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

Ali Alkhayyat *

Abstract: *The purpose of this study was to measure the English as a foreign language (EFL) teachers' knowledge of the principles of the communicative language teaching approach (CLTA) and the extent to which they apply it inside the English language classrooms. The sample of this study consisted of 144 (63 male and 81 female) EFL teachers who were chosen purposefully. From this sample, the researcher has also chosen randomly 47 teachers (28 male and 19 female) for classroom observation. Two instruments were used to collect the data: a teachers' questionnaire and a classroom observation checklist to elicit answers to the questions of the study. From the findings of this research, it can be concluded that all the CLTA characteristics included in the questionnaire and the observation checklist which can be attributed 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' experience in favour of the teachers of more than 15 years of experience. 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. Finally the results of the fourth question showed that the teachers had good knowledge of the characteristics of CLTA in different degrees; they used these characteristics as much as possible inside their classrooms; and there were some obstacles that hinder the teachers from using the characteristics of CLTA in spite of their awareness of its usefulness. (**Keywords**: Communicative language teaching, English as a Foreign Language, Strategies, Techniques, Group- work, Authentic Language)..*

قياس معرفة معلمي اللغة الإنجليزية لنحى التعليم باللغة التواصلية و تطبيقهم له في المدارس الأردنية الحكومية

علي الخياط، إربد، الأردن

ملخص: هدفت هذه الدراسة الى قياس معرفة معلمي اللغة الانجليزية لمبادئ منحى التعليم باللغة التواصلية و مدى تطبيقهم له داخل صفوف اللغة الانجليزية. كما حاولت أيضاً إثبات فيما إذا كان لمتغيرات الجنس و الخبرة والمؤهل العلمي تأثير على معرفة معلمي اللغة الانجليزية لأستراتيجية التواصل وتطبيقهم الفعلي لها داخل الصف. وتكونت عينة الدراسة من 144 معلم لغة أنجليزية (63 ذكراً و 81 أنثى) الذين تم أختيارهم قصدياً . ومن هذه العينة قام الباحث بأختيار بطريقة عشوائية 47 معلم (28 ذكور و 19 إناث) لغرض الملاحظة داخل الصف. تم أستخدام أداتين لجمع البيانات: استبانة المعلم و قائمة الملاحظة للحصول على إجابات لأسئلة الدراسة. وقد توصلت نتائج البحث الى ان جميع صفات التدريس باللغة التواصلية و المتضمنة في كل من الاستبانة وقائمة الملاحظة والتي تعزى الى متغيرات الخبرة، والجنس، والمؤهل العلمي كانت معروفة من معلمين اللغة الانجليزية، وقد تم استخدامها بدرجات 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 عدم وجود فرق دال أحصائيا 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. (**الكلمات المفتاحية**: التعليم باللغة التواصلية، اللغة الانجليزية،الإستراتيجية، التقنيات، العمل الجماعي، اللغة الأصلية).

Introduction

Humans use language to reflect 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 and 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. 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 (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. (Wilkins, 1999).

Communicative Language Teaching Approach (CLTA) 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 CLTA:

- 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.

The teacher's 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 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, for example, to teach the present continuous tense, the recommended approach will advise to invent some kind of situation to demonstrate its meaning. (Widdowson, 1977).

The researcher has arrived at the problem of the study from his observation as a diplomat (at the Iraqi Ministry of Foreign Affairs) that some of the English Foreign 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's program at the Curriculum and Instruction Department, at the Faculty of Education at Yarmouk University, the researcher realized the source of some foreign language students' problems and their inability to stay in conversation. This study will set out to investigate teachers' knowledge of the characteristics and strategies of CLTA and their actual practice inside EFL classes.

Statement of the problem

The researcher observed during his work in the Ministry of Foreign Affairs of the Republic of Iraq that most EFL graduates (in Arab countries) face difficulties in filling any simple application form, and also face difficulties when trying to communicate in any simple interview. In terms of more complicated tasks, students lack the necessary skills to communicate their feelings orally to others and are even unable to convey basic information to others, and they are far from what they say and how they say it in English in any interview with a foreigner (as observed by the researcher). Since the researcher was studying in Jordan (at Yarmouk University), he conducted this study in Jordanian public schools trying to discover the possible reasons for these problems.

This study aims at investigating the practices of EFL teachers inside the EFL classes when using CLTA framework in teaching English to 10th grade students 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 they use it inside EFL classroom. Finally it attempts to determine if the variables of gender, experience and qualifications have an effect on teachers' knowledge of CLTA and their actual practices inside the classroom. This study attempts to answer the following questions:

1. Is there a significant difference between teachers' knowledge of the CLTA characteristics and their actual practice in the classroom which can be attributed to experience?
2. Is there a significant difference between teachers' knowledge of the CLTA 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 CLTA 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?

Significance of the study

The importance of this study stems from Communicative Language Teaching activities (group-work, authentic materials, fluency rather than accuracy, student-centered class, techniques) The researcher believes that if these techniques were adopted by the EFL teachers or instructors at any level inside the Jordanian classroom, the results would be good and 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.

Definitions of terms

The researcher adopts the following definitions:

Communicative Language Teaching Approach (CLTA): 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 (Borchers 1999).

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

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 and Wenden, 1981).

Review of Related Literature

Karavas-Doukas (1996) conducted an attitudinal survey on fourteen Greek teachers of English to access teachers' beliefs about CLTA. She found that the survey results leaned toward agreement with CLTA principles, but when she 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 approaches in their classroom practices.

Wong (1998) conducted an exploratory study of teachers' attitudes towards CLTA, which had been advocated 15 years in the current English syllabus for secondary schools. Wong also set out to investigate whether the principles of CLTA 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 CLTA in theory, but in practice they follow more traditional approaches because of the many constraints on the implementation of CLTA in the classroom. They prefer to be flexible in adopting teaching approaches. Additional findings show that teachers' background which include teachers with English degrees, teaching in high schools and English-medium schools have significant effects on the frequency of using CLTA in English classes. There are also significant differences between subject-trained and non-subject-trained English teachers' attitudes towards some aspects of CLTA and classroom practices.

Sato and Kleinsasser (1999) conducted a study which documented the views and practices of communicative language teaching method (CLTM) by Japanese second language in service teachers. They tried to answer the following questions: (a) What are Japanese teachers' beliefs and knowledge about CLTA? (b) How do they implement CLTM in their classrooms? (c) How are their beliefs and knowledge about CLTA acquired and developed? Using multiple data sources

including interviews, observations, and surveys, they reports how teachers defined CLTM and implemented it in their classrooms. Teachers resorted to their personal ideas and experiences, solidifying their notions of foreign language teaching in further pursuing their evolving conception of CLTM. The researchers found that the teachers believed that CLTM (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) conducted a study to find if the EFL teachers in Jerash District used the characteristics of CLTA, and to what extent. The study also aimed to find if the EFL teachers hold positive attitudes toward CLTA. The researcher found that the teachers nearly almost use CLTA. All CLTA characteristics are said to be used, but in different degrees. And the teachers hold fairly favorable attitudes towards CLTA. They favor CLTA characteristics in different degrees. Classroom observations revealed a certain degree of consistency between the teacher's responses and their actual teaching.

Razmjoo and Riazi (2006) first explored high school and institute teachers' attitudes toward CLTA 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 CLTA, 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 CLTA are positive, indicating a welcoming atmosphere toward the implementation of CLTA. However, among the participants only the teachers of institutes practice a quasi-CLT type of approach in their classes.

Population and sample

The population of this study was all the EFL teachers of the upper basic grade tenth 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.

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**
Less than 10	5	9
10> – 15	10	12
More than 15 years	48	60
Total	63	81

Research Instruments

The researcher used two instruments to collect the data: teachers' questionnaire, and classroom observation checklist 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.

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 CLTA. It consists of 16 items gathered from the main characteristics of CLTA cited in (Brown, 2001; 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 CLTA 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 CLTA when applying it inside the EFL classroom. The dimension consists of 10 items which cover: CLTA device, procedures, classroom atmosphere, CLTA syllabus, means to evaluate the students' achievement when using CLTA activities, and CLTA 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.

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, CLTA 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, 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 inside the classrooms and spotted down the teachers actual teaching techniques in accordance with the characteristics of CLTA.

Validity

Both the questionnaire and the checklist 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.

Reliability

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

Variables of the study

The study has three independent variables:
1. **Experience:** It was divided into three levels:
A) less than 10 years.   B) > 10 – 15 years.
C) 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 the Communicative Language Teaching Approach.
2. The teachers' actual practices of the communicative language teaching methods inside the Jordanian English language 10th grade.

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. 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.

4. 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.

Findings of the Study

Results Related to the First Question

The first question investigates if there is a statistically significant difference between teachers' knowledge of CLTA characteristics and actual use of CLT techniques which can be attributed to experience. Table 2 shows the means and standard deviations of the teachers' respond form according to their experience of each dimension of the questionnaire.

Table (2): The mean scores and standard deviations of the teachers' respond on each dimension of the questionnaire according to their experience.

Dimension	Experience	N	Mean	Std. Deviation
The teacher	10 or less	14	3.77	0.412
	11-15	23	3.99	0.202
	>15	107	3.99	0.283
	Total	144	3.97	0.293
Students	10 or less	14	3.71	0.321
	11-15	23	3.86	0.282
	>15	107	3.79	0.283
	Total	144	3.80	0.287
Class procedures	10 or less	14	3.83	0.258
	11-15	23	3.92	0.204
	>15	107	3.86	0.262
	Total	144	3.86	0.253
Miscellaneous	10 or less	14	3.68	0.324
	11-15	23	3.77	0.290
	>15	107	3.72	0.327
	Total	144	3.73	0.320
All items	10 or less	14	3.76	0.286
	11-15	23	3.90	0.163
	>15	107	3.86	0.210
	Total	144	3.86	0.213

Table 2 shows that the dimension entitled "the teacher" came in the first rank (3.99); and finally came the dimension of "miscellaneous" (3.77). Table 3 shows the results of one-way ANOVA of the teachers' knowledge of the characteristics of CLTA due to experience.

Table (3): Results of oneway ANOVA of the teachers' knowledge of the CLTA characteristics due to experience.

		Sum of Squares	df	Mean Square	F	Sig.
The teacher	Between Groups	.620	2	0.310	3.760	.026
	Within Groups	11.621	141	0.082		
	Total	12.240	143			
Students dimensions	Between Groups	.210	2	0.105	1.279	.28
	Within Groups	11.592	141	0.082		
	Total	11.803	143			

		Sum of Squares	df	Mean Square	F	Sig.
Class procedures	Between Groups	.096	2	0.048	0.749	.47
	Within Groups	9.039	141	0.064		
	Total	9.135	143			
Miscellaneous	Between Groups	.085	2	0.042	0.412	.66
	Within Groups	14.520	141	0.103		
	Total	14.604	143			
All items	Between Groups	.172	2	0.086	1.915	.15
	Within Groups	6.341	141	0.045		
	Total	6.513	143			

Table (4) shows the post multiple comparisons of the teachers' experience.

Table (4): 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	0.06
		>15	-.22(*)	0.02
	11-15	10 or less	.22	0.06
		>15	.00	0.99
	>15	10 or less	.22(*)	0.02
		11-15	.00	0.99

With regard to experience table 4 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 statistically significant difference between the teachers' knowledge of the CLTA characteristics and their actual use of it due to gender. A t-test was conducted to detect if the variable of gender has a significant effect on teachers' knowledge of CLT at the 0.05 level of significance. Table (5) shows the significance of the mean scores of the teachers' knowledge of CLTA due to gender.

Table (5): Results of the independent T- Test of the effect of gender on teachers' knowledge of CLTA (**T-Test**)

	Gender	N	Mean	Std. Deviation	t	df	Sig.(2tailed)
The teacher	male	63	3.93	0.288	-1.404	142	0.16
	female	81	4.00	0.294			
Students	male	63	3.83	0.328	1.131	142	0.26
	female	81	3.77	0.251			
Class procedures	male	63	3.88	0.305	0.736	142	0.46
	female	81	3.85	0.204			
Miscellaneous	male	63	3.80	0.369	2.290	142	0.02
	female	81	3.67	0.265			
All items	male	63	3.87	0.253	0.682	142	0.49
	female	81	3.84	0.178			

Table (5) 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 favor of males.

Results Related to the Third Question

The third question investigates if there is a statistical significant difference between teachers' knowledge of CLTA characteristics and their actual use of it due to qualification. Table (6) shows the mean scores and standard deviations of the teachers' knowledge of CLTA characteristics due to qualifications.

Table (6): The mean scores and standard deviations of the teachers' knowledge of CLTA according to their qualifications

		N	Mean	Std. Deviation
The teachers	Bachelor	100	3.96	0.275
	Diploma	24	3.94	0.169
	Master or Doctorate	20	4.06	0.453

		N	Mean	Std. Deviation
	Total	144	3.97	0.293
Students	Bachelor	100	3.78	0.275
	Diploma	24	3.80	0.159
	Master or Doctorate	20	3.88	0.433
	Total	144	3.80	0.287
Class procedures	Bachelor	100	3.85	0.221
	Diploma	24	3.92	0.220
	Master or Doctorate	20	3.86	0.404
	Total	144	3.86	0.253
Miscellaneous	Bachelor	100	3.75	0.311
	Diploma	24	3.67	0.226
	Master or Doctorate	20	3.69	0.442
	Total	144	3.73	0.320
All items	Bachelor	100	3.85	0.187
	Diploma	24	3.85	0.114
	Master or Doctorate	20	3.89	0.380
	Total	144	3.86	0.213

It can be seen from table 6 that the most favorable dimension which reflects the teachers' knowledge of CLTA due to qualification is the dimension entitled "**the teacher**" (3.97) and the highest mean is for the teachers who hold the Master and Ph.D degrees (4.06), then in the second rank the dimension entitled "**classroom procedures**" (3.86), the highest mean is for the teachers who hold diploma degree (3.92). In the third rank come the dimension entitled "**students**" (3.80) and the highest means is for the teachers who hold Master and Ph.D degrees (3.88). Finally, the dimension entitled "**miscellaneous**" (3.73), the highest means is for the teachers who hold bachelor degree (3.75). Table 7 shows the results of ANOVA for groups of qualification knowledge of CLTA.

Table (7): Results of ANOVA for the teachers' qualification in their knowledge of CLTA

Dimension		Sum of Squares	df	Mean Square	F	Sig.
The teacher	Between Groups	.201	2	0.101	1.179	0.31
	Within Groups	12.039	141	0.085		
	Total	12.240	143			
Students	Between Groups	0.178	2	0.089	1.079	0.34
	Within Groups	11.625	141	0.082		
	Total	11.803	143			
Class procedures	Between Groups	0.077	2	0.039	.602	0.54
	Within Groups	9.058	141	0.064		
	Total	9.135	143			
Miscellaneous	Between Groups	0.163	2	0.082	.796	0.45
	Within Groups	14.441	141	0.102		
	Total	14.604	143			
All items	Between Groups	0.028	2	0.014	.305	0.73
	Within Groups	6.485	141	0.046		
	Total	6.513	143			

It can be noticed from Table 7 that the results, of the teachers' knowledge of CLTA characteristics with regard to the teachers qualifications show no statistic 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 CLTA in Irbid First Directorate public schools. Table (8) shows the mean scores and standard deviation of each dimension of the observation checklist.

Table (8): 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 8 indicates that the mean of the students' dimension (3.61) is higher than the mean of the teachers' dimension (3.35) and the total means 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 (9): The mean scores and standard deviations of each item of the observed checklist concerning teacher
The Teacher

Rank	No.	Items	Mean	SD
1	9	The teacher integrates all different language skills.	4.94	0.32
2	25	The teacher corrects students writing assignment.	4.94	0.32
3	3	The teacher uses language that is meaningful to the learner to support the learning process.	4.85	0.36
4	6	The teacher raises questions related to students' personal experiences.	4.83	0.43
5	18	The teacher teaches grammar by using different exercises.	4.83	0.52
6	10	The teacher links classroom language learning with language activities out side the classroom.	4.77	0.73
7	8	The teacher focuses on authentic and meaningful communication in classroom activities.	4.68	0.59
8	2	Teacher uses language activities for carrying out meaningful tasks to promote learning.	4.64	0.53
9	7	The teacher uses different techniques to clarify the meaning of the structure.	4.47	0.62
10	19	The teacher uses the traditional method for teaching English.	4.47	0.91
11	5	The teacher usually questions students about dialogue content and situations.	4.21	0.59
12	4	The teacher Presents brief dialogues or several mini-dialogues.	4.19	0.54
13	22	The teacher uses Interpersonal exchange.	3.83	1.46
14	13	The teacher gives feed back to students frequently.	3.77	0.81
15	15	The teacher postpones reading and writing until speech is mastered.	2.57	0.80
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	0.51
18	21	The teacher uses problem solving techniques in the classroom.	1.98	0.97
19	20	The teacher uses Communication games inside the classroom.	1.96	0.72
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	0.15

It can be noticed from Table 9 that most EFL teachers practice the strategies of CLTA 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 (10) shows the mean scores and standard deviation of the students dimension ranked in a descending order.

Table (10): The mean scores and standard deviations of each items of the observed checklist (the students dimension)

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	0.00
27	35	Students have no chance to practice English language out- side the classroom.	4.83	0.56
28	36	Students understand grammar through drilling and after exercises.	4.83	0.38
29	29	Students prefer the teacher- centered lesson to student- centered ones.	4.79	0.59
30	39	Students prefer getting the information from the teacher rather than from other sources.	4.74	0.64

Rank	No.	Items	Mean	SD
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	0.74
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	0.83
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	0.64
37	34	Pronunciation errors prevent shy student from practicing.	3.62	0.68
38	47	Students' language weaknesses hinder teacher from using external resources.	3.45	0.83
39	26	Students ask questions to obtain clarification grading.	3.28	1.10
40	45	Weak students become weaker in group work.	3.09	0.80
41	28	The number of students in English classes should not exceed than twenty-four.	2.94	0.99
42	38	Students are unable to think directly in the target language.	2.87	0.54
43	37	Students overuse the first language.	2.36	0.67
44	32	Students can not make actual use of language, and understand its use.	2.28	0.77
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	0.73
47	44	Text books and materials for the students are not in line with CLT procedures.	1.34	0.94

It can be noticed from Table 10 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 out side 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 CLTA 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 11 shows the mean score and standard deviation of each dimension of the questionnaire.

Table (11): The mean scores and standard deviation of each dimension

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

Table 11 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 CLTA 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 CLTA, and the mean scores were (3.61). The researcher also found that there is a statistical significant difference between teachers' knowledge of the CLTA characteristics and their actual use of its techniques inside the classrooms due to experience in the favor of more than 15 years, and also found that there is a statistical significant difference between the teachers' knowledge of the CLTA 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 CLTA 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 CLTA strategies inside the EFL classrooms (3.47).

Discussion of the findings

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 have ten and more years of experience know more about the teachers' roles, students' role, classroom procedures, and other miscellaneous of the CLTA, this result is consistent with the teachers' practice inside the classroom as showed in Table (9). These results are consistent 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 CLTA. 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.

Discussion of the results of the second question:

The second question investigated the influence of the gender on the teachers' knowledge of CLTA characteristics and their actual use of its techniques inside the EFL classes. A T-Test was conducted to test the variable of gender. Table 5 shows that the mean score 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 concerning the characteristics of CLTA, the researcher got this information personally from the teachers themselves during the observation of the classroom. And also it is easier for the males to attend the EFL seminars offered by the Ministry of Education. This result is inconsistent with the study of Thabet (2002), she found that there is no statistical significant effect on the specialist' perceptions and knowledge of CLTA, 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 CLTA due to their gender.

Discussion of the results of the third question:

The third question investigated the effect of qualifications on the teachers' awareness of the characteristics of CLTA and their actual use of its techniques inside the EFL classes. Table (7) showed that there are no statistical significant differences between teachers' knowledge and their actual use of CLTA 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 CLTA strategies inside the EFL classes with different degree. Also this result may due to the fact that EFL syllabus is designed according to CLTA and the "text books and materials are in line with CLTA 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.

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 (8) 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 CLTA techniques because they were following a well designed syllabus and the

text book. In addition, the materials were in line with CLTA, and the text book was well organized and contained most of the characteristics of CLTA. As the researcher observed that the teachers rarely used simulation and role play, they seldom used problem solving techniques in the classroom, communication games, story completion techniques, they never used technology such as: video, television, tape recorder, overhead projector 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 CLTA 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 they 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 CLTA itself are inadequate account of EFL teaching, and lack of effective assessment instruments. Wong (1998) found that the EFL teachers favor CLTA in theory, but in practice they follow more traditional approaches because of the many constraints on the implementation of CLTA 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. Al-Afeef (2002) found that the teachers nearly almost use CLTA. All CLTA characteristics are said to be used, but in different degrees.

Table (9) 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 used 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 text-books and the teachers used it daily inside their

classrooms. The researcher also observed that the teachers were 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 asked students about dialogue content and situations, this techniques was observed as most used techniques specially at the beginning of the class. They were also using Interpersonal exchange that promotes 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 CLTA in class, they asked teachers to rate the lessons for which CLTA is suitable almost all teachers consider oral lesson suitable whereas all the other lessons get very low percentages. The use of CLTA 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 CLTA. It also reports that there are some discrepancies between teachers' beliefs about CLTA and their practices of CLTA. The concepts of CLTA 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 CLTA (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 CLTA. All CLTA characteristics were said to be used, but in different degrees. And the teachers hold fairly favorable attitudes towards CLTA. They favor CLTA 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 CLTA components of the teacher's practical theory were largely consistent with features commonly listed in texts about CLTA approaches, though there were some components of her theory that were not generally discussed in the CLTA literature. The framework used for representing the teacher's practical theories of CLTA 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 CLTA. 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 CLTA 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 CLTA 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 CLTA techniques and activities and neglect others due to the shortage of the technology and resources. It was observed that the students used some CLTA 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 CLTA strategies inside the classes were as following: The EFL classes are surfing from lack of resources, visual aids, structural- based exam and cultural view of CLTA , students have no chance to practice English language out- side 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 and Recommendations

The findings of this research concluded that all CLTA 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 experience;

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 CLTA 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

Based on the findings of the research, the researcher recommend the following:
- 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 CLTA 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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APPENDIX 1
QUESTIONNAIRES
Questionnaire
Teachers' Knowledge of CLT

Enclosed is a questionnaire developed for the master's degree research in Teaching English as a Foreign Language in the department of Curriculum and Instruction at the Faculty of Education at Yarmouk University, Irbid- Jordan. The validity of this research depends heavily on your objective responses. Therefore, you are kindly requested to provide your opinions. Rest assured that all responses will be kept confidential and will only be used for the purpose of academic research.

With my best regards,

Biographical Information:

Put a check mark (☑) in the appropriate box

Experience: 1 – 5 years ☐ 5 - 10 years ☐ 10 – 15 years ☐ More than 15 years ☐

Sex: Male ☐ Female ☐

Degree: Bachelor ☐ Diploma ☐ Master ☐ Doctorate ☐

Mark with ☑ under the response you think is the most appropriate.

Dimension one: The teacher

No.	Items	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree
1	In Communicative Language Teaching Approach (CLTA), the teacher should emphasize communicative competence.					
2	In the CLT classes, the teacher starts with grammar then meaning.					
3	The role of teacher in CLT classes is viewed as a facilitator and guide to students.					
4	The teachers' task is to motivates students.					
5	The teacher plans a set of activities and techniques.					
6	In CLT classes teacher has to focus on developing students abilities to use language for different purposes.					
7	In CLT classes, the teacher discusses students homework and assignments.					
8	The teacher gives students chance to do some listening exercises.					
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						
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.					

No.	Items	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree
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					

No.	Items	Strongly agree	Agree	Un-certain	Disagree	Strongly disagree
	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	Some times	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.					

No	Items	Always	Often	Some times	Rarely	never
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 surfing from lack of resources, visual aids, structural- based exam and cultural view of CLTA.					
47	Students' language weaknesses hinder teacher from using external resources.					