

**Measuring EFL Teachers' Knowledge
of Communicative Language Teaching
Approach and Practices in
Jordanian Public Schools**

Ali Sabah Jameel Alkayat

**B.A in English Literature
Al- Mamon University College
Republic of Iraq – Baghdad,1994**

**Submitted in Partial Fulfillment of the Requirements
of the Master of Education (TEFL) at Yarmouk
University**

**Supervisor
Prof. Dr. Riyadh F. Hussein**

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By

Ali Sabah Jameel Alkayat

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Thesis Committee

Prof. Dr. Riyad F. Hussein

R. Hussein
.....

Chairperson

Dr. Lutfi Abulhaija

Lutfi Abulhaija
.....

Member

Dr. Abdallah Baniabdelrahman

Abdallah Baniabdelrahman
.....

Member

Dr. Khalaf Al- Makhzoomy

Khalaf Al- Makhzoomy
.....

Member

May, 2008

Dedication

**I dedicate this modest
work to all English
language teachers in the
Arab world**

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ABSTRACT

Measuring EFL Teachers' Knowledge of Communicative Language Teaching Approach and their Practices in the Jordanian Public Schools

Ali Sabah Jamel Alkayat

Supervisor

Prof. Riyad F. Hussein

The purpose of this study was to measure the EFL teachers' knowledge of the principles of the CLTA and to what extent they apply it inside the English language classrooms. It also attempts to determine if the variables of gender, experience and qualifications have effects on teachers' knowledge of CLT and their actual practices inside the classroom.

The sample of this study consisted of 144 EFL teachers (63 male and 81 female) who were chosen purposefully.

From this sample, the researcher has also chosen randomly 47 teachers (28 male and 19 female) for classroom observations. In addition, 14 teachers (11 male and 3 female) participated in the pilot study to determine the internal reliability of the questionnaire.

Two instruments were used to collect the data: teachers' questionnaire, and classroom observation check list to elicit answers to the questions of the study.

The data were computed and analyzed using SPSS (Statistical Package for Social Sciences). The following tests were conducted: mean scores, Standard deviations, T – test, and Oneway ANOVA.

From the findings of this research it can be concluded that all the CLT characteristics included in the questionnaire and the observation checklist due to the variables of experience, gender, and qualifications were known and used by the EFL teachers in different degrees. The results of the first question showed that concerning the experience the mean difference was significant at the 0.05 level; there were statistical significant differences due to the teachers' experiences in favour of the teachers of more than 15 years. The results of the second question showed that there were significant differences between male and female teachers at the level 0.05 of significance in the favor of the males. The results of the third question showed that there were no statistical significant differences at the level of 0.05 of significance related to other dimensions. And finally the results of the fourth question showed that the teachers had good knowledge about the characteristics of CLT in different degrees, and they practiced these characteristics as much as possible inside their classrooms, and there were some obstacles that hinder the teachers from practicing the characteristics of CLTA in spite of their awareness of its usefulness.

Keywords: Communicative Language Teaching Approach, English Foreign Language Teachers , strategies, techniques, group- work, authentic Language.

Chapter one

1.1 Introduction

Humans use language to reflect the physical and psychological reality; they become closer friends through the use of language. Language can be used to express ideas, to interact, to get things done and to create images. The basic uses of language are to inform, to persuade, to entertain, to interact, to express one's feeling and attitudes. (Pandey,2003)

The innovativeness of the 1970s brought affective factors to the forefront of some widely experimental language- teaching methods. The late 1970s and early 1980s witnessed the beginning of what we now recognize as a communicative approach as we better and better understand the functions that must be incorporated into a classroom. The late 1980s and 1990s showed the development of approaches that highlighted the fundamentally communicative properties of language and classrooms were increasingly characterized by authenticity, real-world simulation, and meaningful tasks.

In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" .The group used studies of the needs of European language learners, which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. (Brown 2000)

Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of

language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. The work came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms notional-functional approach and functional approach are also sometimes used.) Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that knowledge is the interdependence of language and communication. (Wilkins's, 1999)

Lightbown and Spada (1999) provided the following definition of the communicative approach: "the communicative approach is based on interaction, its theories of language learning and emphasizes the communication of meaning both between teacher and students and among the students themselves in group or pair work. Grammatical forms are focused on only to clarify meaning". The assumption is that learners can and must do the grammatical development on their own.

The communication strategy is one of the communicative competences which provide the ability to overcome potential communication problems in interaction, and it allows the ability to organize a message effectively and to compensate, via strategies, for any difficulties. `Some learners may just stop talking, whereas others will try to express themselves using a communication strategy in order to stay on the road/ (Yule,2006)

Communicative Language Teaching (CLT) is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of

classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is Nunan's (1991) five features of CLT:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it is used outside the classroom. (Nunan,1991)

There are many techniques that can be used to develop students' abilities to communicate. The most popular is: "The group members should agree on the final decision through discussion and debate". Compromise: Through discussion and readjustment of the final plan, group members come to agreement by giving up some of their demands. Majority Vote: The decision is based on the opinion of the majority of its members. Decision by Leader: The group gives the final decision to its leader. Arbitration: An external body or person makes a decision for the group. (Tim Borchers, 1999)

Some of the characteristics of CLT (Dialogues, drills, rehearsed exercises, and discussion in the first language of grammatical rules) make it difficult for a nonnative speaking teacher who is not very proficient in the second language to teach effectively. But these should not deter one from pursuing communicative goals in the classroom. Technology (video, television, audiotapes, internet, and computer software) can aid such teachers. (Brown, 2000).

The researcher observed that most classrooms are with fixed seats which inhibit group work which is the soul of CLTA, and also observed that most EFL teachers focus on grammar to fulfill course requirements.

The teachers' problem is that students who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use, in normal communication, whether in the spoken or in the written mode. It seems generally that the reason for this state of affairs is that teachers do not do their job properly; it means that they do not follow the proper approach to English teaching, and the assumption is that if only teachers could be persuaded to put this approach into practice, then the problem would disappear. The contextualization of language items by presenting them in situational settings in the class does provide for the communicative function of language, if the teacher wishes to teach the present continuous tense, the recommended approach will advise to invent some kind of situation to demonstrate its meaning. (Widdowson, 1977).

The EFL teachers must be aware that the application of CLT is different from one level to another, for example the role of the teacher and students' creativity is different from one level to another (beginning, intermediate and advanced).(Brown, 2000).

The researcher has arrived at the problem of the study from his observation as a Diplomatic career, that most of the English Language graduates face difficulties in filling any simple application form, and also face difficulties when trying to communicate in any simple interview. After joining the Master program at the Curriculum and Instruction Department, at the Faculty of Education at Yarmouk University, the researcher realized the source of most Foreign Language students' problems and their un-ability to stay in conversation. This study will set out to investigate the teachers' knowledge of the characteristics and strategies of Communicative language teaching Approach (CLTA) and their actual practice of CLT inside the EFL classes.

1.2 Statement of the problem

The researcher observed during his work in the Ministry of Foreign Affairs that most EFL students cannot give clear and simple directions to others. In terms of more complicated tasks, students lack the necessary skills to communicate their feelings orally to others or to convey basic information to others, and they are far more sensitive to what they say and how they say it in English.

Possible reasons for these problems could be first: that oral communication remains one of the most neglected of the basic skills in the EFL classes. Second: Those EFL teachers do not use the CLT characteristics in their classes. Third: there is no chance to practice the English language outside the classroom, and the only source of the foreign language is the teacher.

1.3 Objectives of the study

This study aims at investigating the practices of EFL teachers inside the EFL classes when using Communicative Language Teaching Framework in teaching

English language to 10th graders in secondary schools for boys and girls in Irbid First Directorate of Education. It also measures the teachers' knowledge of the principles of the CLTA and to what extent the teachers use it inside the English foreign language classrooms. Finally it attempts to determine if the variables of gender, experience and qualifications have an effect on teachers' knowledge of CLT and their actual practices inside the classroom.

1.4 Questions of the study

This study attempts to answer the following questions:

1. Is there a significant difference between teachers' knowledge of the CLT characteristics and their actual practice in the classroom which can be attributed to experience?
2. Is there a significant difference between the teachers' knowledge of the CLT characteristics and their actual practice in the classroom which can be attributed to gender?
3. Is there a significant difference between teachers' knowledge of the CLT characteristics and actual practice in the classroom which can be attributed to qualifications?
4. What are the actual classroom instructional practices of EFL teachers in Irbid First directorate schools?

1.5 Significance of the study

The importance of this study stems from Communicative Language Teaching (CTL) activities (group- work, authentic materials, fluency rather than accuracy, student - centered class, techniques: role play, communication games ... etc, technology: video, tapes, pictures... etc). If these techniques were adopted by the EFL teachers or instructors at any level inside the class, the results would be good and the

English teachers could achieve their goals of having fluent speakers. Furthermore, the results of this study might be a starting point for other researchers in the given field.

1.6 Assumptions

The researcher assumes that the sample of the study represents the population from which it is drawn. It is also assumed that the instruments of the study are valid and reliable. Also, it was assumed that respondents answered the items of the questionnaire and observation checklist truthfully and frankly.

1.7 Definitions of terms

The researcher adopts the following definitions:

Communicative Language Teaching (CLT): is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language (Tim Borchers, 1999).

CLT Framework: is the kind of activities applied inside the classroom like: first the oral activities: reaching a consensus, relaying instructions, communication games, problem solving, interpersonal exchange, story instruction, simulation and role play. Second, the written activities: Relaying instructions, exchanging letters, writing games, fluency writing, story construction, writing reports and advertisements, and correcting written work. (Zaylee, 1981)

Context: is the physical or social situation in which the communication takes place . (Burton and Dimpleby,1990).

Consensus: The group members all agree on the final decision through discussion and debate (Richards & Rodgers, 1985).

Communication strategy: is to use one's linguistic or communicative knowledge to remain in the conversation by using gestures or mime, and circumlocution or paraphrase. (Rubin, 1981)19

Performance: is one's actual ability to employ the knowledge of language in conducting successful communication. (Hymes, 1979)

Communicative Competence: is a linguistic term which refers to a learner's L2 ability. It not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. All of the elements of Communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction.(Brown,2000)

Sociolinguistic competence: refers to the knowledge of the language system in relation to society, this entails the appropriate use of linguistic features in various social contexts (Richards and Rodgers, 1986)

Drill: is a technique that focuses on a minimal number (usually one or two) of language forms (grammatical or phonological structures) through some type of repetition (Brown, 2000. p:131).

pragmatic: it covers all the aspects of the way language is used to convey message, it cover all the ways in which grammar serves the needs of speakers as social human beings. (Susan,1990: 6)

1.8 Limitations of the study

This study is limited to the population of EFL teachers in the upper basic grades (tenth) in Irbid First Directorate. Hence its results are representative only in similar populations. The findings of this study also depend on the internal validity of the main tools (the questionnaire and the observation checklist). Only few teachers were observed.

Chapter two

Review of Related Literature

In recent decades, teachers of foreign languages in many countries have been encouraged to use an approach known as communicative language teaching (CLT). This approach advocates the development of communicative competence as a primary goal through the extensive use of the foreign language as a means of communication during classroom lessons. Education authorities and teacher educators are keen to know what teachers understand by CLT and how well they have incorporated this approach into their foreign language teaching. (Mangubhai, Marland, Dashwood, 2004)

Many studies on CLT framework and the obstacles that encountered EFL teachers in using CLT inside the EFL classes have been conducted all over the world.

Theoretical studies

Olsen (1982) published a book as a note for EFL teachers to help them to teach CLT activities. She mentioned fifteen different activities that teacher may use to teach English Language for foreign people in any place in the world. She suggested the following activities: race and relays, bingo, familiar games, chain, interviews and opinion polls, role- play, tape (listening comprehension, exercises, conversation, and telephone conversation). Journals, Cuisenaire rod (general suggestions, rod exercises), map, "tell me how" activities, picture activities, vocabulary, activities for elementary spelling, reading and writing, and finally holiday activities (recipe tasks and looser instruction tasks).

Burton and Dimbleby (1990) suggested that there were four general categories of communication skills: Intellectual; Functional; Interpersonal; and Group. Intellectual skills are considered the most important activities that students can learn to perform what happen in their heads. All communication starts and ends in the mind. Functional skills are referring to the ability to produce communication in written or graphic formats. Interpersonal skills (interpersonal- social skills, interpersonal perceptual skills, interpersonal listening skills and interpersonal presentation skills) we use them when noticing verbal and non verbal behaviour in others in order to evaluate their attitudes, personality and emotional state. Group skills

are the ability to becoming involved effectively in group activities and being able to offer ideas, offering approval of others' idea, evaluating others' ideas, and summing up effectively.

Anderson (1993); Ellis (1994); Rao, (2002); Mitchell & Lee, (2003); consider the CLTA reception in those countries to be lukewarm at best because it challenges traditional cultural beliefs and values and is at odds with traditional relationships between teachers and students. They pointed out, further, that emphasis on oral skills may not meet the requirements of curricula in those countries.

Whitley (1993) argued that the needs of teachers have not been well researched and that CLT approaches have not been disseminated in ways which are sensitive to the problems teachers confront in local programs and classrooms.

Kumaravadivelu (1993) concluded that teacher trainers sometimes simply fail to equip teachers with the skills and techniques they need for implementing CLT in their classrooms.

Karavas-Doukas (1996), in her study of 101 local secondary school teachers of English in Greece, concluded that part of the CLT problem stemmed from the instructors' misunderstanding of the nature of communicative language teaching (CLT). The researcher found that even when using textbooks designed for communicative activities, teachers tended to revert to traditional teacher-centered routines.

Li (1997), and Leng (1997), observed South Korean reflecting on teaching and learning in China, each reported local conditions that were detrimental to CLT methodology. Li observed the scarcity of relevant authentic materials, lack of student prerequisite skills, continued use of traditional examinations, and the absence of new forms of assessment to match CLT priorities. Leng referred to the economic problems that account for overly large classes, teachers' heavy teaching loads and outmoded classroom equipment. Leng also pointed out how administrative practices in teacher assessment may even penalize teachers who use communicative techniques in their classes. Thus, it appears that even instructors who are well versed in the theory and

fundamentals of communicative language teaching face an uphill battle in EFL settings.

Mangubhai et al (2005) and Thornbury (1997) mentioned that the teachers probably used a mixture of CLT and non-CLT features in what they call CLT approaches. Researchers looking for a clear, unambiguous expression of CLT approaches in either classroom practice or data on teacher knowledge and understanding of CLT would have seen evidence of CLT approaches along with much that was from general principles of teaching, such as those relating to motivation and classroom management, with the latter sometimes 'drowning out' the former. It is easy to see how such data could lead to the researcher view that teacher understanding and practice of CLT approaches are wayward or deficient. However, from a purely practical point of view, it would be difficult for teachers to overlook or avoid the appropriate use, in CLT lessons, of non-CLT features emanating from the conventional wisdom about teaching. In fact, an integration of CLT and non-CLT approaches would appear eminently sensible and justifiable, where non-CLT features have been a successful part of their teaching and do not run counter to the general philosophy underlying CLT approaches.

Lindsay and Deborah (2000) presented a paper concerning some aspects of student teachers' perceptions about the suitability and usability of communicative language teaching methods (CLTM) in the language classrooms of Hong Kong. Teacher education around the world emphasizes a move towards more communicative teaching methods with interactive student-centered learning encouraged. But for student teachers who have grown up in cultures which often have teacher-centered classrooms, examination and curriculum constraints, and large classes, there is often a mismatch between theoretical methods and reality. The paper describes how a research initiative used to gain an understanding of some of the student teachers' perceptions of CLT activities became incorporated in an awareness raising exercise in the methodology course. This move was an attempt to make the course more relevant for the local student teachers involved and provide more support in training them for the classroom. Ultimately it is hoped that such initiatives will encourage student teachers to have more positive attitudes to communicative teaching methods.

Zhenhui (2001) reported the views of 30 Chinese university students on the appropriateness and effectiveness of communicative and non-communicative activities in their English-as-a-Foreign-Language (EFL) courses in China. Using multimethod, the researcher discovered that the perceptions of these students sometimes surprised their teachers, and that the students' perceived difficulties caused by Communicative Language Teaching (CLT) had their source in the differences between the underlying educational theories of China and those of Western countries. The results suggested that, to update English teaching methods, EFL countries like China need to modernize, not westernize, English teaching; that is, to combine the “new” with the “old” to align the communicative approach with traditional teaching structures. It is apparent from the study that only by reconciling communicative activities with non-communicative activities in English classrooms can students in non-English speaking countries benefit from CLT.

Savignon (2002) who hold that teacher education in the use of CLT approaches has not received the attention it warrants and that teachers have not been given the necessary tools for using CLT by teacher educators.

Gi-Zen (2005) indicated that the Communicative Language Teaching (CLT) Approach was the most popular language teaching approach lately. He addressed the hybrid course approach which seems to be a trend as well as an appropriate way for teaching English. Despite the popularity of CLT, the situation regarding implementation of CLT in Taiwanese higher education institutions is complex. The author discusses the background of Taiwanese EFL instructors, the contradictory findings about EFL learners' preferences and needs, and the existing English learning problems among college students in an effort to provide a solution.

Glenn (2006) reported the practical difficulties of implementing a communicative approach when teaching English in English-as-a-foreign language (EFL) settings. These settings were the environments in which students have little exposure to English outside the classroom. Some reports attribute the failure of the approach to inadequacies of the teachers themselves.

Carolina (2006) presented an article concerning the advantages of communicative activities. The purpose of this article was to share with teachers some

activities that the researcher has applied in my classroom and that her students enjoyed. The objective of these activities is to make students practice their oral skills with interesting, motivating topics that allow them to talk about themselves and others and to express their points of view. The idea is to get them to talk, which is something that middle school students love to do. When the activities are carefully presented, students will be eager to use their English language skills, which, of course, is the point. Carolina recommended using various communicative activities in the middle school classroom no matter the language level of the students. The point here is to provide the structure necessary to make learners feel comfortable. Little by little, the whole class will be involved, and teacher will be delighted with students' performance and the results of using activities like those described here. In the end, learners and teachers will have fun.

Practical studies

Chau and Chung (1987) investigated Diploma in Education graduates' attitude towards CLT in Hong Kong secondary schools. The subjects of this study were Graduate Masters who majored in English in the School of Education, the Chinese University of Hong Kong, and who graduated between the years 81-84. They were chosen because by 1981, CLT was well introduced into the Diploma of Education curriculum. The instrument used was a questionnaire designed by the first investigator consisting of 32 questions grouped into six categories: the background information of respondents, strengths of CLT, weaknesses of CLT, features emphasized in CLT, basic tenets of CLT and teacher flexibility in adopting teaching approaches. The questions are 5-point Likert scale and open-ended ones. When asked about whether the basic tenets of communicative language teaching were realistic or not, only more than half of the respondents find the basic tenets realistic; the percentages are not high at all except that for the first tenet. In another question on the workability of CLT comparatively more teachers find the features acceptable. In order to examine the actual use of CLT in class, we asked teachers to rate the lessons for which CLT is suitable almost all teachers consider oral lesson suitable whereas all the other lessons get very low percentages. The use of CLT seems to be limited to oral lesson only. This finding contradicts the result that 69.6 of the same teachers approve of the integration of language skills. The general picture that emerges from the survey

coincides with the experience of most of our ESL/EFL colleagues abroad: there is still a gap between the theoretical appeal of communicative language teaching and its ability to produce results.

Fox (1993) conducted a survey to first – year French graduated teaching assistants at 20 Universities in the U.S.A and analyzed their responses according to the definitions of communicative competence (CC) set forth by Canale and Swain (1980). Fox reported that teaching assistants did not conceptualize language according to this particular model of CC. instead the participants relied on grammar at the expense of communicative activities. Fox concluded that the French graduated teaching assistants believes about Language Teaching and learning should be exposed so that they could develop their beliefs and knowledge about CLT

Thompson (1996) discovered four misconceptions that were common among his colleagues concerning the meaning of CLT, they believes that it means: (a) not teaching grammar. (b) teaching only speaking, (c) competing pair work (i.e., role play), and (d) expecting too much from teachers. He mentioned that a surprisingly large number of teachers invoke erroneous reasoning for criticizing or rejecting CLT. He concluded that the future development of CLT depended upon correcting these misconceptions.

Okazaki (1996) conducted longitudinal study using surveys to find out whether pre-service teachers changed their beliefs concerning CLT after a one year methodology course. The researcher concluded that although beliefs of pre-service teachers were not easily swayed, some of them were influenced in the desired direction by what Wenden (1991) called "persuasive communication", which aims at changing participants' beliefs by reflective teaching. The researcher reported that the teachers' emphasis increased on such items as the learner's role and decreased on such items as pronunciation and error corrections.

Karavas -Doukas (1996) conducted an attitude survey on fourteen Greek teachers of English to access teachers' beliefs about CLT. Karavas found that the survey results leaned toward agreement with CLT principles, but when Karavas observed the classroom teaching environments, the classroom practices deviated considerably from the principles of communicative approaches. Teachers tended to follow an eclectic approach, exhibiting features of both traditional and communicative

approach in their classroom practices. Most lessons were teacher-fronted and exhibited an explicit focus on form.

Li's (1997) conducted a qualitative study of six teachers, explored English teachers' understanding of English teaching, particularly the difficulties they had in using CLT in the Chinese context. The findings indicated that those teachers found serious problems in TEFL in China. They had many difficulties in implementing CLT in their classrooms. Those teachers were not optimistic about overcoming the difficulties and thus felt that there would be only limited use of CLT in TEFL in China. Difficulties that those English teachers encountered in using CLT have their sources in that CLT, as a methodology developed in the West, is laden with Western cultural values, which are very different from dominant Chinese cultural values. Therefore, Li suggests that rather than adopting CLT completely, Chinese teachers might want to incorporate some communicative components into their traditional teaching methods.

Li's (1998) conducted a study, surveying eighteen South Korean secondary EFL teachers in 1995 and interviewing ten teachers, showed that the difficulties of applying CLT from those teachers fall into four categories: (1) Difficulties from the teachers were deficiency in English, deficiency in strategic and sociolinguistic competence, lack of training in CLT, few opportunities for retraining in CLT, misconceptions about CLT, and little time for developing materials for communicative classes ; (2) Difficulties caused by the students are low English proficiency, lack of motivation for developing communicative competence, and resistance to class participation; (3) Difficulties came from the educational system are large classes, grammar-based examinations, insufficient funding, and lack of support; and (4) Difficulties for the teachers coming from CLT itself were inadequate account of EFL teaching, and lack of effective assessment instruments.

Wong (1998) conducted an exploratory study of teachers' attitudes towards Communicative Language Teaching (CLT), which had been advocated 15 years in the current English Syllabus for secondary schools. Wong also seted out to investigate whether the principles of CLT have been applied to English teaching, and to address the problems that may hinder the implementation of this approach in the language classroom. In addition, he examines whether teachers' backgrounds influence their teaching beliefs and the use of the communicative approach to language teaching. In achieving these purposes, a survey based on questionnaires and follow-up interviews

was conducted on a sample of 114 English language teachers of 12 secondary schools in Hong Kong. The principal findings reveal that the current Syllabus for English is perceived to be outmoded and in need of revision. Teachers, in general, favor CLT in theory, but in practice they follow more traditional approaches because of the many constraints on the implementation of CLT in the classroom. They preferred to be flexible in adopting teaching approaches. Additional findings show that teachers' background which include teachers with English degrees, teaching in high band schools and English-medium schools have significant effects on the frequency of using CLT in English classes. There are also significant differences between subject-trained and non-subject-trained English teachers' attitudes towards some aspects of CLT and classroom practices.

Choi (1999) investigated the communicative language teaching of English as a foreign language from teachers' perspectives in Korea middle school classrooms. The purpose of the descriptive survey research is to explore Korean teachers' beliefs about the main objectives of English teaching as well as teachers' practices of CLT in classroom instruction. The result shows that Korean EFL teachers have positive beliefs about the concepts of CLT. It also reported that there were some discrepancies between teachers' beliefs about CLT and their practices of CLT. The concepts of CLT that teachers support were (1) developing communicative classroom environments that blend the language skills of listening, speaking, reading, and writing, (2) providing appropriate, meaningful and comprehensive input to learners, (3) using motivational activities such as games and songs, (4) using audio-visual materials in language classroom, (5) using learner-centered activities, and (6) teaching grammar in a communicative way. The teachers reported that their teaching practices in classroom instructions were still largely teacher-centered, teacher dominated and drill-driven rather than learner-centered.

Sato and Kleinsasse (1999) conducted a study which documented the views and practices of communicative language teaching by Japanese second language inservice teachers. The above researchers (Sato and Kleinsasse) tried to answer the following questions: (a) What are Japanese LOTE teachers' beliefs and knowledge about Communicative Language Teaching? (b) How do they implement CLT in their classrooms? (c) How are their beliefs and knowledge about Communicative Language Teaching acquired and developed? Using multiple data sources including interviews, observations, and surveys, they reports how teachers defined CLT and implemented it

in their classrooms. Teachers' views on an action dealt little with the academic literature pertaining to CLT or their education in Learning about CLT. Instead, teachers resorted to their personal ideas and experiences, solidifying their notions of Foreign Language teaching in further pursuing their evolving conception of CLT. The researchers found that the teachers believed that CLT (a) emphasized communication in L2, (b) relied heavily on speaking a listening skill, (c) involved little grammar teaching, and (d) used time-consuming activities.

Brown (2000) concluded that the worst problems that face the EFL teachers in using CLT techniques were as following: large classes, shortage of resources, furniture, and visual aids. Brown suggested that teachers use inexpensive accessible local resources in more creative and imaginative ways, generate contextualized questions and give precedence to pair-work and seat-work because they are easier to handle in large classes.

Wang (2000) investigated English teachers at tertiary level in China to know to what extent English teachers have employed the key innovative practices associated with CLT. The findings indicated that those teachers have become more communicative-oriented. However, the results also indicated that traditional classroom features, such as teaching focused on the textbook or explaining new words in vocabulary lists, were still very common. The findings also showed that it might not be the training respondents received but the type of students they taught that determined the extent to which they applied innovative practices in their teaching.

Jones and Wang (2001) examined a communicative language teaching (CLT) program within a Taiwanese elementary school. They investigate whether the program would improve students' English skills, which variables would account for improved English skills whether participating students would enjoy the program, and implications for teaching English in other Taiwanese Elementary schools. A total of 134 fourth graders participated for 3 years in English language lessons taught by both Taiwanese and American native speakers of English. Teachers were trained in CLT and agreed to implement a CLT program within their school. Researchers observed the classes. Students completed pretests and posttests of oral, reading, and writing skills. Students also completed pre- and post-intervention interviews about their experiences with English. At the end of the third year, all 134 students completed

written surveys on their perceptions of the quality of their English teaching program. Results indicated that students showed improvement in the development of all examined aspects of their English language skills. Variables influencing their improved English skills included having previously attended after-school classes in language centers and being satisfied with English classes. Most students enjoyed their CLT English classes.

Thabet (2002) conducted a study to find out the obstacles encountering Yemeni public school teachers in using Communicative techniques in their classroom and the viable suggestions to resolve these obstacles. The sample of the study is the population of EFL specialists who in Taiz city public schools in Yemen. The findings show that the percentage of specialists' score in the test of CLTA knowledge is 46.56%, which is unacceptable in terms of the standards set in the study, and there is a statistical significant correlation between the specialists' perceptions and their knowledge of CLTA, which confirms their lack of CLTA knowledge.

Al- Afeef (2002) investigated a study to find if the EFL teachers in Jerash District used the characteristics of CLT, and to what extent. Also to find if the EFL teachers hold positive attitudes toward CLT. The researcher found that the teachers nearly almost use CLT. All CLT characteristics are said to be used, but in different degrees. And the teachers hold fairly favorable attitudes towards CLT. They favor CLT characteristics in different degrees. Classroom observations revealed a certain degree of consistency between the teacher's responses and their actual teaching.

Al- Mutawa (2003) investigated a study to assess EFL school teachers' understanding of the difficulties of CLT implementation in Kuwait city. The study concluded that the overwhelming majority of EFL teachers are generally dissatisfied with CLT implementation in class. Significant differences were found between Kuwaiti and non- Kuwaiti teachers on the one hand, and between secondary school teachers and basic- education teachers on the other.

Chen (2003) investigated the students' participation over time with respect to class communication. Adopting a naturalist approach, Chen's study captured the communication-related events that were significant to the students and presented these insiders' perspectives. Chen investigated in-depth interviews were employed to explore the students' history in order to obtain a holistic understanding of cultural and

personal aspects of their experiences that are related to class communication. The findings reveal the students' communicative styles and further address their coping with second language acquisition and academic adaptation

Mangubhai and others (2004) tried to answer what teachers understand by CLT and how well they have incorporated this approach into their second language teaching in respect of one teacher, who claimed to use a CLT approach. Mangubhai documenting her personal practical theory of CLT, using a framework adapted from a well-known approach to describing models of teaching. Access to the teacher's practical theories was gained through in-depth, semi-structured interviews and stimulated recall interviews involving use of videotapes of two of the teacher's lessons. The study establishes that the teacher's practical theory is an amalgam of many features of CLT approaches and of general teaching. The CLT components of the teacher's practical theory are largely consistent with features commonly listed in texts about CLT approaches, though there are some components of her theory that are not generally discussed in the CLT literature. The framework used in this study for representing the teacher's practical theories of CLT is also assessed and considered suitable for wider use.

Gatbonton, and Segalowitz (2005) examined some of the reasons for teachers' resistance to CLT use (most teachers claim to practice communicative language teaching (CLT), many do not genuinely do so). They provide a theoretical analysis that focuses on one of the greatest challenges facing CLT methodology-how to promote automatic fluency within this framework. They meet this challenge by proposing a CLT methodology designed to meet specific criteria that will enhance learners' fluency, while addressing teachers' commonly held reservations about CLT. The assumptions and design criteria of the methodology can be operationalized for research purposes, allowing CLT to be evaluated in systematic outcome testing.

Joyce (2005) explored experienced English teachers' knowledge about CLT with their practice in EFL contexts. The research questions in this study were "How do EFL (English as a foreign language) teachers practice CLT in their contexts?" and "Do teachers' beliefs influence their practical knowledge?" The questions attempted to uncover (a) How do English teachers in EFL contexts implement CLT ideas in their classrooms? (b) What are the typical CLT ideas in their classrooms? (c) What

difficulties do they encounter? (d) Will these teachers apply CLT in their future teaching? (e) Where are teachers' beliefs from? And (f) Do teachers' beliefs inform their teaching?

Semi structured interviews were conducted with three EFL teachers in Asian countries. Results indicated that teachers' beliefs from their own language learning experience, their teaching experience, and their training inform their instructional practice in CLT. Their practical knowledge is the knowledge that they generate as a result of their experiences as teachers in their own teaching contexts.

Francis, Perc, Ann, and Jeong-Bae (2005) conducted a study to document teachers' conceptions of communicative language teaching (CLT) and to compare their conceptions with a composite view of CLT assembled, in part, from researchers' accounts of the distinctive features of CLT. The research was prompted by a review of the relevant research literature showing that, though previous studies in this area have pointed to some significant differences between teachers' and researchers' conceptions of CLT, the results are still inconclusive. In their study, usual methods for accessing teachers' understandings of CLT, such as observation and questionnaire, have been replaced by one that examines teachers' practical theories that guide their use of CLT approaches in classrooms. Semi-structured interviews and video-stimulated recall interviews were used to gain access to teachers' practical theories of CLT. The interview data show that while these teachers collectively have internalized most of the elements of communicative approaches, there are many individual variations. The data also show that these teachers have integrated aspects of communicative approaches into an overall view of teaching that incorporates many features not normally mentioned in the second language literature.

Razmjoo, and Riazi (2006) first explored high school and institute teachers' attitudes toward CLT within the context of an expanding circle (Iran) where English is practiced as a foreign language. Secondly, they explored the extent to which the teachers of these two contexts materialize and substantiate their attitudes. To fulfill the objectives, a questionnaire consisting of five main factors was administered to 100 male and female high school and institute teachers. Moreover, a classroom observation scheme, designed on the basis of literature on CLT, was used to monitor how well and to what extent teachers practice what they believe. Descriptive and inferential analysis of the data indicated that high school and institute teachers' attitudes toward CLT are positive, indicating a welcoming atmosphere toward the

implementation of CLT. However, among the participants only the teachers of institutes practice a quasi-CLT type of approach in their classes.

The above researchers investigated many studies concerning the obstacles that encounter the EFL teachers in using the CLTA inside the classes, the students' perspectives of the significance of CLT, and finally the teachers' knowledge and practice of CLT inside the EFL classrooms.

Chau and Chung (1987) investigated students' attitude towards CLT in Hong Kong and the actual use of CLT in classroom. The below researchers Karavas-Doukas (1996); Li's (1998); Wong (1998); Choi (1999); Sato and Kleinsasse (1999); Thabet (2002); Wang (2002); Al-Afeef (2002); Al- Mutawa (2003); Mangubhai and others (2004); Joyce (2005); Francis, Perc, Ann and Jeong- Bae (2005) investigated the teachers' understanding , awareness, believes, and knowledge of CLTA and its actual use inside the EFL classless in different countries.

The researcher in this study investigated the teachers' knowledge and practices of CLTA inside the Jordanian EFL classrooms in First Irbid directorate, as an attempt to find if there was a difference between teachers' knowledge of CLT and actual practice in the classroom and if the variables of experience, gender and qualification have effect on the teachers' awareness and practices.

Chapter Three

3.1 Method and Procedures

This chapter describes the population and sample of the study, the instruments of the research, the method followed to ensure the validity and reliability of the instruments, the procedures that were followed to collect data, and the study design and the statistics that were used to analyze data.

3.2 Population and the sample of the study

3.3 Population:

The population of this study was all the EFL teachers of the upper basic grade (the 10th) at the public schools in Irbid First Directorate of Education, in the second semester of the academic year 2007- 2008. The total number was 545 teachers (226 male and 319 female). They teach English in 157 public schools (66 schools of male and 91 of female).

3.4 Samples of the Study:

The sample of this study consisted of 144 EFL teachers (63 male and 81 female) who were chosen purposefully. From this sample, the researcher has also chosen randomly 47 teachers (28 male and 19 female) for classroom observations. In addition, 14 teachers (11 male and 3 female) participated in the pilot study to determine the internal reliability of the questionnaire.

Table 1 shows the distribution of the sample according to the teachers' experience and gender.

Table 1

Distribution of the sample according to the teachers' experience, and gender.

Experience by years	gender	
	Male	female
1 – 10	5	9
10> – 15	10	12
More than 15 years	48	60
Total	63	81

Table 2 shows the distribution of the sample according to qualification and gender.

Table (2)

Distribution of the sample according to gender and qualification.

Degree	Gender	
	Male	Female
Bachelor	47	53
Diploma	9	15
Master	6	13
Doctoral	1	1
Total	63	81

Table 3 shows the Distribution of the sample according to the teachers' degree by percentage.

Table (3)

Distribution of the sample according to the teachers' qualification.

qualification		Number	percentage
	Bachelor	100	69.4
	Diploma	24	16.7
	Master or Doctorate	20	13.9
	Total	144	100.0

Table 4 shows the distribution of the classroom observation check-list according to the teachers' experience, and gender starting from one year of experience up to more than 15 years.

Table (4)

Distribution of the observation check-list according to the teachers' experience and gender.

Experience	Gender	
	Male	female
1 – 5	1	0
6 – 10	2	2
11 – 15	5	4
More than 16 years	20	13
Total	28	19

Table 5 shows the Distribution of the observation check-list according to the teachers' gender and qualifications.

Table (5)

Distribution of the observation check-list according to the teachers' gender and qualification.

qualification	Gender	
	Male	Female
Bachelor	16	9
Diploma	7	6
Master	4	3
Doctoral	1	1
Total	28	19

3.5 Research Instruments

The researcher used two instruments to collect the data: teachers' questionnaire, and classroom observation check list to elicit answers to the questions of the study. Since there are no ready – made instruments that suit the purpose of this study, the two instruments were built by the researcher himself based on the main characteristics and frame work of CLTA.

3.6 The questionnaire:

The teachers' questionnaire (Appendix 1) consists of four dimensions (Teacher; Students; Classroom procedures; Miscellaneous). The questionnaire consists of 59 items with five options (Strongly agree; Agree; Uncertain; Disagree; Strongly Disagree). The first dimension of the questionnaire is designed to measure the teachers' awareness of the principles and characteristics of CLT. It consists of 16 items gathered from the main characteristics of CLT cited in (Brown, 2001; Hymes, 1979; Richards and Rodgers, 1985). The second dimension is designed to measure the teachers' awareness of how to deal with students inside the EFL classroom. The second dimension consists of 13 items derived from (Richards and Rodgers, 1985; Nunan, 1991; Brown, 2001). The third dimension is designed to measure the teachers' awareness of CLT classroom procedures and it consists of 20 items adopted from (Richards and Rodgers,1985). The fourth dimension is designed to measure the miscellaneous aspects of CLT when applying it inside the EFL classroom. The

dimension consists of 10 items which cover: CLT device, procedures, classroom atmosphere, CLT syllabus, means to evaluate the students' achievement when using CLT activities, and CLT materials.

The teachers were asked to mark with tick under the response they think is the most appropriate. A written letter was given to the teachers that explain how to respond to the items of the questionnaire.

3.7 The observation checklist:

The observation checklist (Appendix 2) consists of two dimensions. The first dimension is meant to check teachers' practices in terms of the use of group or/ and pair work, CLT activities, meaningful language, brief dialogues, raise questions related to the students personal experiences, different techniques to clarify meaning, integrate of 4 skills, link language classroom with language activities out side-classroom, focus on meaning rather than grammar, feedback, technology: video, television, tape recorder... etc, teacher proficiency in spoken target language, the use of traditional method, communication games, problem solving techniques, interpersonal exchange, story completion techniques, simulation and role play, correct students writing assignment.

The second dimension is meant to check student practices in terms of the use of questions to obtain clarification grading, use their own learning strategies, students number in the classroom, students role, time giving to the students to use their own strategies, actual use of language, grammatical errors, pronunciation errors, the role of the first language, thinking in foreign language, the active and the passive students, students weakness.

The researcher and his colleague observed the chosen teachers and spotted down the teachers actual teaching techniques in accordance with the characteristics of CLTA.

3.8 Validity

Both the questionnaire and the check- list were given to a jury of 7 specialists in the given field. Five professors from the Faculty of Education Department of Curriculum and Instruction and the others were from different Faculties at Yarmouk University, in order to elicit their views as to accuracy, adequacy, and representation of the items and attitudes. Then the two instruments were reviewed and modified based on the suggestions and comments provided by these experts.

3.9 Reliability

A group of 11 male teachers and 3 female teachers were chosen for the pilot study to insure the reliability of questionnaires and determine if any of its items need to be modified after answering all the items of the questionnaire and wrote their comment. And ten days later the researcher distributed the questionnaire to the same group to respond them. Cronbach alpha was used to calculate the internal reliability which was found to be 0.83 for the teachers' questionnaire.

3.10 Variables of the study

The study has three independent variables:

1. Experience.

It was divided into four levels:

- A) 1 – 5 years. B) >5 – 10 years.
- C) >10 – 15 years. D) More than 15 years

2. sex:

- A) Male. B) Female.

3. Degree:

- A) Bachelor. B) Diploma. C) Master. D) Doctorate.

The dependent variables were:

1. The teachers' awareness of the characteristics and the major features of Communicative Language Teaching Approach.
2. The teachers' actual practices of the Communicative Language Teaching methods inside the Jordanian 10th English language grades.

3.11 Study design and statistical analysis

In order to analyze the collected data, the researcher followed the following procedures:

1. This study was conducted using the descriptive survey research design. The Statistical Package for Social Sciences (SPSS) was used to analyze the data in order to answer the questions of the study.

2. Each item of the teachers' questionnaire was followed by five options. These options were given values that rank from 5 to 1 (Strongly agree = 5, Agree = 4, Uncertain = 3, Disagree = 2, Strongly disagree = 1).

For the contrasting items the opposite rank was true (Strongly agree = 1, Agree = 2, Uncertain = 3, Disagree = 4, Strongly disagree = 5)

The same was true for the observation check list.

3. The values of each subject responses to the items were written down on separate sheets and then the mean scores of each characteristics of CLT and the mean scores of each subject responses were computed.
4. After calculating the data they were entered to computer and analyzed by SPSS program (Statistical Package for Social Sciences). The following tests were conducted: mean scores, Standard deviations, T – test, and One way ANOVA.
5. Having compared the responses of the observed teachers with their actual use of the characteristics of CLTA, the researcher classified their responses into consistent/ inconsistent. Then calculated the percentages of consistency/ inconsistency of each observed teacher and of all observed teachers together.

3.12 Procedures

This study was carried out during the second semester of the school year 2007/2008. The researcher followed the following procedures:

1. The Curriculum and Instructional Department send a letter to the office of the president of Yarmouk. Then the researcher get a letter from the office of President and gave it to the Ministry of Education, later the researcher get a letter from His Excellency the Minister of Education as an a permission to distribute the instruments of the study. The letter was give to the Irbid First Directorate of Education. Finally the researcher got the permission (attached in the index). The researcher submitted the permission to the schools administrations to administer the questionnaire and observed actual class teaching.
2. The validity of the questionnaire and the check –list was ensured.
3. A group of 11 male teachers and 3 female teachers were chosen for the pilot study to insure the reliability of questionnaires. Cronbach alpha

was used to calculate the internal reliability which was found to be 0.83 for the teachers' questionnaire.

4. A pilot study was conducted to determine the internal reliability of the questionnaire and check- list.
5. The participants replied to the instrument inside the classroom to ensure unaided responses and to clarify any misconceptions.
6. An oral brief idea about the study and what is required, was given both to the teachers and the headmasters of the schools, in order to collect the data.
7. The researcher himself distributed the questionnaire and observed the male schools. For the girls' schools the researcher cooperated with his colleague- (female) to distribute the questionnaire and she observed the female teachers practices inside the classrooms.
8. The lessons observed in the male schools were 28 and 19 in the female schools.
9. The researcher collected the questionnaires and the classroom observations to get the data computed and analyzed.

Chapter Four

4.1 Findings of the Study

This chapter presents the findings of the questions of the study. These questions focus on measuring the EFL teachers' knowledge of CLT characteristics and the use of CLT techniques in the classroom.

The questions of the study center on three independent variables (experience, gender, and qualifications) and two dependent variables (teachers' knowledge of CLT and teachers' actual use of CLT techniques inside the EFL classes). Two instruments were used to collect the data, a questionnaire and an observation checklist. The questionnaire measured the teachers' knowledge of CLT. The observation checklist investigates teachers' actual use of CLT techniques inside the EFL classes. The collected data were, then, computed and analyzed. This chapter shows the data in a number of tables.

4.2 Results Related to the First Question

The first question investigates if there is a statistically significant difference between teachers' knowledge of CLT characteristics and actual use of CLT techniques which can be attributed to experience. Table 6 shows the means and standard deviations of the teachers' respond according to their experience of each dimension of the questionnaire.

Table (6)

The mean scores and standard deviations of the teachers' respond on each dimension of the questionnaire according to their experience.

	Experience	N	Mean	Std. Deviation
The teacher Dimension	10 or less	14	3.77	.412
	11-15	23	3.99	.202
	>15	107	3.99	.283
	Total	144	3.97	.293
Students Dimension	10 or less	14	3.71	.321
	11-15	23	3.86	.282

	>15	107	3.79	.283
	Total	144	3.80	.287
Class procedures	10 or less	14	3.83	.258
	11-15	23	3.92	.204
	>15	107	3.86	.262
	Total	144	3.86	.253
Miscellaneous	10 or less	14	3.68	.324
	11-15	23	3.77	.290
	>15	107	3.72	.327
	Total	144	3.73	.320
All items	10 or less	14	3.76	.286
	11-15	23	3.90	.163
	>15	107	3.86	.210
	Total	144	3.86	.213

Table 6 shows that the dimension entitled "the teacher" came in the first rank (3.99); in the second rank came the dimension of "classroom procedures" (3.92), in third rank came the dimension of "students" (3.86) and finally the dimension of "miscellaneous" (3.77). Table 7 shows the results of oneway ANOVA of the teachers' knowledge of the characteristics of CLTA due to experience.

Table (7)

Results of oneway ANOVA of the teachers' knowledge of the CLT characteristics due to experience.

		Sum of Squares	df	Mean Square	F	Sig.
The teacher	Between Groups	.620	2	.310	3.760	.026
	Within Groups	11.621	141	.082		
	Total	12.240	143			
Students dimension	Between Groups	.210	2	.105	1.279	.281
	Within Groups	11.592	141	.082		
	Total	11.803	143			

Class procedures	Between Groups	.096	2	.048	.749	.475
	Within Groups	9.039	141	.064		
	Total	9.135	143			
Miscellaneous	Between Groups	.085	2	.042	.412	.663
	Within Groups	14.520	141	.103		
	Total	14.604	143			
All items	Between Groups	.172	2	.086	1.915	.151
	Within Groups	6.341	141	.045		
	Total	6.513	143			

Table 7 shows that the results of each dimension concerning the teachers' knowledge of CLT. Table (8) shows the post multiple comparisons of experience of the teachers.

Table (8)

Results of multiple comparisons of the teachers' responses according to their experience

Dependent Variable	(I) EXPER	(J) EXPER	Mean Difference (I- J)	Sig.
The teacher	10 or less	11-15	-.22	.066
		>15	-.22(*)	.020
	11-15	10 or less	.22	.066
		>15	.00	.999
	>15	10 or less	.22(*)	.020
		11-15	.00	.999

* The mean difference is significant at 0.05 level.

With regard to experience table 8 shows that the mean difference is significant at the 0.05 level, there are statistically significant differences due to experience between teachers of 10 or less and teachers of more than 15 years of experience in favour of more than 15 years of experience.

Results Related to the Second Question

The second question investigates if there is a statistical significant difference between the teachers' knowledge of the CLT characteristics and their actual use of it due to gender. A t-test was conducted to detect if the variable of sex has a significant effect on teachers' knowledge of CLT at the 0.05 level of significance. Table (9) shows the significance of the mean scores of the teachers' knowledge of CLT due to gender.

Table (9)

Results of the independent T- test of the effect of
gender on teachers' knowledge of CLT

T-Test - Group Statistics

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
The teacher	male	63	3.93	.288	-1.404	142	.162
	female	81	4.00	.294			
Students	male	63	3.83	.328	1.131	142	.260
	female	81	3.77	.251			
Class procedures	male	63	3.88	.305	.736	142	.463
	female	81	3.85	.204			
Miscellaneous	male	63	3.80	.369	2.290	142	.023
	female	81	3.67	.265			
All items	male	63	3.87	.253	.682	142	.496
	female	81	3.84	.178			

Table (9) shows that the means of the male teachers are higher than those of the female teachers in term of their knowledge of the CLTA, the mean scores differences among teachers are significant at the 0.05 level of significance in the favor of male.

Results Related to the Third Question

The third question investigates if there is a statistical significant difference between teachers' knowledge of CLT characteristics and their actual use of it due to qualification. Table (10) shows the mean scores and standard deviations of the teachers' knowledge of CLT characteristics due to qualifications.

Table (10)

The mean scores and standard deviations
of the teachers' knowledge of CLTA according to their qualifications

		N	Mean	Std. Deviation
The teacher	Bachelor	100	3.96	.275
	Diploma	24	3.94	.169
	Master or Doctorate	20	4.06	.453
	Total	144	3.97	.293
Students Dimension	Bachelor	100	3.78	.275
	Diploma	24	3.80	.159
	Master or Doctorate	20	3.88	.433
	Total	144	3.80	.287
Class procedures	Bachelor	100	3.85	.221
	Diploma	24	3.92	.220
	Master or Doctorate	20	3.86	.404
	Total	144	3.86	.253
Miscellaneous	Bachelor	100	3.75	.311
	Diploma	24	3.67	.226
	Master or Doctorate	20	3.69	.442
	Total	144	3.73	.320
All items	Bachelor	100	3.85	.187
	Diploma	24	3.85	.114
	Master or Doctorate	20	3.89	.380
	Total	144	3.86	.213

It can be seen from table 10 that the most favorable dimension which reflect

the teachers' knowledge of CLT due to qualification is the dimension entitled “**the teacher**” (3.97) and the highest mean goes for the teachers who hold the Master and P.h.d degrees (4.06), then in the second rank came the dimension entitled “**classroom procedures**” (3.86), the highest mean goes to the teachers who hold diploma degree (3.92). In the third rank came the dimension entitled “**students**” (3.80) and the highest means goes to the teachers who hold Master and P.h.d degrees (3.88). Finally, the dimension entitled “**miscellaneous**” (3.73), the highest means goes to the teachers who hold bachelor degree (3.75). Table 11 shows the results of ANOVA for groups of qualification knowledge of CLTA.

Table 11
Results of ANOVA for the teachers' qualification
in their knowledge of CLT

		Sum of Squares	df	Mean Square	F	Sig.
The teacher	Between Groups	.201	2	.101	1.179	.311
	Within Groups	12.039	141	.085		
	Total	12.240	143			
Students	Between Groups	.178	2	.089	1.079	.343
	Within Groups	11.625	141	.082		
	Total	11.803	143			
Class procedures	Between Groups	.077	2	.039	.602	.549
	Within Groups	9.058	141	.064		
	Total	9.135	143			
Miscellaneous	Between Groups	.163	2	.082	.796	.453
	Within	14.441	141	.102		

	Groups					
	Total	14.604	143			
All items	Between Groups	.028	2	.014	.305	.738
	Within Groups	6.485	141	.046		
	Total	6.513	143			

It can be noticed from Table 11 that the results, of the teachers' knowledge of CLT characteristics with regard to the teachers qualifications, show there are no statistical significant differences at the 0.05 level of significance in all of the dimensions.

Results Related to the Fourth Question

The fourth question investigates the actual classroom instructional practice of EFL teachers to the characteristics of CLT inside EFL classes in Irbid First Directorate public schools. Table (12) shows the mean scores and standard deviation of each dimension of the observation checklist.

Table (12)

The mean scores and standard deviation
of each dimension of the observation checklist

Rank	No.	Items	Mean	SD
1	2	Students	3.61	.27
2	1	The teacher	3.35	.33
		All items	3.47	.18

Table 12 indicates that the mean of the students' dimension (3.61) is higher than the mean of the teachers' dimension (3.35) and the total mean of the two dimensions is

(3.47). Table 13 shows the mean scores and standard deviation of each item of the observed checklist ranked in a descending order.

Table 13

The mean scores and standard deviations
of each item of the observed checklist

The Teacher

Rank	No.	Items	Mean	SD
1	9	The teacher integrates all different language skills.	4.94	.32
2	25	The teacher corrects students writing assignment.	4.94	.32
3	3	The teacher uses language that is meaningful to the learner to support the learning process.	4.85	.36
4	6	The teacher raises questions related to students' personal experiences.	4.83	.43
5	18	The teacher teaches grammar by using different exercises.	4.83	.52
6	10	The teacher links classroom language learning with language activities out side the classroom.	4.77	.73
7	8	The teacher focuses on authentic and meaningful communication in classroom activities.	4.68	.59
8	2	Teacher uses language activities for carrying out meaningful tasks to promote learning.	4.64	.53
9	7	The teacher uses different techniques to clarify the meaning of the structure.	4.47	.62
10	19	The teacher uses the traditional method for teaching English.	4.47	.91
11	5	The teacher usually questions students about dialogue content and situations.	4.21	.59
12	4	The teacher Presents brief dialogues or	4.19	.54

Rank	No.	Items	Mean	SD
		several mini-dialogues.		
13	22	The teacher uses Interpersonal exchange.	3.83	1.46
14	13	The teacher gives feed back to students frequently.	3.77	.81
15	15	The teacher postpones reading and writing until speech is mastered.	2.57	.80
16	24	The teacher uses simulation and role play.	2.51	1.20
17	11	The teacher focuses on meaning rather than grammar.	2.21	.51
18	21	The teacher uses problem solving techniques in the classroom.	1.98	.97
19	20	The teacher uses Communication games inside the classroom.	1.96	.72
20	23	The teacher uses the story completion techniques in English classroom.	1.91	1.06
21	12	The teacher emphasizes mother tongue in teaching English.	1.70	1.40
22	17	The teacher teaches grammar by using mother tongue.	1.55	1.12
23	14	The teacher uses technology such as: video, television, tape recorder, overhead projector... etc.	1.49	1.20
24	1	The teacher gathers students in group or/ and pair- work	1.47	1.04
25	16	The teacher suffers from low proficiency in the spoken target language.	1.02	.15

It can be noticed from Table 13 that the most EFL teachers practice the strategies of CLT inside their classroom. The item entitled "The teacher integrates all different language skills (4.94) ranked the first, the teacher corrects students writing assignment (4.94) ranked second, the teacher uses language that is meaningful to the learner to support the learning process (4.85) came third; the teacher raises questions

related to students' personal experiences (4.83) came fourth and so on, the item "the teacher suffers from low proficiency in the spoken target language (1.02)" rank the last. Table (14) shows the mean scores and standard deviation of the students dimension ranked in a descending order.

Table 14

The mean scores and standard deviations of each items of the observed checklist concerning the students dimension.

The student

Rank	No.	Items	Mean	SD
26	46	The students in EFL classes are suffering from lack of resources, visual aids, structural- based exam and cultural view of CLTA.	5.00	.00
27	35	Students have no chance to practice English language out- side the classroom.	4.83	.56
28	36	Students understand grammar through drilling and after exercises.	4.83	.38
29	29	Students prefer the teacher- centered lesson to student- centered ones.	4.79	.59
30	39	Students prefer getting the information from the teacher rather than from other sources.	4.74	.64
31	41	Students do not initiate the learning process.	4.64	1.01
32	43	Large classrooms prevent students from practicing their own strategies.	4.64	.74
33	31	Students have limited time to use their own learning strategies.	4.47	1.12
34	42	Fixed seats hinder students from group- work.	4.40	.83
35	40	Activities are controlled by few students while others remain passive participants.	4.11	1.05
36	33	Grammatical errors prevent shy student from practicing.	3.64	.64

37	34	Pronunciation errors prevent shy student from practicing.	3.62	.68
38	47	Students' language weaknesses hinder teacher from using external resources.	3.45	.83
39	26	Students ask questions to obtain clarification grading.	3.28	1.10
40	45	Weak students become weaker in group work.	3.09	.80
41	28	The number of students in English classes should not exceed than twenty-four.	2.94	.99
42	38	Students are unable to think directly in the target language.	2.87	.54
43	37	Students overuse the first language.	2.36	.67
44	32	Students can not make actual use of language, and understand its use.	2.28	.77
45	27	Students are given opportunities to use their own learning strategies in the classroom.	2.19	1.41
46	30	Students reject peer feedback.	1.94	.73
47	44	Text books and materials for the students are not in line with CLT procedures.	1.34	.94

It can be noticed from table 14 that the highest mean scores is for the item entitled "the EFL classes are suffering from lack of resources, visual aids, structural-based exam and cultural view of CLTA (5.00)", then in the second rank came the item entitled " Students have no chance to practice English language outside the classroom (4.83)", then followed the other items ranked in descending order and finally came the item entitled :Text books and materials are not in line with CLT procedures (1.34).

The finding of the present study revealed that the teachers often have knowledge about the characteristics of the CLT, and the mean scores were (3.86), table 15 shows the mean scores and standard deviation of each dimension of the questionnaire.

Table 15

The mean scores and standard deviation of each dimension

Rank No.	Items	Mean	SD
1	The teacher	3.97	.29
3	Class procedures	3.86	.25
2	Students	3.80	.29
4	Miscellaneous	3.73	.32
	All items	3.86	.21

Table 15 indicates that the dimension entitled **the teacher** is the most overwhelming aspect of the questionnaire (3.97). Dimension entitled **miscellaneous** is the least in comparison with the other dimensions (3.73). The results revealed that the teachers almost use the characteristics of CLT and the mean scores were (3.35) and when the researcher observed the students inside the classroom, the results revealed that they were almost use the characteristic of CLT, and the mean scores were (3.61). The researcher also found that there is a statistical significant difference between teachers' knowledge of the CLT characteristics and their actual use of its techniques inside the classrooms due to experience in the favor of more than 16 years, and also found that there is a statistical significant difference between the teachers' knowledge of the CLT characteristics and their actual use of its techniques inside the classrooms which attributed to gender and for the favor of the male, and also found that there is no statistical significant differences between teachers' knowledge of the CLT characteristics and their actual use of its techniques inside the classrooms which attributed to qualification, and finally the results found that there is actual use of the CLT strategies inside the EFL classrooms (3.47). Table 16 shows the frequency and the percent of the teachers according to their experience, gender, and degree.

Table (16)

		Frequency	Percentages
EXPER	10 or less	14	9.7
	11-15	23	16.0
	>15	107	74.3
SEX	male	63	43.8
	female	81	56.3
DEGREE	Bachelor	100	69.4
	Diploma	24	16.7
	Master or Doctorate	20	13.9
	Total	144	100.0

Chapter Five

Discussion, Conclusion and Recommendations

This study aimed at measuring the teachers' knowledge of the principles of CLTA and to what extent the EFL teachers apply them inside their classroom. It also attempted to determine the effect of the variables of experience, gender, and qualifications on the teachers' knowledge of CLT and their actual practices inside their classrooms.

Discussion of the results of the first question:

The first question investigated the effect of experience on the teachers' awareness of CLTA characteristics and their actual use of its techniques inside the classrooms. The results in table 6 showed that the teachers who had (11) eleven and more years of experience know more about the teachers' roles in CLT classes, this result is consistent with the teachers' responded to the items of the questionnaire. Referring to the **teacher** dimension reported a high scores especially the items entitled " In communicative language teaching approach (CLTA), this result consider a normal out comes from the teachers whom have 11 and more years experience. The dimension entitled **classroom procedures** came in the second rank, this dimension reported that the teachers who are between 11 and 15 years of experience reveal to know more than others about the CLT classroom procedures. The highest means is for the item entitled "A variety of games, role plays, and simulations must be prepared to support CLT class activities". At the same time the opposite characteristics of the classroom procedures of CLT are also reported a high mean scores specially the item entitled "Group- work activities take too much time to be organized and waste a lot of valuable teaching time". These results consistent with Mangubhai et al (2005) and Thornbury (1997) who concluded that teachers use a mixture of CLT and non CLT features. The item in the observation check list entitled "the teacher uses the traditional method for teaching English have scored 4.47 which considers very high mean score. The dimension entitled **the student** reported that the teachers who are between 11- 15 years of experience know more about the student roles inside the CLT classes, the teachers' responds were consider normally in comparing with other dimensions. The highest mean scores is for the item entitled " In CLT classes, students should work cooperatively rather than individually, while the opposite item

reported a reasonable score especially the item entitled " In CLT classes, students can learn best by using plenty of rules than analysis, this results may due to the fact that the EFL classes are suffering from lack of resources, visual aids, and also it may due to the fact that students preferring the teacher- centered lesson to student- centered ones and students prefer getting information from the teacher rather than from other sources. These results are consistent with the following researchers founding: Savignon (2002) found that teachers have not been given the necessary tools for using CLT in their classes. Li's (1998) found that the difficulties of using CLT techniques came from the educational system and large classes, grammar-based examinations, insufficient funding, and lack of support; and the difficulties for the teachers coming from CLT itself are inadequate account of EFL teaching, and lack of effective assessment instruments. Choi (1999) found that the teachers using CLT techniques in classroom instructions are still largely teacher-centered, teacher dominated and drill-driven rather than learner-centered. Brown (2000) found that the worst problems that face the EFL teachers are large classes, shortage of resources, furniture, and visual aids. Karavas – Doukas (1996) found that even when using textbooks designed for communicative activities, teachers tend to revert to traditional teacher- centered routines. Finally the dimension entitled **the miscellaneous**, shows that the teachers who are between 11-15 years of experience know more than others about the kind of the CLTA strategies (3.77). It can be inferred that there is a significant differences for the favor of 15 years of experience, this may due to the fact that Petra series is well designed according to the communicative approach. These results are consistence with Joyce (2005) who concluded that teacher beliefs from their own language learning experience, their teaching experience, and their training inform their instructional practice in CLT. Their practical knowledge is the knowledge that they generate as a result of their experiences as teachers in their own teaching contexts. And also are consistent with Al- Afeef (2002) who found that there is a statistical significant difference due to experience. Where as the result is inconsistent with Mahmoud (1992) who found no significant differences in the teachers attitudes due to their experience, and also inconsistent with Badrsawi (1997) who found no statistical significant differences in the teachers knowledge due to their experience. It is consistent with Al- Dgheim (2001) found that there was statistical significant difference between the level of experience in applying the techniques of teaching reading comprehension and in favour of large experience.

Discussion of the results of the second question:

The second question investigated the influence of the gender on the teachers' knowledge of CLT characteristics and their actual use of its techniques inside the EFL classes. A t-test was conducted to test the variable of gender. Table 9 shows that the female teachers have more knowledge about the teacher roles in CLT classes as reported in **the teacher** dimension, where as in **the students** dimension the male teachers reported to have more knowledge than the female teachers. In both the **class procedures** and **miscellaneous** dimensions revealed that the male teachers have more knowledge of the characteristics of CLTA than the female teachers. The mean scores differences among teachers are significant at the 0.05 level of significant for the favor of male. The results reflect that the male have more knowledge of CLTA than the females, this may due to the fact that the male teachers have more chance to teach abroad and have gain more information from different syllabus about the characteristics of CLT, the researcher got this information personally from the teachers themselves. And also it is more easy for the males to attend the EFL seminars offered by the Ministry of Education. This result is inconsistent with Al-Dgheim (2001) how found that there is no statistical significant difference due to sex in using the techniques of reading, in reference that this techniques is one of the CLT skills. And consistent with the study of Thabet (2002), she found that there is no statistical significant effect on the specialist' perceptions and knowledge of CLT, on the one hand, and teachers' perceptions, knowledge of CLTA and classroom practices, on the other hand. And also consistent with Al- Afeef (2002), who found there is no statistical significant difference in the teachers' attitudes towards the characteristics of CLT due to their sex.

Discussion of the results of the third question:

The third question investigated the effect of qualifications on the teachers' awareness of the characteristics of CLT and their actual use of its techniques inside the EFL classes. In table 10 the dimension entitled "**the teacher**" the teachers who hold master and doctorate degree ranked the first, and the teachers who hold bachelor degree ranked the second. Finally, the teachers who hold diploma degree ranked the third. The dimension entitled **class procedures** the teachers who hold diploma degree ranked the first, the teachers who hold master or doctorate degree ranked the second, and finally, the teachers who hold bachelor degree ranked the third. These results may

due to the fact that the curriculum of the faculty of Education in Jordan especially the diploma syllabi is well design according to CLT characteristics. The dimension entitled "**students**" came in the third rank, the teachers who hold master and doctorate degrees ranked the first, the teacher who hold diploma degree ranked the second, and finally the teachers who hold bachelor degree ranked the third. The last dimension entitled "**miscellaneous**" the teachers who hold bachelor degree ranked the first, the teachers who hold master and doctorate degree ranked the second, and finally the teachers who hold diploma degree ranked the third. The finding of Table 11 showed that there are no statistical significant differences between teachers' knowledge and their actual use of CLT inside the classes at the 0.05 level of significance due to qualification. This result may due to the fact that all the teachers are trained to use the CLT strategies inside the EFL classes with different degree, and the EFL teachers master the spoken English Language. This result consistent with item (16) in observation checklist entitled "the teacher suffers from low proficiency in the spoken target language has reported mean score". Also this result may due to the fact that EFL syllabi is designed according to communicative language teaching approach and the "text books and materials are in line with CLT procedures and the materials address learners' need in promoting learning process.

These results are inconsistent with Al- Afeef (2002), who found there was a statistical significant difference in the teacher's' attitudes towards genuine communication and towards the teachers roles due to their qualifications in favor of holders of Bachelor degree. And also consistent with AL- Dgheim (2001), who found that there was a statistically significant difference in the implementing the techniques of teaching reading comprehension due to qualification in favour of teachers with a qualification of higher than Bachelor degree.

Discussion of the results of the fourth question:

The fourth question investigated the actual classroom instructional practice of EFL classes in Irbid First Directorate of Education schools. Table 12 showed the mean scores and standard deviation of each dimension of the observation checklist, the mean scores of students' dimension was higher than the teachers' dimension, this results might due to the fact that the students implemented the CLT techniques because they were following a well designed syllabus and the text book and the materials were in line with CLT procedures, and the text book was well organized and

contained most of the characteristics of CLT. In one hand as the researcher observed the students, their roles were just to respond to the teacher commands to participate in the activities that required from them, and on the other hand the teachers were rarely used the CLT techniques in their classes. They rarely used simulation and role play, they seldom used problem solving techniques in the classroom, they rarely used communication games inside the classroom, they were seldom used the story completion techniques in English classroom, they never used technology such as: video, television, tape recorder, overhead projector... etc because they were not available inside the classrooms, and they never gathered students in group and/ or in pair work because the sets are fixed and unmovable, thus the teachers can not form a group- work. These results showed that the teachers rarely used the techniques of CLTA inside their classroom, it was worth to mention that they used only the available techniques of CLT such as: they were integrated all different language skills, they used language that was meaningful to the learner to support the learning process and the teacher focused on authentic and meaningful communication classroom activities. These results were consistent with the following researchers founding: Li's (1998) found that the difficulties for the teachers coming from CLT itself are inadequate account of EFL teaching, and lack of effective assessment instruments. Wong (1998) found that the EFL teachers favor CLT in theory, but in practice they follow more traditional approaches because of the many constraints on the implementation of CLT in the classroom. They prefer to be flexible in adopting teaching approaches. Brown (2000) found that problems that face the EFL teachers are large classes, shortage of resources, furniture, and visual aids. Brown suggested that teachers use inexpensive accessible local resources in more creative and imaginative ways, generate contextualized questions and give precedence to pair-work and seat-work because they are easier to handle in large classes. Al- Afeef (2002) found that the teachers nearly almost use CLT. All CLT characteristics are said to be used, but in different degrees.

Table 13 showed that most EFL teachers used the characteristics and the strategies of CLTA inside their classrooms. As the researcher observed the teachers, most of them were using the characteristics of CLTA. The teachers were integrated all different language skills this result due to the fact that the EFL textbooks is designed in a way that allowed the teachers to integrate all the languages skills. The researcher observed that the teachers on one hand were doing their best to use most of CLTA

strategies, but on the other hand they were obliged to neglect the others in spite of their awareness of their importance, but they were neglected for one reason or another. The researcher observed that the teachers were using some strategies which were available inside the classrooms such as: they corrected students writing assignment, they used language that is meaningful to the learner to support the learning process, they raised questions related to students' personal experiences in order to maintain the spoken skill and to built a closed relation between the students and their environment and even with the teacher him self. The teachers taught grammar by using different exercises, these techniques are available in all EFL textbooks and the teachers used it daily inside their classrooms. The researcher was also observed that the teachers linked classroom language learning with language activities out side the classroom to clarified the meaning and to keep the students active all the time, this strategy was very easy to use it by the teachers but it was observed to be used in different degree, that means not all the teachers were used it. They focused on authentic and meaningful communication in classroom activities, they used language activities for carrying out meaningful tasks to promote learning, They usually questions students about dialogue content and situations, this techniques was observed as most used techniques specially at the beginning of the class. They were also used Interpersonal exchange as an easy technique and could promote the communication ability for the learners. These founding consistent with the founding of the following researchers: Chau and Chung (1987) examined the actual use of CLT in class, they asked teachers to rate the lessons for which CLT is suitable almost all teachers consider oral lesson suitable whereas all the other lessons get very low percentages. The use of CLT seems to be limited to oral lesson only. And there is still a gap between the theoretical appeal of communicative language teaching and its ability to produce results. Choi (1999) that Korean EFL teachers have positive beliefs about the concepts of CLT. It also reports that there are some discrepancies between teachers' beliefs about CLT and their practices of CLT. The concepts of CLT that teachers support are (1) developing communicative classroom environments that blend the language skills of listening, speaking, reading, and writing, (2) providing appropriate, meaningful and comprehensive input to learners, (3) using motivational activities such as games and songs, (4) using audio-visual materials in language classroom, (5) using learner-centered activities, and (6) teaching grammar in a communicative way. However, the teachers report that their teaching practices in classroom instructions are

still largely teacher-centered, teacher dominated and drill-driven rather than learner-centered. Sato and Kleinsasses (1999) found that the teachers believed that CLT (a) emphasized communication in L2, (b) relied heavily on speaking a listening skill, (c) involved little grammar teaching, and (d) used time - consuming activities. Al- Afeef (2002) found that the teachers nearly almost use CLT. All CLT characteristics were said to be used, but in different degrees. And the teachers hold fairly favorable attitudes towards CLT. They favor CLT characteristics in different degrees. Classroom observations checklist was revealed a certain degree of consistency between the teacher's responding and their actual teaching. Mangubhai (2004) found that the CLT components of the teacher's practical theory were largely consistent with features commonly listed in texts about CLT approaches, though there were some components of her theory that were not generally discussed in the CLT literature. The framework used for representing the teacher's practical theories of CLT is also assessed and considered suitable for wider use. Joyce (2005) explored experienced English teachers' knowledge about CLT with their practice in EFL contexts. The results indicated that teachers' beliefs from their own language learning experience, their teaching experience, and their training inform their instructional practice in CLT. Their practical knowledge was the knowledge that they generate as a result of their experiences as teachers in their own teaching contexts.

The results which showed the obstacles that encounter the EFL teachers and prevent them from using most of CLT activities and techniques due to several reasons were consistent with Brown (2000), who concluded that the worst problems that face the EFL teachers are large classes, shortage of resources, furniture, and visual aids. Brown suggested that teachers use inexpensive accessible local resources in more creative and imaginative ways, generate contextualized questions and give precedence to pair-work and seat-work because they are easier to handle in large classes. Table (14) shows the students' mean scores and standard deviation of each items of the observed classroom checklist. It can be inferred that the most characteristics which was not used by the EFL teachers is entitled "the EFL classes are suffering from lack of resources, visual aids, structural, based exam and cultural view of CLTA (5.00)" the shortage of CLT techniques is shown to be the most important feature that EFL teachers and students are suffering from, which hinder the applying of CLTA inside the EFL classes.

The researcher was found that the students used some of the CLT techniques and activities and neglect others due to the shortage of the technology and resources. It was observed that the students used some CLT characteristics and strategies which do not need effort to bring them inside the classrooms such as “the students understand grammar through drilling and after exercises. Where as the characteristics that hindered students from practicing CLT strategies inside the classes were as following: The EFL classes are suffering from lack of resources, visual aids, structural-based exam and cultural view of CLTA , students have no chance to practice English language outside the classroom, large classrooms prevent students from practicing their own strategies, students have limited time to use their own learning strategies, fixed seats hindered students from group-work, the activities were controlled by few students while others remain passive participants, students' language weaknesses hinder teacher from using external resources.

Conclusion

The findings of this research concluded that all CLT characteristics included in both the questionnaire and the observation checklist were known and used by the EFL teachers in different degrees. The results of the first question showed that concerning the experience the mean difference was significant at the 0.05 level, there were statistical significant differences due to experiences in favour of more than 15 years; and the results of the second question showed that there were significant differences among teachers at the level of 0.05 of significant in the favor of male; and the results of the third question shows that there were no statistical significant differences at the level of 0,05 of significance related to other dimensions. And finally the results of the fourth question shows that the teachers have good knowledge about the characteristics of CLT in different degrees, and they practiced these characteristics as much as possible inside their classroom and there were some obstacles that hinder the teachers from using the characteristics of CLTA in spite of their awareness of the usefulness of these characteristics, and the highest score goes to the obstacles entitled " The EFL classes are suffering from lack of resources, visual aids, structural- based exam and cultural view of CLTA (5.00)"

Recommendations

- EFL classes should not exceed than 25 pupils.
- The EFL classes should be equipped with the modern technology to help the teacher to use the CLT strategy inside the classroom.
- Similar survey research in other part of Jordan to be carried.
- Survey research on the obstacles that encounter the EFL teacher when using the CLT techniques.

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9	The teacher is responsible for organizing the resources for the students.					
10	Vocabulary is presented to students in the form of isolated word lists.					
11	In CLT, the teacher provides students with feedback.					
12	The teacher emphasizes fluency more than accuracy.					
13	CLT teachers correct all grammatical errors made by students.					
14	In CLT classes, the teacher is a researcher and a learner at the same time.					
15	The teachers' task is to respond to learner needs.					
16	In CLT classes, teacher should be aware of the individual differences among students.					

Dimension two: students

No.	Items	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree
17	In CLT classes, students can learn best by using plenty of rules than analysis					
18	In CLT classes, students should be trained to think directly in second language.					
19	CLT learners need long term rewards.					
20	In CLT, students should interact with other people through pair and group- work.					
21	In CLT, students prefer teacher- centered lessons to student- centered ones.					
22	In CLT, students should act with each other rather than with the teacher.					
23	CLT emphasizes that students should have an opportunity to practice language outside of the classroom.					
24	In CLT classes, student should act as a negotiator.					
25	In CLT classes, students must get information from teachers only rather than other sources.					
26	CLT emphasizes that students should contribute as much as they gains.					
27	In CLT classes, students determine how teaching and learning are alike.					
28	In CLT students motivate themselves.					
29	In CLT classes, students should work cooperatively rather than individually.					

Dimension three: class procedures

30	Group- work activities take too much time to be organized and waste a lot of valuable teaching time.					
31	In CLT classes, speaking is the most important skill.					
32	In CLT classes, mother tongue should be forbidden.					
33	In CLT classes, there must be a context to teach structure and functions.					
34	In CLT classes, teachers have to solicit responses to easier items from students who are					

	below the average and to harder items from those above the average.					
35	In CLT classes reading and writing must be postponed until speech is mastered.					
36	In CLT classes, communicative activities come after long process of drilling and exercising.					
37	CLT encourages language games and role-play inside the classroom.					
38	In CLT classes, language is often developed through trial and error.					
39	In CLT classes, teachers give instructions in the target language.					
40	CLT should use problem solving as a communicative technique inside the classroom.					
41	Seating arrangement should not be standard.					
42	CLT techniques urge students to ask questions to obtain answers.					
43	Teachers should encourage the teaching of rules because they are essential for effective communication.					
44	Dialogue in CLT class is centered around communicative functions, and not normally memorized.					
45	In CLT classes, Language is learned for the purpose of communication.					
46	Questions and answers in CLT classes should be based on dialogues and situations.					
47	In CLT classes, limited time should be given to students to use their own strategies.					
48	Visual cues, tapes, pictures, and sentence fragments are very important in CLT classes.					
49	A variety of games, role plays, and simulations must be prepared to support CLT class activities.					

Dimension four: Miscellaneous

50	CLT rarely emphasizes comprehensible pronunciation.					
51	CLT often emphasizes using any device that helps the learning process.					
52	In CLT classes there should be an attempt to communicate from the very beginning of the course.					
53	CLT materials should address learners' needs to promote learning process.					
54	CLT stresses that language is learned through communication.					
55	CLT activities are designed according to the structural syllabus.					
56	In CLT classes, teachers should emphasize functional communicative activities and social interactional activities.					
57	There should be many textbooks designed to support CLT.					

58	Evaluation of learning in CLT should be oral.					
59	In CLT classes, a discussion of the function must be done before presenting the materials.					

APPENDIX 2
OBERVATION CHECKLIST
Classroom Observation Checklist

The classroom observation checklist includes practices related to EFL teachers and practices related to students inside the classroom.

Dimension one: Teacher						
No.	Items	Always	Often	Sometimes	Rarely	never
1	The teacher gathers students in group or/ and pair- work					
2	Teacher uses language activities for carrying out meaningful tasks to promote learning.					
3	The teacher uses language that is meaningful to the learner to support the learning process.					
4	The teacher Presents brief dialogues or several mini-dialogues.					
5	The teacher usually questions students about dialogue content and situations.					
6	The teacher raises questions related to students' personal experiences.					
7	The teacher uses different techniques to clarify the meaning of the structure.					
8	The teacher focuses on authentic and meaningful communication in classroom activities.					
9	The teacher integrates all different language skills.					
10	The teacher links classroom language learning with language activities out side the classroom.					
11	The teacher focuses on meaning rather than grammar.					
12	The teacher emphasizes mother tongue in teaching English.					
13	The teacher gives feed back to students frequently.					
14	The teacher uses technology such as: video, television, tape recorder, overhead projector... etc.					
15	The teacher postpones reading and writing until speech is mastered.					
16	The teacher suffers from low proficiency in the spoken target language.					
17	The teacher teaches grammar by using mother tongue.					
18	The teacher teaches grammar by using different exercises.					
19	The teacher uses the traditional method for teaching English.					
20	The teacher uses Communication					

	games inside the classroom.					
21	The teacher uses problem solving techniques in the classroom.					
22	The teacher uses Interpersonal exchange.					
23	The teacher uses the story completion techniques in English classroom.					
24	The teacher uses simulation and role play.					
25	The teacher corrects students' writing assignment in the classroom.					

Dimension two: students

26	Students ask questions to obtain clarification grading.					
27	Students are given opportunities to use their own learning strategies in the classroom.					
28	The number of students in English classes should not exceed than twenty-four.					
29	Students prefer the teacher- centered lesson to student- centered ones.					
30	Students reject peer feedback.					
31	Students have limited time to use their own learning strategies.					
32	Students can not make actual use of language, and understand its use.					
33	Grammatical errors prevent shy student from practicing.					
34	Pronunciation errors prevent shy student from practicing.					
35	Students have no chance to practice English language out- side the classroom.					
36	Students understand grammar through drilling and after exercises.					
37	Students overuse the first language.					
38	Students are unable to think directly in the target language.					
39	Students prefer getting the information from the teacher rather than from other sources.					
40	Activities are controlled by few students while others remain passive participants.					
41	Students do not initiate the learning process.					
42	Fixed seats hinder students from group-work.					
43	Large classrooms prevent students from practicing their own strategies.					
44	Text books and materials are not in line with CLT procedures.					
45	Weak students become weaker in group work.					

46	The EFL classes are suffering from lack of resources, visual aids, structural- based exam and cultural view of CLTA.					
47	Students' language weaknesses hinder teacher from using external resources.					

ملخص باللغة العربية

قياس معرفة معلمي اللغة الإنجليزية لمنحى التعليم باللغة التواصلية و تطبيقهم لها في المدارس الأردنية

الحكومية

اعداد

علي صباح جميل الخياط

المشرف

د. رياض فايز حسين

هدفت هذه الدراسة لقياس مدى معرفة معلمي اللغة الانجليزية لمبادئ وأستراتيجيات منحى التعليم باللغة التواصلية و مدى تطبيقها داخل صفوف اللغة الانجليزية. كما تحاول أيضاً إثبات فيما إذا كان لمتغيرات الخبرة، والجنس، والمؤهل العلمي تأثير على معرفة معلمي اللغة الانجليزية لأستراتيجية التواصل وتطبيقهم لها داخل الصف.

تكونت عينة الدراسة من 144 معلم لغة أنجليزية (63 ذكور و 81 إناث) وقد تم اختيارهم عمدياً. ومن هذه العينة قام الباحث بأختيار بطريقة عشوائية 47 معلم (28 ذكور و 19 إناث) لغرض قائمة ملاحظة الصفوف. إضافة الى 14 معلم (11 ذكور و 3 إناث) شاركو في تحديد الثبات الداخلي للأستبانة. تم أستخدام أداتين لجمع البيانات: استبانة المعلم و قائمة ملاحظة الصف للحصول على اجابات لأسئلة الدراسة.

تم تحليل البيانات احصائيا بأستخدام نظام (SPSS). حيث أستخدمت التحاليل الإحصائية التالية: الوسط الحسابي، الانحراف المعياري، اختبار - تي، تحليل التباين الاحادي.

توصلت نتائج البحث الى ان جميع صفات تدريس اللغة التواصلية و المتضمنة في كل من الاستبانة وقائمة الملاحظة والتي تعزى الى متغيرات الخبرة، والجنس، والمؤهل العلمي كانت معروفة من قبل معلمين اللغة الانجليزية، وقد تم استخدامها لكن في درجات متفاوتة. أظهرت نتائج السؤال الاول الخاص بمتغير الخبرة ان المتوسط الحسابي أشار الى وجود فرق ذي دلالة أحصائية لمستوى الدلالة 0.05 لمستوى عشر سنوات أو

أقل و أكثر من خمسة عشر سنة خبرة ولصالح أكثر من خمسة عشر سنة خبرة، و أظهرت أجابة السؤال الثاني لمتغير الجنس بوجود فرق ذي دلالة إحصائية لمستوى الدلالة 0.05 ولصالح الذكور، و أظهرت أجابة السؤال الثالث المتعلق بالمؤهل العلمي بعدم وجود فرق دال إحصائيا ولاي من المستويات. و أخيراً أظهرت نتائج السؤال الرابع أن المعلمين يمتلكون معلومات جيدة عن التعليم باللغة التواصلية وبدرجات مختلفة، ويطبقون صفاتها قدر المستطاع داخل صفوفهم وهناك بعض المعوقات التي تعيق المعلمين عن تطبيقها على الرغم من معرفتهم بفوائدها.