practiced by Yemeni teachers. That is to say, there is no use of English inside or outside classrooms because teachers consciously or unconsciously direct their teaching to exams that mainly focus on testing student's knowledge of vocabulary and grammar rules rather than assessing students' communicative language proficiency (Al-Sohbani, 2013). For him, Yemeni teachers' instructions are still traditional, grammar-oriented, and teacher-centered. As a result, CLTAs such as group or pair works are not used in

classrooms though they are introduced in the school text books, the four language skills are not integrated or applied, and the use of the mother tongue by teachers and students is dominant.

Similarly, Al-Shamiry (2000) ; Bataineh and Thabet (2011) report that Yemeni teachers are still inclined towards structure-based principles rather than those of CLT. For them, though Yemeni English teachers are considerably knowledgeable of the principles of CLT, they do not reflect them in their classroom activities. As a result, students show a poor level of English proficiency and could not communicate with each other even by using a simple sentence orally or in writing. This low level is probably due to various factors such as ineffective language teaching methods and techniques which mainly focus on language structure and the use of Arabic, etc. Furthermore, Thabet (2002) points out that Yemeni ELT practitioners lack proper knowledge of CLT which could be attributed to the absence of formal in-service training and teachers' inability to properly apply CLT in the language classroom because of crowded classes. Moreover, Abdul-Fattah (1995) argues that Yemeni teachers claim that CLTAs are not workable in Yemeni classrooms because of crowded classes and teachers' over-loaded periods.

1.3. Objectives of the Study

The present study mainly aims at:

1. exploring the public Yemeni secondary school teachers' application of CLTAs;
2. exploring the public Yemeni secondary school teachers' perceptions of CLTAs;
3. exploring the public Yemeni secondary school teachers' perceptions of the difficulties that hinder the application of CLTAs;

4. pointing out the main difficulties that hinder the application of CLTAs in classrooms;
5. seeing if there is any significant relationship between teachers' perceptions and application of CLTAs; and
6. seeing if there is any difference between male and female teachers regarding their perceptions and application of CLTAs.

1.4. Questions of the Study

This study attempts to answer the following questions:

1. To what extent do public Yemeni secondary school teachers apply CLTAs inside classrooms?
2. What are the public Yemeni secondary school teachers' perceptions of CLTA?
3. What are the public Yemeni secondary school teachers' perceptions of the main constraints that hinder them from applying CLTAs?
4. Is there any significant relationship between public Yemeni secondary school teachers' perceptions and application of such activities?
5. Is there any significant difference between male and female teachers regarding their perceptions and application of CLTAs?
6. What are the main constraints and difficulties that hinder public Yemeni secondary school teachers to apply CLTAs inside classrooms?

1.5. Significance of the Study

This study is considered as one of the few studies conducted on CLT in general and CLTAs in particular in a situation in which English is learned as a FL. Though many Yemeni studies conducted on CLT, there has not been any study conducted on CLTAs, in particular. That is to say, this study is the first one that could throw more insights into exploring public Yemeni secondary school teachers' perceptions and application of

CLTAs. It tries to invoke researchers to conduct more studies on CLTAs, in particular. Its results would provide valuable data to language instructors, teacher-trainers, curriculum planners, applied linguists, decision makers, and concerned bodies to improve and select the learning materials, teaching methods, training programs, and CLTAs carefully according to Yemeni situation and Yemeni students' needs hoping to make great changes and improvements in the teaching and learning processes in Yemeni situation. It also could help Yemeni teachers of English take into their accounts CLTAs as an important issue in developing students' communicative competence which is considered as the primary goal of CLT.

1.6. Limitations of the Study

This study has some limitations in terms of the topic, participants, time, and instrument as follows:

1. This study is limited to investigating the perceptions and application of CLTAs by public Yemeni secondary school teachers' in Yemen, Ibb Governorate.
2. This study is limited to the public Yemeni secondary school teachers of English in Ibb governorate who have been teaching English for a considerable number of years and have enough experience which means that the results obtained could be generalized over all the public Yemeni secondary school teachers of English around Yemen.
3. This study is conducted in the academic years of 2016/2017.
4. The instrument used for collecting data for this study is a questionnaire administered to the selected participants conveniently .

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews the literature related to CLT in general and CLTAs in particular as an influential language teaching methodology around the world. The first section of this chapter focuses on CLT theoretical background via presenting a general overlook of it such as its definitions, communicative competence, authenticity, and pedagogical principles of CLT, etc. The review related to CLTAs is introduced, in detail, in the second section such as the definitions of CLTAs, the features of CLTAs, the popular types of CLTAs, the assessment of CLTAs, and the corrective feedback of CLTAs, etc.

2.1. CLT Theoretical Background

2.1.0. Introduction

CLT is a prominent theoretical model in ELT accepted by many applied linguists and teachers as one of the most popular, dominant, and effective approaches in ELT (Knight, 2007). It aims at involving students in a real communication. It comes as a reaction to British applied linguists' discontent with the traditional language teaching approaches in the late 1960s as well as a response to the language teaching styles of the 1970s that mainly used to focus on grammar (Richard & Rodgers, 2001).

In addition, Howatt (1984) confirms that CLT is a remedial attempt to overcome the shortcomings of the existing structural syllabuses, materials, and methods aiming at developing students' communicative competence, promoting teachers' teaching methodology, and learning process by means of creating classroom activities for the sake of teaching students how to interact in real life situations. For Cook (2005) and Kumaravadivelu (1993), CLT has become the dynamic power that stands beyond the

successful planning, application, and evaluation of ELT programs nearly in all parts of the world.

Regarding CLT theory of learning, Richards and Rodgers (2001) point out that there are three principles which develop language learning: "firstly, activities that involve a real communication; secondly, activities in which language is used for carrying out meaningful tasks; and finally a language that is meaningful to the learner" (p. 161). That is to say, CLTAs should be designed to engage students in a meaningful and authentic use of a language rather than a mechanical practice of language patterns.

Whilst Galloway (1993) argues that CLT makes use of real life situations that demand communication in which the role of the teacher is to set up a situation which is similar to real life situations, Berns (1990) argues that CLT is based on a view of language as communication; that is, students have to communicate with each other about something for some purpose, either orally or in writing.

Moreover, Larsen-Freeman (2000) argues that CLT is a method that gives a chance to students to use the TL a lot by communicating meaningfully in different contexts via using different activities such as group works, pair works, language games, simulations, and problem-solving tasks, etc. provided that such activities are done with a communicative purpose besides encouraging students to develop their fluency, which is defined by Richards (2006, p. 14) as "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his/her communicative competence".

As teachers' perceptions towards CLT are concerned, many ELT educators reveal that positive attitudes or perceptions of teachers towards CLT play a great role in teaching and learning development processes. Moreover, Al-Sohbani (1997) adds that the teacher and the situation play an effective role in language learning because students

are affected by those with whom they have a contact and by the setting in which the language is learned. To support, Chang (2011) shows that because Taiwanese teachers have favorable attitudes and beliefs towards the principles of CLT, they display the characteristics of it in their classrooms. Similarly, Karavas-Duckas (1996) points out that teacher's attitude affects the application of CLT inside classrooms. For her, if teachers are not aware of CLT and its principles, they consciously or unconsciously draw their attentions towards traditional teaching.

To sum up, CLT is an approach in which learner-centered activities are promoted, teacher-fronted activities are minimized, fluency is encouraged, motivation and enthusiasm are enhanced, and students are provided with opportunities to communicate in classrooms. In fact, it is CLT that emphasizes the idea of effective communication between teachers and students via using a language as a medium for communication (Banciu & Jireghie, 2012).

2.1.1. Definitions of CLT

Although there are various definitions of CLT, there are some similarities that are agreed upon. Lightbown and Spada (2006), (as quoted in Kimhachandra, 2010, p. 28) define CLT as "the learner's ability to efficiently express what they mean in the target language and successfully achieve communication in real-life situations". Richard and Rodgers (2001) define CLT as an approach in ELT that starts from a theory of language as communication aiming at encouraging students to communicate in a meaningful way by using the TL from the initial stage. Richards (2006) looks at CLT as an approach that is based on some principles applied in different ways depending on the teaching context, the age of the students, their level, and their learning goals. Whereas Savignon (1991) defines CLT as a method that looks at the learning and teaching processes as a social interaction, Littlewood (1981) defines it as "a method that pays a systematic attention to

functional as well as structural aspects of language, combining these into a more fully communicative view" (p. 1).

To conclude, CLT is a set of principles, methods, and techniques that aims at creating a real-life situation for using the TL to achieve communicative competence by means of CLTAs, besides paying a great attention to the teaching and learning processes, the classroom environment, and the roles of teachers and students in the classroom.

2.1.2. Pedagogical Principles of CLT

CLT is characterized as a broad teaching approach rather than as a teaching method supplemented by a defined set of classroom practices. As such, it has a list of general principles. First of all, Savignon (2002) introduces some principles of CLT stating that:

Communicative language teaching is seen as progressive approach rather than traditional approach and derived from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research. It puts much effort on the learners and language learning (acquisition) as unpredictable developmental process requiring a communicatively interactive and cooperative negotiation of meanings on the part of the learners. (p. 6)

Secondly, based on reviewing the literature regarding the principles of CLT, it has been found that many researchers and experts (e.g., Karim, 2004; Rodgers 2001; Berns,1990) have identified the principles of CLT in their studies focusing on the same directions though having some differences in the details. Those features are summarized as follows:

1. CLT emphasizes students' communicative competence by promoting the real use of the TL to help students develop their learning strategies to understand the TL as actually used by native speakers.
2. CLT emphasizes the use of authentic materials to expose learners to the TL in the real use to support and encourage students' communication.

3. CLT changes teacher's roles to meet the learners' needs, learning situation, and types of an activities such as a facilitator for effective learning, etc.
4. CLT enforces learners to use the TL receptively and productively with some kind of an enhancement of their own learning.
5. CLT links classroom language learning with language use outside the classroom.
6. CLT is a student-centered approach where every student possesses unique interests, styles, needs, and goals and teachers have to develop the materials based on students' needs in a particular class.

2.1.3. Weak and Strong Version of CLT

Weak version and strong version are two schools of thought deal with the way of using the communicative theory in practice. According to Howatt (1984), the weak version claims that a language is learned through integrating its language system into CLTAs in an existing program with communicative purposes. The proponents of the weak version argue that one should learn a language then he uses it, starting with more linguistic-based activities to more meaningful activities ending with CLTAs. He adds that information gap activities, role plays, games, and simulations are some types of the weak version of CLT which make it dominant in most parts of the world. On the contrary, the strong version claims that language is acquired through a deep-end communication. The proponents of the strong version argue that one should use a language then he learns it. For them, it is the strong version that led to the development of task-based learning. In short, Howatt (1984) states that "if the former could be described as learning English to use it, the latter entails using English to learn it" (p. 279).

2.1.4. Communicative Competence

CLT aims at preparing learners for the long term goal in that to develop students' communicative competence by means of classroom tasks or activities (Richards, Platt & Platt, 1992). In this regard, Savignon (1987) defines communicative competence stating that:

Communicative competence is the knowledge of sociolinguistic rules or the appropriateness of an utterance, in addition to knowledge of grammar rules, the term has come to be used in language teaching contexts to refer to the ability to negotiate meaning to successfully combine knowledge of linguistic, sociolinguistic, and discourse rules in communicative interactions. (p. 23)

Communicative competence has been defined later by Savignon (1997) as a "functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same or different speech community" (p. 272). Hedge (2000) argues that communicative competence means "to know a language and to be able to put such knowledge in use by communicating with people in various situations" (p. 45). Generally speaking, it is CLT that highlights learners' communicative competence and ability to efficiently express what they mean in the TL and successfully achieve communication in real-life situations. However, for achieving communicative competence, learners not only need to acquire the linguistic knowledge of the TL but also the practical one which can be developed and acquired through the exposure and use of the TL (Hedge, 2000). Furthermore, Canale (1980) argues that communicative competence includes many different types of competences stating that:

Communicative competence involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence focuses directly on the knowledge and the skills accurately the literal meaning of utterances. Sociolinguistic competence refers to the learner's ability to use the language

appropriately in social contexts. Discourse competence refers to the learner's ability to combine grammatical forms and meaning in an appropriate order for different genre requirements. Strategic competence refers to the learner's ability to master verbal and non-verbal communication strategies. (p. 7)

To sum up, communicative competence includes knowing the way to:

1. use the TL for a variety of different purposes and functions appropriately,
2. vary the use of the TL according to the situations and the participants' needs,
3. create and understand different kinds of texts and conversations, and
4. go on communication in spite of one's limitations of language knowledge.

(Richards & Rodgers, 2001)

2.1.5. Authenticity

The term authenticity is related to students' exposure to the real language and real world situations to which the native speaker is exposed (Harmer, 2001). Lee and Patten (1995) call for the use of authentic materials as the basis of learning because they are easy and convenient to deal with, provide cultural information about the TL, relate more closely to learners' needs, support more creative approaches to teaching, encourages students' communication, and increase their motivation and confidence. In this regard, Nunan (1989) states that:

Authentic materials are those materials which are not meant only for the aim of teaching but also for developing students' language and improving both the learner's language skills and his/her motivation and confidence in real-life situations. They are actually produced for real life purposes such as magazines, newspapers, TV programs, internet, CDs, cassettes, brochures, etc. (p. 194)

2.1.6. Current Shifts in CLT

There are many shifts that take place in CLT and look for the best way to develop teachers' way of teaching and students' way of learning. Jacobs and Farrell

(2003), (as cited in Richards, 2006, p.24) point out the key components of these shifts as follows:

1. A great attention is paid to the role of learners rather than the external stimuli and teachers which is known as the move from a teacher-centered instruction to a learner-centered instruction.
2. A great attention is paid to the learning process rather than the product process. which is known as the move from a product-oriented to a process-oriented instruction.
3. A great attention is paid to the social nature of learning rather than dealing with students as separate, decontextualized individuals.
4. A great attention is paid to learners' individual differences.
5. A great attention is paid to connecting school with the world beyond as means of promoting holistic learning.
6. Students are helped to understand the purpose of learning and develop their own purposes.
7. Learning is a lifelong process rather than something done to prepare students for an exam.

Furthermore, Jacobs and Farrell (2003), (as cited in Richard, 2006, pp. 25-26) add that such shifts have resulted in eight major changes in approaches to language teaching as follows:

1. ***Learner autonomy***: In such a change, learners are given more choice to learn the content using a suitable process such as the use of small groups and self-assessment, etc.

2. ***The social nature of learning:*** In such a change, learning process is connected with the society in which students interact with others outside classroom such as community-oriented tasks, etc.

3. ***Curricular integration:*** English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. It can be used as a medium for teaching other subjects such as project works in text-based and content-based learning, etc.

4. ***Focus on meaning:*** Meaning is paramount in CLT and viewed as the driving force of learning. Content-based teaching reflects this view and calls for meaningful communication.

5. ***Diversity:*** Because learners have different learning abilities and individual differences, they need to be exposed to different learning strategies, activities and situations.

6. ***Thinking skills:*** In such a change, students do not only learn language for its own sake but also in order to develop and apply their thinking skills in situations that go beyond the language classroom such as problem solving activities, etc.

7. ***Alternative assessment:*** Many types of assessments including observations, interviews, and proficiency tests can be used to evaluate what students have achieved in second language learning.

8. ***Teachers as co-learners:*** The teacher's role is supposed to be changed and adapted according to the need and learning situation.

Consequently, such changes lead to the appearance of different language teaching approaches and language curricula that pay more attention to achieving the components of communicative competence including language skills, grammar, vocabulary, and functions.

2.1.7. Related Approaches to CLT

There are two current approaches that can be described as the outcomes of CLT approach which depend on some different techniques to achieve communicative competence mainly creating classroom processes that simplify language learning. These approaches are content-based instruction and task-based instruction (Richards, 2006).

2.1.7.1. Content-Based Instruction (CBI)

Krahnke (1987) defines CBI as "the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught" (p. 65). The proponents of CBI call for using content as means of acquiring information and reflecting students' needs to achieve communicative competence. According to Richards (2006), CBI can be used as a medium for teaching some school subjects in EFL setting such as English for specific purposes (ESP) materials, etc. because such courses embrace a full range of communicative competence.

2.1.7.2. Task-Based Instruction (TBI)

It is worth mentioning that a language teaching activity can also be a task, but it must meet certain criteria such as focusing on meaning, having some kind of gap, and giving learners some choices to learn (Ellis, 2009). For him, "tasks are activities that call for primarily meaning-focused language use" (p. 3). The proponents of TBI focus on designing interactive and instructional tasks for the sake of using the TL to achieve communicative competence (Richards, 2006). In this regard, Willis (1996) presents five types of tasks as the basis for TBI as follows:

1. Listing tasks in which students have to make up a list of items they need if they are going on a beach vacation, for example..

2. Sorting and ordering tasks in which students work in pairs and make up a list of the most important features of an ideal school, for example.
3. Comparing tasks in which Students compare things such as comparing two different schools, etc.
4. Problem solving tasks in which students are given a problem to get a solution to it.
5. Sharing personal experience tasks in which students exchange their opinions, ideas or point of views such as discussing failure problem, etc.

2.1.8. Student-Centered Learning Approach

According to Nanney (2003), "student-centered learning is a broad learning approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and/or cooperative group situation, ultimately holding the student responsible for his own advances in education" (p. 1). In such approach, students are supposed to have a more active and participatory role rather than those of the traditional approaches (Tudor, 1996). In this connection, Harmon and Hirumi (1996) state that:

Student-centered learning is where students work in both groups and individually to explore problems and become active knowledge workers rather than passive knowledge recipients ... in the student-centered approach, teachers become guides and mentors helping students access, interpret, organize, and transfer knowledge to solve authentic problems, while students gain expertise not only in the content area being studied, but also in learning; they learn how to learn by discovery, inquiry, and problem solving. (p. 271)

Gibbs (2000) argues that student-centered learning plays a great role in giving students more autonomy and control over the choice of the subject matter, learning methods, and the way of study. In other words, it pays a great attention to what is learned, how it is learned, and when it is learned. In such an approach, students are given a high level of

responsibility in the learning situation and freedom in selecting their goals and managing their learning.

Further, Tudor (1996) suggests that when teachers use student-centered learning, they have to be familiar with a wide range of teaching methods, learning materials, besides being flexible, adoptable, and adaptable to be able to develop a successful student-centered curriculum that looks for a wide range of students' needs.

2.1.9. Communicative Tasks

As mentioned earlier, many activities proposed in the early days related to CLT can be described as tasks depending on the definition of TBI. Ellis (2003) points out that:

A language teaching activity can also be a task, but it must meet certain criteria, namely focusing on meaning, having a kind of information gap, learners relying on their own resources, and a clearly defined outcome rather than the use of language ... tasks are activities that call for primarily meaning-focused language use. (p. 3)

Moreover, Willis (1996) argues that tasks could be activities provided that the TL should be used by learners for a communicative purpose to achieve the outcomes of learning. There are two types of tasks that could be used as communicative tasks, namely pedagogical tasks and real-world tasks.

2.1.9.1. Pedagogical Tasks

These kinds of tasks are specially designed to make use of the TL by means of specific interactional activities besides the use of specific types of language skills, grammar, and vocabulary inside classrooms. A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task. However, the interactional processes in pedagogical tasks provide useful input to language development (Richards, 2006).

2.1.9.2. Real-world Tasks

These kinds of tasks reflect real-world uses of language which might be considered as a rehearsal for real-world tasks. A role play in which the students practice a job interview, for example, would be a task of this kind (ibid).

2.1.10. CLT and CLTAs

According to Hiep (2007), many ELT teachers who want to apply CLT approach in their classrooms have to design various CLTAs including role-play, interview, games, language exchanges, and pair work, for example, in order to enhance the efficiency of CLT approach. Generally speaking, there is no use of CLT without CLTAs and vice versa, and it is CLT that aims at enhancing students' communicative competence by providing them with CLTAs besides enhancing teachers to overcome the shortcomings of traditional teaching approaches (Al-Qahtani, 2009). Ying (2010) points out that CLTAs are a vital part of ELT that influence the efficiency of applying CLT. Moreover, Richards and Rodgers (2001) argue that CLT is an approach rather than a method because at the levels of the design and the procedure, there is much greater attention paid to learners' interpretation, variation, and participation rather than the other methods permit. CLT has been appreciated by many language trainers all over the world because the essence of this approach is the achievement of sociolinguistic and communicative competences. It is CLT that highlights the process of communication by means of CLTAs rather than the mastery of language forms, leading the learners' roles to be different from those of the traditional approaches (Karim, 2004). Based on CLT theory of learning, Johnson (1982) introduces three principles of CLT as basis for applying CLTAs to achieve the TL learning as follows:

1. The communication principle: Activities that involve real communication promote learning.
2. The task principle: Activities in which language is used for carrying out meaningful tasks promote learning.
3. The meaningfulness principle: Language that is meaningful to the learner supports the learning process.

To sum up, CLTAs are selected on the bases of how well they engage learners in meaningful and authentic language use rather than merely mechanical practice of language patterns.

2.2. CLTAs Theoretical Background

2.2.0. Introduction

CLTAs are useful ways of helping students develop their language skills in authentic contexts, improve their TL, negotiate meaning, expand their language resources, notice how the TL is used, and interact in the TL in real situations rather than just learning English grammar rules and word lists. Not only that but they are also very effective in developing students' fluency and facilitating their lifelong language learning in a realistic communication provided such activities must be relevant, purposeful, interesting, and engaging (Brown, 2001).

Similarly, Yang and Cheung (2003) argue that CLT puts more emphasis on the purposeful and meaningful activities, the use of authentic materials and the diversity of activities. For Richards (2006), the goal of language learning is to know how to use the TL for a range of different purposes and functions and how to produce and maintain communication in spite of the limitations occurring in the speaker's knowledge of the TL.

Researchers on Second Language Acquisition (SLA) suggest that learning takes place when students are engaged in CLTAs and relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Fledman, 2003). So, offering well-designed CLTAs helps English teachers turn English classrooms into active, enjoyable, and communicative places. According to Littlewood (2007), CLTAs help learners activate and integrate their pre-communicative knowledge and abilities in order to use them for communicating meanings. Tait (2001) suggests that CLTAs should be purposeful, interactive and involve some kind of discussion providing that the situations in which the learners use the language should be as realistic as possible and based on the information gap principle.

CLTAs have to involve a variety of language use in which there is no teacher intervention, no material control, and the focus is on the form as well as the meaning, and in order to apply CLTAs, students should have a desire to convey something with a communicative purpose (Harmer, 2007). According to Rao (2002), CLTAs include exercises characterized by either student-student interaction with little or no monitoring of students' output by the teacher, or oral situations characterized by student-teacher interaction with the teacher monitoring and sometimes responding to students' output.

Johnson and Morrow (1981) state that activities which are genuinely communicative have four features: meaningful communication, information gap, choice, and feedback. Thornbury (2005) adds that CLTAs serve two important language needs, namely preparing learners to use a language in real life situations and supporting the acquisition of language knowledge. Littlewood (2007) asserts that by using CLTAs learners could do a whole-task practice, increase their motivation and opportunities to learn the TL and create a social context which support learning.

2.2.1. Definitions of CLTAs

Communicative activities include any activities presented by teachers for encouraging learners to interact with or listen to each other in classrooms as well as to interact with other people outside classrooms (National Center for Family Literacy, 2008). For Liao (2000), they refer to the classroom activities that provide a genuine information gap and give learners both a desire and a purpose to communicate in the TL.

Tait (2001) defines CLTAs as fluency-based activities based on a realistic situation and make students negotiate for meaning by a multiple turn taking. Whereas Harmer (2003) looks at them as oral activities designed to provide spoken communication between a teacher and students and among students themselves, Stern (1983) looks at

them as a matter of giving students a virtual experience of functioning through realistic discourse in the TL.

2.2.2. Features of CLTAs

Many teachers think that the activities they design and apply in classrooms are communicative, but in reality they are not. In this regard, Savignon (2001) argues that "the problem at present is that some of the activities being introduced as communicative activities are not communicative at all but structure drills in disguise" (p. 214).

Johnson and Morrow (1981) argue that there are four major features that make an activity communicative, namely meaningful communication, information gap, choice, and feedback. Meaningful communication refers to a real purpose for the learners to communicate in the TL, information gap means that one learner has a piece of information that the other learner does not, choice means that a learner has a choice of what and how to communicate and use a language in different ways without any control, and feedback refers to teachers' comments on the learners' way of communication. For them, if a teacher does not have an opportunity to provide learners with such feedback, then the activity is not communicative. Furthermore, Sun and Cheng (2000) introduce some features of CLTAs summarized as follows:

1. CLTAs are tasks-based that focus on involving students on communication tasks either inside or outside classrooms.
2. CLTAs are learner-centered in which students are the center of learning process and supposed to participate in the activities as real people and take responsibility for their learning, initiation, and interaction.
3. CLTAs emphasize the use of authentic materials in order to produce a real-like communication in the classroom.

According to what is mentioned above, the features of CLTAs can be summarized as follows:

1. CLTAs promote communicative competence
- 2 . CLTAs create a meaningful context for language use
- 3 . CLTAs increase learning motivation.
4. CLTAs reduce learning anxiety.
- 5 . CLTAs integrate many various linguistic skills.
6. CLTAs encourage creativity and spontaneous use of the language.
7. CLTAs construct a cooperative learning environment.
8. CLTAs foster participatory attitudes of students.
9. CLTAs have a true purposeful communication.
10. CLTAs create a need for communication, interaction, and negotiation of meaning.
11. CLTAs provide opportunities for inductive and deductive learning of grammar.
12. CLTAs make use of content that are related to students' needs. .
13. CLTAs allow students to familiarize their learning by applying what they have learned to their own lives.

Thus, from these features, it could be easier to distinguish between CLTAs and non-communicative activities.

2.2.3. CLTAs and Non-communicative Activities

There are some differences between CLTAs and non-communicative activities. In CLTAs, students have a desire and a purpose to communicate and their attention is paid to meaningful content rather than the form. Moreover, students have a choice to use

the TL widely and freely, the teacher has to tolerate mistakes of students' pronunciation, and the materials students use are unpredictable. Problem solving activities could be a good example of CLTAs. However, in non-communicative activities, students have no desire or a purpose to communicate but involved in repetition or substitution drills to attain accuracy rather than fluency. In these activities, the emphasis is on the form of the language rather than on the content. The teacher focuses on accuracy more than fluency and the materials used are predictable focusing on particular items of a language. Repetition drills and substitution drills could be good examples of such activities. To make it short, while the first ones focus on fluency, the latter ones focus on accuracy (Harmer, 2003).

2.2.4. Using the First Language in CLTAs

Many Arab and foreign teachers consider the use of the first language in classrooms as the most common problem they are facing in ELT classrooms. According to Al-Sohbani (2013) and Harmer (2003), using the first language is one of the main hindrances in creating an English environment in the classroom. On the contrary, though it is agreed upon that creating English environment is very necessary, some ELT educators appreciate the use of the first language as it promotes students' communicative skills and facilitate learning the TL and should not be forbidden in all classroom activities at all. For instance, Jin (2007) argues for the use of the first language to deepen students' understanding of English language to cultivate their thinking in English. He states that:

Teachers need to encourage students to use English as often as possible to cultivate their thinking in English; however, we do not need to reject using the first language flexibly as long as it promotes students' communicative skill in the second language. (p. 127)

In such a case, the extent to which the first language should be used in the ELT classroom depends on the teacher's understanding of when and how to use the first

language appropriately to provide the best possible learning environment to promote students' use of the TL.

2.2.5. CLTAs and Motivation

Ur (1991) argues that motivation refers to the achievement in language learning that affects the success of learning process. In fact, there is a great relationship between CLTAs and motivation because they affect each other. That is to say, CLTAs have a strong effect on student's motivation and learning and vice versa. On the one hand, CLTAs play a great role in motivating students to learn and express the TL without any restrictions, giving them more chances to talk with each other without any fear of making mistakes besides making them confident and eager to speak a lot. Motivation, on the other hand, has a strong effect on CLTAs as it gives students a power to participate and an enthusiasm to learn a language, enhances their fluency, pronunciation, and performance in the TL, and makes well-motivated students badly taught probably do better than poorly motivated students well taught (Ochoa et al., 2016). For Spolsky (2000), "motivation is regarded as a key component of a model of language learning" (p. 158). By the same token, Dornyei (1998) states that:

Motivation is one of the most important factors that affect the rate of success of second language and foreign language learners ... without sufficient motivation, even individuals with the most remarkable abilities can't accomplish long-term goals, and neither are appropriate curriculum and good teaching enough on their own to ensure student achievement. (p. 117)

In the words of Young (1961), (as cited in Al-Sohbani, 2015) "learning never occurs in the absence of motivation" (p. 418). Further, Chun (2001) suggests that students' motivation could be enhanced by creating a relaxing atmosphere in classrooms by means of applying as many CLTAs as possible in pairs and groups and by exposing students to real life situations.

2.2.6. Characteristics of Successful CLTAs

Kebede (2011) points out that for any activity to be successful and useful, it should have the following characteristics:

1. ***Students talk a lot:*** That is to say, students' talking time (STT) is maximized and teachers' talking time (TTT) is minimized. This helps both teachers and students to achieve the goals of learning and teaching English for communication.
2. ***Participation is equal:*** All of the students should be grouped, organized and given the same opportunity to participate in the activity not just as a minority of talkative ones.
3. ***Motivation is high:*** Students should be motivated to speak, specially if they are interested in the selected topic and given the same chance to contribute in the activity.
4. ***Language is appropriate:*** Vocabulary in the activity should be relevant, simple, and comprehensible according to students' levels.
5. ***Teacher monitoring and modeling:*** Teacher's role should be changed according to the type of an activity to ensure that the activity is meeting its objectives and that the level of the activity is appropriate.

2.2.7. Goals of CLTAs

While Canale (1980) argues that CLT is based on the basis that the primary goal of language teaching is to provide learners with information, practice, and experience to develop their communication abilities, Littlewood (1981) reports that CLTAs have two kinds of goals: the long-term goals and the short-term goals. The long-term goals aim at achieving communicative competence whereas the short-term goals aim at:

1. Providing a whole-practice task through many types of activities according to students' level of ability.

2. Improving learners' motivation and making them take part in communication with others.
3. Allowing natural learning and creating a sense of fun.
4. Creating contexts which support real learning.
5. Creating positive personal relationships among learners and teachers.
6. Making students more autonomous and confident during communication.

2.2.8. How to Use CLTAs?

Even though CLTAs are mainly started with the aim of practicing the TL to achieve communicative competence, they sometimes disturb the atmosphere of achieving learning objectives if used inappropriately. Therefore, when applying CLTAs in classrooms, the teacher must keep some issues in his mind such as the preparation, organization, control, and application of them in the right way to increase the success of an activity. To support that, Lee (1979) recommends that games, for example, "should not be regarded as marginal activity, filling in odd moments when the teacher and class have nothing better to do" (p. 3). The teacher also has to choose the right activities that are relevant to the subject and fit students' age and level.

Further, demonstrations should be clear because they can help young learners understand the rules clearly and easily. While applying the activities, the teacher is not recommended to interrupt the activities to correct the mistakes because they are natural outcomes of learning and sudden interruptions distract learner's attention. So, it is better to wait until the activity is over to discuss and correct learners' mistakes. Many activities require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the learners during the activities (McCallum, 1980).

In brief, in the beginning of an activity teachers must make sure that all the rules and instructions of an activity are clear before starting the activity. During applying the

activities, the teachers have to change their roles according to the need of an activity. After finishing the activity, it is a good idea to have some sort of corrective feedback because it gives students a time to reflect upon the activity and know their shortcomings.

2.2.9. Strategies of CLTAs

As the primary goal of CLT according to Richard and Rodgers (2001), "is the acquisition of communicative competence by students' meaningful use of language at discourse level" (p.165), teachers could accomplish that by managing the classroom atmosphere, supporting learning resources and performing as a communicator. Bataineh and Thabet (2011) suggest some strategies or ideas to cope with classes of different abilities during CLTA as follows:

1. **Cooperative work:** A way of grouping learners by making the more clever students help the weak ones.
2. **Grouping:** a way of classifying students into pairs according to their levels and avoiding having pairs of extreme contrary levels.
3. **Project work:** a way of helping learners work at their personal pace by giving them a project to work on and giving every one of them a special role such as time keeper, reporter, and so on.
4. **Varying learning styles:** a way of giving students demanding and challenging tasks.
5. **Instructions:** a way of making sure that learners understand the instructions of the activity they carry out fully.
6. **Mother tongue:** a way of using the native language to facilitate learning and check learners' understanding of the TL

2.2.10. Teacher's Roles in CLTAs

English teachers can play different roles in CLTAs which are supposed to be changed according to the situation, the type of an activity, and the learners' needs and preferences. Breen and Candlin (1980) and Littlewood (1981), in their description of the English teacher's roles in CLT classrooms, argue that the roles of a teacher in CLT supplemented by CLTAs are supposed to be changed from being information and rules provider and communication process facilitator to being a monitor of students' performance, a stimulator, a manager, a model, a social worker, a communicator, a classroom participant, an observer, a researcher, a needs analyst, a counselor, a group and resources organizer, and an establisher of authentic situations to promote communication. By the end of an activity, the teacher does his best to debrief it, provide constructive feedback, point out suitable alternatives, and assist groups via self-correction, peer-correction, or correct errors without disturbing the flow of communication.

2.2.11. Learners' Role in CLTAs

For Hu (2002), the roles of learners in CLT classroom are supposed to be "those of negotiators for meaning, communicators, discoverers, and contributors of knowledge and information" (p. 95). To make it simple, they learn to communicate by communicating. Ozsevik (2010) in his descriptions of students' and the teacher's roles in a CLT classroom, asserts that students are supposed to be involved in expression, interpretation, and negotiation of meaning whereas the teacher could be a facilitator and participant in the language classroom. Moreover, Breen and Candlin (1980) describe the learner's role within CLT in the following terms:

The role of learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. (p. 110)

2.2.12. The Role of Instructional Materials in CLTAs

Educators in CLT argue that instructional materials play an important role in influencing, developing, and promoting the quality of classroom interaction and language use to meet students' needs. In this regard, Richard and Rodgers (2001) suggest that instructional materials should:

1. Focus on the interpretation, expression, and negotiation of communicative abilities.
2. Focus on understandable, relevant, and interesting exchanges of information rather than the presentation of grammatical forms.
3. Involve different kinds of texts, activities and tasks that help learners develop their competence.
4. Allow learners to progress at their own rates of learning.
5. Allow for different styles of learning.
6. Provide opportunities for independent study, self-evaluation, and progress in learning.

Regarding the types of materials currently used in CLT, there are three kinds of materials, namely task-based, language-based realia, and text-based materials.

2.2.12.1. Task-Based Materials

These kinds of materials are based on introducing some tasks or activities that develop the process of learning and teaching such as games, role plays, simulations, and pair works, etc. which are prepared to support CLT classes and could be introduced in a form of exercises, activity cards, pair-communication, practice materials, and information gaps (Richards, 2006).

2.2.12.2. Language-Based Realia

These kinds of materials are based on presenting authentic materials in classrooms to expose learners to the real life situations and materials. The language-based realia might include signs, magazines, advertisements, newspapers, graphic, and visual sources, etc. on which CLTAs can be built (ibid).

2.2.12.3. Text-Based Materials

There is a huge number of textbooks designed to guide and support CLT. These kinds of texts call for a kind of grading and sequencing of language tasks as well as communicative activities. O'Neill's texts, for example, have different information needed to enact role plays and carry out other pair activities (ibid).

2.2.13. Some Popular Types of CLTAs

The types of tasks and activities related to CLT are unlimited provided that such tasks or activities enable learners to achieve the communicative objectives of the curriculum and engage them in a communicative process. Educators, curriculum designers, and material writers have done their best to classify CLTAs according to their roles, purposes, and goals based on the outcomes of CLT. What follows are some popular types of CLTAs introduced by ELT experts and researchers.

Firstly, Littlewood (1981) introduces two major types of CLTAs according to their purpose in making students use the TL functionally and interactively, namely functional communication activities and social interaction activities.

2.2.13.1. Functional Activities

Functional CLTAs include those activities which call for sharing information among learners such as information gap activities, jigsaw activities, games, and surveys, etc.

2.2.13.1.1. Information Gap Activities

According to Larsen-Freeman (2000), information gap activities are those kinds of activities in which one learner has a piece of information the other one does not. Littlewood (1981) labels these activities as functional CLTAs because they call for sharing information among learners and make students communicate with each other to find the lacking information. Some of the most common information gap activities are spotting differences in pictures, exchanging personal information, and guessing games, etc.

Moreover, Thornbury (2005) suggests that, in order to obtain the information, students have to bridge the gap, communicate, go beyond the practice of language forms and use communicative resources. By so doing, they could acquire some available vocabulary, grammar, and communication strategies to complete a task.

2.2.13.1.2. Jigsaw Activities

These activities are also based on the information gap principle. In such activities, the class is divided into groups and each group has a piece of information needed to complete the activity. For example, the class is supposed to fit the pieces of a picture together to complete the whole. In that way, students need to use their language resources to communicate meaningfully and take part in a meaningful communication (Richards, 2006).

2.2.13.1.3. Communication Games

Games mainly involve information gap activities to create communication in classrooms. They could be introduced in the form of puzzles and drawing pictures, etc. Games have many benefits: they add interest, provide a context for meaningful communication, lower anxiety, develop students' skill

of working together in a group, and finally connect to a variety of intelligences. Lee (1979) claims that "most language games make learners use the language instead of thinking about learning the correct forms" (p. 2). According to Johnson and Morrow (1981), games are easy to prepare, easy to play, short enough, and entertaining. In this regard, Richard-Amato (1988) states that:

Games can lower anxiety, thus making the acquisition of input easier. They are highly motivating and entertaining, and they can give the shy students more chances to express their opinions and feelings, add diversion to the regular classroom activities, break the ice and introduce new ideas. (p. 147)

2.2.13.1.4. Problem Solving and Critical Thinking Activities

Problem solving and critical thinking activities are challenging activities because they provoke learners' ability to use their knowledge, facts, and data to effectively solve problems. This does not mean a learner needs to have an immediate answer, it means he has to be able to think deeply, examine the problems and find out the suitable solutions. In such activities, students are given a problem and some alternative solutions from which they choose one of them or create their own solutions to such problem. According to Taghilou (2007), the high quality of teaching depends on the existence of problem solving and decision making abilities.

2.2.13.1.5. Opinion Gap Activities

Opinion gap activities are those kinds of activities which give students some freedom to express their points of views freely. They are created by presenting an argument or controversial texts or ideas which require the learners to express their points of views and share their feelings and experiences on such ideas. Opinion gap activities can be found in activities such as ranking exercises,

discussions, values clarification techniques, and thinking strategies, etc. (Ur, 1999).

2.2.13.1.6. Discussions and Debates

Discussion and debates are useful activities due to their benefits in giving learners a freedom to talk in classrooms. A topic is introduced to students via a reading or a listening passage and then they are asked to discuss such topics to come up with a useful solution, a response, or an idea. Students should be divided into groups, one is in favor of a topic and the other is against it. Celce-Murcia (2001) argues that the participants should have specific roles in the discussion such as keeping time, taking notes, or reporting the results made by the group members, etc. For her, when discussions appropriately exploited, they could undoubtedly end up with speaking opportunities of extreme worth in terms of language presentation and practice. For example, encouraging competitions or cooperating discussions lead to creating familiarity among students.

2.2.13.1.7. Class Surveys

A class survey is an activity in which all the learners in a group need to ask each other some questions to find information they need to analyze and report back to the class. They are useful for getting students to interact with each other, produce question forms, collect, and analyze real information (Ur, 1999).

2.2.13.2. Interactional Activities

These kinds of activities aim at creating situations in which there is some kind of interaction among students such as project works, group work, pair work, and role play, etc. In such activities, students have some opportunities to involve themselves in a face-to-face interaction, share group responsibilities, and enhance their cooperative

relationships (Ellis, 2009). In other words, incorporating such activities into the classroom do not only improve students' social skills but also helps students of lesser ability to learn from those who do not require as much instruction (Cohen, 2015).

2.2.13.2.1 Project Works

Project works are one of the most useful activities in CLT which involve hobbies, crafts, physical exercises, and sports. When designing such projects, teachers have to bear in mind that students need to use the language as meaningfully as possible to communicate something with one another. In such activity, the teacher should become a participant, a coordinator when necessary, evaluator, and checker of the language used in the activity. Project works also require a careful planning and ability to create a learning situation that could ensure a constant supply of stimuli to the learners and keep them active. Picture strip story activity can be a good example of project works.

2.2.13.2.2. Role Play Activities

According to Richards et al. (1992), (as cited in Damnet, 2008, p. 67), "role-play refers to drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation". By the same token, Al-Arishi (1994) argues that the role play has the following benefits and characteristics:

Role play stimulates authentic conversations; is a fluency activity; is suitable for consolidation; creates sensitivity and a sense of awareness; increase motivation and self-esteem; is a break from routine; prepares students for real life and unpredictability. (p. 338)

2.2.13.2.3. Simulations

Simulations are the imitation of real world situations or events that represent reality. It requires a model of what exists or might exist under

manageable and controlled conditions (Moore, 2011). In simulations, students must not think of themselves as students, but as real participants in the situation and create a real situation about the topic assigned such as playing the role of an actor, a singer in a television program, or a scene at an airport. Simulations make students construct a real ask-answer dialogue and perform it in front of the class. In such an activity, the participants could gain factual information, concrete examples of abstract concepts, procedural experience, and decision making skills. In addition, simulations enable students to apply the content of courses in real life situations (Jones, 1982).

2.2.13.2.4. Pair and Group Work Activities

Brown (2001) defines group work as "a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language" (p. 177). Thompson (1996) suggests that in such activities, students can produce a greater amount of language, increase their motivation, interaction, and cooperation with each other, develop their fluency, test their ideas before actually speaking out in public, complement each other in terms of knowledge and skills, develop their sociolinguistic competence, negotiate meaning, and solve problems in various socially demanding situations.

2.2.13.3. Structural Activities

Celce-Murcia (2001) has classified CLTAs according to their role in helping students show a control over language structures before using them in communication. These activities are grouped under structural activities into four basic headings for the ease of discussion as follows:

2.2.13.3.1. Linguistically Structured Activities

Such activities generally focus on the presentation or the application of certain linguistic structures which must be contextualized and meaningful. Examples of such type of activities are the structured interviews and language games.

2.2.13.3.2. Performance Activities

In such kind of activities, students prepare something beforehand and deliver it to the class, which can be followed by a classroom discussion. In such activities, peer evaluation is allowed to make the listeners more active and able to evaluate the presenter based on a given criteria. Examples of such activities are role plays and simulations.

2.2.13.3.3. Participation Activities

In such activities, students take a role of participants in some CLTAs in authentic settings. In such activities, the factor of authenticity, interest, and motivation on the part of the learners is aroused. Examples of such activities are guided discussions, interviews, and oral dialogues.

2.2.13.3.4. Observation Activities

In such activities, learners are supposed to observe and record verbal and nonverbal interactions between two or more native speakers of the TL and mime the TL of the speakers as possible as they can.

2.2.13.4. Social Activities

Paulston and Bruder (1976) have classified CLTAs according to their maximum benefits in enabling students to achieve sociolinguistic and communicative competence. They are grouped under social activities into three categories as follows:

2.2.13.4.1. Social Formulas and Dialogues

These kinds of activities focus on using functions of the TL such as greetings, partings, introducing, excusing, complimenting, complaining, and hiding feelings, etc. in different situations to achieve communicative competence. For Paulston and Bruder (1976), learners need to be taught earlier on how to get along with such activities in different situations appropriately.

2.2.13.4.2. Community Oriented Tasks

These are sets of activities and tasks which enforce students to communicate with native speakers outside the classroom in their communities freely such as guiding a tourist, etc.

2.2.13.4.3. Problem Solving Activities

These kinds of activities aim at developing students' way of thinking to be able to solve problems they face easily. Students are given a problem and some alternative solutions from which they have to choose one or create their own to solve such problems.

2.2.13.5. Practical Activities

Richards (2006) introduces three useful kinds of activities grouped under the practical activities, namely mechanical, meaningful, and communicative.

2.2.13.5.1. Mechanical Practice

These kinds of activities refer to a controlled practice in which students can successfully carry out an activity without necessarily understanding the language they are using. They are mere a repetition and practice of a language structures such as repetition drills and substitution drills, etc.

2.2.13.5.2. Meaningful Practice

These kinds of activities refer to uncontrolled practice in which students are required to make meaningful choices when carrying out a practice such as using prepositions in structures to show directions. The practice is now meaningful because students have to respond according to the need meaningfully.

2.2.13.5.3. Communicative Practice

Such activities refer the use of the TL freely in a real communicative context such as using different tenses in different sentences.

2.2.13.6. Exploratory Activities

Exploratory activities are those kinds of activities that expose students to the use of the TL in real life situations. For example, it gives students a chance to explore the topic of an interview further depending on the teacher's questions. Such kinds of activities require teachers to be open-minded and to allow a certain amount of autonomy to students (Kohn & Widmann, n.d.).

2.2.14. CLTAs and the Four Skills

There are two kinds of language skills: receptive skills and productive skills. The receptive skills represented by listening and reading are based on receiving a language rather than producing it, whereas the productive skills represented by speaking and writing emphasize producing a language rather than receiving it. When applying CLTAs in classrooms, the four skills are integrated with greater attention paid to speaking skill (Spratt, Pulverness & Williams, 2011).

Starting with speaking skill, it is known that learning a language is using it appropriately and great speakers are not born but trained. So, it is necessary to provide students with practice opportunities to make them communicate with each other in

classrooms. Speech is a way by which human beings make connections with each other and communicate thoughts, information, and feelings. To speak fluently and confidently in a variety of situations is a central human need and an important goal of education (Maarof, 2011).

To support this view, Nunan (1991) states that:

Success is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. (p. 39)

There are many genres that could be used to generate speaking skills such as description, narration, reasoning, argumentation, negotiation, debating, identification, commenting, and decision making, etc.

Secondly, to improve students' way of communicating with each other, they must be exposed to some listening situations in which they could get a good model to check their pronunciation. Processing a language in an exact time brings special demands for language learners. Therefore, listening classes should be concerned with giving learners some practices to understand spoken language and develop strategies for acquiring a language. For example, finding a moment to listen to a story or an anecdote then tell them again without choosing the words carefully can make a perfect speaker as it is said good listeners are good speakers and practice makes perfect.

Thirdly, reading is both a matter of quality and quantity. Concerning the quantity, it is meant that by reading a lot, learners could acquire a huge amount of vocabulary and enrich their knowledge in the TL, whilst by the quality, it is meant that by reading a lot, students could polish their tongues in the TL and finally master reading skill. Thus, learners need to learn the sub-skills of reading the TL and get a wide exposure to a variety of reading texts. Such exposure contribute to the improvement of reading habits,

achievement of reading competence, an overall control of the vocabulary, and an appropriate use of it during communicative situations, especially if authentic texts are used (Spratt et al., 2011).

Finally, extended writing is a skill that many learners use to communicate in real situations but in writing. Such skill provides learners with some opportunities for creativity, self-expression, and conscious reflection that could play an important role in consolidating the recent learning (ibid).

2.2.15. Communicative Language Tests

Because the primary goal of language learning is communication inside classrooms, learners' communicative abilities should be measured via communicative tests. Such kinds of tests should be suitable for testees' ages, proficiency levels, interests, needs, and situations. Furthermore, testers should make sure that testees are well prepared and familiar with the test. Regarding the need for testing CLTAs, Carroll and Hall, (1985) state that "the language tasks that our learners are expected to perform in their future jobs will guide us with the tasks we will set them in our tests" (p. 37). Further, Brown (2001, p. 21) suggests that a communicative language test should meet the following characteristics:

1. Meaningful communication.
2. Authentic situation.
3. Unpredictable language input.
4. Creative language output.
5. Integrated language skills.

2.2.16. Corrective Feedback of CLTAs

Since errors have been regarded as natural outcomes of learning process, they must be tolerated while communication in the TL, because practicing too much error

correction is, however, considered as a way of discouraging students from speaking the TL. Larsen-Freeman (2000) argues that since students' linguistic knowledge is limited, communication could be better when errors of form are tolerated. Further, Allwood (1993) calls for constructive feedback by stating that, "where small groups of learners practice different speaking activities such as role-play and interviews, the appropriate feedback seems to be important, and frequently used, not only at early stages of learning, but constantly throughout the learning process" (p. 35). Similarly, Irons (2008) supports the need of constructive feedback by stating that:

Corrective Feedback is an essential part of language teaching and learning that a teacher uses to clarify the meaning of what is said and meant to make it grammatically correct. Corrective feedback is very important whether positive or negative. It is meant to encourage students, help them develop their proficiency in the foreign language and guides and develops a learner's thinking. Provided that feedback is constructive, it will have a positive effect on a students' learning otherwise inappropriate feedback will not benefit the learning process. (p. 21)

Moreover, Lightbown and Spada (2006) call for recasting feedback as the best way for corrective feedback stating that "recast, on the other hand is the correction of an erroneous utterance by simply repeating the utterance in the correct form without pointing out that an error has been made" (p. 126). Similarly, Hill (2006) argues that recasting is a good way of giving corrective feedback because it does not interrupt communication and makes students feel uncomfortable.

2.3. Previous Studies

As mentioned earlier, CLT emphasizes the idea of effective communication among a teacher and students via using CLTAs as a medium for meaningful communication. This leads to the need of creating a suitable situation to maximize opportunities for learners to use the TL in a communicative way. Moreover, CLT emphasis focuses on the meaning of the message created by the communicators rather than the correct forms or structures. A huge number of studies have been conducted on CLT and very few studies have been conducted on CLTAs. The following studies are samples of the most important foreign and local related studies.

Sato and Kleinsasser (1999) investigated the potential problems of teachers in Australia when teaching Japanese as a FL via using CLT in their classes and revealed that there was inconsistency between teachers' perceptions of CLT and their actual classroom practices. The study recommended that teachers ought to increase the frequency of activities such as games and role-plays etc. since they promote language practice opportunities, learner independence and create a positive, friendly and affective climate in the classroom. It also recommended that, when students work on CLTAs, teachers should continue providing appropriate feedback and error correction without interrupting the flow of the oral production of the language.

Liao (2000) explored the utility of CLT in secondary schools in China and revealed that the majority of teachers reverted to the traditional approaches rather than used the more innovative communicative ones because of some difficulties hindered them from applying CLTAs. The study also showed that these difficulties were primarily caused by teachers' lack of language proficiency, cultural knowledge, the negative influence of Chinese educational traditions and grammar-oriented examination pressure.

Similarly, Ye Jin (2007) stated that large class size and lack of teaching materials were also two large obstacles in adopting CLT in China.

Hu (2002) investigated teachers' and students' perceptions of classroom activities in Chinese schools and showed that classroom activities such as role-plays, etc. could be very useful for the teaching of oral English. For him, although considerable attention had been paid to the use of classroom activities in English speaking classes, the perceptions of teachers and students towards such activities had been ignored. The results showed that there were some differences between students' and teachers' perceptions towards these activities and that the perceptions of freshmen and sophomores were not completely matched. The findings of this research could help teachers take students' perceptions into consideration while designing classroom activities for English speaking classes in the future.

Rao (2002) investigated the application of CLT in teaching English as a FL at the intermediate level in China, and showed that Chinese teachers had positive perceptions towards the use of CLT and were positive in incorporating CLTAs in their teaching. Further, it showed that there were many constraints hindering the application of CLT such as students' shyness, poor English teacher training, big classroom size, traditional grammar focused examinations, and lack of proper communicative materials. It also revealed that teachers' attitudes towards CLTAs actually motivated students to get involved in the learning activity. Thus, the result of the learning activities would be better, and the student's motivation surely could improve the student's achievements. The study recommended that teachers in communicative classrooms should conduct "a talking less and listening more" and become active facilitators of their students learning.

Karim (2004) in a mixed method study investigated English language teachers' attitudes, perceptions, and expectations of CLT in EFL context in Bangladesh at post-

secondary level. The results showed there were some discrepancies between teachers' perceptions and practices of CLTAs. These discrepancies were caused by some practical reasons such as the lack of communicative resources, unequipped and large size classes, traditional exams and lack of administration support, etc.

Huang (2005) in a descriptive study investigated factors that influence middle school English teachers' intention to implement CLTAs in their classroom as well as the actual CLTAs implementation in their teaching. The result showed that teachers had a positive perception towards the effectiveness of CLTAs. The study recommended for applying them due to these three advantages: (a) they promoted students' interest in learning English, (b) they improved relationship among students and between students and teachers, and (c) they helped students to know the real purpose of learning English.

Mustafa (2001) investigated the communication apprehension of ESL students and their choice of CLTAs in Indonesia and revealed that CLTAs such as group discussion were preferred by students as a way of reducing their communicative anxiety. Secondly, the study showed that the best way to improve communication apprehension was through early preparation for any presentation, knowing the aspects involved in meetings and knowing the organization of a presentation.

Incecay and Incecay, (2009) investigated Turkish university students' perceptions of communicative and non-communicative activities in EFL classroom to see the appropriateness and effectiveness of communicative and non-communicative activities in their EFL classes. The study revealed that students got benefit from CLT when communicative and non-communicative activities were combined in English classrooms. That is, aligning CLT with traditional teaching practices seemed to be beneficial for EFL students. The study recommended that EFL countries such as Turkey

should modify their teaching methods in a way that would take students' previous educational habits into consideration.

Ozsevik (2010) investigated teachers' perceptions of the difficulties in implementing CLT in the Turkish context. The study revealed that English teachers' over workload, busy program schedule, large classroom size, assessment mismatch with the curriculum, students' very poor abilities in communication and students' poor motivation were the major hindering factors in implementing CLT. The study further showed that teachers were highly positive in implementing CLT in ELT. The study recommended that positive implementation of CLT would be successful if the examination system focused more on the development of communicative skills among the students.

Ying (2010) investigated CLTAs application in ELT classroom in China and pointed out that CLTAs were a vital part of ELT that influenced the efficiency of applying CLT. The study recommended for choosing suitable activities for their classroom and integrating them into their teaching procedures. The study recommended that not only the effective forms of CLTAs need to be developed but also the way of teaching.

Maarof (2011) explored the use of oral CLTAs in the Saudi third year secondary EFL textbooks, and showed that CLTAs played a great role in influencing the learners' oral communication in English. The study recommended that the Saudi textbooks should be modified and provided with many types of CLTAs to fulfill the goals of developing the Saudi learners' oral fluency in English.

Phisutthangkoon (2012) investigated the use of CLTAs to develop English speaking ability of the first year diploma vocational students and revealed that there were a statistical differences between the students' scores of their English speaking ability

before and after learning through CLTAs. The implication drawn from the study was the effectiveness of teaching CLTAs to the students' speaking ability.

Bezabih (2013) explored teachers' awareness and practice of their roles in CLT in Ethiopian high schools and revealed that though the teachers were aware of their roles in CLT, in reality they were not practicing the roles they were expected to play in their English classrooms. The classrooms were dominated by teacher-centered activities. Students were playing passive roles and were not encouraged to use CLTAs in classrooms, and involved in pair and group work. She concluded that the teachers preferred non CLTAs to facilitate learning.

Algonhaim (2014) investigated Saudi university students' perceptions and attitudes towards communicative and non-communicative activities and their relationship to FL anxiety and revealed that the students in non-English speaking countries made a better use of CLT when CLTAs and non-communicative activities were combined in English classrooms. In other words, aligning the communicative approach with traditional teaching structures was beneficial for EFL students.

Ramo (2014) explored the CLTAs issues on pre, during, and post challenges in south Koreans' English education and revealed that English language environment, teaching approaches, assessment system and lack of time made students' motivation, interest, and proficiencies of communicating in a bad shape. Further, it showed that the lack of students' learning styles, strategies, and attitudes were also affected due to the difficulties of communicative challenges and lack of support system.

Saico and Zhou (2014) investigated the utility of CLTAs in encouraging and improving students' oral expression from at Eloy Alfaro high school and showed that CLTAs had been considered an essential tool for encouraging, improving students' oral

expression in different contexts and developing their abilities in the TL that focused on the oral expression and communicative interaction. The study recommended that students should be exposed to different language contexts, situations, and negotiate with meaningful codes at the moment of communicating.

Similarly, Caicedo (2015) investigated teachers' activities and adolescent students' participation in a Colombian EFL classroom, and showed that CLTAs such as games, situational practice, information gap, debate, dialogue, and small-group discussion etc. were highly recommended to be performed in the EFL classrooms. The study recommended for the use of some specific techniques or devices for stimulating communicative proficiency such as questions-answers, dialogues, plays, and games etc.

Ochoa, Cabrera, Quiñónez, Castillo and González (2016) investigated the effect of CLTAs on EFL learners' motivation in a town of the Amazon region of Ecuador, and showed that students and teachers believed that CLTAs were motivating. Furthermore, students felt highly motivated when participating in CLTAs because these activities enhanced their fluency, pronunciation, and performance in the use of English in a realistic and enjoyable way since students felt confident when they helped each other during interaction in activities such as class discussion, games, pair work, group work, role plays, and group and oral presentations etc. The study recommended that teachers should always maintain an enjoyable classroom environment to motivate students to learn the TL and allow students to understand the purposes of CLTAs.

Al-Shamiry (2000) conducted a study on Yemeni learners' oral communicative competence in English in Taiz and showed that structure-based methods were still dominant in Yemeni schools and Yemeni English Language teachers were not aware of EFL methods in general and the principles of CLT, in particular.

Thabet (2002) conducted a study on the obstacles of using communicative techniques in Yemeni English classes and pointed out that Yemeni ELT practitioners lack proper knowledge of and instructional commitment to CLT which could be attributed to the absence of formal in-service CLT training and teachers' inability to properly implement CLT in the language classroom.

Similarly, Bataineh and Thabet (2011) investigated CLT in the Yemeni EFL classroom and reported that Yemeni teachers were more inclined towards structure-based principles rather than those of CLT. The study also showed that though Yemeni English teachers were considerably knowledgeable of the principles of CLT, they did not reflect that in their classroom practice. As a result, students who enrolled in the English Department after graduating from the schools, for example, showed a vivid poor level of English proficiency which was probably due to various ineffective language teaching methods and techniques such as focusing on language structure and using Arabic etc.

Al-Sohbani (2013) explored English language teaching pedagogy in secondary Yemeni education, and showed that most English teachers in Yemeni schools had been using inappropriate methods and techniques for language teaching in general and not implementing CLT as expected though English text books (ECCFY) in Yemeni public schools are based on it. The study also showed that the teaching of English in Yemen is mainly a teacher-centered where the teacher seemed to do the most talking and always had the whole class under his/her control. It concluded that the Yemeni teachers' pedagogies were mainly traditional, grammar-oriented; teacher-centered that might have been affected by their experience as learners and grammar based examination-takers. It added that the group and pair works were not used and the four language skills were not practiced and the use of the mother tongue by both the

teachers and the students were noticed to be the prevailing. The study recommended for professional development program to Yemeni English teachers for updating their knowledge in CLT methodology and providing opportunities for functional applications of such pedagogies.

From the discussion above, it could be concluded that there was a clear similarity between the previous studies and this study in terms of its objectives, findings regarding teachers' perceptions and application of CLT and CLTAs in an EFL context as well as dealing with the constrains that hindered the application of CLT and CLTAs in such context. Most of the results of these studies were the same mainly the difficulties that hinder the application of CLT in general and CLTAs in particular. In spite of these similarities, the present study offered a novelty which had not been discussed in the previous studies. To make it clear, while the previous studies focused only on CLT with some activities and investigated only one variable such as attitudes, implementation and hindrances, and so on, this study investigated with two variables, namely teachers' perceptions and application of CLTAs in detail besides showing the main factors that impeded teachers of English to apply them in detail. , The second difference is that all the Yemeni studies are conducted on CLT whereas the present study is the only Yemeni study conducted on CLTAs.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.0. Introduction

As stated earlier, the present study aims at investigating the public Yemeni secondary school teachers' perceptions and application of CLTAs adopted into their classrooms. This chapter is concerned with presenting an overview of the research design used for directing the whole study, the instrument used for collecting data and the participants selected for the present study. By the end of this chapter, the data collection procedures and statistical processes are described.

3.1. Research Design

The mixed-method approach (quantitative and qualitative) was used as the research design of this study to achieve its objectives. In the words of Creswell (2003), he states that:

The collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. (p. 212)

In this study, the adoption of the mixed-method approach helped the researcher draw on all possibilities and provided him with a broader understanding of the phenomenon as the qualitative data described aspects (the constraints and difficulties) the quantitative data could not address. Using both forms of data collection allowed the researcher to generalize the results from the sample to the population and to gain a deeper perspective of the phenomenon of interest fully. That is to say, the mixed method approach not only helped the researcher quantify the Yemeni EFL teachers' perceptions and application of CLTAs but also quantified and qualified the difficulties that might hinder the application of such activities based on the questionnaire items (the closed-ended ones and the open-ended one).

3.2. Participants

The participants in this study were **50** public Yemeni secondary school teachers (males and females) selected conveniently from 19 secondary schools at three districts (Jiblah, Al-Mashnna and Al-Dhehar), in Ibb governorate. The participants have at least a two-year experience in teaching English. More than a half of the participants' ages ranged from (25-40 years). The rest of the participants were older than 40 years. All of the participants worked at different public secondary schools in Ibb governorate. Among those participants, the males were the majority (52% males and 48% females). The participants were informed earlier that all their responses would be very confidential and would be used only for the purpose of the study.

TABLE 1

Number of the Selected Schools, their Places, Types and Teachers

No	Name of School	Teachers	District	Types Rural/Urban
1.	Al-Nahdhah	5	Al-Mashanah	Urban
2.	Al-Farook	3	Al-Dhehar	Urban
3.	Al-Noor	1	Jiblah	Urban
4.	Al-Ihsan	3	Jiblah	Rural
5.	Asma	3	Al-Dhehar	Urban
6.	Arwa	4	Al-Mashanah	Urban
7.	Saba	4	Jiblah	Urban
8.	Al-Nagah	2	Jiblah	Rural
9.	Somaiyah	2	Al-Dhehar	Urban
10	Om-Almoamenin	2	Jiblah	Rural
11.	Al-Thawra	3	Al-Mashanah	Urban
12.	Al-Fath	1	Jiblah	Rural
13.	Al-Saleh	5	Jiblah	Urban
14.	Al-Wahdah	4	Al-Mashanah	Urban
15.	Al-Qadisyah	1	Jiblah	Rural
16.	Khalid	2	Al-Mashanah	Urban
17	Omer ben Al-Khattab	2	Jiblah	Rural
18.	Al-Mansoob	1	Jiblah	Rural
19	26 September	2	Jiblah	Rural
	Total	50		

The participants have been teaching English for considerable years at three different districts in Ibb governorate (Jiblah, Al-Mashana and Al-Dhehar) as a sample for the

whole teachers teaching English in the public secondary schools around Yemen. Fifteen of the selected teachers (30%) have been teaching English in rural schools and 35 of them (70%) have been teaching English in urban schools. This indicates that the number of the teachers in the rural schools is fewer in comparison with the number of the teachers in the urban schools due to the numerous number of teachers and students in secondary schools in the urban areas. Nineteen schools were selected for this study. Eleven of them are situated in the urban areas (58%) whereas eight of them (42%) are situated in the rural areas (see Table 1 above).

With respect to the background of the participants in terms of gender, qualifications, experience and sitting, the number of the participants involved in this study was 50 teachers. Among those participants, 26 of them (52%) were males and 24 of them (48%) were females.

TABLE 2

Participants' Background

Variables	Types	Frequency	Mean
Gender	Male	26	52%
	Female	24	48 %
Qualification	Diploma	3	6%.
	Bachelor	47	94%
Experience	2-6	9	18%
	6-10	8	16%
	More than 10	33	66%
Setting	Urban	35	70%
	Rural	15	30%

Forty seven of the participants (94%) were bachelor degree holders while three of them (6%.) were high diploma holders because this study mainly focused on secondary school teachers and it was rare to find high diploma degree holders teaching secondary school

students in case there is a lack of bachelor degree holders in such schools (see Table 2 above).

With respect to the experience of the participants, nine of them (18%) have served 2-6 years, eight of them (16%) have served 6-10 years and 33 of them (66.%) have served more than 10 years. This shows that most of the participants have adequate work experience in their profession to teach secondary classes. Regarding the kind of the setting of the schools in which the participants have been teaching, 35 of them (70%) have been teaching in the urban areas while 15 of them (30%) have been teaching in the rural areas. Moreover, The data have been collected from many different urban and rural secondary school teachers to get a better valid data.

3.3. Instrument of the Study

Given the purpose of this study as a descriptive study, the quantitative method seemed to be the most appropriate research method to quantify teachers' perceptions and application of CLTAs with a little use of the qualitative method to qualify the difficulties that hinder teachers to apply such activities. For collecting the adequate data, a questionnaire consisted of 59 closed-ended items and an open-ended one was prepared and administered to **50** public Yemeni secondary school teachers teaching at 19 public secondary schools in Ibb governorate (see appendix). It was not only significant to explore the public Yemeni secondary school teachers' perceptions and application of CLTAs in their classrooms, but it was also crucial to determine how their teaching in an EFL context might affect and shape their perceptions and application of such activities. The items of the questionnaire were prepared on the light of the relevant literature and since all the participants are EFL teachers, the questionnaire was administrated in English. The questionnaire permitted the participants to identify what perceptions they had towards CLTAs, to what extent they applied them in classrooms, and what kind of

difficulties they faced in a Yemeni context when applying CLTAs whether they were cultural, educational, economic, physical, professional, or administrative.

Before administrating the questionnaire, the researcher consulted a panel of referees from Ibb university as well as some supervisors of English within the researcher's previous workplace at Ibb Education Office to validate it and get their feedback and comments regarding the content, the structure, the grammatical errors, and the wording of it which affects the results of the study. This was to ensure that the questionnaire covered all the aspects of the research areas and objectives. Based on the panels' comments, unnecessary items, biased responses, and ambiguous items were rearranged.

The final version of the questionnaire was developed after the panel had commented on it, then it was administered at 19 public secondary schools at the three districts in Ibb governorate. It consisted of two sections where in the first section the participants were asked to fill in the demographic information regarding their age, sex, qualifications, experience and the setting at which they have been teaching. The second section consisted of four parts with two kinds of items. In the first part, the participants were asked to fill in the option which best showed their degree of application of CLTAs. The items related to this question were designed in Likert's 5-point scale with five options, namely *always*, *often*, *sometimes*, *rarely*, and *never*, with values 1-5 assigned to each item. A mean ranges between (3.50- 5.00) was considered frequently high CLTAs use; (2.50- 3.49) as a moderate use or application of CLTAs; and (1.00-2.49) as a rare CLTAs use. In the second and the third parts, the participants were asked to fill in the option which best showed their range of perceptions of CLTAs. The items related to these questions were also designed in Likert's 5-point scale with five options, namely *strongly agree*, *agree*, *undecided*, *disagree*, and *strongly disagree* with values 1-5 assigned to each

item. A mean ranges between (3.50-5.00) was considered positive perceptions; (2.50-3.49) neutral perceptions and (1.00- 2.49) low perceptions.

In the fourth part, the participants were asked to express their points of view by listing the main difficulties and constrains that might impede them to apply CLTAs in classrooms when answering the open-ended question.

3.4. Data Collection Procedures

The data for the present study were collected in 2016/2017 academic year. Before administrating the questionnaire, it was judged by a panel of referees to validate it. Then, a written permission was readily granted to schools administrations to conduct the study. The researcher contacted the teachers of English Language in the targeted schools, explained the nature and the purpose of the study and gave them the needed copies of the questionnaire. The questionnaire was administered to teachers at the beginning of the week and collected at the end of the week from the targeted schools (males and females) at the three districts (Jiblah, Al-Mashana and Al-Dhehar), in Ibb governorate as a sample for the whole teachers teaching in the public secondary schools around Yemen.

All the participants were given the same instructions on how to fill in the questionnaires. The participants were asked to respond to the questions honestly and informed and assured that their anonymity would be assured an their responses would be used only for research purposes. Further, the participants were informed that their participation was entirely voluntary and they were not under any obligation to participate.

After collecting the questionnaire, the biased responses were taken out, and only **50** copies were used for collecting and analyzing data. For achieving the objectives of the study, the researcher relied mainly on the calculated data elicited from the questionnaire.

There were two kinds of questions in the questionnaires; closed-ended questions and an open-ended one. The obtained data were calculated and tabulated using SPSS package.

3.5. Data analysis

The gathered data were analyzed by using SPSS package. The descriptive statistics (mean, standard deviation, percentages and frequency accounts) and inferential statistics (correlation coefficients and t'-test) were computed. The mean was computed for determining the extent to which the participants agreed or disagreed with the items referring to the teachers' perceptions and application of CLTAs and the difficulties affecting them. The standard deviation was used to measure the homogeneity or heterogeneity of responses for each item. The frequency accounts and percentages were used to calculate the answers gathered from the open-ended question. Further, Pearson product-moment and Spearman's correlation coefficients were used to measure the relationship between teachers' perceptions and application of CLTAs. The t'-test was used to see if there are any differences between male and female teachers regarding their perceptions and application of CLTAs.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0. Introduction

As indicated earlier in Chapter One, the present study mainly aims at investigating the public Yemeni secondary school teachers' perceptions and application of CLTAs through an analysis of 50 participants whose responses were recorded in a set of a carefully prepared questionnaire described in Chapter Three.

This chapter provides the results and discussion of the study. The research questions are answered mainly through the quantitative analysis of the data. Descriptive statistical analysis (means, standard deviations, frequencies, and percentages) and inferential statistical analysis (t'-test and Pearson product-moment and Spearman's correlation coefficients) have been employed. Means and standard deviations have been used to answer Questions 1, 2, and 3 and t'-test and Pearson and Spearman's correlation coefficients have been used to answer Questions 4 and 5, and frequency and percentages have been used to answer Question 6. The organization of such results are reported in accordance with the sequence of the six research questions introduced in Chapter One.

4.1. Results Related to Study Question One:

To what extent do public Yemeni secondary school teachers apply CLTAs inside classrooms?

It is worth indicating that the analysis of the data related to this question was based on the light of the participants' responses to 25 items (1-25) related to teachers' application of CLTAs for which they were asked to indicate their degree of application of CLTAs based on Likert's 5-point scale with five options, namely *always, often, sometimes, rarely, and never*.

To identify the participants' application of the different types of CLTAs, the mean scores and standard deviations were calculated at the level of each item of this question and at the level of this question as a whole.

As it is shown in Table 3 given below related to the first question that deals with teachers' application of CLTAs and involving students in such activities, it was found that the general application of CLTAs in classrooms was moderate with a total mean score of (3.19) and a total standard deviation of (0.45). Such a moderate application of CLTAs was attributed to some constrains and difficulties the teachers faced while applying CLTAs as they were listed later on in their responses to the open-ended question that deals with the constrains and difficulties that hinder their application of CLTAs. The score values for all items fell between 4.00 and 2.56 indicating that the participants apply some kinds of activities to some extent. However, none of the items exceeded 4.00 mean score. This result could be attributed to participants' belief that that such activities are not fully applicable in Yemeni context due to crowded classrooms and lack of time that hinder the teachers to fully engage students to practice such activities.

Furthermore, some popular and important activities such as pair work, group work, and information gap activities, etc. did not gain a total agreement by the participants with values less than 3.50 though such activities are supposed to get the highest ranks because they are the most popular activities introduced a great deal in ECCFY and they are good for providing more opportunities for students to communicate, develop a team spirit, and overcome psychological barriers, especially when students make cooperative efforts to perform an activity. Richards (2006) argues for carrying out activities in pairs or groups by stating that "the group work will benefit the learners to increase their motivation, learn from hearing, interact with each other and finally develop

their fluency" (p. 20). So, by using such activities a relaxing and pleasant atmosphere is created in the classroom and language learning is facilitated.

At the level of each item, almost the participants preferred applying item 14 (I use social dialogues activities such as greeting and introducing, etc.) These activities scored the 1st rank with a mean score of 4.00 and a standard deviation of 1.07 due to its frequency in ECCFY, on the one hand, and the easy application of such activities, on the other. The 2nd activity applied by the participants was item 16 (I use pictures description activities.) with a mean score of 3.96 and a standard deviation of 0.99, because teachers used to use such activities in the preparatory stage a great deal and it is introduced in school workbooks and could be applied inside classrooms easily. The 3rd activity applied by the participants was item 20 (I give students a chance to express themselves in English orally.) It scored a mean of 3.92 and a standard deviation of 1.05 because such activities are easy to apply and needs no preparation or a lot of time. Item 6 (I use oral interview activities.) got the 4th rank with a mean score of 3.46 and a standard deviation of 1.05. Such activities are used at the beginning of a new year and could be applied any time. Item 21 (I involve students in a meaningful practice such as they practiced English in real life situations.) was the 5th activity used by participants with a mean score of 3.44 and a standard deviation of 1.16 because such activity gives teachers some chances to expose students to use the language freely inside or outside classrooms. Item 2 (I use pair work activities.) got the 6th rank with a mean score of 3.42 and a standard deviation of 1.01 because such activities need some preparation as well as learners' proficiency to communicate in English. In fact, such an activity could be used inside classrooms in the form of conversations. Items 5, 17 & 23 (I use communicative practice activities such as answering questions about places in maps.); (I use simulation activities such as singing a song inside the class, etc.); (I involve all students in role play activities.) came in the 7th

rank with a mean score of 3.36 and a standard deviation of 1.14, 1.17 and 1.10 respectively.

TABLE 3

Mean, SD and Rank of Teachers' Application of CLTAs

NO	Teachers' Application of CLTAs	MEAN	SD	Rank
1	I use group work activities.	3.30	0.97	8
2	I use pair work activities.	3.42	1.01	6
3	I use opinion gap activities such as talking about the benefits of games, etc.	2.82	0.92	15
4	I use information gap activities such as distinguishing the differences between two pictures, etc.	3.22	1.11	9
5	I use communicative practice activities such as answering questions about places in maps.	3.36	1.14	7
6	I use oral interview activities.	3.46	1.05	4
7	I use class survey activity.	2.76	1.06	16
8	I use events description activities such as describing the process of canning beans.	3.22	1.22	10
9	I use communication games activities such as puzzles, etc.	3.14	1.07	12
10	I use group decision making activities such as planning a trip, etc.	2.38	1.09	19
11	I use participation activities such as guided discussion.	3.00	1.14	14
12	I use jigsaw activities such as fitting the pieces together to complete the whole.	2.56	1.20	18
13	I use story completion activities.	3.08	1.12	13
14	I use social dialogues activities such as greeting, introducing, etc.	4.00	1.07	1
15	I use problem solving activities.	3.18	1.08	11
16	I use pictures description activities.	3.96	0.99	2
17	I use simulations activities such as singing a song inside the class, etc.	3.36	1.17	7
18	I use real world tasks such as making an interview in an airport, etc.	2.74	1.34	17
19	I let students share their personal experiences such as talking about their adventures.	3.22	1.03	10
20	I give chances to students to express themselves orally.	3.92	1.05	3
21	I involve students in meaningful practice such as they practice English in real life situations.	3.44	1.16	5
22	I involve students in debates in English.	3.18	1.32	11
23	I involve all students in role plays activities.	3.36	1.10	7
24	I provide students with authentic materials or texts such as newspapers, CD etc.	3.00	1.16	14
25	I ask students to make projects such as picture strip stories, etc.	2.76	1.10	16
	Total	3.19	0.45	

These kinds of activities are introduced in the form of answering comprehension questions, describing directions, describing people or things, or playing the roles of some characters in school text books, etc. and used in all secondary classes.

Item 1 (I use group work activities.) scored the 8th rank with a mean score of 3.30 and a standard deviation of 0.97 because such activities need suitable conditions and an adequate time to apply and there is no space in public Yemeni school classes for such activity because of the huge number of students in classrooms as well as the narrow classes. Item 4 (I use information gap activities such as distinguishing the differences between two pictures, etc.) scored the 9th rank with a mean score of 3.22 and a standard deviation of 1.11. Such activities are introduced in the form of puzzles and quizzes, etc. and need adequate time to be applied as well as students' proficiency to communicate. The 10th activities used by participants were items 8 & 19 (I use events description activities such as describing the process of canning beans.) and (I let students share their personal experiences such as talking about their adventures.) with a mean score of 3.22 and a standard deviation of 1.2. Such activities are introduced in the highest secondary levels because they need student' proficiency in English. Though these activities are traditional, they are useful and effective to promote students' linguistic development. Item 22 (I use problem solving activities and involving students in debates in English.) scored the 11th rank with a mean score of 3.18 and a standard deviation of 1.08. Such activities are rarely used and needs students' proficiency, adequate time, and mental abilities. Perhaps team spirit could be developed in such activities while students are making joint efforts to continue a debate. Item 24 (I use communication games activities such as puzzles, etc.) scored the 12th rank with a mean score of 3.14 and a standard deviation of 1.07. Such cooperative activities help students overcome psychological barriers when using the second language and they are introduced in ECCFY textbook a

great deal and supposed to be applied inside classrooms as they are parts of the syllabus. Item 13 (I use story completion activities.) scored the 13th rank with a mean score of 3.8 and a standard deviation of 1.12. Such activities come in the form of a picture strip stories in school workbooks and need adequate time and proficiency in English. Item 11 (I use participation activities such as guided discussions.) scored the 14th rank with a mean score of 3.00 and a standard deviation of 1.14. Such activities need students to break the ice and become an effective participant in the activity. Item 3 (I use opinion gap activities such as talking about the benefits of games, etc.) scored the 15th rank with a mean score of 2.82 and a standard deviation of 0.92. Such activities are introduced in the school course books in the preparatory stages a great deal. Item 25 (I use class survey activity and making projects such as pictures strip stories, etc.) got the 16th rank with a mean score of 2.76 and a standard deviation of 1.06. Teachers could not to apply such activities in the schools with crowded classes and inadequate time. Item 18 (I use real world tasks such as making an interview in an airport, etc.) came in the 17th rank with a mean score of 2.74 and a standard deviation of 1.34. Such activities are introduced in the high secondary levels such those in the third secondary class and needs students' proficiency in English. Item 12 (I use jigsaw activities such as fitting the pieces together to complete the whole.) scored the 18th rank with a mean score of 2.56 and a standard deviation of 1.20. Item10 (I use group decision making activities such as planning a trip, etc.) scored the 19th rank with a mean score of 2.38 and a standard deviation of 1.09. Such activities need students' proficiency, mental abilities and adequate time to be applied

There was some similarities between this study and (Incecay & Incecay, 2009; Maarof, 2011; Phisutthangkoon, 2012; Ying, 2010) which showed that teachers could not fully apply CLTAs because learners could not find a room to speak a language, to use it in communicative encounters, to create a text, to stimulate responses from fellow

learners, or to find solutions to relevant problems. Further, the findings of this study were inconsistent with (Al-Qahtani, 2009; Al-Shamiry, 2000; Al-Sohbani, 2013; Bataineh and Thabet, 2011; Thabet, 2002) which revealed that the Yemeni English teachers were considerably knowledgeable of the principles of CLT; however, they did not reflect that in their classroom practices because of the lack of a clear idea on how to apply the principles, concepts and activities of CLT in the classrooms properly.

To conclude, based on the participants' responses to the closed-ended items regarding the application of CLTAs, it was found that all the above mentioned activities were applied moderately due to some difficulties and constrains hindered the teachers to apply successfully.

4.2. Results Related to Study Question Two:

What are the public Yemeni secondary school teachers' perceptions of CLTAs?

It is worth indicating that the analysis of the data associated with this question was based on the participants' responses to 24 items (26-49) provided in the questionnaire regarding teachers' perceptions of CLTAs for which the participants were asked to indicate their range of perceptions of CLTAs based on Likert's 5-point scale with five options, namely *strongly agree, agree, undecided, disagree, and strongly disagree*.

To identify the participants' perceptions towards the different types of CLTAs, the mean scores and standard deviations were calculated at the level of each item of this question and at the level of this question as a whole (see Table 4 below). At the level of this question as a whole, the result of the participants' perceptions towards CLTAs was generally positive. This could be seen from the total mean scores of all positively worded items with a total mean score of (3.81) and a total standard deviation of (1.01). Perhaps such activities were thought to able to provide students with some opportunities to communicate, develop their communicative skills, activate their own learning, reduce

their anxiety, broaden their knowledge, and help teachers create a sense of competition and fun. In comparison with the answers of the first question, it could be seen that the perceptions of teachers regarding CLTAs were more positive rather than their application of such activities. This could be contributed to the significant agreement of the participants of the great benefits of CLTAs in developing students' fluency and oral skill and achieving communicative competence hindered by some difficulties and constrains teachers face when applying such activities.

At the level of each item, the mean scores and standard deviations were calculated and discussed as follows:

Item 41 (Communicative activities develop language skills such as listening and speaking.) got the top rank with a mean score of 4.52 and a standard deviation of 0.89. Probably such activities are perceived to be able to offer more opportunities to students to practice their oral English, listen to each other, and get teacher's feedback to achieve accuracy and fluency in English. Item 31 that deals with the role of communicative activities in motivating learners to learn English easily got the 2nd rank with a mean score of 4.46 and a standard deviation of 0.86. It is the positive attitudes and motivation that make students break the ice to communicate with each other leading to success in second language learning (Lightbown & Speda, 2006). Item 32 (Communicative activities make students active in the classroom.) came in the 3rd rank with a mean score of 4.40 and a standard deviation of .78. Being able to communicate makes one has a great desire for learning and search for more and more knowledge. Item 26 (The goal of communicative activities is to develop students' communicative competence.) got the 4th rank with a mean score of 4.36 and a standard deviation of 1.01 because communicative competence is the primary goal of CLTAs. Item 40 (Communicative activities develop students' knowledge of English) came in the 5th rank with a mean score of 4.28 and standard

deviation of 0.88. It is CLTAs that develop students' quality and quantity of learning the LT. Item 28 (Communicative activities develop students' social awareness such as using polite requests with more respectful individuals.) came in the 6th rank with a mean score of 4.22 and a standard deviation of 0.82. According to Savignon (1987), sociolinguistic competence could be developed by CLTAs. Item 34 (Communicative activities help students practice the TL.) scored the 7th rank with a mean of 4.20 and a standard deviation of 0.95. By communicating in classrooms, students could develop their fluency, accuracy and acquire a lot of vocabulary. Item 33 (Communicative activities expose students to real life situations.) came in the 8th rank with a mean score of 4.18 and a standard deviation of 0.85. Item 39 (Communicative activities are good for better communication.) came in the 9th rank with a mean score of 4.16 and a standard deviation of 1.02. The more practice of CLTAs, the more perfect and conversant a student could be. Item 29 (Communicative activities develop students' relationships.) came in 10th rank with a mean score of 4.12 and standard deviation of 0.77. Creating a good relationship among students is one of the main features of CLTAs. Item 42 (Communicative activities engage students in meaningful communication.) came in the 11th rank with a mean score of 4.10 and a standard deviation of .79. Item 30 (Communicative activities encourage students' autonomy.) came in the 12th rank with a mean score of 3.96 and a standard deviation of 1.01. In fact, students could learn from each other and develop their way of dealing with each other by applying CLTAs. Item 44 that deals with the different roles of the teacher in CLTAs scored the 13th rank with a mean of 3.90 and a standard deviation of 1.07. Item 47 (Communicative activities emphasize fluency more than accuracy.) came in the 14th rank with a mean score of 3.86 and a standard deviation of .97 because achieving fluency in the TL is one of the main objectives of CLTAs. Item 46 that is related to the role of CLTAs in decreasing TTT came in the 15th rank with a mean score of 3.66 and

standard deviation of 1.02, and item 45 that deals with the role of CLTAs in increasing STT scored the 16th rank with a mean of 3.58 and a standard deviation of 1.09. In fact, when applying CLTAs, TTT must be minimized and STT must be maximized.

TABLE 4

Mean, SD and Rank of Teachers' Perceptions towards CLTAs

NO	Teachers' Perceptions of CLTAs	MEAN	SD	Rank
26	The goal of communicative activities is to develop students' communicative competence.	4.36	1.01	4
27	Communicative activities develop students' linguistic awareness such as making correct questions.	4.18	0.98	8
28	Communicative activities develop students' social awareness such as using polite requests with more respectful individuals.	4.22	0.82	6
29	Communicative activities develop students' relationships.	4.12	0.77	10
30	Communicative activities encourage students' autonomy.	3.96	1.01	12
31	Communicative activities motivate students to learn English easily.	4.46	0.86	2
32	Communicative activities make students active learners in the classroom.	4.40	0.78	3
33	Communicative activities expose students to real life situations.	4.18	0.85	8
34	Communicative activities help students practice the TL.	4.20	0.95	7
35	Communicative activities create noise in classes.	3.12	1.35	18
36	Communicative activities waste time and effort.	2.30	1.22	22
37	Communicative activities are not applicable in Yemeni situations.	2.84	1.38	20
38	Communicative activities increase students' anxiety.	2.68	1.22	21
39	Communicative activities are good for better communication.	4.16	1.02	9
40	Communicative activities develop students' knowledge.	4.28	0.88	5
41	Communicative activities develop language skills such as listening and speaking.	4.52	0.89	1
42	Communicative activities engage students in meaningful communication.	4.10	0.79	11
43	Communicative activities are not introduced in Crescent Course for Yemeni learners.	3.04	1.29	19
44	Teachers should play many roles during CLTAs such as facilitator, manager, and co-communicator, etc.	3.90	1.07	13
45	Communicative activities maximized students' talking time (STT).	3.58	1.09	16
46	Communicative activities minimized teachers' talking time (TTT).	3.66	1.02	15
47	Communicative activities emphasize fluency more than accuracy.	3.86	0.97	14
48	Self- correction or peer correction is encouraged when communicative activities are used.	3.50	1.04	17
49	Errors should be tolerated while applying communicative activities inside classrooms.	3.66	0.96	15
	Total	3.81	1.01	

*SD= standard deviation

Items (48 & 49) that deal with the way of correcting and tolerating mistakes if any scored means of 3.50 & 3.66 and standard deviations of 1.04 & 0.96, respectively. This means that the participants perceived peer or self-correction positively and appreciate tolerating mistakes when students communicate inside classrooms. To sum up, it is CLTAs in which learner-centered activities are promoted, teacher-fronted activities are minimized, fluency is encouraged, motivation and enthusiasm are enhanced, and students are provided with opportunities to communicate in classrooms, and because of the above mentioned benefits, CLTAs perceived positively.

Furthermore, there are five items in which the participants show a low degree of perceptions towards CLTAs such as CLTAs waste time and create anxiety and noise when using CLTAs inside classrooms indicting that they perceived such problems as natural outcomes of applying CLTAs. To make it clear, item 35 (Communicative activities create noise in classes.) scored a mean score of 3.12 and a standard deviation of 1.35. Item 43 (Communicative activities are not introduced in Crescent Course for Yemeni learners.) got a mean score of 3.4 and a standard deviation of 1.29. Teachers' belief and inability to apply such activities makes them ignore them at all. Item 37 (Communicative activities are not applicable in Yemeni situations.) got a mean score of 2.84 and standard deviation of 1.38. Such constraints hinder the application of CLTAs and make teachers perceived applying them as a difficult job to carry on. Item 38 (Communicative activities increase students' anxiety.) got a mean score of 2.68 and a standard deviation of 1.22. Item 36 (Communicative activities waste time and effort.) got a mean score of 2.30 and a standard deviation of 1.22.

It could be seen that the results of this study was similar to (Incecay and Incecay, 2009; Karim, 2004; Rao, 2002; Saico and Zhou, 2014)) which revealed that

teachers had positive perceptions towards CLTAs as vital means for developing students' communicative skills in English.

To sum up, it could be said that almost all the participants showed positive perceptions towards CLTAs regardless the problems happened when applying them inside classrooms represented by the last five items since such problems are regarded as natural outcomes of applying CLTAs.

4.3. Results Related to Study Question Three:

What are the public Yemeni secondary school teachers' perceptions of the main constrains that hinder them from applying CLTAs?

The analysis of the data of this question was based on the participants' responses to the last ten items (50-59) regarding their perceptions towards the difficulties that hindered the application of CLTAs.

TABLE 5

Mean, SD and Rank of Teachers' Perceptions of the Constrains and Difficulties

	Teachers' Perceptions of Constrains and Difficulties			
50	Classrooms are very crowded.	4.02	1.17	1
51	Teachers lack the knowledge about the types of communicative activities.	3.90	1.02	2
52	There is a Lack of text books that support communicative activities.	3.72	1.14	5
53	Teachers haven't adequate time to prepare materials for communicative activities.	3.30	1.33	8
54	Teachers lack authentic materials such as newspapers, magazines, movies, etc. that are existing for teaching communicative activities.	3.60	1.33	6
55	Teachers can't use communicative activities because students have low-level English proficiency.	3.74	1.38	4
56	Students resist participating in communicative activities.	3.46	1.05	7
57	There is a lack of enough support from school administration.	3.74	1.12	4
58	There is a lack of effective and efficient instruments to assess communication.	3.78	1.02	3
59	Yemeni teachers are not trained in service to use communicative activities.	3.90	1.21	2
	Total	3.72	1.18	

To identify the participants' perceptions towards the different types of constraints impeding the application of CLTAs, the mean scores and standard deviations were calculated at the level of each item of the question and at the level of the question as a whole (see Table 5 above).

At the level of this question as a whole, the result of the participants' perceptions towards the constraints was generally positive. This could be seen from the total mean scores of all positively worded items with a total mean score of (3.72) and a total standard deviation of (1.18) indicating that there were real problems hindering the application of CLTA in public secondary schools in Yemen. .

At the level of each item, item 50 that is related to crowded classrooms scored the 1st difficulty teachers perceived with a mean score of 4.02 and a standard deviation of 1.17. Such difficulty is common in almost the public secondary schools around Yemen because of the lack of teachers in secondary schools on the one hand and the lack of ideal classrooms for applying CLTAs, on the other. Items (51 & 59) that deal with teachers' lack of knowledge and in-service training to apply CLTAs came as the 2nd difficulty teachers perceived with a mean score of 3.90 and a standard deviation of 1.02 & 1.21. This could be due to the lack of fund to train teachers to update them with the modern methods as well as the difficult circumstances that enforce teachers to struggle to live and look after their families. Item 58 that is related to teachers' lack of effective and efficient instruments to assess communication was the 3rd perceived difficulty with a mean score of 3.78 and a standard deviation of 1.07. This could be due to the influence of traditional test teachers accustomed to when they were students. Furthermore, teachers' negative beliefs that students have a low level in English make them ignore the application of CLTAs. Items 55 and 57 related to teachers' lack of proficiency and enough support from school administration scored the 4th constraints with a mean of 3.74 and a

standard deviation 1.38 and 1.12 respectively. This could be due to the difficult circumstances that enforce both teachers and administrators to ignore the application of CLTAs at all and revert to traditional methods. Item 52 that deals with the lack of text books that support CLTAs was the 5th difficulty with a mean score of 3.72 and a standard deviation of 1.14. This could be due to the lack of fund to copy new textbooks and the lack of support from concerned bodies. Item 54 that deals with teachers' lack of authentic materials such as newspapers, magazines and movies needed for applying CLTAs was the 6th difficulty with a mean score of 3.60 and a standard deviation of 1.33. Item 56 related to students' resistance of participation in CLTAs was the 7th constraint with a mean score of 3.46 and a standard deviation of 1.05. This could be due to the fear of making mistakes as well as to the lack of exposing students to use the TL inside classrooms besides the use of traditional methods. Item 53 that deals with teachers' lack of adequate time to prepare materials for CLTAs was the 8th difficulty with a mean score of 3.30 and standard deviation of 1.3. This could be due to the huge number of subjects in schools timetables besides dealing with English as the other subjects in schools besides teachers' overloading work. These constrains were discussed in detail later on based on the responses of the participants to the open-ended question.

4.4. Results Related to Study Question Four:

Is there any significant relationship between public Yemeni secondary school teachers' perceptions and application of such activities?

To answer this question, the researcher used the referential technique- Pearson product-moment correlation coefficient to identify whether there was any statistically significant relationship between teachers' perceptions and application of CLTAs at the (0.05) level. The Pearson product-moment correlation coefficient revealed that there was no significant relationship between teachers' perceptions and application of CLTAs

because their perceptions of CLTA were positive while their application of these activities was moderate due to many constrains hindering the application of these activities. As it could be seen in Table 6 below, the values of correlation coefficients of teachers' perceptions and application of CLTAs reached ($r=0.05$) and ($r=1.00$), respectively. The probability level value (Sig.2-tailed) was (0.74) which was more than the significant level of 0.05.

TABLE 6

Pearson's Correlation Coefficients' Values of the Study

Variables	Correlation Coefficient	Application	Perceptions
Teachers' application	Person's correlation coefficient	1.00	0.05
	Sig.(2-tailed)		0.74
Teachers' perceptions	Person's correlation coefficient	0.05	1.00
	sig. (2-tailed)	0.74	

To support Pearson's correlation coefficient, Spearman's rho correlation coefficient was used and similarly revealed that there was no significant relationship between teachers' perceptions and application of CLTAs.

TABLE 7

Spearman's rho Correlation Coefficients' Values of the Study

Variables	Correlations Coefficients	Application	Perceptions
Teachers' Application	Spearman's correlation coefficient	1.00	-0.08
	Sig.(2-tailed)		0.91
Teachers' Perceptions	Spearman's rho correlation coefficient	-.08	1.00
	Sig.(2-tailed)	0.91	

As it could be seen in Table 7 below, the values of correlation coefficients reached ($r = -0.08$), and ($r = 1.00$) respectively. The probability level value (Sig. 2-tailed) was (0.91) which was more than the significant level of 0.05. The findings of this study were in consistence with Bezabih (2013) which showed that there was a low correlation between what teachers stated and their real classroom practices, specially referring to CLT. Furthermore, Sato and Kleinsasser (1999) revealed that there was inconsistency between teachers' perceptions of CLT and their actual classroom practices.

4.5. Results Related to Study Question Five: .

Is there any significant difference between male and female teachers regarding their perceptions and application of CLTAs?

As mentioned earlier, one of the main objectives of this study was to investigate whether there is any difference between male and female teachers regarding their perceptions and application of CLTAs or not. By calculating the mean scores and applying the t'-test, it was found that there was no significant difference between male and female teachers' perceptions and application of CLTAs because they applied them in the same situations and almost faced the same constrains (see Table 8 below).

It was found that Levene's test for the application variables according to gender was 0.36 which is more than 0.05. This means that the variance was equal and the result of the t'-test has failed to reveal a statistically reliable difference between the means of males and females. The results regarding teachers' application of CLTAs provided statistically were ($t = 0.92$, $df = 48$, $\alpha = 0.05$, $p = 0.36$), and p value (Sig. 2-tailed value) was greater than the significant level of 0.05 (see Table 8 below).

Similarly, Levene's test for teachers' perceptions was 0.61, which was more than 0.5. That is, the variance was equal and the result of the t'-test failed to reveal a statistically reliable difference between the means of male and female teachers. As it is

statistically provided in Table 8 above, the results regarding teachers' perceptions of CLTAs given were ($t = -.52$, $df = 48$, $\alpha = 0.05$, $p = .61$), and p value (Sig. 2-tailed value) was greater than the significant level of 0.05, revealing no statistical significant difference between male and female teachers' perceptions of CLTAs.

TABLE 8

Independent Samples T-test Showing Teachers' Differences Regarding their Application and Perceptions of CLTAs

Variables	Gender	NO	Mean	SD	Leaven's Test for Equality of Variables		
					T-test	Df	Sig.
Application	Male	26	3.25	0.50	0.92	48	0.36
	Female	24	3.13	0.38			
Perceptions	Male	26	3.76	0.26	-.52	48	0.61
	Female	24	3.80	0.36			

4.6. Results Related to Study Question Six:

What are the main constraints and difficulties that hinder public Yemeni secondary school teachers to apply CLTAs inside classrooms?

Based on the responses of the participants to the open-ended question associated with the constrains and difficulties that hindered them from applying CLTAs in classrooms, it was found that there were a lot of constrains that actually impeding CLTAs application in English language classrooms in public secondary schools in Yemen.

Almost all the participants agreed strongly that all the above mentioned constrains in the closed-ended questions in the questionnaire presented earlier in Table 5 were actual and really hindered teachers' application of CLTAs in classrooms.

To support that, the participants were asked to list more constraints and difficulties that might hinder them from applying CLTAs in classrooms. Their responses had been quantitatively ranked and calculated by using the percentages and frequency

accounts and discussed qualitatively at the level of each item of the answer of this question to enrich the study with a lot of information to get the adequate benefit (see Table 9 below).

As it could be seen in Table 9 below, the data had been presented in frequency and percentages. Only 37 of the participants answered the open-ended question constituting 67% of the research participants for this study. Most of the responses were alike indicating that the participants were facing almost the same constraints, particularly those kinds of physical and pedagogical constrains associated with the lack of suitable environment that facilitates the application of CLTAs besides the lack of knowledge and proficiency in English of both teachers and students.

TABLE 9

Rank, Frequency and Percentage of Constraints and Difficulties Listed by the Participants

Rank	The Constrains and Difficulties	Frequency	Percentage
1	Crowded classrooms	23	46%
3	Lack of adequate time	18	36%
2	Students' low proficiency	21	42%
5	Lack of in-service training	14	28%
6	Teachers' lack of knowledge and proficiency in English	12	24%
4	Lack of authentic materials	15	30%
10	Lack of students' motivation	5	10%
7	Influence of traditional tests	10	20%
8	Overloading work	7	14%
10	Influence of environment	5	10%
9	Use of the mother tongue	6	12%
10	Lack of Administration support	5	10%

At the level of each difficulty, "crowded classrooms" scored the top decisive difficulty that hindered the application of CLTAs with a percentage of 46% indicating that such difficulty is common in all public secondary schools around Yemen. The 2nd difficulty was "students' low proficiency in English" with a mean score of 42%. This means that students are not exposed to the use of English inside classrooms or in real life situations. The 3rd difficulty was "the lack of adequate time" with a percentage of 36% because CLTAs needs a lot of time and cannot be prepared and applied in classrooms in a short time. The 4th difficulty was the "lack of authentic materials" with a percentage of 30% indicating that there is no exposure to real life situations and materials. "Teachers' lack of in-service training" scored the 5th rank with a percentage of 28% indicating that there is no development and update of teachers' teaching methods and skills. "Teachers' lack of knowledge" and "teachers' low proficiency in English" scored the 6th rank with a percentage of 24% indicating that teachers' inability to communicate or use the TL adequately. The "influence of traditional tests" scored the 7th rank with a percentage of 20% indicating that there is no use of communicative tests. The "overloading work" scored the 8th rank with a percentage of 14% indicating that there is no use of CLTAs in classrooms. The "use of the mother tongue" got the 9th rank with a percentage of 12% indicating that there is no adequate use of the TL. Item 10 related to the "lack of students' motivation, communicative books and administration support" got the 10th rank with a mean of score 10% indicating teacher' and students' lack of interest to communicate inside classrooms because they are not motivated and supported by schools administrations.

While Hiep (2007) argued that the transfer of CLT from Western English-speaking countries to other countries is essentially problematic because the imported pedagogy might conflict with the social, cultural, and physical conditions of these

countries, Harmer (2003, p. 292) claimed that "the problem is not with the methodology itself, or with ideas that it generates, but rather with how they are amended and adapted to fit the needs of the students who come into contact with them". It could be seen that there were some similarities between the findings of this study and (Liao, 2000; Rao, 2002; Ozsevik, 2010; Ramo, 2014; Thabet, 2002) which revealed that the above mentioned constrains were actual and really hindered the application of CLTAs.

Based on the participant' responses to the open-ended question presented earlier, and to get the adequate benefit, the above mentioned constrains and difficulties whether they were physical, social, cultural, psychological, technical, economic, pedagogical, or professional were discussed in detail as follows:

4.6.1. Crowded Classrooms

The top difficulty impeding Yemeni teachers to apply CLTAs was the crowded classrooms with a percentage of 46%. Almost all the participants reported that the sizes of the Yemeni classrooms are not suitable for applying CLTAs, especially with the huge number of students in each classroom in Yemeni schools. Yemeni Teachers looked at crowded classes as very troublesome difficulty whether to organize the class activities, to control the class or to communicate with students in the TL. In fact, in such classrooms, they could not satisfy all the students' needs with different interests, personalities and capabilities, organize efficient class activities, provide students with equal chances to participate and practice the language, and finally give effective feedback and evaluation due to such difficulties.

Hayes (1997) classified the problems associated with teaching in crowded classes into five categories, namely discomfort caused by the physical constraints, control problems related to discipline aspects, lack of learners' attentions, lack of teachers' evaluation, and losing effectiveness in learning. It has been found that the findings of the

present study come in line with (Hayes, 1997; Hu, 2002; Li, 1998; Qiang & Ning, 2011) in which they considered crowded classes as the most influential factor impeding teachers to apply CLT supplemented by CLTAs.

4.6.2. Students' Poor Communicative Abilities

Almost all the participants expressed their anxiety confessing that most of Yemeni students have poor communicative abilities even after learning English for six years. Such difficulty scored the 2nd rank with a percentage of 42%. This shows that English is still taught with traditional methods that heavily focus on memorizing rules, vocabulary, and facts in most Yemeni schools. Students rarely get opportunities to practice or use what they have learned in classrooms. As a result, they lose their interest to learn and do not use English inside or outside classrooms for conversational purposes because their teaching of English mainly focuses on grammatical and lexical components. The findings of the present study are in line with (Rao, 2002; Al-Sohbani, 2013) in which they reported that EFL students were taught by traditional language learning styles, and evaluated by traditional grammatical tests.

Furthermore, Dong (2007) argued that Asian students' learning strategies including Yemeni students, as Yemen is one of the Asian countries, focus mainly on: (a) intensive reading as a basis for language study; (b) preoccupation with grammatical structure tests; (c) memorization as basic acquisition technique; (d) correction of mistakes both written and oral; and (e) translation as a learning strategy. That's why a little attention was paid to communicative skills or communication inside classrooms. Therefore, it could be argued that low English proficiency of students hamper or discourage teachers in adopting CLT in English classrooms and make them prefer teacher-centered approach rather than student-centered approach such as CLT, etc.

4.6.3. Lack of Adequate Time

Most of the participants reported that they did not have an adequate time to prepare CLTAs for their classrooms because such activities need a lot of time to prepare, organize, and apply in classrooms. The lack of time was considered the 3rd difficulty teachers listed with a percentage of 36%. The results of the present study come in line with (Karim, 2004; Li 1998; Sato and Kleinsasser,1999; Thompson, 1996) who reported that the majority of teachers argued that CLT requires a lot of time to prepare, especially classroom activities.

4.6.4. Lack of Authentic Materials.

Though the ECCFY textbooks were based on CLT supplemented by authentic materials such as cassettes and CDs, they are not available in Yemeni schools at all. This difficulty scored the 4th rank with a percentage of 30%. Authentic materials such as teaching aids, cassettes, labs, modern technology, and communicative textbooks, etc. play a great role in facilitating the application of CLTAs inside classrooms. In fact, CLT requires some facilities for creating teaching materials and aids to motivate students to concentrate on CLTAs. The results of this study are in line with (Rao, 2002; Incecay and Incecay, 2009) in which they argued that most educational institutions and schools did not have enough financial resources to provide the audio-visual equipment, photocopiers, and other facilities and resources that are required to support the dynamic teaching necessitated by CLT and to motivate students to improve their communicative competence.

4.6.5. Lack of In-Service Training

More than a half of the participants pointed out that they face some difficulties in applying CLTAs due to the lack of in-service training. This difficulty scored the 5th rank with a percentage of 28%. The participants reported that they were not trained enough to

use the current methodologies, especially CLT or provided with suitable materials that might guide them to the use of CLTAs. They also reported that they were not trained enough to use the modern methodologies to face problems associated with curriculum ways of teaching and testing, lack of communicative materials, and low level of students, etc. Such reasons lead to teachers' loss of interest in teaching CLTAs.

The findings of this study are similar to Farea's (2012) in which she revealed that the lack of in-service training is a major factor hindering Yemeni teachers to apply CLT. In this regard, (Gamal and Debra, 2001; Karim, 2004; Li, 1998; Liao, 2000) recommended that English teachers in EFL settings should have in-service training, particularly in CLT which might improve their methodology of teaching.

4.6.6. Teachers' Lack of Knowledge and Proficiency in English

Teachers' proficiency in English and their ways of teaching also play a significant role in the success of applying CLT in general and CLTAs in particular. This difficulty was of a great concern as it got the 6th rank with a percentage of 24%. Most Yemeni teachers reported that they did not have an adequate knowledge of modern approaches and skills to facilitate CLTAs because they were not trained in service on how to apply CLT which might be considered as a crucial constrain hindering the adoption of CLT into their classroom. In this regard, Ellis (1996) argued that the successful adoption of CLT into EFL classrooms depends on the teachers' English language proficiency, their teaching resources and knowledge to apply it.

To support this, the researcher as an English supervisor while visiting some teachers in secondary school in Ibb governorate has observed that Yemeni teachers' knowledge of modern approaches is still limited while CLT requires teachers to have an adequate proficiency in English in order to adopt themselves and adapt the materials according to the need and the situation and modify the textbooks when needed to

facilitate students' learning. Li (1998) further argued that CLT requires the English teachers to be fluent in English to achieve their goals successfully.

4.6.7. Influence of Traditional Tests

Many participants pointed out that there was a discrepancy between what the curriculum dictated and what was actually assessed, especially on the large-scale standardized tests given at the end of each year which primarily test students' grammatical and vocabulary knowledge. That is to say, there was a very strong mismatch among the aims of teaching, materials and evaluation as important elements in the learning and teaching processes. Such difficulty scored the 7th rank with a percentage of 20%. Because of such influence of traditional tests, speaking and listening skills were not taught and assessed in the final or standardized tests at all. As a result, students did not pay any attention to communication or speaking skill in classrooms at all.

The results of this study support a number of educators studies (e.g., Dong, 2007; Karim, 2004; Incecay and Incecay, 2009; Liao, 2004; Rao, 2002) which showed that EFL students were not aware of the importance of using the TL because they depended on grammar-based tests to pass the exam, which might lead to the loss of interest in such activities and created a harmful backwash. Hughes (2003) argued that the effect of testing on teaching and learning is known as backwash which could be harmful if the tests dominate the learning and teaching processes and vice versa.

4.6.8. Teachers' Heavy Work-load

Many participants confessed that the heavy work-load of Yemeni English teachers in Yemeni schools was a main difficulty. It was considered the 8th difficulty with a percentage of 14%. The participants agreed that having too much work to do in classrooms impede their overall performance in teaching. This could be due to the lack of English teachers in Yemeni schools which might lead to the over-loaded periods or

classes taught by the available teachers in schools. Not only that but the participants also reported that they had some extra duties in addition to teaching such as departmental duties, meetings, correcting students' home works and so on. For them, it was difficult to keep up with such duties at a limited time. Moreover, some participants reported that they teach more than four periods a day which makes them very tired and uninterested in applying any extra activity.

4.6.9. Use of Mother Tongue

Many participants reported that the use of Arabic was a one of the main difficulties in English classrooms because of students' poor level in English. It scored the 9th rank with a percentage of 12%. The participants mentioned different reasons enforcing them for using Arabic inside classrooms such as to explain grammar rules, to show the meaning of new words, to help students understand English easily and clearly, and to motivate students to learn English. For them, students always reverted to their native language, especially at the point when they become really not interested in what they are talking about. In fact, the use of Arabic by both teachers and students was a common phenomenon in Yemeni English language classrooms (Al-Sohbani, 2013). It was suggested that the extent to which the first language should be used in the English classroom depends on the teacher's understanding of how to use the first language wisely to provide the best possible learning environment and to promote students' use of English. Jin (2007) argued that a teacher can use the mother tongue if it promotes students' communicative skills and understanding of the second language.

4.6.10. Lack of Students' Motivation

Students' motivation was considered by the participants of this study as an obstacle that affected their application of CLTAs with a percentage of 10%. Yemeni teachers claimed that their students were not motivated to learn English. This could be

due to the wrong beliefs among such teachers that Yemeni students have no interest or motivate on in learning English which lead them consciously or unconsciously to apply ineffective teaching techniques such as using Arabic and following spoon-feeding approaches. In fact, teachers' lessons planning, their attitudes towards students, their decisions and their classroom teaching practices could be greatly influenced by their beliefs. So, teachers have to be motivated to be able to motivate their students to talk in classrooms.

4.6.11. Lack of Administration Supports

Many participants of the present study reported that they lack administrative supports with the adoption of CLT in the classroom. Such issue was identified as one of the main difficulties impeding the application of CLTAs with a percentage of 10%. According to Karim (2004), adopting CLT into the EFL classroom needs a lot of supports from the administration of schools in order to provide facilities to support teaching and learning progress.

Similarly, Liao (2000) reported that many teachers hope to change the dominant teaching approach to CLT but quickly get frustrated, lose their initial enthusiasm, and revert the traditional approaches because of the lack of administration support. In addition, Li (1998) pointed out that teachers in Korea generally found the lack of administrative and collegial support discouraging.

4.6.12. Influence of Environment

According to the participants' answers, teaching and learning English in public Yemeni schools as an EFL setting demotivated students and teachers to communicate in English because they had less chance to use it outside the classroom. In fact, social interaction is another key element for learning a new language. A good community encourages and helps its students to communicate in English. It could motivate students

to pay more attention to CLTAs because they have a purpose to use it outside the classroom.

According to Ellis (1996) and Rao (2002), learning English for EFL learners should be generally part of the school curriculum rather than a survival necessity in which EFL students should have some exposure to English only during class time and become unable to test and practice strategies as easily. In contrast, students in English as a second language(ESL) situations could have a strong motivation to improve their communicative competence in the classroom because they need to survive in English-speaking countries.

To sum up, such difficulties actually hindered Yemeni teachers to apply CLTAs, improve their English proficiency and teaching skills, and demotivated their students to participate in CLT classroom activities. As a result, the outcome of the teaching of English via using CLT had not provided the expected results.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND SUGGESTIONS

5.0. Introduction

This chapter presents a summary of the objectives, methods and results of the present study. Not only that but it also introduces some recommendations and suggestions in the hope that CLTAs application could be improved in Yemeni schools in the near future.

5.1. Summary

As mentioned earlier in Chapter One, CLTAs were effective means for achieving communicative competence and developing students' fluency and communicative skills. However, many studies (e.g., Algonhaim, 2014; Bezabih, 2013; Caicedo, 2015; Chang, 2011; Hu, 2002; Liao, 2000; Maarof, 2011; Ramo, 2014; Rao, 2013; Sato and Kleisasser, 1999; Ying, 2010, etc.) emphasized the important role of CLTAs in helping students achieve communicative competence. This made the researcher think deeply of investigating such an issue, hoping that this study could offer some contributions to the improvement of the learning and teaching processes in Yemen.

The purpose of the present study was to:

1. explore the public Yemeni secondary school teachers' application of CLTAs;
2. explore the public Yemeni secondary school teachers' perceptions of CLTAs;
3. explore the public Yemeni secondary school teachers' perceptions of the difficulties that hinder the application of CLTAs;
4. point out the main difficulties that hinder the application of CLTAs in classrooms;

5. see if there is any significant relationship between teachers' perceptions and application of CLTAs; and
6. see if there is any difference between male and female teachers regarding their perceptions and application of CLTAs.

Based on such objectives, a questionnaire of 59 closed-ended questions and only an open-ended one was prepared and administered to 50 public secondary school teachers who had been teaching English in 19 secondary schools in some urban and rural areas in Ibb governorate. For analyzing data, the SPSS statistical program was used by means of the descriptive statistics (mean, standard deviation, frequency accounts, and percentages) and inferential statistics (correlation coefficients and t'-test).

5.2. Major Findings

All in all, the teachers' ability to apply CLT in classrooms means there was a real application of CLTAs in classrooms and vice versa. Based on the descriptive analysis of the data collected and the results obtained, the followings were the major findings:

1. The majority of public Yemeni secondary school teachers had a moderate application of CLTAs, of which the popular applied activities were pair work, group work, role plays, and the different kinds of information gap activities.
2. The majority of teachers had positive perceptions towards CLTAs in which they confirmed that CLTAs were useful for developing students' communicative competence, fluency, and communicative skills.
3. There was no significant relationship between teachers' application and perceptions of CLTAs. That is to say, though the teachers had significant perceptions of CLTAs, they applied them moderately.

4. There was no difference between male or female teachers regarding their perceptions and application of CLTAs. Almost all the teachers applied them alike in the same situations and faced almost the same difficulties.
5. There were many difficulties and constrains hindering Yemeni teachers from applying CLTAs such as crowded classes, teachers' lack of adequate time, lack of in-service training, lack of authentic materials, lack of proficiency in English, lack of motivation, lack of administration support, and teachers' influence of traditional tests and traditional teaching approaches, etc. Yemeni teachers reported that they were not able to apply CLTAs due to the above mentioned constrains presented respectively. In addition, the majority of them reported that they did not have an inadequate in-service training to be familiarized with the nature of the new textbooks and had no chance to practice CLT under the supervision of professional trainers.

5.3. Recommendations

Based on the major findings of the current study regarding the public Yemeni secondary school teachers' perceptions and application of CLTAs as well as the difficulties hindering them to apply CLTAs in classrooms, it is recommended that:

Firstly, the Yemeni Ministry of Education is supposed to:

1. improve CLT learning and teaching processes by establishing a compulsory teachers' in-service training to enable teachers to employ communicative principles and activities in their classrooms perfectly,
2. shift the testing system towards communicative tests by means of testing the use rather than the usage of the language,
3. provide public schools with relevant ELT resources, textbooks and supplementary materials,

4. supplement textbooks with CLTAs that help students practice the TL frequently,
5. focus on the quality rather than the quantity of English teaching,
6. decrease the number of students in EFL classes to facilitate the application of CLTAs,
7. reduce the number of the teaching hours for the English teachers,
8. call for the help of foreign agencies for ELT development and reform,
9. urge Yemeni teachers to use the available resources and materials in their classrooms and work for more effective English instruction regardless of discouraging limitations,
10. motivate Yemeni teachers by good salaries and administrative support, and
11. evaluate teachers' way of teaching and testing, learning environment, and students' achievements regularly.

Secondly, as a matter of fact, CLTAs are influenced by the teachers' efficiency to apply them effectively in the ELT classroom. Thus, Yemeni teachers are supposed to:

1. be aware of the methods they use in classrooms, the theory of language learning and the philosophy beyond such methods,
2. select the classroom activity that is really communicative and suitable according to students' needs, levels, preferences, and abilities,
3. know how to integrate such activities into teaching procedures,
4. give their learners some opportunities to use English inside classrooms by applying some CLTAs,
5. create a good atmosphere that facilitates interaction in classrooms,
6. provide suitable conditions for communicative processes,
7. be aware of students' needs, preferences, and anxieties,

8. show enthusiasm and motivate students by involving them in CLTAs,
9. show positive attitudes towards students and subject matters as well as activities that supplement them and dedicate a high percentage of class time to improve such vital activities,
10. help students use the TL in different context focusing on learning language functions,
11. focus on helping students create meaning rather than developing grammatical structures or acquiring native-like pronunciation,
12. adapt the teaching techniques and methods from time to time,
13. create interest in student regarding learning English, and
14. make use of the available materials.

Thirdly, regarding the types of activities, the researcher recommends that real CLTAs should be:

1. based on a genuine information gap, and varied according to students' different needs and situations,
2. easy to give students a chance to communicate freely without any interruption,
3. followed by a feedback or a comment by a teacher to improve students' way of communication,
4. interesting to enlighten students with some kinds of fun and enjoyment, and
5. based on the materials given in the textbook.

To conclude, the Yemeni situation could be improved easily if the Yemeni teachers of English do their best to update and adapt themselves according to the need and the situation, adopt the available materials and make use of them and apply some kinds of CLTAs such as group work, pair work, debates, surveys, information gap activities, and social interaction activities, etc. to encourage and motivate students to talk inside

classrooms. They have to open the doors for learners to make the learning of English as an interesting activity that must be shared between the two sides.

5.4. Suggestions for Further Studies

Based on the findings and the recommendations of the current study, it is suggested that educationists, trainers, supervisors, researchers and concerned bodies have to do their best to investigate what really causes teachers to have a poor use of CLTAs though they are useful and motivating. Consequently, further studies should include:

1. A study that investigates students' perceptions of CLTAs since this study investigates teachers' perceptions.
2. A study that investigates the best kinds of communicative activities that help students practice the TL successfully.
3. A study that investigates the hindrances and difficulties that hinder the application of CLT in general and CLTAs in particular.
4. A study that investigates the best methods that could be applied in Yemeni context and motivate Yemeni teachers to apply CLTAs in Yemeni schools.
5. A study that explores the factors behind students' lack of interest regarding English learning.
6. A study that investigates the role of in-service training programs in developing teachers' way of teaching.
7. Other topics such as the use of post-methods, motivation, exams backwash, socio-economic status, learning and teaching strategies, and student-centered learning, etc. are worthy of research.

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APPENDIX

Teachers' Questionnaire

Dear ones,

I am *Nabil Amin Mohammed Al-Gailany*, an MA fellow at Al-Andalus University, faculty of Art and Humanities, department of English Language and literature. I have written this questionnaire as an instrument for my research to complete my MA degree in applied linguistics. My study is entitled "*Investigating Public Yemeni Secondary School Teachers' Perceptions and Application of Communicative Language Teaching Activities in Yemen, Ibb Governorate*", under the supervision of Professor *Yehia Al-Sohbani*, an associate professor at Ibb university, English department which requires field responses from you as secondary school teachers of English in Ibb governorate. All your responses will be very confidential and will be used only for the purpose of the study.

Section (1) Teacher's Information

1		
2	Gender	<i>Male</i> <input style="width: 30px; height: 15px;" type="checkbox"/> <i>Female</i> <input style="width: 30px; height: 15px;" type="checkbox"/>
3	Age	
4	Qualifications	<i>Diploma</i> <input style="width: 30px; height: 15px;" type="checkbox"/> <i>Bachelor</i> <input style="width: 30px; height: 15px;" type="checkbox"/> <i>Others</i> <input style="width: 30px; height: 15px;" type="checkbox"/>
5	Years of experience	<i>2-6</i> <input style="width: 30px; height: 15px;" type="checkbox"/> <i>6-10</i> <input style="width: 30px; height: 15px;" type="checkbox"/> <i>more than10</i> <input style="width: 30px; height: 15px;" type="checkbox"/>
6	Place of work	<i>Urban</i> <input style="width: 30px; height: 15px;" type="checkbox"/> <i>rural</i> <input style="width: 30px; height: 15px;" type="checkbox"/>

Section (2) The Closed and Open-Ended Questions

Please read the item below very carefully and write down your choice.

No	Items					
		Always	Often	Sometimes	Rarely	never
<i>The First question</i>						
1	I use group work activities.					
2	I use pair work activities.					
3	I use opinion gap activities such as talking about the benefits of games, etc.					
4	I use information gap activities such as distinguishing the differences between two pictures, etc.					

5	I use communicative practice activities such as answering questions about places in maps.					
6	I use oral interview activities.					
7	I use class survey activity.					
8	I use events description activities such as describing the process of canning beans.					
9	I use communication games activities such as puzzles, etc.					
10	I use group decision making activities such as planning a trip.					
11	I use participation activities such as guided discussion.					
12	I use jigsaw activities such as spotting the difference between two pictures.					
13	I use story completion activities.					
14	I use social dialogues activities such as greeting, introducing, etc.					
15	I use problem solving activities.					
16	I use pictures description activities.					
17	I use Simulations activities such as singing a song inside the class, etc.					
18	I use real world tasks such as making an interview in an airport, etc.					
19	I let students share their personal experiences such as talking about their adventures.					
20	I give chances to students to express themselves orally.					
21	I involve students in meaningful practice such as they practice English in real life situations.					
22	I involve students in debates in English.					
23	I involve all students in role plays activities.					
24	I provide students with authentic materials or texts such as newspapers, CD, etc.					
25	I ask students to make projects such as picture strip stories, etc.					
	<i>The Second question</i>	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
26	The goal of communicative activities is to develop students' communicative competence.					
27	Communicative activities develop students' linguistic awareness such as making correct questions.					
28	Communicative activities develop students' social awareness such as using polite request with more respectful individuals.					
29	Communicative activities develop strong relationships among students.					
30	Communicative activities encourage students' autonomy.					
31	Communicative activities motivate students to learn English easily.					
32	Communicative activities make students active learners in the classroom.					
33	Communicative activities expose students to real life situations.					
34	Communicative activities help students practice the TL.					
35	Communicative activities create noise in classes.					
36	Communicative activities waste time and effort.					
37	Communicative activities are not applicable in Yemeni situations.					
38	Communicative activities increase students' anxiety.					
39	Communicative activities are good for better communication.					
40	Communicative activities develop students' knowledge.					
41	Communicative activities develop language skills such as listening and speaking.					
42	Communicative activities engage students in meaningful communication.					
43	Communicative activities are not introduced in Crescent Course for Yemeni learners.					
44	Teachers should play many roles during communicative					

	activities such as facilitator, manager , co-communicator, etc.					
45	Communicative activities maximized students' talking time (STT).					
46	Communicative activities minimized teachers' talking time (TTT).					
47	Communicative activities emphasize fluency more than accuracy.					
48	Self-correction or Peer correction is encouraged when communicative activities are used.					
49	Errors should be tolerated while applying communicative activities inside classes.					
	<i>The Third question</i>	Strongly agree	Agree	Undecided	Strongly disagree	disagree
50	Communicative activities need ideal classes with a small number of students.					
51	Teachers lack the knowledge about the types of communicative activities.					
52	There is a Lack of text books that support communicative activities.					
53	Teachers haven't enough time to prepare materials for communicative activities.					
54	Teachers lack authentic materials such as newspapers, magazines, movies, etc. that are existing for teaching communicative activities.					
55	Teachers can't use communicative activities because students have low-level English proficiency.					
56	Students resist participating in communicative activities.					
57	There is a lack of enough support from school administration.					
58	There is a lack of effective and efficient instruments to assess communication.					
59	Yemeni teachers are not trained in service to use communicative activities.					

The Fourth question

3. Could you list more constraints and difficulties that hinder English teachers' achievement to use communicative activities, please?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....

ملخص الدراسة

هدفت الدراسة الحالية إلى تقصي وجهة نظر معلمي اللغة الإنجليزية اليمينين للأنشطة التواصلية، واستخدامهم لها في المدارس الحكومية الثانوية اليمينية كوسيلة مساعدة للوصول إلى الغاية القصوى المتمثلة بالكفاءة التواصلية باللغة الإنجليزية. ولتحقيق أهداف الدراسة استخدم الباحث المنهج الكمي، والكيفي لجمع البيانات المطلوبة، وتحليلها بالاستعانة باستبانة مكونة من ٥٩ فقرة مغلقة، بالإضافة إلى فقرة واحدة مفتوحة وزعت على عينة مكونة من ٥٠ معلماً ومعلمة للمرحلة الثانوية في ٣ مديريات في محافظة إب لمعرفة مدى تصورهم، واستخدامهم للأنشطة التواصلية في فصول تعليم اللغة الإنجليزية. وتحليل بيانات الدراسة، استخدم الباحث برنامج الحقيبة الإحصائية للعلوم الاجتماعية (SPSS) والمتمثلة بالمتوسطات الحسابية، والانحرافات المعيارية، وتحليل التباين، واختبار (ت) .

ولقد خلصت الدراسة إلى جملة من النتائج أهمها:

(١) وجود وجهة نظر إيجابية للأنشطة التواصلية لدى معلمي اللغة الإنجليزية، بينما كان استخدامهم لها متوسطاً نظراً لوجود بعض العوائق المتمثلة بازدياد الفصول الدراسية بالطلاب، واتباع المعلمين للطرق التقليدية في التدريس والتقييم، وقلة إلمامهم بالطريقة التواصلية في تدريس اللغة الإنجليزية ومبادئها، نظراً لغياب تدريبهم أثناء الخدمة، ناهيك عن تدني مستوى الطلاب باللغة الإنجليزية،...إلخ.

(٢) عدم وجود ارتباط ذي دلالة إحصائية بين وجهة نظر معلمي اللغة الإنجليزية للأنشطة التواصلية واستخدامهم لها.

(٣) عدم وجود فروق ذي دلالة إحصائية بين معلمي ومعلمات اللغة الإنجليزية بالنسبة لوجهة نظرهم للأنشطة التواصلية واستخدامهم لها .

ولقد أوصت الدراسة ذوي الاختصاص في المؤسسات التعليمية ومراكز البحوث والمعنيين بشكل عام بالعمل على زيادة الوعي لدى المعلمين بأهمية الأنشطة التواصلية، والعمل على استخدامها وتطويرها في المدارس الثانوية اليمينية للوصول إلى الغاية المنشودة.



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة الأندلس للعلوم والتقنية
عمادة الدراسات العليا
كلية الآداب والعلوم الإنسانية
قسم اللغة الإنجليزية والأدب

تقسي وجهة نظر معلمي اللغة الإنجليزية اليمنيين للأنشطة التواصلية
واستخدامهم لها في المدارس الحكومية الثانوية بمحافظة إب - اليمن

رسالة مقدمة إلى قسم اللغة الإنجليزية والأدب لاستكمال متطلبات الحصول على
درجة الماجستير في اللغويات التطبيقية

الباحث

نبيل أمين محمد احمد قاسم

المشرف

أ.د. يحي أحمد الصهباني

(أستاذ اللغويات التطبيقية - جامعة إب)

يوليو- ٢٠١٨م