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**implementing the Communicative Approach to Teaching English as a Foreign Language in
Libyan Primary Schools**

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Abstract

This research aimed to focus on the approaches that the teachers use in their teaching and if they are aware of CLT approach. This research is qualitative. The instruments that were used in this study were observation and interview. An interview was used to gather data from seven teachers at one educational institution as well as the observation was done in two classes. The results showed that the teachers were not acknowledged to communicative approaches. All the teachers used traditional teaching methods, such as GTM, DM, and ALM. In addition, they did not use a lot of activities in their classes. All what they did they had their students repeat the words after them and showed them pictures to get the meaning of the words.

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List of Abbreviations

(CLT) communicative language teaching

(GTM) Grammar translation method

(DM) direct method

(ALM) audio- lingual method

(WTC) willingness to communicate

(TBLT) task based language teaching

(EFL) English foreign language

(L2) second language

(FL) foreign language

(T) teacher

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Dedication

I dedicate this work to my beloved parents for their patience, support and encouragement. Special thanks to them because they always beliefs in me and should me that I have to struggle in order to have great future. They give me power in all moments of my life and to my sisters and brother.

Chapter one

Introduction

1.1 Introduction

Communicative approach or communicative language teaching is an important approach that helps students to develop their communication and interaction skills. Communicative approach assists learners to know language knowledge and how to use language to achieve communicative competence. This approach can be very beneficial for learners to acquire or learn a foreign language. As far as English is concerned, many students have passion to learn and acquire this it since it is an international language. However, the problem here is that the teachers concentrate only on grammatical structures in their teaching. Thus, there is no focus on communication. That is why the students struggle in speaking (Jabri & Samad, 2021, as cited in Ismail, 2019).

The main purpose behind communicative language teaching methods is to prepare students to be confident communicators in different real-life contexts, through repetitive, oral practices and student – student cooperation. CLT is important for communication since it helps learners develop their linguistic and communicative competence (Sanako Blog, 2021), as will be investigated in this research.

This research will focus on CLT because this approach can develop students' communicative competence.

1.2 The aim of this research:

The aim of this research is to:

1. focus on the main approaches that the teachers may use with elementary school level.
2. explore how teachers perceive these approaches.
3. focus on practices of teaching English that support or hinder language learning.

1.3 The significant of this research:

This research is important because it contributes in helping EFL teachers at primary schools realize how CLT is used in teaching. It is also important for them to develop their learners' communicative competence.

1.4 The problem of this research:

Based on the observation conducted in the classroom, it was observed that the teachers in many elementary schools use traditional methods in their teaching. Namely, Grammar translation method and Direct method. In this context, the learners are taught to focus on translation, memorization of sentences and vocabulary rather than focusing on speaking or communication. Therefore, the learners' speaking skills are poor. It seemed that the teachers overlook the communicative approach.

1.5 Research question:

1. What are the main approaches that are used in teaching elementary student level?
2. How do teachers perceive these approaches to English language teaching to support learning process for the students?
3. What are the practices of teaching that may support or hinder language learning?

1.6 Research hypotheses:

I assume that the communicative approach is one of the most effective approaches that helps students in improving their speaking and communication skills.

1.7 Outline:

In chapter one: will summarize what the research is all about.

In chapter two: will introduce the literature review attached to this research.

In chapter three: will discuss the methodology and the procedures of data collection.

Chapter four: allocated to analysis and discussion.

Chapter five: reports the conclusion and suggested some recommendation, as well as it reports the study.

Chapter two: Literature review

Chapter two: Literature review

2.1 Overview

This current study investigates some traditional methods that teachers use in their teaching. It also investigates modern and beneficial approaches such as CLT which seem to be neglected by many EFL Libyan teachers.

Teaching methods in Libyan society are divided into three groups:

Most teachers advocate traditional teaching methods, some teachers prefer modern approaches, and others integrate both for effective teaching. This aspect is discussed thoroughly in this chapter.

Previous studies:

A study was conducted by Jabri in Indonesia in 2021 aimed to discover the way of implementing communicative language teaching at classes of SMPN 1 Enrekang as to find out the media, problems and types of CLT activities that students prefer. The sample was three teachers and two classes. The data was collected by three different methods: observation checklist, interview, and questionnaire. The results showed that the teachers constantly tried to use creative ways and activities in applying Richards principles of CLT methodology not just to make the learners interested and motivated but also to decrease the anxiety of the students. Also, they showed their kindness, sensibility and comprehension to their students' needs and problems. Based on the

interview, this study showed that every teacher encountered problems in implementing CLT. The first problem is students' low English proficiency. The second problems is students' weakness in communication in daily life using English. The last problem is the low of motivation in learning English. The media that the teachers used included authentic materials, non-authentic materials, listening exercise, internet, and computer-based program. The result of the questionnaire that was distributed to the students showed that the students like CLT activities that teachers applied in the classroom. Also, it showed that the students prefer completions activities task.

Another study was conducted by Ramandha Putra in 2018. It was about developing speaking skills through communicative approach in primary schools. The study was action research with model Kurt Lewin. The research showed that the communicative approach helps learners to improving speech skills in primary schools.

Zardini Mariana Castaldi (2013) used a questionnaire for data collection. It was found that the communicative approach motivated the learners to develop or improve their target language. Also, it contributes to produce the language in specific situation easily. In addition, the learners have ability to comprehend an extended authentic discourse without thinking or translating each word. The research discovered that the activity used in this approach have an impact on the students' writing skills.

In another study by Irene Maria C.R in 2021 aimed to look into the use of communicative approach in fostering speaking skills of young learners. This research showed that speaking skills is the most important skill that students wanted to improve. Also, young learners want to learn English as their foreign or second language through

entertaining activities. In addition, learners have good self – esteem to learn language and new knowledge. This is why communicative approach especially speaking competence can be taught well to the young learners.

A study was done by Nina et al (2014) attempted to discover the effect of the communicative approach on students' speaking skills adopted in Let's talk and Let's go global program among participants after the duration of six months. The data was collected through pre-test and post-test, interviews, and observation from the teachers. The results showed that there are positive effect of the communicative approach on students' speaking skills.

2.2 Grammar Translation Method (GTM)

Grammar translation is an old method not new. A lot of teachers have used this method for many years. It was called classical method at that time and used to Latin and Greek (Chastain, 1988). In this century this method was applied to help learners to read and to have value of foreign language literature and also they thought the study of grammar a help the learners to be good in speaking and writing

According to Alvior (2015), (GMT) concentrates on two skills which are reading and writing with little or no focus on speaking and listening. Teachers present vocabulary to students through memorization, bilingual word list, and dictionary. The teachers choose these vocabulary from the reading text.

In the (GTM), sentence is a basic unit. In other words, all the sentences in the lessons are translated from and into target language. Deductive method is used in the (GTM)

which means that the rules are presented and studied, then the learners practice the rules during translating exercise.

and vice versa New terms are explained in the native language which means that the grammatical rules and vocabulary words in the target language are demonstrated in the students' native language to make comparison between target language and students' mother tongue.

Moreover, (GTM) emphasizes on accuracy which means that the students must be precise when they translate sentences into the target language.

With the goals and characteristics of the (GTM) some activities can be done in the classroom. One of the activities the teacher requires the students is to gather or bring a number of words from a song that they like and translate it into English. The teacher also requires the students to memorize rules when it comes to grammar, and they should give their sentences as samples.

The teacher may ask the students to take the conversation of his/ her friends which is in their native language and translate it into English. In addition to these activities the learners are required to take a number of verbs from a passage given to them as to bring synonyms and antonyms for these verbs. Also, the students are asked to memorize few words each day in English and give their native language equivalent (Alvior , 2015).

2.3 Direct Method (DM)

Direct method is also called oral or natural method constructed around 1900s as a substitution to the GTM (Taylor, 2003). It is not new its principles have been used by language teachers for many years. Recently, it was becoming as a method when its goals was changed and started focusing on how to use the language to communicate. On the other hand, GTM was not very successful in this side. Thus, direct method became more popular. Translation is ignored, this is the main rule in this method (Larsen- Freeman, 2000).

In direct method, the meaning is conveyed directly in the target language through pictures and presentations without using learners' mother language (Driller, 1978).

Some characteristics of this method is that the lessons are presented in the target language and ignore using mother tongue in the class. The focus is on every day words which learners need. In addition, the preciseness in this method is on pronunciation and grammar (Taylor, 2003).

According to (Millsaps, 2020), the basic principle of the direct method is that the teachers teach language inductively which means that the grammar rules are discovered by the learners themselves. the vocabulary is introduced by using demonstration, objects, and pictures. and metaphysical vocabulary is presented by linking the idea. Oral communication is the basic goal in this method. The emphasis is on speaking rather than reading or writing. It supports learners to communicate even if they have grammatical mistakes. This is different from GTM where student learn all the grammar rules but they cannot speak effectively in the target language.

Negative features of this method are, this method it overlooks writing and reading skills. Learners that come from rural area and have middle average or low average find it difficult to understand using this method. Also, it is known as expensive method because it requires aids for teaching. This method should be used by teachers that have qualification to teach. In addition to that, this method is unsuccessful in the early stage of learning (Vishal, 2016).

2.4 Audio lingual method

The Audio lingual method emerged in the World War II and it was called Army method and Aural-oral approach at that time (Richards,J.C.et-all.1987). It depends on structuralism of language learning and behaviorism (Rhalmi, 2009).

The audio-lingual method concentrates on oral skills. It helps the learners to improve communicative competence. Language items are introduced to students in the target language without indication to the mother tongue which helps them acquire the language skills effectively. The aim of this methods is to make the learners respond speedily and precisely in the target language by teaching vocabulary and grammar pattern during dialogues. These dialogues are learnt during repetition and such drills as repetition, backward build up, chain, substitution, transformation and question and answer are conducted based upon the patterns in the dialogues (Larsen-Freeman, 2000).

According to Bolen (2021), there are four types of dialogues which is applied in this method as the following:

Repetition which means the students recur the teacher statement properly.

Inflection which means the word changes in several forms from the previous one.

Replacement which means one word can be replaced with another word while the sentence is still the same.

Restatement which means the learners repeat the teachers statement.

Ontario (1987) mentions positive features in Audio lingual method. It gives the learners opportunity to practice language pattern and this helps them to memorize or store the language pattern and use it directly in realistic conversation. Additionally, it enhances good pronunciation for the learners and this is very important for them to differentiate between the sound that change the meaning of the word because they may be say incorrect sound in the wrong situation and this will make the listener confuse also concentrate on fluency.

Ochoa (2011) says that students learn pronunciation, intonation and stress during a modeling by imitating what the teacher says. Through this way they will produce correct sound stress, pronunciation, and intonation because they are unconsciously. This way can help them to know how to pronounce the correct sound successfully more than written text.

Liu and Shi (2007) say that the weakness of Audio lingual method is that the learners do not have ability to convey the acquired skills to realistic communication outside the classroom Thus, communicative competence in teaching practice is eliminated. Learners may practice through dialog or conversation and some of them cannot improve what they have learned in the class. They just can memorize dialog not the conversation in real life.

Ontario (1989) (p,23) wrote in his book that “Audio lingual method is boring not creative”. In the teaching learning process of Audio lingual method, it requires from the learners to mimic what the teachers say. This what they do in the class. Therefore, they do not have time to express their ideas.

The method is based on mechanical learning and there is no space for mistakes. As a result, it becomes senseless for students. In this method, the learners are not interested because they felt that they do not belong to this environment even they should complete the tasks not because they are interested but because they have to do this (Ochoa,2011).

2.5 Task-based teaching

Prabhu (1987) who first established TBLT defines a task as an activity that the learners reach as a result from information that the teachers give. When it comes to oral performance, learners to need to interact with each other through tasks. According to Nunan (1989), a task as a kind of classroom activity that assists learners to practice the language and understand what needs to be done through communication in the target language focusing on the message being conveyed rather than structure. meaning rather than form.

Feez (1998, p. 17) outlines the key elements of TBLT as the following:

- 1) The focus is on process rather than product
- 2) Basic elements are purposeful activities and tasks that emphasize communication and meaning
- 3) Learners learn language by interacting communicatively and purpose full while engaged in the activities and tasks

4) Activities and tasks can be either those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.

5) Activities and tasks of a task-based syllabus are sequenced according to difficulty

6) The difficulty of a task depends on range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

2.6 Communicative approach

The origin of the communicative approach

Applied linguists and teachers who were not satisfied with the traditional methods such as ALM and GTM to teach English as a foreign language found that communicative could assist learners to develop communicative and linguistic competence. They were aware that the learners do not have enough language to communicate and convey messages. this approach received a lot of attention in the end of 1970s (Howatt,1984). It was popular that the students communicate with each other in the target language. The communicative approach was adopted to fit all levels of proficiency. “The theory of communicative approach was derived from the definition of language as a means of communication. Language as a means of communication is claimed that this was a kind of philosophy rather than a method” (Howatt, 1984, p.7).

Principles of communicative approach

Students in this approach use the target language to communicate and the language that they use must be suitable to the situation and they should differentiate between formal

and informal style. In addition to that, students must have permanent interaction and face the target language. In this approach the themes are chosen related to age, needs level, and students' interest. Motivating the learners is important. Teachers should increase students' attention from the beginning of the lesson. Their role is to be facilitators and evaluate the students based on accuracy and fluency (Retrieved,2010).

Communicative approach helps students to develop communicative competence which means they will be able to use suitable grammar and linguistic structures in different real life contexts and they will be able to fit to several situations. In this respect, they use authentic materials to help students develop their grammar and vocabulary while exposing them to listening, speaking, reading, and writing activities. One of the benefits of the communicative approach and related approaches under the communicative language teaching umbrella is that the teachers have an ability to merge a grammar or vocabulary lesson with respective and productive language skills (Littlewood,1988).

2.7 Communicative competence

According to Hymes (1972), communicative competence indicates the level of the learners in the language which helps them to transfer their messages to others and comprehend the message of others during a specific context or situation. He also demonstrated that the learners who have competence in the language, they know when, where, and how to use it in the suitable situation rather than just understanding or knowing how to get out precise grammatical structure.

The term communicative competence indicates implicit knowledge of a language and capability to use it effectively (Nordquist, 2019). It began with Chomsky's grammatical competence in 1969s when a theoretical ground for teaching, learning and testing

languages began. Within a short time, Hymes' communicative competence concepts of performance and competence emerged. Afterward, many other linguists put their potentials to improve the concept of communicative competence. Some of whom develop the model are Widdowson, Canale, Swain, Savignon, Bachman and Palmer (Rangelova, 2022).

In theoretical bases of communicative approaches to second language teaching and testing, Canale and Swain (1980, p, 6) identified these four competences of communicative competence as the following:

Grammatical competence: involves word formation and sentences formation, orthography vocabulary and knowledge of phonology.

Sociolinguistic competence: includes knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle settings, topics, and communicative functions in different sociolinguistics contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistics context.

Discourse competence: is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading, and writing. It deals with cohesion and coherence in different types of texts.

Strategic competence: refers to compensatory strategies in case of grammatical or sociolinguistics or discourse difficulties, such as, the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or

in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

2.8 Communicative language teaching Approach

Communicative language teaching (CLT) originated in Europe in the 1970s with the aim of making language instruction responsive to the communicative, functional demands of learners. It has its roots in the changes to the British language teaching tradition which adapted the situational language method. This method aimed to teach basic grammar within meaningful situations. However, it was seen that this method did not allow for the creativity of interactions. A need to study the language itself was seen. This was partly a response to Chomsky's demonstration that the current structures of language could not account for the uniqueness and creativity of uttered sentences. Likewise, the British applied linguists saw the need to focus more on the communicative proficiency rather than structures (Richards & Rodgers, 2001).

Savignon (2002, as cited in Berns, p. 5) summarizes eight principles of CLT:

1. Language teaching is based on a view of language as communication, through it, speakers make meaning and communicate for specific purposes, whether orally or in written.
2. Diversity is part of language development and use.
3. Competence is relative not absolute.
4. Varieties of language can be used as models for learning and teaching.
5. Culture is a means for shaping speaker's communicative competence, both in the first and in subsequent language.

6. Various techniques and methodologies are allowed.
7. Language use serves to express ideas, interact, with others and understand and produce texts, and is related to the progress of competence in each.
8. Learners should use the language in performing tasks, for variety of purposes throughout the learning process.

This approach focuses on the skills which make the students speak clearly and confidently. It is different from traditional method which concentrates on grammar to support the active and authentic use of language in learning and acquisition. Therefore CLT has attention to interaction, solving problem and classroom activity usually involves role play and pair/group work (Sanako Blog, 2021).

The basic features of CLT was described by Nunan (2000). In which he list five features that are generally accepted by most linguistics and practitioners in their explanation about CLT today.

- a. An emphasis on learning to communicate through interaction in the target language.
- b. The introduction of authentic texts into the learning situation.
- c. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- d. An enhancement of the learners own personal experiences as important contributing elements to classroom learning.
- e. An attempts to link classroom language learning with language activation outside the classroom. (p. 279).

Types of activities used in CLT

1. Task – completion activities, puzzles, games, map-reading, and other kind of classroom tasks in which the focus is on using ones language resources to compete a task.
2. Information –gathering activities; student- conducted surveys, interviews and searches in which students are required to use their linguistics resources to collect information.
3. Opinion – sharing activities; activities in which students compare values, opinions or beliefs, such as a ranking tasks in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
4. Information-transfer activities; these require learners to take information that is presented in one form, and represent it in a different form. fore example, they may read instructions on how to get from A to B, and then draw a map showing a sequence, or they may read information about a subject and then represent it as a graph.
5. Reasoning – gap activities; these involve deriving some new information from given information through the process of inference, practical reasoning, etc. for example, working out a teachers timetable on the basis of given class timetables.
6. Role plays; activities in which students are assigned roles and improvise scene or exchange based on given information or clues (Richards,2006, pp. 19-20).

2.9 Language anxiety

Language anxiety is unfavorable emotion that happen when the learners using the language. It prevents them from communication in the target language, and it is one of the factors that decreases their confidence in speech. As a matter of fact, anxiety is about anxious feeling, stress and fear of making mistakes which are attached with nervous system (Spielberger, 1993). MacIntyre (1998) defines language anxiety as “the worry and negative emotional reaction aroused when learning or using second language” (p, 27). Similarly, Horwitz and Cope (1991) conceptualized foreign language anxiety as “a distinct complex of self –perception, beliefs, feelings and behaviors related to classroom language learning arising from uniqueness of the language learning process” (p, 31).

Causes and effect of language anxiety

Nervousness and anxiety are one of the causes that have impact on speaking a language. Due to these causes, learners may feel uncomfortable and embarrassed when they communicate. Thus, the teacher should help them to overcome this feeling by making them relaxed and feel security in the classroom additionally the teacher should find techniques that encourage students to participate in oral activity this (Koichi Sato (2003). Language anxiety is imputable to various reasons, the first reasons described by Horwitz et al (1986, p. 4) are “communication apprehension, fear of negative evaluation, and test anxiety.”

Moreover, Young (1991) determines six possibility reasons of language anxiety from three aspects: the teacher, the learner and the instructional practice. He said that

language anxiety is caused by learner's beliefs about language learning, personal and interpersonal anxiety, instructor learner interaction, instructor's beliefs about language teaching, language testing and classroom procedures. Young (1994) clarifies that these reasons of language anxiety are connected to each other.

2.10 Willingness to communicate (WTC)

Willingness to communicate is desire to communicate and speak using the target language and this is very important to help learners express and explain their feeling to convey their messages to other people.

WTC is defined by Macintyre, Clement, Dornyei and Noels (1998) as "readiness to enter into discourse at particular time with a specific person, or persons, using a L2" (p, 547).

WTC appeared in the 1980s and 1990s as a helpful concept to express, explain describing using L2 communication (Macintyre et al., 1998). Recently it has begun to receive a lot of attention because a number of studies have indicated that WTC has an impact on L2 communication in regard to their level (Clement, Baker, & MacIntyre, 2003; Yashima, 2002), which can in turn facilitates successful L2 learning (Reinders , 2016).

The notion of willings to communicate has recently begun to receive huge concentration in second language acquisition. Second language L2 pedagogy has used authentic of the L2 as an important part of language learning and teaching include the goal of improving L2 student's communicative competence. A lot of teachers used a broad range of methods and activities to support students to communicate. In addition

to that, many students don't attract to speak much in target language inside or outside the classroom. (Reinders, 2016).

The improvement of WTC has been suggested an important aim in English language teaching the first aim is to support L2 interaction in the classroom. The second aim is to enable learners to continue to communicate outside the classroom (Macintyre et al., 2003). The studies that have been done about WTC showed that the language learners that they have great WTC are more probably to use the L2 in authentic communication. (Kang,2005), have a lot of capability to practice in L2 (MacIntyre et al 2001). Achieving greater levels of language fluency (Derwing, Munro, & Thomson, 2008) in general requires higher language proficiency (Yashima, 2002) and as an outcome WTC shows greater development in their communication skills (Yashima, Zenuk, Nishide, & Shimzu, 2004). Obviously, language program which raises WTC is very successful (Reinders, 2016).

2.11 Positive teacher- students relationships

Teacher–student relationships are an important factor for the learners to success. Positive relationship between teacher and student can help to decrease the anxiety of the learners and feel more relaxed.

Researchers (e.g., Klem&Connell,2004) have found this positive teacher-student's relationship are the basis of effective teaching (Bergin, 2021).

There is a number of guidelines that may assist in developing positive teacher-student relationship. These guidelines are as the following:

1. Be sensitive, responsive, warm, and have frequent positive interaction.

2. Learn what you can about child and adolescent development; teachers with greater knowledge of development are more sensitive.
3. Be well-prepared for class and hold high expectations for students. Students view this as a sign of caring.
4. Be responsive to student's interests and agendas by providing choice whenever possible. Students feel greater rapport with teachers who give them some control over what they do. When you cannot provide choice, give a reason.
5. Use no coercive discipline. Coercive discipline involves threats and control of resources, like taking away recess for misbehavior, which undermines relationships. No coercive discipline involves explaining to students why their behavior needs to change, like "you need to be quiet in the hall so that we don't discipline builds positive relationships so the students is motivated to cooperate.
6. Tell each student (and their peers and parents) what you like about them; give sincere praise for effort and kind behavior. Let them know you missed them when absent. (Bergin, 2021, pp. 158-159).

2.12 Strategies for improving speaking English

Speaking is the process of conveying messages, feelings and sharing information through language to other people whether it is written or spoken (Chaney, 1998).

In teaching and learning speaking is very important part of second language but a lot of years teaching speaking have been underestimate and the teachers that are teaching English language they are still using repetition of drills and memorization of dialogues to teach speaking. However, "today's world requires that the goal of teaching speaking

should improve students' communicative skills, because, only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques" (Shrouf , 2021, para 1).

Stimulating learners through activities assists learners to learn language. According to Shrouf (2021), stimulation in activities can bring any object that learners are interested in. For example, if a learner wants to act as a singer s/he could bring microphone to sing. Role-plays and stimulation in those activities can encourage learners. Moreover, as Harmer (1984) indicated, those activities raise students' confidence, because in those activities they have various functions and they do not have to do the same duty.

Information-gap activities are another strategy used to promote FL/L2 learning. In these activities students are imposed to work in pairs or small groups which means one student has information that the other does not have. Thus, they will share the information together. This activity has many goals such as gathering information or resolving problem. Everyone in this activity have an important function because without a partner, the task cannot be accomplished. Consequently, this type of activities is beneficial for learners because they encourage learners and could impose them to talk in the TL(Richards,2006).

Storytelling is a type of activities that learners use language and practice it. learners can tell story that they know or heard from somebody or they can create their own story to tell their classmates. This activity enhances creative thinking of learners and helps them to express their ideas in "the format of beginning development and ending

including the characters and setting a story has to have” (Story Regions,2014). Sometimes learners need to complete a story in order to encourage them to speak. Students, for instance, read a magazine or a newspaper and then they tell their classmates what is the most beautiful news they find(Sharouf,2021).

Teachers can use interviews in classroom to make learners engaged in an oral activity. They can give learners a lot of topics or make them choose the topic that they want and to know the kind of question that they ask to conduct interviews with different people. After they finish their interviews, they can present the information they collect to the class. These activities can give learners opportunities to practice speaking not just in the class but even outside the class and also it is beneficial to become socialized (Clapman,2020).

Picture describing: these activity learners will do it in groups. Every group given different pictures to describe it then every group describe his pictures to their classmate in the class. This activity enhance imagination, creativity and speaking in front of people (Shrouf,2021).

2.13 Problems faced by students in speaking English language:

Common grammar mistakes while speaking English language:

Grammar is very important to speak the language and the leaners face difficulties in grammar rules such as tenses, active and passive Thus they make a lot of mistakes when they speak. Because they confused when they used these tenses may be they want to speak in the past but they use present (Adil,2022).

Confidence, shyness and fear of making mistake when speaking English language

It is the feeling that the learners feel while they are speaking English language. This feeling happens because they are not confident (Hobson,2015) and this may make them unable to remember vocabulary and grammar rules that they want to use. In addition to that, they make them feel worried and uncomfortable. Thus the teacher should motivate and inspire them to overcome this feeling additionally, learners feel frightened of making mistakes because he thinks that their classmates will laugh or looking innocent at them. This feeling is resulted from inability of speaking English language with others. They should know everyone makes mistakes no one is perfect. but they should learn from our mistakes (Yi Htwe, 2007; Saurik,2011).

Students' lack of motivation in speaking English language:

Motivation is very important to speak English language and it's the key to help students' success (Songsiri,2007). Nunan (1991) indicates that the boring teaching, lack of understanding the material and lack of the cognition to achieving a goal are all factors effect learners' motivation.

Chapter three

Methodology

3.1 Introduction:

The current study investigates the methods and approaches that the teachers use in teaching EFL at primary schools in Sabha. This chapter deals with communicative approaches such as CLT in Libyan primary schools. The research methodology is discussed in this chapter, the participants who were selected for this study, the instruments and techniques that were used to collect and analyze the data.

3.2 Setting:

This study was conducted in Sabha. The sample was 5th and 6th grades from one primary school. For ethical consideration the names of the school will not be mentioned. The first step was to take permission from the educational institution in which the study took place. The participants in this study were 7 teachers from one educational institution. Three teachers from 5th grade and four teachers from 6th grade. They all agreed to participate in this research. The total number of students in both classes was 40.

3.3 Instruments and design of the research:

The research is a qualitative based study. Therefore, two research instruments were used, classroom observation and interviews which took place in one school.

The interview was particularly used to explore the method that the teachers used to teach EFL students. It also focused whether the teachers communicated in English with

their students. The interview was semi-structured interview. The teachers were asked different kinds of questions that included seven open-ended and five yes/no questions.

The observation aimed to observe the learners and the teachers to find out how the learners interact with the teacher how the teachers teach the learners. It also identifies what kind of method used in the classroom, that is, to confirm whether they use communicative approaches. The observation included check list to identify any key points related to communication between the teachers and the students in the classroom and kind of methods used.

3.4 Data collection procedures:

First of all, I took permission from the school principal. After that, I went to meet the teachers to set a particular time to interview them. Before interviewing them, I gave them an opportunity to see the questions and asked them if there was anything unclear. The interview took 15 minutes. I also asked the teachers to observe their classes. The aim of this was to explore whether the students interacted with their teachers and how the teachers interacted with the students. I observed two classes and each one lasted 40 minutes.

Secondly, I read a lot of resources, books and previous studies as a secondary source to collect information that is related to the literature review which focuses on CLT approach.

3.5 Reliability:

When I met the teachers, I introduced myself. Then I explained the purpose of this study. I intended to discuss some issues with them regarding the topic being

investigated. This could assist in creating trust between me and them. The purpose of this discussion was to elicit any further issues about the topic of the study. This may assist the teachers to restore and recall anything related to the topic. Yet, the interview can be more feasible for them. Moreover, during the discussion, I was keen on comparing the checklist which aimed at identifying the key points of the topic. Therefore, observation and interview were support to each other since one reflects the other.

3.6 Validity: The instruments of the study were intended to measure or explore the students' interaction with their teachers. In this respect, I discovered the ways the teachers applied in teaching at primary schools. In the observation, I noticed the interaction of the learners with the method and how the teacher presented the lessons to them. I also discovered that the teachers used traditional methods in their teaching. In the interview when I asked them the questions, I discovered why the teachers chose these traditional methods. Therefore, the observation and interview reflected the type of teaching that the teachers used and explored whether there was classroom interaction between the teachers and the students through the use of communicative approaches.

Chapter four

Data analysis and discussion

4.1 Introduction:

The current study investigates the teaching approaches used in teaching English in Libyan primary schools. This chapter presents data analysis and discussion. It is presents three sections. The first section is introduction. The second section presents the analysis of the interview. The third section presents the analysis of the observation. I will analyze the questions of this study depending on similar answers of the teachers. I used three methods for data analysis, familiarization, transcription and translation and coding.

4.2 Data analysis methods

Familiarization is the process of becoming familiar with the data through reading and re-reading the interview transcripts (Braun & Clark ,2013). In this step. I decided to transcribe the data by myself to make the process of transcription familiar to me.

Transcription is the action of providing a written account of spoken words. Transcription is conducted of individual or group interviews and generally written verbatim (exactly word-for word) (Lorenza, 2007). I transcribed the interview with the teachers and conveyed the meaning and notes through translation word from Arabic to English.

Qualitative coding is the process of systematically categorizing experts in your qualitative data in order to find themes and patterns (Gibbs,2007). This study was

carried out according to the responses of the of the respondents (teachers) in data collection with the aim to be a theoretical conception (Coffey & Atkinson, 1996).

Analysis of the Interview

Q1 Are you satisfied with the teaching methodologies in the classroom? why?

Some teachers said yes and many said no. T1, T2, T3, T5, T6 said yes they are satisfied because the methods that they use are very easy for the learners' level to understand. Teacher 4 and 7 replied with No because the methods that we use are very boring, old, and not sufficient for them to acquire the language. It seems that the level of the learners determines the teaching methods that the teachers use. The teachers should improve their teaching methods by using CLT approach which emphasize on the process of communication more than mastery of language forms (Finocchiaro&Brumfit,1983).

Q2 Do the students prefer to remain silent or engage in activity and why?

Most of the teachers said they like to be engaged and others like to remain silent. all of the teachers provided the same answer. They said that some of the students like to be engaged because they do attractive things to encourage them to speak, such as, repetition of words and displaying pictures. Other students prefer to remain quiet because they feel shy and frightened of making mistake. Therefore, in every class there are some students who like to speak and participate while other prefer to not communicate. It all depends on the teaching methods and activity that the teachers use. The teachers should use activities as in CLT approach such as information gathering activities and role plays activity that encourage them to speak as Richards,2021 Saied

or other activity that help them improve their speaking such as brainstorming and storytelling(Shrouf,2021). Richards,2021 Saied.

Q3 Do you use English in the classroom? why?

Most of the teachers they use both English and Arabic language in the class. teachers T1, T2, T3, T4, they use English and Arabic to make sure that students understand and teachers T5, T6, T7, they use Arabic more than English because the learners are very weak in the language which makes it difficult for them to understand. Therefore, English and Arabic were both used in the classroom because of the level of the learners. It prevents the teachers to use English language only. According to Beare,2018 using English in the class is very important by teachers and students to help them acquire the language.

Q4 what type of teaching methods do you prefer to practice in the classroom?

Most of the teachers used Audio lingual, Grammar translation method and Direct method. based on the teachers' responses, they were aware of GTM, ALM and DM and often used them in their teaching. It appeared that they do not acknowledge any communicative method or approach. (Howatt,1984) Saied that these traditional methods do not encourage students to speak. He discovered that CLT approach helps them to develop communicative competence more.

Q5 Are you familiar with the CLT approaches? If yes, have you thought about practicing it in your teaching? Why?

All of the teachers did not not have knowledge about CLT approaches except for teacher who said that she likes it so much. Therefore they do not have any idea about

CLT which help learners to improve their communicative competence and improve their oral skills(Haymes,1971). They use just traditional methods which they know such as ALM, DM and GTM.

Q6 what sort of approaches do you think encourage students to interact in English?

Most of the teachers said that songs, pictures, and repeating the words encourage them to interact. Few teachers do not use any, such as, listening to songs or conversation, and using pictures. It seems that the teachers do not have any knowledge about approaches therefore they gave me this answers. According to Bolen (2021), most teachers found that a mix of the communicative approach, Audio- lingual methods and task-based teaching works very well in all ages and levels.

Q7 what errors do your learners make when they respond to you in English?

All the teachers said the errors are in grammar and pronunciation. these errors happen because they do not study grammar in the previous grades. Also, they do not take phonetics. Therefore, they make these mistakes. According to (Adil,2022). these some of the problems that face learners in speaking.

Q8what do you do to help your students speak English in the class?

Most of the teachers said we used repeating the words, reading and asking them personal question such as what is your name but few teachers do not do anything. T1, T2, T3, said we do anything because the level of the learners very weak. Thus, they do not give us passion to encourage them to speak in English. using activity that help

learners to speak in English is very important such as brainstorming, storytelling and pictures describing (Shrouf,2021).

Q9 How would you describe the learners' response and their feelings towards that teaching methods practiced? Why?

Most of the teachers said the learners are happy with these methods. T1, T2, T3, T4, T5, said because we use attractive things such as pictures and listening. They see that using pictures attract their attention and encouraged them to speak and interact with the teachers (Daryanto ,2011) said that it has many advantages. also they Saied that listening activity helps them to interact specially when they listen to songs (Rivers,1966) indicate that not just speaking help to develop communication only listening to the native language has impact too.

4.3 Analysis of the Observation

I attended two classes all the teachers are used traditional method and they don't use communicative approaches or any other modern method. The classes consist of 40 learners girls and boys some of them are interact with the learners and the other not. Teachers don't use so much activity in the class because they don't have time to do it. The class is only 40 minute. The teacher just explained the lesson showing them pictures, repeating the word after the teacher and listening to the recorder that is relative to the lesson and sometimes the teachers did dedication. and I think these are methods to teach not activity that helps them to speak. But the teachers these are our activity in the class. theacher1 she said that she know CLT approach and she applied it in their teaching but in fact, when I did the observation I discovered that she used traditional

methods not CLT. May be she doesn't aware of CLT very well. Additionally, there is no concentration on reading and if they did reading not all the class is read because of the big number. Also in some classes the learners don't have more chance to speak or practice the language and the conversation between learners is ignored.

Chapter Five

Conclusion

5.1 Conclusion

The analysis of this study showed that the teachers in this primary school used traditional methods and didn't have any idea about CLT approach. Also they don't know what is approach. Additionally, they don't use one method in their teaching they combined them together. They use GTM, DM and ALM. Some of them are not satisfied with these methods they see that are very old. Most of the teachers complained that the level of the learners are very weak language and they make a lot of mistakes also they don't have ability to communicate in the target language. The teachers don't use a lot of activity in the classes that give the learners more chance to speak and practice the language. some of the teachers don't do any kind of activity they just explain their lesson and leave. Moreover, Arabic language is used more than English in the classes. This factor make the learners use Arabic, too.

5.2 Appendices

Using communicative approach in primary schools helps student to develop their communicative competence and also oral skills.

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The current study was designed to answer the following questions

Q1 Are you satisfied with the teaching methodologies in the classroom? why?

Q2 Do the students prefer to remain silent or engage in activity and why?

Q3 Do you use English in the classroom? why?

Q4 what type of teaching methods do you prefer to practice in the classroom?

Q5 Are you familiar with the CLT approaches? If yes, have you thought about practicing it in your teaching? Why?

Q6 what sort of approaches do you think encourage students to interact in English?

Q7 what errors do your learners make when they respond to you in English?

Q8 what do you do to help your students speak English in the class?

Q9 How would you describe the learners' response and their feelings towards that teaching methods practiced? Why?