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COMMUNICATIVE LANGUAGE TEACHING IN EFL CONTEXT: THE CASE OF OMANI UNIVERSITIES

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Abbreviations and Acronyms

OAC - Oman Accreditation Council

GFP - General Foundations Programs

FI - Foundation Institute

IELP - Intensive English language programs

SQU - Sultan Qaboos University

CLT – Communicative Learning Teaching

GT - Grammar Translation

MOI - meaning oriented instructions

FFI - Form focused Instruction

CFI - Communication focused instruction

EFL - English as a foreign language

FL - Foreign Language

Abbreviations of variables

BEL - beliefs

CHA - challenges

TF - Teachers factor

SF - Students factor

Stud - students

Teach - Teachers

1 Introduction

1.1 Introduction and background

1.1.1 Abstract

This study aimed to analyze and understand teachers' and learners' attitudes towards Communicative Language Teaching (CLT) approach in a foreign language context in higher education in Oman. "CLT represents a philosophy of teaching based on communicative language use and is defined as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities" (Richards & Schmidt, 2002:90). The focus of this study has been decided to be on teachers' and learners' attitudes towards CLT due to the important roles that both teachers and learners play in the success of any innovation in the field of education. In the literature review, learners' attitudes play a strong role in determining the success of innovations in instructional practices (Savignon and Wang, 2003). Moreover "research on teachers' beliefs is crucial in determining the way teachers understand and organize instruction" (Yavuz, 2007: 302). In addition to that, this study is considered as an evaluative study to explore teachers' implication of CLT and the impact of this implication on students "communicative competence", which is considered as an ultimate goal of communicative language teaching in a foreign langue context (FL). The importance of this study is due to its significance to come up with a clear understanding of teachers' and learners' beliefs considering teaching and learning process. It also aims to specify the impact of CLT as an effective teaching approach in English as a foreign language (EFL) among higher education students and to specify any difficulties or challenges that might hinder CLT implementation in the Omani context. To achieve this, a quantitative study had been used to collect data from both teachers and learners. The participants of this study were 631 students (189 male and 391 female) who were enrolled in Intensive English

language programs (IELP) in Foundation Institute (FI) in two Universities (210 students from public university and 421 students from private university) and those participants were from three different English proficiency levels (247 level 1, 155 level 2 and 229 level 3). The teachers participating were twenty four, who were teaching those groups of learners; mainly 66.7% of them were native English speakers while 33.3% were non-native speakers of English language working in higher education in Oman.

In terms of teachers' beliefs towards CLT principles, the results showed that teachers had positive attitudes towards CLT principles in general and teachers showed more preference attitudes towards group and pair work. Furthermore the descriptive statistics results about teachers' beliefs of CLT difficulties and challenges indicated that student related difficulties and challenges are considered as a major challenging to implement CLT in Omani context. Additionally, we found that teachers' beliefs about CLT principles correlated inversely and statistically significant with perceived difficulties of implementing CLT. In other words, the participants who reported most positive attitudes towards CLT encountered less challenges and difficulties in relation to students, teachers, education system and CLT approach itself.

In addition to that, regarding teachers' perceptions of CLT practice, firstly, the results showed that communicative language teaching approach was the most common approach used in the classroom compared to other teaching methods such as grammar translation, the audiolingual, and the direct method. Secondly, in terms of teachers' perception about CLT practice, teachers perceived their classroom practice to be more towards practicing strategic competence and CLT principles which encourage more collaborative work and communication in English. On the other hand, teachers perceived their classroom practice to be less towards sociolinguistic and intercultural competences and also less practice of CLT principles which focused on using authentic materials and genuine communication. In general, the results indicated that there was more practice of grammatical and strategic competences, and less practice of sociolinguistic and intercultural competences.

In addition to investigating teachers' perceptions about CLT practice; teachers' perception about CLT impact on students' learning and motivation was studied. The descriptive results showed that CLT impact on students' cognitive changes recorded the highest mean; then it was flowed by CLT Impact on students' affective change motivation towards learning language. On the other hand, the results showed that CLT negative impact was recorded the lowest mean score. Therefore teachers believed that CLT had a positive impact on developing students' learning skills and CLT also had an impact on students' motivation.The correlation between teachers' perception of CLT practice and their perceptions of CLT impact on learning and motivation was also studied. There was a statistically significant and quite strong positive correlation between teachers' perceptions of what they did in their classes associated with CLT and their perceptions of its effect on students' development cognitively and affectively. The results emphasized the apparent impact of CLT on students' learning and motivation towards learning English in the Omani context.

In addition to studying teachers' perceptions, learners' perception about classroom practice was also investigated. The analysis revealed that students perceived classroom's practice to be more oriented towards using strategic and grammatical competence and less towards sociolinguistic and intercultural competences. The study also included factors which influence students' perceptions about what is practiced in their classes. In terms of learners' perceptions about CLT impact, students' mean responses associated with CLT impact on students' cognitive changes and affective changes and motivation towards learning language was higher, compared to negative impact of CLT. The correlation between students' perceptions about communicative language teaching practice in their classes and students' perceptions about CLT impact on students' learning and motivation was statistically significant, quite strong and positive.

1.1.2 Significance of the study

Firstly this study aims to examine teachers' CLT cognition as a main concern to this study. There are several investigators who addressed this issue (e.g., Fox, 1993; Gahin & Myhill, 2003; Shawer, 2010b). Secondly, it also aims at examining teacher ability to put CLT into classroom practice and the factors that influence their practice (e.g., Meskill & Anthony, 2007; Nobuyoshi & Ellis, 1993). Moreover, this study is concerned with the CLT impact on student learning, (e.g., Safar & Kormos, 2008; Savignon & Wang, 2003) and students' motivation to continue learning the language. In addition to exploring CLT in depth and its main features, it also investigates the practice of communicative and intercultural competences from teachers' and learners' point of views.

There is a research gap in this field as a few studies have been carried out to take in-depth look into appropriateness of CLT from practitioners' perspective through an investigation of teachers' beliefs about CLT and actual teaching practice in the Omani tertiary EFL context. It needs to be emphasized that teachers' beliefs can affect practice as argued by Tsui (2003:55): "teachers' disciplinary knowledge often has a decisive influence on the process, content and quality of their instruction". In addition to that, Karavas-Doukas (1996) and Sato and Kleinsasser (1999) stated that "few studies have been undertaken to look into how well CLT is perceived and adopted as a result, there is a research gap has been paid increasing attention by some theorists and practitioners in different countries" (p. 88).

"Given the persistence of the influence of CLT as a methodology, and its continued dominance in the discourse and practice of the profession, it is surely essential that ordinary practitioners possess a clear understanding of its central ideas" (Hunter, 2009:19). At the same time, the investigation of Omani learners' perceptions of learning experience and what has been practiced in their classes and its influence on their learning and motivation had not been explored commonly in Omani context in general and learners' perceptions of CLT approach in particular.

1.1.3 Focus of the study

1.1.3.1 Personal experience

The previous experience of the researcher as a teacher trainer for Omani English teachers, who were teaching English as a foreign language in Omani schools, provided researcher with an understanding of the main challenges that teachers would experience when they have to apply any new approach in their classes. That previous experience inspired researcher to investigate both teachers' and their learners' attitudes towards communicative language approach and its practice in classroom, including both communicative and intercultural competence as considered to be the main focus of such approach.

In the field of teaching English as a foreign language in Oman, there was an encouragement for Omani teachers to use CLT approach as a most effective approach. However there have not been many studies which focus on teachers' attitudes towards CLT, actual practice of CLT in classes and perceived difficulties or challenges of CLT implementation.

In addition to that, the current experience of being an English instructor for Omani students who were taking intensive English courses in (FI) Foundation Institute in their first year at the universities inspired researcher to investigate learners' attitudes towards teaching and learning English as a foreign language in their classes. Moreover, the experience of working with English teachers who were teaching those group of Omani students had given researcher motivation to investigate teachers' attitudes towards their teaching in classes and its impact on students' learning and motivation.

From another point of view, the experience of the researcher as a learner of a foreign language, as being a third language leaner who had taken Spanish language courses in the University of Deusto as a part of her scholarship, was a very motivating experience that encouraged exploring which are the most effective teaching techniques that will support a foreign language learner to be a communicative and intercultural competent and to be a motivated learner. In addition to that the researcher's new experience of learning Spanish as a third

language has also stimulated researcher to understand the importance of communication using language to understand the other culture and to interact with native speakers. As a consequence, the importance of investigating communicative competence in Omani classroom as it is the ultimate goal of communicative language teaching approach. To conclude with, learners and teachers are considered the main figures in applying any innovation in education field. It would be supportive to work with learners and teachers to understand their beliefs and attitudes and to develop their reflective skills about their learning and teaching. Such studies would be beneficial to develop different techniques and strategies used for teaching and learning English language in Omani context.

1.1.3.2 Omani context

This section presents an introduction about teaching English language and its importance in Oman according to different Omani authors and researchers, and it also presents teaching methodologies used in classroom and the common problems raised while teaching English as a foreign language in Oman. Al-Mahrooqi & Tuzlukova (2010:13) stated that “English is the modern world’s lingua franca; it is now playing a vital role. It is an essential instrument for the country’s integration into the rest of the world and for the ‘Omanization’ process, a government endeavor to replace expatriate workforce with nationals”. Additionally, “Oman needs English – the only official foreign language in the country - as a fundamental tool for ‘modernization’, ‘nationalization’ and the acquisition of science and technology. Currently, English is also important for the internationalization of the country’s higher education system" (Al-Issa, 2007:199-200, as cited in Al-Mahrooqi, 2012:124). As a consequence, English language is considered as an important language to be taught in Omani context.

Moreover, Al-Issa (2015:561) understands that “the Sultanate of Oman is a developing country, which like many other countries around the world accepted English as the only official foreign language. It has invested heavily in this planning for the past 4 decades or so, and decided to integrate English into its national education system. This planning strategy by the government

has resulted in the importance and power of using English as illustrated in professions such as business, education, and the media. Furthermore, it has multiple and significant implications in values related to finding a white-collar job, pursuing higher education, conducting business, acquiring science and technology, analyzing and understanding the target language culture(s), and inter-lingual communication".

In the Omani context, "In spite of claims about ELT curricula being geared towards communicative language teaching (CLT) and the integration of advanced and sophisticated educational technology into English language teaching (ELT) (Ministry of Education, 1999, 2008), research has shown that the experience of implementing English through education in the new ambitious ELT national plan in 1999 known as the Basic Education System (BES) has been problematic and thus suffered from major shortcomings" (Al-Issa & Al-Bulushi, 2012:561).Therefore it is essential to conduct more studies exploring teachers' attitudes CLT and perceived difficulties and challenges of implementing CLT. Moreover, some studies in Oman investigated the major problems that teaching English in Oman had, for instance Al-Issa (2015:581) found that "teachers are required to follow the teacher's guide and teach for exam purposes, as exams are almost entirely based on the mandated syllabus. This not only conflicts with the policy guidelines, but also largely restricts teacher's epistemic power and contribution to producing communicatively competent students, who can effectively contribute to nationalization and modernization. Exams, as hegemonic practices almost entirely based on memorizing and copying the sacred textbooks' knowledge, have been largely the sole and dominant tool for gauging students' attainment in Oman. Achieving high marks in tests in Oman has always been a reflection of the effectiveness, success, and credibility of the system and the individuals administering it".

In addition to that, Al-Mahrooqi (2012:124) said that "A majority of public school leavers lack the linguistic and communicative skills required for their future academic or professional success". Similarly, Al-Issa (2011) indicated that the majority entering higher education need an English foundation program which might last up to two years and he also predicted reasons for

such a problem. Al-Issa (2011) also confirmed that “One is the curriculum, which does not do well in equipping students with communicative competence or performance. It is a top-down, centralized process, seeking to ensure that all students graduate with a range of information or knowledge deemed important by decision makers. Furthermore, teaching methodology remains firmly teacher-centered, despite repeated calls for communicative language teaching” (as cited in Al- Mahrooqi, 2012:125). Those studies showed that curriculum and using traditional teacher centered teaching methodology could be one of the reasons for students’ low English proficiency. These factors, coupled with an environment that uses English as a foreign language only, play a major role in producing students’ low proficiency in the language and a lack of communicative ability.

However, “while previous research has speculated on such reasons, it has never addressed the issue directly”. Therefore as it had been suggested that it is necessary to “to tackle the issue directly, giving learners the opportunity to voice their opinions on how they were, or were not, taught communication skills at school and in higher education” (Al-Mahrooqi and Denman, 2016: 174).

Al-Harthi’s (2011) also indicated that, due to the strong link between English and employability in Oman and the apparent failure of the education system to equip learners with communicative skills in the language, the school and college curricula should be reformed to better equip learners in these areas" and Al-Harthi’s (2011) also stated that “it is important for administrators and instructors to focus on aligning teaching more closely with the English language communication needs of the local job market” (as cited in Al-Mahrooqi and Denman, 2016:181).

We reach to a conclusion that it is important to investigate Communicative Language Teaching approach practice in Omani context –as it was considered as necessary towards developing students’ English level proficiency as stated in the Omani literature. In addition to that, due to the importance of equipping students with communication skills before they graduate from higher education Institutes in Oman, the Omani literature

should explore what is in the preparation stage and how such skills are practiced and how they influence students' learning and motivation.

1.2 Organization of thesis

The study has been organized into different chapters. To start with, the present first chapter was considered as an introduction of this study. It represents an introduction for the topic and stating the significance and focus of this current study. In addition to that an introduction to the Omani context was also reviewed.

The second chapter was literature review which mainly investigated the topic of communicative language teaching approach including different themes. Firstly, CLT interpretation and its features and principles were stated. The different models of CLT were also summarized and a description of communicative competence and intercultural competence was provided. Secondly, teachers' cognition was discussed as following: teacher cognition in EFL context, teachers' cognition about CLT in EFL context and teachers' cognition about CLT in Omani context. In this chapter, there was also a summary of previous studies about teachers' attitudes and beliefs towards CLT principles; CLT practice; CLT impact and perceived difficulties and challenges of implementing CLT. Furthermore, this chapter looked at studies done about learners' cognition including: learners' attitudes toward EFL learning, learners' attitudes towards CLT practice in classroom, learners' perception of CLT practice and CLT impact. The learners' attitudes towards and CLT practice in Oman was also added to find out current studies done in this field. A comparison between teachers' and learners' attitudes towards communicative language teaching was also stated.

The third chapter is about methodology. It is organized and developed through a description of the participants, instruments and procedures of data collection and this chapter also presents an overview of research methodology. It contains an account of the procedures used in the study,

including research objectives, research design, selection and description of the participants, setting and context of study. The instruments used for data collection were organized as follows: teachers' questionnaire which includes teachers' background information, CLT practice, teachers' beliefs about CLT and teachers' attributions about CLT implementation constrains and facilitator. Additionally there was the students' questionnaire which consists of students' background information, students' perceptions of CLT practice and students' perceptions of CLT impact on students' learning and motivation.

The third chapter also included sections about data analysis and trust worthiness of this study. The focus was mainly on two important aspects to be tested to assure the study is reliable and valid. Firstly, validity was analyzed using factor analysis either for students' or teachers' questionnaires. Secondly, reliability was studied by using both internal consistence (Cronbach alpha) and inter-judge agreement. In addition to that, a sample description of participants was presented of both teachers and students. Brief description of data analysis procedures was also stated.

The fourth chapter mainly summarized statistical findings and results and it was organized into two main themes: individual variables analysis and relations among variables. Statistical descriptive findings of individual variables such as beliefs of CLT principles, beliefs of difficulties and challenges of implementing CLT, and CLT practice and CLT impact on students learning and motivation will be provided. In addition to that, students' perception of CLT practice in their classes and students' evaluation for CLT impact on their learning and motivation will also be presented. Furthermore, statistical findings of relations among different variables will be stated such as teachers' beliefs of CLT principles and teachers' beliefs of perceived difficulties and challenges of implementing CLT, relation between teachers' perception of CLT practice and teachers' perception of CLT impact on students' learning and motivation and others correlations.

In the fifth chapter of discussion, the main results were summarized and then discussed in relation to Omani context. The main themes to be discussed in this chapter are: teachers' beliefs of CLT principles, teachers' beliefs of

implementing CLT perceived difficulties and challenges, CLT practice and CLT impact on learning and motivation. Additionally, learners' perception of CLT practice and its impact on their learning and motivation will be also discussed. Furthermore, different correlations between teachers' and students' characteristics and those main variables of CLT principles, CLT difficulties and CLT practice and impact will be stated and discussed.

The final chapter is stating the main implications of this current study. The main findings, limitations, recommendations for future studies and a final thought about the thesis will be presented.

2 Literature review

2.1 History of CLT

2.1.1 The development of CLT

To start with, "The basic insight that language can be thought as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of disparate groups of learners" (Nunan, 2004: 7). Since learning language is considered as a tool for communication, there has been an urgent necessity to modify the approaches used in the field of teaching the languages to meet this need. Based on this need for communication, communicative language teaching has been established as an approach for teaching.

First, Nunan and Lamb (2001:30-31) have stated the historical aspect of CLT by stating that "Communicative language teaching emerged from a number of disparate sources. During the 1970s and 1980s applied linguists and language educators began to re-evaluate pedagogical practice in the light of changed views on the nature of language and learning and the role of

teachers and learners in the light of these changing views. There has been a comparison between ‘traditionalism’ and CLT to show the contrast in relation to theories of language and learning, and in relation to objectives, syllabus, classroom activities and the role of learners, teachers and materials”. It was obvious from their analysis for the differences between CLT and the traditionalism that “The insight that communicative was as integrated process rather than a set of discrete learning outcomes created a dilemma for language education” (Ibid: 32).

Moreover, “CLT starts with a theory of language as a communication and its goal to develop learners' communicative competence” (Li, 2003:149). According to Larsen-Freeman (1986:132), the most obvious characteristic of CLT is that “almost everything that is done is done with a communicative intent”. “Teacher selects learning activities according to how well they engage the students in meaningful and authentic language use rather than in the merely mechanical practice of language patterns” (Li, 2003:150).

Therefore “CLT is characterized by a focus on communicative function; a focus on meaningful tasks rather than on language per se (e.g., grammar or vocabulary study) and the efforts to make tasks and language relevant to a target group of learners through an analysis of genuine, realistic situations, the use of use of authentic, from life materials, the use of group activities and the attempt to create a secure, and non-threating atmosphere” (Li, 2003:150). From the researcher's point of view, the diversity of the activities that is used in CLT will facilitate learners’ creativity in learning the language and therefore their level of motivation will be increased.

Based on the findings that mentioned above, there is a necessity of describing the concept of ‘communicative competence’ as being the main focus of CLT. In the coming section a summary of communicative competence’s characteristic will be provided in order to support the reader to see the interrelation between CLT and CC.

2.1.2 How to interpret CLT?

Savignon (2007:217) insisted in the accurate definition of CLT. He stated that "CLT is an approach that understands language to be inseparable from individual identity and social behaviour. Not only does language define a community; a community, in turn, defines the forms and uses of language. The norms and goals appropriate for learners in a given setting, and the means for attaining these goals, are the concern of those directly involved". Based on the researcher's experience, learning a foreign language will enable the learner to understand the community where the language is spoken.

Jiadong and Dacheng (2012) have provided a summary of different studies that have been done to investigate the definition and characteristic of CLT. For example, "the approach of CLT refers to a theory of the nature of language and a theory of the nature of language learning" (Richards & Rodgers, 200, as cited in Jiadong and Dacheng, 2012:77). These two theories could not be separated, understanding the component of the language will enable achieving the success of learning the language.

According to Spada (2007:77), there are different explanations of CLT at the theoretical level. She points out that "British applied linguists share similar ideas of CLT as an approach to second language teaching that includes both form and meaning". "CLT thus can be seen to derive from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events" (Savignon, 2002:209). In other words, Xue (2009:24) stated that "The theory of language underlying CLT can be seen as constituting three major dimensions, namely, the linguistic or structural dimension (grammatical / discourse competence), the functional dimension (strategic competence) and the intercultural dimension (sociolinguistic /socio-cultural / intercultural competence)".

As it is mentioned above that learning a language will facilitate understanding the norms of the community, there is a sociolinguistic point of view that

defines this approach of teaching: “The sociolinguistic perspectives provided un understanding of the implications of norm, appropriacy, and variability for CLT. It has provided an explanation of CLT as following:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool which speakers and writers use to make meaning; we communicate about something to someone for some purpose, either orally or in writing.

2. Diversity is recognized and accepted as part of language development and use in second language learners and users as it is with first language users.

3. A learner’s competence is considered in relative, not absolute, terms of correctness.

4. More than one variety of a language is recognized as a model for learning and teaching.

5. Culture is seen to play an instrumental role in shaping speakers’ communicative competence, both in their first and subsequent languages.

6. No single methodology or fixed set of techniques is prescribed.

7. Language use is recognized as serving the ideational, the interpersonal, and the textual functions, as defined by Halliday, and is related to the development of learners’ competence in each.

8. It is essential that learners be engaged in doing things with language, that is, that they use language for a variety of purposes, in all phases of learning. Learner expectations and attitudes have increasingly come to be recognized for their role in advancing or impeding curricular change” (Berns, 1990, as cited in Savignon, 2002:6)

2.1.3 Aims, features and general principles of CLT

Nunan (1991:297) describes CLT by offering five features to characterize CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
4. An enhancement of the learners own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

Those major elements of CLT that focus mainly on learners and learning process will be very helpful for this study to utilize them as a guidelines to design the tool to be used to gather data about the learners' attitudes towards CLT. On the other hand, there is another framework which will present the features of CLT from different perspective. In this case, the focus is on providing a description of teachers' role in this approach and the type of activities that should be run in the classroom. For example, Finocchiaro and Brumfit (1983) provide a detailed discussion of the features of CLT, which can be summarized as following:

1. It is recognized that language is used for communication, with a view to achieving effective and appropriate communication, learners are expected to develop an awareness of linguistic variation and contextualized. Language use during the process of language learning.
2. Although ‘meaning’ is the central focus, comprehensible pronunciation and fluency are targeted as well, while accuracy is also evaluated, according to context.
3. CLT encourages teachers to adjust the types of classroom activities and teaching techniques to respond to learners’ needs.
4. Dialogues or drills can be adopted but just for the purpose of ‘communicative-function’ practice rather than memorization; the Native language is not totally forbidden in a communicative classroom translation can be used to clarify misunderstandings; reading and writing do not necessarily need to be deferred till mastery of speech.

5. Teachers are expected to motivate learners and encourage them to learn through collaborative work and by reflecting on mistakes (as cited in Xue, 2009: 27-28).

Moreover, the recent studies which evaluate teachers' attitudes towards communicative language teaching approach, they mainly explored CLT principles representing in those five main themes. Derakhshan and Torabi (2015:205) mentioned that "in order to evaluate teachers' attitudes toward communicative language teaching, many researchers considered CLT principles that consist of: 1.place/importance of grammar, 2. group/pair work, 3.quality and quantity of error correction, 4.the role of teacher in the classroom, and 5. the role and needs of learners in the learning process

1. Place/importance of grammar

It had been stated that teaching grammar is important but from CLT perspective teaching grammar is not the starting point. "Teachers should be taught grammar through materials in the environment such as pictures and other visual aids to communicate effectively. Teachers also should review the necessary explanation about grammar once as a whole in the class not to waste along time" (Saricoban and Tilfarlioglu, 1999). Derakhshan and Torabi (2015:206) stated that ''it was better to teach grammar indirectly".

2. Group/pair work

Considering the importance of group and pair work, Saricoban and Tilfarlioglu, (1999) stated that "group work activities increase interaction among learners, and they provide opportunities for cooperative relationships among them. Furthermore, group work allows the learners to control their own experiences. It also helps learners cooperate with their friends. Teachers should provide activities to bring real situations in the classroom. By this way, learners gain more confidence in using the target language" (ibid: 206).

3. Quality and quantity of error correction

Saricoban and Tilfarlioglu (1999) indicated that "It is widely considered that the correction of grammatical errors will not result in imperfect learning".

Errors are thought to be a normal part of learning and teachers should not waste a lot of time on error correction. “Teachers should not correct the learners’ mistakes, unless they may cause communication breakdown” (Mai Ngoc and Iwashita, 2012). There are different kinds of feedback which are as follows: explicit correction, recasts, clarification request, metalinguistic feedback, elicitation, repetition and translation (Lyster & Ranta, as cited in Zangoie and Derakhshan, 2014; as cited in Derakhshan and Torabi, 2015:206-207)

4. The role of teacher in the classroom

“There are two main roles for teachers in CLT classes. The first one is to facilitate the process of learning among the students, and between the students and the different activities. The second one is acting as an independent participant or monitor within the learning process” (Ansary, 2012 as cited in Derakhshan and Torabi, 2015:207)”. Derakhshan and Torabi (2015:207) also identified that “teachers talk less, and listen more in CLT classes. They provide opportunities for students to bring them in context through activities such as explanation, writing and giving examples”.

1. The role and needs of learners in the learning process

Ansary (2012) confirmed that the characteristics of students in CLT classes to be more active. They leave their seat to complete a task, so the classroom is not quiet during a communicative activity. They negotiate among themselves about the learning process and the objective learning. They should learn in an independent way (as cited in Derakhshan and Torabi, 2015:207).

As a summary, there is an important conclusion which is “the meaningfulness principle refers to the idea that language that is meaningful to the learner supports the learning process, and learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)” (Richards and Rogers, 1986:72 as cited in Xue, 2009: 25).

2.1.4 CLT and Communicative competence

Hymes (1971) defines communicative competence to mean “what a speaker needs to know a language is used in particular situations for effective and appropriate communication" (Cited in McCarthy and Carter, 2001: 55). Therefore there are different competences that should be developed to enable learners to be communicatively competent. These competences will be clarified by presenting the component of communicative competence in the following sections.

Savignon (1983:8-9) defines communicative competence: “it is a dynamic rather than a static concept, it depends on the negotiation of meaning, it applies to both written and spoken language as well as to many other symbolic systems, it is context specific, it takes place in an infinite variety of situations, it is defined as a presumed underlying ability, it is relative, not absolute, and depends on the cooperation of all the participants involved” Savignons’ definition is related to Canale & Swain’s communicative competence model (1980, in Savignon, 1983). For them, communicative competence has four different components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These components allow teachers to develop a classroom curriculum and to structure teaching practice. Canale & Swain’s model (1980) can be seen in an English classroom when meaning negotiation takes place, and when all the participants in the classroom are involved in trying to develop their communicative competence.

Additionally, the Common European Framework (Council of Europe) describes communicative language competence (CC) “as comprising several components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how” (CEF: 13). This definition goes beyond language knowledge and emphasizes on knowing how to use the language and to act with it.

2.1.5 The importance of communicative competence

“The notion of communicative competence has had a very powerful influence on language teaching, both in terms of methodology and the goals set by syllabus planners which learners are supposed to achieve. For example, a communicative syllabus will set out a variety of communicative abilities that the learner should be able to demonstrate at the end of a prescribed course or period of learning” (McCarthy and Carter, 2001:55)

2.1.6 Communicative competence in EFL

Firstly, the concept of communicative competence has started in the field of teaching English language as a first language then this trend has moved to EFL context and it has been introduced to the discussion of EFL in the early 1970s. It is also defined as being the central theoretical concept of communicative language teaching. For example Savignon (1972) used the term communicative competence to characterize the ability of classroom language learners to interact with other speakers; this ability to make meaning was distinguished from their ability to recite dialogues or to perform on discrete-point tests of grammatical knowledge.

On the other hand, Canale and Swain (1980) provided a new description of the concept of communicative competence to be further specified in terms of four dimensions, including grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Moreover Byram (1997:7-8) clarifies that “the concept of communicative competence has developed based on Hymes’s critique of Chomsky, Hymes argued that linguists wishing to understand first language acquisition need to pay attention to the way in which not only grammatical competence but also the ability to use the language appropriately is acquired. He thus put fundamental to the development of communicative language teaching”. This finding will conclude that the focus of CLT is not only teaching the grammatical competence but there are also other competences which will be specified in the following summary provided by Byram (1997).

Byram (1997: 9-10) summarized van EK's model of "communicative ability" that comprises six competences:

1. Linguistic competence: the ability to produce and interpret meaningful utterances, which are formed in accordance with the rules of the language.
2. Sociolinguistic competence: the awareness of ways in which the choice of language forms is determined by such conditions as setting, relationship etc.
3. Discourse competence: the ability to use appropriate strategy in the construction and interpretation of texts.
4. Strategic competence: when communication is difficult, we have to find ways of 'getting our meanings across' or of 'finding out what somebody means; these are communication strategies, such as rephrasing, assigning for clarification.
5. Socio-cultural competence: socially and culturally, languages are differently framed. Being in one specific cultural or social situation or trying to master it outside the context requires a specific reference frame, and
6. Social competence: involves both the will and the skill to interact with others, involving motivation, attitudes, self-confidence, empathy and the ability to handle social situations.

On the other hand, Richard (2006:3) provides an explanation for the Communicative competence from his point of view which includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions.
2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

This holistic view of the concept of communicative competence has provided the researcher with a clear understanding of the meaning of communicative competence and how this can be defined CLT and interrelated this to teachers' practice and learners' performance in later stages.

2.1.7 Communicative competence and CLT

Canale and Swain (1980) state five important principles for CLT:

1) Communicative competence is composed of grammatical competence, sociolinguistic competence, and communication strategies or strategic competence. 2) A communicative language teaching approach must respond to the learners' communication needs. 3) The language learner must have an opportunity to take a part on a meaningful communicative interaction. 4) Use the previous learning experience of the learners, and 5) The main objective should be to provide the learners with practice and much of experience to meet their communicative needs.

Furthermore, Shawer (2010: 334) provides examples of above principles as following: "CLT is based on the communicative competence model that comprises grammatical, sociolinguistic and strategic competences. Grammatical competence involves developing student knowledge of language features, including vocabulary, word and sentence formation, and spelling. Sociolinguistic competence suggests developing their ability to use appropriate spoken and written language, whereas strategic competence involves developing student communication strategies to overcome their communication problems (Canale and Swain 1980)".

Moreover, Shawer (2010:334) defined CLT principles as "CLT involves genuine communication, communication through the target language, collaborative activities and use of authentic material (Grenfell and Harris 1999)". Finally Shawer (2010) summarizes another important aspect of CLT which is " Social constructivism formed the main pedagogical basis for the

communicative approach (Nunan 1999) because it stimulates the interactions between student thought and experience, and develops their cognition through ongoing, active and sequential constructions of more complex schemas".

The widely cited model by Canale and Swain (1980), later expanded by Canale(1983), includes four competencies under the heading of communicative competence: grammatical competence (i.e. knowledge of the language code); sociolinguistic competence (i.e. knowledge of the sociocultural rules of use in a particular context); strategic competence (i.e. knowledge of how to use communication strategies to handle breakdowns in communication) and discourse competence (i.e. knowledge of achieving coherence and cohesion in a spoken or written text). Pragmatic competence is essentially included in this model under sociolinguistic competence, which Canale and Swain (1980: 30) described as 'sociocultural rules of use'.

Celce-Murcia (1995:7) states the major component of Canale and Swain (1980 and 1983) model of communicative competence which is considered the basis of CLT. She defined this model as being "The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes. This model posited four components of communicative competence:

1. Grammatical competence - the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.) 2. Sociolinguistic competence - the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation. 3. Discourse competence - the ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry). 4. Strategic competence - the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur"

Celce-Murcia (1995:8) also clarifies that "this model has been extremely influential in defining major facets of communicative language use. It has

broadened the scope of language instruction and language testing". Celce-Murcia (1995) has made two changes in terminology: the Canale-Swain model: (1) That sociolinguistic competence be modified to sociocultural competence (the cultural background knowledge needed to interpret and use a language effectively) and (2) that grammatical competence be re-labeled as linguistic competence to explicitly include the sound system and the lexicon as well as grammar (morphology and syntax)". (Celce-Murcia, 2008:42)

As a conclusion, Celce-Murcia (2008) has proposed another model to describe communicative competence for language teachers:

1. Sociocultural competence includes: since you have included the cultural aspect to the communicative competence, you could take this as a reason to be added to the model that you are using to collect data and state which element that you are going to tackle: Social contextual factors: the participants' age, gender, status, social distance and their relations to each other: power and affect; Stylistic appropriateness: politeness strategies, a sense of genres and registers; cultural factors: background knowledge of the target language group, major dialects/regional differences and cross cultural awareness. (Celce-Murcia, 2008:46)

2. Discourse Competence:

Cohesion: conventions regarding use of reference (anaphora/cataphora), substitution/ellipsis, conjunction, and lexical chains: deixis: situational grounding achieved through use of personal pronouns, spatial terms, temporal terms and textual reference; coherence: expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means; generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, ect. (ibid: 47)

3. Linguistic Competence:

It comprises of: phonological: includes both segmental(vowels, consonants, syllable types) and suprasegmental (prominences/stress, intonation and

rhythm); lexical: knowledge of both content words (nouns, verbs, adjectives) and unction words (pronouns, determiners, prepositions, verbal auxiliaries, morphological: parts of speech, grammatical inflections, productive derivational processes); syntactic:constituent/phrase structure, word order both canonical and marked, basic sentence types, modification, coordination, subordination and embedding(ibid:47)

4. Formulaic Competence:

It covers the following aspects: routines: fixed phrases for example (collocation: verb-object and adverb adjective; idioms: eg. kik the bucket=to die, to get the ax=to be fired/ terminated; lexical frames) (ibid: 48)

5. Interactional Competence: it represents actional competence: knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression opinions and feelings, problems (complaining, blaming, regretting, apologizing) future scenarios (hopes, goals, promises, predictions and conversational competence: inherent to the turn-taking system in conversation described by (Sachs, 1974 as cited in Celce-Murcia, 2008: 48)

6. Strategic Competence: cognitive: these are strategies making use of logic and analysis to help oneself learn a new language through outlining, summarizing notetaking, organizing and reviewing materials, metacognitive: these strategies involve planning one's learning by evaluation of one's success on a given task and memory-related: these are strategies that help learners recall or retrieve word through the use of acronyms, images, sounds (rhymes) or their clues. (ibid: 50)

Celce-Murcia (2008:60) stated that “both proposals are very similar except for the incorporation by Van Ek (1986) of two more points of view, sociocultural and social competence which take into account values and beliefs, on the one hand, and attitudes and behaviours on the other”.

An emerging idea about communicative language teaching has been that, even if contextualized and linguistically adjusted, communication may not be

sufficient unless it is accompanied by multidimensional cultural awareness supposed to lead to a relationship of acceptance where self and Other are trying to negotiate a cultural platform satisfactory to all parties involved (Guilherme, 2000). Such ideas engendered the notion of intercultural communicative competence, i.e. the knowledge, motivation and skills to interact effectively and appropriately with members of different cultures (Wiseman, 2002: 208). Following the emergence of the notion, studies about this have been produced with different scopes and focal points. Hypothesizing that communicative competence cannot be achieved without an orientation towards the other culture. Postulating that communicative competence with all its sub-competences would remain incomplete without intercultural competence; Uso-Juan and Martinez-Flor (2008) provide a variety of activities in four language skills to equip learners with intercultural communicative competence like video-taped cultural dialogues, audio or videotaped intercultural misunderstandings, and recorded interviews with native speakers for listening.

It has been evidence from what has been stated in the literature of the importance of intercultural competence and its necessity to be interrelated to communicative competence. The study of communicative language teaching as a teaching approach will be explored from aspects of intercultural competence in the following section. For instance, Uso-Juan and Martinez-Flor (2008) states that “the studies mentioned here and others are motivated by the alleged deficiencies of the communicative competence model mainly because it sees successful communication between people from different cultures as principally a matter of using linguistically appropriate constructs in given contexts ignoring the need for cultural awareness in a world where countless people with different first languages engage in countless interactions in numerous forms via English”.

With regard to these considerations, Alptekin (2002:3447) argues that English should be taught in a new pedagogical model as an international language, whose culture is the world itself. To him, such a model should be based on successful bilinguals as exemplars rather than the monolingual native speaker, equipping learners with an awareness of difference, and with

strategies for coping with such difference (Hyde, 1998) and materials that involve local and international context familiar and relevant to learners' lives and provide suitable discourse sample pertaining to native and nonnative speaker interactions, as well as nonnative and nonnative speaker interactions.

This fact therefore has been considered in Usó-Juan and Martínez-Flor's (2006a:160) current model of communicative competence whose main aim is to show how the four language skills serve to build discourse competence for communicative purposes, while also highlights the importance of the intercultural component given the increasing recognition that is nowadays associated to cultural aspects.

The model of communicative competence which has been stated by (Usó-Juan and Martínez-Flor, 2006a: 16) includes the following competences:

1. Discourse competence is defined as the selection and sequencing of utterances or sentences to achieve a cohesive and coherent spoken or written text given a particular purpose and situational context.

2. Linguistic competence refers to all the elements of the linguistic system, such as aspects concerning phonology, grammar and vocabulary which are needed to interpret or produce a spoken or written text.

3. Pragmatic competence concerns the knowledge of the function or illocutionary force implied in the utterance that is intended to be understood or produced, as well as the contextual factors that affect its appropriacy.

4. Intercultural competence refers to the knowledge of how to interpret and produce a spoken or written piece of discourse within a particular sociocultural context. Therefore, it involves knowledge of cultural factors such as the rules of behavior that exist in the target language community as well as cross-cultural awareness, including differences and similarities in cross-cultural communication.

5. Strategic competence is conceptualized as knowledge of both learning and communication strategies.

This model aims to teach the communicative competence through the four skills focusing on intercultural communicative competence. Therefore, the language teachers can tackle cultural aspects in the language classroom, for building learners' communicative competence in the target language. The project is organized around three main stages: explanation, collection and implementation, which are described in turn. Overall there are not a very major difference between those three competences, the idea is that the concept of language and culture has been elaborated in a way that involve a foreign language learner not only to understand the culture of the target language but also to share his local culture with other speakers of other languages. The concept of language and culture has been introduced to the model of communicative competence since 1983 however each new proposal is added modification in addition to providing teachers with practical activities to support teaching and learning a foreign language.

1. Sociolinguistic competence (i.e. knowledge of the sociocultural rules of use in a particular context).
2. Sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced.
3. Intercultural competence refers to the knowledge of how to interpret and produce a spoken or written piece of discourse within a particular sociocultural context. Therefore, it involves knowledge of cultural factors such as the rules of behavior that exist in the target language community as well as cross-cultural awareness, including differences and similarities in cross-cultural communication.

In terms of intercultural communicative competence in the foreign language classroom: Byram (1997) also presents these factors as saviors to be acquired or developed by the learner:

- *savoir entre* which is concerned with attitudes and values and consists in showing curiosity and openness, readiness to suspend disbelief about cultures and belief about one's own.

- *savoris* which refers to the knowledge of social groups and their products and practices in one's own and in one's interlocutors country and of the general processes of societal and individual interaction;
- *savoir comprendre* related to the skills of interpreting and relating that is to say, the ability to interpret a document or event from another culture to explain it and relate it to document from one's own;
- *savoir apprendre/faire*, connected to the skills of discovery and interaction or the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraint of real time communication and interaction;
- *savoir s'engager* in relation to critical cultural awareness and or political education, which means having the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries (Byram 1995:57-66, Byram 1997:31-54 as cited in Aguilar, 2008:64).

In conclusion, as it had been presented by other studies, CLT is an approach which was designed based on communicative competence model. Since (1980 until 2008) different authors had provided different models of communicative competence however we could conclude that communicative competence mainly consists of grammatical competence, strategic competence, sociolinguistic competence and intercultural competence. Therefore our study of investigating communicative language teaching will focus on these competences.

2.1.8 CLT in teaching and learning

Littlewood (2006) indicates that “there are various versions of CLT, which take different routes to achieve the goal of communicative language learning – to develop learners’ communicative competence.

1. At the most form-focused end of the continuum is non-communicative learning, which includes, for example, grammar exercises, substitution drills and pronunciation drills.
2. Pre-communicative language practice, in which the focus is still primarily on language but also oriented towards meaning. An example of this is the familiar ‘question-and-answer’ practice, in which the teacher asks questions to which everyone knows the answer.
3. Communicative language practice, it comes to activities in which learners still work with a predictable range of language but use it to convey information. These include, for example, activities in which learners use recently taught language as a basis for information exchange or to conduct a survey amongst their classmates.
4. In the fourth category, structured communication, the main focus moves to the communication of meanings, but the teacher structures the situation to ensure that learners can cope with it with their existing language resources, including perhaps what they have recently used in more form-focused work. This category includes more complex information-exchange activities or structured role-playing tasks.
5. Finally, at the most meaning-oriented end of the continuum, authentic communication comprises activities in which there is the strongest focus on the communication of messages and the language forms are correspondingly unpredictable. Examples are discussion, problem-solving, content-based tasks and larger-scale projects” (as cited in Jiadong and Dacheng, 2012: 78)

It is clear that these different levels of CLT will play a major role in supporting language learning process. These different levels are integrated and they cannot be isolated during the learning process.

2.1.9 Personal experience in contrast

2.1.9.1 Self-reflection teaching classes

During time of conducting our study, this researcher had the responsibility of giving classes to similar group of students for years 2015-2016. In this section a brief reflection based on researcher's experience and observation would be provided. The first teaching experience was to teach first years students who were enrolled to be beginners as level one in 2015. Teaching was compete full load timetable. For two weeks, researcher was teaching 40 hours, 20 hours each week and five hours each day. The participants were 22 students who joined foundation institute for their first year. They were registered for a three months pre foundation course base on the placement test results and all participants were Omani students. The focus was to observe implementation of communicative language teaching approach in classroom and challenges that might be raised as being an Omani teacher.

First of all, it was stated in syllabus that the course is "a student-centered intensive English course which is designed to help students with limited proficiency in English to develop oral fluency and accuracy through speaking and to practice reading skills and expand vocabulary, to write paragraphs coherently and to improve students' ability to study in an English –medium institution". The focus of English course was based on communicative language teaching approach theme which is learner- centered which encourages learners to take responsibility of their learning.

2.1.9.2 CLT implementation in classroom

In regards to CLT principles including group and pair work, role and importance of grammar, error correction, and role of teachers and learners, researcher recorded her observation from every day classes and the following section will summarize main findings as reflective journals.

To start with, students were graduates from high school with a low level of English as they were placed to be in beginners course, their communication skills in English was very limited. They had been introduced to group and pair work to certain extent. Therefore it was not very difficult to introduce group work especially among girls. The group of male students requested more time to develop their skills of cooperating with their classmates and working in groups compared to female students who showed more motivation to cooperate and support their classmates. With regards to the importance of working in pairs or groups, It was found that time which was spent in group work had developed students' communication skills to practice what they have learnt in English and share with their classmates. In addition to that, students were motivated to work with their classmates and communicate with each other to get work done successfully. On the other hand, challenges were caused by students' and their low English proficiency. The students came with limited English and they had habits of using their mother tongue (Arabic) while they were conducting any task in their groups is very dominant. Even though they were able to achieve the goal of any task and find out the answers, they were usually using Arabic their mother tongue as a tool for communication. As a result, students talk time was mainly in Arabic, teacher spent time to remain them to use English which they thought it is difficult to be used. The other challenge has been to provide students with sufficient input to be used while they were working in groups. It would require more time to give students practice of what they would use to facilitate communicating in English snice students would lack for the ability to use language they have learnt and practiced in the classroom.

Furthermore, it was very encouraging for students when activities in class were conducted communicatively. For example, teaching the different skills, reading, writing and grammar (language knowledge) were used through communicative practice. Additionally, indirect method of introducing grammar aspects for the students were very helpful to encourage students to discover their rules themselves, share their understanding with their classmates and then check what they understood with their teachers. On later stages, students worked individually to do practice about certain aspects of grammar

and they were motivated to practice their communication skills. In addition to that, teaching different reading skills and then practice with their classmates what they have learnt to read texts and share information in English was very supportive to be taught using communicative language teaching approach. Overall using communicative language teaching strategies of teaching different language skills was encourage students to take role and responsibility for their own learning and learners then had more time to practice what they learnt and to use English with their groups.

Regarding cultural aspects, curriculum was designed with few examples introducing other cultures for beginners. The course book content was mainly learning English connected to Omani culture. Through observation, students were very motivated to meet people from different countries and to learn about other environments and societies. The cultural aspect is very important to motivate the students to learn English. It should be introduced and worked out to be a very important element in learning any foreign language. From my experience as a third language learner, learning a foreign language means learning its culture and at the same time it means sharing with others your culture and traditions. As a result, learners would be more motivated to learn languages and use them for real life communication.

Considering the role of teacher in classroom, teacher was playing the role of facilitator to guide and support students' learning in the classroom which was appreciated by students. However it was very challenging to communicate with students and guide them in English since their level of English was limited therefore it ended up teacher sometimes was using their mother tongue to explain some instruction and to check students' understanding.

To conclude with, CLT in Omani context needs a lot of improvement taking into consideration the different challenges which were found while observing classroom practice. In general, Omani students have motivation to communicate using English either with their teachers or classmates. However they did not know how to use language for communication. They understand different aspects of grammatical structures; however to use it appropriately in different context has been considered as challenging for them. The solution is

to provide students in the early stages with input and involve students to use language by using different activities. It would be very challenging to ask students to communicate in English unless they are having sufficient input.

In addition to that, the motivation to work in groups should be raised with the students from the early stages. The talk time in English would be developed when the students were provided with sufficient input, so they would not be using their mother tongue during conducting group work and when they are communicating with each other. Another challenge which could decrease the use of CLT in the classroom is teachers' overload of teaching. Teachers usually have to teach for 20 hours each week and at the same time they have use other extra hours to provide extra activates for students. Teachers sometimes depend on curriculum and text books and they would not have time to create additional activities which would help to support students' learning using communicative language teaching approach. Therefore teachers do not have time to design extra activities using authentic materials to enable students developing their abilities to use English. Moreover, there should be more cooperation between teachers and their colleagues to support implementation of such approach in their classroom since curriculum is "a student- centered" based which emphasizes communicative language teaching approach implementation.

Another important aspect is curriculum. It is mainly connected to the Omani society. From observation that researcher did through her short time of teaching, it was very supportive to enrich students' knowledge of their culture and its customers of different parts of Oman using English language,. However students had shown more interest to be introduced to other cultures to teach English language. This focus would not introduce communicative and intercultural competences. As a consequence, Omani students would learn English as a content based without being able to use English for communication either in or outside Oman.

Finally, the focus should not be on preparing students to pass their exams and pass to another level. There should be an encouragement for students to

learn English because they are interested and motivated to use it for real life communication.

2.2 Teacher's cognition

2.2.1 Teacher cognition in EFL context

This section introduces the importance of investigating teachers' beliefs in English as a foreign language (EFL) field from different point of views compared to previous studies.

"Research on teachers' beliefs and their impact on teacher cognition has been a relevant topic for educational inquiry for some decades. Teachers' actions are tied to their beliefs, perceptions, assumptions and motivation levels. Thus, research on teachers' beliefs is crucial in determining the way teachers understand and organize instruction. One important belief that appears to be an important influence on teacher and student outcomes is teacher efficacy" (Yavuz, 2007:302). It is obvious that what teachers believed about teaching and learning could shape what they practice in their classes with their students.

Savignon (2006) has reached to the conclusion that teachers are considered as important figure to enable the success of any reform in the field of teaching languages, he stated that "the empowerment of language teachers as both practitioners and theory builders is essential in addressing the language needs of the next generation of learners. The extent to which a holistic, interactive, and learner-oriented CLT conception of language use and language learning can be implemented in classroom teaching practices will depend ultimately on the ability of applied linguists, practitioners, and policy makers to work together. Only through a collaborative critique of current programs with systematic exploration of alternative options can there emerge

a sustainable evolution of the policies and practice of language pedagogy in the larger cultural context" (Sauvignon, 2006: 218).

Dingwall also claims that "the research on the teachers' attitudes can shed light on the difficulties they face when implementing curricular innovations in the classroom situations. Furthermore, Breen agrees with the fact that it can help in establishing the most appropriate kind of support that is needed in in-service teacher development" (as cited in Sarioban and Tilfarlioglu, 1999:61). Those findings shed the light on the importance of investigating teachers' beliefs and attitudes towards different aspects related to teaching to assess the development of different teaching approaches and strategies and at the same time support students' learning and motivation.

2.2.2 Teacher cognition about CLT in EFL context

The reason for conducting researches about teachers' beliefs and attitudes towards communicative language teaching approach was due to many reasons as it had been stated in literature. Studies about cognition considering CLT and its implication in EFL have been done for different reasons. Jiadong and Dacheng (2012) summarized the outcomes of different studies that represent teachers' beliefs towards CLT. Firstly, it had been stated that "even though second language (L2) teachers are encouraged to use CLT in their language classrooms, the majority of them seem to have failed to deliver genuinely communicative instruction (Burnaby & Sun, 1989; Karavas-Doukas, 1996; Li, 1998; Sato & Kleinsasser, 1999)".The result of implementing CLT led to some difficulties and challenges which had encouraged more investigation in this field. Moreover "the efficacy of using CLT in teaching English as a foreign language (TEFL) remains a controversial topic (Anderson, 1993; Cheng & Goswami, 2011; Cooke, 1986; Harvey, 1985; Li, 1998; Maley, 1984; Penner, 1995; Sampson, 1984" (as cited in Jiadong and Dacheng, 2012:77).

In the literature, the difficulties of implementing CLT can be due to the complexity of implementing CLT in EFL as it was confirmed by Jiadong and Dacheng (2012:76) "The use of CLT involves the teachers' perspectives in a

process of understanding, perceiving, and situating CLT: Understanding CLT reflects the teachers' perspectives of the language approach in the epistemic dimension, 'perceiving CLT' indicates their perspectives in the perceptual dimension, 'situating CLT' reveals their perspectives in the situational dimension, they are working dynamically to shape teachers' CLT practice".

Abebe, Davidson, and Biru (2012:54) study aimed to achieve the following: "to examine the extent language instructors use CLT methodology in the course they offer, to assess the type of active learning methods they utilize effectively in their classroom and to see the impact of the methodology they use have on the students' performance" (Biru,2012:54). The result of the study which has been conducted to explore beginning teachers' perspectives of CLT and the result are not considered as different from the previous findings from other studies done in different context. The result of the study collected revealed that as "there are shortage of up to date teaching materials, lack of experience on the part of instructors and problems of using different active learning methods in order to implement CLT methodology effectively and efficiently in their teaching-learning process" (Abebe, Davidson, and Biru, 2012:52). The findings revealed that the studies which done about CLT and teachers' cognition focused mainly on three main areas: CLT practice, CLT impact and challenges and difficulties of CLT implementation.

This has been supported by Hu and Tian (2012) arguments of the purpose of investigating teachers' beliefs. For example, "The motivation for research into teachers' beliefs has been varied. Some studies have been motivated by the wish to understand teachers' affective and evaluative reactions (Kennedy, 1996) and some by the wish to understand whether teachers and their students share similar beliefs about teaching and learning (Hu and Tian, 2012)". Xue (2009:14-15) study which has been conducted in China has also emphasized the importance of studying CLT approach in EFL context for the following reasons: "it is important to take an in-depth look into how practitioners, in practice, attempt to improve the communicative competence and intercultural communicative competence of Chinese learners of English

with appropriate teaching methods in an effective way, and identify the extent to which such efforts are related to CLT".

To conclude with, the importance of studying CLT approach in EFL context could be generalized to different context including Omani context where the current study is going to take place.

2.2.3 Teacher cognition about CLT in Omani Context

In the Omani context, the literature which investigated teachers' attitudes and beliefs about communicative language teaching was few and it was not widely explored either at schools or higher education levels. Due to the availability of resources, this current study stated the main two studies which were done in the Omani context about the same topic. For example McLean (2011:56) study aimed to investigate awareness and use of communicative language teaching methodology in a foundation program in higher education in Oman. The study was conducted on an institution of higher education in the sultanate of Oman. The study was conducted as a case study which was appropriate to the nature of the study in that a range of methods are used for collecting and analyzing data. The participants were five non Omani teachers who are from different countries of different nationalities, namely British, Canadian, Indian, and South African from the English language department at the institution. The gender division was 70 percent female and 30 percent male. Three instruments were used to collect data, namely, a questionnaire, classroom observation and a semi-structured interview. The observation instrument was designed to measure features of CLT that occur in the classroom.

The results indicated two main findings: the first main finding was that "the lecturers in the English Language Department of the institution have limited knowledge of the CLT approach", The finding revealed that despite claiming to use a 'communicative/student centred' approach, there is no clear evidence that the teacher actually has knowledge of the approach or any type of formal training that would encompass the transmission of this knowledge" (McLean, 2011:91).That result reflected the lack of teachers' awareness of importance of communicative language teaching approach in Omani context-and as a

result, teachers did not use this approach in their classes as it was stated in the second finding. The second main finding was that “The lecturers in the English Language Department of the institution do not use the CLT approach in the classroom". “In the absence of classroom observation it is difficult to confirm this as there is no means of verifying what actually takes place in the classroom. The subject claims to use a ‘variety of approaches’ in the classroom. However, it is unclear whether the subject understands the term ‘approach’ as the underlying philosophy behind a ‘method’ as used in the field of linguistics and second language acquisition, or in more general terms” (McLean, 2011:91).

The main findings revealed that “the majorities of teachers have inadequate knowledge of the CLT approach and do not use it in the classroom". This finding agreed with Al-Issa & Al-Bulushi (2012:561) who stated that “in spite of claims about ELT curricula being geared towards communicative language teaching (CLT) and the integration of advanced and sophisticated educational technology into ELT (Ministry of Education, 1999, 2008), research has shown that the experience of implementing English through education in the new ambitious ELT national plan in 1999 known as the Basic Education System (BES) has been problematic and thus suffered from major shortcomings”.

McLean (2011) suggested that “an adapted version of CLT which embraces local contextual and sociocultural conditions may be pedagogically viable". McLean’s (2011) study could be considered as the only study that explores teachers' attitudes towards CLT in higher education. However it was limited to one higher education institution and it was also limited to a small group of teachers. McLean (2011) showed an agreement with this following finding:

“Western teachers and their communicative approach to language teaching are not suited for the Omani system as it is today. Arab and Indian teachers are much better, linguistically and culturally closer to the students” (ibid: 107). In addition to that, Al-Jadidi (2009) claims that “Likewise, local teachers are advised to incorporate more communicative approaches and more varied activities”. On the other hand, Al Mikhlafi (2011) study was mainly about investigating teachers’ attitudes in public schools in Oman and the aim was to

explore how the communicative language teaching approach (CLT) is understood and implemented by EFL teachers in Oman. The study was carried out in school levels but it focused mainly on Omani teachers' attitudes towards CLT as being EFL teachers. Therefore it aimed at investigating EFL teachers' perceptions of CLT use in teaching English as a foreign language (TEFL) and teachers' perception and teachers background (gender; qualification and levels taught). Ninety-three teachers of English (47 male and 46 female) from both 'basic' and 'general' education schools in Oman were randomly selected. The study used the attitude scale developed by Karavas-Doukas (1996) which covered five themes related to communicative language teaching approach: 1. group/pair work, 2.quality and quantity of error correction, 3.the role and contribution of learners in the learning process, 4. the role of the teacher in the classroom, and 5. place/importance of grammar.

The findings revealed that "a moderately favourable attitude of the teachers surveyed to the use of the communicative approach in the English classroom. The mean score was the highest for 'group/pair work', while the lowest mean score was obtained for 'place/importance of grammar'" (Al Mikhlafi, 2011:102). In regards to group and pair work, the results showed that "The highest mean (4.16) was obtained for statement 2 (group work activities are essential in providing opportunities for cooperative language learning and in promoting interaction among students), while the lowest mean (2.01) was reported for statement 21 (students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher), showing a wide range of mean scores". (Al Mikhlafi, 2011:104). That results revealed that Omani teachers who worked at Omani schools were encouraging more practice of group and pair work and they did not think that it would be considered as a waste of time for teaching and learning.

The results also showed that "With regard to the quality and quantity of error correction, statement 10 (The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning) obtained a mean score of 3.06 in the present study, while Statement 14 (Since errors are a normal part of learning, much correction is wasteful of

time) obtained a mean score of 2.73" (Al Mikhlafi, 2011:105). In terms of the role and contribution of learners in the learning process, the results indicated that "Among the statements that deal with this theme, statements 8:The learner-centred approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her potential (3.77) and (20) Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them (3.76) obtained the highest mean scores, followed by 4 (2.97), (15) The communicative approach to language teaching produces fluent but inaccurate learners. (2.92) and (18) For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way (2.90); the least mean score was obtained by statement (5) Training learners to take responsibility for their own learning is futile since learners are not used to such an approach (2.68)". (Ibid: 105). Al Mikhlafi (2011:106) indicated that "while the teachers surveyed would like greater involvement of the learners in the learning process, they still want a prominent role for themselves in analyzing students' needs and in guiding them in their learning process".

Al Mikhlafi (2011:106) stated that "With regards to the role the teacher in the classroom, statements 7 and 16 that emphasized the role of the teacher going beyond that of 'authority', 'instructor, and 'transmitter of knowledge' obtained higher mean scores of 3.3, showing consistency with the lowest mean scores for statement 19 (imparting knowledge through explanation – 2.18) and 21 (whole class formal instruction by the teacher – 2.01)". While in terms of The place/importance of grammar, the findings revealed that 'teachers' responses showed an inconsistency between statements 1 (2.73) and 6 (3.57) (relating to grammatical correctness being regarded as the most important criterion for judging language performance and teacher's feedback to be focused on appropriateness rather than the linguistic form) as well as between statements 3 (3.44) and 23 (3.20) (relating to the methodology of grammar teaching). Statements 12 and 17, which relate to knowledge of grammar and the ability to communicate in the target language, however, obtained mean scores of 3.44 and 2.31 respectively, showing consistency of perceptions". (ibid: 107)

With regard to differences in gender, “The study found out a significant difference between male and female teachers in their attitude towards the communicative approach at the level of 0.05. The results showed that “quality and quantity of error correction” and “role of the teacher in the classroom” produced higher mean scores for male teachers than for female teachers" (Al Mikhlafi, 2011:108). In addition to that, "Though both male and female teachers do not differ in their attitudes towards using the communicative approach, male teachers have a stronger attitude towards the use of the communicative approach than the female with regard to some areas, such as quality and quantity of error correction and the role of the teacher in the classroom” (Seedhouse, 1997 as cited in Al Mikhlafi, 2011:109).

Those two studies that explored teachers’ attitudes towards communicative language teaching reflected both Omanis and non-Omani beliefs about this approach however there was a lack of studies which reflected CLT practice in classroom from teachers’ and students’ perspective either at schools or higher education level. As a result, to find out how such practice pf CLT approach could develop students’ communicative competences and motivation towards learning language would beneficial for English teaching and learning.

2.2.4 Questionnaires about teachers' beliefs towards CLT

2.2.4.1 Teachers’ beliefs about CLT principles

2.2.4.1.1 CLT Principles

Derakhshan and Torabi (2015:205) mentioned that “in order to evaluate teachers’ attitudes toward communicative language teaching, many researchers considered CLT principals that consist of: 1. place/importance of grammar, 2. group/pair work, 3.quality and quantity of error correction, 4.the role of teacher in the classroom, and 5.The role and needs of learners in the learning process”. Therefore many previous studies used those five main themes of CLT principles as important tool to evaluate teachers’ and students’ beliefs and attitudes towards communicative language teaching. Derakhshan

and Torabi (2015:206-207) provided a clear description of each aspect of CLT principles as following as we mentioned previously:

1. Place and importance of grammar: “The most important part of learning English is learning the grammar but in CLT classes it is not the starting point. Teachers should be taught grammar through materials in the environment such as pictures and other visual aids to communicate effectively. They should review the necessary explanation about grammar once as a whole in the class not to waste along time (Saricoban and Tilfarlioglu, 1999). It was better to teach grammar indirectly”.
2. Group and pair work: “Group work activities increase interaction among learners, and they provide opportunities for cooperative relationships among them. Furthermore, group work allows the learners to control their own experiences. It also helps learners cooperate with their friends. Teachers should provide activities to bring real situations in the classroom. By this way, learners gain more confidence in using the target language (Saricoban and Tilfarlioglu, 1999)".
3. Quality and quantity of error correction: “It is widely considered that the correction of grammatical errors will not result in imperfect learning” (Saricoban and Tilfarlioglu, 1999). Errors are thought to be a normal part of learning and teachers should not waste a lot of time on error correction”. “Teachers should not correct the learners’ mistakes, unless they may cause communication breakdown” (Mai Ngoc and Iwashita, 2012). “There are different kinds of feedback which are as follows: 1. Explicit Correction; 2. Recasts, 3. Clarification Request; 4. Metalinguistic Feedback; 5. Elicitation; 6. Repetition; 7. Translation (Lyster & Ranta, as cited in Zangoie and Derakhshan, 2014)”
4. The role of teacher in the classroom: There are two main roles for teachers in CLT classes. “The first one is to facilitate the process of learning among the students, and between the students and the different activities. The second one is acting as an independent participant or monitor within the learning process” (Ansary, 2012; as cited in Derakhshan and Torabi, 2015:207).). Teachers talk less, and

listen more in CLT classes. They provide opportunities for students to bring them in context through activities such as explanation, writing and giving examples.

5. In terms of the role and needs of learners in the learning process, students in these classes are more active. They leave their seat to complete a task, so the classroom is not quiet during a communicative activity. They negotiate among themselves about the learning process and the objective learning. They should learn in an independent way. (Ansary, 2012; as cited in Derakhshan and Torabi, 2015:207).

In addition to that, Sanderson (2013:12-14) provided a description of CLT principles as following:

1. The role of teacher: It wasstated that the role of teacher had changed from a transmitter of knowledge to a co-communicator and guide (Larsen-Freeman, 2008; Richards et al., 2001, as cited in Sanderson, 2013:12). The role of teachers varied from being facilitator. The teacher facilitates, and mediates communication for all the learners through communicative experiences and interactions. The facilitation needs to be between all the participants in the classroom, among these participants, and between the participants and materials (Breen and Candlin, 1980 as cited in Sanderson, 2013:12). Another role is being an analyst and a researcher. The teacher observes and analyzes the interactions that happen inside the classroom, as well as the learners' capabilities, knowledge, and abilities they bring to the English class (Breen et al., 1980). The teacher is a counselor, and a group manager. The teacher provides feedback, clarifies questions, and confirms what the learners have expressed to reassure that the messages are understood by, or are understandable for the intended hearer. (Sanderson, 2013:12)

2. The role of learner: The role of the learners is to be communicators, active negotiators of meaning, and responsible for their own learning (Larsen-Freeman, 2008; Savignon, 2001). Breen et al., (1980) saw the role of the learner as that of negotiator between him/herself, among the other learners in the classroom, between the materials, and between the activities. Learners should make use of their previous knowledge to communicate with, interact

with, and contribute to their peers in the classroom. They are the center of the learning process, and main contributors to their knowledge (as cited in Sanderson, 2013:13)

3. The importance of grammar: Grammar is seen as a tool to achieve communication that needs to be related to the learner's communicative needs and experiences (Lightbown & Spada, 2011). Grammar should have an implicit treatment in the curriculum to facilitate the understanding of messages. The teacher should suppress an excessive attention to gaps in lexis and grammar in benefit to communication. (Savignon, 2002 as cited in Sanderson, 2013:13).

4. Error in CLT: Errors are seen as a natural process of learning a language. Errors are tolerable, and their treatment should be oriented to communicative competence, rather than on language form. The teacher does not make note of the errors to work on immediately (Larsen-Freeman, 2008; as cited in Sanderson, 2013:13).

5. Group and pair work: Sanderson (2013:14) stated that "the activities in CLT are connected with the principles of cooperative Learning. CLT encourages the use of small group activities, such as pairs, triads, small groups, and whole group to foster communication".

2.2.4.1.2 Teachers' beliefs towards CLT principles

It was found that there were many studies which investigated teachers' beliefs about CLT principles was using Karavas-Doukas (1996:192) a Likert- type attitude scale. The attitude scale was used with 101 Greek secondary school English language teachers, fourteen of whom were observed in their classrooms and interviewed. The findings revealed that "the vast majority of the teachers seem to hold mildly favourable to favourable attitudes towards the communicative approach and on the whole, teachers hold favourable attitudes towards the communicative approach".

Additionally, Mangubhai, Dashwood, Berthold, Flores and Dale (1998) launched a study in Australia to look into perceptions and beliefs about CLT of 39 LOTE teachers via questionnaire and follow-up interviews. The findings suggested that participants' understanding of CLT were incompatible with CLT theories in literature. In addition to that, Sato and Kleinsasser (1999) carried out a research exploring the conception of CLT possessed by 10 Japanese primary teachers working in Queensland via interview and observation. The findings came up with the same result that participants' perception of CLT largely reflects the misunderstanding of CLT.

On the other hand, Karim's (2004:2) study which investigated English as second language teachers' perception and expectations regarding Communicative Language Teaching (CLT) in post-secondary education in Bangladesh showed different result compared to early studies done in field of EFL context in regards to teachers' attitudes towards CLT principles understanding. The main goal of research was to identify factors which will facilitate or inhibit the implementation of communicative teaching of English at post-secondary level in Bangladesh. The participants in this study were 36 university-level EFL teachers most of whom are highly experienced who worked at one of three private English medium universities located in Dhaka, Bangladesh. Karim (2004:77) study major result revealed that "participant Bangladeshi EFL teachers have very good understanding of the communicative activities and the general principles of communicative language teaching (CLT), and they practice the major communicative activities in their classes". Similar to the this finding Mangubhai (2004:98) study of one teacher of German in Australia and it was found that she had a sophisticated and well developed practical theory of CLT and that was reflected in her classroom practice. Through semi-structured and stimulus recall interviews the study showed how teacher's understanding of CLT embodied a number of characteristics commonly associated with this approach to language teaching such as: the goal of developing students' communicative competence; a commitment to using the foreign language as a medium for classroom communication as much as possible; a greater emphasis on fluency and appropriateness in the use of the target language

than structural correctness; minimal focus on form with corresponding low emphasis on error correction and explicit instruction of language rules on grammar; use of authentic materials; Students being actively involved in interpretation expression and negotiation of meaning.

Moreover, Razmjoo and Riazi's (2006:349) study intended to investigate what the English teachers' attitudes toward Communicative Language Teaching (CLT) are and to what extent the teachers implement CLT in a prominent province of Iran. The participants of the study were initially 100 English teachers from high schools and institutes located in the Educational District Two in Shiraz on the basis of their availability. A questionnaire including the major principles of communicative language teaching, namely group work, quality and quantity of error correction, the place and importance of grammar, the role and contribution of the learners, and the role of the teacher, served as the instrument of the study and an observation schemes were also used to collect data. The results indicated that the majority of the public school teachers agree with and appreciate the principles of CLT such as 'group work activities are essential', 'grammar is as a means not an end', 'training learners to take responsibility for their own learning', 'the teacher's feedback must be focused on the appropriateness', 'the leaner-centered approach to language teaching encourages learning' and 'errors are a natural part of learning language'. While the private institute teachers' viewpoints with respect to the CLT principles were in line with the public school teachers' ideas. The teachers of this domain also favoured the five principles of CLT and their subcategories; that is, they welcomed the ideas that 'errors are a natural part of language learning', 'group work activities are essential and practical', 'grammar should be considered as a means not an end', 'the teacher should function as a facilitator', and 'the learner-centred approach fulfil students' needs' (Razmjoo and Riazi's, 2006:351).

Besides studying teachers' attitudes about CLT principles, other studies also look for their practice of those principles in real classroom situation. For example Rahimi and Mowlaie (2010) study aimed to answer the following two questions: 1. what is EFL teachers' belief about different CLT principles? 2. How do EFL teachers practice CLT principles in the context in which they

teach? The subjects for this study were 100 EFL teachers who taught part-time as well as full time in different branches of one of the well-known language schools in Tehran. They were selected randomly from among 600 teachers in 12 branches of this language school. Rahimi and Mowlaie (2010) studied similar principles which were: Emphasis on communication not mastery of language form, Class should not strictly be dependent on text book; Grammar should not be taught formally/explicitly; Grammar first communicative activities next; Students should interact primarily with each other; Group work is a better way to learn a language; Error should be treated infrequently; Language is created differently by different people through trial and error; Teacher should assume the responsibility for responding learners language needs; and Students should be helped in any way that motivates them to work with language than teacher-fronted class rather than with the teacher. The results raised from this study had been “the correlation between what they believed about CLT principles and what they ‘thought’ they did in the class based on those principles seems to be quite high. However the class observation of 30 of the teachers showed that they violated substantial number of these principles and they acted contrary to those tenets or even to what they claimed they did". (Rahimi and Mowlaie, 2010: 1526). In fact the classes were managed in a combination of Grammar-translation and CLT approach. The post observation interview with 25 teachers showed that most of them lacked adequate professionalism and updated teaching skills as indicated as a probable reason (ibid: 1527).

Moreover Rahimi and Mowlaie (2010:1527) stated another reason which was related to newly graduated teachers who usually “followed the method through which they were taught during their school years or the method they were observed teaching in during their practical classes and they have difficulty putting their theoretical knowledge into practice; or maybe do not really know how”. Rahimi and Mowlaie (2010: 1527) also stated that “They did not feel the need and necessity of implementing communicative approaches as they did not believe in enabling students to communicate since the main focus was to prepare students who attended the classes to be ready for university entrance exam which was completely grammar-based, so they had

to cater to the immediate need". The results indicated that teachers in EFL context showed preferable attitudes towards CLT principles but in real classroom situation the focus was grammar translation method which focused on papering students for exams and not for communication. The finding of this study showed agreement with Borg (2006:97) who stated that "despite teacher's positive beliefs about CLT though the analysis of actual teaching showed little evidence of CLT in practice" and in addition to that Karavas-Doukas (1996) found a lack of congruence between the attitudes towards CLT as indicated on a survey by EFL teachers in Greece and the classroom practice of these teachers.

Moreover Chang (2011:23-24) study was also investigating teachers attitudes towards CLT principles using the attitudes scale which was used by Karavas-Doukas (1996). The main purpose of this study was to examine Taiwanese college teachers' attitudes toward CLT and the rationales underlying their attitudes toward CLT. The quantitative study investigated teachers' attitudes toward CLT, and it was given to 55 full time English teachers from two selected universities in southern Taiwan. The results indicated that teachers' attitudes toward the five principles of CLT as following: "The role of the teacher in the classroom recorded (3.73 and *s*=.53); Place/importance of grammar recoded a mean (3.55 and *s*=.52); The role and contribution of learners in the learning Process (3.52 and *s*=.48); Group/pair work (3.32 and *s*=.52); and Quality and quantity of error correction (3.16 and *s*=.47). (ibid: 26). The results indicated that ¨ among the five principles, the principle with highest mean was the role of the teacher (M=3.73), followed by the role of grammar (M=3.55), and the role of the learners (M=3.52). Error correction was indicated as the lowest mean among the five principles (M=3.16)". (Chang, 2011:27). Similar to this study Sanderson (2013:22-23) study which aims to learn the attitudes that EFL teachers working in public, subsidized, and private high schools from Iquique, Chile, have toward CLT to teach English in Chilean classrooms. The participants of this study were 58 teachers of English working in public, subsidized, and private high schools in Iquique. The instrument used in this study was a questionnaire containing 31 questions, divided in two parts. The first part of the questionnaire was an

adaptation of the attitude scale developed by Karavas-Doukas (1996). The scale had 24 statements on a five-point scale in the Likert format, in which 12 were favourable items, and 12 unfavourable items. The second part of questionnaire had seven questions, and asked for the teachers' demographic and academic information. For instance, type of school where the teachers worked at, number of years teaching English, participation in any of the EODP courses, postgraduate degrees or post-degree certificates, gender, age, and nationality(ibid:24)

Sanderson (2013:44-47) indicated that in terms of group work, the findings revealed "The overall score obtained in this subscale was M = 3.94, a value statistically greater than 3. The teachers' attitude toward the principle of group/pair work was revealed as positive. While In terms of Quality and quantity of error correction, the overall score obtained in this subscale was M = 3.17, a value which is not statistically greater than 3. Hence, the teachers' attitude toward the principle of error correction was revealed as negative. In terms of the role and contribution of the learner to the classroom, the overall score obtained in this subscale was M = 3.97, a value statistically greater than 3. Likewise, the score in this subscale was the highest of the four principles measured in the study. Hence, the teachers' attitude toward the principle of the role of the learner was revealed as positive Considering Importance/Place of grammar, the overall score obtained in this subscale was M = 3.69, a value statistically greater than 3. Hence, the teachers' attitude toward the principle of importance of grammar was revealed as positive. The overall results showed that the highest mean was associated with role and contribution of the learner to the classroom while the lowest mean was associated with quality and quantity of error correction which did not agree with what Chang (2011) found in his study whereas the role of teacher in the classroom scored the highest mean.

Compared to the previous studies, Rahimi and Naderi (2014) study revealed another differences in relation to what was the highest mean achieved towards different CLT principles. Rahimi and Naderi (2014:240) study aimed to answer the following questions: 1. What are EFL teachers' attitudes towards CLT? 2. What are the major problems of implementing CLT in

language classes as perceived by EFL teachers? 3. Is there any relationship between CLT attitudes and difficulties of implementing CLT in language classes as perceived by EFL teachers?" The participants of the current study were 203 EFL teachers who worked in public schools of one metropolitan city of Iran in the academic year 2012-2013. The instrument used to collect data was the two questionnaires that were used in this study were: Attitudes towards CLT Questionnaire, and Perceived Difficulties of CLT Implementation Questionnaire. The findings of this study indicated that “The average score of attitudes questionnaire is 3.71 (while each item was measured by a 5-point Likert scale) indicating that EFL teachers had overall positive attitudes towards CLT. The highest mean is related to ‘group/pair work’ (mean=4.27) implying that teachers have highly positive attitudes towards implementing group work in language classes. The lowest mean is related to ‘quality and quantity of error correction’ (mean=3.59) showing that teachers have roughly positive attitudes towards error correction patterns of CLT” (Rahimi and Naderi, 2014:240).

Moreover Jafari (2015) conducted the study in the Iranian context with 70 EFL high school teachers to find out the beliefs that Iranian teachers hold about CLT and it addition to that it was using the same 24-items designed by Karava-Doukas (1996). The findings revealed that the participants mean responses was the highest associated to the group and pair work while the lowest mean scores had been recorded in term of the quantity and quality of error correction.

Ehsan (2016:2169) study had the main aim of investigating on teacher’s attitudes towards communicative approach of preparatory school in Eastern Mediterranean University of North Cyprus and analysing factors that influence teacher’s attitudes to use communicative approach in the classroom. The questions are built around the dimensions of communicative approach which is explained in literature review, such as: group/pair work, quality and quantity of error correction, the role and contribution of learners in the learning process, the role of the teacher in the classroom, place/importance of grammar. The questionnaire has been adopted from the Evdokia karavas-Doukas (1996). Ehsan (2016:2175) found out that they more deal and have

positive views on the quality and quantity of error corrections and the importance of grammar in the Communicative Language Teaching method. Teachers in the preparatory school insist more on accuracy and fluency of learners' language. On the other hand, teachers are not interested in group work and the contributions of the learner in the classroom. This was a negative result in the conducted survey. It might be due to the strategies of the university that teachers have to obey because not all students are required to learn English language in advanced. Another reason may refer to cultural differences that are the very important in the eye of CLT.

Furthermore, Vaezi and Abbaspourb (2014:1909) study aimed to find out the attitude of Iranian EFL teachers towards premises and practice of CLT and the attitude of Iranian EFL teachers towards premises and practice of CLT conform to what goes on in practice. The study comprised 17 EFL teachers (9 females and 8 males) from different language institutes in Tehran, Iran. A teachers questionnaire was carried out and A four-point Likert scale questionnaire including the major principles of Communicative Language Teaching, namely, group work, error correction, role of grammar, the role and contribution of the learners and the role of the teacher, as well as language use served as the instrument of the study. The questionnaire was originally developed by Karavas-Doukas (1996). The Classroom observation scheme was carried out to monitor how well teachers practice what they had claimed in the questionnaires. The results showed that "statistical test proved that there was statistically significant difference between the attitude of Iranian EFL teachers and practice of language teaching in Iran and the results indicate that the teachers hold a fairly positive attitude towards the premises of CLT. However, regarding the second research question, it was revealed that the teachers' practice was not in line with their claims. Speaking more particularly, in areas such as 'group work' and 'role of grammar' the discrepancy was more conspicuous. It shows that teachers have difficulty putting their theoretical knowledge into practice" (Vaezi and Abbaspourb, 2014:1910).The findings of this study confirm the previous ones (Mowlaie & Rahimi, 2010; Dordinejad et al., 2011) as they also showed that although

Iranian EFL teachers have a positive attitude towards principles of CLT they do not materialize their claims in the classroom.

Raissi (2013:612) study about Malaysian context had indicated a different result, “most of teachers (86.7%) agreed with explicit grammar teaching versus implicit type and they used translation while teacher wants to discuss about vocabulary elaborations on reading comprehension section”.

Overall, the findings revealed that there was an agreement among studies in EFL context in regards to teachers’ attitudes towards the lowest teachers interest of CLT principles towards quality and quantity of error correction(Chang, 2011; Rahimi and Naderi, 2014;Jafari, 2015). While in regards to teachers attitudes towards the highest interest, it varied between the role of learner (Rahimi and Naderi, 2014; the role of teacher Chang, 2011) and group and pair work (Jafari, 2015; Rahimi and Naderi, 2014). Teachers from different context usually showed favourable attitudes towards communicative language teaching approach however their differed on what they preferred the most about CLT which could be related to the needs of the group of students they were teaching.

In addition to investigating teachers' attitudes towards CLT principles, the previous studies also were interested on finding the reasons behind teachers' negative attitudes towards CLT principles. For example, Raissi and Mohad (2013) study was investigating teachers' perception and challenges regarding CLT of 30 ESL (English as Second language) instructors who taught general English courses in the secondary schools of Malaysia by using semi-structured interviews. Raissi and Mohad (2013:880-881) study results revealed that most of participants (76.7%) mentioned favourable attitudes regarding the implementation of CLT while minority of respondents (23.3%) expressed unfavourable attitudes. Raissi and Mohad (2013: 881) stated different possible reasons which would not support those minorities of participants who found CLT implementation difficult. It had been due to having students with different L1 background. The second reason was because of error correction technique which would ignore students errors which would lead to fossilized in the learners’ mind and they believed on the importance of

using the traditional methods of teaching grammar rather than using the implicit instruction to students which would help them to be a good command of English and communicative competence. The findings also revealed that participants thought that the textbooks did not have enough authentic materials which can help the students to improve their communicative competence (ibid: 881). The participants suggested more attention should be given to the students' cultures and their L1 in the assigned curriculum and the need for adaption of CLT with the students with different L1 and cultural background.

Finally, Lee's study (2014:8-10) uses collective case study method of 37 Korean English teachers in order to examine current teachers' opinions, Thirty-seven English teachers were selected both from elementary and secondary levels. The study investigated the following themes: Do teachers understand CLT well? The results indicated that "Most teachers (31 out of 37) regarded CLT as opposed to explicit grammar instruction, and CLT meant only oral communication". The finding revealed that the ways that "the teachers made sense of communicative language teaching were quite limited and extreme, and this did not represent the CLT principles". The findings also revealed that "Teachers need to have better understanding of what communicative language teaching means, and what teaching techniques or strategies would fall into this category of teaching method". As a result, teachers' attitudes towards CLT principles were not sufficient to be investigated, there should be more investigation to find out their practice for CLT and how they approach CLT in their classes.

2.2.4.2 Teachers' beliefs about CLT practice and CLT impact on students learning and motivation

The literature shows that teachers' beliefs and attitudes play an important role in supporting students learning and motivation "Teacher beliefs, behaviours,

and actions also affect teacher-student relationships. A considerable body of research indicates that teachers who hold high expectations of students in terms of their levels of achievement and their social behaviours in the classroom can affect student motivation and engagement" (National Research Council, 2004, as cited in Reis da Luz, 2015:8).

To start with, Reis da Luz (2015:4) study explores the relationships between teachers and students in the classroom and investigates how communicative language teaching approach and cooperative learning while teaching affect and improves students' learning performance. The main objective of this research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. The participants "include freshman students and teachers of freshmen classes of Bridgewater State University (BSU) and graduate students who are second language teachers. The surveys were given to fifty students and twenty teachers. The purpose was to gather teachers' and students' perceptions on supportive relationships and how that relationship can affect students learning and their interest in the learning process, and, how the communicative approach and cooperative learning strategies while teaching affect and improve students' learning performance". (Reis da Luz, 2015:29). The results showed that "61% of the participants surveyed said they feel comfortable and more motivated to participate in class when the approach used is the communicative language teaching and respondents comments demonstrate that their capacity to learn increase when they use CLT because they learn from each other using student language which makes the learning process easier" (ibid:38). The findings also revealed the students' perception about the impact of CLT on their learning and motivation "Comments from the respondents illustrate that: students feel more engaged in the classroom and it allows them to interact and develop their language skills. The majority of the students' comments show that they feel that compared to the grammar-based approach; CLT allows students to have more contact with the language and consequently gives students more opportunity to develop their communicative competence" (ibid: 39).

As it had been stated by Reis da Luz (2015:44) communicative language teaching had been very motivating for students to develop their language skills. In addition to that, the results also indicated that “66% of the teachers surveyed think that it is always important to teach communicative English to students. The surveyed teachers feel that through communicative English students can better understand the content. Communicative English allows students to learn easier and develop their language skills". That also reflected that teachers also believed on the importance of using communicative language teaching. The results in relation to the following question: When asked to give their opinion about how can communicative language teaching engage and improve learning? showed that teachers agreed that “communicative language teaching stimulates students to participate in the class and they can become more competitive" and "CLT allows students to be focused on the learning process interact and practice what they learn, and it is easier to make connections between their background knowledge and the content taught or discussed”. (Reis da Luz, 2015:45).

In addition to that, Abebe, Davidson and Biru (2012:3) study was conducted to “examine the role of instructor of implementing communicative language teaching methodology. This study aimed to identify the role of language instructors in using communicative language teaching methodology in their classrooms in Madawalabu University and to see the impact of the methodology they use have on the students’ performance”. In regards to CLT impact, the results indicated that “both instructors and students stated that the use of communicative language teaching methodology prepared ground for the students to interaction with one another in confidence” (Abebe, Davidson and Biru, 2012:10). Such finding would emphasize the impact of CLT practice not only on students’ learning but also it reflected its importance to build students’ confidence to communicate either with peers or with others so it would build students personality and increase their motivation for learning.

Furthermore, Farooq (2015) study was conducted to investigate 100 teachers at Taif University English language Centre through qualitative and quantitative tools which were represented in a teacher questionnaire and classroom observation. The study aimed to find out teachers perception and practice

regarding communicative language teaching and its impact on communicative competency of the students. This study answered the following questions: what teaching approaches and methods are adopted by the language teachers? How do they perceive CLT in their classrooms? How do they create a CLT environment in the classroom? What problems do they establishing a CLT environment in the classroom? And how can implementation of CLT improve communicative competence of the students? The results indicated that most of the participants (89%)favoured communicative approach while other teaching methods such as direct method recorded (76%) and audio-lingual method recorded (70%)(ibid:184) Additionally, Farooq(2015:186) found that " most of the teachers strongly agreed that CLT impacts on communicative competence of the students in terms of enjoying communicating in L2 (94%), communicating effectively in L2 (88%),acquiring native-like fluency (75%). Moreover, Wang (1990) conducted his research in a foreign language school in China and reported that CLT in contributing to the development of all language skills and there is a growing recognition among teachers and learners despite difficulties (as cited in Farooq, 2015:182).

Moreover, Vongxay (2013:48) study also focused on teachers' evaluation of CLT, “The ten interviewees were asked what they thought about using the CLT method. Most of them said that they found this teaching approach very helpful for students, because it gives opportunities for students to communicate and to interact with their friends and teacher in the class. Students felt free to express their ideas in the class”. In addition to that, teachers reported that “it is very important and necessary to adopt CLT in the English classroom learning because of the emphasis on communication. This teaching approach helps students to be self-manage in their learning and to be active learners who are confident to express and to engage in classroom activities”. The results agreed with what had been stated by Abebe, Davidson and Biru (2012) “CLT is supporting students’ confidence”. Another importance aspects of CLT impact on students, Vongxay’s study (2013:49-50) had stated that “most teachers argued that CLT is the most suitable teaching approach for students who are learning English as a foreign language because it offers students more opportunities to communicate in the class, so that they can

build their communicative skills by practising and applying what they have learnt to their real situations". In terms of students' response to CLT, the findings revealed that "Most of the teachers argued that many of their students who have a medium to high level of English proficiency are ready to apply CLT. They seem to enjoy communication activities because they can engage in a conversation pool to practise their English and to improve the communication skills". On the other hand, "some of the teachers said that those students with a very low or no English background seemed to prefer a grammar-based teaching approach because they do not have enough English proficiency and are less confident to participate in the group activities" (Vongxay (2013:50). That finding reflected an important issue to be taking into consideration when CLT applied in classroom, students should have an input before they start communicate using language either in classroom or in real life communication.

2.2.4.3 Teachers' beliefs about perceived difficulties and challenges of CLT implementation

In addition to investigating teachers' attitudes towards CLT principles, CLT practice and CLT impact on students' learning and motivation, studies also were conducted in different EFL context to find out difficulties and challenges they might hinder CLT implementation in the classroom. Some studies were carried out to find out those difficulties in general while other were done to focus on certain aspects related to teachers, students, education system and CLT approach to find out what could be considered as problematic to implement CLT successfully in classrooms.

To start with, different studies will be summarized and then find out the similarities and differences between those studies. Li (2004) study was conducted in China to investigate Chinese university teachers' perceptions of CLT implementation in non-English-major programs and to find out if they perceive or experience any difficulties in implementing CLT in an EFL context at Chinese universities, and what those difficulties are. The data was collected

through written questionnaires and interviews and the participants were twenty-four Chinese teachers of English were asked to complete the questionnaire, and eight of them were asked to participate in the subsequent interview. Questionnaires were given to the twenty-four participants to explore the teachers' background, their general understanding of English teaching in China, the CLT approach as well as the challenges and difficulties in implementing CLT. Interviews with eight participants having answered the questionnaire were conducted to further explore their background, their understanding of English teaching in China and difficulties in implementing CLT. The results indicated that "All twenty-four teachers had a positive attitude toward CLT and acknowledged that CLT should work well in many contexts, but that it was difficult to implement in China" (Li,2004:43-44).

The results of the questionnaire also showed different factors that caused difficulties to implement CLT from teachers' perception. It was found that lack of teachers' training, large classes, grammar based examination, students' passive learning styles, and students' lack of motivation for communication as being significant factors that caused difficulties to apply CLT. In addition to that, teachers also reported teachers' lack of socio-linguistic knowledge; Lack of authentic material and the new roles of teachers and learners to be significant factors recording 67% percentage according to teachers' perception. On the other hand, teacher's poor English proficiency and difficulties in testing communicative ability was reported to be the least significant factors that caused difficulties in implementing CLT (Li, 2004:41-42).The findings also revealed that "Even teachers who attempted to implement it got frustrated and found that on their own they could not make it work". The teachers alone could not overcome those constraints. However, they all had a positive attitude toward CLT and hoped that it could become the dominant teaching methodology at Chinese universities in the future" (Li, 2004:44). The interview results indicated that "The difficulties the Chinese university teachers of non-English majors encountered fall into four categories: those caused by the educational system, the EFL context, the cultural tradition, and the students" (ibid: 44-45). Li (2004:54-57) also found out that "students' lack of communicative needs as a major limitation.

Although an increasing number of students realized how important it was to communicate in English for future jobs or going abroad, for most of these non-English major students, there were not many communicative needs in their daily life, and they did not have opportunities to use English after graduation". Additionally, it was fund out that "Cultural tradition could contribute to the passive behaviour of students. The teachers complained that students did not cooperate with them and refused to participate in communicative activities" (ibid: 57)

Furthermore, Pham (2007:200) launched a case study about teachers' beliefs and use of CLT at a university of Vietnam. Based on the findings gained from interviews and observation Pham concludes that participants actually embraced CLT as they "Espouse firmly the primary goal of CLT to teach students to be able to use the language". He also identifies that despite the effort to apply CLT principles to their teaching participants encounter a number of difficulties such as traditional examination, large class size classroom relation between teacher and learner, learners' low motivation and incompetence in independent learning and teachers' incompetence in creating communicative activities. In addition to that, Derakhshan and Torabi (2015:207) stated that these difficulties consist of " (a) lack of administrative support, (b) lack of resources, (c) lack of sufficient English language knowledge, (d) wider curriculum, (e) large class size, (f) discrepancy between CLT syllabus and nationally administered exams, (g) teachers holding on to traditional methods, and (h) lack of authentic learning materials" (as cited in Jamali et al.,2014). Moreover, Reis da Luz (2015:47-48) study which was done with freshman students and teachers of freshmen classes of Bridgewater State University (BSU) and graduate students who are second language teachers explored CLT implementation perceived difficulties from teachers perception the results revealed that "EFL teachers' face in their attempts to use CLT and cooperative learning in classroom they were unanimous that they faces difficulties in terms of materials and appropriate teaching environment. ELLs level of proficiency can be a problem that teachers can face, but giving students the chance to interact in a safe and

free environment, give them the chance to try the learning process will be enhanced and CLT can be used" (Ibid: 47-48).

Furthermore, Wanchai (2009) also specified those difficulties of CLT implementation, for example, (1) insufficient English language proficiency; (2) inadequate sociolinguistic knowledge; (3) overload of responsibility; (4) diversity in interpretation of CLT; (5) teachers' over-reliance on their beliefs; and (6) lack of training in CLT. In terms of findings mentioned above, there were similarities between those different studies done in EFKL context associated with difficulties of CLT implementation.

In addition to students as being one of major difficulties to implant CLT, teachers' insufficient English proficiency is considered as a constraint in implementing CLT approaches in Thailand. Most Thai EFL teachers perceived their own low English proficiency as a constraint impeding them from using communicative approaches.Teaching loads seem to be the most troublesome problem for Thai EFL teachers. For instance, some teachers in Prapaisit's (2003) study reported that they were assigned to teach eight subjects to a class; therefore, they had to spend considerable time in preparing for subjects they were not familiar with such as mathematics and science. With the 25 hours a week of teaching and other extra responsibilities such as homeroom duties, lunch project for students and lab care taker, those teachers revealed having been overburdened for years. Due to the heavy teaching load and extra responsibilities, these teachers did not have time for communicative activity materials preparation. As a result, they tended to rely heavily on such traditional teaching methods as grammar-translation and audiolingual.

Moreover, Ozsevik (2010) study aimed to investigate teachers' perceived difficulties in implementing CLT in Turkish context using both questionnaires and follow up interviews. The participants were sixty-one Turkish teachers of English teaching at primary and secondary levels. These participants were asked to complete the online questionnaire, and six of them were asked to participate in the succeeding interview. In terms of participants' perception of CLT, the findings revealed that "The participants were convinced that CLT, as the most recent language teaching methodology, has a great deal to offer to

English teaching in the Turkish context. The majority of them were positive about the possible contributions CLT could make for improving English teaching in Turkey. The findings revealed that the major problems that the interview respondents reported in English teaching in Turkey included: large classes; teachers' heavy workload; heavily-loaded program to cover; mismatch between curriculum and assessment; and students' poor communicative abilities" (Ozsevik, 2010: 67). The findings also indicated that "the questionnaire data revealed five major constraints related to the teachers themselves. These reported difficulties involved: teachers' deficiency in spoken English, lack of knowledge about the appropriate use of language in context; few opportunities for teachers to get training in CLT; little time for developing materials for communicative classes; and teachers' misconceptions about CLT" (Ozsevik, 2010: 85).

"The second major category of constraints was associated with the students. These concerns consisted of the students' low English proficiency in general, the students' passive style of learning, the students' resistance to participate in communicative classroom activities, and their lack of motivation for developing communicative competence. The survey data demonstrated that students' low English proficiency on the whole were one of the principal obstacles for the teachers to use CLT in English classrooms" (ibid: 92-93). "The third chief category of difficulties and challenges is related to the current Educational system in Turkey. The fourth and final category regarding the reported difficulties and challenges to use CLT in Turkey was pertained to communicative language teaching itself. Two different problems were referred to by the respondents in this category: the lack of effective and efficient assessment instruments, and CLT's inadequate account of EFL teaching" (ibid: 105).

Barrot (2016:3) aimed to address the following objectives: (1) To find out if the teachers use CLT in the classroom; (2) To find out the teachers' belief about CLT; (3) To find out the teachers' classroom practices and activities in implementing CLT; (4) To find out the students' reaction to the use of CLT in the classroom; and (5) To find out the problems encountered by teachers in implementing CLT. The participants of the study included ten (10) tertiary

teachers of English who were selected through purposive sampling. The respondents were selected using the following criteria: (1) English teachers who use communicative approach, and (2) with at least two years of teaching English. Barrot (2016:8) found out that 8 or 80 percent of respondents claim that students' lack of focus on completing a task and uncontrollable use of the native language during classroom activities are the most common problems that they encounter in implementing CLT. These two problems are followed by inadequate sources of CLT-compatible materials (textbooks, worksheets, labels, signages, etc.) with 7 or 70 percent; institutional/departmental policy on language instruction with 4 or 40 percent; time-consuming preparation of materials with 4 or 40 percent; students' inability and/or unwillingness to take active role in their own learning with 3 or 30 percent; inadequate and incompatible use of CLT assessment tools for gauging students' performance with 3 or 30 percent; students' dislike of group activities with 2 or 20 percent; and inability to control students' noise during classroom activities with 1 or 10 percent. No respondents claim that teacher's unwillingness to play a peripheral/secondary role in the teaching-learning process is a problem in implementing CLT in the classroom. The findings showed that "the most common problem in employing CLT in the classroom is on classroom management and availability of compatible materials" (Barrot, 2016:8).

Moreover Ansarey (2012:70) study aimed to find out the contribution of communicative language teaching in Bangladesh; the feasibility of communicative language teaching; the difficulties and challenges that EFL teachers face in implementing CLT in their English classrooms in Bangladesh. The questionnaire was used and it was given to 30 teachers of English teaching at primary and secondary levels in Bangladesh to explore the difficulties and challenges that English teachers have and might encounter in their attempt to implement CLT and to investigate their understanding of possibilities of overcoming these difficulties. "The results revealed that most of participants have tried using CLT in their classes and they agreed that it is essential to use CLT to improve the effectiveness of English teaching practices in Bangladesh. The findings also revealed that the participants considered: large classes, teachers' heavy workload, heavily-loaded program

to cover, mismatch abilities and students' low motivation to learn and speak English” (Ansarey, 2012: 67).

In regards to difficulties and challenges related to the teachers, “the results indicated that half of the participants reported their own deficiency in spoken English as a challenge while ten of them considered this as a major challenge constraining them in applying CLT in their classroom. The teachers also indicated that their limited knowledge of the strategic as well as sociolinguistic aspects of the language as berries”. In regards to getting training, “half of the participants (50%) considered as a challenge and 20.67 % considered lack of time for developing communicative materials as a major challenge. On the other hand, the majority of the teachers confirmed that misconception about CLT were not truly obstacles for them to make use of communicative activities in their classes” (Ansarey, 2012:70-72).

Ansarey (2012:73-74) also found out that “the second major category of constraints was associated with the students. The students' low English proficiency was one of the principal; obstacles for teachers to use CLT on their classes. The students passive learning styles and students' resistance to participating in communicative activities was reported as another significant limitation to utilizing CLT in English classes in Bangladesh”. In regards to Educational System related difficulties**, “**it was reported that more than half of the teachers deemed lack of support as a major challenge and it was also reported that as another serious barrier for the teachers that prevented them from utilizing CLT in Bangladesh was lack of authentic materials”. In addition to that, “53% of participants considered a large classes issue as a major challenge while 60% thought that grammar-based exam types were a major challenge for them”. In regards to CLT related difficulties and challenges, “the results showed that the lack of effective assessment instruments was identified as one of difficulties pertaining to CLT; however the majority of respondents revealed that this was a rather manageable problem. According to the great majority of the respondents, CLT's inadequate account of distinctive features of EFL teaching context produced a significant challenge in terms of CLT implementation of CLT” (Ansarey, 2012:75). Overall findings revealed that different previous studies done in EFL context had revealed that

those four categories (teachers, students, education system, CLT itself as an approach) considered as major challenges to implement CLT.

Vongxay's study (2013:47-55) aimed to focus on understandings and attitudes of Lao teachers in adoption of CLT and factors that help and hinder Lao tertiary teachers' implementation of teaching communicatively. The participants were ten teachers who were interviewed to collect data about the purpose of this study. The findings revealed that "All of the interviewees seem to understand the general concepts, the functions, the importance and the necessity to use CLT in their classroom English teaching and TA sees the importance of the students' roles in CLT activities and the teacher as a guide in CLT". In terms of barriers of implementing CLT, "Some of the teachers noted that the Department's syllabi are based on grammatical linguistics rather than communicative knowledge. They further stated that grammar rules were mainly taught in the Department rather than other skills like speaking, listening, reading and writing. On the other hand, listening and oral communication subjects were cut off from department's syllabi. Due to the syllabi being more focused on grammatical knowledge, both teachers and students have to work on sentence structure. Hence, these teachers identified the syllabi as one of the other difficulties in the adoption of CLT into their classroom". Furthermore "Most of the teachers stated that because some quota students gained entry into the institution, students have different levels of English language competency. They noted that the different level of English proficiency was one of the other main barriers to the adoption of CLT into their classes. They faced difficulty in preparing class teaching materials to cover different students' levels in the same class. They also stated that a communicative teaching approach would not effectively apply to the students with low English proficiency" (Vongxay, 2013: 57). Additionally, it was found that "some of the teachers stated that their own limited English proficiency might be a barrier in using CLT in their classroom. These teachers reported that they have never been to an English speaking region in order to improve their communicative skills. They also said that they faced difficulty in the adoption of CLT into their classes, so they often skipped the communicative tasks. Some like TE and TF also commented that they did not have adequate

teaching skills to facilitate the communication activities in the textbook" (Vongxay, 2013: 60) .

Lee's study (2014:8-10) uses collective case study method of 37 Korean English teachers in order to examine current teachers' opinions, Thirty-seven English teachers were selected both from elementary and secondary levels. In regards to the difficulties of CLT implication, the findings revealed that, "Thirty-three teachers expressed their difficulties in terms of large classroom size, students' low proficiency level to do communicative activities, and tight curriculum that they should follow, giving them little room for communicative language teaching. That is, teachers agreed that CLT was important but difficult to be effectively practiced because of the above mentioned reasons, but they did not think their own proficiency of English block their communicative language teaching. This was especially in the case of post-curriculum change group".

Farooq (2015:183) study was carried to find out the teachers' perceptions regarding CLT in their classroom, to observe whether CLT improves students' communicative competence and EFL learning in Saudi universities, and to suggest measures regarding creating a CLT environment in the classroom at Taif University English language centre. The sample was 50 male and 50 female teachers for questionnaire, whereas 10 classes (male teachers) were selected randomly and were observed for collecting the data. Data was collected through qualitative and quantitative tools which were represented in a teacher questionnaire and classroom observation. As for the questionnaire, teachers were inquired about their perceptions regarding CLT, implementation and problems they face in the classroom while using CLT. Classroom observation was also made to get a real picture whether teachers themselves are interested in creating CLT environment. Students' involvement was also observed during the classroom observation in CLT tasks designed keeping in view the course description / outline and lesson plans. The findings revealed that "In Saudi universities, despite certain constraints, there is a considerable number of English language teachers who are aware of the CLT and are implementing it in their classroom and mostly female teachers are more interested in CLT to improve communicative competence of their students.

The findings also showed the difficulties and challenges which had been encountered in the Saudi context: teachers have little time to develop communicative activities; teachers have limited resources to develop communicative material; students have low-level English proficiency; students lack motivation for developing communicative competence; classes are too large for the effective use of CLT; lack of material for communicative activities; CLT is unsuitable for existing examination system in Saudi Arabia; classrooms are not equipped with AV aids; and CLT lack assessment instruments in local context". (Farooq, 2015:187).

Moreover, as it was stated by Farooq (2015) that the context of Saudi University, Taif University that teachers faced certain problems in executing the syllabus, these problems include students low proficiency in English language, lack of interest in learning English, over crowded classes, lack of technological support. The study mainly focused on findings out the teaching approach and methods adopted by the English teachers, their practice of CLT in the classrooms, the problems they face in establishing a CLT environment in the classroom and how CLT implementation improve communicative competence of the students. Li(1998) study in Korea on the difficulties faced by English teachers in adapting CLT suggest that there was a need to change the traditional approach of teaching English as a second and foreign language. The teachers are facing problems in implanting CLT in their classrooms due to the predominance of text-centered and grammar-centered practice in Korea (Li, 1998 as cited in Farooq, 2015:182).

On the other hand, Abebe, Davidson and Biru (2012:9) study represented another important aspect which is related to students' views on challenges they have during the learning process in the classroom: "it is stated that reflected on the difficulties the students face in using the language for effective communication purpose and the way they handle the difficulties. The results showed that the respondents indicate problems of CLT implementation like lack of self-confidence, interference of mother tongue during interaction, fear of making mistake, lack of motivation, etc."

2.2.4.3.1 Teachers' perceptions about CLT perceived difficulties (teachers, students, education system and CLT approach)

In the literature there are studies which focused mainly on finding teachers' perceived difficulties and challenges related to those four categories: teachers related difficulties, students related difficulties, difficulties related to education system and difficulties related to CLT itself)

To start with, Jafari (2015:710) study was investigating seventy EFL high school teachers (50 male and 20 female), the beliefs the teachers held about CLT and, the barriers to implementing CLT, and how teachers' back ground affected their attitudes towards CLT. The perceived difficulties of CLT implementation questionnaire was originally designed by Ozsevik (2010) and consisting of two parts. The first part was designed to elicit the respondents demographic and background information including gender, age, educational background, and years of teaching. The second section assessed the difficulties that Iranian English high school teachers encounter while trying to implement CLT in their classes. This section consists of 18 items. The respondents were asked to rate each item on a four-point Likert scale ranging from 4 (major challenge) to 1 (not a challenge at all). "The results showed that education system to be as an obstacle of CLT implementation. The mean of each category reported shows that Iranian English high school teachers faced obstacles in implementing CLT in their classrooms. "The most challenging difficulties that the participants reported were 'educational system difficulties' (M=3.63), followed by 'student-related difficulties' (M=3.52), 'teacher-related difficulties' (M=3.46), and 'CLT-related difficulties' (M=3.23)" (Jafari, 2015: 712).

Furthermore, Ntirenganya (2015:53) study aims to investigate challenges that Rwandan university EFL teachers face while implementing CLT. The study seeks to answer the following research questions: For teachers who have used CLT in the Rwandan context: 1. what do they perceive as problems/challenges in implementing CLT? 2. What solutions do they propose to overcome these problems/challenges? The participants of this study were

31 university-level institutions in Rwanda, including 17 that were public and 14 that were private (Ministry of Education, 2013). The data in this study were collected using an online survey questionnaire. The questionnaire was comprised of three main parts that included questions about: (1) the participants' knowledge about CLT and their experience with this teaching approach, (2) difficulties/challenges encountered while implementing CLT and teachers' suggestions for its successful implementation, and (3) biographical information and other relevant details about the participants. Ntirenganya (2015:69-70) study findings indicated that "the education system and environment recorded the following mean and standard deviation: Classes are too large for the effective use of CLT (M=4.00 and *s*=1.32); Students lack opportunities and/or real environments to use English outside the classroom (M=3.94 and *s*=1.12); The time allotted to English classes is not enough for me and my students to use CLT and achieve the objectives of the course satisfyingly (M=3.50 and *s*=1.51); Grammar-based examinations have a negative impact on the use of CLT (M=3.44 and *s*=1.31); University administrators, parents, and/or students themselves mainly care about scores in exams rather than communicative competence (M=3.38 and *s*=1.26); And There is a lack of enough teaching facilities and equipment such as language labs, computers, TV, tape recorders, CD/DVD players, printers, and overhead projectors at my institution (M=3.31 and *s*=1.58), those were considered as problematic issues. On the other hand, the textbooks at my university are not appropriate for CLT (M=2.50 and *s*= 1.37) and Lack of authentic materials such as newspapers, magazines, movies etc (M=2.13 And 1.26) those two issues were related as minor problems".

Ntirenganya (2015:70-71) also found out that "in regards to teachers related difficulties and challenges, those issues were judged as problematic: Teachers have little time to develop materials for communicative classes (M=3.50 and *s*= 1.21); There are few or no opportunities for practicing teachers to get in-service training in CLT (M=3.13 and *s*=1.500; Teachers do not receive or acquire enough knowledge/skills about CLT during their university studies (M=3.13 and 4.41) and Teachers lack knowledge about the target language (English) culture (M=3.00 and *s*=1.15). On the other hand the

following issues considered as minor problems: Some teachers are not willing to adopt CLT because they prefer other teaching methods (M=2.69 and *s*=1.35); Teachers' proficiency in spoken English is not sufficient (M=2.56 and *s*=1.41); and Teachers have misunderstandings of CLT (M=2.50 and *s*=1.32)".

In regards to students' related difficulties and challenges, "The findings of the study indicated that three of the five issues in the category of student-related difficulties were generally rated as problems (with mean ratings ranging from 3.56 to 3.88).Students tend to always use Kinyarwanda while doing pair or group activities indicated (M=3.88 and *s*=1.15); Students have a passive style of learning and mainly expect to receive instruction from the teacher (M=3.63 and *s*=1.31) and Students have low level English proficiency(M=3.56 and *s*=1.41). In contrast, the remaining two issues related to students obtained means that are below 3.00 and can accordingly be considered as minor problems. Students lack motivation for developing communicative competence recorded (M=2.81 and *s*=1.31) and Students resist participating in communicative class activities (M=2.75 and *s*=1.29). With respect to CLT related difficulties and challenges, the findings revealed that as the study findings and the participants' comments indicate, Issue # 9 (lack of adequate assessment materials or instruments to assess communication skills) was generally seen as problematic. The statement There is a lack of effective and efficient instruments to assess communication skills, especially speaking and/or writing" indicated the following mean value (M=3.44 and *s*=1.26) while CLT not taking into account differences between ESL and EFL contexts as a minor problem (M=2.56 and *s*=1.36). The overall findings revealed that large classes and students' lack of motivation and commitment were considered as being major problems in this context" (Ibid: 72-73).

To conclude with, Derakhshan and Torabi (2015:210-211) stated that "Although CLT has its own difficulties; it can be implemented as one of the appropriate methods in language learning. The self-confidence of the learners is a main factor which is emphasized by CLT through activities such as, role play, group, or pair work. Comparing to traditional methods, teachers do not have the authority over the students in class. They just provide a situation in class for learners to communicate and share their knowledge. It is good to

consider teachers' beliefs towards CLT which have been neglected in different studies. There are many teachers who claim that they practice CLT in their own classes, however, they actually apply their own experiences and beliefs. Few studies have been done towards the importance of this factor in language teaching". Such studies suggested investigating teachers' beliefs to find out how they practiced communicative language teaching in their classes and to overcome any difficulties that might hinder implementing CLT.

2.2.4.4 The relation between Teachers' beliefs of CLT and perceived difficulties of CLT implementation

Other studies were conducted to find out the relations between teachers' beliefs towards CLT approach and teachers' beliefs towards CLT perceived difficulties and challenges but it was limited and it was not commonly addressed. For instance, Rahimi and Naderi (2014:241) found that "The average score of difficulties questionnaire is 2.8 (while each item was measured by a 4-point Likert scale) indicating that EFL teachers do not find much difficulty in implementing CLT in their classes in general. The highest mean score is related to difficulties caused by the educational system (mean=3.2), implying that teachers believe that the educational system acts as a barrier in implementing communicative approach in language classes. The means of other factors are not above 3; showing that teachers do not perceive teachers, students, or the communicative approach itself as major obstacles in implementing CLT in their classes". Additionally, Rahimi and Naderi study (2014:241) used Pearson Product correlation method used to investigate correlation between teachers' beliefs about CLT principles and CLT perceived difficulties and challenges. The results of the analysis showed that in general, "CLT attitudes and perceived difficulties of CLT implementation were not related (r=-.01). However, when subscales of the two questionnaires were considered, three correlations were found to be statistically significant. CLT attitudes as a whole were found to be inversely and significantly related to difficulties caused by students in communicative

classes (r=-.160, p<.05). This finding shows that those teachers who have general positive attitudes towards CLT do not consider students as a major obstacle in implementing CLT in language classes. Further, attitudes towards 'the role of teacher in a communicative class', were found to be positively related to CLT related difficulties (r=.181, p<.01). In other words, those who have favourable attitudes to the role of teachers in the communicative classes believe that the problems of CLT are mainly related to the approach itself. Also, attitudes towards 'group and pair work in communicative classes' were significantly and inversely related to 'student-related difficulties of CLT' (r=-.156, p<.05). It means that those teachers, who have positive attitudes towards group work in CLT, believe that students cannot be a source of difficulty in implementing communicative approach in language classes".

The results of Rahimi and Naderi study (2014:241) revealed that "Iranian teachers have general positive attitudes towards CLT and it was found that the only obstacle teachers perceived to face in implementing CLT in language classes is created by the educational system of Iran. They believed that factors such as: lack of enough support from administration, lack of authentic materials, incompatibility of traditional view towards teachers and learners' role with CLT, ineffectiveness of large classes for experiencing CLT, and negative impact of grammar-based examinations on the use of CLT, are the major impediments in using CLT in Iran. The findings also showed that teachers' favourable and positive attitudes towards CLT were not related to difficulties they experienced in their classes in general". Our study will investigate such an important issue to find out the relation between teachers' beliefs towards CLT principles and teachers' beliefs towards CLT perceived difficulties and challenges.

2.2.4.5 Teachers' beliefs of CLT and factor influencing their beliefs such as gender, teaching experience

There were not many studies that reflected factors which could influence teachers' beliefs and attitudes towards CLT implantation in EFL context. However Smith (1996) found that "teacher decisions showed an internal consistency between individual beliefs and practices and that the way that they eclectically blended theoretical ideas with practical needs was based on their individual beliefs and experience" (as cited in Nishino, 2009:42).Borg (1998, 1999:26) also found that "teachers' decisions in teaching grammar were influenced by their often-conflicting cognitions about language, learning in general, L2 learning, grammar teaching, students, and self" (as cited in Nishino, 2009:42).

Nishino (2009:42-43) stated that "research on teacher beliefs and cognition has revealed that teachers' behaviours, decision making, and classroom practices are shaped by their underlying thoughts and beliefs. It has also illuminated the complex relationship between beliefs and practices (Smith, 1996) and the complex structure of the networks of beliefs (Burns, 1996) and of teacher cognition (Borg, 1998; 1999). Moreover, those studies have indicated that teaching practices are also influenced by other factors, such as the classroom context (Smith, 1996; Woods, 1996) as well as learning and teaching experiences (Borg, 1998, 1999)". Ellis (2006) suggested that "teachers' various learning experiences influenced the development of their professional knowledge and beliefs" (Ellis, 2006 as cited in Nishino, 2009:44). Additionally, Nishino (2009:54) found out that "classroom conditions (e.g., class size and students), school conditions (e.g., syllabus and workload), and broader educational conditions (e.g., examination pressure and educational policy) exert impacts on teachers' beliefs and practices". The coming section is summarizing the influence of those factors on teachers' beliefs and attitudes towards CLT approach.

Sato and Kleinsasser (2004) interviewed 19 Japanese high school teachers of English and observed their lessons. They found that personal experience in learning English supported many of the high school teachers' beliefs about language teaching and learning. (Sato and Kleinsasser, 2004 as cited in Nishino,2009:59). Nishino (2009:64) stated that "it is necessary to look into the relationships among teacher beliefs, perceived teaching efficacy,

classroom practices, learning experience, teacher education, and contextual factors in order to understand how CLT can be widely and effectively implemented in Japanese classrooms".

To start with, Nishino (2009:65-68) study investigated Japanese high school teachers' beliefs and practices regarding the use of CLT. It also look into the relationships and interactions among the teachers' beliefs, classroom practices, and other factors such as perceived teaching efficacy, learning experience, pre- and in-service training, and contextual factors and it had been used mixed methodology combining quantitative and qualitative approaches to gather three types of data. The respondents to the questionnaire were 82 academic Japanese high school teachers and 57 vocational high school teachers who taught English I, English II, or both and the second method for data collection was classroom observation.

"The descriptive statistics showed that despite holding positive beliefs about CLT, respondents to the survey did not frequently use communicative activities. The MANOVA result indicated that the type of school (academic and vocational) did not significantly influence the Japanese high school teacher respondents' beliefs and classroom practices regarding CLT and relatively strong Pearson correlation coefficients were found between Student-related Communicative Conditions and (a) Classroom Practices and (b) Positive CLT Beliefs" (Nishino, 2009:206). Additionally, Nishino (2009:184) found out that "The results of the MANOVA. Multivariate Pillai, Wilks, Hotelling and Roys statistics all indicate a lack of statistical significance ($p < .05$) between the academic and vocational high school teachers regarding Positive CLT Beliefs and Classroom Practices; thus, the type of school (academic and vocational) did not significantly influence the Japanese high school teachers' beliefs and classroom practices regarding CLT". "Also to be noted is that Positive CLT Beliefs and Classroom Practices have a moderate correlation ($r = .31$), suggesting that when teachers believe that CLT is an effective approach to teaching English, they frequently use communicative activities in class" (Nishino, 2009:189).

In addition to that, Asassfeh (2012:82) study investigated Jordanian EFL teachers' beliefs, attitudes, and instructional practice associated with Form Focused Instruction (FFI) and Meaning Oriented Instruction (MOI). It also addressed whether there are statistically significant differences (alpha=.05) in teachers' beliefs and actual instructional practices associated with the two instruction types according to some teacher variables (qualification, experience, school type (public or private), and school level taught (basic, secondary, or both).This study used a mixed method design; a questionnaire and semi-structured interviews. The participants of this study were 300 (59% female and 41% male) EFL teachers selected randomly from public (57%) and private (43%) schools in two central cities in Jordan. 70% of the participants had a B.A. and 30% had higher academic qualifications. 47% of the participants had taught English for five years or less, 28% for six-ten, and 25% for eleven years and more. In terms of the grades taught, 37% of the participants had taught English at the basic level, 40% at the secondary level, and 23% had taught both levels. The findings revealed that “This study addressed EFL teachers’ beliefs about, attitudes toward, and practice of two instruction types: MOI and FFI. The results of paired samples t-test showed that the mean difference in teachers’ responses pertinent to each of their beliefs, attitudes, and reported practice of the two instruction types was statistically significant in favour of MOI instruction” (ibid: 83).

Asassfeh (2012:84) found out that “teachers held stronger beliefs, more positive attitudes, and more practice associated with MOI compared to FFI. The sharpest contrast in teachers’ views relevant to the two instruction types lied in beliefs. Teachers believed strongly that language classroom should be communication-focused, rather than grammar-focused. They also believed that languages are learned mainly through focusing on the communicative aspect as opposed to memorization of grammar rules and practice of sentence drilling”. The results also showed that “the difference between teachers’ beliefs about MOI and their practice of it was statistically significant. The results were confirmatory i.e., the difference was statistically significant, $t(299) = -9.459$, $p < .001$, in favour of beliefs" (ibid: 84).

In regard to teachers' background, the results indicated that "The results of independent sample t-test indicated that there were statistically significant differences associated with the school type in teachers' beliefs about MOI, t (298) = 4.167, p<.001, attitudes toward MOI, t (54) = 3.585, p<.001 and reported practice of MOI, t (298) = 4.018, p<.001 in favour of private school teachers" (ibid: 85). In regards to teaching experience, the results showed that "revealed that teachers with an experience of 11 years and above (M=, 2.94, *s*= .63) held significantly stronger attitudes toward FFI than did teachers with 5- year experience or less (M=2.53, *s*= .56). Teachers with long experience also reported stronger beliefs about FFI (M= 2.80, *s*= .56) compared to novice teachers (M=2.50, *s*= .60). On the other hand, novice teachers (M= 2.82, *s*= .63) reported significantly higher use frequency of MOI than experienced teachers (M= 3.00, *s*=.50)" (Asassfeh, 2012:85).

In terms of level taught grades, the results "revealed that basic-school teachers reported significantly lower attitudes toward MOI (M=2.77, *s*=.56) compared to both secondary school teachers (M=2.97, *s*= .58) and teachers who taught both levels (M=3.08, *s*=.64). This extends to practicing MOI as well where basic school teachers (M=2.71, *s*= .57) reported significantly lower use frequency than did secondary-level teachers (M=3.04, *s*= .53) and teachers of both levels (M=3.08, *s*=.64)" (ibid: 85).

Asassfeh (2012:85-86) found out that " there is an insufficient shift from FFI English instruction experienced under traditional approaches toward a more communicative type of instruction among Jordanian EFL teachers". It was found out that "Even though EFL teachers express their appreciation for CLT, they resort to traditional teaching methods when it comes to actual implementation" (Le, 2000 as cited in Asassfeh, 2012:86).

2.2.4.6 A comparison between teachers and learners attitudes towards communicative language teaching

Ngoc and Iwashita (2012:32-33) investigated teachers' and learners' attitudes towards CLT principles and do teachers and learners have the same attitudes towards CLT. The participants were 88 first-year learners and 37 in-service teachers who participated in the study came from two universities in Hanoi, Vietnam. The teacher participants were all Vietnamese teachers of English currently employed at these two universities. The learner participants were all first year students at these two universities. They were around 18 years old, and had an English proficiency of either pre-intermediate or intermediate standard, as students with higher proficiency levels were not required to attend first year English courses at these two universities. A 4-point Likert-scale questionnaire was developed by adapting questions from different surveys used in various studies on attitudes towards CLT. The sixteen items were categorized into four sub-groups of CLT related factors: the importance of grammar (items 1,2,3,4), the quantity and quality of error correction (items 5,6,7,8), the use of group and pair work (items 9,10,11,12,13), and the role of the language teacher (items 14,15,16).

Ngoc and Iwashita (2012:34) indicated that "Teachers' and learners' attitudes towards CLT in general and towards each of the four CLT-related factors were compared using mean scores and standard deviations. In order to determine whether there were any significant differences between teacher and learner attitudes, independent t-tests were carried out with the alpha level set at .05."

The results of this study showed that "The average scores for the whole questionnaire for both teacher and learner participants were higher than the midpoint of 2.5. This means despite the significant difference, both groups of participants had mildly favourable to favourable attitudes towards CLT in general. The results also indicated that teachers' attitudes were more favourable than learners' attitudes for all factors, with the exception of group and pair work. The highest mean scores for both teachers and learners were obtained for the third factor, group and pair work. In terms of the grammar instruction, the difference between the teacher participants' attitudes ($M = 2.83$, $SE = .67$) and the learner participants' attitudes ($M = 2.42$, $SE = .48$) was significant ($t(123) = 4.77$, $p < .05$) and represented a medium-sized effect ($r = .40$)" (Ngoc and Iwashita, 2012:35).

Ngoc and Iwashita (2012:36-37) also found out that “The two groups had different attitudes towards teacher feedback and error correction. The teachers’ attitudes (M = 2.91, SE = .69) were significantly more positive than the learners’ attitudes (M= 2.24, SE = .51) where t (123) = 7.25, p < .05. This represented a large effect (r = .55). The third mismatch between teacher and learner attitudes concerned the role of the teachers in the classroom. The teachers’ attitudes (M = 3.07, SE = .62) were significantly different from those of the learners (M = 2.77, SE = .38) where t (122) = 4.16, p < .05, and this difference represents a medium-sized effect (r =.35). The only factor that did not reveal a significant difference between teacher and student attitudes was the use of group and pair works (items 9, 10, 11, and 12). The difference between the teachers’ attitudes (M = 3.11, SE =.64) and the learner participants’ attitudes (M = 3.08, SE = .42) was not significant (t (123) = .42, p = .68)”.

In addition to that, Ahmad’s and Rao study (2013) investigated the feasibility of applying the CLT approach from students' perceptions and teachers' perceptions of the CLT approach and their perceived difficulties in its application. Ahmad’s and Rao study (2013:195) study was investigating a sample population consisted of forty students in 12th grade of a local college in Pakistan. The results indicated “that students' motivation for learning increase with applying the CLT approach”. Then the second aim of this study had been to investigate teachers' perception about the theory and practice of the CLT approach and teachers perceived difficulties in implementation the CLT approach Pakistan, the researcher used two research methodologies a survey study and an interview with teachers. The sample population was 150English language teachers, teaching at the intermediate higher secondary level of the Multan district. “The findings showed that the participants indicated a clear understanding regarding theory and practice of the CLT approach. The majority agreed that CLT is a learner-centered approach” (Ahmad and Rao, 2013:197).

Moreover, “The results indicated that 47.65% of participants strongly agreed that CLT requires high proficiency of the teacher and 44.53% agreed that teachers have low resources and less time for material perception and

24.06% agreed that teachers lack training and full understanding of CLT approach. The finding revealed that teachers related issues are considered as a major constraint of CLT implementation. The findings also revealed that 56.25% of participants agreed that students have low proficiency in English, 40.62% agreed that students are less confident and less prepared for CLT AND 38.28% agreed that students resist in active participation in communicative activities" (Ahmad and Rao, 2013:199-200).

In addition to that, the interview results showed that students' willingness in applying communicative activities was regarded as important by the interviewees: "Students motivation can bring good results in improving the situation. If they are motivated and willing to use the target language in classroom, it will create an environment of the use of language which will result in improved communicative competence of the learners and will also help teacher motivation. The study revealed that due to the pressure of examination results and different social issues, students are less motivated to learn the use of language and some students lack the knowledge of the structure of language. Though that every year pass the examination, yet their knowledge of English is still not enough and they hesitate in participating in classroom activities" (Ahmad's and Rao, 2013:200).

To conclude with, students had been considered as one of main obstacles which could hinder CLT implementation in EFL context, therefore the coming section will present different studies which look at learners' perceptions of communicative language teaching approach practice in EFL context.

2.3 Learner's cognition

2.3.1 Learners' attitudes toward EFL learning

To begin with, Richardson (1996:103) defines beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true". Assessing beliefs that language learners bring to the language

classroom is important for both language instructors and curriculum designers because “beliefs are predispositions to action” (Rokeach, 1968:113).However, most studies look at learner attitudes and beliefs about language learning in general; few focus on learner attitudes and beliefs about instructional practices in particular (Savignon, and Wang, 2003: 225). In other words, the extent to which communicative components in instructional practices are seen by learners as essential for classroom language learning should be taken into account in making pedagogical decisions. Savignon (1997:107) asserts, “If all the variables in L2 acquisition could be identified and the many intricate patterns of interaction between learner and learning context described, ultimate success in learning to use a second language most likely would be seen to depend on the attitude of the learner”. That result explained the importance of considering learners’ beliefs about the instructional practice to develop and improve teaching and learning.

The importance of investigating leaners’ attitudes had also been stated by O’Donnell (2003) study uncovered how incoming freshmen at a small non-elite university studied English in secondary school and examined the attitudes and motivations that they held about language learning, showing that English language educational experiences at secondary school remained unchanged. Parents and teachers continued to emphasize the importance of studying English to prepare for entrance examinations. Most student participants generally assessed their secondary English language experiences negatively. While O’Donnell’s goal was to examine incoming freshmen students’ attitudes and motivation regarding language learning in high school, the main goal of this research is to examine the beliefs, perceptions and attitudes of university students toward CLT. O’Donnel emphasized in his study; that university instructors of English must come to know their students’ language experiences and attitudes and motivations to bridge possible cultural and pedagogical gaps, as students at the tertiary level may hold the same beliefs about the general nature of language learning and learning and communication strategies developed from their secondary language experiences. Through understanding their students’ instructors may

find ways to help them find a purpose for pursuing greater language proficiency while at university (as cited in Yoshida, 2011:121).

Therefore, research in second language learning suggests that learners' and teachers' preferences for instructional approaches deserve investigation. Learning may be negatively affected when learners' expectations are not matched by the reality of the classroom (Horwitz, 1987) and learner attitudes play a strong role in determining the success of innovations in instructional practices (Savignon and Wang, 2003). A mismatch between instructors' and learners' attitudes may also lead to conflict that can adversely affect learning (Schulz, 2001; Spada and Gass, 1986; Wesche, 1981; Yorio, 1986).

To start with, Savignon and Wang (2003:240-241) investigated the first-year university learners and their perceptions towards learning English as a foreign language and their perceptions towards communicative teaching practice in their classes. Their quantitative study reached to the following conclusion that "an understanding of learners' attitudes and their perceptions of current teaching practices is important to an accurate definition of the function and goals of EFL and of the methods of teaching that best help learners to attain these goals". Cotterall (1995b) stressed that "learners' attitudes to learning and the perceptions and beliefs which determine them, may have a profound influence on learning behavior and on learning outcomes (Weinert & Kluwe, 1987), since successful learners develop insightful beliefs about language learning processes, their own abilities and the use of effective learning strategies (Anstey, 1988), which have a facilitative effect on learning. These successful learners tend to develop a more active and autonomous attitude that allows them to take charge of their own learning. As Schulz (1996) points out, learner views of learning cannot be ignored, in particular, when there is a mismatch between teacher beliefs and learner beliefs".

Savignon (1997) explains further, "if all the variables in L2 acquisition could be identified and the many intricate patterns of interaction between learner and learning context described, ultimate success in learning to use a second language most likely would be seen to depend on the attitude of the learner" (as cited in Savignon and Wang, 2003:225).

2.3.2 Learners' attitudes towards CLT practice in classroom

In the past two decades the topic of beliefs about language learning has been attracting considerable research interest. The first to conduct a systematic research into the nature of language learning beliefs was Elaine Horwitz (1988) of the University of Texas at Austin, who developed the Beliefs about Language Learning Inventory (BALLI). This instrument has since been used to assess learners' beliefs by many researchers. However, there have been criticisms regarding the validity of the instrument, especially the delineation of its themes into foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation and expectations. To prove the validity of such instrument that evaluate learners beliefs towards learning English, Nikitina & Furuoka (2006) study was conducted at University Malaysia Sabah (UMS). The participants were 107 students learning the Russian language. As a result of statistical tests, the following four factors were extracted: (1) motivation, (2) aptitude, (3) strategy, and (4) ease of learning. Overall, these results allow us to conclude that Horwitz's instrument is a suitable tool for research on language learning beliefs in various sociolinguistic settings regardless of the language being learned. These different aspects could be considered as a measurement tool for gathering about learners' attitudes towards learning in general.

Moreover, Savignon and Wang's (2003) questionnaire was used for two purposes. "First, the questionnaire was comprehensive enough to the different domains associated with CLT instruction. Secondly, it is assumed in the current study that it would be easier to compare results when comparable versions of the study instruments are used across several EFL settings" (as Cited in Asassaf, 2012:528). Savignon and Wang's (2003:229) study investigated first-year university EFL learners' perceptions of the classroom practices they had experienced in secondary school as well as their beliefs about language learning in general in the EFL context of Taiwan. The sample was a first-year university student from different elementary and secondary

school backgrounds was used. Concerning the respondents' attitudes toward the classroom practices they reportedly had experienced in senior high school, most expressed a dislike for form-focused instruction and high regard for practices that engaged them in making meaning. Savignon and Wang's (2003:238) study suggested "a mismatch between the needs and preferences of English language learners in Taiwan and their perceptions of instructional practice. Instructional practice in secondary schools is described as generally form-focused in nature". Such studies lead to find out more studies that investigate both communicative and non-communicative learning language practice from learners' perspective. For instance, Inncecayn (2009:619) study had investigated both communicative and non-communicative activities and techniques in the classroom. The purpose of this study is to explore the perceptions of 30 Turkish university students in order to better understand the appropriateness and effectiveness of communicative and non-communicative activities in their EFL courses and the difficulties that students perceived as a result of CLT in a private university preparatory school in Istanbul, Turkey. The results of questionnaire had shown that "The participating students favoured both communicative and non-communicative activities. This reflects that the students are interested in studying with both communicative and non-communicative activities in EFL classrooms. In other words, "they cannot ignore the traditional way of learning that they have been used to in EFL classrooms throughout their previous education processes" (Inncecayn, 2009: 620). This could explain that communicative language teaching should focus on both form and meaning to reach the outmost of its aims. Additionally, "it was found that 29 students thought that the traditional activities such as error correction and audio-lingual drill were effective ways of learning English. On the other hand, nearly all of the students also stated that they were in favour of communicative activities such as whole-class discussion and group or pair work which involved greater amounts of student-student interaction" (Ibid:620). That finding was inconsistent with both studies Yoshida (2011) and Asassaf (2012) who found that students preferred more communication focused teaching than the traditional focused form teaching.

On the other hand, there was other studies done in the same field and investigate not only learners beliefs in EFL context about learning English but also it investigates the practice of communicative language teaching in their classes, for example Yoshida(2011:122) study seeks to address the following questions: What are learners' beliefs about English language learning generally?, In terms of instructional focus, what are learners' perceptions of the classroom practices they have experienced? And what are learners' attitudes toward these classroom practices? The participants were 299 students from four private and two public universities in Japan answered a questionnaire designed to collect their attitudes toward communicative language teaching. Their attitudes toward classroom practices they have experienced were a particular emphasis of the questionnaire. The questionnaire used in this study was adapted from Savignon and Wang's questionnaire (2003). The results showed that "In regards to beliefs regarding communication-based, the results showed that the responses to questions demonstrate students' clear and consistent belief that learning English should contain communication-based training as the main focus. The results also indicated that learners believed on the importance of teachers' role in such communication focused training and the students should be allowed to interact with classmates in real life situations. They also believe trial-and-error in communicating in English can enhance their language skills" (Yoshida, 2011:124). The results also showed that students disagreed with "it is important to avoid making errors in learning English which indicated student support for the importance of trial-and-error in language learning. However students agreed that teachers should correct errors in class such as pronunciation and grammar corrections. On the other hand, students' attitudes regarding grammar-focused practice they experienced in their classes, showed that students disfavored classes with grammar-based learning as the main focus such rare chances for students to speak, with a lot of grammar explanation and practice and with frequent use of Japanese by teachers" (Yoshida, 2011:126).

Moreover, Asassfeh, Khwaileh, Al-Shaboul, and Alshboul (2012) study addressed 1525 Jordanian EFL school learners' attitudes and perceived

implementation of traditional form-focused (FFI) instruction and communicative meaning-oriented instruction of English. The aim of study was to investigate learners' attitudes as well as perceived practices of CLT implementation in Jordanian schools with the aim of identifying areas of challenge towards further improvement. The study investigated 1525 (714 female and 811 male) enrolled in both public and private schools EFL students with three different level of proficiency (low proficiency, intermediate, and high proficiency to find out the attitudes and perceived pertinent to FFI and MOI OF Jordanian EFL learners hold, the statistically significant difference in Jordian EFL learners attitudes and perceived instructional practice pertinent to FFI and MOI according to difference in gender, school type, grades and proficiency level. Similar to findings from Yoshida (2011) study, the results showed that the mean response of students' preferences associated with meaning oriented instruction (MOI) was higher than that associated with form focused instruction (FFI). It also been found that the mean difference, paired sample t-test revealed, was significant, $t(1524) = -24.86$, $p < .001$. The results also showed that "Students' highest preferences were associated with having teachers create an atmosphere that promotes using English in class. They also wished teachers would allow them to make trial-and error attempts towards developing their ability to communicate in English. Students also favored communication-based English teaching and having grammar explanations when necessary" (Asassfeh, 2012:529). The results showed that students prefer more meaning focused practice than form focused practice.

Moreover, other studies investigated both communicative and non-communicative activities and learners attitudes were done similar to one done in the Jordian context. There was a study which had been conducted in the Turkish context to explore learners' attitudes towards CLT in depth and it aimed at exploring the perceptions of 30 Turkish university students in order to better understand the appropriateness and effectiveness of communicative and non-communicative activities in their EFL courses and the difficulties that students perceived as a result of CLT in a private university preparatory school. Inncecayn and Incecay (2009:619) believed that "Such studies which

would consider that learners' attitudes towards the difficulties that encounter in learning using CLT would explore such topic from a wider point of view and would provide solutions to overcome any difficulties which could be founded".

In addition to that, Feng (2013) study was a self-designed questionnaire with 40 questions or variables to measure two constructs: Form-focused Instruction (FFI) and Communication-focused Instruction (CFI). The chosen subjects were 300 ninth graders and 300 twelfth graders from two urban public schools in Chain. The results showed that "for ninth graders, the means on the variable FFI was 3.3600 with a standard deviation of .49946 and the means on the variable CFI was 3.7987 with a standard deviation of .49533. The results of this analysis showed that ninth graders preferred CFI to FFI. For twelfth graders, the means on the variable FFI was 3.1512 with a standard deviation of .51615 and the means on the variable CFI was 3.8824 with a standard deviation of .52141. Like ninth graders, the results of this analysis showed that twelfth graders preferred CFI to FFI. 2) For male students, the means on the variable FFI was 3.3598 with a standard deviation of .51180 and the means on the variable CFI was 3.8098 with a standard deviation of .50040. The results of this analysis showed that male students preferred CFI to FFI. For female students, the means on the variable FFI was 3.1514 with a standard deviation of .50406 and the means on the variable CFI was 3.8713 with a standard deviation of .51812. Like male students, the results of this analysis showed that female students preferred CFI to FFI" (Feng, 2013:47). Zeng (2004) found that Chinese students with a high level of language development expressed a desire to focus on oral skills rather than on explicit grammar study (as cited in Feng, 2013:50).

Furthermore, Abdullah and Shah (2015:16) study was a quantitative study which focuses on secondary school students. The study focuses on form four students of 16 years of age. The number of 134 respondents was selected as participants in the study. The study employs questionnaire in order to gather the data. The items in the questionnaire are adopted and adapted from Savignon and Wang (2002). It aimed to find out students' beliefs towards CLT and SA. The results showed that "In analysing the students' beliefs towards English language instructions in detail based on items, item B7 "I believe my

English improves quickly if I study and practise grammar" (mean = 4.27, *s*= 0.74) under the construct grammar shows the respondents' highest level of beliefs. Item B5 "Speaking in English during lesson is not important for English learning", on other hand, shows lowest level of beliefs (mean = 1.85, *s*= 0.86). Three items, B1, B7 and B10 which are "Learning English is learning its grammar rules", "I believe my English improves quickly if I study and practise grammar" and "Grammar rules should be explicitly explained in class" respectively on grammar construct scored mean above 4.00. Most of the students believe that learning English is actually studying grammar and their English language improves if they study grammar. Besides, they also believed that grammar should be explained overtly. The students strongly disagree with item B5 which is practise speaking the language in the classroom is not important. For the communicative construct, item B17 "Learning English by practicing the language in communicative activities is important in mastering a foreign language" shows the highest beliefs (mean = 4.38, *s*= 0.68), whereas item B18 "A communication-focused language program often meets the learner's needs" is the lowest (mean=3.82, *s*= 0.73)" (Abdullah and Shah, 2015:18).

Moreover, the tertiary level has also been investigated to find out learners' attitudes towards CLT practice. For example, Aliponga (2013:5) study investigated university EFL learners' perceptions of the classroom practices they had experienced in their English classrooms as well as their beliefs about language learning in general practices they had experienced in their English classrooms as well as their beliefs about language learning in general. "The findings for the first research question revealed "the students' strong belief about practices that engaged them in meaningful language production as opposed to grammar-based instruction" (Aliponga, 2013:2-3). The results also showed that "the analysis of attitudes toward English teaching and learning in general shows student preference for meaning-based approach and the students' attitudes toward these perceived communication-based practices were highly positive. Students sampled liked it best when teaching practices were communication-based, when many activities involved communication, when grammar was explained when necessary during communication-

focused activities, when classroom atmosphere allowed for the use of English, and when their errors were corrected" (Aliponga, 2013:7). Moreover the result of this study indicated that "students' strong beliefs about practices that engaged them through communication (Mean = 5.88). Regarding error correction, there is an agreement that teachers should correct errors in class (Mean = 4.89). As far as pronunciation is concerned, the data also showed an agreement to consider pronunciation as a measure for being a good learner and good English speaker (Mean = 5.30)" (Aliponga, 2013:4).

Kavoshian's study (2013) was also done to investigate 100 (50 males and 50 females) Iranian students preference of either communicative oriented activities or form oriented activities and the gender effect on students conceptions. The results indicated that "the mean score for communicative activities (M=15.62, *s*=2.14) is higher than the mean score for form-focused activities (M=14.35, *s*=2.79). The results showed that the participants preferred communicative activities more than form-focused activities" (Kavoshian, 2013:1354). "The results of using a paired –samples t-test to investigate the effect of gender on learners' perceptions showed that there is not a significant difference between males(13.78) and females (M=13.92) preferences regarding form-focused activities (new grammatical points and vocabulary items are taught by the teacher, most of the time, correct pronunciation is emphasized by the teacher, spending some time revising grammar, grammatical mistakes are corrected by the teacher and teacher guiding most of what students do)while considering communicative activities (relaxing atmosphere, use of real life materials (TV, newspapers and magazines), lots of active free discussions, some of time spent for having fun and spending a lot of time to work individually or in groups teacher- in dependently), males (14.38) preferred these kind of activities more than females (M=13.86)" (Kavoshian's,2013:1355). The results were inconsistence with Feng (2013:47) who found out that "Like male students, the results of this analysis showed that female students preferred CFI to FFI".

Furthermore, Gamble, Aliponga, Koshiyama, Wilkins, Yoshida and Ando (2013:4) study aimed at investigating university a total of sixty seven EFL learners' perceptions of English language learning, students perception of the

classroom practice they have experienced in three different private universities in Japan. The results indicated that the students showed strong beliefs about the practice that engaged them through communication; the students also agreed that teachers should correct errors in the classroom and they also believed on pronunciation as a measure for being a good learner and a good English speaker. The findings also revealed that “learners dislike grammar-based instruction such as grammar-focused English teaching, sentence drilling and sentence repletion, Japanese used most of the time, most time spent on grammar rules explanation compared to the communication based practices which highly regarded from students perception such as communication based teaching practices, many activities involving communication, communication-focused with grammar explained when necessary, trial and error attempts allowed, and atmosphere created for the use of English and error correction teachers corrected my errors in the classroom. The finding revealed that students believed that it is important for the teacher to correct students speaking errors in class” (ibid: 4).The result contradicted with Riley (2006) study which showed that the majority of students did not want their teachers to correct all their mistakes.

In addition to investigating learners' beliefs about CLT, there were other studies that studied other aspects related to CLT such as CLT impact on students learning and also the difficulties that students had when they had CLT practice in their classes. For example, Raissi (2013:328) study aims to investigate how CLT understood and implemented in Malaysian secondary schools from the students point of view. The study used the semi-structured interviews to elicit students' attitudes and problems regarding the implementation of CLT and the participants were 30 secondary students. The results showed that most students (83.3%) had favourable attitudes regarding the nature of CLT implementation of CLT. considering the CLT implementation in their classes, participants also showed that they had enough authentic tasks and the mount of group work and class discussion were satisfactory, however, the participants complained about the lack of facilities in their schools. The results also indicated the impact of CLT on students learning as it was stated “most of the students mentioned that by

incorporating CLT in the language classes their receptive skills (listening and reading) have been improved while they have mentioned their productive skills stills (writing and speaking) still did not improved too much" (Raissi,2013:328).

"The problem that the participants had encountered in their classes was the focus was on reading skills and they cannot speak outside the classroom and they cannot express themselves in English in other contexts too- Another problem as it had mentioned by students had been the lack of peer-review writing tasks. On the other hand participants showed their preference of having explicit instruction rather than implicit instruction to receive grammar, pronunciation and vocabulary. Moreover, it was found that participants agreed with the explicit error corrections in the class which is in contradiction with CLT principles" (Raissi, 2013:329).

Inncecayn and Incecay study (2009:621) also stated that the major difficulties mentioned by Turikish students had been reported that "having a grammar – based exam to pass caused them to lose their interest in these activities and their traditional learning habits and styles caused them to be passive in communicative activities. The study concluded that aligning the communicative approach with traditional teaching methods in beneficial for EFL students".

Parallel to Inncecayn and Incecay (2009) and Raissi (2013) studies, Abdullah (2015:420) study was investigating 40 undergraduate students from only level one in the English Department. The study used the mixed method approach (the questionnaire and semi-structured interview to find out the answers for the following questions:1. What are students' attitudes toward CLT? 2. Do students think that authentic materials should be used by teachers in English classes? 3. What are the challenges that Kurdish students face when they are taught through CLT method? The results of this study indicated that "students had a positive attitude towards learning English in general. Responses from the questionnaire revealed that 82.50% of the students agreed that the aim of English language teaching is to help students to communicate in English. Most of the participants expressed support for CLT as they believed that it

was the best way to learn a foreign language; this was evident from the conducted interviews" (ibid: 420). With regards to the role of teacher and learner, "the findings revealed that the most essential point that all the participants agreed on was the importance of students' and teachers' roles. The teacher's role should be as an advisor in the class, and the students should be the centre of teaching and their role should be communicators. Based on the responses from both the questionnaire and the interviews, the CLT approach was seen as a positive, successful, purposeful and active method of teaching" (ibid: 420).

Abdullah's (2015:421) study also showed the impact of CLT practice on students' motivation "The results of interviews indicated that CLT activities help students to be more competent in speaking especially in Kurdistan is to help students to be more fluent. Similarly, as Guariento and Morley (2001) stated that "the majority of students and teachers demonstrated that CLT motivates students and helps them to achieve better performance in oral skills". The study results also revealed that participants considered error correction and group work as a least important from their point of view "Error correction and group works were considered as the least important aspects of CLT by the participants, who also reported that making errors is natural". In terms of difficulties of CLT implementation, the results showed that "teacher's lack of knowledge, level of students, class size, lack of authentic materials and grammar based exams could hinder the implementation of CLT" (ibid:422).

On the other hand, some other studies focused mainly on finding out learners' attitudes towards CLT principles specifically. For example, Mondal (2012) study was designed to investigate the higher secondary level (college level education) students' evaluation of CLT. The focus of Mondal's study (2012) was to how CLT method is evaluated by learners, what the characteristics of the CLT method are and how the CLT method can be used meaningfully. The results of this study revealed that students hold favourable attitudes towards CLT method and display characteristics of CLT in their beliefs. "One of the remarkable findings was that students strongly agreed and think that group work activities are essential for communication and in promoting genuine

interaction among students while they disagreed that without mastering the rules of grammar, students don not become fully capable of communicating with a non-native speaker" (Mondal, 2012:99).

In addition to that Gamble (2013:4) study investigated university EFL learners' perception about language learning in general and their perception of the classroom practice practices they have experienced. The participants were sixty-seven from three different private universities. The results showed an agreement with Mondal (2012) that students showed strong beliefs about practices that engaged them through communication. Ullah's study (2013:199) aimed to have a clear idea about the practice of CLT in Bangladesh, the study was conducted in ten colleges (both Govt. and non-government; urban and rural) of three districts i.e. Chittagong, Cox's Bazar and Bandarban. Both close ended questions and open ended questions were used to collect data for this research. The results of this study had covered different aspects of CLT practice in the classroom, the findings were stated and a comparison between teachers and students responses was stated. In regards to classroom activities, both teachers and learners did not agreed with those statements "classroom activities reflect that communicative competence is the expected goal; There is an attempt to link classroom language learning with language activities in social context; Classroom activities provide scope for developing listening skill; The medium of lecture in class is English; There is scope for developing four integrated skills in class; Teachers provide scope for pair work or group work in classroom, There are task completion activities in class and Students are asked to play role in class" (Ibid:199). On the other hand, teachers and learners agreed about the following statements: "Comprehensible pronunciation is sought; there are information gathering and transferring activities in class; and Classroom activities focus more on accuracy than fluency" (ibid:200).

Ullah (2013:201) found out "The above data put forward the fact that our classroom activities are far away from the true parameter of ideal CLT classroom activities. In regards to teachers and learner role in the classroom, the results indicated that that there is a huge gap between the theory and practice regarding teachers and learners' activities. We can find that our

classroom is still too much teacher centered rather than learner centered. The finding revealed that learners and teachers did not agree with the following statements to be practiced in the classroom: Teachers' Role facilitates the communication process in class; Teachers act as independent participants within the learning teaching group; Teacher assumes a responsibility for determining and responding to learner language needs; Learners play the role of negotiator in learning; Learners actively participate in the classroom activities and They take responsibility of their own learning however they agree about the following statements Lack of teachers' training affects class performance and Teachers act as counsellor".

Moreover, Muhammad (2016) study aimed to answer the two following questions: 1).What is the government secondary school students' attitudes towards grammar translation (GT) in Quetta, Balochistan, Pakistan? 2) What are the government secondary school students' attitudes towards CLT, in Quetta, Balochistan, Pakistan? There were 204 student participants: 102 girls and 102 boys. Eighty-eight percent of the students were 10th graders and 12% were 9th graders. Their ages ranged from 12 to 20 years. The average was age about 16 years old (15.6). A survey instrument was used to assess students' attitudes towards English language teaching and learning. The findings revealed that The CLT items "Teacher should act as a guide in teaching English language" (4.70); "The aim of English language teaching should be to help students communicate in English" (4.66); "Ordering scrambled sentences is a good language classroom activity" (4.65), and "English newspapers should be used for improving learners reading skills" (4.58) had the highest student mean ratings. However, the items "The aim of English language teaching should be to help individuals to learn grammar rules of English;" "Group work should seldom be used in the language teaching" had the lowest mean ratings 3.23 and 3.25, respectively. Based on a rating scale where 3 represents neither agree nor disagree the students seem to be expressing a neutral stance on these two grammar translation items. In examining Table 1, it is evident that in the CLT items the students showed more favourable ratings than the grammar translation items (Muhammad, 2016:260).

“The results showed that there was no statistically significant difference between male’s (21.45) and female’s (22.29) ratings on the GT composite total scale score. In addition, both male and female’s average scores on the GT composite score were relatively low (the highest rating possible on the scale was 45). This appears to indicate that both male and female rated the grammar translation (GT) approach less favourable than CLT. On the other hand, there was a statistically significant difference between males and female’s rating on the CLT composite scale. Female participants rated the CLT items (39.24) significantly higher than male (37.81). This indicates that women had significantly higher favourable ratings on CLT approach more than men”. (Muhammad, 2016:261-262)

Alamin and Ahmed ‘s study (2013:25) aimed to survey students’ opinions about the (PDEFL) program, the paid Diploma of English Language as run by the Department of the foreign languages of the Faculty of ARTS. “The findings indicated that instructors had to make group work as well as individual learning relaxed and more useful, variable approaches in teaching the four language skills are indispensable to ensure a successful learning atmosphere. The study revealed that students’ individual aptitudes, personalities and learning styles should be taken into account to create a learning environment in which virtually all students can be successful in learning English language” (ibid:25).

To conclude with, Nikitina & Furuoka (2006) stated that “It has been recognized that beliefs about language learning are context-specific and learners from different cultures may have different attitudes, approaches to and opinions about learning a new language”. Therefore it would be required to study Omani learners’ attitudes towards CLT practice and how they evaluated CLT practice and impact on their learning and motivation.

2.3.3 Learners’ perception of CLT practice and CLT impact

Studies done on the field about CLT impact on students' motivation were limited as Ochoa (2016:42) stated that “Although there has been much research in the field of motivation, llimited studies have emphasized the impact of classroom communicative activities on EFL learners’ motivation”. On the other hand, Al Alami (2014:1245) stated that “acquiring adequate communicative competence has been defined in terms of sufficient acquisition of four components; namely, linguistic competence, discourse competence, strategic competence, and socio-linguistic competence. Linguistic competence refers to acquisition of sufficient knowledge of the norms and conventions of language elements such as syntax, spelling, pronunciation and so on. This type of competence ensures accuracy in terms of language use and usage. Discourse competence refers to skill in manipulating both spoken and written language in stretches of discourse, thus resulting in fluent use of language. Strategic competence refers to skill in employing strategies which a language user can resort to when communication breaks down; hence ensuring communication is not hindered. And socio-linguistic competence refers to adequate knowledge of the target culture, which normally yields in appropriate use of language".

According to Savignon (2005), communicative language teaching is not only concerned with face-to-face oral communication. The principles of communicative language teaching also cover reading and writing activities that involve learners in explaining, negotiating, and conveying meaning. With the notion of context of situation in mind, communicative language teaching can be seen as an approach or theory of intercultural communicative competence, to be stressed when developing methods and materials appropriate to a given instructional situation, and according to Hutchinson and Waters (1993), the communicative approach is concerned with three sets: the nature of language, the process of learning, and the context within which learning takes place (as cited in Al Alami, 2014:1247).

To start with, Shawer (2015:3) defined two main changes and developments associated with learners: firstly the cognitive change which means “the development that occurs in the learners' cognitive schema, which relies mostly on teaching and learning. In its narrowest sense, learning is the

cognitive change that results from formal teaching. A broader definition suggests learning as any development that occurs to learners, including cognitive, affective and others". On the other hand, effective learning is defined "depends on differentiation of learning experiences, content relevance and linking prior schema to new learning (Bruner 1978). Effective learning occurs when teachers provide students with varied learning experiences falling within their abilities (Tyler 1949)" (as cited in Shawer, 2015:4). Secondly the Affective change which is "the positive development in student motivation and interests" (Shawer, 2015:5).

Moreover, the cognitive change relies mostly on teaching and learning and cognitive impact includes the following areas: learning strategies, whole learning, workability, the listening skill, the speaking skill, the reading skill, the writing skill, accuracy, appropriate language use, and communication strategies while affective change which is the positive development in student motivation and interests includes following impact: positive and negative changes such as boredom, objection, change of classroom, change of college, high motivation, active role in class activities, satisfaction, punctuality, endorsing class content, interest in class learning, truancy, dropping out and voluntary compliance(ibid:5).

There are other studies which have been conducted to explore the practice of Communitive language teaching principles in the classroom and the practice of communicative competence including the different competences which are considered as the basic of CLT approach. The impact of such practice using CLT on students' cognitive an affective changes had also been studied by Shawer (2011). It has been studied by stating the following categories. The first aspect is CLT practice in the classroom which included grammatical competence, sociolinguistic competence, and strategic competence in addition to that the CLT principles genuine communication, English used, structures in context, group and pair work, authentic materials used and Error correction. The impact of CLT on students learning and motivation: increased motivation, linguistic competence improved, strategic competence improved, sociolinguistic competence improved, improved listening and speaking ability and improved reading and writing ability. In this study there was a comparison

between learners' and their teachers' opinions. The findings revealed that "CLT had a positive impact on student grammatical, sociolinguistic and strategic competence and motivation. These results concurred with previous studies, which concluded that CLT significantly improved learners' communicative competence" (Shawer, 2011).

Shawer (2010:337) study investigated the impact of CLT on student cognitive of communicative competence and affective change of motivation towards language learning. The main focus of this study was on finding the answers for the following questions: (1) What are the teachers' conceptualisations of CLT?; (2) Is there a gap between teacher cognition of CLT and their actual classroom practice?; (3) What is the impact of CLT on student cognitive (communicative competence) and affective change (motivation towards language learning)?. Qualitative case studies were used in this study and questionnaires checked teachers' understanding of CLT to exclude those who were unfamiliar with it. The student questionnaire was a modified version of the teacher questionnaire. Questionnaires comprised Likert-scale closed items to allow for different degrees of responses and yield scores. The participants of this study were two case studies of two teachers and their students.

The findings revealed that "the two cases, with both teachers conceptualising CLT in line with Canale and Swain's (1980) model. They agreed that CLT involves inductive learning about language forms (grammatical competence), appropriate language use (sociolinguistic competence) and communication strategies to compensate for anticipated communication gaps (strategic competence). Both teachers also agreed that CLT comprises genuine communication, collaborative activities, communication through the target language, tolerance about student mistakes and authentic materials (Grenfell and Harris 1999)" (ibid:351). Shawer (2010:351) also found out that "The first-case findings revealed that CLT had a positive impact on student grammatical, sociolinguistic and strategic competence and motivation while the second-case findings, however, differed. Mark's teaching, which was not communicative, did not help his students to improve their abilities to use English or increase their motivation to learn. On the contrary, the students felt

bored in his classroom and complained about his traditional structural teaching".

Moreover, Ochoa (2016:42-43) study aimed to cover a wider range of communicative activities in regards to students' and teachers' perceptions on the influence of those activities on motivation; in this case, the context is Ecuador and the participants' mother tongue is Spanish. The research questions were: 1. what are the students' perceptions about their motivation when performing communicative activities in the EFL classroom? 2. What are the teachers' perceptions about their students' motivation when performing communicative activities in the EFL classroom? 3. Which communicative activities are the most motivating in the EFL classroom?

The participants of the study were 180 senior high school EFL students (86 males and 94 females) and 8 EFL teachers in a town of the Amazon region of Ecuador. The study used a six–point Likert scale questionnaires and they were administered to both students and teachers to gather the data about communicative activities and the levels of motivation and students and teachers interviews were applied. The interview was comprised of five open-ended questions that inquired about the types of communicative activities that students do in the EFL classroom, the communicative activities that motivate them, the activities that do not motivate students to learn English, whether or not they are motivated to study English, and if the teacher is a factor that influences the students' motivation to learn the target language. (Ochoa, 2016:43-44)

The statistical information was analysed to determine the effect of communicative activities on students' level of motivation to learn English as a foreign language, which is later compared with teachers' perceptions and the responses from the interviews. "The results of this study indicated that students' perception of effect of communicative activities on motivation varied according to the different concepts related to CLT. They feel:1.highly motivated when they use English to interact with their classmates (M=3.78); highly motivated (M=3.57) when participating in class discussions; highly motivated when participating in games (M=3.63);students feel highly

motivated (M = 4) when working in pairs; motivated when performing activities in small groups (M=4.26); the trend is a moderate motivation in regards to participating in activities that involve role playing (M=3.38); In the case of oral presentation which corresponds to question 7, the tendency is a high motivation(M=3.52); most of the participants (M=3.58) tend to feel either moderately or highly motivated in relation to the interaction with their teacher in the classroom and concerning communicative activities is about the way students feel when their teacher corrects their English speaking errors. The tendency here is to feel highly motivated (M=3.89) when being corrected by the instructor" (Ochoa, 2016:44-45).

The results of this study also showed that "communicative activities, which involve students' interaction with their classmates in the target language, seem to be highly motivating for learners according to students' and teachers' perceptions. This level of motivation, according to the information obtained from the interviews, appears to come from the fact that students feel confident when they help each other during the interaction. The communicative activities involved class discussions, games, pair work, group work, role plays, and group oral presentations" (Ochoa, 2016:45). "it was also found that both teachers and students believed that games, pair work, small group work, and role plays are the most motivating since they allow learners to use English in a realistic and enjoyable way; furthermore, the aforementioned activities enable students to perform better" (ibid:45).

In addition to that, Al Alami (2014:1252) study aimed to discuss how to promote communicative competence through utilising literature in the EFL classroom. The research population is limited to EFL under-graduate students studying in the United Arab Emirates and majoring in disciplines other than English language and literature. The study sample is thirty-four students studying at a private university in Dubai where the researcher works. "Based on the statistical results, both groups could achieve progress towards the end of the academic semester, as indicated by their performance findings. However, the experimental group students could achieve a significant progress. As the p-value for the experimental group (Sig.=.000) is less than 0.05, while the p-value for the control group (Sig.=0.371) is greater than 0.05,

then it is evident that there is a significant difference between the performance of the two groups on the communicative critical reading competence pre-post-test, in favour of the experimental group students" (ibid:1251).

As it was found that communicative language teaching approach practice would affect students' learning and motivation, therefor it would beneficial to find out students' perceptions of CLT impact in higher education in Oman and it would be supportive for our study to find out literature done in Omani context about the same topic.

2.3.4 Learners' attitudes towards CLT practice in Omani

The Omani literature which has investigated Omani students' attitudes towards learning English and difficulties they encountered either in schools levels or higher education institutes was dealing with the topic generally. The following section presented different studies done with Omani students and their teachers to find out what it had been found and recommended by such studies.

To start with, the most common aspect which had been studied was the gap that existed between teaching English at schools and the level of English of new intakes students to different higher education institutes. For example Sergon (2011:16) study "sought to investigate why, with all the control that the Omani government exerts over the education of its students, and, with the twelve years of English education that Omani students undergo, Omani students still struggle with the English language". To answer that question, different interviews were conducted for pre-university government school teachers, for Foundation Year teachers, for Foundation Year students and for Ministry of Education officials. In terms of this current study purpose of exploring students and teachers attitudes towards learning English in higher education in Oman, the focus will be on stating the results got from students and teachers in the Foundation Institute program which called as a preparation course for students. However the pre foundation teachers

opinions was included to find out the major problems they had while teaching English.

Sergon (2011:16) mentioned that for Foundation Year professors the interview focused on first year students' English ability while the students' interviews, the questions began with the preliminaries of clarifying how many years of English they had taken, what level they had tested into at Sultan Qaboos University (SQU) and what level they were at now. The questions then moved on to their experience learning English in schools, the effectiveness of the teachers, curriculum and teaching method. The questions then asked them about their opinion of the importance of English, and their past opinion of its importance, followed by their opinion of why their schooling did not prepare them to study in English, and how it could have been better.

The results related to pre-university government school teachers, the results showed that from Omani teachers' perspectives that "Omani students struggled to learn English at schools due to three main reasons: teachers overload tasks; large classes; and students' motivation. In terms of teachers' tasks, teachers' tasks include planning, implementing and marking lessons, providing remedial lessons to struggling students, giving and marking portfolios and exams—all in addition to any administrative work that comes with the territory" (Sergon, 2011:19). In addition to that, "Omani teachers stated that the classroom size was not the only difficulty for them but they thought that the level of students and curriculum is not matching, not only are class sizes on the larger size—often over thirty pupils in a class—but teachers often have multiple classes. Within each class the English level of the students is always variable and the majority of students are almost always below where the curriculum says they should be" (ibid: 19).

"Omani teachers also consider students' motivation as a hinder to support learning English successfully on the pre university classes'' Student motivation is sometimes also an obstacle—pupils often give up easily and do not always see the point of learning English; teachers then have to spend time creating extra exercises and trying to engage these pupils. Some of the teachers reported anxiety at seeing students struggle but being unable to help

because their workload is so heavy that they do not have time. Additionally, even though English was reported as the language of instruction most of the time, teachers found it difficult to stop students from speaking in Arabic. This was both because the weak students do not have a wide enough English vocabulary and because all of their other classes are in Arabic and it is obviously their mother-tongue" (ibid: 19-20). Those results showed that Omani students were not motivated which could affect teachers' motivation to support them.

Moreover, considering teachers from Foundation Institute of incoming students levels, the results showed that "Foundation Year professors who were native English speakers stated that the problem with students was that not enough practice of language, they stated that those students may know the grammar better than a native-speaker but they cannot use it. The results also showed that Omani students had a writing problem such as word order and sentence structure. The findings revealed that teachers believed that Omani students still struggle immensely with English" (Sergon, 2011:25-26).

On the other hand, Sergon (2011:26) study showed Omani Students' perspectives from foundation institutes of how Omani students like English classes: "The results showed that teacher played an important role in the classroom to motivate students to overcome difficulties in learning language'' The interviewed students felt that much of their enjoyment and their learning depended on their teacher''. Students also stated that " sometimes we have these kinds of teachers who don't have this initiative, they are not initiators and they are getting everything ready, like the course-book everything, but still not interested on teaching" On the other hand, the two Omani students who did the interview considered the materials used in the classes were boring and did not reflect the real life activities, one of the students hardly ever felt engaged while learning English in school; rather, she said, "I feel I get the English from the life more than school and teaching." The other interviewer remarked that, in the schools, learning English is about the marks, it is about doing well and graduating, it is never about loving the language—which makes it boring".

The results also showed that “both students were in favour of making the curriculum and the teaching methodology more engaging and relevant to their lives” (ibid: 27). From this study, it had been found that Omani students usually struggle to learn English due to different reasons such as teachers who could not provide a motivating learning environment for student; then curriculum itself and also teaching methodology which were not encouraging more use of English for real life practice. As a result, it ends up with students who were memorizing linguistics aspects of language but they did not have the ability to use it for communication.

Similar to the purpose of previous study to investigate the reasons behind the low level of English of Omani students graduated from high school, Al-Mahrooqi (2012:264) study also aimed to answer those following two questions: Why are so many Omani high school graduates weak in English? And what can be done to reduce the problem? The study used a qualitative questionnaire and follow-up focus groups were used to examine students’ school experience which provided more detailed information about the factors that led to low English proficiency. A hundred students from Sultan Qaboos University took part in the study – 32 males and 68 females.

The results showed that teachers, curriculum, students themselves, Limited exposure to English and lack of practice outside the classroom recorded as highest causes for Omani students’ low level of English when they graduated from high schools. The findings revealed that 85% of students thought that teachers are the major cause of their low level of English. The results showed that “Teachers are not well-prepared or qualified. They use old-fashioned, traditional teaching methods and styles, which are boring for students. There is a gap between teacher preparation programs and curriculum philosophies. 2) Teachers are asked to teach in a certain way as they are guided by the teachers’ book. 3) Teachers’ English proficiency is low and they do not work to improve this. Since most teachers confine themselves to the curriculum, they lose their competence in English. 4) Teachers in the lower grades are often very weak in English. 5) Teachers who graduated from private colleges or universities are especially ill-prepared and their English is weaker than their counterparts’ who graduated from state-run universities and colleges. 6)

Teachers use very simple language in the classroom. 7) Most teachers depend solely on the textbook. 8) Teachers' main concern is to finish the assigned curriculum. 9) Teaching methods stimulate only lower order thinking and cognitive skills. 10) Teachers do not care about their students and are not motivated to teach. They do not work honestly because they teach only for their pay. 11) Some teachers use Arabic when teaching English. In fact, some teach English in Arabic! 12) Non-Omani teachers know little about their students' backgrounds, and so do not understand them. 13) Non-Omani teachers come with various accents, which are hard for students to understand. 14) Some teachers focus on the best students in class, ignoring the struggling ones. 15) Teachers do not encourage students to care about English and to change their negative attitudes towards the language. 16) Many teachers do not speak in English with their students outside the classroom. 17) The Ministry of Education is not doing a good job of supervising teachers, which leaves teachers to their own devices. 18) Teachers get fed up quickly and give up when they do not get an immediate response from their students" (Mahrooqi, 2012:265).

Secondly, in terms of the curriculum as a major cause of poor language proficiency, the following findings emerged: "1) Learning and teaching are dependent on the textbooks, which are boring. The topics covered are unimportant, inappropriate and uninteresting. They do not relate to student interests. Hence they are not helpful as the input students receive from them is neither engaging nor comprehensible. 2) There is a lack of communicative tasks and so students mostly sit passively in the classroom. There is little chance to practice speaking inside or outside class. 3) English is taught too formally. There is no variety in terms of class activities. 4) The curriculum does not cover all the skills adequately. 5) The amount of time (per period) allocated to English is inadequate. 6) English is not a discipline. There is no information or content to learn. 7) English is only a school subject. It does not exist beyond the classroom. 8) There is too much focus on grammar. 9) There is much to cover but most of it is useless. 10) Teaching materials are inadequate. There is little to supplement the textbook and in general schools have few books. 11) In Basic Education, the first grade does not effectively

ground students in English. In General Education, English is only taught from grade four. 12) Both the Basic and General Education curricula are weak. 13) There is not enough focus on reading as no time is specified for this skill. 14) There are no tutorials or remedial lessons for weak students. 15) Textbooks are not progressively graded. 16) The curriculum is too difficult for weak students and yet unchallenging for good ones" (ibid: 266).

The results also showed that "Seventy per cent of participants blamed students themselves for their low level of English. Hence the following comments: 1) Students do not like English; indeed they hate it. They perceive it negatively and so are not interested in it. 2) Some students hate Westerners. 3) Students learn English at a late stage in life, unlike their mother tongue. 4) Students consider English unimportant. They are unaware of its importance. They do not value it. For them, it is not as important as the other subjects. 5) Students are afraid of English and consider it too difficult to learn. 6) Students are careless about their English. They do not want to learn it or improve in it. They are not keen to speak it or practice it. 7) Students are irresponsible. They do not take English seriously. The English period is like a free lesson. Some study it only for exams. 8) Some students cheat in exams. 9) Some students like English but depend too much on their teachers. 10) Students do not focus on understanding and grammar but simply memorize vocabulary" (Mahrooqi, 2012:266-267).

There were similarities between those two studies done in Omani context; it had been found that students' low level English proficiency when they graduated from high school could be considered as a major problem. Additionally, it had been agreed that teachers themselves could be one of main cause of the problem since they were still used teaching methods which did not encourage more of students' involvement in language learning and teaching methods which would increase students' motivation. Moreover curriculum was also considered as an obstacle to improve students' language proficiency because of shortage of interesting topics that encourage real use of language for communication. In both studies students also considered as another problem since students do not like learning English in general because they were not aware of its importance and they were not motivated

to do so. As it was stated by students in the previous study Sergon (2011) that the curriculum and teaching methodology did not support real use of English language, the next study was exploring in depth the communication skills and how was taught from students perspective.

Furthermore, there were other studies which focused on teaching and learning communication skills in Omani context. Al- Mahrooqi(2012) study was aiming to investigate, from a student-perspective, the state of communication skills teaching in Oman which was considered the first investigation on how communication skills are actually taught in Oman. That could reflect that the topic of communicative competences was not studied in Oman before either at school levels or higher education level. Al- Mahrooqi (2012:126) study used "written protocols over interviews because interviews require spontaneous answers, which might be hard for students whose English is weak. Written protocols allow students to think, write and rewrite their thoughts. Research has also found that students are able to structure their ideas more systematically when writing rather than speaking. To overcome the barrier of low English proficiency, students were given a chance to answer the questions in either Arabic or English".

Fifty-eight students from Sultan Qaboos University (SQU) were asked the following questions: How do you define English communication skills?, In your opinion, are English communication skills important in Oman? Please explain your answer; How were you taught English communication skills at school?; and How were you taught English communication skills at university? The results showed that English Communication Skills at the University. The majority of students stated that they were not taught communication skills indirectly at university either. English Education and English Arts students stated that their two speaking courses, in addition to linguistics courses, did teach them some communication skills. However, these were inadequate in the opinion of most of the English majors. Al- Mahrooqi(2012:128) found out that students described the communication skills:

"I was taught communication skills almost through linguistic courses as well as speaking courses. In some of these courses, we are asked to do

presentations in which we learn more how to communicate with others. However, still there is something missing that I think we need to have more courses that only focus on teaching communication''. ''Communication skills were not taught even at the university. I am a graduating student and I feel like I don't have English communication skills as I should. We were given many speaking and writing courses. Speaking courses are not enough as I have always believed. We weren't given situations that are fully related to our real life".

As a result of insufficiency of teaching communication in English classes in higher education in Oman, Al-Mahrooqi (2012:129) suggested that "Curricula must involve students actively in their studies and in genuine communicative tasks. Scenarios involving different speech acts, sketches, drama, debates, creative storytelling, data collection from real life, interactive video or film viewing, creating conversations and role-play, and using literature circles are all activities that encourage students to speak and use the language''. She also suggested '' an investigation is needed to compare curricula and teaching methods across higher education institutions to determine if communication is taught elsewhere in the tertiary sector. Future research could also address communication skills from many perspectives".

Al-Mahrooqi (2012:129) also stated that "most teachers are not well-trained to integrate communication skills, the Ministry of Education, colleges and universities need to provide professional development courses to demonstrate to teachers how this can be done".That finding would reflect the importance of investigating in depth teaching methodology used in English classes in higher education and to find out whether or not the practice of communication skills occurred and how to develop such practice for the benefits of our Omani students in higher education institutes.

In addition to that, Al-Issa and Al-Bulushi (2012:158) study mainly focused on comparing the outcomes of high school graduates from two different education system in Oman either basic education system which mainly used students centered approach and general education which used teacher centered approach in the class. The study aimed to answer the following

questions 1. What are the attitudes of the students who have exited the BES about the teachers and curriculum? 2. Is there any statistically significant difference between the males and females' perceptions in terms of the BES teachers and curriculum? 3. Is there any statistical difference in the students' perceptions between the BES and GES in relation to their English language teachers' activities and curriculum characteristics? 4. What is the role of the teachers in the BES implementation? The participants of this study were 141 students; 89 are females and the rest (i.e., 52) is males who graduated of the academic year 2009/2010 from Basic education system in Oman. In order to obtain the perceptions of these students, a five-point Likert scale questionnaire consisting of 64 items distributed among three categories (teacher = 24 items, curriculum = 27 items, and student = items) was initially developed. The items originated from the relevant literature focusing on language-in-education planning and policy in Sultanate of Oman.

In terms of Traditional Teaching, the study investigated students' beliefs about the following practice in their classes: 4.My teachers explained English vocabulary to us in Arabic; 5. My teachers explained English grammar rules to us in Arabic; 6. My teachers used to ask us to memorize English vocabulary; 7.My teachers used to ask us to memorize English grammar rules; 8.My teachers taught us the language of the textbook only; 12. My teachers trained us for the exams; and 19. My Teachers asked us to transcribe what they wrote on the board. "The results showed that a low mean which emphasized the role of the students as dynamic and active constructors of knowledge and deprives them from any thinking space. By contrast, it encourages students to copy and consider the teacher as the sole source of knowledge. However the results showed that a high mean related to ''My teachers trained us for the exams'' which showed that the way exams are considered by teachers as a prime yardstick for achievement and progress in learning the target language" (Al-Issa and Al-Bulushi, 2012:163) "The results have shown that the graduates of the BES think that part of the teachers have been disturbing the implementation of the BES through failing to use educational technological aids in teaching, teaching English through Arabic, encouraging memorization of language lexical and grammatical items, encouraging copying, asking

students to memorize lexical and structural items, confining teaching the language to the textbook and training students for exam purposes". (ibid: 170)

While In terms of communicative teaching, "This cluster includes items about using educational and technological aids, teaching English through English, complementing the mandated textbook, assigning challenging activities and homework to the students, using different interesting teaching techniques and methods, asking students to do different language assignments and projects, engaging students in pair and group work activities, asking students to participate in different extra-curricular activities at their respective schools and being taught by Omani teachers during their 12 school years"(ibid:164)

The results showed "Teachers are varying the sources of exposure to the language and allowing the students multiple opportunities to practice their English and use it for communicative and interactive purposes. Teachers are further helping their students to use the target language as a tool for performing activities and tasks and thinking about and constructing relevant, interesting and challenging knowledge. this cluster indicate the different and important roles the participants' teachers play inside the classroom, which not only affect the students' language learning and acquisition, but also positively influence their attitudes about the importance of learning the target language and the variable strategies available at their disposal" (ibid:165).

Al-Issa and Al-Bulushi (2012:165) found that "non-Omani teachers have been found teaching English through the Audio-Lingual Approach and Grammar Translation Methods. Hence, it is imperative that the Ministry of Education pays more attention to attracting Omani more male teachers to join the teaching force to gradually replace the expatriate counterparts, as Omani teachers understand the local ELT philosophy better, which has positive implications for policy implementation". Thus, the results of this study, which largely echo the findings of Al-Issa (2002) study, have revealed that "such teachers possibly lack familiarity with the new teaching methods due to lack of training. One can argue that adequately trained teachers have a significant role to play in overcoming certain curriculum-related problems such as mixed-

ability classrooms and easy textbooks" (as cited in Al-Issa and Al-Bulushi, 2012:170).

As a result, the investigation of teachers' and students' perceptions and attitudes towards English language teaching methods and how these methods are practiced in classes and their impact on students' learning and motivation would be recommended to be conducted in our context.

As a result, the current study summarized in the following diagram the main variables to be studied.

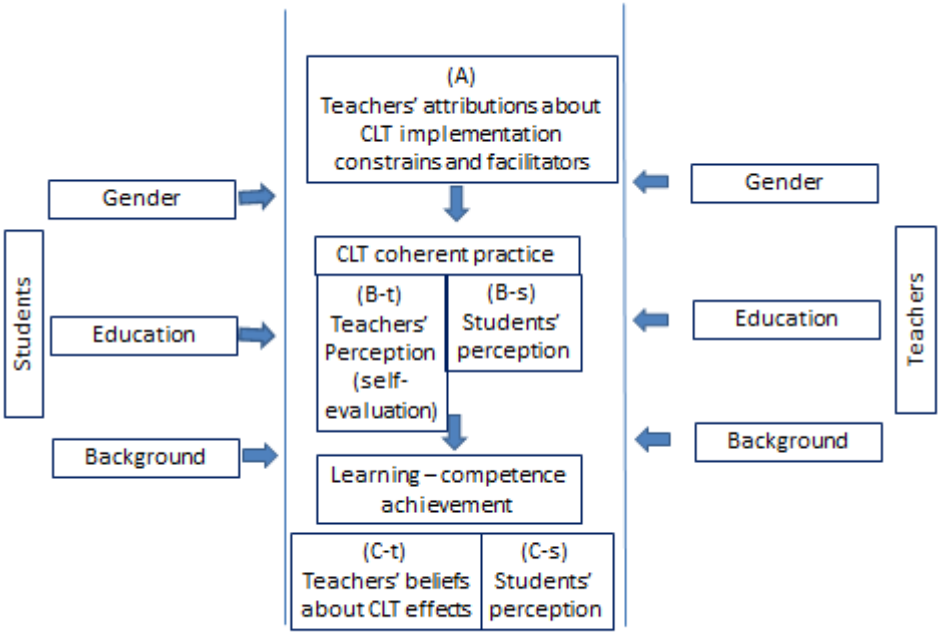


Figure 1 Variables' diagram

The above diagram represents overall conclusion that the researcher has come up with based on the literature review. The three main variables are A. teacher attributions of CLT implementation constrains and facilitators, B. CLT coherent practice including both teachers' and students' perception (self-evaluation), C. learning-competence achievement (teachers' and students' perception). Therefore, our study will be investigating those three different variables (teachers' beliefs of CLT implementation constrains and facilitators,

teachers and students beliefs of CLT practice, teachers and students beliefs of CLT effects). The teachers and students background was also stated in diagram to be studied in terms of their effects on teachers and students beliefs of CLT. This diagram would facilitate research design for data collection in the coming chapter.

3 Methodology

3.1 Introduction

This chapter presents an overview of research methodology. It contains an account of procedures used in the study, including research objectives, research design, selection and description of the participants, setting, instruments used for data collection, data analysis and trustworthiness of the study.

3.2 Objectives

The focus of this study will be on three main variables. To start with, Teachers' beliefs about communicative language teaching (CLT) including five main factors: group and pair work, quantity and quality of error correction, the contribution of the learner in the learning process, the role of teacher in the classroom and the role and importance of grammar. Then CLT coherent practice which mainly covers both teachers' and students' perceptions as a comprehensible exploration for CLT practice in a real classroom situation. Additionally, CLT practices related to communicative competence model and CLT principles as discussed in literature, will be investigated. The third variable is related to CLT practice and teachers' perception associated to its effects on the learning process for their students and their motivation towards learning language beside students' perception about CLT practice's effect on their learning and motivation. The main variable includes the factors that facilitate or hinder the implication of CLT. A quantitative questionnaire was adapted from previous studies in the literature which were conducted in the same field of communicative language teaching approach practice with some content modification.

The study aims to reach for the following objectives:

A. The major interest is to find out how teachers evaluate this current trend (communicative language teaching approach) in teaching and analyse their beliefs and attitudes towards its principles.

B. Also to find out students' perception of CLT and analyze their beliefs and attitudes towards CLT practice in classes and CLT impact on their learning and motivation.

C. To compare teachers' and students' perspectives whether teachers and their students share similar beliefs about teaching and learning associated with communicative language teaching approach.

D. To identify potential sources of differences in these beliefs and attitudes, as gender, age, background, etc. both among teachers and students.

E. To assess the feasibility of implementing CLT approach and how appropriate CLT is and how can it be implemented to maximize its strengths and benefits for EFL learners in Oman, and

F. To find out if there are any constrains or facilitators that hinder that encourage CLT implementation in Omani context.

In order to achieve these objectives, the research questions were stated as following:

1. Which are the teachers' beliefs about CLT principles and the following themes: group/pair work; quality/quantity of error correction, the role and contribution of learners in the learning process, the role of the teacher in the classroom, and place/importance of grammar?

- Which CLT principles recorded the highest agreement and which CLT principles recorded the lowest agreement from teachers' perception?
- How do teachers' perceptions vary according to their gender, educational institution, teaching years' experience and students' levels taught?
- What is the relation between teachers' beliefs of CLT principles and perceived difficulties of implementing CLT in classes?

2. What are Teachers' perceptions of CLT practice with respect to the CLT concept and its principles?

- Which is teaching approach used in the classroom?
- Which are teachers' perceptions of CLT practice in relation to communicative competence (grammatical, sociolinguistic, strategic and intercultural competence)?
- Which are teachers' perceptions of the practice of CLT principles (genuine communication, English used, structures in context, group and pair work, authentic materials used, error correction) in their classes?
- What is the relation between teachers' beliefs of CLT principles and their practice of CLT?

3. What is teachers' perception about CLT impact on students' learning and motivation?

- What is the perceived CLT impact on students' learning of English as a foreign language in relation to students' cognitive change (communicative competence)?
- What is CLT impact on students' affective change (motivation towards learning language) and intercultural competence?
- What is relation between teachers' beliefs of CLT principles and their perception about CLT impact on students' learning and motivation?
- What is the relation between teachers' perception of CLT practice and teachers' perception of CLT impact on students learning and motivation from teachers' perception?

4. What are students' perceptions of CLT practice with respect to the CLT concept and its principles?

- Which are students' perceptions of CLT practice of communicative competence (grammatical, sociolinguistic, strategic and intercultural competence)?
- Which are students' perceptions of the practice of CLT principles (genuine communication, English used, structures in context, group and pair work, authentic materials used, error correction)?
- How do students' perceptions vary according to their gender, educational institution, and their English language levels?

5. Which are students' perceptions about CLT impact on students' learning and motivation?

- What is CLT impact on students' learning of English as a foreign language in relation to students' cognitive change (communicative competence)?
- What is CLT impact on students' affective change (motivation towards learning language) and intercultural competence?

- What is the relation between students' perception of CLT practice and students' perception of CLT impact?

6. Which are the perceived difficulties and challenges of CLT implementation according to teachers' perceptions in relation to the following areas?

- Teacher related difficulties & challenges.
- Student related difficulties& challenges.
- Difficulties & challenges related to education system.
- CLT related difficulties & challenges.
- Which is the relationship between teachers' attitudes towards CLT principles and perceived difficulties and challenges of implementing CLT in classes?

7. Which is the influence of teachers' and students' characteristics on their perception?

- Teachers' characteristics and their beliefs towards CLT principles.
- Teachers' characteristics and CLT implication difficulties and challenges.
- Teachers' characteristics and CLT practice in the classroom.
- Teachers' characteristics and impact of CLT on students' learning and motivation.
- Students' characteristics and students' perception of CLT practice.
- Students' characteristics and students' perception of CLT impact on their learning and motivation.
- Teachers' CLT beliefs and difficulties and challenges of CLT implementation.
- Teachers' CLT beliefs and CLT practice.
- CLT Implementation difficulties and challenges and CLT practice in the classroom.
- CLT Use and CLT impact on students' learning and motivation.

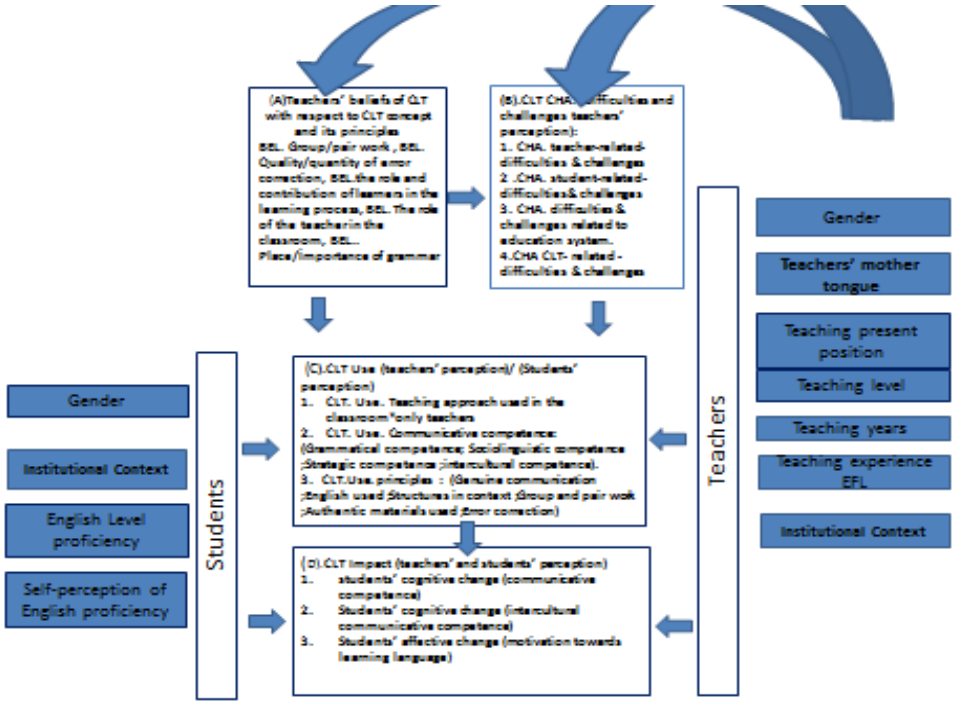


Figure 2 Diagram of relations among variables

The diagram was developed to include the different variables of current study and its relations with different factors. In comparison to the previous diagram, this one was developed to elaborate more about the different variables and to clarify the components of each variable. The previous diagram and the developed one are similar however the later one had been supported with more elaboration and examples. This diagram represents four main variables to be investigated: 1. Teachers' beliefs of CLT principles. 2. Teachers' and students' perceptions about CLT practice. 3. Teachers' and students' perceptions about CLT impact on students' learning and motivation. 4. Teachers' beliefs towards perceived difficulties and challenges of CLT practice. Additionally this diagram represents relations among variables. The relation between teachers' back ground and their beliefs towards CLT principles, perceived difficulties and challenges and CLT practice and CLT impact had also been presented in this diagram. Moreover, the relation between students' perception of CLT impact and their background will be also stated, besides the relation between students' background and CLT impact.

Furthermore, relations among variables also include relation between CLT beliefs and CLT perceived difficulties, CLT beliefs and CLT practice, CLT practice and CLT impact.

3.3 Research design

This stud y used quantitative method to investigate the topic of research. Creswell (2014:27) describes the characteristics of quantitative method “It is describing a research problem through a description of trends or a need for an explanation of the relationship among variables, collecting numeric data from a large number of people using instruments with pre-set questions and responses and it allows analysing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research”. In addition to that, “in the quantitative research questions, researcher asks specific, narrow questions to obtain measurable and observable data on variables” (Creswell, 2014:28).

Creswell (2014:28) also stated that survey questionnaire is considered as an instrument for quantitative data collection. The larger number of individuals studied, the stronger the case for applying the results to a large number of people (generalizing the results). Creswell (2014:35) also defined survey designs to be “procedures in quantitative research in which you administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions, behaviours, or characteristics of a large group of people (called the population)”.

In our study a Self-Report instrument was used. Borg (2006:168) stated that "Self-Report instrument aims to measure teachers' theoretical orientation, beliefs or knowledge about an aspect of language teaching. The methods which are used to collect data could be questionnaires, scenario rating and tests". Our study is considered as a quantitative study, the main instrument used was questionnaire and as it had been stated by Borg (2006:169) “Questionnaires have been widely used to study teachers' beliefs about language learning and teaching, both generally and in relation to specific curricular domains such as reading”.

Furthermore, in their study of communicative language teaching, Sato and Kleinsasser (1999) used modified version of the Foreign Language Attitude

Survey for teachers (FLAST) while Karavas-Doukas (1996) also focusing on communicative language teaching, used an attitude scale" (as cited in Borg, 2006:173). Since the main aim of this study is to find out teachers' and students' perceptions about communicative language teaching (its principles, its practice, its impact and perceived difficulties and challenges). Therefore the attitudes scale was also used to find out teachers' and students' perceptions about CLT.

Karavas-Doukas (1996: 189-190) defined an attitude scale to be "a crude measuring device, consisting of a number of statements to which the respondent must express his or her degree of agreement or disagreement. Depending on the respondent's endorsement of each statement, a particular score is rendered. The total score, which is calculated by adding up the scores for each item, places the respondent on a continuum from least favourable to most favourable. The higher the score usually means the more favourable the respondent's attitude. The Likert-type scale (or method of summated ratings) is the most widely used method of scale construction because of its relative ease of construction, its use of fewer statistical assumptions, and the fact that, in contrast to other scaling techniques, no judges are required". In addition to that, "An attitude scale can act as a cost-effective and easy to administer instrument for gathering baseline data on trainees' beliefs on particular issues, especially where large groups of trainees are concerned" (Karavas-Doukas, 1996:194). Moreover, Creswell (2014:170-171) defines "the characteristics of attitudinal measure one of measures used to collect data in the quantitative studies. It is used to measure feelings towards educational topics (e.g. assessing positive or negative attitudes towards giving students a choice of school to attend).One drawback of attitudinal measures is that they did not provide direct evidence of specific behaviours".

Creswell (2014:408) defined a questionnaire to be "a form used in a survey design that participants in a study complete and return to the researcher. The participants choose answers to questions and supplies basic personal or demographic information". There are different types of questionnaires which are used in quantitative survey research: mailed questionnaires and web-

based questionnaires. In this study, a questionnaire was used which is considered as a form of data collection in a survey research in which the investigator distributes a questionnaire to members of the sample. In our study teachers only were receiving an email attaching the questionnaire while students received a hard copy of questionnaire to be completed. Creswell (2014:409) describes it “to be a convenient way to reach a geographically dispersed sample of a population. The mail facilitates quick data collection, often in a little time. It is also economical because it involves only duplication and mailing expenses. The disadvantage is that individual may lack any personal investment in the study and decide not to return the instrument and because the researcher does not have a means for explaining questions, participants may misinterpret items on the survey”. In our study, the email with an attachment of teachers' questionnaires was sent to teachers describing topic of research. Additionally to avoid any misunderstanding and misinterpreting of questions, researcher’s email was provided and teachers were asked to ask for any clarification during completing their questionnaires. In regards to students' questionnaires, teachers will be receiving them as hard copies and they will distribute them to their students and they will be also responsible to collect them. Teachers were provided with a copy of students' questionnaire and they also were asked to contact the researcher for any clarification or explanation. In our study, no problems were found since teachers’ and students’ questionnaires were modified and developed according to teachers’ feedback of pilot study.

3.4 Population and sampling

To start with, Gay (2011:102) identified meanings and characteristics of population “The population is the group of interest to the researcher, the group to which she or he would like the results of study to be generalizable. The population that researcher would ideally like to generalize to is referred to as the target population; the population that the researcher can realistically select from is referred to as the accessible or available population. Thus the

definition of a population is generally a realistic choice not an idealistic one". Furthermore Gay (2011:103-104) stated that "a good sample is one that is representative of the population from which it was selected. The steps in sampling are essentially the same: identification of the population, determination of required sample size, and selection of the sample. The degree to which the selected sample represents the population is the degree to which results are generalizable".

In this study, the population was Omani students who were taking Intensive English language programs (IELP) for academic years (2014-2015) in foundation institutes (FI) in two Universities Sultan Qaboos University and Nizwa University; additionally the other group of population was teachers who were teaching IELP for academic years 2014-2015. The sample was selected to be only first year students who joined universities and they get Intensive English Language Program (IELP) and teachers who were teaching these courses.

In addition to that, the current study was using 'A non-probability', "sample which derives from the researchers targeting a particular group, in the full knowledge that it does not represents the wider population, it simply represents itself, where is no attempt to generalize is desired" (Gay,2011:103-113). Creswell (2014:163) also defines nonprobability sampling "the researcher selects individuals because they are available, convenient, and represents some characteristic that investigator seeks to study".

In our study, convenience sampling was used to select the participants of the study. Creswell (2014:163-164) defines convenience sampling "the researcher selects participants because they are willing and available to be studied". The researcher cannot say with confidence that the individuals are representative of the population. However the sample can provide useful information for answering questions and hypotheses. Additionally, convenience sampling "involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time" (Gay2011:113-114).

The aim of this study was to investigate teachers' and students' perception of communicative language teaching approach (principles, practice, impact and perceived difficulties) in the Foundation Institute (FI) during the intensive English language program (IELP) in higher education in Oman. Therefore the participants were selected from higher education institutions which provided such a program for first year Omani students who graduated from high schools. The target population was students who were enrolled in foundation institute to have an intensive English course for years 2014-2015 in higher education in Oman. The sample was selected to be first year students who were taking intensive English language program (IELP) and their teachers. For the reason of being a teacher in the foundation Institute in Nizwa University, It had been very convenient to select samples to be teachers and students who were currently enrolled in English language intensive courses during the period of data collection 2014-2015. In addition to that, data collection planned to be conducted in the university where researcher is working, would facilitate the process of data collection and it would facilitate communication issue with both teachers and student.

As a first stage of data collection, this study was targeting first year Omani students and their teachers in a university where the researcher was working as a language instructor. Then the second stage of data collection was carried out to be in another Omani University targeting also the same group of participants who Omani students were taking the same intensive English language programme and their teachers. The first group of participants was from Nizwa University, the total number of students' population students was 1500 students for the academic years 2014-2015 and the total number of teachers were 60 in foundation institute (FI). The sample was first year students who were 500 and their teachers who were15. The second group of participants were from Sultan Qaboos University (public), the total number of students were 3422 for the academic years 2014-2015 and their teachers 120. The sample was 300 students and teachers 8.

In terms of students' questionnaires, 631 questionnaires were returned. While in terms of teachers' responses, it was limited due to non-Omanis teachers' reluctance to participate in such studies, and their unwillingness to take part in

providing their opinions about issues related to education in Omani Institutions where they worked temporarily for a yearly contract. In the private university, out of sixty teachers, we received twenty and in addition to that nine teachers were teaching nine groups of students who participated from both universities. Finally we had 24 teachers in the sample. A detailed description of both teachers' and students' sample is provided in a further section (0

Sample description on page 184).

As a consequence, the representativeness of our results is limited, not being a stratified and random sample. Results will have a limited generalizability, and should be understood in the context of a convenience sample.

3.5 The context

The selected sample was made by both teachers and learners in foundation Institutes in higher education in Oman, represented in two universities. In this section, a detailed description of foundation institutes programs will be stated including: course aims, course structure, teaching resources, and assessments. Furthermore, an example of general foundation programs would be provided represented in Nizwa University.

To start with, a report of higher education for Oman Academic Standards for general Foundation program provided a full description of courses given for students when they joined higher education in Oman. Generally, the focus on English language teaching has an aim of “extending the English language skills of the student to enable active participation in their postsecondary or higher education studies”. The learning outcomes as it is stated, having successfully completed General Foundation Program (GFP) English language a student will be able to satisfactorily:

a) Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/disagreeing, asking for clarification, sharing information, expressing and asking for opinions.

b) Paraphrase information (orally or in writing) from a written or spoken text or from graphically presented data.

c) Prepare and deliver a talk of at least 5 minutes. Use library resources in preparing the talk, speak clearly and confidently, make eye contact and use body language to support the delivery of ideas. Respond confidently to questions.

d) Write texts of a minimum of 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary.

e) Produce a written report of a minimum of 500 words showing evidence of research, note taking, review and revision of work, paraphrasing, summarizing, use of quotations and use of references.

f) Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g. lecture, news broadcast).

g) Follow spoken instructions in order to carry out a task with a number of stages.

h) Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal).

i) Read a one to two page text and identify the main idea(s) and extract specific information in a given period of time.

j) Read an extensive text broadly relevant to the student's area of study (minimum three pages) and respond to questions that require analytical skills, e.g. prediction, deduction, inference. (https://www.squ.edu.om/Portals/103/pdf/GFP%20Standards%20FINAL.pdf: 10)

In regards to course structure, "English courses ought to be semesterised and all courses ought to be available each semester. The ideal maximum class size is about 20. If, upon entry-testing a student is found to require substantially more English tuition than that for which the GFP provides, then it is recommended that the HEI provide that student with access to appropriate additional support, either directly or by referral". (ibid: 11) While in terms of teaching resources: The focus of such program was to support students' studies and develop independent learning skills, institutions should provide an environment where students can have regular access to e-learning and

computer facilities (e.g. such as an IT or Learning Resource Centre equipped with audio visual aids and computers with software/programs to help students enhance and develop language skills like vocabulary, reading and grammar and listening) and support materials (e.g. a library section dedicated to English language teaching materials or a learning resource centre). Moreover, in regards to support given to teachers, training should be given to staff to facilitate the incorporation of new technology and resources into the teaching program. Where possible, use of these facilities and electronic materials should be incorporated into the teaching programs. (ibid: 11)From this description, foundation instructions should support teachers and learners to facilitate teaching and learning English language.

In regards to assessment, students entering the GFP should be given some form of needs analysis (e.g. a written test, interview or self-evaluation questionnaire) in order to ascertain their current level of English language proficiency and evaluate which skills areas need to be developed. This will enable the institution to decide on the study program for individual students (ibid: 11). As a result, students will be place in different levels meet their needs and to support achievements of learning outcomes. The program assessment methods could include both continuous assessment and end of semester exams. However, in order to ensure that the learning outcomes have been achieved and to avoid institutions focusing solely on exam results, a variety of formative and summative assessment methods could be considered: standardized tests/quizzes, comprehensive exams (teacher-made or institution-made), observations, portfolios, research projects (group or individual), oral presentations, and/or evaluated performances, and evaluation of post-program success. Additionally, there is Alternative Assessment: An IELTS score of at least 5.0 (with none of the four areas of writing, speaking, listening and reading below 4.5) or a TOEFL score of at least 500 will be deemed equivalent to passing these standards(Ibid:11-12).

In our study, because the researcher was teaching in the foundation Institute of Nizwa University, it was more convenient to choose our samples of study to be from the same university. In the coming section, a brief explanation of foundation Institute in Nizwa University will be presented. To start with, the

main aim of foundation institute was defined as becoming “a successful model for foundation programs throughout the Sultanate of Oman for the benefit of the students and the community". The objectives to be achieved in GFP which are as following:

- To deliver quality English Language knowledge and skills to students, in order to function effectively in the academic course of their choice.
- To develop the student’s knowledge of mathematics, information technology and study skills to students, in order to function effectively in the academic course of their choice.
- To enable and empower students from within the Foundation Institute environment, to be flexible, creative and innovative, and capable of critical thinking and independent learning.
- To inspire generations of young people engaged in and responsive to cultural values who will continue to demonstrate vigour in discovery, pride in performance and celebration of achievement.
- To create and deliver outreach programs responding to the needs of the community which effectively facilitate community engagement.
- To maintain an internationally benchmarked standard of curriculum and assessment, subject to rigorous evaluation and monitoring.
- To offer staff and faculty encouragement and continuous professional development, and through a vigorous assessment, observation and appraisal program to ensure the highest pedagogical standards are maintained for the benefit of the learners.
- Through support, promotion, and sponsorship of external activities such as seminars and conferences, to raise the profile and enhance the reputation of the Foundation Institute and the University of Nizwa.
- At all times to be responsive to the needs of the students by involving all stakeholders in a transparent and accountable decision making process". And the mission of FI is explained in the following statement "While delivering high quality programs that are dynamic, focused on skills and outcome based, utilizing the best worldwide teaching practices, and to achieve its vision the Foundation Institute will pursue accreditation in accordance with the requirements and standards of the

Oman Accreditation Authority, the Institute will deliver a quality learning experience, developing the learner's knowledge of the English Language, Mathematics, Life Skills and Digital Literacy, enabling effective personal development and contributing further value to the communities".

- "The students of the foundation Institute participate in different cultural and entertainment activities which enable them to develop their skills and abilities and to invest their free time appropriately. These activities are sponsored and supported by the Trusteeship of Student Affairs and are organized by the Foundation Institute in collaboration with other departments at the University" (ibid).

The Foundation Intensive English course is defined to be "The program begins with an assessment of linguistic competence which places students in a level and a section within that level with students of similar ability. The program has been designed to produce students who meet the learning outcomes set by OAC (Oman Academic Accreditation Council) which allows them to study in their major of choice. The Intensive English Language Program of the Foundation Institute aims to assist students to become more proficient communicators in English through the delivery of a quality learning experience.

Student Placement**:** "Students joining the Foundation Institute's IELP sit a placement test in order to determine at which level they should enter the GFP (general foundation program). Students are placed into one of the levels according to the results of the placement test. However, there are some students whose skills in English are so low that although they enter Level One, they require special assistance to achieve the outcomes for the level. The profiles which follow indicate the competencies of students joining the level".

Since the samples of this study will be selected from different levels (level 1, level2, level3), a brief summary of each levels and main objectives which should be achieved during their enrolment in those courses will be presented.

To begin with, the following table is simplified the main outcomes of the intensive English course.

- Level one student and the main outcomes of the intensive English language course, see table http://www.unizwa.edu.om/index.php?contentid=805

Table 1 Students level one outcomes

Levels	Speaking skills	Listening skills	Reading skills	Writing skills	Study Skills
Level 1	The student can provide personal information about himself, friends and family.	The student can understand verbal cues requesting information about himself, his family or friends; about familiar topics and everyday items.	The student can read an informative text of 350-450 words in 30 minutes and answer questions on •context and gist (main ideas) •key words and specific details •headings and topic sentences •sequence •referents	The student can accurately form simple and compound sentences, questions and negations	The student can use a dictionary effectively.
	The student can ask and answer questions on familiar topics.	The student can recognize dates, numbers and familiar words, and unfamiliar words when spelled out.	The student can read an informative text of 350-450 words in 30 minutes and make predictions about the text	The student can demonstrate use of capitals and punctuation (full stops, commas, question marks, and apostrophes.)	The student can complete simple notes from a variety of sources
	The student can describe routines	The student can follow simple instructions, warnings and requests of 1-3 steps.	The student can read texts from a variety of sources and present the information orally (S1.2, S1.8), or in written form such as notes/sentences or a paragraph(W1.1, W1.3, SS1.2)	The student can brainstorm and plan paragraphs, and edit and refine sentences/paragraphs corrected by the teacher.	
	The student can talk about likes, dislikes and favorites.	The student can understand context and gist (main ideas) in a dialogue of 1-3 minutes.		The student can produce a cohesive paragraph of around 100 words showing linear progression, with topic sentence, supporting details and concluding sentence. Describing himself, his family, or his friends • Describing routines Expressing opinion – including likes, dislikes and favorites • Describing places – such as rooms, cities, countries	
	The student can describe places/rooms/locations	The student can understand context and gist (main ideas) in a dialogue of 1-3 minutes.			
	The student can give simple directions	The student can identify key words and specific details in a dialogue of 1-3 minutes.			
	The student can sustain a 2-3 minute conversation				

	on familiar topics.				
	The student can give a presentation of at least 1-2 minutes describing a person, place or thing				

- The students joined level two “whose Placement score between 40 and 70, or students who have passed Level One” and they are required to achieve the following outcomes: http://www.unizwa.edu.om/index.php?contentid=806

Table 2 students Level Two Outcomes

Levels	Speaking skills	Listening skills	Reading skills	Writing skills	Study Skills
Level 2	The student can exchange information about himself and others and familiar topics.	The student can understand verbal cues requesting information about himself, others and familiar topics.	The student can read an informative text of 550-650 words in 45 minutes and answer questions on Context and gist (main ideas). key words and specific details headings and topic sentences o sequence	The student can brainstorm, plan, develop and refine paragraphs and essays.	The student can synthesize information
	The student can take part in discussions including expressing opinions	The student can understand context and gist (main ideas) in dialogues of 2-4 minutes.	The student can read an informative text of 550-650 words in 45 minutes and o make predictions about the text o draw inferences from the text	The student can make effective notes and summaries from different sources.	The student can identify current, appropriate and reliable sources of information.
	The student can describe and make comparisons of people, places and things.	The student can identify key words and specific details in dialogues of 2-4 minutes.	The student can compare texts from 2-3 sources and identify style opinion Differences and similarities in information and ideas.	The student can produce a cohesive essay of around 200 words showing linear progression, with introduction, body and conclusion. Description (person, place, thing) Comparison (person, place, thing) Opinion or argument	The student can develop strategies for independent learning.
	The student can give or ask for advice	The student can identify key words and specific details in dialogues of 2-4 minutes.	The student can read an extended text of 1-2 pages and answer questions relating to content and purpose.	The student can summarize, paraphrase, quote and reference information.	
	sustain 3-5 minute conversation on familiar topics (including turn-taking, interrupting etc)	The student can identify sequence (chronological/magnitude) in dialogues of 2-4 minutes.	The student can read texts from a variety of sources and present the information orally (S2.1, S2.2, S1.8), or in written form such as notes/sentences or a paragraph(W2.1, W2.4, SS2.1)	The student can write a report of 200-300 words showing evidence of research.	
	The student can give a presentation of at least 5 minutes on familiar topics (using notes and visuals,				

	appropriate body language etc)				

- Level three students are “students whom their Placement score above 70, or students who have passed Level Two” and they are supposed to achieve the following outcomes: http://www.unizwa.edu.om/index.php?contentid=807

Table 3 Students Level Three Outcomes

Levels	Speaking skills	Listening skills	Reading skills	Writing skills	Study Skills
Level 3	The student can take part in discussions	The student can understand and answer questions regarding register, context, relationship between the speakers, main ideas and specific details	The student can and answer questions relating to • purpose • context and gist (main ideas). • key words and specific details • headings and topic sentences • sequence	The student can brainstorm, classify information, plan, write and revise paragraphs, and essays of at least 250 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary. •Process •Cause and Effect •Opinions and ideas	The student can research a topic, identify current, relevant and accurate sources of information, synthesize information from different sources, and reference correctly in APA style.
	The student can sustain a conversation of at least 5 minutes on familiar and unfamiliar topics, including turn-taking, interrupting, seeking information and using social expressions.	The student can follow an extended (5-10 minutes) listening of an academic nature, take notes and answer questions regarding main ideas, specific details, opinions and arguments.	The student can and • make predictions about the text • draw inferences from the text • make deductions about information not directly stated	The student can write a report of at least 500 words showing evidence of research, note-taking, review and revision of work, paraphrasing, summarizing, use of quotations and use of references.	
	The student can give a presentation of at least 5-10 minutes on a researched topic, speaking clearly and confidently, using eye contact and body language to support delivery and answering questions with confidence	The student can follow instructions to undertake tasks with multiple stages.	The student can read extended texts of 1-3 pages and respond to questions relating to content and purpose and requiring analytical skills (prediction, deduction, inference etc.)		
			The student can make comparisons between texts on similar topics including evaluating currency, accuracy and relevancy, and present information orally		

In terms of assessments, the students' assessment of such intensive English courses will be stated based on the policy which has been applied in the foundation Institute in different Universities in the Omani context. The Students' assessment in FI is as following: The GFP (English) uses Exams, Continuous Assessment and Classroom Assessment to inform the

teaching and learning process. To elaborate more it consists of formative and summative assessment.

- Formative assessment is assessment which lets students know what they have achieved so far and what they still need to master and tells teachers whether methodologies and materials are delivering as they should and suggests how to improve outcomes.
- Summative assessment is assessment which tells students if they have achieved a particular level of mastery and tell teachers and program directors whether courses are being delivered successfully.

Furthermore, at the second stage of data collection, it had been found that all (FI) in Omani context have similarities of aims as it had been stated by Omani Accreditation Council, therefore, it was not challenging to find another group of participants from another university. The second university was a public university called Sultan Qaboos University, “SQU was opened in 1986, as the only state-owned university throughout the Sultanate, and has been so ever since. It has remained the academic think tank and sole national research and researcher training and production agency” (Al-Issa, 2015:563). In addition to that "Sultan Qaboos University is the very best university in Oman; the only government university and free to those who attend, a spot at SQU is highly coveted. Those who are accepted at this fine university must demonstrate that they are among the most talented in the country, with the highest marks across all subjects, including English". Sergon (2011:5). Therefore second group of participants was a group of Omani students who were taking similar intensive English courses program, at Sultan Qaboos University (SQU). As it has been stated in Sultan Qaboos university website “The Foundation program in Sultan Qaboos University has been designed to prepare the students who have been accepted to study in the university in order to achieve the required educational goals (the education outputs) in accordance with the Omani academic standards, where the program qualifies the student in the English language, mathematics, the information technology, the study and learning skills, with the aim to set the foundation of the university auspicious study. The program became a mandatory introduction for the study in all the university’s colleges as of the academic year 2010/2011”.

(https://www.squ.edu.om/fp Sultan Qaboos University – Centre for preparatory studies).

In terms of the features of such programs, there are not any major differences since these programs targeted similar group of participants and they aimed to reach to the same outcomes.

3.6 Instruments

Borg (2006:174) remarks the importance of using questionnaires to collect data about teachers' beliefs and attitudes about instructional practice: “Questionnaires continue to be a strong feature of research on language teacher cognition. They allow large amounts of data to be collected quickly, economically, and without significant effort on the researcher's part (although questionnaire design itself is a demanding process. Borg (2006) also mentioned the drawback of using a questionnaire “questionnaire data though are obviously limited in their ability to capture the complex nature of teachers’ mental lives”.

Borg (2006:176) described tools which could be used to investigate teachers’ cognition for example “Scenario rating which refers to strategies for eliciting self-reported measures of language teacher cognition which ask teachers to assess examples of practices such as hypothetical teacher-student interactions and lesson plans. This technique allows teachers to express their views in relation to concrete examples of instruction though it is important to remember that even in such cases the preferences teachers express may not reflect what the actually do in the classroom. This strategy was used to collect data about teachers’ practice of communicative language teaching in their classes”.

In this study, the attitudinal measure was carried out to gather data about teachers' beliefs and attitudes about communicative language teaching principles. Creswell (2014:170) defines “attitudinal tool to be used to measure feelings towards educational topics (e.g. assessing positive or negative attitudes towards giving students a choice of school to attend). Creswell

(2014:171) also mentioned one drawback of attitudinal measures which is that "they did not provide direct evidence of specific behaviours".

3.6.1 Teachers' questionnaires

The questionnaire which was used to collect data about teachers' cognition about CLT in higher education in Oman was adapted from previous studies that investigated similar themes in EFL context but in different contexts. In this study, teachers' questionnaire aims to explore teachers' preferred language teaching approach; how they put its principles into actual classroom practice; and the impact of their approach-based classroom teaching on students' learning and motivation (Shawer, 2010). It also aims to find out about constraints and facilitators of CLT approach implementation (Chang, 2011 and Ozsvik, 2010).

3.6.1.1 Teachers' background information

This section provided information about teachers' background. Teachers were asked to specify their gender (male or female), English is their mother tongue or not, their present teaching position, levels they teach (level one, level two, level three, level four or others), years of teaching English (1-5 years, 6-10 years, over 10 years), and their experience of teaching in EFL context (none, 1-12 months, 1-3 years, 3-6 years, over 6 years),

3.6.1.2 CLT practice (teachers' perceptions)

This section was used to investigate CLT coherent practice which will mainly include teachers' perceptions as a comprehensible exploration for CLT practice in a real classroom situation. To achieve this aim, the teacher questionnaire was adapted from Shawer's study (2010), which aimed to explore teachers preferred language teaching approach, how teachers put its principles into actual classroom practice, and the impact of CLT approach-based classroom teaching on student learning and motivation.

The questionnaire comprised four sections (see Appendix A: Teachers' questionnaire on page408) and a five- point Likert scale was used (1=Never, 2=Very little, 3=A little, 4=Medium, and 5= Much). To clarify the meaning for teachers, they were given a definition for each scale: 1 = Never means that

the statement is not at all true of me. 2 = Very little means that the statement is very rarely true of me. 3 = A little means that the statement is true of me less than half the time. 4 = Medium means that the statement is true of me about half the time. 5 = Much means that the statement is true of me almost all the time.

Section one examined teachers' CLT conceptualizations, teachers stated their preferred language teaching method by choosing which language teaching methods they were using the most in their classroom: communicative language teaching, the grammar translation method, the audio-lingual method, the direct method or others.

Section two allowed them to describe classroom practices in order to check the extent to which CLT was used. This section was divided into three different subsections: English language teaching involves getting students to learn, English language teaching is directed towards getting students to learn, and English language teaching focuses on. This section was mainly based on communicative competence model (Canale and Swain 1980) and CLT principles (Grenfell and Harris 1999). Firstly, Canale and Swain (1980) model of communicative competence which consisted of grammatical competence was related to the subsection which was titled as 'English language teaching involves getting students to learn' and it includes the following statements: Pronunciation (e.g. Vocabulary, intonation, word and sentence stress), Spelling rules and punctuation, Idioms and vocabulary, Word formation (e.g. Nouns, verbs, suffixes, etc.), Sentence formation (e.g. Simple, compound, complex), and Pattern practice and drills of language forms.

Secondly, strategic competence which includes the following statements: How to overcome their communication problems (e.g. guessing difficult words from context), Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can), and How to negotiate meaning in genuine communication (e.g. Discussing TV news in class) while the sociolinguistic competence includes: How language use can be appropriate to different situations (e.g. Formal or informal). Thirdly this subsection covered different aspects related to CLT principles(Grenfell and

Harris 1999) to answer the question of ‘My English language teaching focuses on’: collaborative activities (e.g. pairs and small groups, using authentic materials (e.g. newspapers written for native speakers), asking students to communicate through English in the classroom, rehearsing language forms and rules, and language use and meaning. In addition to using Canale and Swain model (1980-1983) of communicative competence, it was necessary to enrich the questionnaire with an important element related to communicative competence which is intercultural communicative competence, there were two statements which had been added to this section of the questionnaires and were formed from a study done by Usó-Juan and Alicia Martínez-Flor (2008). It was added to section two to answer the following question ‘My English language teaching focuses on’ and those statements were ‘activating my students’ cultural background knowledge on the topics to be covered’ and ‘tackling cultural aspects in the language classroom’.

This questionnaire also had section three and four which mainly examined teachers' perceptions about the CLT impact on students' communicative competence and their motivation towards learning language. Section three was about ‘The impact of my classroom teaching on student learning’ and teachers were asked to answer ‘I observe improvement of my students’ including the following statements: Speaking abilities, Listening comprehension skills, Reading comprehension skills, Writing skills, Correct use of grammar, Ability to use appropriate English (e.g. formal/informal/slang) in different contexts, and Communication skills (e.g. Guessing difficult words from context).

Section four covered the impact of classroom teaching on student motivation and teachers were asked to answer the following question, I observe that my students: Are motivated to pursue language learning, Are interested in classroom learning, Are active participants in classroom activities, Like classroom learning, Miss many classes, and Cause trouble. Two statements about the impact of intercultural communicative competence were added to this section compared to the original adapted questionnaire from Shawer (2011) study. Those statements are ‘Are aware of the importance of paying

attention to the culture of the target language' and 'Are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated' (Usó-Juan and Alicia Martínez-Flor:2008).

3.6.1.3 Teachers' beliefs about CLT

In regards to teachers' perception of CLT and its principles, an attitude scale was used to investigate teachers' attitudes toward principles of CLT. It was originally developed by Karavas-Doukas (1996), and it was used in different EFL context to investigate the same topic. It covered five themes relating to communicative language teaching approach. The organization of different statements was based on Razmjoo et al. (2006) study which validated the scale with a confirmatory factor analysis. The researchers randomized the 24 items of the scale, and distributed it to 104 teachers from high schools and institutes in order to confirm the subscales(group work 2,9,13,21,22; Error correction 6,10,14,15; learners role 4,5,8,11,18,20; teacher role7,16,19,24; and role and importance of grammar 1,3,12,17,23 (See Appendix A Teachers' questionnaire on page408).

The thematic groups and the number of statements that fall into these groups are:

A. group/pair work: Communication is fostered when students work in collaboration with each other, in either pairs or small groups.

2. Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students,

9. Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences,

13. Group work activities take too long to organize and waste a lot of valuable teaching time,

21. Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher, and

22. Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.

B. Quality and quantity of error correction: Errors are a natural and tolerable part of the learning process, in which a minimal focus on form is given. Student trial and error is encouraged,

6. For students to become effective communicators in the foreign language, the teacher's feedback must be focused on the appropriateness and not the linguistic form of the students' response,

10. The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning,

14. Since errors are a normal part of learning, much correction is wasteful of time and

15. The Communicative approach to language teaching produces fluent but inaccurate learners.

C. The role and contribution of learners in the learning process: Learners are the center of the attention, are encouraged to take initiatives, and to participate in spontaneous communication tasks.

4. Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her,

5. Training learners to take responsibility for their own learning is futile (useless) since learners are not used to such an approach, it included:

8. The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential,

11. It is impossible in a large class of students to organize your teaching so as to suit the needs of all,

18. For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way, and

20. Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them.

D. The role of the teacher in the classroom: The teacher is a facilitator and guide in the students' language learning process, rather than a transmitter of knowledge and authority. The elements of this group are as following:

7. The teacher as 'authority' and 'instructor' is no longer adequate to describe the teacher's role in the language classroom,

16. The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson,

19. The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example, and

24. A textbook alone is not able to cater to all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.

E. place/importance of grammar: Explicit instruction on language rules or grammar is less emphasized, but not rejected. Grammar, however, should not be the core of the language course. The statements are:

I. Grammatical correctness is the most important criterion, by which language performance should be judged,

3. Grammar should be taught only as a means to an end and not as an end in itself,

12. Knowledge of the rules of a language does not guarantee ability to use the language,

17. By mastering the rules of grammar, students become fully capable of communicating with a native speaker, and

23. Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.

Respondents were asked to indicate how far they agreed or disagreed with each statement on a 5-point Likert-type attitude scale, from 5 for ‘strongly agree’ down to 1 for ‘strongly disagree’. A high score on the scale would imply a favourable attitude. For the scoring of items unfavourable to the approach, the scoring was reversed. The items are (bel01r,bel04r,bel05r,bel10,bel11r,bel13r,bel15r,bel17r,bel19r,bel21r,bel22r, and bel23r). The scale had 24 statements on a five-point scale in the Likert format, in which 12 were favorable items, and 12 unfavorable items. The statements were anchored from strongly agree = 5, agree = 4, uncertain = 3, disagree = 2, to strongly disagree = 1.

3.6.1.4 Teachers’ attributions about CLT implementation constrains and facilitators

This section consisted three different parts. The first part was adapted from Chang (2011) study which mainly focused on finding out the factors which could facilitate and hinder the implication of CLT, the use of semi structured interview has revealed the result that show those main factors. In this study those factors have been used to state questions in the survey to collect data about those factors either to consider as being facilitator or constraint in the Omani context. Even though this section was designed to collect date about which factors facilitate or hinder CLT implementation, it was decided to delete it. The reason was due to (Before conducting the piloting study, it has been necessary to revise the teachers’ questionnaire with an expert who is working with the group of participants in the study; he had suggested that the questionnaire could be taking more time from teachers so they will not be willing to participate. Then he suggested that this question is to certain extent similar to the content of the second part of the same section, so it has been

decided to be deleted since it will not affect the data collection to get an answer for the sated question).

The second part of this section was four Likert formats which were used to find out about constraints and facilitators of CLT implementations. The survey is adapted from Ozsevik (2010) study done to explore EFL teachers from Turkey. Ozsevik (2010) survey explored the participants' opinions with regard to the perceived difficulties and challenges in adopting CLT in their classes. The difficulties and challenges in this section were divided into four categories: teacher-related difficulties, student-related difficulties, difficulties related to the educational system, and CLT-related difficulties. For each of these categories, the participants were asked to choose from a 4-point scale: 4=major challenge, 3=challenge, 2=mild challenge and 1=not a challenge at all.

1. Teacher- related difficulties includes the following statement: 1. My proficiency level in spoken English is not sufficient, 2 My lack of the knowledge about the appropriate use of language in context, 3.My lack of the knowledge about the target language (English) culture, 4.Me not having enough opportunities to get CLT training, 5.Me having little time to develop materials for communicative classes and 6.Me having misconceptions about CLT.
2. Student- related difficulties and challenges consisted of the following statements: 7. Students having low-level English proficiency, 8.Students having a passive style of learning, 9.Students resist participating in communicative class activities, 10.Students lack motivation for developing communicative competence.
3. Difficulties and challenges related too education system: 11.There is a lack of enough support from administration, 12.Teachers lack authentic materials such as newspapers, magazines, movies etc, 13.Traditional view on teachers' and learners' role is not compatible, 14.Classes are too large for the effective use of CLT, 15. Grammar-based examinations have a negative impact on the use of CLT and 16.Use of CLT gets into conflict with regulations.

4. CLT related difficulties and challenges include: 17. There is a lack of effective and efficient instruments to assess communicative competence, 18. CLT doesn't take into account the differences between EFL and ESL teaching contexts and 19.Western educational assumptions are not suitable within Asian contexts.

In the third part of this section, teachers also was asked an open ended question about other potential problems and difficulties they might encounter in adapting CLT in Omani context in general and in their universities specifically.

3.6.2 Students' questionnaire

The learners' beliefs and attitudes are considered an important sector to be investigated in the field of learning a foreign language. It was not an easy task to specify learners' beliefs to be more focused about communicative language teaching approach. Therefore the focus of our study is not only about learners' beliefs but it is also about what are learners' beliefs of what is happening in the classroom and how such practice in their classes will support their development of communicative competence and their motivation.

At the beginning, it was found that most studies were using surveys with type of questions which are challenging for the group of learners in this study. Therefore research has taken a longer time to find out a questionnaire which will mainly focus on learners' perceptions about their classroom practice and the same time finding out the effect of those practices on developing students' communicative competence which is considered as a main objective of communicative language teaching approach. Additionally, there were additional statements that would investigate communicative competence from an updated vision including intercultural communicative competence. The group of students who were participating in this study were still in their first year of university therefore the questionnaire was translated into Arabic (their

mother tongue) to facilitate their understanding and at the same time providing them with English version.

The aim of students' questionnaire was to investigate students' perception about communicative language teaching practice in their classes and their self-evaluation for their development of learning and motivation to learn foreign languages. The questionnaire was adapted from Shawer's (2010) study and it was adapted to include also practice and impact of intercultural communicative competence on students learning Usó-Juan and Alicia Martínez-Flor (2008). Students' questionnaire was adapted from teachers' questionnaire which explored the same themes of CLT practice and its impact on students learning and motivation.

The introduction was simplified for the students to match students' current English level and to facilitate more understanding for the questions, both Arabic and English version was used. As it had been stated in the students' questionnaire; "This questionnaire aims to explore how you learn in your classroom and the impact of classroom teaching on your learning and motivation. Your help in completing this questionnaire is very much appreciated. Thank you for the effort and knowledge you kindly agree to contribute to this research. I assure you of complete confidentiality and anonymity".

3.6.2.1 Students' background information

The students were asked to describe their background situation including: gender(female or male), current English level (level one, level two, level three, level four or others) and to rate their English proficiency (excellent, very good, good, fair and poor).

3.6.2.2 CLT practice from students' perception

In this section, students were asked to reflect about the actual classroom practices that their teachers typically follow in. The respondents were given on

a five point Likert scale (1=Never, 2=very little, 3= a little, 4=medium and 5=Much) (see Appendix B students' questionnaire on page414).

Similar to teachers' questionnaires, this section was divided into three main sub sections based on Canale and Swain model (1980-1983), Grenfell and Harris (1999) and Usó-Juan and Alicia Martínez-Flor (2008).

Firstly students were asked to reflect about their the actual classroom practices that their teacher typically follows in everyday lessons which were associated to the grammatical competence: pronunciation (e.g. vocabulary, intonation, word and sentence stress), spelling rules and punctuation, Idioms and vocabulary, word formation (e.g. nouns, verbs, suffixes, etc.), Sentence formation (e.g. simple, compound, complex), and pattern practice and drills of language forms.

Secondly, students were required to reflect about what they learn in their classroom which includes statements about sociolinguistic and strategic competence: how to overcome their communication problems (e.g. guessing difficult words from context), language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can), and how to negotiate meaning in genuine communication (e.g. Discussing TV news in class), how language use can be appropriate to different situations (e.g. formal or informal).

Thirdly the students were asked about the focus in their classes, mainly the statements were associated to CLT principles Grenfell and Harris (1999): collaborative activities (e.g. pairs and small groups, using authentic materials (e.g. newspapers written for native speakers), asking students to communicate through English in the classroom, rehearsing language forms and rules, and language use and meaning.

In addition to that, the practice of intercultural communicative competence was introduced in this sub section simplified in two main statements Usó-Juan and Alicia Martínez-Flor (2008): 'activating students' cultural background knowledge on the topics to be covered' and 'tackling cultural aspects in the language classroom'.

3.6.2.3 CLT Impact on students' learning and motivation

This questionnaire also had section two and three which mainly examined students' perceptions about the impact of classroom teaching on their learning. These sections were associated to the CLT impact on their communicative competence and their motivation towards learning language. In Section two, students were reflected about 'I feel that classroom teaching/learning has improved my': speaking abilities, listening comprehension skills, reading comprehension skills, writing skills, correct use of grammar, ability to use appropriate English (e.g. formal/informal/slang) in different contexts, and communication skills (e.g. guessing difficult words from context).

Section three was the impact of classroom teaching on students' motivation. Students were asked to state about: I feel that classroom teaching/learning has made: motivated to pursue language learning, interested in classroom learning, active participants in classroom activities, Like classroom learning, Miss many classes, and Cause trouble. Two statements about the impact of intercultural communicative competence were added to this section compared to the original adapted questionnaire from shawer (2010) study. Those statements are 'Are aware of the importance of paying attention to the culture of the target language' and 'Are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated'(Usó-Juan and Alicia Martínez-Flor, 2008).

3.6.3 Data collection procedures

3.6.3.1 Pilot study

The pilot study was carried out April and May 2014 at Nizwa University, which is located in the interior region in Sultanate of Oman. It had been arranged with the foundation institute administration where researcher works as English instructor to conduct the pilot study with a small group of teachers and their students. Data were collected from 20 April to 10 May when the researcher was back to Oman as having a short break in Deusto University for the purpose of conducting the pilot study.

The administration office was very cooperative and nominated language courses coordinator to communicate with their teachers and got only one volunteer from each English language proficiency levels (level 1, level 2 and level3). As a result, three teachers were participating in completing teachers' questionnaires and their students were also taking part in completing students' questionnaires. Their cooperation with their students was very impressive; they showed their willingness not only to answer the questions but also to give their feedbacks about the survey and to involve their students to say their opinions as well.

The administration was very supportive in case of communicating with coordinators and then coordinators got volunteer teachers and their classes who were willing to participate in this study. Then communication with administration and coordinators had been through emails since the time spent in Oman was not sufficient to finish all the work and it was requested to go back to Deusto University where the researcher was doing her study after three weeks holiday in April 2014.

The communication with administration and coordinators in foundation center in Nizwa University was very efficient with no delay of work. The three teachers' questionnaires were completed and sent by email. The students questionnaires were collected and packaged and it had been sent by a colleague who was also doing her PhD course in Deusto University.

3.6.3.1.1 Initial data analysis and adjustment of instruments

3.6.3.1.1.1 Teachers' questionnaire

The feedback which had been provided by teachers was very helpful and it was divided into two groups, clarity and suitability of questions in the survey.

To begin with suitability, in the introduction section there has been a question asking about the skills they were teaching (reading, writing, oral communication or grammar), teachers stated that as being English instructor in Foundation Institute (FI) they had to be a teacher for all skills since they were giving a general English course. As a result it had been decided to replace it with levels they are teaching. That would be more helpful in the

analysis stage where to divide teachers into different groups as to be one variable.

In terms of clarity, teachers' reflection stated two main aspects to be modified which was to provide clarity of instructions and more explanation of certain questions. For example in teachers' questionnaire part 3 it was shown from teachers' responses and comments that the heading of question 3 part 1 it was not clear so it had to be modified to be in an easier format to be understood by teachers. The question was 'Which is the level of influence of these constrains limiting or conditioning your CLT coherent practice? Please score them from 1 (not a problem at all) to 4 (extremely constraining my CLT practice)':lack of materials for communicative activities, test-oriented teaching evaluation system), lack of efficient assessment instruments, lack of teachers' English proficiency, curriculum (the course of study), textbook, class size, number of class hours- limited teaching hours, students resistance to class participation, students low English proficiency, inadequate teacher training, lack of knowledge and skills, and lack of English environment. So it was decided only to ask teachers to state their opinions about each issue from1 (not a problem at all) TO 4 (extremely a problem).

In addition to that there were some ambiguous statements which did not support teachers' understanding. Those questions were marked by participants in a way which had been very supportive for researcher to be able to change them or to give more explanation. For example, 'Training learners to take responsibility for their own learning is futile since learners are not used to such an approach', 'futile' was not clear for teachers therefore it was decided to provide teacher with its meaning 'useless' to facilitate their understanding. Finally, teachers' questionnaire was revised and modified based on teachers' recommendation in pilot stage. The final version of questionnaire was sent to administration to be approved. As result, it had been approved but the only compliant had been about the length of questions. Therefore the researcher considered the final section of teachers' attitudes towards perceived difficulties of CLT implementation to be repetitive since it was asking teachers about similar issue but in a different way. The question was 'Which is the level of influence of these constrains limiting or conditioning

your CLT coherent practice? Please score them from 1 (not a problem at all) TO 4 (extremely constraining my CLT practice)', therefore it was decided to be deleted.

The changes also had been added to the teachers' background information. The study was targeting teachers who were teaching intensive English course for Omani students in their first years at the university, it was found that all teachers were non Omanis therefore it had been decided to add some additional questions in the background section. Teachers also were asked about their mother tongue if it is English language or not and it was also worth asking teachers about their teaching years' experience in EFL context and not only about their teaching experience in general.

The final version of teachers' questionnaire was modified and finalized to be applied in Nizwa University for the academic year 2014-1015.

3.6.3.1.1.2 Students' Questionnaires

The stage of pilot had been conducted in Nizwa University in Foundation Institute with an agreement of three teachers to participate with their students. The administration arranged that procedure with their teachers and the three teachers had distributed the questionnaires to their classes. The participant had completed all the questionnaires without any difficulty, the only difficult issue was the format of questions which was not clear for students but with their teachers' help; they got to understand what was requested from them. In final version the format was modified to make it easier to be understood by students. The Arabic translation helped students to understand content of survey since each statement has been translated into Arabic which is the mother tongue for the students. In the final version, Arabic translation was also modified to add clarity for students.

3.6.3.2 Data collection

3.6.3.2.1 First phase of data collection

The modified copy of teachers' and students' questionnaires was prepared based on comments received in pilot stage. The implication of this study required time and effort to be conducted while the researcher was in Deusto

University. For the reason of being in Deusto University during academic semester from September to December 2014, it was not possible to be back to Oman to do the administration on sight therefore teachers' questionnaire was sent to participants by email and their answers also received by email. On other hand, students' questionnaire was sent to the administration who took responsibilities of providing teachers with hard copies to distribute them among their students.

3.6.3.2.2 The administration procedures

The administration has played a great role both in revising questionnaire for a final version and in facilitating administration stage of this study. An email was written to teachers attached to it teachers' and students' questionnaires and beside that the email was introducing the survey's topic and what is required from teachers and additionally it explained procedures to involve students to participate and complete the questionnaire. In addition to that, it was also seeking for their participations and thanking them for their cooperation in advance. For the purpose of providing participants with a clear understanding of study and its objectives and its aims, therefore the survey's introduction provided teachers with all needed details to understand study's aim and to be encouraged to take part in this study. In regards to the ethical issue, participants were informed that their participation would be confidential and the data gathered will be only used for research purpose. Even though the target population was teachers who were teaching English as a foreign language in foundation Institute for first year students, the participation was voluntarily and it had been stated that it would be only conducted with their agreement and willingness for participation.

The communication with administration had been done four months ago to take permission when it is going to be appropriate for teachers and students to collect data. Therefore it was decided to be within November and December 2014 during the first year semester. It was not possible to start data collection earlier since teachers and students were having midterm exams as stated in their syllabus to be at the end of November.

Furthermore, the total number of students' was 1500 students and the teachers' numbers were 60 for the academic year 2014-2015. To facilitate data collection procedures, it was decided to focus on students who were in their first year and those group of students were taking an entry placement English test and they were placed into different English language levels (level one, level two, level three). The total number of students was 800 students and 500 students were participating in this study. However the number of teachers was fifteen teachers who were responsible to teach that group of students.

The administration has played a very supportive role. They prepared 500 copies of questionnaires for students and it was necessary to communicate with participants by administration. Therefore the administration was in contact with teachers to inform them and encourage them to participate in the study. The researcher wrote a formal email to participants attached to it a copy of teachers and students questionnaires and it was sent to administration and then through the administration the participants could get these copies.

The students' questionnaires copies were done and prepared in envelops to be distributed to students and to be completed during the class time for around 15 -20 minutes. The return copies of questionnaires either teachers or students were kept in administration's office so later researcher could collect them. The researcher also received some of teachers' participation through emails which was faster to get their responses and data collection was taken around one month to be completed. Even though those teachers were willing to involve their students to participate in this study on time, there was a group of teachers who were taking longer time to return their questionnaires back through emails. That issue requested a harder work since teachers did not show that great motivation to participate in the study even though they had done with their students the questionnaires. For the ethical issue, the researcher could not force any teacher to participate unless they are willing to do so. However at the end, the result was convenient and some questionnaires were received completed by email. The researcher sent those teachers an informal email as being a colleague to show them the importance

of their participation for the study and confirmed the issue of confidentiality for data provided. Their reaction was good if we took into consideration that they were overload with teaching hours for 22 hours a week. Another reason could be due to being an Omani researcher and they were reluctant to state their opinions about the research topic which was about their teaching approaches used in their language classes.

One month later, 421 out of 500 copies of students' questionnaires were returned. In terms of teachers' questionnaire, it was received 20 copies out of 60 and 5 out of 15 of the same group of students' participants. A among those number of participants 5 teachers were teaching the same group of students who participated in data collection and they were willing to provide their names for the purpose of comparing and contrasting teachers and students perceptions about the research topic. However for ethical reason, their names were deleted and numbers were given to that group of teachers. The other 15 teachers were willing to participate and complete the questionnaires since from the beginning an email was sent for all teachers working in the foundation Institute to participate in this study.

At end of data collection stage in Nizwa University which had been taken place in January 2015, the administration and participants was receiving email to thank them for their cooperation and their participation in this study which was very valuable for the researcher.

As a result few numbers of teachers participated in this study; consequently it was decided to collect more data from another educational institute in higher education in Oman targeting the same group of participants of teachers and learners. Therefore it was necessary to receive a letter from Nizwa University where the researcher worked to get a formal letter which would facilitate communication with other higher education institutes in Oman. There were similarities between those two Universities since they were targeting the same group of students and they were aiming to achieve the same outcomes.

3.6.3.2.3 Second phase of data collection

The second stage of data collection was taken place in April 2015 and it lasted for one month. It was considered as a second stage of data collection which targeted similar group of learners and teachers. Those groups of learners also were taking intensive English courses in Foundation Institute (FI) and they were in their first year at universityy.

The data collection was arranged with administration in language centre and they were cooperative and supportive. A formal procedure was followed to get an approval from research office in that university and then had a meeting with the director of Foundation Institute. She was very supportive and she had shown an initiation to support data collection and an email was sent to foundation administration to facilitate work and data collection. Then a meeting had been taken with administration who took a great role to facilitate our work and to get it done in a very organized way. There was an agreement that distribution of students' questionnaires would be done through coordinators and then their teachers, the period of doing so would take the whole month of April. Then 400 copies of students' questionnaires had been sent to administration's office and in regards to distributing teachers' questionnaires, it was decided to be done through emails and it would be done through administration too. It was very challenging to do so and teachers complained of the length, time and the content of our study. The decision was to wait until the result of students' questionnaires would be returned to see results and then to communicate with their teachers as an alternative solution to get specific feedback from their actual classroom practices if they are willing to participate. As a consequence, in May 2015, students' questionnaires were returned with an acceptable number of responses which was around 210 questionnaires out of 400. The number was very satisfying as a sample and it would be added to another 421 questionnaires done in another university.

In terms of teachers' questionnaires, decision was taken to go on for a second plan, however to do so, it was a necessity to start organizing data collected from students and then to find out their teachers names, it was very helpful

that teachers have written their names on the envelops of questionnaires so it was not difficult to do so, however it was also needed to find out their email address to be able to communicate with them after taking permission from the administration who they did not show any refusal for this idea but they stated that teachers usually did not show willingness to participate in studies. However, it was done within two weeks, emails were sent to 8 teachers and they were given the choice to accept or no. Some of them sent an email to apologize not to do so and others they showed willingness to participate and others they were requiring for more information to encourage them to give their opinions. At the end four questionnaires were sent back with full complete answers, which meant another four teachers with their students' feedbacks are ready to be used in analysis stage, adding to them another group of five teachers who participated with their students from Nizwa University. The results were 631 copies of students' questionnaires were received completely answered, and twenty four of teachers' questionnaires from both universities, Sultan Qaboos University and Nizwa University.

3.6.3.3 Self-Refection (Data collection)

Data collection phases had taken around one year May 2014 to May 2015. The main challenging was for being abroad, which limited time spent in Oman to follow up data collection procedures. However the support given by administrations in both universities was very helpful to facilitate the work to be accomplished. Regardless of all support provided by administration, the formal procedures which were a must before conducting any investigation in those universities had taken time since formal approval must be done and it would go through different offices especially in public university. But the results were very beneficial since that policy of arranging data collection with administration helped in students' questionnaires administration in a very efficient way. The Omani students' responses and participation demonstrated how they are willing to reflect and evaluate teaching and learning in their classes for the benefits of developing their learning. It is also evident that our students like to take part in any research that would enable their progress in their studies and the researcher was very pleased to get feedback from students evaluating their current learning process. Each student's

participation was very valuable for this study. On the other hand, teachers' participation was not very successful. Regardless of all time spent to communicate with teachers either by administration or researcher to encourage them to take part in this questionnaire, responses was not as expected. For example, in the case of the first university, only ten teachers initially participated and other ten finally participated because their students had taken part in completing the questionnaire. Even though it was stated that their names would not be mentioned in the research report, there were still no responses. Although it was disappointing, the researcher was also ready for an alternative plan. Therefore successfully with follow up emails, the researcher was able to get around 24 teachers participating from two universities. In fact researcher was not expecting a huge number of responses since administration had stated clearly that their teachers always are reluctant to participate in any research. The reason could be due that those teachers who were working there were from different nationalities whose English is their mother tongue, therefore it was not very interesting to explore such a topic compared to Omani teachers who are teaching English as a foreign and they usually have challenges with applying any new teaching approach in their classes. The Omani teachers and their students are usually willing to participate since they seek for improvement of education system. On the other hand, Native English teachers, they are working in this context for certain period of time which might be for two years or less so they do not show an interest in participation or conducting any research. In Omani context, such a study usually had been done with Omani teacher who are teaching in high schools and their responses was very great. However in higher education, there are not many Omani teachers who are teaching English language in Foundation Institutes. There was another alternative plan to conduct such study with Omani teachers only from different colleges and universities, but this step would take longer time, and the time for this study had been limited to certain period of time due to scholarship's time.

Regardless of all these challenges of data collection stage, the lesson learned that as a researcher must be have alteration plan when plan A did not work we go for plan B. Being patient is considered as an important factor to get

work done especially when it comes to deal with teachers with different personalities and from different countries and nationalities.

3.7 The validity and reliability

3.7.1 Validity

Raulin and Graziano (2010:81) defined validity to be “that the scale measures what it is supposed to measure and weight. The validity is not the same as reliability which refers to how consistently the weight is measured”. Raulin and Graziano (2010:59) also mentioned that “If the study is valid it means that this study answers the question it posted”. In this study, to confirm the validity of questionnaire used to collect data, an exploratory factor analysis was carried out for students’ questionnaires while it was not possible to be done for teachers’ questionnaires because of few numbers of participants in this study. However teachers’ questionnaire which mainly focused on CLT practice and its impact on students learning and motivation was analysed using the same structure obtained from students’ answers’ factor analysis, since it was focused on the same topic.

3.7.1.1 Factor analysis of students questionnaires

The instruments which had been used for this study had been checked for its validity. The importance of next stage is to provide each category as a result of factor analysis with a name based on the relation between different statements.

KMO (.916) and Barlett's tests (sig. = .000) provide good results for proceeding with this factor analysis too.

Table 4 Students' questionnaire factor analysis - variance

Varianza total explicada

Componente	Sumas de rotación de cargas al cuadrado		
	Total	% de varianza	% acumulado
1	3,137	28,519	28,519
2	2,739	24,903	53,421

Método de extracción: análisis de componentes principales.

Table 5 Students questionnaire factor analysis - rotated matrix - 1

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
Stud - CLT18 - Speaking abilities	,759	,224	,160	,180	
Stud - CLT20 - Reading comprehension skills	,680	,172		,358	
Stud - CLT19 - Listening comprehension skills	,676	,236	,197	,233	,122
Stud - CLT21 - Writing skills	,643	,242	,184	,273	
Stud - CLT22 - Correct use of grammar	,576	,325	,143	,342	
Stud - CLT24 - Communication skills (e.g. Guessing difficult words from context)	,564	,236	,284	,254	
Stud - CLT23 - Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts	,502	,155	,358	,328	-,107
Stud - CLT02 - Spelling rules and punctuation	,222	,714		,287	
Stud - CLT05 - Sentence formation (e.g. Simple, compound, complex)	,126	,707	,233	,153	,108
Stud - CLT03 - Idioms and vocabulary	,174	,706		,276	
Stud - CLT04 - Word formation (e.g. Nouns, verbs, suffixes, etc.)	,229	,683	,137	,192	
Stud - CLT01 - Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)	,274	,656			,175
Stud - CLT06 - Pattern practice and drills of language form	,321	,536	,250	,203	
Stud - CLT16 - Activating our cultural background knowledge on the topics to be covered	,111		,742	,169	
Stud - CLT17 - tackling cultural aspects in the language classroom	,178	,159	,736	,127	
Stud - CLT12 - Using authentic materials (e.g. Newspapers written for native speakers)	,153		,617	,260	-,152
Stud - CLT10 - How to negotiate meaning in genuine communication (e.g. Discussing tv news in class)	,216	,270	,550	,230	-,131
Stud - CLT07 - How language use can be appropriate to different situations (e.g. Formal or informal)	,189	,351	,496	,276	-,122
Stud - CLT15 - Language use and meaning	,419	,426	,479		,164
Stud - CLT11 - Collaborative activities (e.g. Pairs and small groups	,392	,231	,403		,218
Stud - CLT09 - Language forms through their communicative use (e.g. 'can i help you?' is an offer used to form que	,134	*,452*	,408	,152	,148
Stud - CLT08 - How to overcome their communication problems (e.g. Guessing difficult words from context)	,257	*,431*	,397		
Stud - CLT14 - Rehearsing language forms and rules	,380	*,398*	,370	,113	,270
Stud - CLT13 - Asking students to communicate through English in the classroom	***,492***	,309	,332		,265
Stud - CLT26 - interested in classroom learning	,377	,274	,129	,656	,275
Stud - CLT28 - Taken an evaluative and critical position in relation to the cross-cultural awareness activities in	,188	,170	,417	,624	
Stud - CLT27 - aware of the importance of paying attention to the culture of the target language	,272	,269	,250	,604	,184
Stud - CLT29 - active participants in classroom activities	,298	,206	,229	,602	,107
Stud - CLT30 - Like classroom learning	,427	,264	,178	,565	,135
Stud - CLT25 - motivated to pursue language learning	,434	,292	,230	,478	,311
Stud - CLT31 - Miss many classes				-,149	-,801
Stud - CLT32 - Cause trouble					-,794

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 8 iterations.

Table 6 Students' questionnaire factor analysis - rotated matrix - 2

Matriz de componente rotado[a]

	Componente	
	1	2
Stud - CLT13 - Asking students to communicate through English in the classroom	**,767**	
Stud - CLT14 - Rehearsing language forms and rules	**,732**	,237
Stud - CLT15 - Language use and meaning	**,661**	,377
Stud - CLT09 - Language forms through their communicative use (e.g. 'can i help you?' is an offer used to form que	**,657**	,269
Stud - CLT11 - Collaborative activities (e.g. Pairs and small groups	**,639**	,195
Stud - CLT08 - How to overcome their communication problems (e.g. Guessing difficult words from context)	**,561**	,338
Stud - CLT16 - Activating our cultural background knowledge on the topics to be covered	,164	**,766**
Stud - CLT12 - Using authentic materials (e.g. Newspapers written for native speakers)	,126	**,717**
Stud - CLT17 - tackling cultural aspects in the language classroom	,323	**,676**
Stud - CLT10 - How to negotiate meaning in genuine communication (e.g. Discussing tv news in class)	,303	**,670**
Stud - CLT07 - How language use can be appropriate to different situations (e.g. Formal or informal)	,428	**,550**

Método de extracción: análisis de componentes principales.
Método de rotación: Varimax con normalización Kaiser.
a. La rotación ha convergido en 3 iteraciones.

Factor 1 corresponds to the 4th section of students' questionnaires which was named as CLT impact on students' cognitive changes representative in CLT 18 to CLT 24:

- CLT18 CLT impact on speaking abilities,
- CLT 19 CLT impact on listening comprehension skills,
- CLT20 CLT impact on reading comprehension skills,
- CLT 21 CLT impact on writing skills,
- CLT22 CLT impact on correct use of grammar,
- CLT23 CLT impact on ability to use appropriate English (e.g. formal/informal/slang) in different contexts, and
- CLT 24 CLT impact on communication skills (e.g. guessing difficult words from context).

Factor 2 corresponds to the 1st section of students' questionnaires. It was named as communicative language teaching classroom practice of

grammatical competences and mainly the focus is on language form and rules. The representative items were (CLT 01 to CLT 06):

- CLT 01 classroom practice of pronunciation (e.g. vocabulary, intonation, word and sentence stress),
- CLT02 classroom practice of spelling rules and punctuation,
- CLT03 classroom practice of idioms and vocabulary, and
- CLT04 classroom practice of word formation (e.g. nouns, verbs, suffixes, etc.), CLT05 classroom practice of sentence formation (e.g. simple, compound, complex), and CLT06 CLT practice of pattern practice and drills of language form.

Factor 3: includes 2nd and 3rd section in the students' questionnaires. It seems that students did not differentiate these sections as we expected. So we decided do a new factor analysis, including only 2nd and 3rd sections (items 07-10 and 11-17). We found two new factors. They were labeled Factor 3.1 and Factor 3.2 as shown in Table 6 on page155.

The results of the second factor analysis revealed that section two and three in the questionnaire will be divided as following for findings analysis:

Factor 3.1: corresponds to CLT classroom's practice of sociolinguistic, intercultural competences and language use for communication. The representative items were:

The sociolinguistic competence:

- CLT07 classroom practice of how language use can be appropriate to different situations (e.g. formal or informal),

The communicative language teaching approach principles:

- CLT10 classroom practice of how to negotiate meaning in genuine communication (e.g. discussing tv news in class),and
- CLT12 classroom practice of using authentic materials (e.g. newspapers written for native speakers),

The intercultural competence:

- CLT16 classroom practice of activating our cultural background knowledge on the topics to be covered, and
- CLT17 classroom practice of tackling cultural aspects in the language classroom as shown in Table 6 on page 154.

Factor 3.2: corresponds to CLT classroom practice of strategic competence and CLT principles which mainly focus on English used, group and pair work, error correction. The representative items of strategic competence were:

- CLT 08 classroom practice of how to overcome their communication problems (e.g. guessing difficult words from context), and
- CLT09 classroom practice of language forms through their communicative use (e.g. ‘can i help you?’ is an offer used to form que).

The representative items of CLT principles were:

- CLT11classroom practice of collaborative activities (e.g. pairs and small groups),
- CLT13 classroom practice of asking students to communicate through English in the classroom,
- CLT14 classroom practice of rehearsing language forms and rules, and
- CLT15 classroom practice of language use and meaning as shown in Table 6.

Factor 4: corresponds to part two of 5th section which is named CLT impact on students’ motivation towards learning the language. The representative items were CLT25 to CLT 30 impact:

- CLT25 CLT impact students became motivated to pursue language learning,
- CLT26 CLT Impact students became interested in classroom learning,
- CLT 27 CLT impact students became aware of the importance of paying attention to the culture of the target language,

- CLT28 CLT impact students are taken an evaluative and critical position in relation to the cross-cultural awareness activities in,
- CLT29 CLT Impact students became active participants in classroom activities, and
- CLT30 CLT Impact Like classroom learning as shown in Table 5.

Factor 5: corresponds other part of 5th section, specifically referred to discipline or attendance issues, items 31-32, which can be considered as indicators of a negative affective impact, and maintained as a factor.

- Clt31 CLT impact students miss many classes, and
- CLT 32 CLT impact students cause trouble as shown in Table 5 on page 154.

3.7.2 Reliability

Graziano and Raulin (2010:78) stated that “good measures give consistent results regales of who does the measuring as to define the reliability of the measure. There are three types of reliability: interrater reliability, test-retest reliability, and internal consistency reliability”. In this study, the internal consistency reliability was carried out to confirm that “the measurement tool was reliable and would provide useful information” (Ibid: 79).

3.7.2.1 Internal consistence (Cronbach’s alpha)

We used Cronbach’s Alpha index, for analysing the degree to which a scale is internally consistent.

3.7.2.1.1 Students’ questionnaires

The students’ questionnaires had been divided into two main sections which explored CLT practice and CLT impact on students’ cognitive and affective development. The results showed that students' questionnaire was reliable

and the Cronbach's Alpha scored relatively high results (.945) as shown in Table 7.

Table 7 Students' questionnaier reliabilty

Reliability Statistics

Cronbach's Alpha	N of Items
.945	32

3.7.2.1.1.1 The CLT classroom practice

This section will be divided as following: grammatical competence practice, strategic competence and CLT principles (English used, error correction and collaborative work) and sociolinguistic and intercultural competences and CLT principles related to (genuine communication and authentic used materials).

3.7.2.1.1.1.1 Grammatical competence

The results showed that the result of a Cronbach Alpha was high (.854). The following table shows the Cronbach Alpha of each statement in this group.

Table 8 Reliability of grammatical competence

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Stud - CLT01 -classroom practice- Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)	19.67	18.565	.612	.835
Stud - CLT02 -classroom practice- Spelling rules and punctuation	19.86	17.313	.674	.824
Stud - CLT03 - classroom practice- Idioms and vocabulary	19.75	18.335	.660	.827
Stud - CLT04 - classroom practice- Word formation (e.g. Nouns, verbs, suffixes, etc.)	19.65	18.198	.653	.828
Stud - CLT05 -classroom practice- Sentence formation (e.g. Simple, compound, complex)	19.90	17.431	.640	.831
Stud - CLT06 - classroom practice- Pattern practice and drills of language form	19.81	17.588	.617	.835

3.7.2.1.1.1.2 CLT use of sociolinguistic and intercultural competences- CLT principles

As shown from table 9, a Cronbach Alpha was high (.780). All items (CLT07, CLT10, CLT12, CLT16, and CLT17) are correlated and they are considered to be reliable.

Table 9 Reliability Sociolinguistic and intercultural competences

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C	C Alpha if Item Deleted
Stud - CLT07 - classroom practice- How language use can be appropriate to different situations (e.g. Formal or informal)	14.03	13.475	.513	.753
Stud - CLT10 - classroom practice-How to negotiate meaning in genuine communication (e.g. Discussing tv news in class)	14.03	12.684	.575	.732
Stud - CLT12 - classroom practice-Using authentic materials (e.g. Newspapers written for native speakers)	14.24	13.060	.515	.753
Stud - CLT16 - classroom practice-Activating our cultural background knowledge on the topics to be covered	14.05	12.968	.580	.731
Stud - CLT17 - classroom practice-tackling cultural aspects in the language classroom	14.10	12.806	.591	.727

3.7.2.1.1.1.3 CLT use of strategic competences and CLT principles

The Cronbach Alpha was (.816). All items (CLT08, CLT09, CLT11, CLT13, CLT14, and CLT15) are correlated as shown in Table 10.

Table 10 Reliability strategic competence and CLT principles

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Stud - CLT08 -classroom practice- How to overcome their communication problems (e.g. Guessing difficult words from context)	20.42	16.442	.528	.798
Stud - CLT09 - classroom practice- Language forms through their communicative use (e.g. 'can i help you?' is an offer used to form que	20.20	16.413	.571	.788
Stud - CLT11 - classroom practice-Collaborative activities (e.g. Pairs and small groups	19.97	16.650	.533	.796
Stud - CLT13 -classroom practice- Asking students to communicate through English in the classroom	20.03	16.305	.588	.784
Stud - CLT14 - classroom practice-Rehearsing language forms and rules	20.15	16.101	.624	.776
Stud - CLT15 - classroom practice-Language use and meaning	20.18	16.239	.629	.776

3.7.2.1.1.1.4 CLT Impact on students' cognitive changes communicative competence

The section of CLT Impact on students' cognitive changes communicative competence had achieved (.882) of Cronbach alpha. The items (CLT18 to CLT14) had shown a high total of correlation as shown in Table 11.

Table 11 Reliability CLT impact on students 'cognitive changes

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Stud - CLT18 - CLT impact-Speaking abilities	27.48	33.098	.700	.862
Stud - CLT19 – CLT impact-Listening comprehension skills	27.43	33.790	.680	.865
Stud - CLT29 - CLT impact- active participants in classroom activities	27.53	34.486	.535	.880
Stud - CLT20 – CLT impact-Reading comprehension skills	27.34	33.842	.676	.865
Stud - CLT21 – CLT impact-Writing skills	27.34	34.407	.655	.867
Stud - CLT22 – CLT impact- Correct use of grammar	27.52	33.363	.673	.865
Stud - CLT23 – CLT impact- Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts	27.81	33.668	.653	.867
Stud - CLT24 – CLT impact-Communication skills (e.g. Guessing difficult words from context)	27.60	33.849	.629	.870

3.7.2.1.1.1.5 CLT impact on students' affective change motivation towards learning language

The results showed that a Cronbach Alpha associated with CLT impact on students' affective changes was (.869) which is considered as highly reliable. The items (CLT25 to CLT30) were correlated as shown in table 12.

Table 12 Reliability of CLT impact on affective changes

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Stud - CLT25 - CLT impact- motivated to pursue language learning	19.99	19.885	.675	.846
Stud - CLT26 – CLT impact- interested in classroom learning	19.90	19.758	.776	.829
Stud - CLT27 –CLT impact- aware of the importance of paying attention to the culture of the target language	19.94	20.415	.703	.842
Stud - CLT28 – CLT impact-Taken an evaluative and critical position in relation to the cross-cultural awareness activities in	20.47	21.186	.602	.858
Stud - CLT29 – CLT impact- active participants in classroom activities	20.20	20.741	.582	.863
Stud - CLT30 – CLT impact- Like classroom learning	20.07	19.737	.683	.845

3.7.2.1.1.1.6 The negative impact of CLT

As shown in Table 13, the result of Cronbach Alpha was (.737).

Table 13 Reliability of CLT negative impact

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
stu31r	4.3231	1.650	.583	.
stu32r	4.1282	1.705	.583	.

3.7.2.2 Teachers' questionnaire's reliability

In terms of teachers' questionnaire, it consists of different sections which will be presented and then reliability will be measured using Cronbach Alpha. In this current study, teachers' questionnaire had been divided into different

sections which assessed different research questions. The first section was about CLT practice and CLT impact. The results had shown that the items (CLT01 to CLT36) had a high Cronbach Alpha (.900). Teachers' questionnaire had achieved a high level of reliability.

As explained previously, we used the factor structure obtained from students. As a result, the reliability scores with these dimensions among teachers were lower that among students, but still adequate.

3.7.2.2.1 1. CLT practice

The CLT use of grammatical competence (CLT01 to CLT06) had achieved a Cronbach Alpha (.695). However it had been found that CLT01 'pronunciation and vocabulary, intonation, word and sentence stress' recorded a very low total correlation which would increase a Cronbach Alpha (.742). However it was decided not to eliminate CLT01 from the questionnaire since it would not influence total result of a Cronbach Alpha as shown in Table14.

Table 14 grammatical competence (teachers' questionnaire)

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CLT01 - classroom practice-Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)	18.70	9.949	.142	.742
Teach - CLT02 - classroom practice- Spelling rules and punctuation	18.83	8.787	.454	.648
Teach - CLT03 - classroom practice-Idioms and vocabulary	19.00	8.000	.470	.640
Teach - CLT04 - classroom practice-Word formation (e.g. Nouns, verbs, suffixes, etc.)	18.83	8.150	.608	.601
Teach - CLT05 - classroom practice-Sentence formation (e.g. Simple, compound, complex)	18.52	8.715	.578	.620
Teach - CLT06 - classroom practice-Pattern practice and drills of language forms	18.96	7.771	.417	.664

The second section of CLT practice was CLT practice of sociolinguistic (CLT07) and intercultural competences (CLT16 and CLT17) and CLT principles (clt10 and CLT12) achieved a Cronbach alpha (.721). The

correlation between different statements was achieved and no items will be deleted as shown in Table 15.

Table 15 Sociolinguistic and intercultural competences reliability

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CLT07 - classroom practice-How language use can be appropriate to different situations (e.g. Formal or informal)	14.43	7.802	.443	.688
Teach - CLT10 -classroom practice- How to negotiate meaning in genuine communication (e.g. Discussing TV news in class)	14.52	6.261	.621	.609
Teach - CLT12 - classroom practice-Using authentic materials (e.g. Newspapers written for native speakers)	15.17	8.514	.314	.736
Teach - CLT16 - classroom practice-activating my students' cultural background knowledge on the topics to be covered	13.65	9.419	.290	.735
Teach - CLT17 - classroom practice-tackling cultural aspects in the language classroom	14.39	6.431	.769	.548

However when the reliability of CLT practice of strategic competences (CL108 and CLT09) and CLT principles (CLT11, CLT13, CLT14 and CLT15) had been tested, a Cronbach Alpha was low (.429) as shown in Table 16. However no items will be deleted from teachers' questionnaire since the result will not influence total Cronbach alpha.

Table 16 Strategic competence and CLT principles

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C. Alpha if Item Deleted
Teach - CLT08 - classroom practice-How to overcome their communication problems (e.g. Guessing difficult words from context)	21.57	3.621	.283	.349
Teach - CLT09 - classroom practice-Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can)	21.74	3.020	.339	.291
Teach - CLT11 - classroom practice-Collaborative activities (e.g. Pairs and small groups	21.39	4.431	.076-	.516
Teach - CLT13 - classroom practice-Asking students to communicate through English in the classroom	21.39	3.613	.373	.319
Teach - CLT14 - classroom practice-Rehearsing language forms and rules	22.22	3.451	.059	.518
Teach - CLT15 - classroom practice-Language use and meaning	21.48	3.170	.412	.262

3.7.2.2.2 CLT impact

On the other hand, assessing the level of reliability of CLT impact on students' cognitive learning had achieved a high Cronbach Alpha (.858). All the items (CLT18 to CLT24) are correlated as shown in Table 17.

Table 17 Reliability of CLT impact on students 'cognitive changes

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CLT18 - CLT impact-Speaking abilities	24.33	15.449	.460	.864
Teach - CLT19 – CLT impact- Listening comprehension skills	24.38	14.245	.703	.827
Teach - CLT20 – CLT impact- Reading comprehension skills	24.17	15.275	.645	.836
Teach - CLT21 – CLT impact-Writing skills	24.17	14.928	.651	.835
Teach - CLT22 – CLT impact-Correct use of grammar	24.75	15.500	.585	.844
Teach - CLT23 -CLT impact- Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts	25.21	15.650	.529	.851
Teach - CLT24 – CLT impact-Communication skills (e.g. Guessing difficult words from context)	24.75	13.239	.823	.807

Moreover in terms of impact of CLT on students' motivation towards learning language (CLT25 to CLT30) had been achieved a high Cronbach Alpha (.927) as shown in Table 18, While the result of Cronbach Alpha of CLT negative impact was (.680) which is also approaching the high level of reliability as shown in Table 19.

Table 18 Reliability of CLT impact on students' affective changes

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CLT25 - CLT impact- Are motivated to pursue language learning	18.39	20.249	.834	.907
Teach - CLT26 - CLT impact- Are interested in classroom learning	18.35	20.237	.892	.899
Teach - CLT27 – CLT impact- Are aware of the importance of paying attention to the culture of the target language	19.13	20.846	.765	.917
Teach - CLT28 – CLT impact- Are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated.	19.52	21.715	.704	.924
Teach - CLT29 - CLT impact- Are active participants in classroom activities	17.87	21.300	.770	.916
Teach - CLT30 - CLT impact- Like classroom learning	18.04	22.953	.790	.916

Table 19 Reliability of CLT negative impact (teachers' questionnaire)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
clt31r	3.7500	1.587	.516	.
clt32r	3.6667	1.449	.516	.

3.7.2.2.3 Teaching approaches used in classroom

Finally level of reliability of different teaching approach used in classroom achieved a Cronbach alpha (.658) which is reliable too. All items (CLT33 to CLT36) were correlated as shown in Table 20.

Table 20 Teaching approach used in classroom

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CLT33-teaching approach- Communicative language teaching	8.95	8.712	.054	.766
Teach - CLT34 - teaching approach-The grammar translation method	10.82	5.108	.491	.554
Teach - CLT35 - teaching approach-The audio-lingual method	10.32	4.608	.677	.397
Teach - CLT36 - teaching approach-The direct method	10.14	5.361	.554	.506

3.7.2.2.4 2. Teachers' beliefs of CLT principles

The second section of teachers' questionnaires investigated teachers' beliefs towards different communicative language teaching approach principles.

The reliability of the questionnaire was calculated by Karavas-Doukas (1996) utilizing the split-half method. The correlated split-half reliability coefficient was .81 which is a relatively high and acceptable index and additionally Razmjoo (2006) the overall internal consistency of the questionnaire was calculated using Cronbach alpha (CA) was 0.7924 pointed. In regards to our study, the overall result showed that the overall internal consistency of the

questionnaire using Cronbach alpha was .847 which revealed that level of reliability in current study was achieved.

This section had been divided into five main areas. The first subsection was to do with the role of pair and group work including following statements (bel02, bel09, bel13, bel21r, bel22r) and Cronbach was .807 as shown in Table 21.

Table 21 role and importance of group and pair work

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - BEL02 - Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students	16.2500	8.457	.607	.768
Teach - BEL09 - Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences	16.3333	8.928	.567	.782
BEL13r Group work activities take too long to organize and waste a lot of valuable teaching time.	16.2917	7.694	.687	.741
BEL21r Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.	17.0417	7.520	.546	.789
BEL22r Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue	16.7500	6.978	.621	.765

The second part of teachers' beliefs was about quantity and quality of error correction (bel 06, bel10r, bel14, and bel15r), some changes was added to this group according to results of Cronbach alpha. It was decided to delete bel15r since the result recorded was =-.166 and as a consequence, results of Cronbach Alpha was .530 as shown in Table 22.

Table 22 quantity and quality of error correction

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - BEL06 - For students to become effective communicators in the foreign language, the teacher's feedback must be focused on the appropriateness and not the linguistic form of the students' response	6.9167	2.949	.387	.354
Teach-BEL10r- The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.	6.4167	3.384	.254	.565
Teach - BEL14 - Since errors are a normal part of learning, much correction is wasteful of time.	7.3333	2.928	.392	.347

The third group was about the role of learners and their contribution to the learning process in the classroom (bel04r, bel05r, bel08, bel11r, bel18, and bel20) and Cronbach Alpha was .711 which considered being high as shown in Table 23.

Table 23 role of learners and their contribution to learning process

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach-BEL04r-Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her	18.2500	8.543	.710	.574
Teach-BEL05r-Training learners to take responsibility for their own learning are futile (useless) since learners are not used to such an approach.	17.5833	10.341	.437	.674
Teach - BEL08 - The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential	17.2083	10.955	.531	.655
Teach-BEL11r- It is impossible in a large class of students to organize your teaching so as to suit the needs of all	19.0417	10.303	.444	.672

Teach - BEL18 - For most students' language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.	17.9167	12.080	.147	.763
Teach - BEL20 - Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them.	17.9167	10.601	.471	.664

The fourth group which investigated teachers' beliefs associated with role of teacher (bel07, bel16, bel19r, and bel24) scored a Cronbach Alpha .521 as shown in Table 24.

Table 24 role of teacher in classroom

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - BEL07 - The teacher as "authority" and "instructor" is no longer adequate to describe the teacher's role in the language classroom	11.3043	2.585	.557	.204
Teach - BEL16 - The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson.	10.8696	3.664	.332	.447
Teach-BEL19r- The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.	12.6087	2.704	.306	.469
Teach - BEL24 - A textbook alone is not able to cater to all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.	11.0000	3.909	.114	.599

The final group focused on teachers beliefs' about importance of grammar (bel01r, bel03, BEL12, bel17r, bel23r) and the result showed that Cronbach of Alpha achieved had been .577 as shown from Table 25.

Table 25 The importance of grammar

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach-BEL01r -Grammatical correctness is the most important criterion by which language performance should be judged	15.3182	6.513	.437	.462
Teach - BEL03 - Grammar should be taught only as a means to an end and not as an end in itself	15.0000	8.000	.195	.591
Teach - BEL12 - Knowledge of the rules of a language does not guarantee ability to use the language	14.8182	7.299	.388	.499
Teach-BEL17r -By mastering the rules of grammar, students become fully capable of communicating with a native speaker	14.9545	7.665	.193	.600
Teach-BEL23r- Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.	15.7273	5.732	.490	.418

3.7.2.3 CLT implication difficulties and challenges

This section presented results that showed reliability of different statements that focused on challenges and difficulties of implementing CLT. The overall internal consistency of the questionnaire was calculated using Cronbach alpha (CA) was.893 pointed. In comparison, Ozsevik (2010) reported the Cronbach coefficient alpha of the same questionnaire was 0.80. Furthermore, the reliability calculated in Jafari (2015) study was 0.84 using the Cronbach coefficient alpha. The results showed that in comparison to the original study done by Ozsevik (2010), the reliability of current study achieved high internal consistency.

The first section of this group had been focusing on teacher related difficulties and challenges (CHA01 to CHA06) and the Cronbach Alpha achieved .501 as shown in Table 26.

Table 26 teachers related difficulties and challenges

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CHA01 - My proficiency level in spoken English is not sufficient.	7.24	5.390	.038	.523
Teach - CHA02 - My lack of the knowledge about the appropriate use of language in context.	7.29	5.414	.070	.517
Teach - CHA03 - My lack of the knowledge about the target language (English) culture.	7.19	4.962	.277	.470
Teach - CHA04 - Me not having enough opportunities to get CLT training.	6.71	2.514	.551	.218
Teach - CHA05 - Me having little time to develop materials for communicative classes.	6.38	3.848	.128	.575
Teach - CHA06 - Me having misconceptions about CLT.	6.86	3.229	.562	.258

The second group had been focusing on students' related difficulties and challenges (CHA07 to CHA10) and the results scored a high Cronbach alpha (.840) as shown in Table 27.

Table 27 students related difficulties and challenges

	S. Mean if Item	S. Variance if Item Deleted	Corrected Item-	C Alpha if Item Deleted
Teach - CHA07 - Students having low-level English proficiency.	7.50	6.435	.518	.867
Teach - CHA08 - Students having a passive style of learning.	7.54	5.998	.747	.766
Teach - CHA09 - Students resist participating in communicative class activities.	8.33	6.058	.709	.781
Teach - CHA10 - Students lack motivation for developing communicative competence	8.00	5.826	.737	.768

The third group was related to the difficulties and challenges related to education system (CHA11 to CHA16) which also achieved a high Cronbach Alpha .845 and that had indicated that items (CHA11 to CHA16)are correlated as shown in Table 28.

Table 28 education system related difficulties and challenges

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CHA11 - There is a lack of enough support from administration.	8.95	13.284	.617	.822
Teach - CHA12 - Teachers lack authentic materials such as newspapers, magazines, movies etc.	9.50	14.548	.566	.830
Teach - CHA13 - Traditional view on teachers' and learners' role is not compatible	9.41	13.872	.688	.807
Teach - CHA14 - Classes are too large for the effective use of CLT.	9.14	13.838	.743	.798
Teach - CHA15 - Grammar-based examinations have a negative impact on the use of CLT	9.09	15.706	.382	.863
Teach - CHA16 - Use of CLT gets into conflict with regulations.	9.36	13.004	.794	.785

The CLT related difficulties and challenges (CHA17 to CHA19) also scored a high Cronbach Alpha .835 as shown in Table 29.

Table 29 CLT approach related difficulties and challenges

	S. Mean if Item Deleted	S. Variance if Item Deleted	Corrected Item-Total C.	C Alpha if Item Deleted
Teach - CHA17 - There is a lack of effective and efficient instruments to assess communicative competence.	4.37	2.801	.792	.672
Teach - CHA18 - CLT doesn't take into account the differences between EFL and ESL teaching contexts.	4.37	2.801	.792	.672
Teach - CHA19 - Western educational assumptions are not suitable within Asian contexts.	4.21	4.398	.557	.899

3.7.2.4 Inter-judge agreement

In this section, inter-judge agreement had been used to match one teacher with his or her students' responses, and to find out the level of agreement of both 'judges' in relation to the same classroom reality. There was a group of nine teachers who participated in completing the questionnaire about their perceptions about communicative language teaching practice in their classes and its impact on students' learning and motivation. The results were compared to their students' perceptions towards the same aspects of CLT practice and its impact. The analysis of results revealed the correlation coefficient between what teachers and their students believed towards CLT practice and its impact on students' learning and motivation. The following tables represent the different correlation for each category.

3.7.2.4.1 CLT practice of grammatical competence

Table 30 Inter-judge agreement: practice of grammatical competence

			sf01- CLT Use - Grammatical competence- Students' perception	tf01 - CLT Use - Grammatical - competence- Teachers perception
Rho de Spearman	sf01 - CLT Use - Grammatical competence-Students' perception	Coefficient of correlation	1,000	,034
		Sig. (bilateral)	.	,931
		N	9	9
	tf01 - CLT Use - Grammatical - competence- Teachers perception	Coefficient de correlation	,034	1,000
		Sig. (bilateral)	,931	.
		N	9	9

As it has been seen from table 30, the comparison between tf01 with sf01 associated with grammatical competence has shown no significant correlation between teachers and their students' perception (r=.034, p=.931). This finding is presented in the following graph 3 and there is zero correlation.

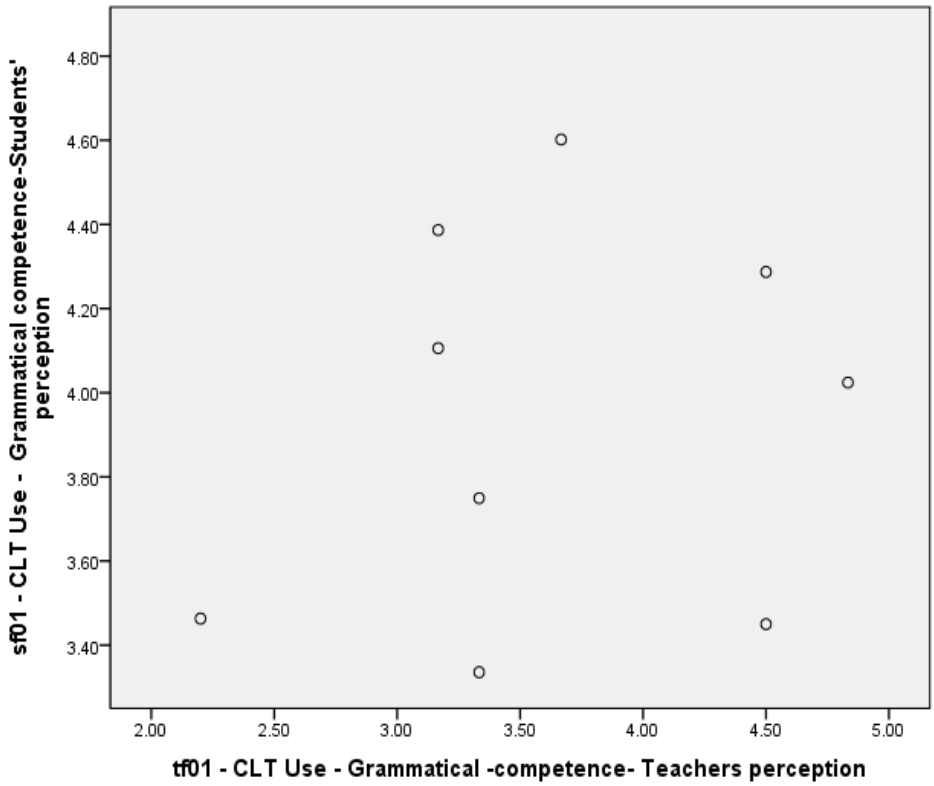


Figure 3 correlation between sf01 and tf01(grammatical)

Table 31 Spearman's correlation: grammatical competence

Item	Spearman's Correlation	p-value
CLT01 - Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)	0.276	0.472
CLT02 - Spelling rules and punctuation	.567	.111
CLT03 - Idioms and vocabulary	.256	.505
CLT04 - Word formation (e.g. Nouns, verbs, suffixes, etc.)	-.285	.457
CLT05 - Sentence formation (e.g. Simple, compound, complex)	-.694	.056
CLT06 - Pattern practice and drills of language forms	.137	.724

As it has shown from the Table 31, CLT02 Spelling rules and punctuation indicated strong positive correlation between students and teachers perceptions and it showed a level of agreement associated with classroom practice of spelling rules and punctuation but it was not statistically significant (r=567 and p=.111). On the other hand, CLT05 sentence formation (e.g. simple, compound, complex), there was disagreement between teachers and students perceptions and the correlation was strong negative but it was not statistically significant(r=-.694 and p=.05).

3.7.2.4.2 CLT use of sociolinguistic intercultural competences and CLT principles (genuine communication and using authentic materials)

As it shows from Table 32, the correlation between tf02.1 CLT use of sociolinguistic and intercultural competence and CLT principles from teachers' perceptions and sf02.1 CLT use of sociolinguistic and intercultural competence and CLT principles from students' perceptions was a weak positive correlation between teachers' and students' perception and it was not statistically significant (r=.143 and p=.713). The Table 33 shows that mainly the correlation between teachers and students perceptive associated with CLT use of sociolinguistic, intercultural competences and CLT principles (genuine communication and using authentic materials) was week and positive and it was not statistically significant for CLT12, CLT16 and CLT17 but there was disagreement but weak and not significant for CLT10 and there was zero correlation for CLT07.

Table 32 Inter-judge agreement: sociolinguistic an intercultural competence and CLT principles

			Sociolinguistic-intercultural- c and CLT principles- Students' perception	Sociolinguistic - intercultural- competence and CLT principles- Teachers perception
Rho de Spearman	sf02.1 CLT Use - Sociolinguistic- intercultural-competence and CLT principles- Students' perception	Coefficient of correlation	1,000	,143
		Sig. (bilateral)	.	,713
		N	9	9
	tf02.1 - CLT Use - Sociolinguistic - intercultural-competence and CLT principles-Teachers perception	Coefficient of correlation	,143	1,000
		Sig. (bilateral)	,713	.
		N	9	9

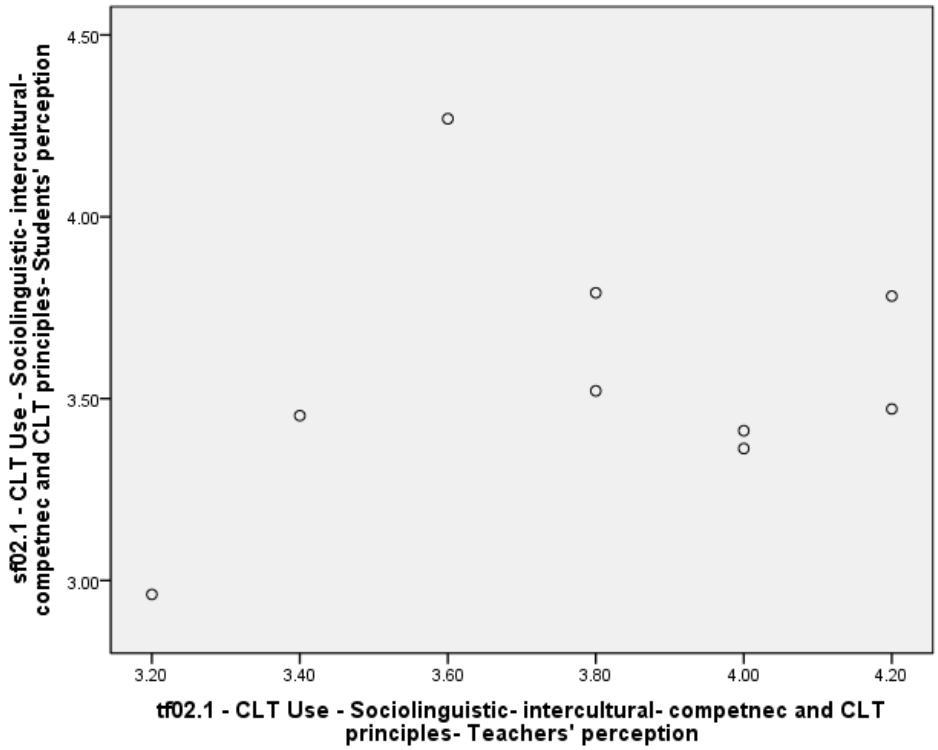


Figure 4 Correlation between sf02.1 and tf02.1 (sociolinguistic- intercultural competences and CLT principles

Table 33 Spearman's correlation: sociolinguistic and intercultural competence and CLT principles

Item	Spearman's Correlation	p-value
CLT07 - classroom practice-How language use can be appropriate to different situations (e.g. Formal or informal)	-.009	.982
CLT10 -classroom practice- How to negotiate meaning in genuine communication (e.g. Discussing TV news in class)	-.194	.618
CLT12 - classroom practice-Using authentic materials (e.g. Newspapers written for native speakers)	.376	.318
Teach - CLT16 - classroom practice-activating my students' cultural background knowledge on the topics to be covered	.199	.607
CLT17 - classroom practice-tackling cultural aspects in the language classroom	.183	.638

3.7.2.4.3 CLT use of strategic competence and CLT principles

The correlation between teachers' and students' perceptions of CLT impact on students' cognitive changes of communicative competence was weak negative (r=-.185 and p=.634) and it was not statistically significant as shown in Table 34.

Table 34 Inter-judge agreement: strategic competence and CLT principles

			sf02.2 strategic - competence and CLT principles- Students' perception	tf02.2 - strategic - competence- and CLT principles-Teachers perception
Rho de Spearman	sf02.2 - CLT Use - strategic - competence and CLT principles- Students' perception	Coefficient de correlation	1,000	-,185
		Sig. (bilateral)	.	,634
		N	9	9
	tf02.2 - CLT Use - strategic - competence- and CLT principles-Teachers perception	Coefficient de correlation	-,185	1,000
		Sig. (bilateral)	,634	.
		N	9	9

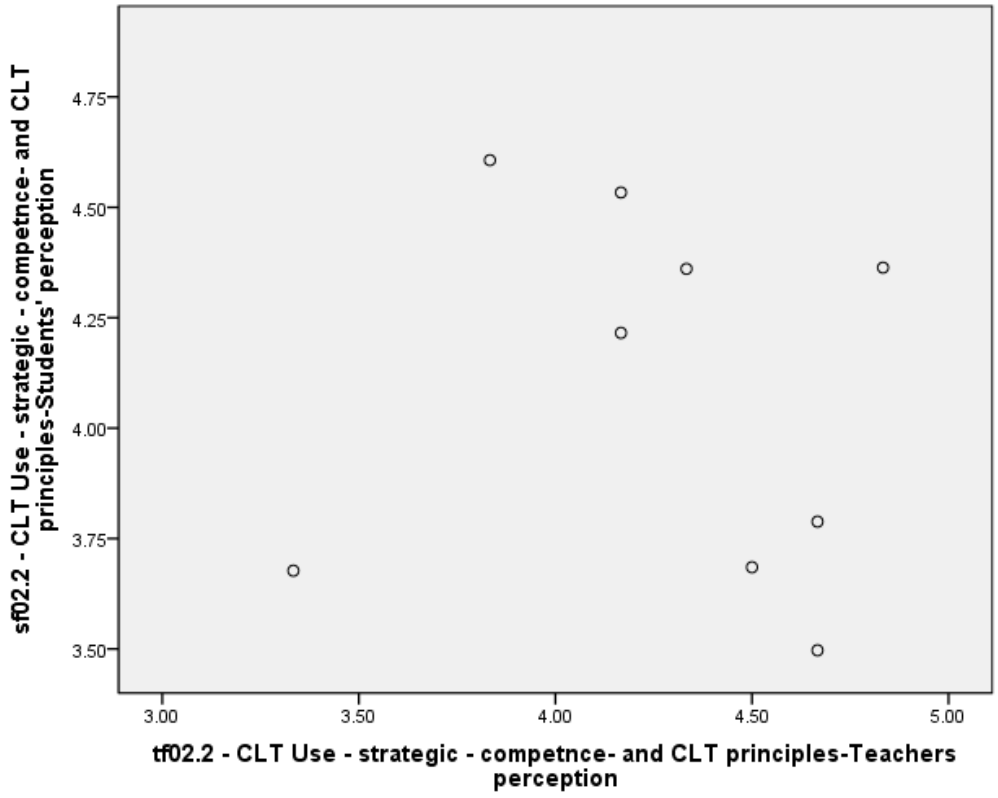


Figure 5 correlation between sf02.2 and tf02.2 (startegic competence and CLT principles)

Table 35 Spearman's correlation: strategic competence and CLT principles

Item	Spearman's Correlation	p-value
Teach - CLT08 - classroom practice-How to overcome their communication problems (e.g. Guessing difficult words from context)	-.520	.152
Teach - CLT09 - classroom practice-Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can)	.098	.802
Teach - CLT11 - classroom practice-Collaborative activities (e.g. Pairs and small groups	.575	.105
Teach - CLT13 - classroom practice-Asking students to communicate through English in the classroom	-.183	.638
Teach - CLT14 - classroom practice-Rehearsing language forms and rules	.438	.238
Teach - CLT15 - classroom practice-Language use and meaning	.030	.939

As it seen from Table 35, there was a strong positive correlation between teachers and students perspective associated with classroom practice of collaborative activities (e.g. pairs and small groups) (r=.575 and p=.105) but it was not statistically significant. In other words, teachers and students agreed about the practice of collaborative activities in their classes. On the other hand, there was disagreement between teachers' and students' perception in respect of the practice of how to overcome their communication problems. The analysis of findings indicated negative strong correlation (r=-.520 and p=.152) but the correlation was not statistically significant.

3.7.2.4.4 CLT impact on students' cognitive changes

Table 36 Inter-judge agreement: CLT impact on students' cognitive changes

			sf03 students-cognitive-changes-Students perception	tf03 students-cognitive-change-Teachers' perception
Rho de Spearman	sf03 - CLT Impact - students-cognitive-changes-communicative-Competence - Students perception	Coefficient de correlation	1,000	,202
		Sig. (bilateral)	.	,603
		N	9	9
	tf03 - CLT Impact-students-cognitive-change-communicative-competence - Teachers' perception	Coefficient de correlation	,202	1,000
		Sig. (bilateral)	,603	.
		N	9	9

As seen from Table 36, the correlation between teachers' and students' perceptions about CLT impact on students' cognitive changes of communicative competence was weak and positive (r=.202 and p=.603) but it was not statistically significant. Most items had weak and positive correlation but it was significant as seen from Table 37.

Table 37 Spearman's correlation: CLT impact on students 'cognitive competence

Item	Spearman's Correlation	p-value
Teach - CLT18 - CLT impact-Speaking abilities	.365	.334
Teach - CLT19 - CLT impact- Listening comprehension skills	-.101	.796
Teach - CLT20 - CLT impact- Reading comprehension skills	.239	.536
Teach - CLT21 - CLT impact-Writing skills	.183	.638
Teach - CLT22 - CLT impact-Correct use of grammar	.387	.303
Teach - CLT23 -CLT impact- Ability to use appropriate English(e.g. Formal/informal/slang) in different contexts	.301	.430
Teach - CLT24 - CLT impact-Communication skills (e.g. Guessing difficult words from context)	.214	.581

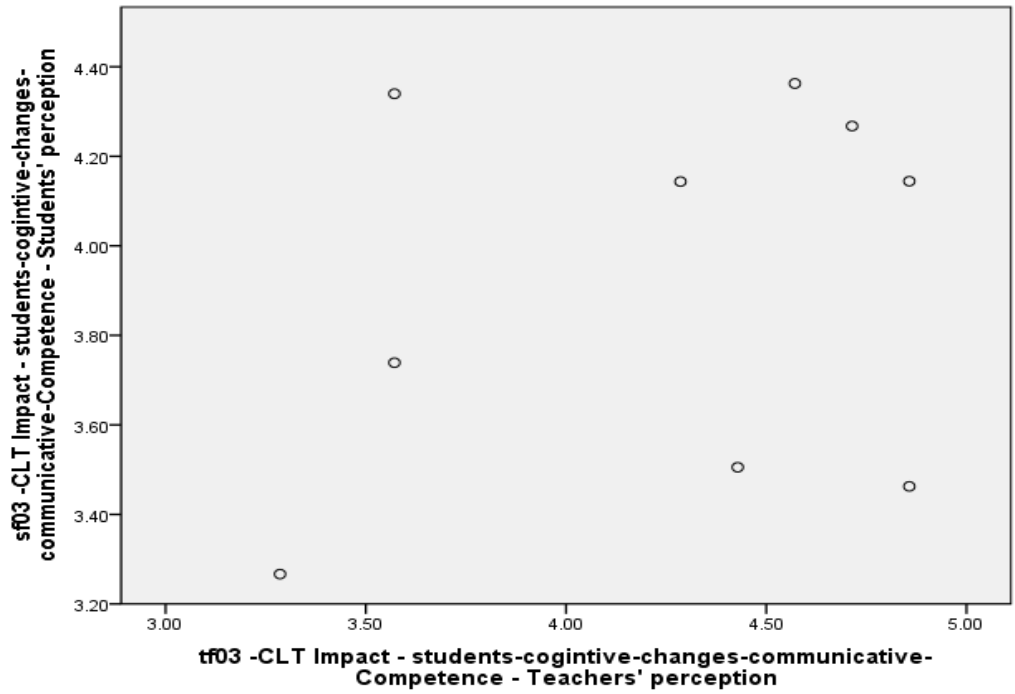


Figure 6 Correlation between sf03 and tf03 (CLT impact on students' cognitive changes)

3.7.2.4.5 CLT impact on students' affective changes and motivation towards learning the language

As it has shown from Table 38, the correlation between students' and teachers' perceptions about CLT impact on students' affective changes and

motivation towards learning the language was weak and positive but it was not statistically significant.

Table 38 Inter judge agreement: CLT impact on students' affective changes

			sf04 - CLT Impact- Students-affective-change- students' perception	tf04 - CLT Impact - students- Teachers' perception
Rho de Spearman	sf04 - CLT Impact- Students-affective-change-motivation towards learning language- students' perception	Coefficient de correlation	1,000	,170
		Sig. (bilateral)	.	,661
		N	9	9
	tf04 - CLT Impact - students-affective-change-motivation towards learning language- Teachers' perception	Coefficient de correlation	,170	1,000
		Sig. (bilateral)	,661	.
		N	9	9

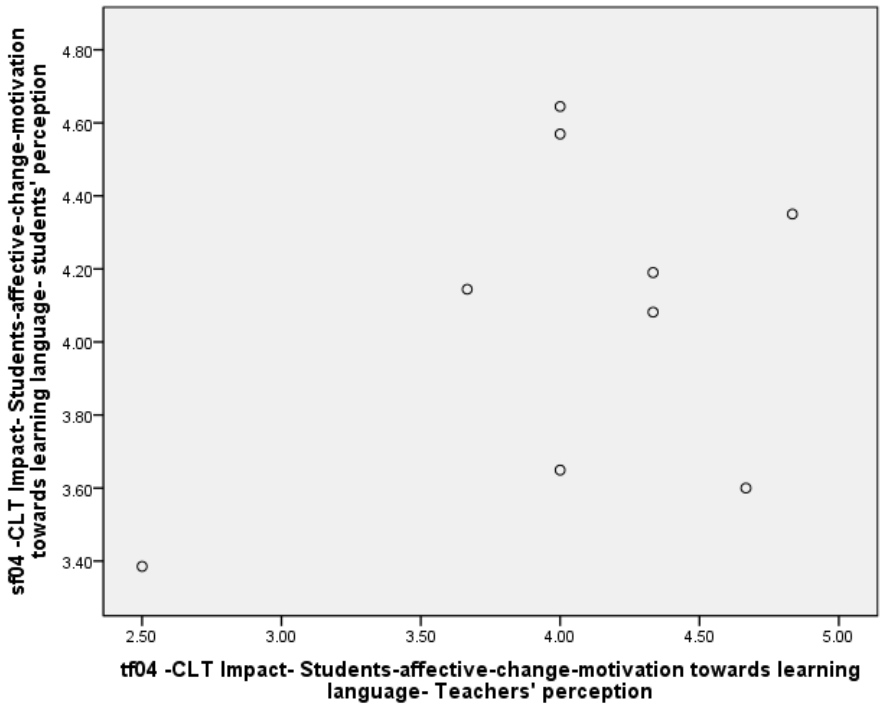


Figure 7 Correlation between sf04 and tf04 (CLT impact on affective changes)

The overall findings indicated as seen from Table 39, showed a weak and positive correlation among those different variables (CLT25 to CLT30). However, 'CLT 25 students are motivated to pursue language learning'

showed a weak and negative correlation. While it was zero correlation for 'CLT28 are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated'.

Table 39 Spearman's correlation: CLT impact on students' affective changes

Item	Spearman's Correlation	p-value
Teach - CLT25 - Are motivated to pursue language learning	-.243	.528
Teach - CLT26 - Are interested in classroom learning	.356	.347
Teach - CLT27 - Are aware of the importance of paying attention to the culture of the target language	.395	.392
Teach - CLT28 - Are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated	.053	.892
Teach - CLT29 - Are active participants in classroom activities	.279	.467
Teach - CLT30 - Like classroom learning	.256	.507

3.7.2.4.6 CLT negative impact

As it has shown from Table 40, the correlation between students' and teachers' perception associated with CLT negative impact was weak and negative correlation and it was not statistically significant (r=-.17 and p=.66).

Table 40 inter judge agreement: CLT negative impact

			sf05 - CLT negative-impact-students' perception	tf05 - CLT negative-impact-Teachers' perception
Rho de Spearman	sf05 - CLT Impact- negative-impact- students' perception	Coefficient de correlation	1,000	-,170
		Sig. (bilateral)	.	,661
		N	9	9
	tf05 - CLT Impact - negative-impact-Teachers' perception	Coefficient de correlation	-,170	1,000
		Sig. (bilateral)	,661	.
		N	9	9

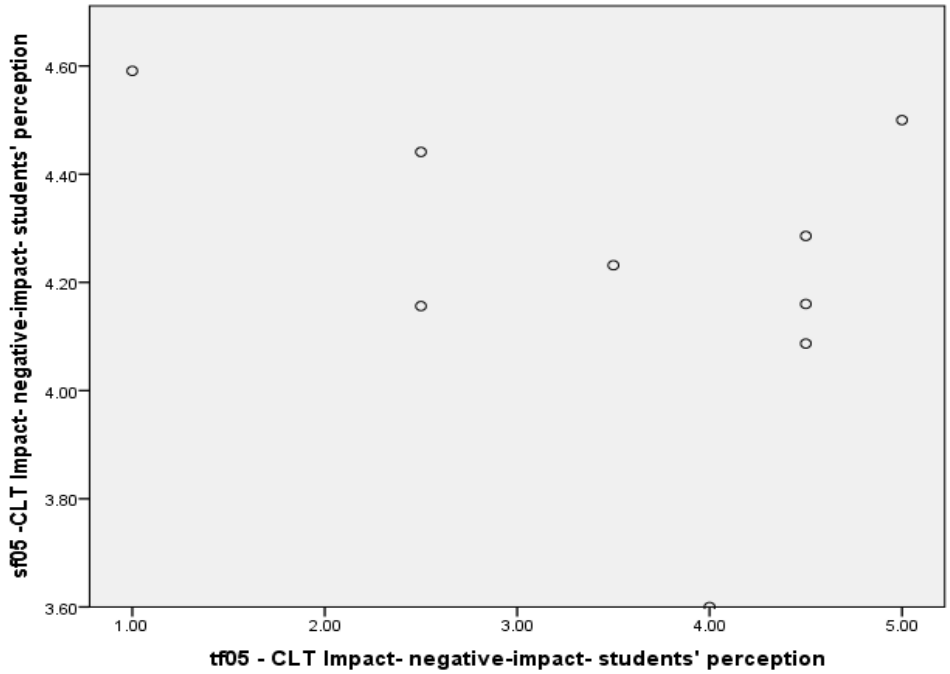


Figure 8 correlation betweensf05 and tf05 (CLT negative impact)

Table 41 Spearman's correlation: CLT negative impact

Item	Spearman's Correlation	p-value
Teach - CLT31 –CLT impact- Miss many classes	.246	.202
Teach - CLT32 - Cause trouble	-.463	.209

The Table 41 shows that there was quite strong negative correlation between teachers' and students' perspectives about 'CLT32 cause trouble but it was not statistically significant'. The result indicated a disagreement between students and teachers.

3.8 Sample description

3.8.1 Students

3.8.1.1 Gender

The participants of this study were 631 students. Out of these 631 participants, 189 (30%) of them were male and the rest 391 (62%) were female.

student gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	189	30,0	32,6	32,6
	Female	391	62,0	67,4	100,0
	Total	580	91,9	100,0	
Missing	System	51	8,1		
Total		631	100,0		

3.8.1.2 Institution type

In case of institution type, 210 (33%) participants were from public university while 421(67%) were from private university.

The students' educational Institution's type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	public	210	33,3	33,3	33,3
	private	421	66,7	66,7	100,0
	Total	631	100,0	100,0	

3.8.1.3 Students' English language Level

As it had been shown in the following table, more participants were from level 1 (39.1%) and level 3 (36.3%) while the lowest percentage of participants were from level 2 (24.6%).

Student current English level unified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level 1	247	39,1	39,1	39,1
	Level 2	155	24,6	24,6	63,7
	Level 3	229	36,3	36,3	100,0
	Total	631	100,0	100,0	

3.8.1.4 Students' English proficiency

The analysis had shown that the participants from students evaluated their English proficiency as following: (47.2%) of participants were good, (27.1%) were very good, (10.3) were fair, and (7.6%) were excellent and (1.1%) were poor. The missing percentage was (6.7%).

Student English proficiency recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	7	1,1	1,2	1,2
	Fair	65	10,3	11,0	12,2
	Good	298	47,2	50,6	62,8
	Very good	171	27,1	29,0	91,9
	Excellent	48	7,6	8,1	100,0
	Total	589	93,3	100,0	
Missing	System	42	6,7		
Total		631	100,0		

3.8.1.5 Students educational institution type and gende

The students' educational Institution's type * student gender Cross tabulation

			Student gender		
			Male	Female	Total
The students' educational Institution's type	Public	Count	157	53	210
		% within The students' educational Institution's type	74,8%	25,2%	100,0%
	Private	Count	32	338	370
		% within The students' educational Institution's type	8,6%	91,4%	100,0%
Total		Count	189	391	580
		% within The students' educational Institution's type	32,6%	67,4%	100,0%

As it is shown, this current study had more male participants in public university (74.8%) compared to private university where most of participants were female (91.4%). As a result of this analysis, there is an overlap among these tw variables. So when we compare public and private, we are certainly comparing also males and females, and vice versa. We have public University males on one hand and private University females on the other.

3.8.1.6 Students English proficiency and gender

Student English proficiency recoded * student gender Cross tabulation

			Student gender		
			Male	Female	Total
Student English proficiency recoded	Poor	Count	5	2	7
		% within student English proficiency recoded	71,4%	28,6%	100,0%
	Fair	Count	26	36	62
		% within student English proficiency recoded	41,9%	58,1%	100,0%
	Good	Count	98	185	283
		% within student English proficiency recoded	34,6%	65,4%	100,0%
	Very good	Count	39	125	164
		% within student English proficiency recoded	23,8%	76,2%	100,0%
	Excellent	Count	13	35	48
		% within student English proficiency recoded	27,1%	72,9%	100,0%
Total		Count	181	383	564
		% within student English proficiency recoded	32,1%	67,9%	100,0%

In terms of students' proficiency level as it had been evaluated by students themselves, the table shown that female students recorded higher percentages in relation to upper grades compared to male students who did not grade their level in English to be higher. (72.9%) of female students recorded excellent grade, (76.2%) were very good, (65.4%) were good,(58%) were fair and (28.6%) were poor. On the other hand, most male participants

(71.4%) stated that their English proficiency was poor, (41.9%) fair, (34.6%) good, (23.8%) very good and (32.1%) excellent.

3.8.1.7 Students' levels

Table 42 Students levels and students' gender cross tabulation

student_current_english_level_unified * student_gender Cross tabulation

			Student gender		
			Male	Female	Total
Student current English level unified	Level 1	Count	17	196	213
		% within student current English level unified	8,0%	92,0%	100,0%
	Level 2	Count	60	90	150
		% within student current English level unified	40,0%	60,0%	100,0%
	Level 3	Count	112	105	217
		% within student current English level unified	51,6%	48,4%	100,0%
Total		Count	189	391	580
		% within student current English level unified	32,6%	67,4%	100,0%

As it is shown in Table 42, there are not relevant differences between male and female students. There are about 2/3 of female students on every level. There is a gender balance in levels 2 and 3, but there are more female students in level 1.The results of sample analysis, most participants from level one were female and the percentage was (92.0%). There was a gender balance in level two and three, the percentage of male students in level 2 was (40.0 %) while the percentage of female students was (60.0%) while in level three (51.6%) was male and (48.4%) was female.

3.8.2 Teachers Samples

3.8.2.1 Gender

There was a gender balance, the percentage of female participants was (45.8%) and the male participants were (54.2%).

teacher gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	54.2	54.2	54.2
	Female	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

3.8.2.2 Institution type

In terms of institution type, the number of participants from private university was more than participants from public university. The percentage from private university was (83.3%) while it was (16.7%) from public university. According to few samples from public university, therefore results would be limited and would not be representative.

What is your educational Institution's type?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	4	16.7	16.7	16.7
	Private	20	83.3	83.3	100.0
	Total	24	100.0	100.0	

3.8.2.3 English as a mother tongue

Most participants were English native speaker with English being their mother tongue (66.7%) while the percentage of non-native English speaker was (33.3).

English is my mother tongue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	66.7	66.7	66.7
	No	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

3.8.2.4 Participants' Present Teaching Position

The most participants were IELP instructors (79.2%) who were teaching English for students in the intensive English language program in private university while the other participants who were Assistant lecturer (12.5%) were from public university and one had been language instructor (4.2%). The

only participant who was not teaching but he was TOEFL lab supervisor who usually working with students in the lab to guide them to practice TOEFL test in the private university.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant Language Lecturer	3	12.5	12.5	12.5
	IELP Instructor	19	79.2	79.2	91.7
	Language Instructor	1	4.2	4.2	95.8
	TOEFL Lab supervisor	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

3.8.2.5 Teaching level

Most participants were teaching level one (50.2%) while 39.1% were teaching level two. Very few participants were teaching level three (8.7%).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level 1	12	50.0	52.2	52.2
	Level 2	9	37.5	39.1	91.3
	Level 3	2	8.3	8.7	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

3.8.2.6 Teaching years' experience

Most of participants in this study were having teaching years' experience over 10 about (79.2%) of participant and (20.8%) were 6-10 years' experience.

Years of teaching English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10 years	5	20.8	20.8	20.8
	Over 10 years	19	79.2	79.2	100.0
	Total	24	100.0	100.0	

3.8.2.7 Teaching experience in EFL

In addition to that, about (83.3%) of participants were having more than 6 years teaching experience in EFL context in comparison to only (16.7%) of participants who were up to 6 years teaching experience in EFL context.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 6 years	4	16.7	16.7	16.7
	More than 6 years	20	83.3	83.3	100.0
	Total	24	100.0	100.0	

4 Results

This section will present the findings associated with research questions stated in teachers and students' surveys. Vosloo (2014:354) stated the features of data analysis chapter and what to be included "the captured data from the quantitative research is presented, analysed, described and interpreted in a systematic manner as the next step of the research process. The documentation and analysis process aimed to present data in an intelligible and interpretable form in order to identify trends and relations in accordance with the research aims". The results were analysed using both descriptive and inferential statistics. Welkowitz (2000:18) stated "the importance of descriptive statistics to help to resolve problems such as theses by making it possible to summarize and describe large quantities of data".

The chapter is divided into two main sections: the individual variables analysis results which cover (Teachers' beliefs about CLT, teachers' beliefs about CLT difficulties and challenges, teachers' perception of CLT practice and its impact on students' learning and motivation) and the relations among variables. The correlation among variables would have the following: teachers' and students' background and their perceptions of CLT practice and its impact, the relation between teachers' and students' perception of CLT practice and CLT impact, teachers' background and teachers beliefs of both CLT principles and teachers' beliefs of CLT related difficulties and challenges, and teachers' beliefs of CLT principles and teachers' beliefs of CLT related difficulties and challenges.

4.1 Individual variables analysis

4.1.1 Teachers' beliefs of CLT

The results of teachers' beliefs of CLT had been analyzed using the five point Likert scale, 5= (strongly agree) and 1= (strongly disagree). The analysis of teachers' beliefs of CLT included the CLT concept and its principles; what are teachers' attitudes towards those five principles of CLT: group/pair work,

quality/quantity of error correction, the role and contribution of learners in the learning process, the role of the teacher in the classroom, and place/İmportance of grammar.

The overall analysis of findings revealed that teachers' beliefs towards group and pair work recorded the highest mean scores ($\bar{x}$ =4.07 and *s*=.69) which means that teachers who are working in the Omani context has shown a great interest in encouraging students to work in pairs and groups. On the other hand, teachers beliefs towards the role and contribution of learners in the learning process achieved the second highest mean ($\bar{x}$ =3.79). It was obvious that that those group of teachers encouraged more involvement of Omani learners in learning English and to create a more learner- centered classroom environment which is mainly related to CLT practice. The role and importance of grammar in the classroom had a mean value ($\bar{x}$ =3.78). The findings showed that role of teacher in the classroom ($\bar{x} = 3.64$) and the quality and quantity of error correction ($\bar{x} = 3.45$) indicated to lowest interest of teachers in the Omani context as it had been shown in Table 43. Overall, teachers who worked in Omani context reported high mean scores towards different CLT principles and results indicated mean scores above 3.50 however teachers only recorded low mean score associated with CLT quality and quantity of error correction.

Table 43 Teachers' beliefs of CLT principles

	Mean	Standard Deviation
BEL teachers' beliefs-CLT-group/pair work	4.0729	.69344
BEL teachers' beliefs-CLT-Quality/quantity of error correction	3.4583	.69808
BEL teachers' beliefs-CLT-The role and contribution of learners in the learning process	3.7986	.59786
BEL teachers' beliefs-CLT-The role of the teacher in the classroom	3.6458	.58475
BEL teachers' beliefs-CLT-Place/İmportance of grammar	3.7889	.63738

4.1.1.1 Teachers' beliefs of pair and group work

The finding in this section showed teachers' awareness of the importance of pair and group work in the classroom. The participants showed a favorable attitudes towards the positive statements in relation to pair and group work and it had been recorded the highest means rating and standard deviation in comparison to other statements that reflect negative point of view towards pair and group work. To begin with, the statement 'BEL09: group work allows students to explore problems for themselves and thus have some measure of control over their own learning' indicated a mean rating of ($\bar{x}$ =4.33). It is therefore an invaluable means of organizing classroom experiences and 'BEL02: Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students' obtained a high mean score ($\bar{x}$ =4.42) which considered as the highest mean. On the other hand, 'BEL22: Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue' showed the lowest mean rating of ($\bar{x}$ =2.08 and *s*=1.100) which shows the differences among teachers attitudes towards this aspects and beside that 'BEL21: Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher' also indicated a low mean rating of ($\bar{x}$ =2.38 and *s*=1.056) which could reflect the variety of participants' opinions. Moreover, participant showed the lowest favour for this negative statement of group and pair work and obtained the lowest mean score ($\bar{x}$=1.62) 'BEL13 - Group work activities take too long to organize and waste a lot of valuable teaching time' which could reflect that teachers who are working in the Omani context did not consider the setting and classroom organization as an issue that hinder the implication of group and pair work in their classes.

Table 44 Teachers' beliefs about group and pair work

	Mean	Standard Deviation
BEL02 - Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students	4.42	.776
BEL09 - Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences	4.33	.702
BEL21 - Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.	2.38	1.056
BEL22 - Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.	2.08	1.100
BEL13 - Group work activities take too long to organize and waste a lot of valuable teaching time.	1.62	.875

4.1.1.2 Quantity and Quality of error correction

Overall teachers did not show a favorable interest towards the concept of error correction which could represent their positive attitudes towards CLT principles. The results revealed that participants scored the highest mean score-associated with 'BEL06 - For students to become effective communicators in the foreign language, the teacher's feedback must be focused on the appropriateness and not the linguistic form of the students' response. The result also revealed that participants showed preference to develop learners' communicative skills regardless of the errors they would make in relation to form and grammar. Secondly, participants recorded a high mean as well considering this aspect ($\bar{x}$=3.00) 'BEL14: Since errors are a normal part of learning, much correction is wasteful of time'. On the other hand they showed less interest regarding 'BEL10: If errors are ignored, this will result in imperfect learning' and obtained low mean score ($\bar{x}$ =2.08).

Table 45 Teachers' beliefs of quality and quantity of error correction

	Mean	Standard Deviation
BEL10 - The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.	2.08	1.100
BEL14 - Since errors are a normal part of learning, much correction is wasteful of time.	3.00	1.103
BEL06 - For students to become effective communicators in the foreign language, the teacher's feedback must be focused on the appropriateness and not the linguistic form of the students' response to be moved to error correction section	3.42	1.100

4.1.1.3 Teachers' beliefs-CLT-The role and contribution of learners in learning process

The findings revealed that participants believed on the importance of learner-centered approach. 'BEL08: the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential' recorded a high mean rating ($\bar{x}$ =4.38). In addition to that they showed another positive beliefs towards one of the main aspects that communicative language approach is focusing on using language in a real context instead of only learning language forms without using them, for example 'BEL18: For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way' showed a high mean rating ($\bar{x}$ =3.67). Furthermore, descriptive results indicated that participants believed on the importance of engaging learners in teaching and learning process and they scored a high mean rating ($\bar{x}$=3.67) associated with BEL20 - Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them. Regards of participants positive attitudes towards the importance of the learner, they teachers still believed that 'BEL11 - It is

impossible in a large class of students to organize your teaching so as to suit the needs of all' and it obtained mean score ($\bar{x}$=3.46).

The findings also revealed that teachers also showed positive beliefs about the role of learners and their contribution to the learning process. To emphasize their positive beliefs of the role of learners in learning process, the following findings revealed teachers' opinions towards other aspects in relation to the learner's role. Those group of teachers did not show favorable attitudes towards those statements 'BEL04: Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her' with the mean rating of ($\bar{x}$ =2.67); and 'BEL05: training learners to take responsibility for their own learning is futile (useless) since learners are not used to such an approach' and it obtained lowest mean rating ($\bar{x}$ =2.00).

Table 46 Role and contribution of learners in learning process

	Mean	s.Deviation
BEL04 - Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her	2.67	1.090
BEL05 - Training learners to take responsibility for their own learning is futile (useless) since learners are not used to such an approach.	2.00	1.022
BEL08 - The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential	4.38	.770
BEL11 - It is impossible in a large class of students to organize your teaching so as to suit the needs of all	3.46	1.021
BEL18 - For most students, language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.	3.67	1.049
BEL20 - Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them.	3.67	.917

4.1.1.4 Teachers' beliefs-CLT-The role of teacher in classroom

The results which had been collected in regards to the role of teacher were mainly positive and they recorded equality among the different aspects in relation to this principle. That group of teachers believed on the new trend of teachers' role and responsibility in learner-centered approach. First 'BEL16 - The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson' had indicated their beliefs on the diversity of teachers' role in the classroom and it showed their highest beliefs ($\bar{x}$ =4.35). They believed on 'BEL24: the necessity to be creative to develop new leaning materials which would suit students' needs' and it obtained a high mean rating ($\bar{x}$ =4.25). They also understood 'BEL07: the role of teacher not to be in the position of authority but in contrast to be adaptor for different ideas and tasks to suit students' needs and to be a supporter of delivering knowledge through the different practice' with a quite high mean rating ($\bar{x}$ =3.96 and *s*=1.071). On the other hand, 'BEL19 - The role of teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example' indicated the lowest mean score ($\bar{x} = 3.35$ and *s*=1.071) which reflected teachers' awareness of teachers' roles in CLT approach.

Table 47 teachers' beliefs of the role of teachers in classroom

	Mean	s.Deviation
BEL07 - The teacher as "authority" and "instructor" is no longer adequate to describe the teacher's role in the language classroom	3.96	.859
BEL19 - The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.	3.35	1.071
BEL24 - A textbook alone is not able to cater to all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.	4.25	.794
Teach - BEL16 - The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson.	4.38	.647

4.1.1.5 Teachers' beliefs-CLT-Place/İmportance of grammar

The importance of grammar from teachers' point of view had shown an attitude of grammar to be taught as a means to an end and not as an end in itself" and it obtained a high mean score ($\bar{x}$ =4.00). The results showed teachers' positive beliefs towards different aspects of teaching grammar from communicative language teaching perspective. So the participants indicated their favorable opinions about 'BEL12 - Knowledge of the rules of a language does not guarantee ability to use the language' and recorded the highest mean responses ($\bar{x}$ =4.17). Secondly (BEL03 - Grammar should be taught only as a means to an end and not as an end in itself) also indicated high mean score ($\bar{x}$ =4.00). On the other hand, teachers low means ratings in terms of negative aspects towards teaching grammar from learner-centered perspectives. For example 'BEL23: Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively' obtained low mean score ($\bar{x}$ = 2.83). That finding represents teachers' attitudes that supported practice of grammar for purpose of using language for communication. Moreover, participant recorded low mean score ($\bar{x}$ =2.42) associated with 'BEL01 - Grammatical correctness is the most important criterion by which language performance should be judged'. Finally participants did not show high favorite beliefs about 'BEL17 - By mastering the rules of grammar, students become fully capable of communicating with a native speaker' and the mean rating was ($\bar{x}$=2.00). The descriptive results reflected teachers' awareness of importance of teaching grammar to be use and not only to focus on forms.

Table 48 teachers' beliefs of role and importance of grammar

	Mean	s.Deviation
BEL01 - Grammatical correctness is the most important criterion by which language performance should be judged	2.42	1.060
BEL03 - Grammar should be taught only as a means to an end and not as an end in itself	4.00	.953
BEL12 - Knowledge of the rules of a language does not guarantee ability to use the language	4.17	.868
BEL17 - By mastering the rules of grammar, students become fully capable of communicating with a native speaker	2.00	1.022
BEL23 - Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.	2.83	1.193

4.1.2 CLT Difficulties and challenges teachers' perception

This section is presenting the findings that show the factors which could be considered as challenging for promoting or hindering the implication of communication language teaching practice. The responses used the Likert scale from 1 to 4; 1 = Not a challenge at all, 2 = Mild challenge, 3 = Challenge, 4 = Major challenge to assess the CLT difficulties and challenges from teachers' perception.

Table 49 Teachers' beliefs of CLT difficulties and challenges

	Mean	Std. Deviation
CHA teacher-related-difficulties & challenges	1.4258	.41987
CHA student-related-difficulties& challenges	2.6146	.80074
CHA difficulties & challenges related to education system	1.8638	.72481
CHA CLT- related -difficulties & challenges	2.0870	.83010

The Table 49 has shown results that represent different factors which influence CLT implementation in Omani context. The major aspect which would be considered as a major challenging to implement CLT in classroom was students related difficulties and it obtained mean rating ($\bar{x}$ =2.61,*s*=.800).The second major challenges which could hinder CLT practice was CLT related difficulties and challenges and it obtained mean ratings ($\bar{x}$ =2.08). While the other two aspects associated to education system and teacher related difficulties had indicated the lowest mean rating ($\bar{x}$=1.86 and $\bar{x}$=1.42). Due to limited number of participants of teachers and due to reason of being non Omani teachers, overall results did not show that teachers found those aspects of (students, teachers. education system and CLT approach) to be problematic in Omani context. However, students related difficulties and challenges recorded the highest mean results compared to other aspects.

4.1.2.1 Teachers-related difficulties and challenges

Over all teachers- related difficulties are considered as a minor challenge from teachers' perspectives and it obtained a mean rating ($\bar{x}$ =1.42). The challenges of CLT practice in relation to teachers-based difficulties and challenges recorded a lower mean compared to other areas. The different issues associated to teacher related difficulties and challenges such as 'CHA01 My proficiency level in spoken English is not sufficient'; 'CHA02 My lack of the knowledge about the appropriate use of language in context'; 'CHA03 My lack of the knowledge about the target language (English) culture' did not consider as obstacles from teachers' point of view, teachers reported very low mean ratings scores. However teachers believed that 'CHA04 Me having little time to develop materials for communicative classes' and 'CHA05 Me not having enough opportunities to get CLT training' were one of the obstacles that would not support the practice of CLT in their classes with a higher mean rating ($\bar{x}$ =2.00 and $\bar{x}$ =1.68). Finally 'CHA06 Me having misconceptions about CLT' was also considered as obstacle but not recorded a high mean rating ($\bar{x}$ =1.50).

In addition to that, ‘CHA04 - Me not having enough opportunities to get CLT training’; considering this issue the lack of agreement is smaller, they recognize that there is certain lack of knowledge and training in relation to CLT, and standard deviation is much higher (*s*=1.086), because there are differences among respondents. Moreover the following issue ‘CHA05 - Me having little time to develop materials for communicative classes’ recorded (*s*=1.069); and ‘CHA06 - Me having misconceptions about CLT’ recorded (*s*=.802) also the result had shown disagreement between participants. (See Table 50)

Table 50 Teachers’ beliefs of teacher related difficulties

	Mean	Standard Deviation
CHA01 - My proficiency level in spoken English is not sufficient.	1.09	.294
CHA02 - My lack of the knowledge about the appropriate use of language in context.	1.09	.294
CHA03 - My lack of the knowledge about the target language (English) culture.	1.14	.359
CHA04 - Me not having enough opportunities to get CLT training.	1.68	1.086
CHA05 - Me having little time to develop materials for communicative classes.	2.00	1.069
CHA06 - Me having misconceptions about CLT.	1.50	.802

4.1.2.2 Students related difficulties and challenges

On the other hand, students-based difficulties and challenges had been considered as one of the major obstacles according to teachers' beliefs. The findings revealed high mean ratings compared to other aspects.

Firstly ‘CHA07: Students having low-level English proficiency’ obtained mean rating ($\bar{x}$ =2.96 and *s*=1.042) and ‘CHA08: Students having a passive style of learning’ also obtained mean rating ($\bar{x}$ =2.92 and *s*=.929). Secondly ‘CHA10: Students’ lack motivation for developing communicative competence’ obtained a mean rating ($\bar{x}$ =2.46 and *s*=.977) and ‘CHA09: Students resist participating in communicative class activities’ obtained a mean score ($\bar{x}$ =2.12 and *s*=.947).

Table 51 Teachers' beliefs of students related difficulties

	Mean	Std. Deviation
CHA07 - Students having low-level English proficiency.	2.96	1.042
CHA08 - Students having a passive style of learning.	2.92	.929
CHA09 - Students resist participating in communicative class activities.	2.12	.947
CHA10 - Students lack motivation for developing communicative competence	2.46	.977
Valid N (listwise)		

4.1.2.3 CLT- related -difficulties & challenges

Moreover challenges of CLT as an approach to be applied in Omani context as being EFL context also caused difficulties from teachers' opinions. The following table indicated that teachers reported a high mean score ($\bar{x}$=2.26 and *s*=.806) associated with 'CHA19: Western educational assumptions are not suitable within Asian contexts' compared to other issues. While 'CHA17: There is a lack of effective and efficient instruments to assess communicative competence' and 'CHA18: CLT doesn't take into account the differences between EFL and ESL teaching contexts' indicated similar mean rating ($\bar{x}$ =2.04 and *s*=1.022). The high standard deviation for these two issues explained less agreement between respondents and also showed that they considered lack of effective and efficient instrument to assess communicative competence and no taking into consideration the differences between EFL and ESL as an obstacle of CLT implication.

Table 52 Teachers' beliefs of CLT related difficulties and challenges

	Mean	Std. Deviation
CHA17 - There is a lack of effective and efficient instruments to assess communicative competence.	2.04	1.022
CHA18 - CLT doesn't take into account the differences between EFL and ESL teaching contexts.	2.04	1.022
Teach - CHA19 - Western educational assumptions are not suitable within Asian contexts.	2.26	.806

4.1.2.4 Difficulties & challenges related to education system

As it had been seen from Table 53, the analysis of findings revealed that education system in terms of administration also considered as challenging form teachers' point of view. For example 'CHA11: There is a lack of enough support from administration' recorded the highest mean among the other statements of mean rating ($\bar{x}$ =2.09 and *s*=1.125). The high standard deviation showed that there was not an agreement between teachers and there was a lack of enough support from administration. The issues 'CHA14: Classes are too large for the effective use of CLT' and 'CHA15: Grammar-based examinations have a negative impact on the use of CLT', 'CHA16: Use of CLT gets into conflict with regulations'; the results indicated that those statements are considered as a challenge of CLT practice with mean scores ($\bar{x}$ =2.04; 2.04 and $\bar{x}$ =1.83). On the other hand, the other statements which are related to teacher and their practice and their attitudes towards CLT did not record higher means, 'CHA12: Teachers lack authentic materials such as newspapers, magazines, movies etc', 'CHA13: Traditional view on teachers' and learners' role is not compatible' scored mean ratings ($\bar{x}$ =1.57 and $\bar{x}$ =1.65).

Table 53 Teachers' beliefs of education system related difficulties and challenges

	Mean	Standard Deviation
CHA11 - There is a lack of enough support from administration.	2.09	1.125
CHA12 - Teachers lack authentic materials such as newspapers, magazines, movies etc.	1.57	.945
CHA13 - Traditional view on teachers' and learners' role is not compatible	1.65	.935
CHA14 - Classes are too large for the effective use of CLT.	2.04	.976
Teach - CHA15 - Grammar-based examinations have a negative impact on the use of CLT	2.00	.976
Teach - CHA16 - Use of CLT gets into conflict with regulations.	1.83	1.072
Valid N (listwise)		

4.1.3 CLT Use (teachers' perception)

This section will be divided into the following main categories: 1. Teaching approach used in the classroom, 2. CLT practice- language form and 3.CLT practice- language use. Based on the result of factor analysis, it has been decided that CLT practice will be analyzed as following:

4.1.3.1 Teaching approach used in the classroom

Table 54 CLT practice: teaching approaches

	Mean	Standard Deviation
Teach - CLT33 - Communicative language teaching	4.42	.776
Teach - CLT34 - The grammar translation method	2.61	1.234
Teach - CLT35 - The audio-lingual method	3.09	1.164
Teach - CLT36 - The direct method	3.27	1.120
Valid N (listwise)		

As seen from Table 54, teachers' mean responses associated with different teaching methods used in their classes indicated that the highest mean score was in terms of practice of communicative language teaching approach ($\bar{x}$=4.42 and *s*=.776) compared to other language teaching methods. On the other hand participants scored the lowest mean responses associated to practice of grammar translation method($\bar{x}$=2.61 and *s*=1.1). In Regards to 'the

direct method', participants mean responses was ($\bar{x}$=3.27 and *s*=1.1) while it was ($\bar{x}$=3.09 and *s*=1.1) associated with 'the audio-lingual method'. The finding reveled that teachers mainly thought that the most used approach used in their classes was communicative language teaching approach. The results of mean scores were very high compared to other reported mean scores. Teachers did not show high favorable attitudes towards the grammar translation methods.

4.1.3.2 CLT Practice (teachers' perception)

The following Table 55 represented descriptive results of teachers' perceptions of CLT practice in their classes. The analysis of results showed that teachers reported the highest mean scores associated with the practice of strategic competence and CLT principles($\bar{x}$=4.30 and *s*=.368), then practice of grammatical competence ($\bar{x}$=3.69 and *s*=.640) and practice of sociolinguistic, intercultural competences and CLT principles ($\bar{x}$=3.56 and *s*=.682).

Table 55 Teachers' perception of CLT practice

	Mean	Standard Deviation
tf01 - CLT Use - Grammatical -competence-Teachers perception	3.6958	.64052
tf02.1 - CLT Use- Sociolinguistic -intercultural-competences -CLT principles- Students' perception	3.5694	.68298
tf02.2 - CLT Use- strategic-competence -CLT principles- Students' perception	4.3021	.36845

4.1.3.3 CLT practice: grammatical competence

Table 56 CLT practice of grammatical competence (teachers' perception)

	Mean	Standard Deviation
Teach - CLT01 - classroom practice-Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)	3.83	.917
Teach - CLT02 - classroom practice- Spelling rules and punctuation	3.67	.868
Teach - CLT03 - classroom practice-Idioms and vocabulary	3.46	1.103
Teach - CLT04 - classroom practice-Word formation (e.g. Nouns, verbs, suffixes, etc.)	3.71	.806
Teach - CLT05 - classroom practice-Sentence formation (e.g. Simple, compound, complex)	4.04	.706
Teach - CLT06 - classroom practice-Pattern practice and drills of language forms	3.54	1.141

As seen from Table 56, the findings reported that there was practice of grammatical competence in their classrooms. The teachers thought that they provided their students with various activities that would support their students' development of grammatical competence. The results showed that 'classroom practice of sentence formation' obtained the highest mean rating ($\bar{x}$=4.04 and *s*=.706), then 'classroom practice of pronunciation' ($\bar{x}$=3.83 and *s*=.917); 'classroom practice of word formation' ($\bar{x}$=3.71 and *s*=.806); and 'classroom practice of spelling rules' ($\bar{x}$=3.67 and *s*=.868). However results showed that there was more practice of 'classroom practice of idioms and vocabulary' ($\bar{x}$=3.46 and *s*=1.103) and 'classroom practice of pattern practice and drills of language form' ($\bar{x}$=3.54 and *s*=1.141). There is disagreement between respondents in related to classroom practice of idioms and vocabulary; pattern practice and drills; therefore the standard division recorded was high. As a consequence, there is a moderate diversity among answers, with a standard deviation of 1.1.

4.1.3.4 CLT practice: sociolinguistic competence, intercultural competences and CLT principles in relation to (genuine communication, English used, authentic materials used).

Table 57 Teachers' perception of CLT practice of sociolinguistic and intercultural competences

	Mean	Standard Deviation
Teach - CLT07 - classroom practice-How language use can be appropriate to different situations (e.g. Formal or informal)	3.61	.988
Teach - CLT10 -classroom practice- How to negotiate meaning in genuine communication (e.g. Discussing TV news in class)	3.52	1.163
Teach - CLT12 - classroom practice-Using authentic materials (e.g. Newspapers written for native speakers)	2.79	1.021
Teach - CLT16 - classroom practice-activating my students' cultural background knowledge on the topics to be covered	4.38	.711
Teach - CLT17 - classroom practice-tackling cultural aspects in the language classroom	3.62	.970

4.1.3.4.1 Sociolinguistic and intercultural competences

The above Table 57 represents the practice of different competences including sociolinguistic and intercultural. The sociolinguistic competence which included 'CLT07- How language use can be appropriate to different situations (e.g. formal or informal)' recorded a high mean score ($\bar{x}$=3.61 and *s*=.988). Moreover the practice of intercultural competence associated with 'CLT16 activating students' cultural background knowledge on the topics to be covered' recorded the highest mean score ($\bar{x}$=4.38 and *s*=.711) compared to practice of 'CLT17-tackling cultural aspects in the language classroom' which reported lower mean score ($\bar{x}$=3.62 and *s*=.970)

4.1.3.4.2 CLT Principles (Language use and meaning)

The following table showed practice of different principles of CLT. The practice associated with 'CLT12-using authentic materials (e.g. Newspapers written for native speakers)' was less used in classroom and it obtained less mean score from teachers' perception ($\bar{x}$=2.79 and *s*=1.021). The results also showed that in all these questions there is a moderate diversity among

answers, with standard deviations between 1.0 and 1.1.However it was not expected that teachers did not use more authentic materials to practice CLT in the classroom with their students because of being in EFL context which mainly present English through media such a newspaper as a foreign language. Findings revealed that teachers believed that they practice different aspects related to sociolinguistic and intercultural competence, however they believed that there was no sufficient use of authentic materials in classrooms.

4.1.3.5 CLT practice: strategic competence, and CLT principles in relation to (English used; group and pair work; error correction).

Table 58 Teachers' perception of CLT practice of strategic competence and CLT principles

	Mean	Std. Deviation
Teach - CLT08 - classroom practice-How to overcome their communication problems (e.g. Guessing difficult words from context)	4.39	.583
Teach - CLT09 - classroom practice-Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can)	4.22	.795
Teach - CLT11 - classroom practice-Collaborative activities (e.g. Pairs and small groups	4.50	.659
Teach - CLT13 - classroom practice-Asking students to communicate through English in the classroom	4.54	.509
Teach - CLT14 - classroom practice-Rehearsing language forms and rules	3.75	.944
Teach - CLT15 - classroom practice-Language use and meaning	4.46	.658

The strategic competence has also been practiced frequently from teachers' perceptions; the recorded means achieved based on teachers' opinions had indicted high mean scores. For example, the practice of CLT08-how to overcome their communication problems (e.g. guessing difficult words from context) indicated the highest mean score ($\bar{x}$=4.39 and *s*=.583); 'CLT09-Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can)' also obtained high mean score ($\bar{x}$=4.22 and *s*=.795).

The findings indicated that the practice in classroom mainly included the different CLT principles that encourage more communication in English and collaborative activities associated with group and pair work. According to the teachers' evaluation, the main focus of those practice was ‘CLT 11-the collaborative activities pairs and small groups’ and it recorded a very high mean score ($\bar{x}$=4.50 and *s*=.659), and ‘CLT15 -language use and meaning’ also recorded high mean score (4.46 and *s*=.658). On the other hand, ‘CLT14-rehearsing language forms and rules’ recorded lower mean score of ($\bar{x}$=3.75 and *s*=.944) compared to other practices as seen from Table 58.

4.1.4 CLT Impact on students’ learning and motivation

This section will explore CLT Impact on students learning and motivation from teachers’ perceptions. There are three main areas that reflect impact of CLT: 1.CLT Impact on students' cognitive change ‘communicative competence’; 2. CLT impact on students' affective change including motivation towards learning language and intercultural competences and 3. CLT Impact negatively on students.

The findings showed that the comparison of mean scores between those different aspects of CLT impact sored the highest associated with ‘tf03-CLT impact on students' cognitive change’ ($\bar{x}$= 4.08 and *s*=.635); then ‘tf04-CLT impact on students' affective change’ ($\bar{x}$= 3.67 and *s*=.913) and the lowest mean score was achieved in relation to ‘tf05-the negative impact of CLT’ ($\bar{x}$= 2.89 and *s*=1.03) as seen from Table 59.

Table 59 Teachers’ perception of CLT impact

	Minimum	Maximum	Mean	Standard Deviation
tf03 - CLT Impact -students-cognitive-change-communicative-competence - Teachers' perception	2.86	5.00	4.0893	.63583
tf04 - CLT Impact - students-affective-change-motivation towards learning language-Teachers' perception	1.33	4.83	3.6722	.91354
tf05 - CLT Impact- negative-impact-Teachers' perception	1.00	5.00	3.7083	1.07255
Valid N (listwise)				

4.1.4.1 Students' cognitive change (communicative competence)

From teachers' perspectives, communicative language teaching practice had an impact on students' learning cognitively. The findings showed a development of different learning skills 'CLT20- reading comprehension skills and CLT21-writing skills' with a mean score equal to ($\bar{x}$=4.46 and *s*=.779); then 'CLT18-speaking abilities' ($\bar{x}$=4.29 and *s*=.955) and 'CLT19-listening comprehension' ($\bar{x}$=4.25 and *s*=.897). In addition to that, teachers believed that students have shown an equality growth in relation to 'CLT22-the correct use of grammar and Communication skills (e.g. Guessing difficult words from context' with mean score of ($\bar{x}$=3.88 and *s*=.797). The lowest CLT influence has been recorded associated to 'CLT24-the ability to use English in different context' and it obtained a mean score ($\bar{x}$=3.42 and *s*=.830).

Table 60 CLT impact on students' learning

	Mean	Std. Deviation
Teach - CLT18 - CLT impact-Speaking abilities	4.29	.955
Teach - CLT19 - CLT impact- Listening comprehension skills	4.25	.897
Teach - CLT20 - CLT impact- Reading comprehension skills	4.46	.779
Teach - CLT21 - CLT impact-Writing skills	4.46	.833
Teach - CLT22 - CLT impact-Correct use of grammar	3.88	.797
Teach - CLT23 -CLT impact- Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts	3.42	.830
Teach - CLT24 - CLT impact-Communication skills (e.g. Guessing difficult words from context)	3.88	.947

4.1.4.2 Students' affective change (students' motivation and intercultural communicative competence)

The findings showed that the impact of communicative language teaching practice did not reveal a great impact on the growth of students' intercultural communicative competence. The Omani students had not yet capable of 'CLT28- taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated' and it obtained a

mean score ($\bar{x}$=2.71 and *s*=1.083) which is considered the lowest score compared to other cognitive skills. However the statement 'CLT27-Omani students are aware of the importance of paying attention to the culture of the target language' recorded a higher mean score ($\bar{x}$=3.08 and *s*=1.139) in comparison to the previous statement but it is still considered lower mean responses compared to other statements. In addition to that, results had shown that standard deviation for both statements CLT 27 and CLT 28 was 1.1 which could show disagreement between participants associated with practice of intercultural competence in Omani context.

This result indicated that Omani learners had not been exposed to communicative intercultural competence to develop their skills to be intercultural competent.

Table 61 CLT impact on students mtivation and intercultural competence

	Mean	Std. Deviation
Teach - CLT25 - Are motivated to pursue language learning	3.83	1.129
Teach - CLT26 - Are interested in classroom learning	3.88	1.076
Teach - CLT27 - Are aware of the importance of paying attention to the culture of the target language	3.08	1.139
Teach - CLT28 - Are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated.	2.71	1.083
Teach - CLT29 - Are active participants in classroom activities	4.38	1.056
Teach - CLT30 - Like classroom learning	4.22	.850
Valid N (listwise)		

4.1.4.3 Students' affective change (motivation towards learning language)

As seen from Table 61, the analysis of results showed that teachers thought that CLT practice in classroom had increased students' motivation. Firstly, students became 'CLT 29- active participants in classroom activities' and it obtained a high mean score ($\bar{x}$=4.38 and *s*=1.056); and 'CLT30- students like classroom learning' obtained also a high mean score ($\bar{x}$=4.22 and *s*=.850). In addition to that, teachers thought that their students became 'CLT26- interested in classroom learning' obtained a high mean ($\bar{x}$=3.88; *s*= 1.076)

and ‘CLT25-motivated to pursue language learning’ also obtained high mean score ($\bar{x}$=3.83; *s*=1.129). Additionally, the results showed a high standard deviation 1.1.

4.1.4.1 Teachers’ perception of CLT negative impact on students learning and motivation

Table 62 CLT negative impact

	Minimum	Maximum	Mean	Standard Deviation
Teach - CLT31 –CLT impact- Miss many classes	1	5	2.33	1.204
Teach - CLT32 - Cause trouble	1	5	2.25	1.260
Valid N (listwise)				

The Table 62 illustrates that teachers' perception towards CLT negative impact on students scored the lowest mean scores. Teachers mean responses associated to CLT impact on students CLT31-miss many classes' obtained a low mean score ($\bar{x}$=2.33; *s*=1.204) and it was also reported a low mean score related to ‘CLT32-students cause troubles’ ($\bar{x}$=2.25; *s*=1.260). The results indicated that from teachers' perception, communicative language teaching practice resulted in low mean score of negative impact on students' performances and behaviors in classrooms.

4.1.5 Students’ perception about CLT practice

To assess students’ perception about communicative language teaching practice in their classrooms, a five point Likert scale had been used (1= Never, 2=very little, 3= little, 4= medium and 5=Much). In section one, students had been asked about ‘The actual classroom practices that their teacher typically follows in everyday lessons’ in terms of regard ‘what they learn’ and ‘what was the focus in their classes’.

As a consequence of factor analysis, this section had been divided into three main categories: grammatical competence (CLT01 To CLT06); sociolinguistic (CLT07) and intercultural competence (CLT16 TO CLT17) and CLT principles (CLT10 and CLT12) which focus on (genuine communication; authentic materials use) and strategic competence (CLT08 and CLT09) and CLT principles (CLT11; CLT13; CLT14; CLT15) which focus on (English used; Group and pair work; Error correction).

This section presents findings that indicate students' perception about communicative language teaching practice. The focus will be on stating learners' perceptions to the instructional practice in particular, communicative language teaching practice in the classroom. The statistical analysis was carried out using both descriptive (mean and standard deviation values) and inferential statistics (t-test and ANOVA).

Table 63 students' perception of CLT practice

	N	Mean	Standard Deviation
sf01 - CLT classroom practice - Grammatical-competence - Students' perception	631	3.9195	.84363
sf02.1- CLT classroom practice- Sociolinguistic -intercultural-competence - CLT principles- Students' perception	631	3.5161	.88647
sf02.2 - CLT classroom practice- strategic-competence -CLT principles- Students' perception	631	4.0186	.80226
Valid N (listwise)	631		

The results of descriptive statistics as seen from Table 63 showed that mean responses of students perception associated with CLT practice of strategic competence 'CLT08 -classroom practice- How to overcome their communication problems (e.g. Guessing difficult words from context)' and 'CLT09 - classroom practice- Language forms through their communicative use (e.g. 'can i help you?' is an offer used to form question)' and CLT principles 'CLT11 - classroom practice-Collaborative activities (e.g. Pairs and small groups'; 'CLT13 -classroom practice- Asking students to communicate through English in the classroom'; 'CLT14 - classroom practice-Rehearsing

language forms and rules' and 'CLT15 - classroom practice-Language use and meaning' recoded the highest mean responses ($\bar{x}$=4.01 and *s*=.802).

Then, the mean responses of students preference associated with CLT practice of grammatical competence 'CLT01 to CLT06' recorded also high means scores ($\bar{x}$=3.91 and *s*=.843). On the other hand, CLT practice of sociolinguistic 'CLT07 - classroom practice- How language use can be appropriate to different situations (e.g. Formal or informal)' and intercultural competence 'CLT16 - classroom practice-Activating our cultural background knowledge on the topics to be covered' and 'CLT17 - classroom practice-tackling cultural aspects in the language classroom' and CLT principles 'CLT10 - classroom practice-How to negotiate meaning in genuine communication (e.g. Discussing tv news in class)' and 'CLT12 - classroom practice-Using authentic materials (e.g. Newspapers written for native speakers)' recorded lower mean scores compared to other competences practice on the scale ($\bar{x}$=3.51 and *s*= .886). These results indicated that from students' perception, there was less practice of using English language for communication and using authentic materials and additionally there was a less practice of intercultural competence aspects in English classrooms.

In the following section, a descriptive analysis (mean and standard deviation) will be provided to record differences among CLT practice associated with competences and CLT principles.

4.1.5.1 CLT practice: grammatical competence

Table 64 Students' perception of grammatical competence practice

	N	Mean	Standard Deviation
Stud - CLT01 -classroom practice- Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)	624	4.04	1.046
Stud - CLT02 -classroom practice- Spelling rules and punctuation	627	3.83	1.145
Stud - CLT03 - classroom practice- Idioms and vocabulary	589	3.96	1.015
Stud - CLT04 - classroom practice- Word formation (e.g. Nouns, verbs, suffixes, etc.)	620	4.04	1.061
Stud - CLT05 -classroom practice- Sentence formation (e.g. Simple, compound, complex)	619	3.80	1.163
Stud - CLT06 - classroom practice- Pattern practice and drills of language form	576	3.86	1.203
Valid N (listwise)	514		

The CLT practice had been grouped into three different categories of communicative competence: grammatical competence; strategic competence and CLT principles which focus mainly on language form and its used and sociolinguistic, intercultural and CLT principles which focus mainly on language meaning and use for communication. The following section will focus mainly on reporting students' perception about CLT practice of grammatical competence. The comparison of mean scores and standard division of different practice will be used as seen from Table 64.

To begin with, each category will be represented in relation to others components. Firstly the descriptive analysis of results showed that students perception associated with 'CLT practice of grammatical competence' scored a high mean value which was more than 3.50 including all the statements in this category. Therefore from students 'perceptive, the grammatical competence had been practiced commonly in the classroom.

The highest students mean response had been recorded in relation to those two CLT practice: 'CLT01 -classroom practice -Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)'; and 'CLT04 - classroom

practice- Word formation (e.g. Nouns, verbs, suffixes, etc.)' which was ($\bar{x}$=4.04 and *s*=1.046). Moreover 'CLT03 - classroom practice- Idioms and vocabulary' also showed high mean value from students perspective ($\bar{x}$=3.96 and *s*=1.015). On the other hand, 'CLT06 - classroom practice of pattern practice and drills of language form'; 'CLT02 -classroom practice of spelling rules and punctuation'; and 'CLT05 -classroom practice Sentence formation (e.g. Simple, compound, complex)'; the descriptive analysis still showed that students mean responses reported was high as following ($\bar{x}$=3. 86, $\bar{x}$=3.83, $\bar{x}$=3. 80).

The descriptive results indicated that from students' perception, the practice of grammatical competence was scoring high compared to other competences. The statistical findings showed that students' perception of grammatical competence practice in classroom indicated high mean responses which were above 3.50 and that could show that there was more focus of language form and structure practice in the classroom. In addition to that, in all these questions there is a moderate diversity among answers, with standard deviations between 1.0 and 1.2. There were differences between students' perceptions in relation to the practice of grammatical competence.

4.1.5.2 CLT practice: sociolinguistic competence, intercultural competences and CLT principles in relation to (genuine communication, authentic materials use)

Table 65 Students' perception of sociolinguistic and intercultural competences

	N	Mean	Standard Deviation
Stud - CLT07 - classroom practice- How language use can be appropriate to different situations (e.g. Formal or informal)	628	3.59	1.174
Stud - CLT10 - classroom practice-How to negotiate meaning in genuine communication (e.g. Discussing tv news in class)	622	3.56	1.240
Stud - CLT12 - classroom practice-Using authentic materials (e.g. Newspapers written for native speakers)	620	3.37	1.249
Stud - CLT16 - classroom practice-Activating our cultural background knowledge on the topics to be covered	624	3.55	1.183
Stud - CLT17 - classroom practice-tackling cultural aspects in the language classroom	615	3.51	1.193
Valid N (listwise)	594		

The second focus of the statistical analysis will be on students' perspective about communicative language teaching practice associated with sociolinguistic, intercultural and CLT principles (genuine communication and authentic materials use).

The Table 65 illustrates students' perceptions about the practice of sociolinguistic and intercultural competences in the classroom and CLT principles of genuine communication and authentic materials use practice. The statistical results indicated that those competences and the focus on language meaning and using language for communication received a lower mean response which was around 3.50 or less.

As seen from Table 65, the students' responses associated with sociolinguistic competence: 'CLT07. Classroom practice How language use can be appropriate to different situations (e.g. formal or informal)' recorded a moderate mean response ($\bar{x}$=3.59 and s=1.174). Moreover, students' perceptive associated with intercultural communicative competence practice:

‘CLT16- classroom practice of activating our cultural background knowledge on the topics to be covered’ and ‘CLT17- classroom practice of tackling cultural aspects in the language classroom’ indicated also moderate mean scores ($\bar{x}$ =3.55, *s*=1.183) and ($\bar{x}$ =3.51, *s*=1.193). Those different aspects of communicative competence (sociolinguistic and intercultural) had shown less practice in classroom compared to grammatical competences. The reason could be due to sensitivity of culture topic in English language teaching classes. The content of English language courses sometimes focused on Omani culture and textbooks were written by university itself to modify content to be suitable to Omani context.

In addition to that, as seen from Table 65, the statistical findings indicated that the main principles of communicative language teaching which were focusing on language use for communication had not been used commonly in the classroom according to the learners' point of view. For example, ‘CLT10-classroom practice of How to negotiate meaning in genuine communication (e.g. Discussing tv news in class)’ scored a mean value ($\bar{x}$ =3.59 and *s*=1.240) followed by ‘CLT12-classroom practice of using authentic materials (e.g. Newspapers written for native speakers)’ which indicated the lowest mean value ($\bar{x}$ =3.37 and *s*=1.249).

The reason of using less authentic materials in classroom could be due to the focus on textbooks mainly to prepare students for exams and to help students to pass English exams and to move from one English language proficiency level to another. In comparison between students’ and teachers’ perceptions towards those practices of CLT, it was found that teachers and students shared similarities in regards to using authentic communicative materials in classroom. Additionally it was found that teachers believed that ‘not having sufficient time to have communicative practice materials’. As a consequence from students’ opinions there had been lees practice of using authentic materials in their classes.

4.1.5.3 CLT practice: Strategic competence and CLT principles (English used, group and pair work, error correction).

Table 66 Students' perception of strategic competence practice

	N	Mean	Standard Deviation
Stud - CLT08 -classroom practice- How to overcome their communication problems (e.g. Guessing difficult words from context)	630	3.76	1.158
Stud - CLT09 - classroom practice- Language forms through their communicative use (e.g. 'can i help you?' is an offer used to form que	626	3.98	1.113
Stud - CLT11 - classroom practice-Collaborative activities (e.g. Pairs and small groups	625	4.21	1.121
Stud - CLT13 -classroom practice- Asking students to communicate through English in the classroom	620	4.13	1.111
Stud - CLT14 - classroom practice-Rehearsing language forms and rules	624	4.04	1.080
Stud - CLT15 - classroom practice-Language use and meaning	604	4.00	1.056
Valid N (listwise)	580		

As reported from students' perception about strategic competence 'CLT08-classroom practice of How to overcome their communication problems (e.g. Guessing difficult words from context)' obtained a high mean value ($\bar{x}$=3.79 and *s*=1.158) and 'CLT09- classroom practice of Language forms through their communicative use (e.g. 'can i help you?' also obtained a high mean response ($\bar{x} = 3.98$ and *s*=1.113). On the other hand, CLT principles practice 'CLT11 - classroom practice- Collaborative activities (e.g. Pairs and small groups' indicated higher mean value ($\bar{x} = 4.21\ and\ s = 1.121$). This result indicated that students thought that they were involved in more collaborative activities such pair and group and similarly teachers also reported high mean responses in regards to beliefs about CLT principles of group and pair work. Then 'CLT13 -classroom practice of asking students to communicate through English in the classroom' also indicated a high mean score ($\bar{x} = 4.13\ and\ s = 1.111$); 'CLT14 –classroom practice of rehearsing language forms and rules' had also showed a high mean score ($\bar{x} = 4.04\ and\ s = 1.080$) and finally 'CLT15 - classroom practice of language use and meaning' obtained a high

mean value ($\bar{x} = 4.00\ and\ s = 1.056$). The results showed that both language forms and meanings had been practiced according to students' perception of what had been practiced in their classes.

4.1.6 Students' perception about CLT impact on learners' learning and motivation

This section reported findings that showed learners' perception about the impact of communicative language teaching practice in the classroom on students' learning and motivation. To assess students' perception about CLT impact on learning a Likert scale of five points had been used (from 1=Never to 5=Much). Section one had requested students to provide an answer about (The impact of classroom teaching on their learning: I feel that classroom teaching/learning has improved) and section two was about (The impact of classroom teaching on their motivation: I feel that classroom teaching/learning has made me) and the third part was about the negative impact of CLT on students. The descriptive findings had been presented into three different groups: CLT Impact on students' cognitive changes, CLT Impact on Students affective change motivation towards learning language and negative impact of CLT as shown in Table 67.

Table 67 Students' perception of CLT impact

	N	Minimum	Maximum	Mean	Std. Deviation
sf03 - CLT Impact - students-cognitive-changes - Students perception	630	1.00	5.00	3.9089	.84733
sf04- CLT Impact- Students-affective-change-motivation towards learning language-students' perception	625	1.00	5.00	4.0087	.89477
sf05 - CLT Impact- negative- impact- students' perception	625	1.00	5.00	1.7808	1.15468
Valid N (listwise)	624				

As seen from Table 67, the students mean responses associated with CLT impact on students affective change and motivation towards learning language was high ($\bar{x} = 4.00$ and *s*=.894) and students' mean responses associated with CLT Impact on students' cognitive changes was also high ($\bar{x}$=3.90 and *s*=.847).On the other hand, the negative impact of CLT practice had indicated the lowest mean scores compared to other two groups of CLT impact ($\bar{x} = 1.78$ and *s*=1.154) which indicated that students responses

showed that students did not believe that classroom practice had encouraged them to perform negative behaviors and they were motivated to attend classes. The following section will present the descriptive findings of each group including means and standards deviation from students' perspectives.

4.1.6.1 Students' cognitive change (communicative competence)

Table 68 students perceptions about CLT impact on learning

	N	Mean	Std. Deviation
Stud - CLT18 - CLT impact-Speaking abilities	622	3.94	1.144
Stud - CLT19 - CLT impact-Listening comprehension skills	627	3.98	1.102
Stud - CLT20 - CLT impact-Reading comprehension skills	625	4.08	1.094
Stud - CLT21 - CLT impact-Writing skills	625	4.07	1.054
Stud - CLT22 - CLT impact- Correct use of grammar	604	3.90	1.131
Stud - CLT23 - CLT impact- Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts	626	3.61	1.126
Stud - CLT24 - CLT impact-Communication skills (e.g. Guessing difficult words from context)	627	3.81	1.132
Valid N (listwise)	579		

The students' evaluation of CLT impact on their learning and cognitive changes will be stated in this section. The above Table 68 presented the results of CLT impact on students' cognitive changes including the development of different learning skills (speaking, listening comprehension, reading and writing skills). It was evident from the statistical findings that the development of reading skills obtained a high mean value ($\bar{x}$=4.08 and *s*=1.094) and also writing skills obtained a high mean value ($\bar{x}$=4.07 and *s*=1.054compared to the development of speaking skills ($\bar{x}$=3.94 and *s*=1.144) and listening skills ($\bar{x}$=3.98 and *s*=1.102).

On the other hand, the students' mean responses showed that progress of other skills such as 'the correct use of grammar' ($\bar{x}$=3.90 and *s*=1.131); communication skills (e.g. Guessing difficult words from context) ($\bar{x}$=3.81 and *s*=1.132), and 'students' ability to use appropriate English (e.g. Formal/informal/slang) in different contexts' ($\bar{x}$=3.61 and *s*=1.126) recorded lower mean values compared the previous other skills. The descriptive

findings showed a moderate result of standard deviation between 1.0 and 1.1 which showed that there was diversity among students' answers.

4.1.6.2 Students' perception about students' affective changes, intercultural competence development and motivation towards learning the language

Table 69 Students' perception of CLT impact on affective changes

	N	Mean	Std. Deviation
Stud - CLT25 - motivated to pursue language learning	619	4.11	1.208
Stud - CLT26 - interested in classroom learning	611	4.21	1.097
Stud - CLT27 - aware of the importance of paying attention to the culture of the target language	623	4.16	1.099
Stud - CLT28 - Taken an evaluative and critical position in relation to the cross-cultural awareness activities	617	3.65	1.092
Stud - CLT29 - active participants in classroom activities	618	3.90	1.189
Stud - CLT30 - Like classroom learning	621	4.05	1.193
Valid N (listwise)	586		

As seen from Table 69, this section is mainly focusing on CLT impact on students' affective changes which included both intercultural competence growth and motivation towards learning language. The students mean responses about the impact of CLT practice on their motivation for learning the language and their intercultural understandings was high. Firstly 'CLT26 - interested in classroom learning' recorded a high mean value ($\bar{x}$= 4.21and *s*=1.097) and 'CLT25 - motivated to pursue language learning' also recorded a high mean response ($\bar{x}$= 4.11and *s*=1.208) and 'CLT30 - Like classroom learning' recorded ($\bar{x}$= 4.05 and *s*=1.193). The statement of 'CLT29-being active participants in classroom activities' showed a high mean score ($\bar{x}$=3.90 and *s*=1.189).

Even though the students' mean responses of CLT impact of affective change on students' motivation towards learning language included both motivation and the impact on intercultural competence indicated lower mean scores from

students perception associated with ‘CLT28 - Taken an evaluative and critical position in relation to the cross-cultural awareness activities’ ($\bar{x}$=3.65 and *s*=1.092). On the other hand, as reported from students' perception, the descriptive finding of the affective changes on students while practicing CLT had showed higher means scores in comparison to the impact on students' intercultural competence. Firstly ‘CLT26 - interested in classroom learning’ recorded ($\bar{x}$= 4.21and *s*=1.097) and ‘CLT25 - motivated to pursue language learning’ recorded ($\bar{x}$= 4.11and *s*=1.208) and ‘CLT30 - Like classroom learning’ recorded ($\bar{x}$= 4.05 and *s*=1.193). The statement ‘CLT29-being active participants in classroom activities’ showed mean score ($\bar{x}$=3.90 and *s*=1.189).

Regardless of low mean score which had been indicated from statistical finding considering CLT impact of intercultural competence, the following statement ‘CLT27 aware of the importance of paying attention to the culture of the target language’ had indicated high mean score ($\bar{x}$= 4.16 and *s*=1.099).

As it had been recorded from the descriptive findings, in all these questions there is also a moderate diversity among answers, with standard deviations between 1.0 and 1.2. Overall, students' perspectives of CLT impact on students' motivation recorded high mean scores which are above 3.50. In addition to that, the CLT practice had been successful in raising students' awareness of the importance of paying attention to target language culture and it obtained a high mean value ($\bar{x}$ =4.16) while it had not been influential associated with ‘Taken an evaluative and critical position in relation to the cross-cultural awareness activities’ and it obtained lower mean score ($\bar{x}$ =3.65).

4.1.6.3 Students' perception of CLT negative impact

Table 70 Students' perception of negative CLT impact

	N	Minimum	Maximum	Mean	Std. Deviation
Stud - CLT31 - CLT impact-Miss many classes	618	1	5	1.87	1.304
Stud - CLT32 - Cause trouble	623	1	5	1.69	1.287
Valid N (listwise)	616				

As it has seen from Table 70, the students mean responses associated with 'CLT31: Miss many classes' and 'CLT32: Cause trouble' were very low values ($\bar{x}$=1.87 and *s*= 1.304 and $\bar{x}$=1.69 and *s*=1.287). That showed students' motivation which resulted in either not miss classes or cause troubles as a consequence of CLT practices.

4.2 Relation among variables

4.2.1 The relation between teachers' beliefs towards CLT and their perception about the practice of CLT

Table 71 Teachers' beliefs of CLT principles and teaching approaches

		Communicative language teaching	grammar translation method	audio-lingual method	The direct method
tf07 - BEL teachers' beliefs-CLT-group/pair work	Pearson Correlation	.406*	-.155	-.051	-.142
	Sig. (2-tailed)	.049	.480	.817	.529
	N	24	23	23	22
tf08 - BEL teachers' beliefs-CLT-Quality/quantity of error correction	Pearson Correlation	.435*	.087	-.228	-.265
	Sig. (2-tailed)	.034	.693	.294	.233
	N	24	23	23	22
tf09 - BEL teachers' beliefs-CLT-The role and contribution of learners in the learning process	Pearson Correlation	.314	.004	.046	.003
	Sig. (2-tailed)	.135	.984	.834	.989
	N	24	23	23	22
tf10 - BEL teachers' beliefs-CLT-The role of the teacher in the classroom	Pearson Correlation	.292	-.255	-.429	-.275
	Sig. (2-tailed)	.167	.240	.041	.215
	N	24	23	23	22
tf11 - BEL teachers' beliefs-CLT-Place/İmportance of grammar	Pearson Correlation	.303	-.043	-.225	-.441
	Sig. (2-tailed)	.150	.846	.302	.040
	N			23	22

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

As it seen from Table 71, participants who reported higher ratings towards CLT principles also showed higher interest in using communicative language teaching approach in their classes. The results showed that teachers' beliefs about CLT group and pair work correlated positively and statistically significant with teachers perception of teaching approach communicative language teaching (r=.406 and p=.049). Moreover, teachers' beliefs ratings about quantity and quality of error correction correlated positively and statistically significant with teaching approach communicate language teaching(r=.435 and p=.034). Furthermore, results indicated that teachers' beliefs ratings associated with the role of learners, the role of teacher and the

role and importance of grammar correlated positively but not statistically significant with teaching approaches of communicative language teaching.

On the other hand, Teachers beliefs of CLT principles correlated inversely with other teaching approaches, however the Pearson correlation coefficient between teachers beliefs ratings of CLT principles of teachers' role in the classroom and teaching approaches of audio-lingual method was statistically significant and it was negative which means that participants who reported higher ratings of teachers' role associated with CLT principles tend to have lower interest in using the audio-lingual method as a teaching approach in their classes (r=-.429 and p= .041).The correlation coefficient results was statistically significant but it was negative between teachers beliefs of role and importance of grammar and teaching approach of the direct method(r=-.441 and p=.040). In other words, teachers who showed higher ratings towards the role and the importance of grammar tend to have lower interest towards teaching approach of the direct method.

Table 72 Correlation teachers' beliefs of CLT principles and CLT practice

		grammatical	Sociolinguistic -intercultural- CLT principles	strategic-competence CLT principles
tf07 - BEL teachers' beliefs-CLT-group/pair work	Pearson Correlation	.236	-.020	.055
	Sig. (2-tailed)	.268	.928	.797
	N	24	24	24
tf08 - BEL teachers' beliefs-CLT-Quality/quantity of error correction	Pearson Correlation	.132	.512	.005
	Sig. (2-tailed)	.540	.010	.980
	N	24	24	24
tf09 - BEL teachers' beliefs-CLT-The role and contribution of learners in the learning process	Pearson Correlation	.474	.227	.453
	Sig. (2-tailed)	.019	.287	.026
	N	24	24	24
tf10 - BEL teachers' beliefs-CLT-The role of the teacher in the classroom	Pearson Correlation	.304	.527	.236
	Sig. (2-tailed)	.149	.008	.266
	N	24	24	24
tf11 - BEL teachers' beliefs-CLT-Place/İmportance of grammar	Pearson Correlation	.173-	.464	.095
	Sig. (2-tailed)	.419	.022	.658
	N	24	24	24

To determine the relation between teachers' beliefs about CLT principles and their perceptions about CLT practice in the classroom, the coefficient correlation (Pearson correlation) was used. The inferential results indicated direction, form and strength of the relationship between those two variables.

As it is seen from Table 72, the results represents the relationship between what teachers believe about the different aspects in relation to CLT concept and its principles and CLT implication in their classes including the model of communicative competences and principles of CLT which had been divided into two main sections: language form and language use for communication. The findings revealed that most correlations have a p value (sig. 2-tailed) above 0, 05. This involves that such correlations are not statistically meaningful. However it has been found some statistically significant correlations between those two variables as following:

- The findings revealed that there was a statistically significant correlation between teachers' beliefs about quality and quantity of error correction and teachers' perception of CLT use of sociolinguistic, intercultural and CLT principles(group and pair work, English used, error correction), the Pearson correlation coefficient was positive which means that teachers with higher beliefs ratings about CLT quality/quantity of error correction tend to have higher scores in regards to the CLT use Sociolinguistic, intercultural competence and CLT principles. The correlation between teachers' beliefs of CLT-Quality/quantity of error correction and the findings revealed a moderate relationship (*r*=.512 and *p*=.010).

- The teachers' beliefs rating associated with the role of learners and their contribution in the learning process correlated statistically significant with both teachers' perceptions ratings associated with CLT practice of grammatical competence and with CLT practice of strategic competence and CLT principles The findings revealed that the Pearson correlation coefficient was positive which means that teachers who scored higher ratings in terms of their beliefs about the role and contribution of learners in the learning process tend to score higher in regards to CLT use and practice of grammatical competence. The correlation between those two variables was positive and moderate and it was also statistically significant (*r*=. 474 and *p*=.019).

- Teachers who also scored higher beliefs of the role and contribution of learners in the learning process scored higher results associated with CLT practice of strategic competence and CLT principles. The Pearson correlation was positive and moderate (*r*=. 453 and *p*=.026) as the results had shown that p<.05 which mean that the correlation was statistically significant.

- The findings revealed that the Pearson correlation coefficient between teachers beliefs rates of the role of teachers and teachers perception rates of CLT practice of sociolinguistic and intercultural competences and CLT principles(genuine communication, English used, authentic materials used) was statically significant and it was positive. In other words, teachers who scored high in terms of their beliefs about teachers' role in the classroom reported high values in regards to CLT practice of sociolinguistics and intercultural competence and CLT principles. The analysis of findings revealed that the Pearson correlation was positive and moderato and it was also statistically significant (*r*=.527 and *p*=.008)

- The findings also revealed that there was a statistically significant correlation between teachers' beliefs ratings associated with the role and importance of grammar and teachers perceptions rating of CLT practice of sociolinguistic and intercultural competence and CLT principles. Teachers with higher beliefs towards teachers' beliefs on CLT place/importance of grammar indicated higher scores in CLT practice of sociolinguistic and intercultural competences and CLT principles. The results showed that Pearson correlation coefficient was positive and moderate and it was statistically significant (*r*=.464 and *p*=.022).

There are some other correlations which are not statistically meaningful but remarkable:

- Teachers, who scored high in regards to beliefs in role of teachers in classroom, also scored high in regards to CLT use of grammatical competences. The Pearson correlation was positive and moderate (*r*= .304 and *p*=.149).

4.2.2 The relation between teachers' beliefs towards CLT principles and their perception about CLT impact on students learning and motivation

Table 73 Correlation between teachers' and CLT impact

		CLT Impact students cognitive change	CLT Impact students' affective change	CLT Impact – negative impact
tf07 - BEL teachers' beliefs-CLT-group/pair work	Pearson Correlation	-.121	-.280	.300
	Sig. (2-tailed)	.573	.185	.154
	N	24	24	24
tf08 - BEL teachers' beliefs-CLT-Quality/quantity of error correction	Pearson Correlation	.345	-.023	.070
	Sig. (2-tailed)	.099	.913	.745
	N	24	24	24
tf09 - BEL teachers' beliefs-CLT-The role and contribution of learners in the learning process	Pearson Correlation	.270	.164	.113
	Sig. (2-tailed)	.202	.443	.598
	N	24	24	24
tf10 - BEL teachers' beliefs-CLT-The role of the teacher in the classroom	Pearson Correlation	.364	.246	.079
	Sig. (2-tailed)	.080	.247	.712
	N	24	24	24
tf11 - BEL teachers' beliefs-CLT-Place/İmportance of grammar	Pearson Correlation	.296	.109	.011
	Sig. (2-tailed)	.161	.613	.959
	N	24	24	24

The findings revealed there was no statistically significant correlation between teachers' beliefs of CLT principals and teachers perception of CLT impact. As it seen from Table 73, the analysis of results indicated that the Pearson moment product correlation coefficient between teachers' beliefs of CLT principles and CLT impact on students' cognitive and affective changes was not statistically significant correlation. However there are some remarkable results:

- There was moderate positive correlation between teachers' beliefs CLT quality/quantity of error correction and CLT Impact on students cognitive change with Pearson correlation result (*r*= .345 and *p*=.099).

- There was also a moderate positive correlation between teachers' beliefs of CLT towards the role of teacher in classroom and CLT Impact on students' cognitive change and communicative competence but it did not show a meaningful significant result (*r*=.364 and *p*=.080).

- The correlation was negative and weak but not significant relation between teachers' beliefs of CLT group/pair work and CLT Impact on students' affective change motivation towards learning language (*r*=-.280 and *p*=.158) which means teachers with higher scores about teachers' beliefs of CLT group and pair work tend to have lower scores towards the impact of CLT on students motivation.

4.2.3 Relation between teachers' perception of CLT practice and teachers' perception of CLT impact on students' learning and motivation

Table 74 Correlation between CLT practice and CLT impact (teachers' perception)

The following Table 74 represents correlation between teachers' perception towards CLT practice and their perception about CLT impact on students' cognitive and affective changes and motivation for learning the language. The statistical findings revealed that there was statistically significant and quite

		CLT Impact -students-cognitive-change-	CLT Impact - students-affective-change -	CLT Impact- negative-impact-
tf01 - CLT Use - Grammatical -competences-Teachers perception	Pearson Correlation	.461	.529	.041
	Sig. (2-tailed)	.023	.008	.848
	N	24	24	24
tf02.1 - CLT Use- Sociolinguistic -intercultural-competence -CLT principles- teachers' perception	Pearson Correlation	.679	.537	-.023
	Sig. (2-tailed)	.000	.007	.917
	N	24	24	24
tf02.2 - CLT Use- strategic-competence -CLT principles- teachers' perception	Pearson Correlation	.569	.598	.026
	Sig. (2-tailed)	.004	.002	.903
	N	24	24	24

strong positive correlation between what teachers' thought of CLT practice and their perception rates about its impact on students' learning and motivation. The correlation between teachers' perceptions of CLT use in their classes and the teachers perception about CLT impact on students' learning and motivation had been statistically significant and positive which means that more practice of CLT lead to development on students communicative competence and motivation towards learning languages.

The significant and strong positive correlations will be stated as following:

- The findings revealed that teachers who reported higher perception rates about CLT use of communicative competence including grammatical, sociolinguistic, intercultural competence, strategic competence and CLT principles had revealed higher perception rates of CLT impact on students' cognitive change and CLT Impact on students' affective change and motivation towards learning the language.
- The Pearson correlation between teachers' perception of CLT use of communicative competence of grammatical: pronunciation (e.g. vocabulary, intonation, word and sentence stress), spelling rules and punctuation, idioms and vocabulary, word formation (e.g. nouns, verbs, suffixes, etc.), sentence formation (e.g. simple, compound, complex), pattern practice and drills of language forms and teachers perception rates of CLT impact on students' cognitive changes on students' development of language skills such as speaking abilities, listening comprehension skills, reading comprehension writing skills, correct use of grammar, ability to use appropriate English (e.g. formal/informal/slang) in different contexts communication skills (e.g. guessing difficult words from context). The Pearson correlation coefficient was statistically significant and positive was a statistically significant and it was a positive and moderate correlation with CLT Impact on students' cognitive change (r= .461 and p=.023).The results also indicate another statistically significant positive and moderate correlation between CLT use of grammatical competence and CLT

Impact on students' affective change and motivation towards learning language (*r*= .529 and *p*=.008).

- The findings revealed that teachers who reported higher perception ratings about CLT use of sociolinguistic competence 'How language use can be appropriate to different situations (e.g. Formal or informal)', intercultural competence 'classroom practice activating my students' cultural background knowledge on the topics to be covered and classroom practice-tackling cultural aspects in the language classroom' and CLT principles 'classroom practice How to negotiate meaning in genuine communication (e.g. Discussing TV news in class)', 'classroom practice tackling cultural aspects in the language classroom' tend to have higher ratings associated with both CLT Impact on students cognitive change communicative competence and CLT Impact on students' affective change motivation towards learning language: 'motivated to pursue language learning, interested in classroom learning, become active participants in classroom activities, like classroom learning' and development of intercultural competence: 'Are aware of the importance of paying attention to the culture of the target language and Are active participants in classroom activities'.

- The Pearson correlation between teachers perception ratings of CLT use of sociolinguistic and intercultural competence and CLT principles and teachers' perception of CLT impact on students cognitive changes was statistically significant and it was positive and quite strong(*r*= .679 and *p*=.000) . The results also revealed that the correlation coefficient between teachers perception ratings of CLT use of sociolinguistic and intercultural competence and CLT principles was statistically significant and it showed a positive and moderate relation (*r*=.537 and *p*=.007).

- The results indicated that those teachers who reported higher ratings associated with CLT use of strategic competence 'classroom practice-How to overcome their communication problems (e.g. guessing difficult

words from context)' and 'classroom practice of Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can)' and CLT principles of 'collaborative activities (e.g. pairs and small groups, asking students to communicate through English in the classroom, rehearsing language forms and rules and Language use and meaning' also reported higher ratings about CLT impact on students' cognitive changes. The correlation coefficient results indicated a statistically significant relationship and the results also indicated a positive and moderate relationship(r= .569, p=.004). The results also showed that the Pearson correlation coefficient between teachers ratings of CLT use of strategic competence and CLT principals and teachers perception ratings of CLT impact on students' affective change motivation towards learning language was statistically significant and the relationship was positive and moderate (r=.598 and p=.002).

- Over all teachers' perception rates of practice of communicative competence: grammatical, sociolinguistic, and intercultural competence and the practice of CLT principles were statistically significant and positively related to students' changes and development cognitively and affectively. On the other hand, there was no correlation between teachers perception about CLT use in their classes and the negative impact of CLT practice on students learning and motivation which means that more practice of CLT the classroom did not lead to negative impact on students according to teachers perception ratings. However in regards to CLT practice and CLT negative impact on students' behaviours, the results showed that there was not any correlation between what teachers believed they practiced in classroom and CLT negative impact. The correlation result was zero which mean no relation exists.
- On the other hand, as it is shown in table 75 the correlation between teachers' beliefs about teaching approaches used in the classroom communicative language teaching, the grammar translation method,

the audio-lingual method and the direct method and teachers' perceptions about CLT impact on students' cognitive and positive changes was not statistically significant. However the results showed a small correlation coefficient between teachers beliefs of teaching approaches of communicative language teaching approach and CLT impact on students' cognitively (*r*=.224 and *p*=.294) but the correlation was not statistically significant. In addition to that there was a small correlation between teachers' perception of teaching approaches used in classroom as communicative language teaching approach and CLT impact on students affective changes (*r*=.168 and *p*=.431) but the correlation was not statistically significant.

Table 75 Correlation between teaching approach and CLT impact

		Cognitive	Affective	Negative
Teach - CLT33-teaching approach- Communicative language teaching	Pearson Correlation	.224	.168	.100
	Sig. (2-tailed)	.294	.431	.641
	N	24	24	24
Teach - CLT34 - teaching approach-The grammar translation method	Pearson Correlation	.181	.129	-.355
	Sig. (2-tailed)	.408	.558	.096
	N	23	23	23
Teach - CLT35 - teaching approach-The audio-lingual method	Pearson Correlation	-.223	.023	-.301
	Sig. (2-tailed)	.307	.917	.163
	N	23	23	23
Teach - CLT36 - teaching approach-The direct method	Pearson Correlation	.064	.246	.040
	Sig. (2-tailed)	.776	.270	.859
	N	22	22	22

4.2.4 The relation between teachers' beliefs towards Challenges and difficulties of CLT implication and their perception about CLT practice

Table 76 Correlation teachers' beliefs of CLT perceived difficulties and teaching approaches

		Communicative language teaching	The grammar translation method	audio-lingual method	The direct method
tf12- CHA teacher-related-difficulties & challenges	Pearson Correlation	-.419	.049	.111	-.216
	Sig. (2-tailed)	.052	.832	.631	.359
	N	22	21	21	20
tf13 - CHA student-related-difficulties& challenges	Pearson Correlation	-.570	-.118	-.107	-.354
	Sig. (2-tailed)	.004	.593	.626	.106
	N	24	23	23	22
tf14 - CHA difficulties & challenges related to education system	Pearson Correlation	-.316	-.099	-.172	-.533
	Sig. (2-tailed)	.142	.660	.443	.013
	N	23	22	22	21
tf15 - CHA CLT- related -difficulties & challenges	Pearson Correlation	-.431	.046	-.029	-.143
	Sig. (2-tailed)	.040	.839	.898	.536
	N	23	22	22	21

- The above Table 76 showed the correlation between teaching approaches used in classroom and perceived difficulties and challenges of CLT implementation. Teachers' beliefs of students related difficulties and challenges and teachers perceptions of communicative language teaching approach correlated statistically significant and inversely (r=-.570 and p=.004). The results revealed that teachers who reported lower rates about students related difficulties and challenges showed higher perception rates towards teaching approaches used in classroom of communicative language teaching. In other words, teachers who did not perceive students as an obstacle, they show higher interest in practicing communicative language teaching. It could also be explained that teachers who

believed in using communicative language teaching approach in their classes did encounter students as problematic.

- Moreover, teachers who believed that they were using communicative language teaching approach in their classes did not report CLT approach it to hinder CLT implementation. The Pearson correlation coefficient was statistically significant and it was moderate and negative (*r*= -.431 and *p*=.040).

- Findings also revealed that teachers who had positive attitudes towards using communicative language teaching approach did not encounter teachers' related difficulties and challenges as an obstacle. The coefficient correlation was not statistically significant and it was moderate and negative (*r*=-.419 and *p*=.05). Additionally, teachers who thought they used CLT approach in their classes did not think that education system could be problematic. The Pearson correlation coefficient was statistically significant and it was small and negative (*r*= -.316 and *p*=.142).

- The findings also showed that the correlation between teachers' perception of using the direct methods as a teaching approach and teachers' beliefs about difficulties related to education system was statistically significant and it showed a moderate and negative correlation(*r*=- .533 and *p*=.013). In other words, teachers who did not report the education system as a hinder showed higher interest towards teaching approach of direct method.

Table 77 Correlation CLT practice and CLT difficulties (teachers' perception)

		Grammatical competence	Sociolinguistic intercultural competence CLT principles	strategic-competence CLT principles
tf12- CHA teacher-related-difficulties & challenges	Pearson Correlation	-.415	-.318	-.285
	Sig. (2-tailed)	.055	.149	.199
	N	22	22	22
tf13 - CHA student-related-difficulties& challenges	Pearson Correlation	-.359	-.197	-.276
	Sig. (2-tailed)	.085	.355	.192
	N	24	24	24
tf14 - CHA difficulties & challenges related to education system	Pearson Correlation	-.334	-.011	-.277
	Sig. (2-tailed)	.119	.960	.200
	N	23	23	23
tf15 - CHA CLT- related -difficulties & challenges	Pearson Correlation	.068	-.072	.156
	Sig. (2-tailed)	.757	.743	.478
	N	23	23	23

- The overall findings revealed that participants who did not perceive teacher related difficulties and challenging as an obstacle to apply CLT reported higher rating associated with different practice of CLT in the classroom.it correlated inversely and non- statistically significant with CLT practice. The results indicated that Pearson correlation coefficient between teachers related difficulties and challenges was negative and moderate (r= -.415 and p=.05), the result was not statistically significant. On the other hand, the correlation between teacher related difficulties and CLT practice of sociolinguistic and intercultural competence and CLT principles was negative and week and it was not significant (r=-.318 and p=. 149). The results indicated similar findings

associated with the relationship between teachers beliefs of teachers related difficulties and CLT practice of strategic competence (*r*=-.285 and *p*=. 199).

- The findings also revealed that teacher' beliefs about students related difficulties and challenges correlated inversely and non-statistically significant with teachers' perception of CLT practice of grammatical competence. In other words, participants who perceived students related difficulties and challenges as an obstacles tend to report lower scores associated with CLT practice of grammatical competence. Higher teachers' beliefs on student-related-difficulties& challenges indicated lower teachers' perception on CLT Use of Grammatical competences, the Pearson correlation coefficient was not statistically significant and it was moderate and negative (*r*= -.359 and *p*=.085).

- Higher teachers beliefs about difficulties & challenges related to education system tend to have lower teachers perception about CLT practice of grammatical competence. The analysis of results indicated that there was negative and moderate correlation but it was not statistically significant on (*r*=-.334 and *p*=.119). On the other hand, the correlation between teachers beliefs about difficulties and challenges related to education system and teachers perception of teaching approaches used in the classroom was negative and moderate (*r*=-.412 and *p*=.05) and it was not statistically significant.

4.2.5 The relation between teachers' characteristics and their beliefs of CLT principles

The relation between teachers' characteristics and their beliefs towards CLT principles: group and pair work, quality and quality of error correction, contribution of learners, teachers' role and the importance of grammar had been exemplified in the following table: 81 and graph:

The following Table 78 and graph 9 showed the factors that had impact on teachers' beliefs about CLT principles.

- Gender Impact: As it has been seen from Table 78, that male teachers reported higher mean values in regards to their beliefs to group and pair work($\bar{x}$=4.23 and *s*=.55), quality and quantity of error correction($\bar{x}$=3.46 and *s*=.60), and the place and importance of the grammar($\bar{x}$=3.87 and *s*=.67), compared to female teachers. On the other hand, female teachers reported high favourable beliefs towards the role and contribution of learners in the learning process and the role of teacher in the classroom.

- Educational institution type: The descriptive findings revealed that teachers from private university reported higher favourable beliefs towards CLT principles compared to their partners from public university. The statistical findings indicated that teachers from private university mean response was high associated with teachers beliefs about CLT group and pair work ($\bar{x}$=4.15 and *s*=.57), teachers' beliefs of Quality/quantity of error correction ($\bar{x}$=3.53 and *s*=.71), the role of the learners and their contribution to the learning process($\bar{x}$= 3.83and *s*=.63) compared to teachers from public university who scored higher mean responses associated with beliefs about the role of teacher in the classroom($\bar{x}$=3.69 and *s*=.47) and beliefs about the place and importance of grammar($\bar{x}$= 3.92 and *s*=.44).

- The descriptive findings showed that teachers who English is not their mother tongue reported higher mean values towards the different CLT principles. It was 3.5 or above and that indicated that those group of teachers had higher favourable beliefs about CLT principles in compared to Native English teachers. While native English teachers reported high mean values associated with teachers beliefs about quality and quantity of error correction ($\bar{x}$=3.59 and *s*=.74), the role and contribution of learners in the learning process ($\bar{x}$=3.98and *s*=.68), and

teachers' beliefs the role of teacher in the classroom ($\bar{x}$=3.59 and *s*=.74) and teachers' beliefs-CLT-Place/İmportance of grammar ($\bar{x}$=3.84 and *s*=.60). While native English teachers reported high mean values associated with teachers beliefs about group and pair work ($\bar{x}$= 4.11and *s*=.49)

- Teaching level: The descriptive findings indicated that teachers who were level one teachers reported high mean values which was 3.5 or above except for CLT principles about quality and quantity of error correction which scored 3.48. The descriptive findings revealed that teachers, who were teaching students of level one, had high favourable attitudes towards CLT principles. Level one teachers reported high mean response associated with teachers beliefs about group and pair work ($\bar{x}$= 4.08 and *s*=.65), quality and quantity of error correction ($\bar{x}$=3.48 and *s*=.64), the role and contribution of learners in the learning process ($\bar{x}$=3.94 and *s*=.60). On the other hand, level three teachers reported higher mean values in regard to the role of the teacher in the classroom($\bar{x}$=3.88 and *s*=.18) and the place/importance of grammar ($\bar{x}$=4.25 and *s*=.12).

- Teaching experience in EFL context: The analysis of findings revealed that teachers with up to six years' experience in EFL context reported high mean values in compared to other teachers with more than six years teaching experience who scored higher mean in regards to both the role of learners and teachers in the classroom. As a result teacher with up to six years' experience reported high mean response associated with teachers beliefs about group and pair work ($\bar{x}$= 4.50 and *s*=.20), quality/quantity of error correction ($\bar{x}$=3.69 and *s*=.31) and place/importance of grammar ($\bar{x}$=4.04 and *s*=.39).

Table 78 Teachers' beliefs of CLT principles and teachers' background

		Tf07 - BEL teachers' beliefs-CLT-group/pair work		Tf08 - BEL teachers' beliefs-CLT-Quality/quantity of error correction		Tf09 - BEL teachers' beliefs-CLT-The role and contribution of learners in the learning process		tf10 - BEL teachers' beliefs-CLT-The role of the teacher in the classroom		tf11 - BEL teachers' beliefs-CLT-Place/İmportance of grammar	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
teacher gender	Male	4.23	.55	3.46	.60	3.69	.67	3.62	.56	3.87	.67
	Female	3.89	.82	3.45	.83	3.92	.50	3.68	.63	3.69	.61
What is your educational Institution's type?	Public	3.69	1.18	3.13	.60	3.67	.47	3.69	.47	3.92	.44
	Private	4.15	.57	3.53	.71	3.83	.63	3.64	.61	3.76	.68
English is my mother tongue	Yes	4.11	.49	3.39	.69	3.71	.55	3.55	.57	3.62	.61
	No	4.00	1.03	3.59	.74	3.98	.68	3.84	.60	4.13	.58
Years of teaching English	1-5 years	.	.	.	.	.	.	.	.	.	.
	6-10 years	4.10	.80	3.70	.60	3.90	.62	3.70	.76	3.77	.69
	Over 10 years	4.07	.69	3.39	.72	3.77	.61	3.63	.56	3.79	.64
Teaching level unified	Level 1	4.08	.65	3.48	.64	3.94	.60	3.58	.62	3.77	.73
	Level 2	4.00	.86	3.39	.88	3.69	.67	3.69	.65	3.74	.61
	Level 3	4.00	.00	3.38	.18	3.50	.24	3.88	.18	4.25	.12
Teaching experience EFL grouped	Up to 6 years	4.50	.20	3.69	.31	3.79	.60	3.63	.60	4.04	.39
	More than 6 years	3.99	.73	3.41	.75	3.80	.61	3.65	.60	3.74	.67

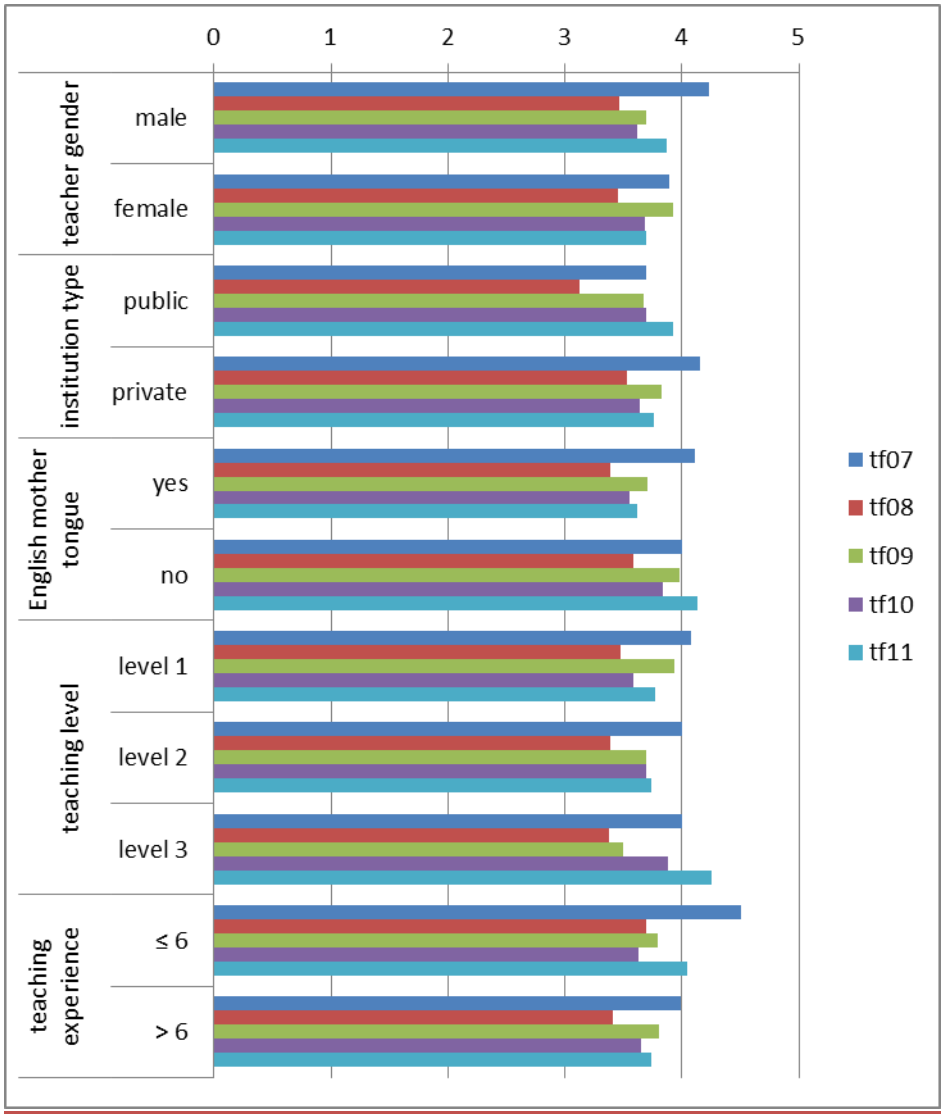


Figure 9 Teachers beliefs of CLT principles and eachers background

Table 79 Teachers' background impact on teachers' beliefs about CLT principles

		Teachers' beliefs towards CLT				
		Group/ Pair Work	Quality/quantity of error correction	contribution of learners	teacher in the classroom	Importance of grammar
Teacher characteristics	Gender (t-test)	d=.49 t= 1.225 p=.233	d=.01 t=.024 p=.233	d=-.38 t= -.945 p=.355	d=-.10 t= -.272 p=.788	d=.28 t= .685 p=.501
	Inst. Context (t-test)	d=-.68 t= -1.231 p=.231	d=-.57 t= -1.048 p=.306	d=-.27 t= -.475 p=.639	d=.09 t= .153 p=.880	d=.24 t= .431 p=.670
	English as mother tongue (t-test)	d=.16 t= .357 p=.724	d=-.29 t= -.664 p=.514	d=-.45 t= -1.048 p=.306	d=-.50 t= -1.183 p=.250	d=.-80 t= -1.932 p=.066
	Years of teaching (t-test)	d=.04 t= .096 p=.924	d=.44 t= .865 p=.396	d=.22 t= .418 p=.680	d=.12 t= .228 p=.822	d=-.03 t= -.086 p=.932
	Teaching experience in EFL (t-test)	d=.74 t= 1.375 p=.183	d=.40 t= .711 p=.484	d=-.02 t= -.025 p=.980	d=-.03 t= -.076 p=.940	d=.47 t= .864 p=.397
	Teaching level-unified(ANOVA)	η^2=0.00 F= .038 p=.963	η^2=0.00 F= .046 P=.955	η^2=0.07 F= .717 P=.500	η^2=0.02 F= .225 P= .801	η^2=0.05 F= .509 P=.609

- The inferential analysis (t-test and ANOVA) were carried out to find out the relation between teachers background and their beliefs about CLT principles. The focus on Cohen's d results was used as a measure of effect size. Cohen's criteria for differentiating had been stated as following: small (0.2), medium (0.5) and strong (0.8) effect sizes. The eta squared (η2) was used in the case of ANOVAs for a similar use, assuming that it can be small (0.02), medium (0.13) or strong (0.26).

- As shown in the above Table 79, in the case of teacher gender, English as mother tongue, teaching level and teaching experience in EFL, there were not statistically significant results (every p value is > 0.05) which means that the differences in the sample cannot be necessarily translated to the population.

- Gender effect: When t-test was used to find out the impact of gender on teachers beliefs about the group and pair work, the findings

indicated that there was not statistically significant difference (*t*=1.225 and *p*=.233) and this difference represents a moderate effect sized effect (*d*=.49) in favour of male teachers who reported higher mean scores compared to female teachers. In terms of CLT principles of the role of learners and their contributions to the learning process, there was a non-statistically significant difference (*t*=-.945 and *p*= .355) and this difference represents a quite small effect (*d*=-.38) in in favour of female teachers who reported higher mean values compared to male teachers. The findings showed that male participants indicated favourable attitudes rates associated with group and pair work activities in the classroom while female participants had favourable attitudes rates about involving learners in the learning process. The results also showed that male participants indicated higher mean responses associated with the role and importance of grammar however the difference was not statistically significant(*t*=.685 and *p*=.501) and this difference represents a small sized effect (*d*=.28).

- Institution context effect**:** Using t-test to see the impact of institution context (public or private) on teachers' beliefs CLT principles. The results indicated that there was non-statistically significant difference associated with group and pair work in favour of participants from private university who reported higher mean scores (*t*=-1.231,p=.231), this difference represents a quite large effect (*d*=-. 68). In terms of teachers beliefs about Quality/quantity of error correction, it had also shown non statistically significant difference in favour of teachers from private university who reported higher mean scores (*t*=-1.048, *p*=.306) and this difference showed a medium sized effect (*d*= -.57). In term of beliefs about learners role and contribution to learning, the results indicated that there was non- statistically significant difference (*t*=-.475 and *p*=.639) and this represents a small sized effect (*d*=0.27) in favour of participants from private university who reported higher mean responses. In comparison participants from public university reported higher mean scores associated with the role and importance of grammar, the results indicated that there was non-statistically

significant difference (*t*=.431and *p*=.670) and the difference showed a small-sized effect (*d*=.24).

- English as a mother tongue: The t-test was used to see the impact of English mother tongue (yes or no) on teachers' beliefs about CLT principles. The findings revealed that in terms of the place and importance of grammar, there was non- statistically significant difference (*t*= -1.932, *p*=.066), and this difference represents a large effect(*d*= -.80) in favour of teachers with English not being their mother tongue who reported higher mean scores compared to native English teachers. There was also non- statistically difference between teachers perception rates (native and non-native English teachers) associated with the role of teacher in the classroom (*t*=-1.183, *p*=.250) and this difference represents a medium effect sized effect (*d*= -.50) in favour of non-native participants who reported higher mean scores. In terms of learners contribution, the results indicated that there was non-statistically significant difference (*t*=-1.048 and *p*=.306) and this difference represent a moderate sized effect (*d*=-.45) in favour of non-native participants who recorded higher mean responses. Moreover in terms of Quality/quantity of error correction, participants of English not being their mother tongue had recorded higher mean scores compared to native participants, the results indicated that the difference was not statistically significant (*t*=-.664and *p*=514) and this difference was a small sized effect (*d*=-.29).

- Teaching experience in EFL context effect: The t-test was used to see the impact of teaching experience in EFL context (up to six years or more than six years' experience) on teachers' beliefs about CLT principles. The findings revealed that in terms of teachers' beliefs about group and pair work. the difference was not statistically significant (*t*=1.375 and *p*=183) in favour of teachers with experience up to six years who reported higher mean values compared to teachers with more teaching experience and this difference represents a quite large effect (*d*= .74). The difference between teachers (more experience and

less experience) perception rates associated with place and importance of grammar showed a difference which was non statistically significant (*t*=864, *p*=.397) and this difference represents a medium sized effect (*d*= .47) in favour of teachers who had less teaching experience in EFL context who reported higher mean scores compared to teachers who had more teaching experience. Moreover, in terms of Quality/quantity of error correction, participants who had less teaching experience had reported higher mean scores and the results indicated a difference which was not statistically significant (*t*=.711 and *p*=.484) and this difference showed a medium sized effect(*d*=.40).

- Teaching Levels Effect: One Way (ANOVA) was used to examine the impact of teaching levels grouped on teachers' beliefs of CLT principles. The result indicated a non-significant difference between teachers perception rates of CLT principle's associated with teachers beliefs about the role of learners and teaching levels grouped (F=.717 , *p*=.500) and this difference represents a small sized effect (η2=0.07). The difference between teachers perceptions rates of CLT principles associated with the role of teachers and teaching levels grouped was non-statistically significant (F=.225, *p*=.801) and this difference also represent a small sized effect (η2=0.02). The difference also between teachers perceptions associated with the importance of grammar was non -statistically significant (F=.509, *p*=.609). and this represents an extremely small effect (η2=0.05)

4.2.6 The relation between Teachers' characteristics and teachers perception about CLT practice

4.2.6.1 Teaching approaches used in the classroom

Table 80 Teachers' background and teaching approaches

		Communicative language teaching		Grammar translation method		Audio-lingual method		Direct method	
		Mean	Standard Deviation	mean	Standard Deviation	mean	Standard Deviation	mean	Standard Deviation
teacher gender	Male	4.38	.870	2.23	1.301	2.85	1.214	2.85	1.214
	Female	4.45	.688	3.10	.994	3.40	1.075	3.89	.601
What is your educational Institution's type?	Public	4.25	.957	2.00	1.155	2.75	.500	2.33	1.528
	Private	4.45	.759	2.74	1.240	3.16	1.259	3.42	1.017
English is my mother tongue	Yes	4.31	.793	2.47	1.302	3.07	1.033	3.20	1.014
	No	4.63	.744	2.88	1.126	3.13	1.458	3.43	1.397
Years of teaching English	1-5 years	.	.	.	.	.	.	.	.
	6-10 years	4.00	1.225	3.40	1.140	3.20	1.483	3.00	1.581
	Over 10 years	4.53	.612	2.39	1.195	3.06	1.110	3.55	.996
Teaching level unified	Level 1	4.33	.888	3.08	1.240	3.50	1.243	3.58	1.084
	Level 2	4.44	.726	2.25	1.035	2.75	1.035	3.43	.787
	Level 3	4.50	.707	1.00	.000	2.50	.707	1.50	.707
Teaching experience EFL grouped	Up to 6 years	4.75	.500	3.50	1.291	3.25	1.500	3.00	1.155
	More than 6 years	4.35	.813	2.42	1.170	3.05	1.129	3.33	1.138

As seen from Table 80 graph 10, teachers' background and teaching approaches used in the classroom had been analysed using descriptive analysis to find out the difference between mean values.

Teachers' gender: The analysis of findings indicated that female teachers recorded higher mean responses associated with different teaching approaches compared to male teachers. However both female and male teachers reported high mean values in terms of using communicative language teaching approaches in their classes, female teachers reported ($\bar{x}$= 4.45 and *s*=.688) and male teachers reported($\bar{x}$= 4.38 and *s*=.870). The results also indicated that male teachers reported lower mean responses associated with the grammar translation method ($\bar{x}$= 2.23 and *s*=1.301), compared to female teachers who reported higher mean responses ($\bar{x}$= 3.10 and *s*=.994). The results indicated that male teachers showed high favorable rates towards communicative approach while they showed less rates towards the traditional approaches such the grammar translation method.

Teachers' educational Institutions type: The descriptive analysis indicated that participants from private university reported higher mean responses associated with the practice of different teaching approaches compared to participants from public university. However the results showed that both participants from public and university recorded high mean values in terms of communicative language teaching approach in their classes, participants from private university reported ($\bar{x}$= 4.45 and *s*=.759) and participants reported ($\bar{x}$= 4.25 and *s*=.957) associated with practice of communicative language approaches. On the other hand, both participants from public and private university showed lower mean responses about the practice of the grammar translation methods in their classes, participates from public university reported ($\bar{x}$= 2.00 and *s*=1.155) and participants from private university reported ($\bar{x}$=2.74 and *s*=1.240).

English is my mother tongue: The descriptive analysis had shown that both participants (native and non-native English teachers) reported the highest mean responses associated with the practice of communicative language teaching approach compared to practice of the grammar translation method

which scored the lowest mean scores. Native participant reported a high mean responses in term of communicative language approach ($\bar{x}$= 4.31 and *s*=.793) and non- native participants also reported high mean responses (x $\bar{x}$= 4.63 and *s*=.744). While native participants recorded low mean responses associated with grammar translation method ($\bar{x}$= 2.47 and *s*=1.302) and non-native participants also reported low mean ($\bar{x}$= 2.88 and *s*=1.126).

Teaching levels: The descriptive analysis indicated that participants who were teaching different level (level 1, level 2 and level 3) showed high favorable rates towards the practice of communicative language approaches in their classes. Participants who were teaching level three reported the highest mean responses associated with communicative language teaching approach($\bar{x}$= 4.50 and *s*=707) and level 2 participants reported ($\bar{x}$= 4.44 and *s*=.726) while level 1 participants reported ($\bar{x}$= 4.33 and *s*=.888).

The findings also indicated that level three participants reported the lowest mean responses associated with the grammar translation method ($\bar{x}$= 1.00 and *s*=.000), the audio-lingual method ($\bar{x}$= 2.50 and *s*=.707) and the direct method ($\bar{x}$= 1.50 and *s*= .813) compared to level 2 and 1 participants who reported higher mean responses. The following Table 81 reflected the correlation between teaching levels and teachers teaching approaches used in the classes. The findings showed that participants who were teaching higher level reported low favorable rates towards grammar translation method, audio-lingual method and direct method and higher favorable rates towards communicative language teaching. However Pearson correlation between teaching levels and the grammar translation method was statistically significant and the relation was negative and medium(*r*=-.512 and *p*=.015) and the results also showed that the Pearson correlation between teaching level and teaching approaches- the direct method was statistically significant and the relation was negative and medium(*r*=-.442 and *p*=.045).

Table 81 Correlation between level taught and teaching approach

		Teach - CLT33- teaching approach- Communicative language teaching	Teach - CLT34 - teaching approach-The grammar translation method	Teach - CLT35 - teaching approach-The audio-lingual method	Teach - CLT36 - teaching approach-The direct method
Teaching level unified	Pearson Correlation	.080	-.512	-.343	-.442
	Sig. (2-tailed)	.717	.015	.118	.045
	N	23	22	22	21

Teaching experience in EFL context: the findings revealed that participants who had up to six years' teaching experience reported higher mean responses associated with different teaching methods compared to participants who had more than six years teaching experience. The mean responses of participants with less teaching experience was the highest associated with communicative language teaching approach ($\bar{x}$= 4.75 and *s*=.500) and also participants of more teaching years' experience who reported high mean responses ($\bar{x}$= 4.35 and *s*=.700). The results also indicated that participants who had more than six years teaching experience reported the lowest mean responses associated with the grammar translation method($\bar{x}$= 2.42 and *s*=1.170) while less teaching experience reported higher mean responses($\bar{x}$= 3.50 and *s*=1.291)

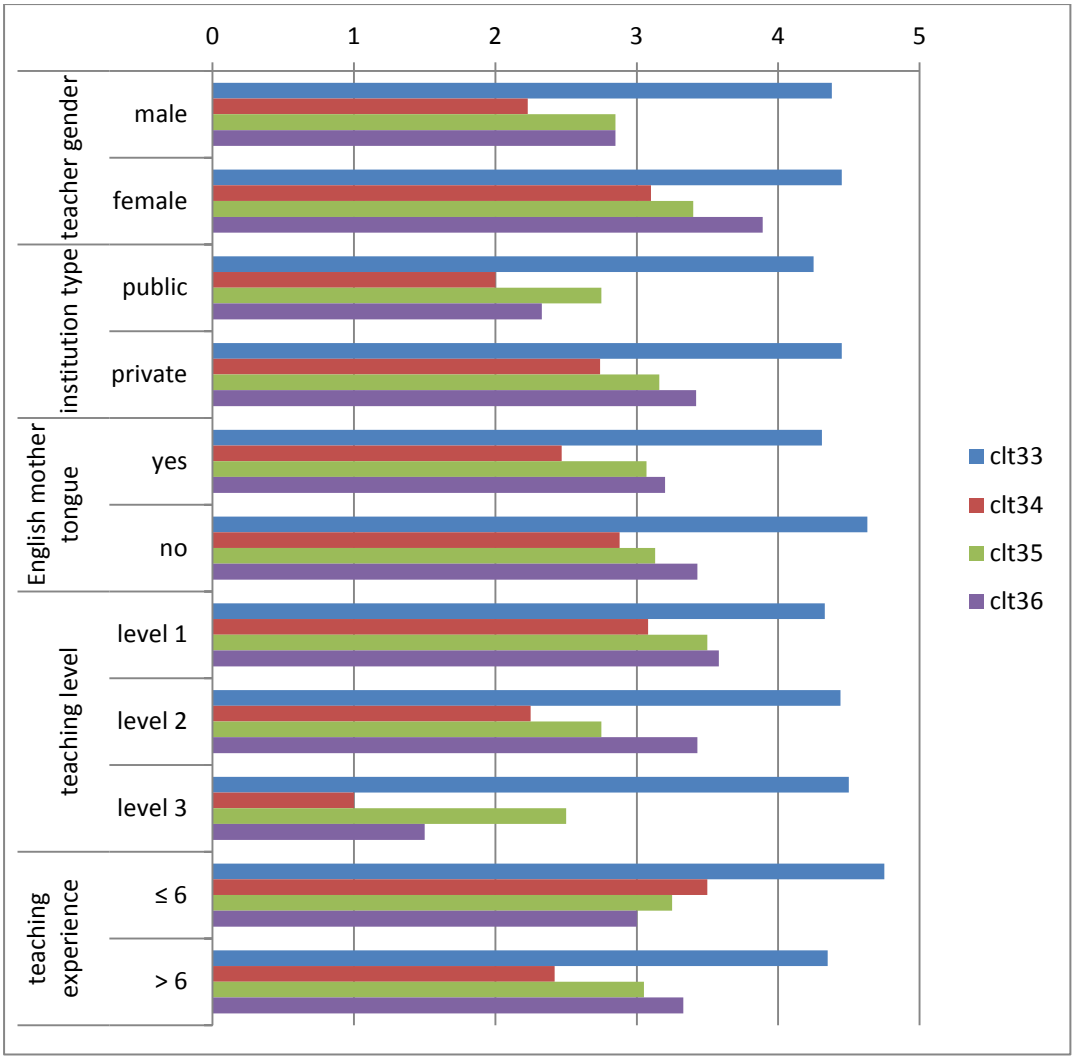


Figure 10 Teachers background and teaching approaches

Table 82 The impact of teachers background on teaching approaches

		Teaching approaches used in the classroom				
		Communicative language teaching	Grammar translation method	Audio-lingual method	Direct method	
Teacher characteristics	Gender (t-test)	d= -0.09 t= -.215 P= .831	d= -0.71 t= -1.752 P= .094	d= -0.47 t= -1.138 P= .268	*d= -0.93* *t= -2.370* *P= .028*	
	Inst. Context (t-test)	d= -0.26 t= -.463 P= .648	d= -0.60 t= -1.090 P= .288	d= -0.35 t= -.628 P= .537	*d= -0.97* *t= -1.622* *P= .120*	
	English as mother tongue (t-test)	d= -0.41 t= -.928 P= .364	d= -0.33 t= -.748 P= .462	d= -0.05 t= -.112 P= .912	d= -0.21 t= -.437 P= .667	
	Years of teaching (t-test)	d= -0.68 t= -1.376 P= .183	d= 0.82 t= 1.688 P= .106	d= 0.12 t= .240 P= .813	d= -0.31 t= -.610 P= .549	
	Teaching experience in EFL (t-test)	d= 0.52 t= .939 P= .358	d= 0.88 t= 1.651 P= .114	d= 0.17 t= .302 P= .766	d= -0.29 t= -.529 P= .603	
	Teaching level unified(ANOVA)	η^2= 0.01 F= .067 p= .936	η^2= 0.27 F= 3.463 P= .052	η^2= 0.13 F= 1.365 P= .279	η^2= 0.31 F= 3.959 P= .038	

As shown in Table 82, T-test and One Way (ANOVA) had been used to examine the differences between teachers characteristic and teaching approaches used in the classroom:

Gender effect: t-test showed that there was statistically difference between teachers gender and teaching approaches the direct method in favour of female teachers who reported higher mean responses (*t*=-2.370 and *p*= .028) and this difference represents a very large effect (*d*=-.93). In terms of teaching approaches- the grammar translation, the difference was not statistically significant (*t* =-1.752 and *p*=.094) and this difference represents a large effect (*d*=-.71) in favour of female teachers who reported higher mean responses compared to male teachers.

Educational context effect: T-test was used to examine the effect of educational context (public or private) on teachers perception about teaching

approaches used in the classroom. The results indicated that there was non-statistically difference between education context and participants rates of teaching approach of the grammar translation method (*t*=-1.090 and *p*=.288) in favour of participants from private university who reported higher mean responses and this difference represents a quite large effect (*d*=-.60). Moreover there was non-statistically significant difference between educational context and teachers perception of teaching approaches of the direct methods (*t*=-1.622 and *p*=.120) in favour also in favour of participants from private university who reported higher mean responses- This difference represents a large effect (*d*=-.97).

English as mother tongue: Participants who had English not being their mother tongue reported higher mean reposes associated with teaching approaches communicative language teaching compared to native participants, the difference was not statically significant (*t*=-.928 and *p*=.364) and this difference represents a medium sized effect (*d*=-.41).

Years of teaching: The findings revealed that using t-test to examine the effect of years of teaching on participants perception about teaching approaches indicated that participants with more teaching experience reported higher mean responses associated with communicative language teaching, the difference was not statically significant(*t*=-1.376and *p*=.183) but this difference represents a quite large effect (*d*=-.68). On the other hand, participants with less teaching experience reported higher mean responses associated with teaching approach of the grammar translation, The difference was not statistically significant (*t*=1.688 and *p*=.106) but this difference represents a large effect(*d*=.80).

Teaching experience in EFL: The findings revealed that participants who had up to six teaching years' experience in EFL context had shown more favourable rates towards communicative language teaching compared to participants who had more than six years' experience. The difference was not statically significant (*t*=.939 and *p*=.358) and this difference represents a medium sized effect (*d*=.52). On the other hand, in terms of the grammar

translation, the difference was not statistically significant (*t*=1.651, *p*=.114) but this difference represents a large effect (*d*=.88) in favour of teachers who had less teaching experience in EFL context who reported more mean responses. Teaching levels: A one Way between subjects ANOVA was conducted to examine the effect of teaching levels on participants' perceptions of teaching approaches used in the classroom. The findings revealed that there was a statistically significant effect of teaching levels on teaching approaches the direct method (F=3.959, *p*= .038) and the difference represent a large effect (η2=.31). The findings also revealed that there was non- statically significant effect of teaching levels on participants' perception of teaching approaches of the grammar translation (F=3.463, *p*=.052), and the difference represents a large effect (η2= .27)

Table 83 Teachers' background and CLT practice

		tf01 - CLT Use - Grammatical - competence-		tf02.1 - CLT Use- Sociolinguistic - intercultural-competences - CLT principles-		tf02.2 - CLT Use- strategic-competence - CLT principles-	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
teacher gender	Male	3.35	.57	3.41	.75	4.20	.40
	Female	4.11	.46	3.76	.56	4.42	.30
What is your educational Institution's type?	Public	3.34	.94	3.60	.37	4.29	.64
	private	3.77	.57	3.56	.74	4.30	.31
English is my mother tongue	Yes	3.63	.63	3.40	.72	4.15	.32
	No	3.83	.69	3.90	.49	4.60	.27
Teaching level unified	Level 1	3.75	.66	3.62	.65	4.37	.25
	Level 2	3.80	.51	3.50	.85	4.29	.42
	Level 3	2.77	.80	3.50	.42	3.92	.82
teaching_experience_EFL_grouped	Up to 6 years	3.79	.63	3.75	.82	4.46	.42
	More than 6 years	3.68	.66	3.53	.67	4.27	.36

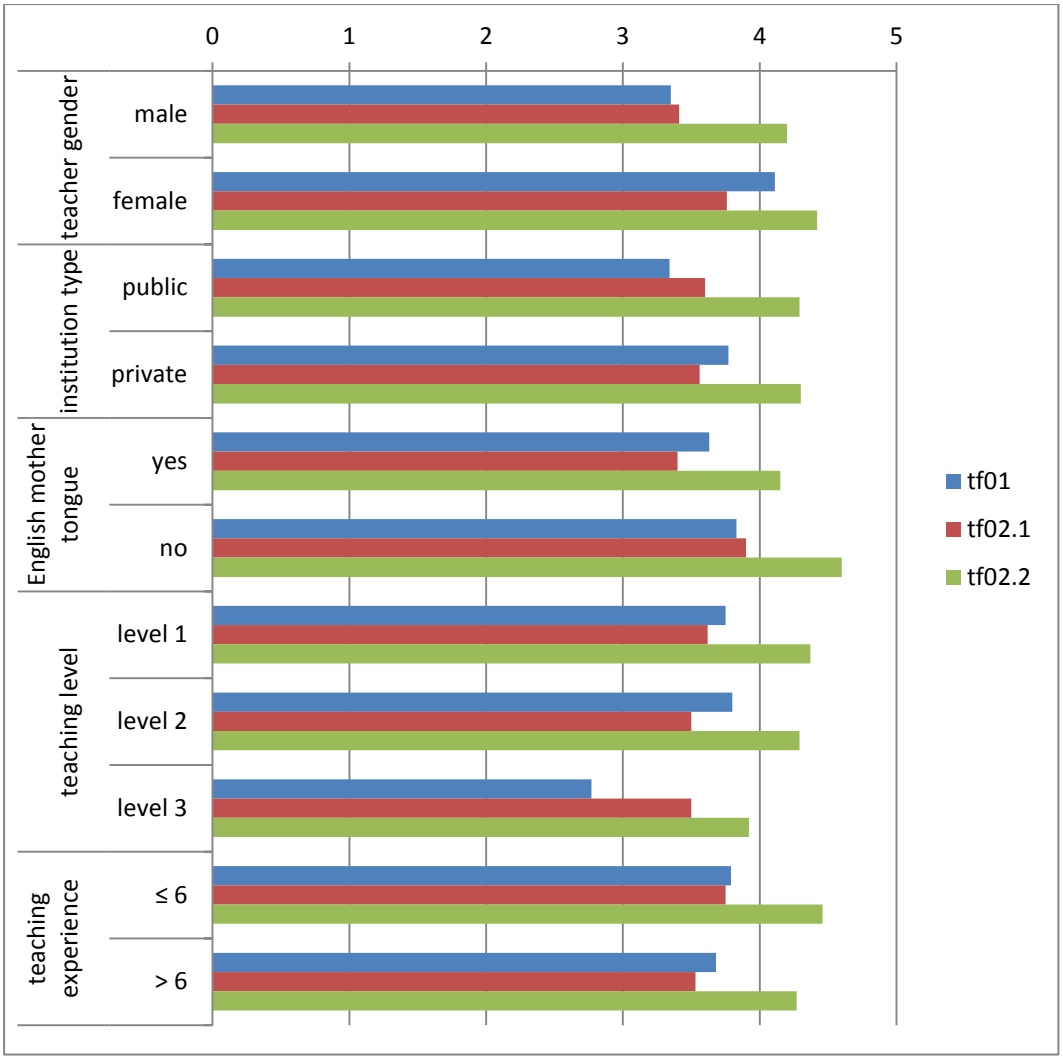


Figure 11 teachers background and CLT practice

As seen from Table 83 and Graph 11, the differences between means sores associated with teachers' perception rates and their characteristic (gender, institution context, English language, teaching experience in EFL and teaching levels). The descriptive findings as following:

- Teachers Gender**:** The findings revealed that Female teachers reported higher mean responses associated with different aspects of

CLT practice in their classes compared to male teacher. The female teachers perception rates associated with CLT practice of grammatical competences indicated high mean responses ($\bar{x}$=4.11 and *s*=.46) while male teachers recorded lower mean responses ($\bar{x}$=3.35 and *s*=.57). That could indicate that female teachers showed more perception rates on grammatical competence scale compared to male teachers.

- Female teachers indicated higher mean sores associated with “CLT practice of Sociolinguistic, intercultural competences and CLT principles" ($\bar{x}$= 3.76and *s*=.56) while male teachers reported lower mean scores ($\bar{x}$= 3.76 and *s*=.56).
- Female teachers reported the highest mean values associated with CLT practice of strategic competence and CLT principles ($\bar{x}$=4.42 and *s*=.30) compared to male teachers who reported also high mean value but it was lower than female teachers mean responses ($\bar{x}$=4.20 and *s*=.40). From teachers perspective rates, the results signifies that both male and female teachers thought that there was more practice of strategic competence in their classes compared to CLT practice of sociolinguistic and intercultural competence where the findings revealed that both teachers male and female reported the low mean responses.
- Educational institutions: The teachers who were part of educational institutions (public or private) reported different mean responses associated with different CLT practice. The statistical finding indicated that participants from private university recorded higher mean responses associated with the practice of grammatical competence ($\bar{x}$= 3.77and *s*=.57) compared to their partners in the public university who reported lower mean response ($\bar{x}$= 3.35and *s*=.57).
- In terms of CLT practice of both sociolinguistic and intercultural and CLT principles, the results did not show differences between mean responses of participants either from public or from private university. Participants from public one recorded ($\bar{x}$=3.60 and *s*=.37) and participants from private university recorded ($\bar{x}$=3.56 and *s*=.74). The analysis of results also showed the same findings in regards to CLT

practice of strategic competence and CLT principles, participants from public recorded ($\bar{x}$=4.29 and *s*=.64) while participants from private recorded ($\bar{x}$=4.30 and *s*=.31).

- English as a mother tongue (Yes or No): English is my mother tongue or not is considered as another important factor which would influence teachers' perspective about the practice of CLT. It is evident from the findings that teachers whom English has not been their mother tongue indicated higher mean scores. The participants either with English their mother tongue or not their mother tongue indicated different mean responses associated with CLT practice. The descriptive findings indicated that non- native English teachers reported higher mean ratings compared to native English teachers on CLT practice scale. In term of CLLT practice of grammatical competence native English teacher recorded ($\bar{x}$= 3.63 and *s*=.63) while non-native teachers scored higher mean responses ($\bar{x}$= 3.83 and *s*=.69). In terms of CLT practice of Sociolinguistic, intercultural competences and CLT principles, the analytical findings revealed higher mean values rated by non- native participants ($\bar{x}$= 3.90 and *s*=.49) compared to native participants who reported lower mean values ($\bar{x}$= 3.40 and *s*=.72). The non-native participants also reported higher mean responses associated with CLT practice of strategic competence and CLT principles ($\bar{x}$= 4.15 and *s*=.32) while native participants recorded lower mean responses ($\bar{x}$= 4.60 and *s*=.27).

- Teaching years' experience in EFL context: The descriptive findings revealed that participants with up to six years teaching experience reported higher mean responses compared to participants who had more than six years teaching experience associated with CLT practice. In terms of CLT practice of Grammatical competence, less teaching experience teachers recorded high mean responses ($\bar{x}$= 3.79 and *s*=.63) while more teaching experience teachers recorded lower mean scores ($\bar{x}$=3.68 and *s*=.66). Teachers who had less teaching experience also reported higher mean rating associated with CLT

practice of Sociolinguistic, intercultural competences and CLT principles($\bar{x}$=3.75 and *s*=.82) compared with teachers who had more teaching experience ($\bar{x}$=3.53 and *s*=.67). In regards to CLT practice of strategic competence and CLT principles, less teaching experience teachers recorded ($\bar{x}$= 4.46and *s*=.42) while teachers who had more teaching experience reported ($\bar{x}$= 4.27and *s*=.36).

- Teaching levels: The different levels (level 1, level 2 and level3) teachers were teaching did not show diversity in mean ratings of CLT practice in the classroom. However level 3 teachers recorded the lowest mean responses associated with CLT practice of Grammatical competences ($\bar{x}$= 2.77 and *s*=.80) compared to level 1 and level 2 participants who reported higher mean responses on practice of grammatical competence scale. Participants who were teaching upper grades such as level 3 students had less favourable attitudes rates towards practice of grammatical competence in their classes

Table 84 the impact of teachers' background on CLT practice

		Teachers' CLT practice				
		tf01 - CLT Use - Grammatical - competence- Teachers perception	tf02.1 - CLT Use- Sociolinguistic - intercultural- competence -CLT principles	tf02.2 - CLT Use- strategic- competence -CLT principles-		
Teacher characteristics	Gender (t-test)	d=-1.18 t=-3.534 p=.002	d= -0.52 t=-2.492 p= .207	d= -0.61 t=-1.450 p= .138		
	Inst. Context (t-test)	d=-0.66 t= -1.224 P=.234	d= 0.05 t= .096 P=.437	d= -0.03 t= -.061 P=.510		
	English as mother tongue (t-test)	d=-0.32 t= -.736 P= .469	d= -0.73 t= -1.750 P= .094	d= -1.23 t= -3.447 P= .002		
	Years of teaching (t-test)	d=-0.12 t= -.240 P=.751	d=0.25 t= .693 P=.815	d= -0.12 t= -.237 P=.510		
	Teaching experience in EFL (t-test)	d=0.18 t=.321 P= .812	d= 0.32 t=-.278 P= .495	d= 0.53 t=.674 P= .815		
	Teaching level unified(ANOVA)	η^2= 0.20 F= 2.468 p= .110	η^2= 0.01 F= .078 P= .926	η^2= 0.12 F= 1.316 P= .291		

The inferential analysis (t-test and One Way ANOVA) was used to examine the impact of different factors on teachers' perception of CLT practice.

- Gender Effect: T-test was carried out to find impact of gender on teachers' perception of CLT practice. The findings revealed that there was a statistically significant difference between male and female teachers perception associated with CLT practice of grammatical competence in favour of female teachers who reported higher mean responses (*t*=-3.534 and *p*=.002) and this difference represents a large effect (*d*=-1.18). Furthermore, the difference between female and male means in relation to communicative competences was statistically significant which means that results could be transferred to population. However, in terms of CLT practice of sociolinguistic, intercultural competence and CLT principles, the difference between female and male teachers' perception rates was not statistically significant(*t*=-2.492 and *p*=.2) and this difference represents a medium sized effect (*d*=-0.52). In terms of CLT practice of strategic competence and CLT principles, there was also non-statistically significant difference (*t*=and *p*=.1) and the difference represents a large effect (*d*=-.61) in favour of female teachers who reported higher mean responses.
- English as a mother tongue effect: The t-test results indicated that the difference between native and non- native participants mean responses was statistically significant associated with the practice of strategic competence and CLT principals (*t*=-3.447 and *p*=.002) and this difference indicated a large effect (*d*=-1.23) in favour of non-native teachers who reported higher mean responses compared to native English teachers. On the other hand, in terms of sociolinguistic, intercultural competence and CLT principles, there was non- statistically significant difference between native and non-native participants mean responses(*t*=-1.750 and *p*= .094) and the difference showed a large effect (*d*=-

.73). However, in terms of CLT practice of grammatical competence, the difference was non- statistically significant and this difference represents a small sized effect (*d*=-.32).

- Teaching Experience in EFL Effect: In terms of CLT practice of strategic competence, the difference between participants means responses was not statistically significant(*t*=-1.750 and *p*= .094) and the difference represents a medium sized effect (*d*=.53) in favour of teachers with less teaching experience who reported higher mean responses compared to teachers who had more teaching experience.

- Teaching Levels Effect: The One Way between subjects ANOVA was conducted to examine the effect of teaching level unified on participants' perception of CLT practice. The findings revealed that in terms of CLT practice of grammatical competence, the difference was not statistically significant (F=2.468, *p*= .110) and this difference represents a quite large effect (η^2=0.20). In terms of CLT practice of strategic competence and CLT principles, the difference was not statistically significant (F=1.316, *p*=.291) and this difference represents a medium sized effect (η2=0.12).

4.2.7 Teachers' characteristics and CLT impact on students' cognitive learning and motivation towards learning language

Table 85 teachers' background and CLT impact

		tf03 - CLT Impact -students- cognitive-change- communicative- competence -		tf04 - CLT Impact - students- affective-change- motivation towards learning language		tf05 - CLT Impact- negative- impact-	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
teacher gender	Male	3.99	.71	3.24	.99	3.88	.82
	Female	4.21	.54	4.18	.46	3.50	1.32
What is your educational	Public	4.04	.73	3.71	.91	3.63	.85
Institution's type?	Private	4.10	.64	3.66	.94	3.72	1.13
English is my mother tongue	Yes	3.83	.60	3.35	.96	3.63	.99
	No	4.61	.30	4.31	.27	3.88	1.27
Years of teaching English	1-5 years	.	.	.	.	.	.
	6-10 years	4.20	.56	3.87	1.27	3.10	1.47
	Over 10 years	4.06	.67	3.62	.83	3.87	.93
teaching_level_unified	Level 1	4.18	.57	3.86	.87	3.58	1.40
	Level 2	4.05	.73	3.65	1.02	4.06	.53
	Level 3	3.43	.20	3.08	.82	3.00	.71
teaching_experience_EFL_grouped	Up to 6 years	4.21	.95	3.07	1.33	3.75	.29
	More than 6 years	4.06	.59	3.79	.80	3.70	1.17

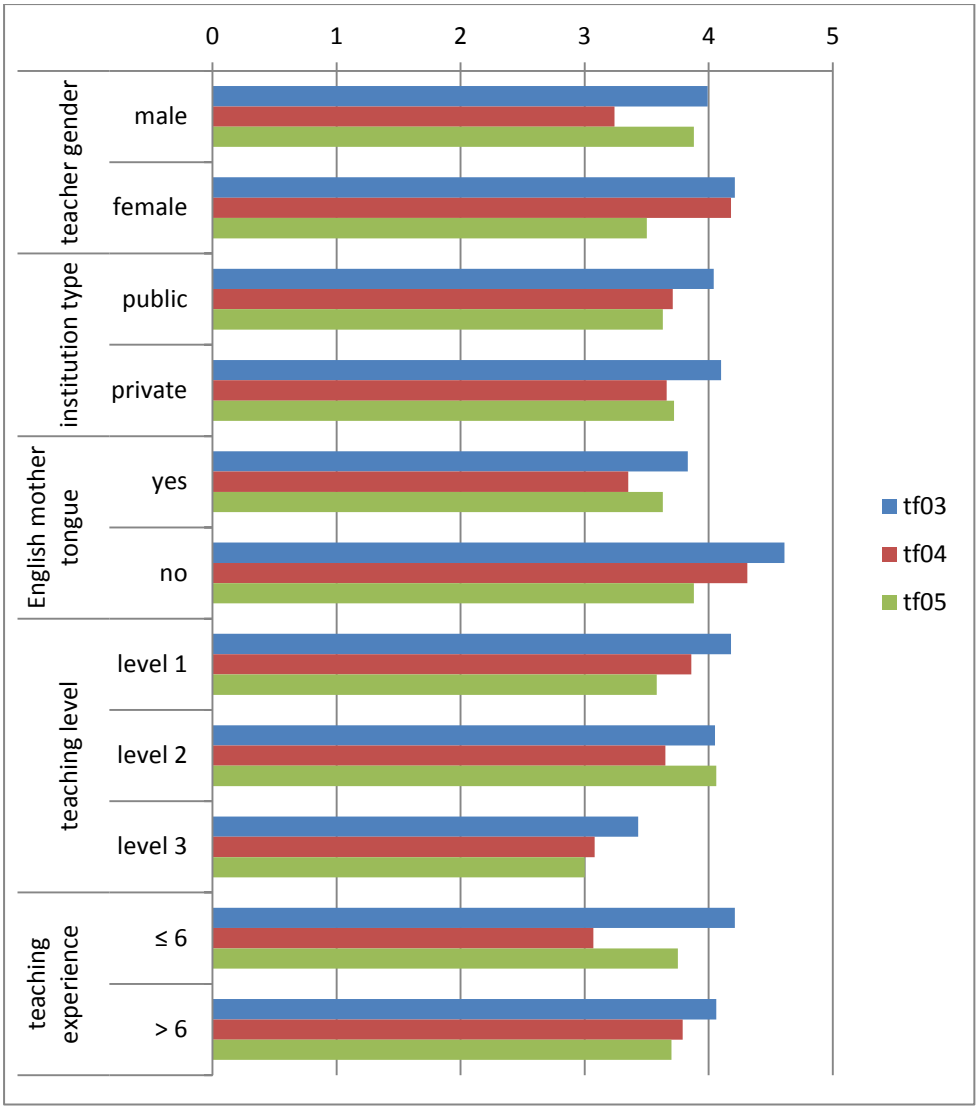


Figure 12teachers' background and CLT impact

The differences between teachers' mean responses of CLT impact on students' learning and motivation and teachers' characteristics (teachers' gender, teachers' mother tongue, educational institution context, and years of teaching experience, teaching experience in EFL and levels taught) had been analyzed using the descriptive analysis (mean and standard deviation):

- Teachers gender: The descriptive analysis showed that female participants reported higher mean responses associated with CLT impact on students' cognitive change communicative competence ($\bar{x}$=4.21 and *s*=.54) compared to male participants who reported lower mean responses ($\bar{x}$=3.99 and *s*=.71). Additionally, in terms of CLT

Impact on students' affective change motivation towards learning language, female participants also reported higher mean responses($\bar{x}$=4.18 and *s*=.46) compared to male participants who reported lower mean responses ($\bar{x}$=3.24and *s*=.99). Overall, the results showed that female teachers recorded higher mean ratings compared to male teachers.

- English is my mother tongue: The descriptive findings revealed that teachers with English not being their mother tongue reported higher mean responses compared to teachers with English being their mother tongue. Non-native English teachers mean responses associated with CLT impact of cognitive changes was high ($\bar{x}$=4.61 and *s*= .30) while native English teachers scored lower mean values ($\bar{x}$=3.83 and *s*= .60). Moreover, non-native English teachers reported higher mean responses ($\bar{x}$=4.31 and *s*= .27) associated with CLT impact on affective changes in compared to native English teachers who reported lower mean responses ($\bar{x}$=3.35 and *s*= .96). The findings showed that participants with English being not their mother tongue showed more favourable rates towards the impact of CLT practice on students' cognitive and affective changes.

- Years of teaching English: The findings revealed that participants who had teaching years (6 to 10) reported higher mean responses associated with CLT impact compared to participants who had more than 10 years teaching experience. The descriptive analysis indicated that less teaching years' experience participant recorded high mean responses ($\bar{x}$=4.20 and *s*= .56) while more teaching years' experience reported lower mean responses ($\bar{x}$=4.06 and *s*= .67). In terms of CLT Impact on students affective change motivation towards learning language, participants who had (6 to 10) teaching years' experience reported higher mean responses($\bar{x}$=3.87 and *s*= 1.27) while participants who had over than 10 years teaching years' experience reported ($\bar{x}$=3.62 and *s*=.83).

- Teaching levels: The statistical findings revealed that level one participants reported higher mean responses associated with CLT impact on students' cognitive change of students' communicative competence ($\bar{x}$=4.18 and *s*= .57) compared to level 2 and level 3 participants. In addition to that, in terms of CLT affective impact on students' motivation towards learning language, level one participants recorded higher mean responses ($\bar{x}$=3.86 and *s*= .87) compared to level 2 and level 3 teachers.

- Teaching experience in EFL context: The findings indicated that participants who had up to 6 years' teaching experience in EFL context reported higher mean responses in terms of CLT impact on students cognitive changes ($\bar{x}$=4.21 and *s*= .95) while participant with over than 6 years' experience recorded higher mean responses associate with CLT impact on affective changes and motivation towards learning language ($\bar{x}$=3.79 and *s*= .80).

- In regards to CLT negative impact on students, the results showed that teachers recorded high mean responses since their answers were reversed. The high mean responses indicated that the participants did not record those negative statements as problematic issues in their classes.

Table 86 The impact of teachers' background on teachers' perception about CLT impact

		CLT Impact		
		cognitive-change-communicative-competence -	students-affective-change-motivation towards learning language	CLT negative-impact-
Teacher characteristics	Gender (t-test)	d= -0.34 t=-.834 p=.413	d=-1.03 t= -2.887 p=.009	d=0.36 t=.871 p=.393
	Inst. Context (t-test)	*d=1.03* *t=-.181* *P=.858*	d=0.64 t=.085 P=.933	*d=0.74* *t=-.167* *P=.869*
	English as mother tongue (t-test)	d=-1.22 t=-3.412 P=.002	d=-1.05 t=-2.753 P=.012	d=-0.23 t=-.530 P=.602
	Years of teaching (t-test)	d=0.22 t=.430 P=.672	d=0.27 t=.526 P=.604	d=-0.72 t=-1.460 P=.158
	Teaching- experience in EFL(t-test)	d=0.24 t=.423 P=.676	d=-0.78 t=-1.468 P=.156	d=0.05 t=.083 P=.934
	Teaching level unified(ANOVA)	η^2=0.11 F=1.221 p=.316	η^2=0.06 F=.632 P=.542	η^2=0.09 F=.942 P=.406

As seen in Table 86, the t-test and One Way (ANOVA) had been used to find out the differences between participants' characteristics and participants' perceptions of CLT impact on students learning and motivation:

Gender Effect: The inferential analysis revealed that there was a statistically significant difference between teachers' gender and teachers' perception of CLT impact on affective changes and motivation towards learning (*t*=-2.887, p=.009) in favour of female participants who reported higher mean responses. This difference also represents a large effect (*d*=-1.03). On the other hand, the differences between male and female teachers' perception towards the impact on students' cognitive change (communicative competence) was not statistically significant (*t*=.834, *p*=.41) and this difference represents a small sized effect (*d*=-0.34).

English as mother tongue: t-test results revealed that there was a significant difference between mean responses of native and non-native participants associated with CLT impact on students cognitive changes (*t*=-3.412,*p*=.002) in favour of non-native teachers participants who reported higher mean responses and this difference represents a large effect (*d*=-.122). In terms of CLT impact on students' affective changes, there was a statistically significant difference (*t*=-2.753, *p*=.012) in favour also of non-native participants who reported higher mean responses and this difference represents a large effect (*d*=-1.05).

Educational institute Effect: T-test results indicated that there was non-statistically significant difference between participants of public and private university associated with CLT impact on students cognitive changes (*t*=-.181, *p*=.858) and this difference represents a large effect (*d*=1.03). In terms of CLT Impact on students affective change and motivation towards learning language, there was a non-statistically significant difference (*t*=.085, *p*=.933) and this difference represents a quite large effect (*d*=.64) in favour of participants from public university who recorded higher mean responses compared to participants from private university. The findings also showed that in terms of CLT Impact negative impact, there was non- statistically

significant difference (*t*=-.167, *p*=.869) and this difference represents a quite large effect (*d*=.74).

Teaching years in EFL context effect*:* The t-test results indicated that there was non-statistically significant difference between mean responses of participants (up to six years) and (more than six years) associated with CLT impact on students affective change and motivation towards learning language (*t*=-1.468, *p*=.156) and this difference represents a quite large effect (*d*=-0.78) in favour of participants with more teaching experience who reported higher mean sores compared to participants with up to six years teaching experience.

Teaching Levels effect: The One Way between subjects ANOVA was conducted to examine the effect of teaching level unified on participants' perception of CLT Impact. The findings revealed that in terms of CLT impact on students cognitive changes, the difference was not statistically significant (F=1.221, *p*= .316) and this difference represents a quite small effect (η2=0.11). In terms of CLT affective impact on students motivation and learning, the difference was not statistically significant (F=.632, *p*=.542) and this difference represents a small effect (η2=0.06).

4.2.8 The relation between Teachers' characteristics and CLT implementation difficulties and challenges

To find out the relation between teachers characteristics and perceived difficulties and challenges of CLT implementation, analyses were carried out using both descriptive (mainly mean and standard deviation values) and referential statistics (t-tests and ANOVA).

- Gender: The descriptive analysis showed that male teachers reported higher mean responses compared to female teachers associated with the four main challenges of CLT implementation. The male teachers

reported the highest mean responses in regards to students related difficulties and challenges ($\bar{x}$=2.88 and *s*=.70) and difficulties and challenges related to education system ($\bar{x}$=2.25 and *s*=.84) compared to female teachers who reported lower mean value ($\bar{x}$=2.30and *s*=.83) in regards to students related difficulties and challenges ($\bar{x}$=1.91 and *s*=.82) associated with difficulties and challenges related to education system.

- Educational Institution's type: it was evident from the descriptive analysis that teachers from public university reported higher mean scores in terms of students related difficulties and challenges ($\bar{x}$=3.00 and *s*=.91) compared to teacher from private university($\bar{x}$=2.54 and *s*=.78). On the other hand, teachers from private university reported higher mean responses associated with CLT related difficulties ($\bar{x}$=2.16 and *s*=.88) compared to teachers from public university ($\bar{x}$=1.75 and *s*=.50). The finding revealed that teachers from public university considered students as perceived difficulties in implementing CLT while teachers from private university considered education system and CLT approach as perceived difficulties in implementing CLT.

- English is my mother tongue: The descriptive findings revealed that teachers with English being their mother tongue reported higher mean scores associated with different perceived difficulties and challenges of CLT implementation. The native English teachers mean responses was the highest associated with students related difficulties and challenges ($\bar{x}$=2.78 and *s*=.69) compared to non-native English teachers ($\bar{x}$=2.28 and *s*=.95).

- Teaching levels: the statistical findings revealed that teachers who were teaching level three reported higher mean values associated with CLT implementation difficulties and challenges especially with students' related difficulties and challenges. The level three teachers mean responses was the highest ($\bar{x}$=3.25 and *s*=1.06) and high standard deviation which showed the disagreement between teachers.

- Teaching experience in EFL context: The descriptive findings revealed that teachers who had less than six years' experience of teaching in EFL indicated that their mean responses were higher compared to teachers who had more teaching experience in EFL. Less experienced teachers recorded the highest mean value associated with students related difficulties and challenges ($\bar{x}$=2.94 and *s*=.31).

- The descriptive findings revealed that students related difficulties and challenges scored highest mean values from the perceptive of male teachers; teachers in public university; native English teachers; teachers teaching level 3 and teachers with up to six years' experience (see figure:9). The difficulties and challenges related to education system recorded the second highest scores from teachers' perspective: male teachers, private university, native teachers, level three teachers and teachers with up to six years' experience.

Table 87 Teachers' background and CLT difficulties and challenges

		tf12 - CHA teacher-related-difficulties & challenges		tf13 - CHA student-related-difficulties& challenges		tf14 - CHA difficulties & challenges related to education system		tf15 - CHA CLT-related -difficulties & challenges	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
teacher gender	Male	1.44	.41	2.88	.70	2.13	.84	2.25	.84
	Female	1.40	.45	2.30	.83	1.58	.46	1.91	.82
What is your educational Institution's type?	Public	1.76	.71	3.00	.91	1.67	1.01	1.75	.50
	Private	1.35	.31	2.54	.78	1.91	.68	2.16	.88
English is my mother tongue	Yes	1.44	.43	2.78	.69	1.87	.77	2.09	.81
	No	1.40	.44	2.28	.95	1.85	.69	2.08	.92
Years of teaching English	1-5 years	.	.	.	.	.	.	.	.
	6-10 years	1.47	.46	2.45	1.19	2.21	.99	2.47	.90
	Over 10 years	1.41	.42	2.66	.70	1.77	.64	1.98	.80
Teaching level unified	Level 1	1.44	.32	2.46	.87	1.95	.68	2.14	.73
	Level 2	1.27	.45	2.61	.69	1.71	.75	2.13	1.11
	Level 3	1.92	.82	3.25	1.06	2.25	1.30	2.00	.00
Teaching experience EFL grouped	Up to 6 years	1.33	.24	2.94	.31	2.04	.80	2.50	1.14
	More than 6 years	1.45	.45	2.55	.86	1.83	.73	2.00	.76

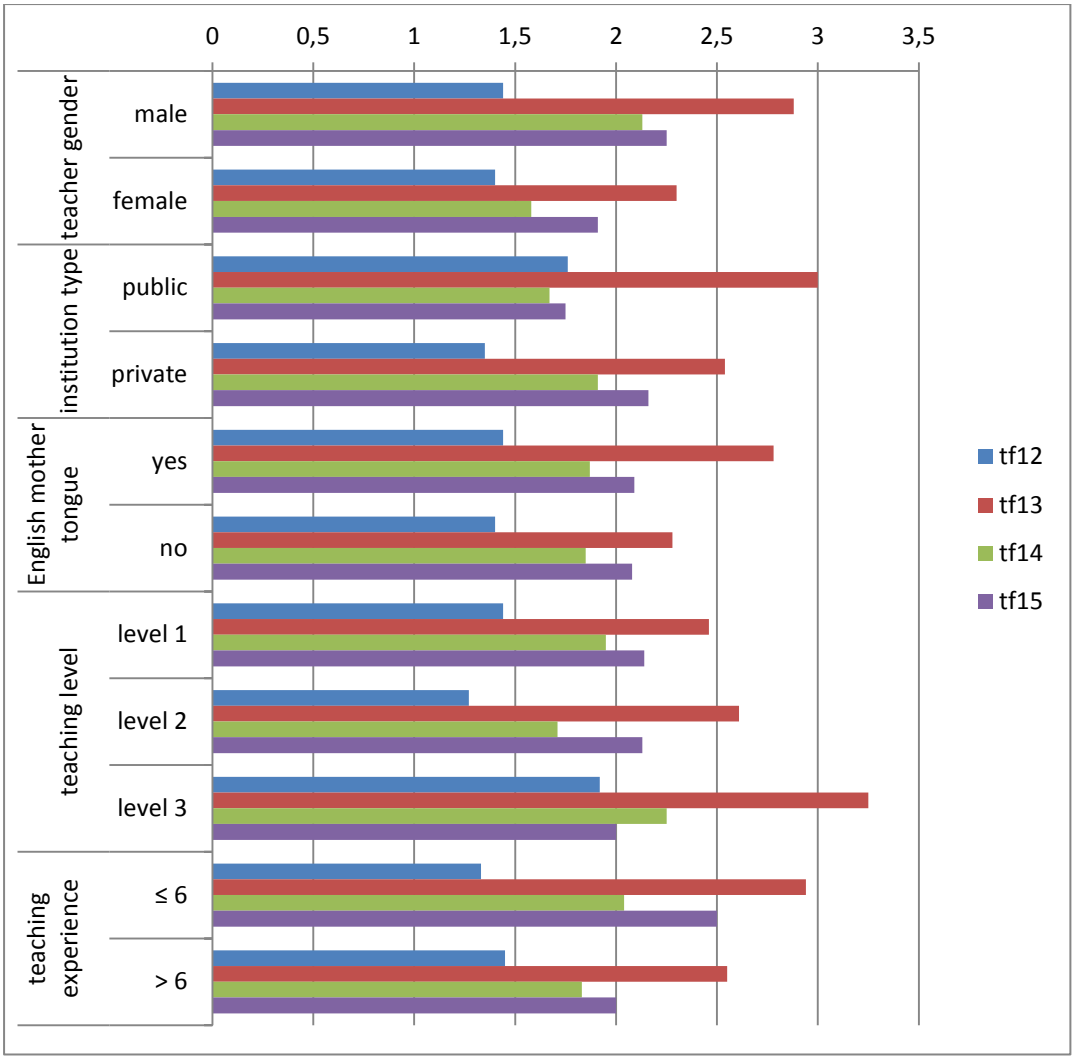


Figure 13 Teachers' background and CLT perceived difficulties

Table 88 The impact of teachers' background and CLT difficulties and challenges

		CLT implementation barriers			
		teacher-related-difficulties & challenges	student-related-difficulties& challenges	difficulties & challenges related to education system	CLT- related – difficulties & challenges
Teacher characteristics	Gender (t-test)	d= .10 t=.223 p=.825	d= .74 t=-1.894 p=.071	d= .75 t=1.911 p=.070	d= 0.41 t=.983 p=.337
	Inst. Context (t-test)	d= .98 t=1.850 P=.079	d=.58 t=1.057 P=.302	d=-.33 t=-.589 P=.562	d= -.49 t=-.889 P=.384
	English as mother tongue (t-test)	d=.10 t=.213 P=.834	d=.62 t=1.479 P=.153	d=.02 t=.045 P=.964	d=.01 t=.015 P=.988
	Years of teaching (t-test)	d=.14 t=.242 P=.811	d=-.26 t=-.508 P=.616	d=.60 t=1.208 P=.240	d=.58 t=1.166 P=.257
	Teaching-experience in EFL(t-test)	d=-.29 t=-.478 P=.638	d=.48 t=.879 P=.389	d=.30 t=.531 P=.601	d=.60 t=1.100 P=.284
	Teaching level_unified (ANOVA)	η^2=.18 F=1.969 p=.169	η^2=.08 F=.818 P=.456	η^2=.05 F=.499 P=.615	η^2=.00 F=.022 P=.979

As it seen from Table 88, the referential statistics (t-test and ANOVA) was used to examine the impact of teachers' background on their beliefs about perceived difficulties and challenges of CLT implementation:

- Gender Effect: Two-sample independent t-tests were computed to determine if there was a significant difference between male and female attitudes towards CLT implementation perceived difficulties and challenges. The results showed that there was a non-statistically significant difference (*t*=1.98, *p*=.07) and this difference represents a quite large effect of gender associated with students related difficulties and challenges (*d*=.74). The results associated with difficulties and challenges related to education system showed a non-statistically significant difference (*t*=1.91, *p*=.07), and the difference represents a large effect size (*d*=.75) in favour of male teachers who reported higher

mean values compared to female teachers. The result indicated that there was difference between male and female teachers mean ratings of perceived difficulties and challenges of CLT implementation. Male teachers had more attitudes rating of considering students, education systems and CLT approach as obstacles which hinder CLT practice in classroom while female teachers reported less and they did not consider those aspects as problems.

- Education institution type: It was examined whether institution type (public or private) had any impact on teachers' beliefs associated perceived difficulties and challenges of CLT implementation using t-test. The results showed that non-statistically significant but large difference (*d* =.98, *t*= 1.85 and *p*=.07) in regards to teachers related difficulties and challenges in favour of teachers in public university who reported higher mean scores compared to their partners in private university. On the other hand, the difference was medium but not statistically significant associated with students related difficulties and challenges (*d* =.58, *t*= 1.057 and *p*=.302) in favour of teachers in public university who reported higher mean values compared to teacher from private university. On the other hand, it had been found that teachers from private university reported higher mean responses in regards to difficulties and challenges related to education system (*d* =-.33, *t*= -.589 and *p*=.562) and CLT related difficulties and challenges (*d* =-.49, *t*= -.889 and *p*=.384) however the difference was not statistically significant and it was medium considering Cohens'd results. The results indicated the difference between teachers' attitudes in public and private university, teachers from public university rated teacher and students as perceived difficulties while teachers from private university rated education system and CLT approach as being obstacles to implement communication language teaching approach.

- English as mother tongue effect: Using t-test to examine the impact of English as a mother tongue on teachers beliefs about perceived difficulties and challenges of CLT implementation had showed non

statistically significant difference large impact (*d* =.62, *t*= 1.479 and *p*=.153) associated with students related difficulties in favour of native English teachers who reported higher mean values compared to non-native English teachers.

- Teaching years' experience Effect: when t-test was used to examine the impact of teaching years' experience on teachers attitudes towards difficulties and challenges of CLT implementation. The results showed that teachers who had more teaching years recorded higher mean responses compared to teachers with 6-10 years' experience of teaching English. However the difference s not statistically significant. It was medium associated with difficulties and challenges related to education system (*d*=.60, *t*=1.208 and *p*=.240) and CLT related difficulties and challenges (*d*=.58, *t*=1.166 and *p*=.257).

- Teaching experience in EFL context effect: It was found that non statistically significant effect of teaching experience in EFL context on teachers attitudes towards perceived difficulties of CLT implementation but it was recording large results of Cohens'd associated with CLT related difficulties and challenges (*d* =.60, *t*= 1.100 and *p*=.284).

- Teaching Levels Effect: One Way of Analysis Variance was used to find out the impact of teaching levels on teachers beliefs about CLT implementation difficulties and challenges. The results indicated large impact but not statistically significant(η2=0.18 and *p*=.169) of teaching level grouped on teachers attitudes associated with teacher related difficulties and challenges but it was medium and not statistically significant (η2=0.08 and *p*=.456) associated with students related difficulties and challenges

4.2.9 The relation between teachers' beliefs towards CLT and their beliefs towards challenging of CLT implementation

Table 89 Correlation teachers beliefs of CLT and CLT difficulties

		teacher-related-difficulties & challenges	student-related-difficulties& challenges	difficulties & challenges related to education system	CLT- related - difficulties & challenges
tf07 - BEL teachers' beliefs-CLT-group/pair work	Pearson Correlation	-.530	-.353	-.042	-.117
	Sig. (2-tailed)	.011	.090	.850	.595
	N	22	24	23	23
tf08 - BEL teachers' beliefs-CLT-Quality/quantity of error correction	Pearson Correlation	-.455	-.502	-.052	-.326
	Sig. (2-tailed)	.033	.013	.814	.129
	N	22	24	23	23
tf09 - BEL teachers' beliefs-CLT-The role and contribution of learners in the learning process	Pearson Correlation	-.324	-.468	-.143	-.046
	Sig. (2-tailed)	.142	.021	.515	.834
	N	22	24	23	23
tf10 - BEL teachers' beliefs-CLT-The role of the teacher in the classroom	Pearson Correlation	-.304	-.327	.025	-.146
	Sig. (2-tailed)	.168	.118	.910	.507
	N	22	24	23	23
tf11 - BEL teachers' beliefs-CLT-Place/İmportance of grammar	Pearson Correlation	-.132	-.179	.249	-.130
	Sig. (2-tailed)	.559	.402	.251	.555
	N	22	24	23	23

The Pearson Product-moment correlation was computed to investigate the relationship between teachers' beliefs about CLT principles and their beliefs towards perceived difficulties and challenges of CLT implementation.

As seen in Table 89 it was found generally that teachers' attitudes towards CLT and their attitudes towards the perceived difficulties and challenges of CLT implementation were correlated inversely and recorded statistically significant results as following:

- Teachers who reported higher scores about group and pair work tend to have lower scores in regards to beliefs about teachers related difficulties & challenges (*r*=- .530 and *p*=.011). The findings showed that the Pearson correlation coefficient was statistically significant and the correlation was moderate and negative. The finding indicated that teachers who had positive attitudes towards group and pair work believed that teacher related difficulties was not considered as an obstacle of implementing CLT. In general, when teachers have more favourable attitudes towards group and pair work, they stated that they did not perceive those different challenges (teachers, students, education system and CLT) as obstacles to implement CLT in their classes. In addition to that, the findings revealed that the correlation between teachers' beliefs about group and pair work and students related difficulties and challenges was negative but it was not statistically significant (*r*=-.353 and *p*=.090).

- The analysis of findings revealed that higher teachers' beliefs reported about teachers' beliefs CLT quality/quantity of error correction tend to have lower teachers' beliefs rate about the perceived difficulties and challenges related to teacher. The correlation coefficient was statistically significant and it was moderate and negative (*r*=-.455 and *p*=.033). In addition to that, results showed that the correlation coefficient between teachers' beliefs about CLT quality/quantity of error correction and teachers beliefs about students related difficulties and challenges was statistically significant (*r*=-.502 and *p*=.013). As it had shown from the results that this correlation was negative which

means that teachers who scored higher beliefs rates about CLT quality/quantity of error correction did not encounter students as perceived difficulty that hinder implementation of CLT. On the other hand the correlation coefficient between teachers' beliefs of CLT quality/quantity of error correction and teachers' beliefs about CLT related difficulties and challenges was negative and weak and it was not statistically significant (r=-.326 and p=.129). Generally, teachers who had favourable attitudes towards quality/quantity of error correction did not consider teachers and students related difficulties and challenges as perceived problems that hinder CLT implication.

- Teachers who reported higher scores about the role and contribution of learners in the learning process tend to report lower scores about students related difficulties and challenges. The Pearson correlation coefficient was statistically significant and it was moderate and negative (r=-.468 and p=.021). The finding indicated that teachers who had reported higher beliefs about the importance and the role of learners and their contribution to the learning process did not encounter students' related difficulties and challenges as a perceived problem which could hinder the implication of CLT in their classes. In addition to that, those group of teachers did not perceive teachers related difficulties and challenges as an obstacle but the Pearson correlation teachers beliefs about the role of learner and the teacher related difficulties and challenges was weak and negative and it was not statistically significant(r=-.324 and p=.142).

- The coefficient correlation between teachers beliefs of the role of teacher in classroom and teacher related difficulties and challenges was (r=-.304 and p=.168) and the coefficient correlation between teachers beliefs of the role of teacher in classroom and students related difficulties and challenges was (r=-.327 and p=.118). Even though the results indicated that the correlation between teachers beliefs about the role of teacher in the classroom and teachers and

students related difficulties and challenges was not statistically significant, there was negative relation which indicated that teachers who reported higher scores and believed on the role of teacher in the classroom did not consider neither teachers related difficulties nor students related difficulties as problems that hinder CLT implementation.

4.2.10 The relation between students' characteristics and students' perception about CLT practice

Table 90 studenst' cjaracteristics and CLT practice in classroom

		sf01 - CLT Use - Grammatical- competence - Students' perception		sf02_1- CLT Use- Sociolinguistic -intercultural- competence -CLT principles- Students' perception		sf02_2 - CLT Use- strategic-competence -CLT principles- Students' perception	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
student gender	Male	3.55	.75	3.35	.78	3.68	.81
	Female	4.08	.82	3.57	.92	4.16	.75
The students' educational Institution's type	Public	3.45	.75	3.28	.79	3.65	.80
	Private	4.16	.79	3.63	.91	4.20	.74
student_English_proficiency_recoded	Poor	3.21	.77	3.29	.57	3.36	.84
	Fair	3.49	.99	3.20	.79	3.64	.86
	Good	3.82	.83	3.40	.91	3.93	.84
	Very good	4.16	.70	3.70	.85	4.23	.65
	Excellent	4.21	.74	3.77	.87	4.30	.56
student_current_english_level_unified	Level 1	4.21	.73	3.64	.85	4.22	.72
	Level 2	3.92	.95	3.58	.91	4.03	.93
	Level 3	3.61	.78	3.34	.88	3.79	.74

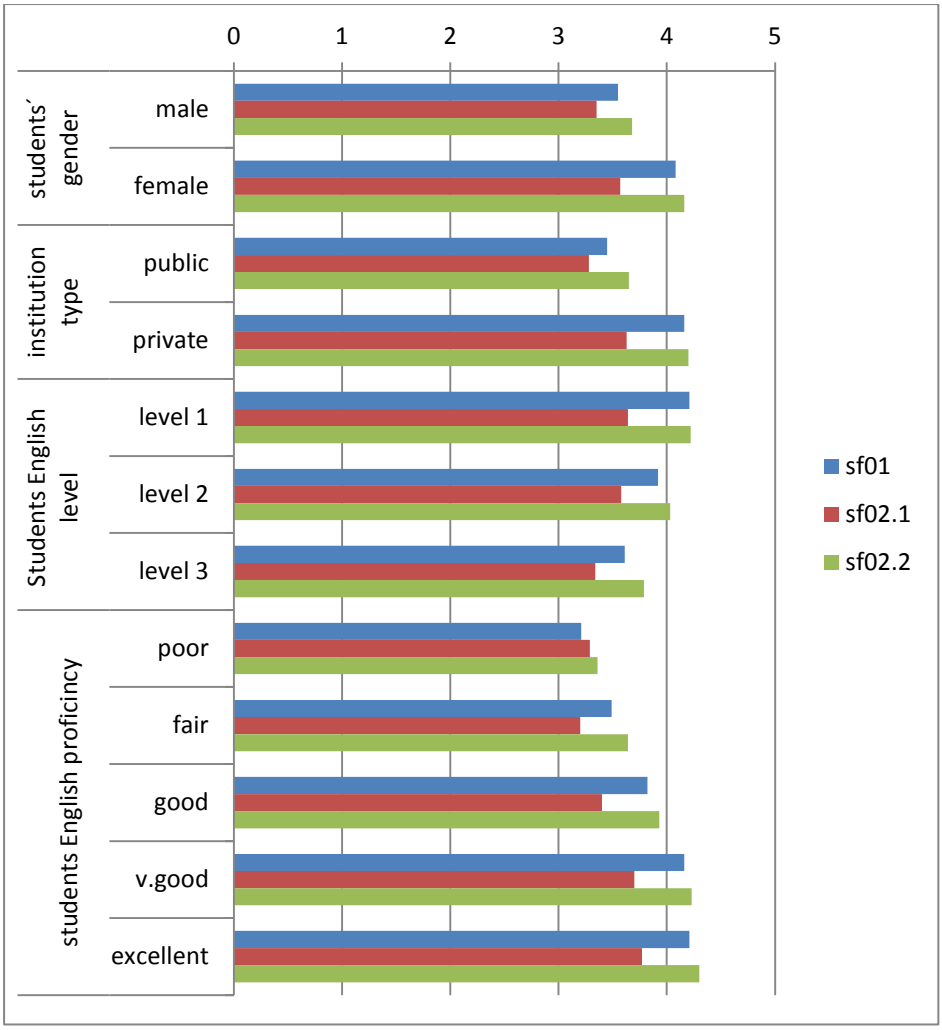


Figure 14 students background and CLT practice in classroom

The comparison between means had been used to determine any difference between students' perception of CLT practice in their classes according to students' gender, educational institution, and students' English level and students' English proficiency. The statistical findings revealed the following:

- Students Gender**:** The descriptive analysis indicated that female students reported higher mean ratings in terms of CLT practice compared to male students who reported lower mean responses. The findings indicated that female students mean responses associated with CLT practice of grammatical competence was high ($\bar{x}$ =4.08 and *s*=.82) while male students recorded lower ($\bar{x}$ =3.55 and *s*=.75). The findings also revealed that female students reported higher mean

responses in terms of CLT practice of sociolinguistic competence, intercultural competence and CLT principles($\bar{x}$ =3.57 and *s*=.92) while male students responses was ($\bar{x}$=3.35 and *s*=.78). The descriptive analysis revealed that both female and male students reported lower mean responses associated with CLT practice of sociolinguistic, intercultural and CLT principles compared to CLT practice of other competences and CLT principles in their classes. On the other hand, both male and female participants recorded the highest mean responses associated with CLT practice of strategic competence and CLT principles. However the female students indicated higher mean responses of CLT practice of strategic competence and CLT principles ($\bar{x}$=4.16 and *s*=.75) compared to male students who reported lower mean scores ($\bar{x}$ =3.68 and *s*=.81).

- Generally the statistical findings demonstrated that female students showed higher mean responses towards the practice of different aspects of communicative competence including grammatical, sociolinguistic, strategic, and intercultural and CLT principles which signifies that female students had more favourable rates associated with CLT practice scale. They indicated that different aspects related to CLT practice had been practiced in their classes. Even though male students recorded lower mean responses compared to female students but they still recorded high mean scores above 3.50 in terms of CLT practice of grammatical competence and strategic competence and CLT principles. However male students mean rating associated with CLT practice of sociolinguistic, intercultural and CLT principles of genuine communication and using authentic materials was lower than 3.50 which indicated that male students thought that the practice of those competences was not commonly practiced in their classes. Another important statistical finding was that the practice of sociolinguistic and intercultural communicative competence showed moderate scores compared to the other communicative competence grammatical and strategic. It had shown the lowest mean ratings by both male ($\bar{x}$=3.35) and female ($\bar{x}$ =3.57).

- Students' institution type: The institution type (public or private) showed mean rates differences between students' perception of CLT practice in their classes. In general, the findings showed that students from the private institution recorded higher mean scores compared to students from public institution associated with CLT practice. Students' mean responses associated with the CLT practice of grammatical competence in private university was higher ratings ($\bar{x} = 4.16$ and *s*=.79) while it was lower ratings ($\bar{x} = 3.45$and *s*=.75) in public university. This finding revealed that participants from public university did not consider grammatical competence to be practiced commonly in their classes and that could be due to that most participants from public university were level 3 which considered as an advanced language level. The CLT practice of sociolinguistic, intercultural language and CLT principles of genuine communication and using authentic materials in private university received higher mean scores ($\bar{x} = 3.63$ and *s*=.91) but in public university received lower mean score ($\bar{x} = 3.28$ and *s*=.79) taking into consideration that most participants from public university was male students and the previous results related to gender differences, had shown that male students reported lower mean responses in term of this practices which mean that male participants who were from public university rated CLT practice to be lower in their classes compared to female participants from private university who reported higher mean ratings.

- In addition to that, in private institution, students' mean response associated with CLT practice of strategic competence and CLT principles was higher ($\bar{x}$ =4.21 and *s*=.74) compared to public institution ($\bar{x} = 3.65$ and *s*=.80).In the public university, analysis of result showed that students mean responses showed that there was less practice of grammatical competence ($\bar{x}$=3.45) and even less practice of sociolinguistic competence and intercultural competence ($\bar{x}$=3.28). However it was a bit higher means rating scored of strategic

and CLT principles ($\bar{x}$=3.65). On the other hand, in the private university, students' perception about CLT use and practice were over 3.50 which could be considered as higher mean scores which means that students who were enrolled in private university reported that CLT had been practiced frequently in their classes.

- Students' English proficiency: The descriptive analysis demonstrated differences between the mean ratings of students in different level of proficiency. Participants who evaluated themselves as excellent had recorded the highest mean values associated with CLT practice of grammatical competence ($\bar{x} = 4.21$ and *s*=.74); CLT practice of sociolinguistic, intercultural competence and CLT principles ($\bar{x} = 3.77$ and *s*=.87) and CLT practice of strategic competence and CLT principles ($\bar{x} = 4.30$ and *s*=.56). In comparison, participants who evaluated themselves as poor reported the lowest mean responses associated with CLT practice: grammatical competence ($\bar{x} = 3.21$ and *s*=.77); sociolinguistic, intercultural competence and CLT principles ($\bar{x} = 3.29$ and *s*=.57) and strategic competence CLT principles($\bar{x} = 3.36$ and *s*=.84). The results indicated that excellent participants reported higher mean responses associated with different aspects of CLT compared to participants who described their performances as poor so they reported lower mean responses.

- Students' English level: Current English level of students in this study also revealed differences between mean rates of students' perception rates about communicative language teaching practice. The statistical findings revealed that lower level, students were enrolled in, and it resulted in higher mean responses of CLT practice of communicative competences and CLT principles. For example, Level one participants reported the highest mean rate associated with CLT practice of grammatical competence ($\bar{x} = 4.21$ and *s*=.73), CLT practice of sociolinguistic, intercultural competences and CLT principles ($\bar{x} = 3.64$ and *s*=.85) and CLT practice of strategic competence and CLT

principles ($\bar{x} = 4.22$ and *s*=.72). On the other hand, students who were enrolled in level three classes reported lower mean scores associated with CLT practice of grammatical competence ($\bar{x} = 3.61$and *s*=.78); the practice of sociolinguistic, intercultural and CLT principles ($\bar{x} = 3.34$and *s*=.88) and CLT practice of strategic competence and CLT principles($\bar{x} = 3.79$ and *s*=.74). It was notifiable that most participants in level three classes were male and they had shown the lowest mean rates associated with CLT practice of sociolinguistic, intercultural and CLT principle in terms of genuine communication and authentic materials use.

- To determine if such difference between mean rates were statistically significant, an independent t-test and ANOVA were used. The results stated in the following Table 91.

Table 91 The impact of students' background on CLT practice

		Students' perceptions about CLT practice		
		communicative-Competence - Grammatical	CLT Use-Sociolinguistic - intercultural-competence -CLT principles- Students' perception	sf02.2 - CLT Use-strategic-competence - CLT principles-Students' perception
Students' characteristics	Gender (t-test)	d=-0.64 t=-7.649 P=.000	d=-0.24 t=-2.772 P=.006	d=-0.60 t=-7.060 P=.000
	Proficiency. Level self- perception	$\eta^{2=}$0.08 P=.000 F=12.459	$\eta^{2=}$0.04 P=.000 F=6.308	$\eta^{2=}$0.07 P=.000 F=11.154
	Institution Context (t-test)	d=-0.84 t=-10.845 P=.000	d=-0.40 t=-4.803 P=.000	d=-0.70 t=-8.731 p=.000
	Current English level	$\eta^{2=0.09}$ P=.000 F=32.267	$\eta^{2=}$0.02 P=.001 F=7.466	$\eta^{2=}$0.06 P=.000 F=18.404

As seen from Table 91, the table addressed the impact of students' gender, educational context (public vs. private), students' level of proficiency (poor vs excellent) and students' current English level (level 1, level 2, level3) on students' perception toward the different CLT practice in their classes. To assess the impact of those factors, the analyses were carried out using inferential statistics (t-test and ANOVA).

Overall analysis of findings showed that the gender of students, institution context, students' self-evaluation of proficiency level of English and students' current English level had a statistically significance effect on students' perception of CLT practice (every p value is < 0.05) which means that the differences we can see in the sample can be translated to the population.

A. Gender effect

The impact of gender was examined using t-test. The results showed that there was statistically significant difference effect for gender associated with ggrammatical, sociolinguistic, intercultural, and strategic competences and CLT principles in favor of female students who reported higher mean responses associated with CLT practice compared to male students.

The difference between male students' and female students' perceptions of CLT practice associated with grammatical competence was statistically significant (t = -7.649, p=.000) and the difference represented quite large effect (d=-.64). While the difference between male students' and female students' perceptions of CLT practice associated with sociolinguistic, intercultural and CLT principles was statistically significant (t= -2.772, p=.006) but this difference represented a small sized effect (d=-.24). In addition to that, the two groups had different perception rates towards CLT practice of strategic competence and CLT principles which the difference between mean rates was statistically significant (t= -7.060, p= .000) and represented a quite large effect (d=-.60) in favour of female participants who reported higher mean responses compared to male participants responses.

B. Students' Educational context effect

To examine whether institution type (public or private) had any impact on students perception to CLT practice, t-test was used. The results showed statistically significant difference associated with different CLT practice. Private university participants compared to their partners in public university reported higher perception rates of CLT practice associated with the grammatical competence. The difference was statistically significant (*t*= -10.845 and *p*=.00) resulted in a large sized effect (*d*=-0.84). In addition to that The difference between those two groups (public and private) participants mean responses also indicated statistically significant results associated with CLT practice of strategic competence and CLT principles (*t*= -8.731and *p*=.000) and it represented a large effect (*d*=-0.70). However the results reported associated with CLT practice of sociolinguistic, intercultural competence and CLT principles was statistically significant (*t*=-4.803 and *p*=.000), the effect was medium (*d*=-0.40).

C. proficiency level effect

As shown in Table 91, the possible difference in students' perception about CLT practice according to their proficiency levels was examined using One Way Analysis of Variance (ANOVA). The results revealed statistically significant differences between the student level of proficiency grouped and CLT practice associated with communicative competence grammatical, sociolinguistic; intercultural competence and CLT principles and strategic competence and CLT principles. The result revealed a statistically significant difference between students level of proficiency grouped and CLT practice associated with grammatical competence (F=12.459 and *p*=.000) and it resulted in a quite small effect (η2=0.08). In terms of CLT practice of sociolinguistic and intercultural competence and CLT principles, the difference was statistically significant (F=6.308 and *p*=.000) and (η2=0.04) to be considered as a small. In terms of CLT practice of strategic competence and CLT principles, the difference was statistically significant (F=11.154 and *p*=.000) and (η2=0.07) to result in a medium sized effect.

The results indicated that the more language proficiency the students got the higher means they scored. The students whom rated themselves to be excellent, they thought that there was more practice of CLT in the classroom scoring the following scores in relation to communicative competence: Grammatical ($\bar{x}$=4.21 and *s*=.74); Sociolinguistic and Intercultural ($\bar{x}$=3.77 and *s*=.87)and strategic and CLT Principles ($\bar{x}$=4.31 and *s*=.56) in contrast, the students whom they rated themselves as having a poor language proficiency, they stated their opinions as following: Grammatical ($\bar{x}$=3.21 and *s*=.77); sociolinguistic and intercultural ($\bar{x}$=3.29 and *s*=.57)and strategic competence and CLT principles ($\bar{x} = 3.36 and\ s = .84$). As it seen from Table 92, the analysis of the result showed that students' characteristics in relation to their proficiency correlated positively and significantly to students' beliefs towards the CLT use including the different communicative competences. The Pearson correlation did not record high scores however the exit relation was significant with p<.05. Higher self-perception of students' proficiency recorded higher attitudes towards CLT practice and use in the classroom.

		sf01 - CLT Use - Grammatical-competence -	sf02.1- CLT Use- Sociolinguistic - intercultural-competence - CLT principles-	sf02.2 - CLT Use- strategic-competence - CLT principles-
student_English_proficiency_recoded	Pearson Correlation	.271**	.194**	.259**
	Sig. (2-tailed)	.000	.000	.000
	N	589	589	589

Table 92 Correlation between students English proficiency and CLT practice

D. Current English Level effect

As seen in the table 91, the differences in students' perception and CLT practice according to their current English level of students grouped were examined using One Way Analysis of Variance (ANOVA). The results revealed a statistically significant differences between students' levels grouped and CLT practice associated with practice of grammatical competence (F=32.267 and *p*=.000). The results indicated a big sized effect a quite small effect (η2=0.09). The difference between students levels rating and CLT of sociolinguistic, intercultural and CLT principles was statistically significant (F= 7.466 and *p*=.001) and it represented a small effect (η2=0.02). In addition to that, the difference between CLT practice of strategic competence and CLT principles and students levels was also statistically significant (F=18.404 and *p*=.000) and it showed a medium sized effect a small sized effect (η2=0.06).

Moreover as seen from table 94, the findings which represented the different levels that students enrolled in, showed a great difference between perception rates of students in level one compared perception rates of students in level two and level three. The higher English level the students were enrolled in, the less perception rates reported about the practice of CLT. The English level of students in this study also revealed an impact on students' perception about communicative language teaching practice. The statistical findings also revealed that students who were taking lower English level courses reported higher perception of CLT practice in regards to different communicative competences and CLT principles. For example, Level one student's perception towards CLT use of grammatical competence indicated high mean scores as following ($\bar{x} = 4.21$ and *s*=.73) and CLT practice of sociolinguistic, intercultural competences and CLT principles ($\bar{x} = 3.64$ and *s*=.85) and CLT practice of strategic competence and CLT principles ($\bar{x} = 4.22$ and *s*=.72). On the other hand, students who were taking level three courses, reported lower mean scores associated with grammatical competence ($\bar{x} = 3.61$and *s*=.78); the practice of sociolinguistic, intercultural competence and CLT principles

($\bar{x} = 3.34$ and *s*=.88) and CLT practice of strategic competence and CLT principles($\bar{x} = 3.79$ and *s*=.74) .

As seen from Table 93, based on the analysis of results, the following table showed that the students' current levels grouped and their perception towards the practice of CLT in their classroom was correlated statistically significant with *p*= .00, however the Pearson correlation was negative which could reflect that students of higher levels tend to have lower perception rates about practice of communicative language teaching in their classes. The direction of this relation is negative which means that the higher level the students are enrolled in, the less practice of CLT they perceived in their classes. The anticipating reason could be due to reflection skills that students in higher levels might have. This could be due to the growth of students to be more reflective and to evaluate the situation inside classroom. On the other hand the students with lower English ability, they had not yet develop this capacity so they agreed that different practices associated with CLT were accomplished in their classes.

Table 93 Correlation between students' current English levels and CLT practice

		sf01 - CLT Use - Grammatical-competence -	sf02.1- CLT Use- Sociolinguistic - intercultural-competence - CLT principles-	sf02.2 - CLT Use- strategic-competence - CLT principles-
student_current_english_level_unified	Pearson Correlation	-.305*	-.147	-.235
	Sig. (2-tailed)	.000	.000	.000
	N	631	631	631

4.2.11 The students' characteristics and their perception about CLT impact

		sf03 - CLT Impact - students- cognitive- changes		sf04- CLT Impact- Students- affective-change- motivation towards learning language		sf05 - CLT Impact- negative- impact-	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
student gender	Male	3.59	.80	3.67	.91	2.03	1.15
	Female	4.04	.81	4.16	.86	1.64	1.12
The students' educational Institution's type	Public	3.52	.80	3.55	.94	1.99	1.12
	Private	4.10	.80	4.24	.77	1.67	1.16
student_English_proficiency_recoded	Poor	3.14	1.17	2.90	1.27	2.00	1.15
	Fair	3.45	.95	3.69	1.05	1.84	1.09
	Good	3.78	.84	3.86	.93	1.84	1.19
	Very good	4.17	.70	4.27	.72	1.79	1.17
	Excellent	4.31	.71	4.46	.49	1.36	.97
student_current_english_level_unified	Level 1	4.12	.74	4.28	.73	1.63	1.12
	Level 2	3.88	.97	4.03	.97	1.81	1.27
	Level 3	3.70	.81	3.71	.92	1.93	1.09

Table 94 Students' background and CLT impact

Students' perception about the CLT impact on students' both cognitively and affectively were influenced by different factors.

- Students' gender: The descriptive analysis indicated that female participants reported higher mean responses associated with CLT impact compared with male participants. In terms of CLT impact on students cognitive changes, female participants reported higher mean responses ($\bar{x}$=4.04 and *s*=.81) while male participants reported lower

mean responses ($\bar{x}$=3.59 and *s*=.80). In addition to that, Female participants reported higher mean responses associated to CLT impact on students affective changes motivation towards learning language ($\bar{x}$=4.16 and *s*=.86) while male participants recorded lower mean values ($\bar{x}$=3.67 and *s*=.91). In regards to CLT negative impact, the descriptive analysis indicated that both female and male participants reported low mean sores which indicated that participants did not consider CLT to have negative impact on classroom behaviours and students performance in the classroom.

- The students' educational Institution's type: The finding revealed that participants from private university reported higher mean responses compared to participants from public university. In terms of CLT impact on cognitive changes and communicative competence, participants from private university recorded ($\bar{x}$=4.10 and *s*=.80) while participants from public university reported lower mean values ($\bar{x}$=3.52 and *s*=.80). In addition to that, female participants also recorded higher mean scores associated with CLT impact on affective changes ($\bar{x}$=4.24and *s*=.77) compared to male participants who reported lower mean scores ($\bar{x}$=3.55 and *s*=.94). However we could conclude that the mean responses in both universities were high associated with CLT impact on students' cognitive and affective changes.

- The statistical findings also revealed that current level of students had an impact. Lower level of students' proficiency reported higher perspective about CLT impact on both students' cognitive and affective changes. For example Level one student's perspectives towards" CLT Impact students on cognitive changes indicated mean scores as following ($\bar{x} = 4.12$ and *s*=.74) and the students mean responses associated with CLT Impact students' affective changes and motivation towards learning language was ($\bar{x} = 4.28$ and *s*=.73). On the other hand, level 3 students mean responses were lower when it was associated with both CLT Impact on students' cognitive changes

($\bar{x} = 3.70$ and *s*=.81) and CLT Impact students' affective changes and motivation towards learning language ($\bar{x} = 3.71$ and *s*=.92).

- The table 95 illustrates the relation between students' level and their perception about CLT impact on students' cognitive and affective changes. The students' perception about CLT impact correlated significantly but negatively with students' levels. The correlation between students current English level and CLT impact on students cognitive changes was (*r*=-.220 and *p*=.000) and the correlation between students current English level and CLT impact of students affective changes motivation towards learning language was (*r*=-.276 and *p*=.000). On other hand, the correlation between students current level and CLT negative impact was positive and significant (*r*=.112 and *p*=.005). Even though the correlation result was very small but the findings showed that higher level the students were enrolled tended to have lower perception about the CLT impact and higher perception on CLT negative impact.

Table 95 Coefficient correlation between students' levels and CLT impact

		sf03 - CLT Impact - students-cognitive-changes	sf04- CLT Impact- Students-affective-change-motivation towards learning language	sf05 - CLT Impact-negative-impact
Student current English level unified	Pearson Correlation	-.220	-.276	.112
	Sig. (2-tailed)	.000	.000	.005
	N	630	625	625

- The students' English proficiency also had an impact on students' perception about CLT impact. The descriptive findings indicated that the group of students who evaluated themselves to be excellent and very good recorded high mean values compared to students who stated that they had poor and fair level of proficiency and they reported

lower mean values. The following Table 96 states the possible differences in students' perception towards CLT impact on students learning and motivation. It is evident from the referential findings that the higher proficiency the students were evaluated them, the higher perception they had about the impact of CLT on their learning and motivation. As it has seen from Table 96, there was a positive and weak but it was statistically significant correlation existed between students' English proficiency and CLT Impact on students' cognitive changes (r=.310 and p=.000). The correlation between students' English proficiency and CLT Impact on Students' affective change and motivation towards learning language was positive and weak but it was also statistically significant (r=.289 and p=.000). On the other hand, there was a near zero correlation between students' English proficiency and negative impact of CLT which means higher level of proficiency they had lower perception about negative behaviour in their classes (r=-.083) and it was statistically significant (p=.044).

Table 96 Correlation between students' proficiency level and CLT impact

		sf03 - CLT Impact - students-cognitive-changes - Students perception	sf04- CLT Impact-Students-affective-change-motivation towards learning language-students' perception	sf05 - CLT Impact-negative-impact-students' perception
Student English proficiency recoded	Pearson Correlation	.310	.289	-.083
	Sig. (2-tailed)	.000	.000	.044
	N	588	585	585

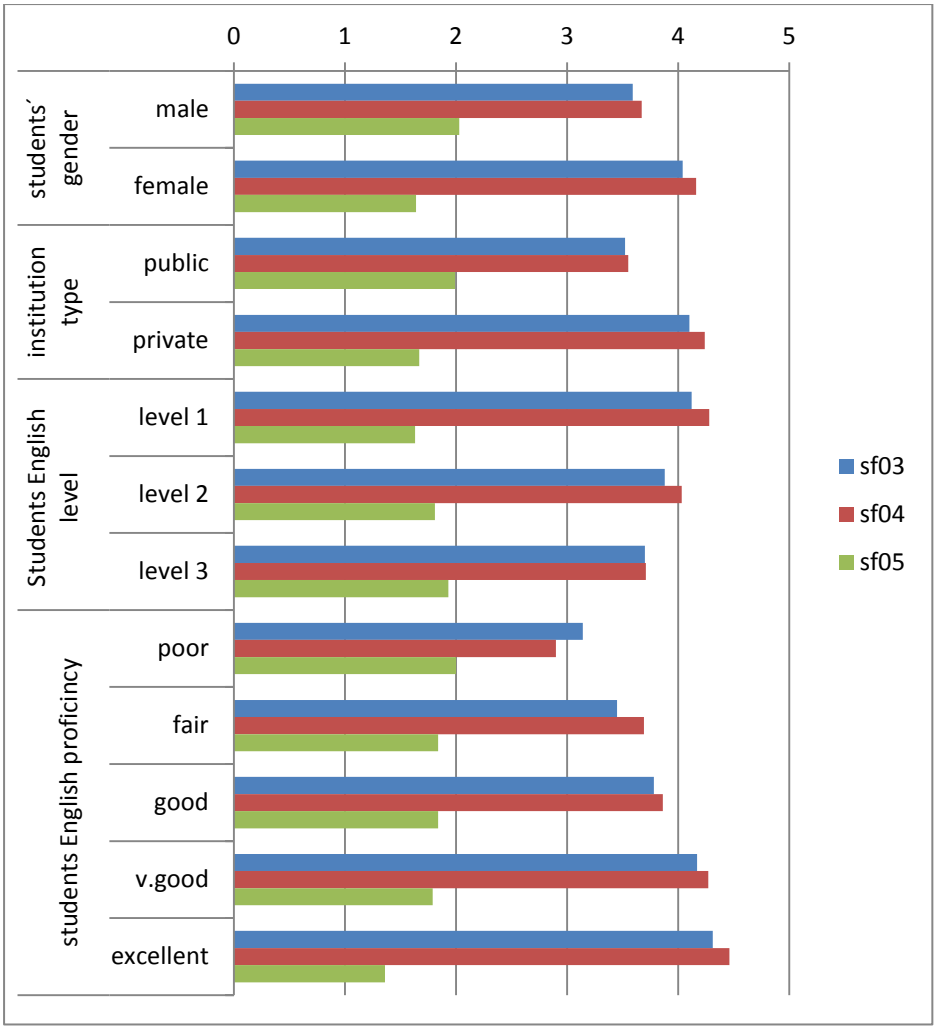


Figure 15 students background and CLT impact

		Students' perceptions about CLT impact		
		cognitive-changes-Competence	affective-change-motivation towards learning language	The negative impact of CLT
Students characteristics	Gender (t-test)	d= -0.53 t= -6.243 P= .000	d= -0.54 t= -6.224 P= .000	d= 0.34 t= 3.881 P= .000
	Students' English proficiency self- perception	η^2= 0.10 P= .000 f= 15.983	η^2= 0.09 P= .000 f= 14.276	η^2= 0.01 P= .121 f= 1.833
	Institution Context (t-test)	d= -0.69 t= -8.662 P= .000	d= -0.78 t= -9.889 P= .000	d= 0.27 t= 3.254 P= .001
	Current_english_level	η^2 = 0.05 P= .000 f= 16.078	η^2= 0.08 P= .000 f= 25.863	η^2= 0.01 P= .019 f= 3.972

Table 97 the impact of students background on stuents' perception about CLT impact

As seen from Table 97, the analyses were carried out using referential statistics (t-tests and ANOVA) to find out difference between the students mean responses and the impact of students' characteristic on students' perceptions about CLT impact on students learning and motivation.

- Students gender effect: The t-test was used to examine the impact of students' gender (male or female). As a result the gender had affected students' perception towards the impact of CLT on students' cognitive and affective changes. The descriptive statistics showed that the female students mean responses associated with CLT impact on students cognitive change was higher ($\bar{x}$= 4.04 and *s*=.81) than the

male students mean responses ($\bar{x}$= 3.59 and *s*=.80). Paired sample t-test revealed that there was a statistically significant difference (*t*=-6.243 and *p*=.000), and this difference represents a medium-sized effect (*d*=-0.53). In addition to that a paired t-test revealed a statistically significant difference between female and male participants mean responses associated with affective change motivation towards learning language (*t*=-6.224 and *p*=.000), and this difference represented a medium-sized effect (*d*=-0.54) in favour of female students who reported higher mean responses ($\bar{x}$= 4.16 and *s*=.86) compared to male students who reported lower ($\bar{x}$= 3.67 and *s*= .91). The overall statistical result showed statistically significant result which could be transferred to the population. On the other hand, the descriptive statistical analysis indicated that male students mean responses were higher than female students mean responses associated with CLT negative impact. However using t-test had revealed a significant difference (*t* = 3.881and *p*=.000) and it represents a small sized effect (*d*=.34).

In general male and female participants had scored mean values on CLT impact scale above the midpoint 3.5 which indicated that both groups had favourable perception rates towards the CLT impact on their learning (communicative competence and intercultural competence) and their motivation toward learning the language.

- Students educational Institution Effect: descriptive analysis had shown that the students in private university recorded higher mean values compared to students in public university associated with CLT impact on students' cognitive and affective changes. Using paired t-test, the results revealed a significant differences between students mean responses in private and public universities associated with CLT impact of cognitive changes communicative competence (*t*=-8.662and *p*=.000) and this difference represents a large effect (*d*=-0.69).The results also indicated a significant difference between mean responses reported by students in private university compared to students mean responses in

public university associated with CLT impact of affective change motivation towards learning language (*t*= -9.889 and *p*=.000) and this difference represents a large effect (*d*=-0.78). On the other hand, students mean responses in public university were higher than students mean responses in private university considering the negative impact of CLT. The t-test result revealed significant difference (*t*= 3.254 and *p*=.001) and it represents a mall sized effect (*d*=.27).

- Students' English proficiency self- perception Effect: The One Way (ANOVA) was carried out to examine the difference between mean responses of students English proficiency grouped. The results revealed that there was a statistically significant difference between students proficiency level and their perception about CLT impact associated with students cognitive changes (F= 15.983 and *p*=.000) and this difference represents a large effect size (η2=0.10). There was also a statistically significant difference between students English proficiency grouped and CLT impact associated with students affective changes while (F= 14.276 and *p*=.000) and this difference represents a large effect size (η2=0.09). On the other hand there was non-statistically significant difference between students English proficiency and students mean responses about CLT negative impact (F=1.833 and *p*= .121), and this difference represents a small sized effect (η2=0.01).
- The students' English proficiency: it had also been found that the higher level of proficiency students they evaluated themselves, the higher mean scores they recorded in relation to CLT impact on different aspects cognitively and affectively. In contrast, the lower level the students are enrolled in resulted in higher mean scores that showed the impact of CLT practice. For example, according to the finding, the students in different levels recorded the following mean scores: level 1 ($\bar{x}$=4.12), level 2 ($\bar{x}$=3.91), level 3($\bar{x}$=3.66) in relation to cognitive changes of intercultural competence while cognitive changes in relation to communicative competence recorded the following mean scores in

different levels level 1 ($\bar{x}$=4.12), level 2 ($\bar{x}$=3.88), level 3 ($\bar{x}$=3.70). The findings of affective changes results recorded the following mean scores: level 1 ($\bar{x}$=4.36), level 2 ($\bar{x}$=4.13), level 3 ($\bar{x}$=3.87). These findings could be explained due to two reasons: firstly the students who are studying in a higher English level, they are more reflective and more responsible for evaluating their own progress in learning language compared to other learners whose their language proficiency are lower. Secondly it could be due to the practice of CLT in different levels. The results showed that level one students believed that CLT had been practiced in their classes commonly in comparison to students in level two and level three. Therefore less practice of CLT can lead to less impact on students' learning competences and motivation to learn the language. Another important reason could be due to the results which showed that affective changes (motivation towards learning language recorded the highest means for different levels in contrast to other cognitive changes (communicative competence).

- Students Current English level Effect: The One Way (ANOVA) was used to assess the possible difference between mean responses of students grouped in levels and their perception about CLT impact on student cognitive and affective changes and CLT negative impact. The result revealed that there was significant difference between students grouped in levels and students perception rates about CLT impact on cognitive changes (F= 16.078 and *p*=.000) and this difference represents a medium sized effect (η2=0.05). There was also significant difference between mean responses of students grouped in level and their perception rates associated with CLT impact on students affective changes (F= 16.078 and *p*=.000) and this difference represents a large effect (η2=0.08). However there was a statistically significant difference between students mean responses grouped into levels and their perception rates about CLT negative impact (F= 3.972 and *p*=.019), this difference represents a small sized effect (η2=0.01).

4.2.12 Relation between students' attitudes towards CLT Practice and CLT impact on students learning and motivation

Table 98 Correlation between students' perception of CLT practice and CLT impact

		sf03 - CLT Impact - students-cognitive-changes - Students perception	sf04- CLT Impact-Students-affective-change-motivation towards learning language-students' perception	sf05 - CLT Impact-negative-impact-students' perception
sf01 - CLT Use - Grammatical-competence - Students' perception	Pearson Correlation	.656	.603	-.132
	Sig. (2-tailed)	.000	.000	.001
	N	630	625	625
sf02.1- CLT Use-Sociolinguistic - intercultural-competences -CLT principles- Students' perception	Pearson Correlation	.616	.549	.028
	Sig. (2-tailed)	.000	.000	.478
	N	630	625	625
sf02.2 - CLT Use-strategic-competence - CLT principles- Students' perception	Pearson Correlation	.712	.668	-.134
	Sig. (2-tailed)	.000	.000	.001
	N	630	625	625

The Table 98 represents the results of the Pearson correlation coefficient between students' perception rates of CLT practice in their classes and students' perception rates about CLT impact on students' learning and motivation and CLT negative impact. The results showed a very high correlation and statistically significant relations between students' perception rates of what had been practiced in the classroom and students' perception rates of its impact on students' cognitive and affective progress of learning:

- Students who reported higher perception rates about CLT practice of grammatical competence tend to report also higher perception rates

about CLT impact on students' cognitive changes. The correlation between students perception rates towards the practice of CLT and their perception rates of its impact recorded a positive strong relation(r = .656, $p < .000$) and the results was statistically significant.

- Students who reported high perception rates towards CLT use including sociolinguistic, intercultural competence and CLT principles indicated also high perception rates about CLT Impact on students' cognitive changes. The Pearson correlation coefficient was positive and strong and statistically significant (r= .616 and p=.000)
- The results revealed that higher students perception rates towards CLT practice associated with strategic competence and CLT principles revealed higher perception rates about CLT impact on students cognitive changes The Pearson correlation was positive and strong and it was statistically significant (r=.721, p=.000).

The statistical findings also revealed another positive and statistically significant correlation between what students believed about the practice of CLT grammatical competence, sociolinguistic competence, intercultural competence and strategic competence and CLT principles and students' perception rates about CLT impact on students' affective change and motivation towards learning language:

- Higher perception rates about CLT use of grammatical competences tend to record higher perception rates about CLT impact on students affective-change-motivation towards learning language (r=. 603, p= .000)

- Higher perception rates about CLT use of sociolinguistic, intercultural competence and CLT principles of using language for communication, students tend to report higher perception ratings about CLT impact on students affective change motivation towards learning language (r = .549, p=.000).

- A high and positive correlation between what students thought about CLT practice of strategic competence and CLT principles and their perception rates of CLT impact on students affective change motivation towards learning language (r= .668, p=.000).

- Higher students' perception rates associated with CLT practice of grammatical competence, lower students' perception rates associated with the negative impact of CLT. The Pearson correlation was negative and small but it was statistically significant (r = -.132 and p=.001).

- Higher students' perception rates associated with CLT practice of strategic competence and CLT principles, lower students' perception rates associated with the negative impact of CLT. The correlation was negative and small but it was statistically significant (r= -.134 and p= .001).

- Once we've found significant correlations between students' attitudes towards CLT practice and CLT impact on students learning and motivation, we're interested in testing if these correlations are the same among male and female students, and among public a private University students. The statistical findings revealed that this correlation is stable among male and female students as seen from Table 99 and in public and private universities as seen from Table 100.

Table 99 correlation between CLT practice and CLT impact: students' gender(male and female)

		CLT Impact - students-cognitive-changes -	CLT Impact- Students-affective-change-motivation towards learning language	CLT Impact- negative- impact-	CLT Impact - students-cognitive-changes -	CLT Impact- Students-affective-change-motivation towards learning language	CLT Impact- negative- impact-
sf01 - CLT Use - communicative-Competence - Grammatical - Students' perception	Correlación de Pearson	.631**	.514**	.107	.625**	.593**	.087
	Sig. (bilateral)	.000	.000	.142	.000	.000	.088
	N	189	188	188	390	387	387
sf02.1- CLT Use- Sociolinguistic -intercultural-competence -CLT principles-Students' perception	Correlación de Pearson	.577**	.480**	.001	.618**	.567**	.085-
	Sig. (bilateral)	.000	.000	.993	.000	.000	.096
	N	189	188	188	390	387	387
sf02.2 - CLT Use- strategic-competence -CLT principles- Students' perception	Correlación de Pearson	.660**	.538**	.159*	.697**	.687**	.039
	Sig. (bilateral)	.000	.000	.029	.000	.000	.441
	N	189	188	188	390	387	387

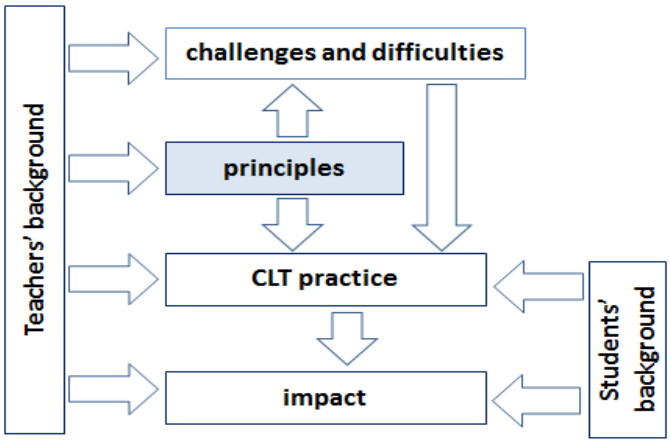
Table 100 correlation between CLT practice and CLT impact: students' educational inistitues

		CLT Impact - students-cognitive-changes -	CLT Impact- Students-affective-change-motivation towards learning language	CLT Impact- negative- impact-	CLT Impact - students-cognitive-changes -	CLT Impact- Students-affective-change-motivation towards learning language	CLT Impact- negative- impact-
sf01 - CLT Use - communicative-Competence - Grammatical - Students' perception	Correlación de Pearson	.601**	.480**	.061	.609**	.572**	.101*
	Sig. (bilateral)	.000	.000	.382	.000	.000	.040
	N	210	210	210	420	415	415
sf02.1- CLT Use- Sociolinguistic - intercultural-competence -CLT principles- Students' perception	Correlación de Pearson	.581**	.498**	.021	.605**	.549**	.069-
	Sig. (bilateral)	.000	.000	.761	.000	.000	.162
	N	210	210	210	420	415	415
sf02.2 - CLT Use- strategic-competence - CLT principles- Students' perception	Correlación de Pearson	.647**	.527**	.098	.694**	.685**	.097*
	Sig. (bilateral)	.000	.000	.156	.000	.000	.048
	N	210	210	210	420	415	415

5 Discussion

In this chapter, main findings will be stated and will be discussed associated with teachers' beliefs about CLT principles, CLT perceived difficulties and challenges and teachers' perceptions about CLT practice and its impact on students learning and motivation. Additionally students' perception about CLT practice and its impact will be indicated and its interpretation and relation to other studies will also be specified.

5.1 Teachers' beliefs about CLT principles



The description of these variables has been provided in page 135.

The focus will be on teachers beliefs about different principles of communicative language teaching group/pair work, quality/quantity of error correction, the role and contribution of learners in the learning process, the role of the teacher in the classroom, and place/importance of grammar and teachers' background gender, teachers' mother tongue, teachers' mother tongue, teaching level, teaching years, teaching experience EFL, institutional Context. To start with, a brief summary of main findings of teachers' beliefs about CLT principles will be stated in the following section.

- The analysis of results indicated that participants were in favour of group and pair work and they reported the highest mean scores compared to other CLT principles, while participants recorded lowest scores considering the quality and quantity of error correction. The findings revealed that participants who were teaching in Omani context showed more favourable attitudes towards encouraging more group and pair work in their classes while they did not believe on the importance of correcting each single mistake of their students. In terms of the importance of group and pair work, the results agreed with Rahimi and Naderi's (2014:240) study which stated that "EFL teachers had overall positive attitudes towards CLT. The highest mean is related to 'group/pair work' implying that teachers have highly positive attitudes towards implementing group work in language classes". In addition to that, our finding is also consistent with Jafari (2015:712) study which concluded that "teachers had most favourable attitudes towards the role of pair/group work activities than the other CLT principles". Ngoc and Iwashita (2012:38) study about the Vietnames learners' and teachers' attitudes towards communicative language teaching came up with the following result which is similar to our study about Omani context "the results show that both groups had favourable attitudes towards communicative activities such as group and pair".
- Moreover, Al Mikhlafi (2011) study of Omani teachers in schools showed an agreement with our findings revealing that teachers recorded the highest mean ratings associated with the group and pair work. The reason as it had been mentioned by Sanderson's (2013:43) study that "It can be argued that teachers' positive attitudes towards group and pair work are moved by the benefits of promoting collaboration among the students, and developing communicative competence while working in groups. Teachers might perceive the need of providing students with scaffolding and learning experiences through the interaction among the students, as proposed by Vygotsky (1987)". Additionally, as students need to experience or practice communicating in the target language through negotiating meaning

with others to develop communicative competence, pair/group work provides students the chance to practically experience the language (Duff, 2013).

- The results also showed that the focus on the role of learners and their contribution in learning process also recorded high mean scores. That could explain participants' awareness of communicative language teaching approach as a learner centred approach which considered learners as playing a vital role in the learning process. The findings are also on line with Jafari's (2015:712) study which stated that "facilitating students' autonomy and training them to be responsible for their own learning are the main concerns of teachers". In addition to that, the analysis of results also showed that participants believed on the students' ability about those different statements and obtained the highest mean ratings: "the learner-centred approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her potential' while it obtained the lowest mean for Training learners to take responsibility for their own learning is futile(useless) since learners are not used to such an approach" (Ibid.).

- In other words, the results indicated that teachers believed on the importance of involving learners more to take more responsibility of their own learning. As the results showed, teachers believed on the importance of training students to be responsible to develop their own learning but teachers did not agree students are not capable of deciding upon their own learning. Sanderson (2013:46) study emphasized such important aspect of CLT in relation to the role of learner in the learning process and results showed that the highest mean scores was recorded related to the role and contribution of learner in the learning process. In regards to this principle, it seems that teachers acknowledge the role of the learner as active participants of the learning process, and also as contributors. Sanderson (2013:46) argued that "it would be interesting to learn how the teachers address and promote the active role of the students in the classroom, and how

they inquire and incorporate the students' needs in their syllabus. If teachers teach according to the principles of CLT, they would be accounting for the students' critical thinking skills, as part of the objectives from the National English Curriculum (Ministerio de Educación, 2009b)".

- Moreover participants preferred teaching grammar and linguistic forms to enable learners to use language for communication. The results showed that participants scored high mean ratings about: 'knowledge of the rules of a language does not guarantee ability to use the language' but teachers scored low mean ratings about 'mastering the rules of grammar, students become fully capable of communicating with a native speaker'. Those results demonstrated teachers' understanding of role and importance of grammar from CLT perspective. The results agreed with Ansarey's (2012) study, "CLT concentrates upon assisting learners to create meaning, not upon improving grammatical structures or acquiring native –like pronunciation. In other words, learners' achievement in learning a foreign language depends upon how well they have developed their communicative competences and how much they can employ this knowledge of language in real life contexts" (as cited in Derakhshan 2014:84).

- On the other hand, those teachers showed lower levels of agreement with using error correction techniques widely in their classroom which reflects their positive beliefs towards using more Communicative Language Teaching practice with their learners and they had considered errors correction as a technique which should not be always used with learners. The reason is to enable students to develop their communicative skills. Derakhshan (2014:86) mentioned that "Krashen (1981) believing that teachers should not point out errors during communication so that learners could further concentrate upon the transmission of message during communicative interaction". Jafari

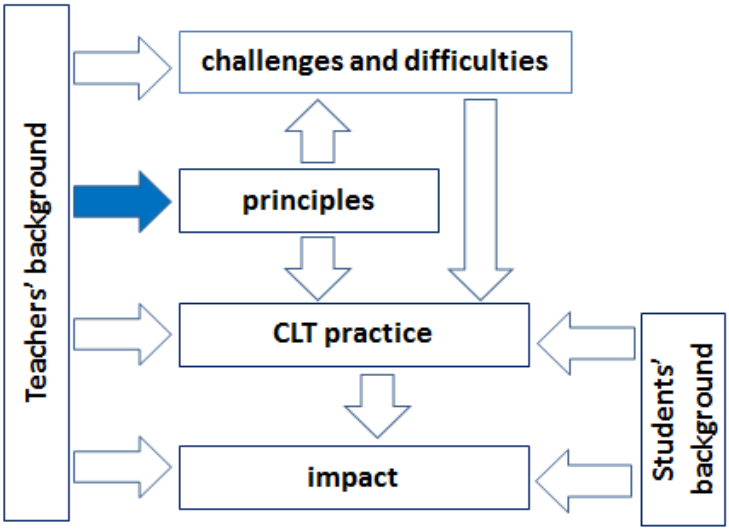
(2015:712) study also showed that “the lowest favourable attitudes of Iranian teachers of different CLT principles were recorded in terms of the quantity and quality of error correction”. Equivalent to our findings, Rahimi and Naderi’s (2014:240) study also found out that “the lowest mean is related to ‘quality and quantity of error correction’ showing that teachers have roughly positive attitudes towards error correction patterns of CLT”. Similarly Sanderson’s (2013) study revealed that teachers showed less interest associated with quality and quantity of error correction when teachers scored low mean (3.17) and Chang (2011) study results also indicated that “Error correction was indicated as the lowest mean among the five principles (M=3.16)”. Jafari, (2015:712) also stated that “The lowest mean is related to quality and quantity of error correction (mean=3.59) showing that teachers have roughly positive attitudes towards error correction patterns of CLT”. On the other hand, in regards to quantity and quality of error correction, the results of our study did not agree with Al Mikhlafi (2011) the results showed that Omani teachers believed that it is necessary to correct learners errors while in our study non Omani teachers who worked in higher education did not believe that ‘If errors are ignored, this will result in imperfect learning’ and it obtained very low mean score.

In contrast, Ehsan’s (2016) study results showed more positive attitudes towards quantity and quality of error correction and importance of grammar while they showed less positive attitudes towards group work and the contribution of learners in the classroom.

Correspondingly to our findings of the current study, findings of previous studies revealed that there was an agreement among studies in EFL context in regards to teachers’ attitudes towards the least favorable interest of CLT principles was quality and quantity of error correction (Chang, 2011; Rahimi and Naderi, 2014;Jafari, 2015). While in regards to teachers’ attitudes towards the highest interest, the results varied from one context to another. For instance, the role of learners and their contribution to learning process recorded the highest mean ratings (Rahimi and Naderi, 2014); or beliefs about the role of

teacher recorded the highest mean ratings (Chang, 2011); or beliefs about importance of group and pair work (Jafari, 2015; Rahimi and Naderi, 2014). Teachers from different context usually showed favorable attitudes towards Communicative Language Teaching approach however each group of teachers would differ on their preferences of different CLT principles. That could reflect that each context showed different interest to different principles of CLT and that could be due to either students' needs or education system in their countries.

5.2 Teachers' beliefs of CLT Principles and teachers' background



In order to represent how teachers' background affect their beliefs about CLT, the relation between two main categories will be stated:

- teachers' background influence
    - Gender,
    - Teachers' mother tongue,
    - Teaching level, Teaching years,
    - Teaching experience EFL, and
    - Institutional Context

- Teachers' beliefs about the different principles of communicative language teaching:
    - Group/pair work,
    - Quality/quantity of error correction,
    - The role and contribution of learners in the learning process,
    - The role of the teacher in the classroom, and
    - Place/İmportance of grammar.

- Teachers' Gender: The results showed that male teachers reported higher mean values in regards to their beliefs to group and pair work, quality and quantity of error correction, and place and importance of grammar compared to female teachers. On the other hand, female teachers reported higher favourable beliefs towards role and contribution of learners in the learning process and the role of teacher in the classroom. In regards to gender effect, the results had shown that the two groups of teachers (male and female) reported different beliefs towards CLT principles. In terms of group and pair work, findings indicated non-statistically significant difference in favour of male teachers who reported higher mean scores compared to female teachers and the difference represents a medium effect size. On the other hand, the results showed a difference which was not statistically significant and it represents a small effect in regards to the role of learner in favour of female teachers who reported higher mean values compared to male teachers.
- Al Mikhlafi's (2011:109) study found out that "Though both male and female teachers do not differ in their attitudes towards using the communicative approach, male teachers have a stronger attitude towards the use of the communicative approach than the female with regard to some areas, such as quality and quantity of error correction and the role of the teacher in the classroom (Seedhouse, 1997)". In our study, non-Omani teachers had different attitudes towards communicative language teaching principles which illustrated that male

teachers showed more interest on group and pair work, quality and quantity of error correction, and the place and importance of the grammar while female teachers interested more on the role and contribution of learners in the learning process and the role of teacher in the classroom.

- Educational institution type: The descriptive findings revealed that teachers from private university reported higher favourable beliefs rates towards CLT principles compared to their partners from public university. In terms of institution context (public and private) effect, the results indicated that teachers from public and private recorded diverse beliefs about CLT principles. The results indicated that in terms of group and pair work, the difference was not statistically significant but it was quite large effect in favour of teachers from private university who reported higher mean scores. While in terms of beliefs about quality/quantity of error correction, the results had also shown non-statistically significant difference which represents a medium size effect in favour of teachers from private university who reported higher mean scores. The results showed that participants from private university recorded higher favourable attitudes rates about CLT principles (group and pair work, teachers' beliefs of quality/quantity of error correction, the role of the learners and their contribution to the learning process) compared to participants from public university who showed higher favourable attitudes rates towards the role of teacher in the classroom and beliefs about the place and importance of grammar. The findings are consistent with “The results pertinent to the impact of school type showed private-school teachers held stronger positive beliefs and attitudes and reported higher use frequency of MOI, with no statistically significant differences associated with the second instruction type” (Asassfeh, Alshaboul, Yousef and Alodwan,2012:10)**.** While Asassfeh (2012:85) study revealed that “The results of independent sample t-test indicated that there were statistically significant differences associated with the school type in teachers’ beliefs about MOI, t (298) = 4.167, p<.001, attitudes toward MOI, t (54) = 3.585, p<.001 and reported practice of MOI, t(298) = 4.018, p<.001 in favor of private school

teachers". In Contrast, Razmjoo and Riazi's (2006:351) study revealed that "the private institute teachers' viewpoints with respect to the CLT principles were in line with the public school teachers' ideas".
Our study findings shared similarities with previous studies in regard to teachers from private university positive attitudes towards Communicative Language Teaching principles compared to teachers from public university. However, due to the limited number of participants from public university compared to participants from private one, our findings could not be generalized to other teachers from public university.

- The descriptive findings also presented those teachers whose English is not their mother tongue reported higher mean values towards different CLT principles. Those groups of teachers reported higher favourable beliefs rates about CLT principles compared to Native English teachers. The non-native English teachers reported high mean values associated with teachers' beliefs about quality and quantity of error correction, the role and contribution of learners in the learning process, teachers' beliefs the role of teacher in the classroom and teachers' beliefs-CLT-Place/İmportance of grammar. While native English teachers reported high mean values associated with teachers beliefs about group and pair work. In regards to English as a mother tongue effect: The results pertinent to the impact of English mother tongue showed that teachers who had English not being their mother tongue reported higher mean responses associated with CLT principles with no statistically significant difference associated with the role and importance of grammar but the difference showed a large effect and the difference represents a medium sized effect associated with the role of teachers in the classroom. The results indicated that the factor of English as a mother tongue had an impact on teachers' beliefs about CLT principles. Especially in terms of teachers beliefs about the place and importance of grammar when teachers being English not their mother tongue reported higher results. English as a mother tongue: the impact of English as being mother tongue or not had showed difference in participants' beliefs about CLT principles. The result was that

teachers with English not being their mother tongue reported higher scores of their beliefs on the different aspects of CLT principles: group/pair work, quality/quantity of error correction and the role and contribution of learners in the learning process, the role of the teacher in the classroom and place/İmportance of grammar also they recorded higher mean values compared to participants with English being their mother tongue who reported lower mean scores towards different CLT principles.

- Teaching levels: The descriptive findings indicated that teachers who were level one teachers reported high mean values which was 3.5 or above except for CLT principles about quality and quantity of error correction which scored 3.48. The descriptive findings revealed that teachers who were teaching level one classes had high favourable attitudes towards CLT principles. In other words, teachers who were teaching level one reported high mean responses associated with teachers' beliefs about group and pair work, quality and quantity of error correction, the role and contribution of learners in the learning process. On the other hand, level three teachers reported higher mean values in regard to the role of the teacher in the classroom and the place/importance of grammar. It was expecting that teachers who were teaching higher levels would focus more on developing students' communicative competence but the results had shown that there was more focus on the role of teachers and the role and importance of grammar. Our finding is in contrast with Asassfeh's (2012:85) study results which "revealed that basic-school teachers reported significantly lower attitudes toward MOI (M=2.77, *s*=.56) compared to both secondary school teachers (M=2.97, *s*= .58) and teachers who taught both levels (M=3.08, *s*=.64). This extends to practicing MOI as well where basic school teachers (M=2.71, *s*= .57) reported significantly lower use frequency than did secondary-level teachers (M=3.04, *s*= .53) and teachers of both levels (M=3.08, *s*=.64)".

- Teaching experience in EFL context: The analysis of findings revealed that teachers with up to six years' experience in EFL context reported high mean values compared to other teachers with more than six years teaching experience who scored higher mean in regards to both the role of learners and teachers in the classroom. As a result teachers with up to six years' experience reported high mean response associated with teachers beliefs about group and pair work, Quality/quantity of error correction and place/importance of grammar. The reason could be due to that "The teachers usually were active, passionate about teaching when they began their teaching careers and they had many ideas about creative instruction and wanted to offer students as many fun activities as possible" (Pan, 2008:141).

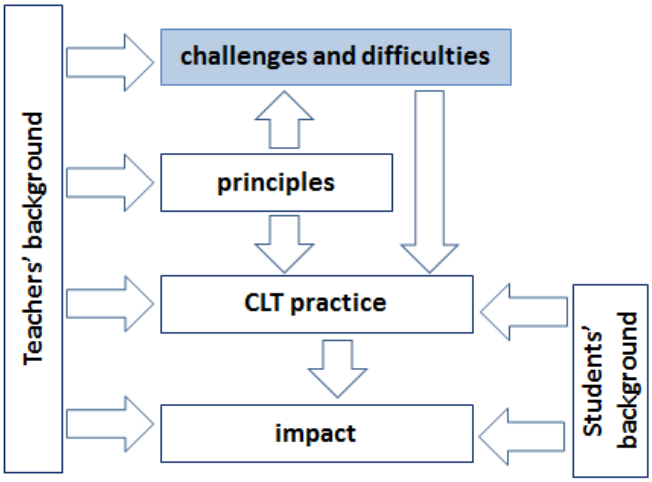
- Teaching experience in EFL context effect: The results showed that participants who had less teaching experience in EFL context reported higher attitudes rates toward CLT principles related to group and pair work, quality/quantity of error correction and the role and importance of grammar. The results had shown non statistically significant difference but it was quite large effect associated with group and pair work, and the difference represents a medium sized effect associated with both quality/quantity of error correction and the role and importance of grammar in favour of teachers with experience up to six years who reported higher mean values compared to teachers with more teaching experience. This finding is on line with "The experienced teachers had higher preference to FFI (form focused instruction), and novice teachers reported higher use frequency of MOI (meaning oriented instruction). Experience, according to these results, does not buy any in favour of CLT" (Asassfeh; Alshaboul, Yousef and Alodwan, 2012: 11).

- On the other hand, Jafari (2015:712) study used "Pearson Product-moment correlation analysis to investigate the relationship between teachers' attitude scores toward CLT and teaching experience. The result indicated no statistically significant relation was between Iranian

high school English teachers' attitude scores towards CLT and their teaching experience". This finding is inconsistent with Suk-Funs' (1998) study. While Asassfeh's (2012:85) study results showed that "teachers with an experience of 11 years and above (M=, 2.94, *s*= .63) held significantly stronger attitudes toward FFI than did teachers with 5-year experience or less (M=2.53, *s*= .56). Teachers with long experience also reported stronger beliefs about FFI (M= 2.80, *s*= .56) compared to novice teachers (M=2.50, *s*= .60). On the other hand, novice teachers (M= 2.82, *s*= .63) reported significantly higher use frequency of MOI than experienced teachers (M= 3.00, *s*=.50)". In contrast, Rahimi and Mowlaie (2010: 1527) stated that "newly graduated teachers usually followed the method through which they were taught during their school years or the method they were observed teaching in during their practical classes and they have difficulty putting their theoretical knowledge into practice; or maybe do not really know how and They did not feel the need and necessity of implementing communicative approaches as they did not believe in enabling students to communicate since the main focus was to prepare students who attended the classes to be ready for university entrance exam which was completely grammar-based, so they had to cater to the immediate need". Those reasons could explain that teachers with more teaching experiences showed more preferable attitudes towards communicative language teaching principles. However in our context, the results was the opposite, less teaching experience in EFL context tend to have more positive attitudes towards communicative language teaching approach.

5.3 Teachers beliefs about CLT Challenges and teachers' background

5.3.1 Teachers beliefs about CLT challenges



The analysis of findings indicated that the average score of difficulties questionnaire is 2.00 (while each item was measured by a 4-point Likert scale) indicating that participants working in the Omani context did not find much difficulties in implementing CLT in their classes in general. This finding is consistent with Rahimi and Naderi (2014) study which demonstrating that EFL teachers do not find much difficulty in implementing CLT in their classes in general. Rahimi and Naderi (2014:241) found that "The average score of difficulties questionnaire is 2.8".

- The results showed that participants in Omani context recorded students' related difficulties and challenges as the highest, followed by CLT approach while the other two aspects related to education system and teachers recorded very low means. On the other hand, Rahimi and Naderi (2014:241) study results indicated that "The highest mean score

is related to difficulties caused by the educational system (mean=3.2), implying that teachers believe that the educational system acts as a barrier in implementing communicative approach in language classes. The means of other factors are not above 3; showing that teachers do not perceive teachers, students, or the communicative approach itself as major obstacles in implementing CLT in their classes".

- Overall, considering the Omani context as being a foreign language teaching English environment, findings revealed that student' related difficulties and challenges are considered as a major challenging to apply CLT from participants' perspectives. The analysis of finding showed that students could be one of main challenges that teachers encountered in implementing CLT in the Omani context. Mainly students who are joining the first year of English language intensive course at University, they graduated from the high schools with low communicative language skills**.** This result is similar to Li (2004:60) results that "teachers regarded low level students' strong resistance to communicative activities as a limitation in using CLT". Li (2004:60) stated that "only some of the high level students enjoyed doing communicative activities. Poor students resented communicative activities. They had nothing to say or could understand little of what their peers said which caused strong resistance to CLT". In addition to that, in Omani context even though school curriculum was learner centered approach based but it did not encourage more use of language for communication; students graduated and they still lack such abilities to use English. In addition to that, the curriculum used was Omani context limited so the use of communicative and intercultural activities was limited in their classes. The students came to university with lack of independent learning skills, therefore, it had been found that teachers thought that 'students having a passive style of learning as one of the problematic issue for them to implement CLT in their classes'. From researcher's personal experience of teaching, Omani students were not confident to use language for communication; they found it easily to communicate in Arabic their mother tongue with their peers in the classroom rather than using English as a tool for

communication. Likewise Farooq (2015:187) study found some of these challenges in Saudi context such as “students have low-level English proficiency and students lack motivation for developing communicative competence”.

- Moreover Ansarey’s study (2012:73) which had been done in Bangladesh context indicated similar findings to the Omani context. The analysis of findings showed that “student related difficulties and challenges such as learners' low level of proficiency; learners' passive style of learning and their resistance to participate in communicative class activities was the second major category of constraint of CLT application after teacher related difficulties and challenges which considered as the first major problem”. This finding was in line with our study of Omani context as EFL context which also considered learners as major challenges which hinder the implementation of communicative language teaching approach. Jafari (2015) study about Iranian students also found similar findings that considered student related difficulties and challenges as obstacles to implement CLT and the mean score was (3.52).
- In addition to that, Ntirenganya (2015*)* study findings found out that, students’ related difficulties and challenges, “The findings of the study indicated that three of the five issues in the category of student-related difficulties were generally rated as problems (with mean ratings ranging from 3.56 to 3.88)”. Barrot (2016:8) study from Philippines context about beliefs, practices, students’ interest, and problem encountered by tertiary teachers in implementing CLT had also revealed that “80 percent of the respondents claim that students’ lack of focus on completing a task and uncontrollable use of the native language during classroom activities are the most common problems that they encounter in implementing CLT”. Moreover, Pan (2008:138) found that “teachers believed that CLT is practical in the higher education context in Taiwan but the external practical circumstances, including students' lack of language proficiency, low learning motivation, and the exam-driven school policies are significant obstacles preventing them from

implementing the CLT approach". Vongxay's (2013:57) study results also indicated that "Most of the teachers stated that because some quota students gained entry into the institution, students have different levels of English language competency. They noted that the different level of English proficiency was one of the other main barriers to the adoption of CLT into their classes. They faced difficulty in preparing class teaching materials to cover different students' levels in the same class. They also stated that a communicative teaching approach would not effectively apply to the students with low English proficiency".

- The second issue which was considered as a problem was CLT approach itself to be implemented in Omani context. The results showed that teachers believed that the following statements could be considered as obstacles: 'Western educational assumptions are not suitable within Asian contexts'; 'There is a lack of effective and efficient instruments to assess communicative competence'; and 'CLT doesn't take into account the differences between EFL and ESL teaching contexts'.
- On the other hand, teacher related difficulties and challenging had not been considered as challenging from participants' point of view. The reason was due to English language as being the participants' first and second language so they did not encounter challenges in using the language for communication or understanding the culture of English language community. This finding was parallel to Li (2004:41-42) study findings which revealed that "teacher's poor English proficiency and difficulties in testing communicative ability was reported to be the least significant factors that caused difficulties in implementing CLT". On the other hand, our finding did not agree with and Ntirenganya (2015:69.73) who confirmed that in regards to teachers related difficulties and challenges, "those issues were judged as problematic, teachers have little time to develop materials for communicative classes (=3.50 and *s*= 1.21)".

- Moreover, our findings did not also consider education system related difficulties and challenges to be to be a problem to support the implementation of CLT approach while in Jafari (2015) study found that education system related difficulties and challenges was considered as the most challenging aspects to apply CLT and scored (3.62). In addition to that, our findings was not in line with Ntirenganya (2015:69.73) study which indicated that “the education system and environment recorded in terms of classes are too large for the effective use of CLT recorded a high mean (=4.00 and *s*=1.32)”. Even though the results of Omani context recorded low mean scores associated with education system related difficulties, there were some aspects related to this issue which teachers showed agreement that could be considered as problematic such ‘There is a lack of enough support from administration’; ‘Classes are too large for the effective use of CLT’; and ‘Grammar-based examinations have a negative impact on the use of CLT’. The reason could be due the administration and regulation during the intensive English language program and the number of students who were selected in each class to be between 20-25 students and this is could be considered as a large classroom. From researcher’s experience, firstly curriculum and overload hours that English instructors have to teach would not enable them to prepare the communicative activities which are necessary to develop students’ communicative competences. They are given a certain plan to be completed within certain time so students will be tested to pass or not certain English proficiency level. That would affect teachers’ creativity to come up with many authentic activities and communicative ones. The findings are consistent with the following study which has been conducted in the Saudi context which is to certain extent very similar to the Omani one Farooq (2015:187) described the major challenges to be; “The major challenge highlighted by both genders was low-level English proficiency of students’ (male: 35% and female: 37%)”. In general, Omani and Saudi students came from similar background of studying English as their foreign language which can be considered as one of main challenges that hinder implementing communicative

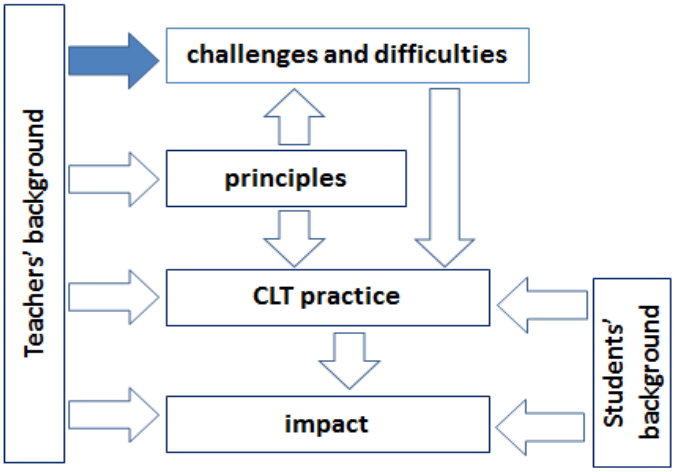
language teaching approach. Farooq (2015:187) also stated that “Although Saudi Arabia is spending huge budget on education and the university professors receive better salaries even as compared to the developed countries like the USA, England, Canada, Australia etc., yet the students enrolling themselves in the different faculties of Saudi universities including English lack the required English language proficiency (Shuttleworth Foundation, 2008)”.In this regard, Al-Hazmi (2006:38) similarly reported “that language teaching in the Arab world is dominated by a traditional, top-down, textbook-oriented, teacher-led methodology”.

- Overall the major challenges for teachers are students’ related difficulties and challenges which recorded the highest mean compared to other difficulties and challenges while teacher related difficulties reported the lowest on the scale. The reason is due to the participants who were most of them native speakers whom they would not find any problems in using English communicatively with their students. From their point view, they believed that students who have English as a foreign language have difficulties in utilizing English communicatively. From my experience of being a teacher for such a group of students, this problem is due to insufficient English input to be used communicatively with their classmates while they are doing activities that require communication skills. The second reason is that students came to the university with some learning styles that have not encouraged group works and interaction in classes and usually they used to work individually or pairs therefore it is challenging to develop such skills with learners.

5.3.2 The relation between teachers beliefs of CLT challenges and teachers' background

The relation between Teachers' characteristics and CLT implementation difficulties and challenges will be summarized in the following section. This section would state teachers' background effects on their beliefs about CLT challenges, the relation between the two main categories will be stated:

- Teachers' background influence
  - Gender,
  - Teachers' mother tongue,
  - Teaching level, Teaching years,
  - Teaching experience EFL,
  - Institutional Context, and
- Teachers' beliefs about the challenges of communicative language teaching implication:
  - Teacher-related-difficulties & challenges
  - Student-related-difficulties& challenges,
  - Difficulties & challenges related to education system,
  - CLT- related -difficulties & challenges



The descriptive findings indicated that the relation between teachers' characteristics and perceived difficulties and challenges of CLT implementation, analyses were carried out using both descriptive (mainly mean and standard deviation values) and referential statistics (t-tests and ANOVA). The discussion of main findings would also be added. However there were not many studies done about the same topic.

- Teachers' Gender: The descriptive analysis showed that male teachers reported higher mean responses compared to female teachers associated with the four main challenges of CLT implementation. The male teachers reported the highest mean responses in regards to students' related difficulties and challenges and difficulties and challenges related to education system compared to female teachers who reported lower mean value in regards to students' related difficulties and challenges. The results showed that there was a non-statistically significant difference associated with students' related difficulties and challenges and this difference represents a quite large effect. That means that male teachers encountered students (students having low-level English proficiency; students having a passive style of learning; students lack motivation for developing communicative competence; and students resist participating in communicative class activities) as one of the major obstacles that hinder the implication of CLT while the female teachers did not encounter the same about students' related difficulties.

The reason could be due to personalities difference as it was stated by Farqooq (2015) who found that in Saudi universities, despite certain constraints, there is a considerable number of English language teachers who are aware of the CLT and are implementing it in their classroom and mostly female teachers are more interested in CLT to improve communicative competence of their students. In addition to that, the results also showed that there was a non-statistically significant difference associated with difficulties and challenges related to education system in favour of male teachers who reported higher mean values compared to female teachers. The results also showed that the difference showed a medium sized effect. The male teachers also considered education system as obstacle compared to female teachers. The reason could be to female teachers' higher motivation to implement CLT regardless of any difficulties might have. In general, it had been found that male teachers reported students related difficulties and education system related difficulties as more problematic issues compared to female teachers who did not.

- Educational Institution's type: it was evident from the descriptive analysis that teachers from public university reported higher mean scores in terms of teachers and students related difficulties and challenges compared to participants from private university. On the other hand, teachers from private university reported higher mean responses associated with difficulties & challenges related to education system and CLT related difficulties compared to teachers from public university. The findings revealed that teachers from public university considered more students as perceived difficulties in implementing CLT while teachers from private university considered education system and CLT approach as perceived difficulties in implementing CLT. The results associated to the impact of institution type on teachers' beliefs about CLT difficulties and challenges showed that the difference was non-statistically significant associated with teachers related difficulties and challenges and the difference represented a large effect. In addition to that, in terms of difficulties and challenges related to

students, there was non-statistically significant difference and the difference showed a quite large effect in favour of participants from public university who recalled higher scores**.** On the other hand, the difference was non-statistically significant and the difference represents a medium sized effect associated with CLT approach related difficulties and challenges in favour of teachers in private university who reported higher mean values compared to teacher from private university and in terms of difficulties and challenges related education system, there was a non-statistically significant difference and this difference showed a small effect.

In general, the results of our study demonstrated that participants from public university considered teachers and students as challenging while teachers from private university considered education system and CLT approach as obstacles to implement communicative language teaching approach**.**

- English is my mother tongue Effect: the descriptive findings revealed that teachers with English being their mother tongue reported higher mean scores associated with different perceived difficulties and challenges of CLT implementation. The native English participants recorded the highest mean scores mean associated with students' related difficulties and challenges. The findings revealed that using t-test to examine the impact of English as a mother tongue on teachers' beliefs about perceived difficulties and challenges of CLT implementation had showed non-statistically significant difference and this difference represents a quite large effect. The results demonstrated that teachers whose English their mother tongue had found that student related difficulties and challenges as a problem to implement CLT while teachers whose English not their mother tongue did not. Sergon (2011:25-26) stated similar findings that Foundation Year professors who were native English speakers stated that the problem with students was that “not enough practice of language, they stated that those students may know the grammar better than a native-speaker but they cannot use it”. The findings revealed that teachers believed that “Omani students still struggle immensely with English”.

Sergon (2011:12) also supported such finding by stating that “the Foundation Year professors that I interviewed were entirely expatriate, entirely native speakers of English, they did not share in the experience of Omani, or even general Arab, teachers in Foundation Year—namely sharing the same mother tongue as students and thus having it as a potential crutch for low-level students”. The reason might be that non-native teachers did not go through similar learning experience as English being their second language so they were more understanding for learners needs and their difficulties to acquire a foreign language.

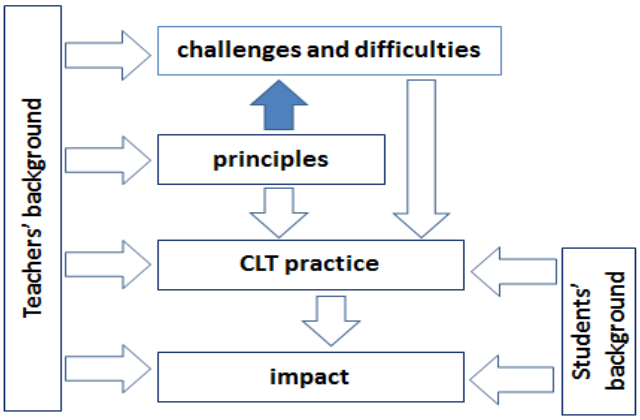
- Teaching levels: the statistical findings revealed that teachers who were teaching level three reported higher mean responses associated with CLT implementation difficulties and challenges especially with students' related difficulties and challenges. One Way of Analysis Variance was used to find out the impact of teaching levels on teachers beliefs about CLT implementation difficulties and challenges. The results indicated a medium effect but not statistically significant of teaching level grouped on teachers beliefs associated with teacher related difficulties and challenges but it was small effect and not statistically significant associated with students' related difficulties and challenges. It was not expecting that teachers who were teaching upper levels that they considered students related issues as a problem to implement CLT since previous studies that CLT practice needs more language proficiency and it will be more practical with students of upper grades and levels. The results was in contrast of Vongxay (2013:15-16) findings that “students’ low-level of English proficiency usually makes it difficult for the teachers to do oral interaction and other communicative activities in the classroom. Therefore, it can be argued that low English proficiency of students hampered or discouraged teachers in adopting CLT in the classroom teaching and learning”. On the other hand, in our context teachers thought that level three students could hinder CLT implantation compared to lower level of English proficiency students.

- Teaching experience in EFL context: The descriptive findings revealed that teachers who had less than six years' experience of teaching in EFL reported higher mean responses compared to teachers who had more teaching experience in EFL associated with different perceived challenges and difficulties of CLT implementation related to students, education system and CLT approach. In terms of impact of teaching experience in EFL, the results showed that there was a non-statistically significant differences and the difference showed a quite large effect associated with CLT approach, but the difference showed a medium sized effect associated with students' related difficulties and a small effect related to education system. In general, it was found that more teaching experience would enable teachers to be more capable of overcoming many issues either related to teachers, students or education system to apply communicative teaching approach.

  The descriptive findings revealed that students related difficulties and challenges scored highest mean values from the perceptive of male teachers; teachers in public university; native English teachers; teachers teaching level 3 and teachers with up to six years' experience. The reason could be as explained by Li (2004:60) "low level students' strong resistance to communicative activities is as a limitation in using CLT. Only some of the high level students enjoyed doing communicative activities. Poor students resented communicative activities. They had nothing to say or could understand little of what their peers said. This caused strong resistance to CLT".

  On the other hand, the difficulties and challenges related to education system recorded the second highest scores from teachers' perspective: male teachers, private university, native teachers, level three teachers and teachers with up to six years' experience.

5.3.3 The correlation between teachers beliefs about CLT principles and CLT challenges



In order to assess the relation between teachers' beliefs about CLT and teachers' beliefs about difficulties and challenges of CLT implementation Pearson Product correlation method was used. In general, it had been found that teachers' beliefs about CLT principles correlated inversely and statistically with perceived difficulties of CLT implementation as following:

- The findings showed that teachers' beliefs towards group and pair work correlated statistically and inversely with teachers' related difficulties and challenges. The findings showed that the Pearson correlation coefficient was statistically significant and the correlation was moderate and negative. The finding indicated that teachers who had positive attitudes towards group and pair work such as 'group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students'; 'group work allows students to explore problems for themselves and thus have some measure of control over their own learning' and 'It is therefore an invaluable means of organizing classroom experiences' believed that teacher related difficulties was not considered as an obstacle of implementing CLT in their classes. Even though it was found that those teachers' beliefs about group and pair work related significantly and inversely to difficulties caused by teachers in the

classroom, it was found that teachers' beliefs about group and pair work to be inversely but non significantly related to difficulties caused by students. This findings agreed with Rahimi and Naderi (2014:241) study which reported that "attitudes towards group and pair work in communicative classes were significantly and inversely related to 'student-related difficulties of CLT' ($r=-.156$, $p<.05$)". The results revealed that teachers who believed on the importance of group and pair work to be applied in the classes did not consider students or teachers as problems to implement Communicative Language Teaching approach.

- The analysis of findings also revealed that higher teachers' beliefs reported about teachers' beliefs towards quality/quantity of error correction tend to have lower teachers' beliefs rate about the perceived difficulties and challenges related to teacher. The correlation coefficient was statistically significant and it was moderate and negative. The results showed that the correlation coefficient between teachers' beliefs about quality/quantity of error correction and teachers' beliefs about students' related difficulties and challenges was statistically significant .As it had shown from the results that the correlation was negative which means that teachers who scored higher beliefs rates about quality/quantity of error correction did not encounter students as perceived difficulty that hinder the implementation of CLT. In other words, teachers who reported higher mean responses about 'For students to become effective communicators in the foreign language, the teacher's feedback must be focused on the appropriateness and not the linguistic form of the students' response to be moved to error correction section and Since errors are a normal part of learning, much correction is wasteful of time' did not find either students or teachers related issues as problematic. Generally, teachers who had favourable attitudes towards quality/quantity of error correction did not consider teachers and students related difficulties and challenges as perceived problems that hinder CLT implementation. On the other hand, the correlation coefficient between teachers' beliefs of quality/quantity of error

correction and teachers beliefs about CLT related difficulties and challenges ‘Western educational assumptions are not suitable within Asian contexts and CLT doesn’t take into account the differences between EFL and ESL teaching contexts and There is a lack of effective and efficient instruments to assess communicative competence’ was negative and weak and it was not statistically significant.

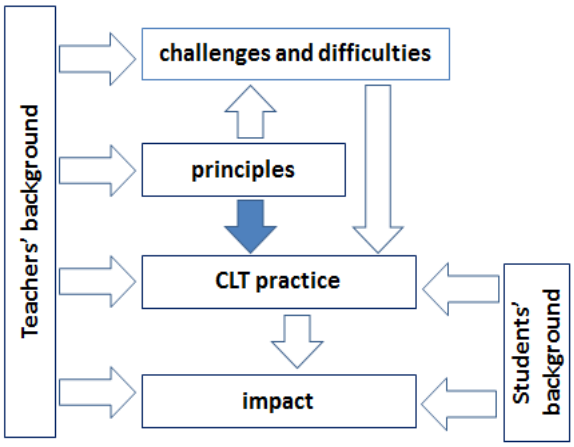
- Teachers who reported higher scores about the role and contribution of learners in the learning process tend to report lower scores about students related difficulties and challenges. The Pearson correlation coefficient was statistically significant and it was moderate and negative. The finding indicated that teachers who had reported higher beliefs about the importance of learners and their contributions to the learning process in following areas: ‘The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential’, ‘for most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way’ and ‘Tasks and activities should be negotiated and adapted to suit the students’ needs rather than imposed on them’ did not encounter students’ related difficulties and challenges as a perceived problem which could hinder the implication of CLT in their classes. So teachers did not consider ‘Students having low-level English proficiency’, or ‘Students having a passive style of learning’, ‘Students lack motivation for developing communicative competence’ or Students resist participating in communicative class activities’ as obstacles to implement CLT. The reason might be that teachers who believed on their students’ abilities to learn a foreign language had positive attitudes towards CLT approach as being a learner centered approach that focus mainly on learners. This corroborates with the findings of this study “Teachers’ favourable attitudes toward CLT in general were inversely related to difficulties caused by students in communicative classes. This implies that teachers who had general

positive attitudes towards CLT had fewer problems with difficulties caused by students such as students' low-level of English proficiency, their passive style of learning, their resistance in participating in communicative class activities, and their lack of motivation for developing communicative competence. In other words, general positive attitudes toward a leaner-centered approach of teaching help teachers manage their classes more successfully" (Rahimi & Asadollahi, 2014:241) and thus feel less difficulty in using CLT in their classes.

- Even though the results indicated that the correlation between teachers' beliefs about the role of teacher in the classroom and teachers and students related difficulties and challenges was not statistically significant, there was still negative relation which indicated that teachers who reported higher scores and believed about the role of teacher in the classroom did not consider neither teachers related difficulties nor students related difficulties as problems that hinder CLT implementation. This finding was not in line with Rahimi and Naderi (2014) study which found that attitudes towards "the role of teacher in a communicative class, were found to be positively related to CLT related difficulties ($r= .181$, $p<.01$)".

5.4 Teachers' beliefs about CLT principles and CLT practice

5.4.1 The relation between teachers beliefs about CLT principals and teachers beliefs about CLT practice.



This section would state the relation between teachers' beliefs about CLT principles:

- o Group/pair work,
- o Quality/quantity of error correction,
- o The role and contribution of learners in the learning process,
- o The role of the teacher in the classroom, and
- o Place/İmportance of grammar
- • Teachers' beliefs about CLT practice:
- o Teaching approach used,
- o CLT practice Communicative competence,
- o CLT practice principles .

5.4.1.1 CLT principles and teaching approaches used in the classroom

- Participants who reported higher ratings towards CLT principles also showed higher interest in using communicative language teaching approach in their classes. For example, teachers' beliefs about CLT group and pair work correlated positively and statistically significant with teachers' perception of teaching approach of Communicative Language Teaching. The results demonstrated that teachers who believed in using Communicative Language Teaching approach in their classes also believed in the importance of group and pair work principle. Moreover, teachers' beliefs ratings about quantity and quality of error correction correlated positively and statistically significant with teaching approach communicate language teaching. The results illustrate that teachers who believed on using communicative language teaching recorded higher in terms of quantity and quality of error correction. The results also indicated that teachers' beliefs ratings associated with other CLT principles such as role of learners, role of teacher and role and importance of grammar correlated positively but not statistically significant with teaching approaches of Communicative Language Teaching.

  Our study revealed that when teachers reported higher positive beliefs towards communicative language teaching as an approach to be used in classroom indicated more positive beliefs towards different CLT principles. This result showed consistency in teachers' beliefs about Communicative Language Teaching and their understanding for its principles.

- On the other hand, Teachers beliefs of CLT principles correlated inversely with other teaching methods 'the grammar translation method', 'the audio-lingual method', and 'the direct method' which indicate that higher teachers' beliefs towards CLT principles resulted in less practice of other traditional teaching methods. However, it was found that the correlation coefficient between teachers' beliefs ratings

of CLT principles of the role of teachers in the classroom and teaching approaches used in classroom such as audio-lingual method was statistically significant and it was negative which means that participants who reported higher ratings of the role teacher in the classroom tend to have lower interest in using the audio-lingual method as a teaching approach in their classes. The correlation coefficient results were also statistically significant but it was negative between teachers' beliefs of the role and importance of grammar and teaching approach of the direct method. In other words, teachers who showed higher ratings towards the role and the importance of grammar from communicative language teaching approach perspective tend to have lower interest towards using direct method in their teaching.
In general, our study revealed that teachers who reported higher beliefs ratings towards communicative language teaching principles tend to have lower beliefs ratings towards other teaching methods such as the grammar translation method, the audio-lingual method, the direct method. Teachers' perception about CLT principles correlated negatively with traditional teaching methods.

5.4.1.2 CLT principles and CLT practice

- Teachers with higher beliefs about quality/quantity of error correction tend to have higher scores in regards to CLT use of sociolinguistic, intercultural competence and practice of CLT principles. The correlation between teachers' beliefs of quality/quantity of error correction and CLT use of sociolinguistic, intercultural competence and CLT principles was positive and moderate and it was statistically significant. Teachers who scored higher mean responses associated with quality/quantity of error correction indicated higher mean responses associated with CLT use of sociolinguistic, intercultural competence and CLT principles. They thought that their classes tended to have more practice of this aspect of CLT. In other words, teachers with higher beliefs towards CLT principles of quality/quantity of error

correction in terms of the following areas: ‘Since errors are a normal part of learning, much correction is wasteful of time and for students to become effective communicators in the foreign language, and the teacher’s feedback must be focused on the appropriateness and not the linguistic form of the students’ response to be moved to error correction section’ showed higher scores associated with CLT use of sociolinguistic such as ‘classroom practice-How language use can be appropriate to different situations (e.g. Formal or informal)’. Additionally, teachers showed higher attitudes towards Communicative Language Teaching practice of intercultural competence such as ‘classroom practice-activating my students’ cultural background knowledge on the topics to be covered and classroom practice tackling cultural aspects in the language classroom’ and CLT principles practice such as ‘classroom practice How to negotiate meaning in genuine communication (e.g. discussing TV news in class)’ and classroom practice using authentic materials (e.g. newspapers written for native speakers)’.

- Furthermore teachers who reported high mean responses about quantity and quality of error correction thought they had more practice of strategic competence such as ‘classroom practice of How to overcome their communication problems (e.g. guessing difficult words from context)’ and ‘classroom practice of language forms through their communicative use’ and the practice of CLT principles such as classroom practice of collaborative activities (e.g. Pairs and small groups), classroom practice of asking students to communicate through English in the classroom, classroom practice of rehearsing language forms and rules, and classroom practice of language use and meaning.

  Our study results showed consistency between what teachers believed about the quantity and quality of the importance of providing learners with communicative teaching environment and what teachers perceived as mostly practice in their classes such as sociolinguistic, intercultural and strategic competences and CLT principles.

- Teachers who scored higher in terms of their beliefs about the role and contribution of learners in the learning process tend to score higher in regards to CLT use and practice of grammatical competence. The correlation between those two variables was positive and moderate and it was also statistically significant. Teachers who reported higher beliefs about the following statements: ‘the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential’; ‘for most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way’; ‘tasks and activities should be negotiated and adapted to suit the students’ needs rather than imposed on them’ tend to report higher practice of grammatical competence which mainly focused on language forms and structures. Moreover, teachers who also scored higher beliefs of the role and contribution of learners in the learning process scored higher results associated with CLT practice of strategic competence and CLT principles. The Pearson correlation was positive and moderate and it was statistically significant. Therefore teachers who believed on the role of learners in learning process tend to encourage more group work and collaborative activities and they tend also to focus on language forms and language use for meaning and communication.

  Overall, the result showed that there was inconsistency between what teachers believed about the role of learner and its contribution in learning process of CLT and what they practiced in the classroom. The results showed that teachers tend to practice both form focused and meaning focused instructions and there were not more focus towards sociolinguistic and intercultural competences. The results also revealed that even though those teachers showed an understanding of CLT principles they still practice form focused approach in their classes. That means that regardless of teachers’ positive attitudes towards the role of learners they still approach more grammatical and strategic competences in their classes and they perceive less practice of sociolinguistic and intercultural competences. Our results agreed with

the results raised from Rahimi and Mowlaie (2010: 1526) study that "the correlation between what they believed about CLT principles and what they thought they did in the class based on those principles seems to be quite high. However the class observation of teachers showed that they violated substantial number of these principles and they acted contrary to those tenets or even to what they claimed they did". Additionally, Rahimi and Mowlaie (2010: 1526) found that "the classes were managed in a combination of Grammar-translation and CLT approach". Moreover Derakhshan and Torabi (2015:210-211) stated that "There are many teachers who claim that they practice CLT in their own classes, however, they actually apply their own experiences and beliefs". Moreover Mowlaie & Rahimi (2010) and Dordinejad et al. (2011) stated that "although Iranian EFL teachers have a positive attitude towards principles of CLT they do not materialize their claims in the classroom" (as cited in Vaezi and Abbaspourb, 2014:1910). Borg (2006:97) also stated that "despite teacher's positive beliefs about CLT though the analysis of actual teaching showed little evidence of CLT in practice" and in addition to that Karavas-Doukas (1996) found a lack of congruence between the attitudes towards CLT as indicated on a survey by EFL teachers in Greece and the classroom practice of these teachers. The results indicated that teachers in EFL context showed a preferable attitudes towards CLT principles but the in real classroom situation the focus was grammar translation method which focused on papering students for exams and not for communication. McLean (2011:91) also found out that "the majorities of teachers have inadequate knowledge of the CLT approach and do not use it in the classroom". This finding agreed with Al-Issa & Al-Bulushi (2012:561) who stated that "In spite of claims about ELT curricula being geared towards communicative language teaching (CLT) and the integration of advanced and sophisticated educational technology into ELT". McLean (2011:91) also found out that "The lecturers in the English Language Department of the institution do not use the CLT approach in the classroom".

However as it was confirmed by McLean (2011:91) “In the absence of classroom observation it is difficult to confirm this as there is no means of verifying what actually takes place in the classroom”.

- The results showed that teachers who scored high results in terms of the beliefs about the role of teachers in the classroom reported high values in regards to the CLT practice of Sociolinguistics and intercultural competence and CLT principles. The analysis of findings revealed that the correlation coefficient was positive and moderato and it was also statistically significant. Teachers who believed on the role of teacher in CLT such as ‘the teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson’; ‘the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students’ and ‘the teacher as authority and instructor is no longer adequate to describe the teacher’s role in the language classroom’ recorded higher practice of sociolinguistic and intercultural competences and CLT principles. Teachers thought that they practiced the following aspects of sociolinguistic competences such as ‘How language use can be appropriate to different situations (e.g. Formal or informal)’ and intercultural competence such as ‘classroom practice of activating my students’ cultural background knowledge on the topics to be covered and tackling cultural aspects in the language classroom’ and CLT principles of ‘How to negotiate meaning in genuine communication’ and ‘using authentic materials (e.g. Newspapers written for native speakers)’. Overall, the findings revealed that more positive attitude towards CLT principles in terms of the role of teacher in classroom resulted in more practice of communication and intercultural activities.

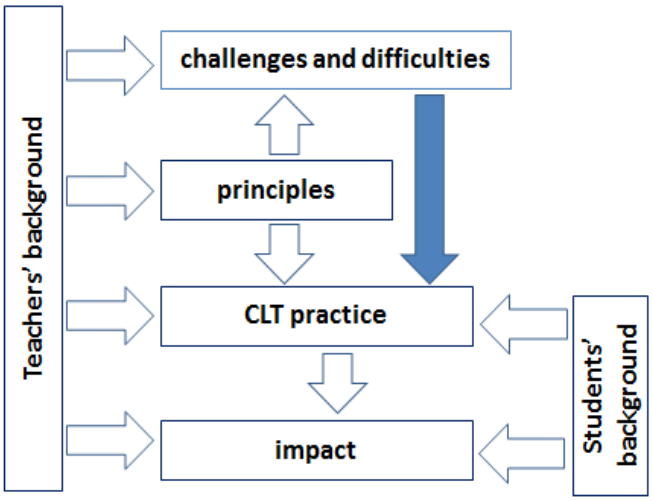
- Teachers with higher beliefs towards teachers’ beliefs about CLT principles of place and importance of grammar indicated higher scores in CLT use of sociolinguistic, intercultural competence and CLT principles. The results showed that Pearson correlation was positive and moderate and it was statistically significant. Teachers who

reported higher beliefs towards CLT place and importance of grammar in terms of the following statements: ‘knowledge of the rules of a language does not guarantee ability to use the language’; ‘grammar should be taught only as a means to an end and not as an end in itself’ indicated higher scores associated with CLT use of sociolinguistic, intercultural competence and CLT principles. The results also showed that teachers who did not believe on ‘direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively’; ‘grammatical correctness is the most important criterion by which language performance should be judged and by mastering the rules of grammar’ and ‘students become fully capable of communicating with a native speaker’ demonstrated more practice of communicative language teaching in terms of ‘classroom practice of How language use can be appropriate to different situations (e.g. Formal or informal)’; ‘classroom practice of How to negotiate meaning in genuine communication (e.g. Discussing TV news in class)’; ‘classroom practice of using authentic materials (e.g. Newspapers written for native speakers); ‘classroom practice of activating students’ cultural background knowledge on the topics to be covered’; and ‘classroom practice of tackling cultural aspects in the language classroom’.

Our study results revealed that teacher who did not believe on grammar translation method and they believed on the CLT principles of the role and importance of grammar tend to have more practice of communicative language teaching in terms of sociolinguistic and intercultural competence and CLT principles in term of genuine communication and authentic materials used. The results showed a consistency between what teachers believed about CLT in terms of role and importance of grammar and what teachers practiced in terms of sociolinguistic and intercultural competence and CLT principles. These results emphasized Nishino’s study results (2009:184) “Also to be noted is that Positive CLT Beliefs and Classroom Practices have a moderate correlation (r = .31), suggesting that when teachers believe that CLT is an effective approach to teaching English, they frequently

use communicative activities in class". On the other hand, Vaezi and Abbaspourb (2014:1910) study results disagreed with our results "the results indicate that the teachers hold a fairly positive attitude towards the premises of CLT. However it was revealed that the teachers' practice was not in line with their claims. Speaking more particularly, in areas such as 'group work' and 'role of grammar' the discrepancy was more conspicuous. It shows that teachers have difficulty putting their theoretical knowledge into practice".

5.5 Teachers' perception about CLT implication difficulties and challenges and Teachers' perception about CLT practice in the classroom



- The main findings revealed that the correlation between teachers' perceptions about teaching approach of communicative language and teachers' perception of students' related difficulties and challenges was statistically significant and it showed a negative and quite strong correlation. The results demonstrated that teachers believed that more students related difficulties and challenges they encountered in their

classes it resulted in less practice of using communicative language teaching approach. In addition to that, there was a negative, moderate and statistically significant correlation between teachers' perception of practice of communicative language teaching approach and CLT related difficulties. The results showed that when teachers perceived CLT approach as problematic, there was less use of communicative language teaching approach in classroom. Moreover, in regard to teacher related difficulties and education system difficulties, the correlation was negative, quite moderate but not statistically significant. Our study revealed that students related difficulties and CLT related difficulties and challenges could hinder using communicative language teaching approach in the classroom. The following results would specify such relation between CLT practice and CLT implementation difficulties and challenges.

- The teachers who had scored higher about teacher related difficulties and challenges tend to have lower mean scores about CLT practice of the grammatical competence. In terms of grammatical competence, the results indicated that Pearson correlation was negative and moderate and not statistically significant. Moreover, teachers who considered teachers role in the classroom as problematic scored lower score in practicing those different competences of communicative competence and CLT principles. The results showed that the correlation between teacher related difficulties and CLT practice of sociolinguistic and intercultural competence and CLT principles was also negative and moderate and not statistically significant.
  Our study results revealed the correlation between what teachers believed about teacher related difficulties and challenges and what teachers thought they practiced in the classroom of communicative language teaching of communicative competences and CLT principles was negative and it was not statistically significant. The results showed that difficulties that teachers encountered could hinder CLT implementation in classes.

- Higher teachers' beliefs on student related difficulties and challenges indicated lower teachers' perception about CLT use of grammatical competences, sociolinguistic, intercultural competence, and strategic competence and CLT principles. The results indicated that the correlation was negative and it was not statistically significant. The results showed that students related difficulties could be considered as obstacles to use CLT in terms of communicative competence and CLT principles.

- Higher teachers beliefs about difficulties & challenges related to education system tend to have lower teachers perception about CLT practice of grammatical competence. The analysis of results indicated that there was negative and moderate correlation but it was not statistically significant. The results showed that teachers who indicated that education system as a problematic tend to have less practice of grammatical competence.

- The overall findings revealed that participants who did not perceive those main areas of difficulties and challenges related to teacher, learners, education system and CLT approach reported higher rating associated with communicative language teaching approach to be used in classroom and different practice of CLT in the classroom in terms of grammatical, sociolinguistic, intercultural, strategic competences and CLT principles. CLT perceived difficulties and challenges correlated inversely and non- statistically significant with CLT practice. The results showed consistency between what teachers believed about CLT implementation challenges and difficulties and CLT practice. The previous results that indicated teachers did not encounter many challenges to implement CLT, and the correlation between perceived difficulties and CLT practice was negative and not statistically significant.

5.6 Teachers' perceptions about CLT practice in the classroom and teachers' background

To investigate the relation between teachers perception about CLT practice and teachers background, it will be including the following areas:

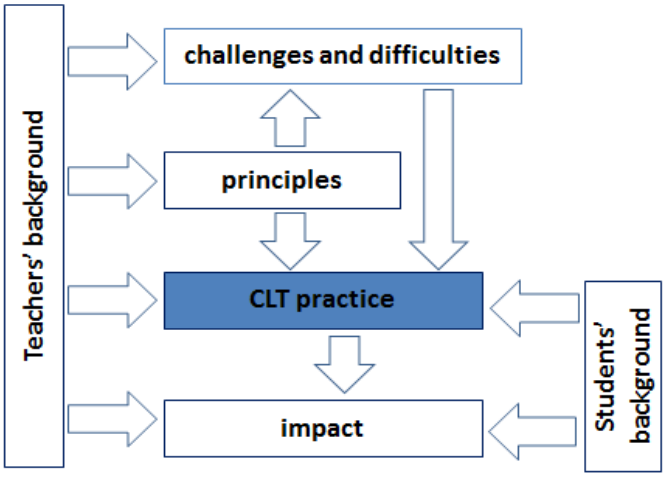
1. CLT practice:

    - Teaching approach used in the classroom
    - CLT Practice of Communicative competence:
    - Grammatical competence;
    - Sociolinguistic competence, intercultural competence and CLT principles
    - Strategic competence and CLT principles
    - CLT principles (genuine communication; English used;structures in context;group and pair work;authentic materials used;error correction)

2. Teachers' background:

- Gender
- Institutional Context
- Teachers' mother tongue,
- Teaching level,
- Teaching years, and
- Teaching experience EFL

5.6.1 Teachers' perceptions about CLT practice in the classroom



5.6.1.1 Teaching approach used in the classroom

- The analysis of findings revealed that teachers mean responses associated with teaching approaches used in the classroom. Communicative language teaching was the highest among the other different teaching methods and approaches. While from teachers' perception, the grammar translation method scored the lowest mean. The findings revealed that teachers who worked in Omani context, they showed more interest on using communicative language teaching approach in their classes but they showed the least interest on using grammar translation method. The results are in consistence with Asassfeh (2012) study results which showed that "teachers held stronger beliefs, more positive attitudes, and more practice associated with Meaning Oriented Instruction (MOI) compared to Form Focused Instruction (FFI)".

5.6.1.2 CLT Practice (teachers' perception)

- The main statistical findings showed that teachers mean responses was the highest associated with CLT use of strategic competence and CLT principles which were related to English used, group and pair work and error correction and the results showed that the lowest mean scores was associated with CLT use of sociolinguistic and intercultural competences and CLT principle of genuine communication, English used and authentic materials used.
- The results showed that even though that teachers believed on the importance of communicative language teaching and they had positive attitudes towards its principles, they still focused more on form practice in their classes and there was less focus on genuine communication and authentic materials used. That could reflect that teachers believed on the importance of using communicative language teaching approach however in real classroom situation there was less practice and more focused on grammar translation method. Shawer (2011:351) confirmed that "not all teachers who are familiar with CLT principles can translate them into actual classroom practice". "Even though EFL teachers express their appreciation for CLT, they resort to traditional teaching methods when it comes to actual implementation" (Le, 2000 as cited in Asassfeh, 2012:86)

5.6.1.3 CLT practice: Strategic competence and CLT principles (English used, group and pair work, error correction).

- The overall results showed that teachers mean responses associated with CLT practice: strategic competence and CLT principles of English used, group and pair work and error correction was very high especially in regards to classroom practice of 'asking students to

communicate through English in the classroom'. Teachers' perspectives of their favorable attitudes rates of encouraging more communication in English was inconsistent with their high emphasis on rehearsing language forms and rules which recorded high mean rating (3.75). Therefore, even though the findings indicated that the practice in the classroom mainly included the different CLT principles that encourage more communication in English and collaborative activities to encourage group and pair work, the teachers still used form focused method and tradition way of teaching by 'rehearsing language forms and rules'.

5.6.1.4 CLT practice: grammatical competence

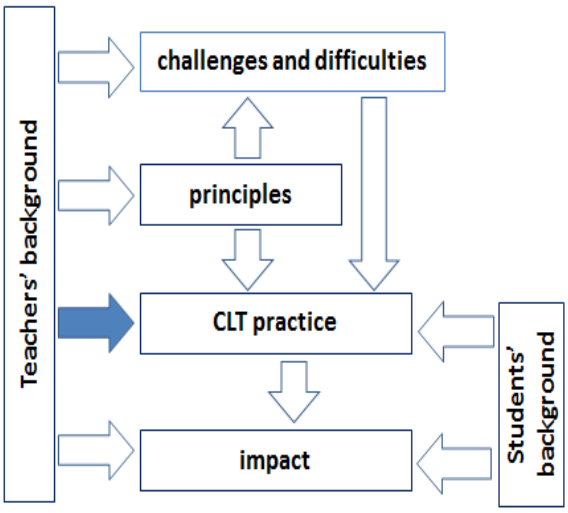
- From teachers' perception, there was a common practice of CLT using grammatical competence in the classroom. The teachers' means responses showed that classroom practice of sentence formation (simple, compound and complex) recorded the highest value while the practice of idioms and punctuation scored the lowest. The teachers commonly practiced the most 'sentence formation (e.g. simple, compound, and complex) then pronunciation (e.g. vocabulary, intonation, word and sentence stress), word formation (e.g. nouns, verbs, suffixes, etc.), spelling rules and punctuation and classroom practice of pattern practice and drills of language forms'.

5.6.1.5 CLT practice: sociolinguistic competence, intercultural competences and CLT principles (genuine communication; authentic materials used)

- The overall results showed that the practice of sociolinguistic and intercultural competences recorded lower mean responses from

teachers' perspective (3.56) compared to strategic competence (4.30) and grammatical competence (3.69). The results showed that classroom practice of how language use can be appropriate to different situations (e.g. Formal or informal) and classroom practice of how to negotiate meaning in genuine communication (e.g. discussing TV news in class) recorded higher mean responses compared to classroom practice of using authentic materials (e.g. Newspapers written for native speakers) which recorded a lower mean responses than 3. That could reflected that teachers who worked in Omani context still lacked using authentic materials which would encourage using CLT for real communication. The results also showed that there was a common practice of intercultural competence of activating students' cultural background knowledge on the topics to be covered and it recorded high mean responses (4.38) from teachers perceptive which demonstrated that teachers are interested in raising students' cultural awareness. However the practice of classroom practice of tackling cultural aspects in the language classroom recorded lower mean score from teachers' perspective which could reflect less practice of cultural activities in classroom.

5.6.2 Teachers' perceptions about CLT practice in the classroom and teachers' background



5.6.2.1 Teacher background and teaching approaches used

- The data analysis reflected that the participants regardless of their different background showed high favorable attitudes towards communicative language teaching approach compared to other teaching methodologies and approaches such as the direct method, the audio-lingual method and the grammar translation method. The finding was on line with Farooq's study (2015:184) which reflected that the majority of the teachers favored communicative approach (98%), direct method (76%) and audio-lingual method (70%) collectively. However our results showed that those female teachers reported higher mean scores associated with communicative language teaching, grammar translation, audio-lingual and direct method compared to male teachers who scored lower. The reason could be due to that female teachers had more motivation towards CLT implementation compared to male teachers. Farooq's study (2015:184) found that ''female teachers were more aware of the CLT approach as 48% of them always used CLT in their classroom as compared to 26% of male colleagues''. In regards to teaching experience, it was not expecting to

find out that group of teachers with less experience in EFL context they favored the grammar translation method and reported higher rates on the scale compared to teachers with more teaching experience who reported lower rates on the scale of teaching approaches used in the classroom**.** It is found that novice teachers usually are willing to apply new methods of teaching compared to teachers with many years teaching who preferred grammar translation methods and other methods of teaching. In regards to teaching levels, the results showed that one of main findings was that teachers who were teaching upper levels such as level 3 showed higher favorable attitudes towards CLT and reported very low ratings associated with grammar translation method, audio-lingual and direct method. This result showed that students who had more English language were provided with more communicative activities in their classes.

In comparison, Farooq's study (2015:184) indicated that "The majority of the female teachers opted for communicative approach (48%) while male teachers were in favor of direct method (34%) in their classes 12% male teachers selected grammar translation, whereas none of the female teachers opted for it. Teachers opted for a variety of methodologies/approaches in their classes including communicative approach at the top".

- In addition to that, the data analysis of the relation between teachers' background and their perceptions towards teaching approaches used in classroom. In terms of grammar translation method, the results reflected that female teachers reported higher mean responses compared to male teachers, and the results indicated that the difference was not statistically significant but difference showed a quite large effect. However in terms of direct method, the difference was statistically significant and the difference represents a large effect in favour of female teachers who reported higher mean responses compared to male teachers. The results of institution context type impact showed that in terms of grammar translation method, there was non- statistically significant difference and the difference showed a quite large effect in favour of participants from private university who

reported higher. On the other hand, there was a non-statistically significant difference and the difference showed a large effect associated with the direct method in favour of participants of private university who scored more compared to participants from public university who scored lower. The results showed that teachers from private university tend to have more favourites attitudes towards practice of both grammar translation method and direct method.

- The results also indicated that participants who had more than 10 years teaching experience showed more interest towards Communicative Language Teaching approach however the difference was not statistically significant and the difference showed a quite large effect. While participants who had from 6 to 10 years teaching experience reported higher ratings towards grammar translation method, the difference was not statistically significant and the difference showed a large effect. It was not excepting that teachers who had less teaching experience would show more interest to practice communicative language teaching. However the results revealed that teachers who had more teaching experience showed more interest in practicing CLT. In addition to that the result of impact teaching years' experience in EFL context showed that the participant who had more teaching experience recorded higher ratings towards both communicative languages teaching approach and grammar translation method compared to teachers with less teaching experience in EFL context. In terms of communicative language teaching approach, the difference was not statistically significant and the difference showed a medium sized effect while in terms of grammar translation method, the difference was not statistically significant and the difference indicated a large effect.
- In terms of the impact of teaching levels, the results indicated that there was a statistically significant difference and the difference represented a large effect associated with the direct method. In regards of direct method practice the results showed that there was difference between the different levels.

5.6.2.2 Teachers Background and CLT Practice

- In terms of participants' perception towards CLT practice, the findings revealed that female participants reported higher favourable ratings towards CLT practice of grammatical competence, sociolinguistic, intercultural, strategic competences and CLT principles compared to male teachers who recorded lower ratings associated with the different aspects of CLT practice. The findings reflected that female participants tend to practice the different aspects of communicative language teaching approaches in their classes commonly and showed higher favourable attitudes rates on CLT practice scale. Farooq (2015:187) confirmed that "In Saudi universities, despite certain constraints, there is a considerable number of English language teachers who are aware of the CLT and are implementing it in their classroom and mostly female teachers are more interested in CLT to improve communicative competence of their students".
- In terms of the impact of teachers' gender on participants' perception about CLT use of grammatical competence showed that there was a statistically significant difference and this difference represents a large effect in favour of female teachers who recorded higher mean responses. That could reflect that gender could affect teachers' perception about CLT practice associated with grammatical competence. On the other hand, in terms of CLT use of strategic competence and CLT principles, the difference was not statistically significant but this difference showed a quite large effect. In addition to that, in terms of CLT use of sociolinguistic, intercultural competence and CLT principles, the difference was also not statistically significant and it showed a medium sized effect. The results showed that gender differences could not affect teachers' perception about CLT practice of strategic and sociolinguistic competences.
- The results of institution context type impact showed that there was non-statistically significant difference and the difference showed a quite large effect associated with CLT use of grammatical competence in favour of participants from private university who reported higher

ratings compared to participants from public university. The results showed that the participants from private university thought that there was more practice of the grammatical competence in their classes compared to participants from public university who reported less practice of grammatical competence. Nishino, (2009:184) indicated different results that "there was a lack of statistical significance ($p < .05$) between the academic and vocational high school teachers regarding Positive CLT Beliefs and Classroom Practices; thus, the type of school (academic and vocational) did not significantly influence the Japanese high school teachers' beliefs and classroom practices regarding CLT" .

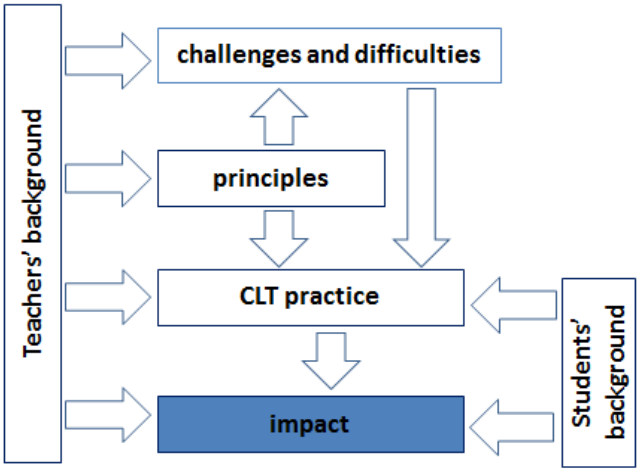
- The findings reflected that in terms of English as a mother tongue impact, the difference associated with CLT use of strategic competence and CLT principles was statistically significant and the difference represented a large effect in favour of non-native participants who reported higher mean responses. The results revealed that non-native English teachers tend to have more practice of the strategic competence of 'how to overcome their communication problems (e.g. guessing difficult words from context); 'classroom practice of language forms through their communicative use' and CLT principles of collaborative activities (e.g. Pairs and small groups; classroom practice of asking students to communicate through English in the classroom; and classroom practice of rehearsing language forms and rules and classroom practice of language use and meaning. Similarly the finding also revealed that participants who had up to six years' teaching experience in EFL context reported higher ratings in related to CLT use of strategic competence and CLT principles compared to participants who had more teaching experience, the difference was not statistically significant and this difference showed a medium sized effect. The results showed that the strategic competence and CLT principles had been practiced more by participants who had lees teaching experience compared to teachers who had more teaching experience in EFL context. In regards to teaching level impact, the results revealed that there was not statistically difference

associated with CLT use of the grammatical competence and the difference showed a quite large effect while in terms of CLT use of strategic competence the difference showed a medium sized effect.

- Teaching levels effect: The analysis of results revealed that teachers who were teaching higher levels did not focus on form and grammatical competence in their classes which could reflect that there were more practice of sociolinguistic and intercultural competence and communication activities. Participants who were teaching upper grades such as level 3 students had less favourable attitudes rates towards practice of grammatical competence in their classes. This results could be due to reasons stated by Vongxay (2013:49-50) “Most of the teachers argued that many of their students who have a medium to high level of English proficiency are ready to apply CLT. They seem to enjoy communication activities because they can engage in a conversation pool to practise their English and to improve the communication skills”. On the other hand, “some of the teachers said that those students with a very low or no English background seemed to prefer a grammar-based teaching approach because they do not have enough English proficiency and are less confident to participate in the group activities” (ibid).

5.7 Teachers' perception about CLT impact on students' cognitive change and teachers' background

5.7.1 Teachers perception of CLT impact



- The results which reflected CLT impact on students learning and motivation had been divided into three main sections: CLT Impact on students' cognitive changes which recorded the highest mean (4.08); then it was flowed by CLT Impact on students' affective change motivation towards learning language (3.67); on the other hand the results showed that the CLT negative impact was recorded the lowest mean score (2.89).

5.7.1.1 Students' cognitive change (communicative competence)

- With respect to teachers' perception about the impact of CLT on students' cognitive change, teachers believed that CLT had positive impact on developing students learning skills: reading comprehension; writing skills; listening comprehension and speaking skills. The teachers reported very high mean scores which were above 4.00. The results is consistent with, Wang (1990) study results which was conducted h in a foreign language school in China and reported that CLT in contributing to the development of all language skills.

- In addition to that, they believed that CLT had a positive impact on students' communicative competence including correct use of grammar; communication skills; and ability to use appropriate English. However teachers reported the lowest mean rating associated with the development of students' ability to use appropriate English (3.42). That could reflect the necessity of more practice of using language for real life communication in classes as it had been suggested by Vongxay (2013:48) "it is very important and necessary to adopt CLT in the English classroom learning because of the emphasis on communication". In addition to that, the results are also in line with what Reis and Luz (2015:44-45) found out that teachers believed that "Communicative English allows students to learn easier and develop their language skills" and teachers agreed that "communicative language teaching stimulates students to participate in the class and they can become more competitive". Moreover, Vongxy (2013:48) study found that "this teaching approach is very helpful for students, because it gives opportunities for students to communicate and to interact with their friends and teacher in the class. Students felt free to express their ideas in the class".

5.7.1.2 Teachers' perception about students' affective changes, intercultural competence development and motivation towards learning the language

- The descriptive analysis of results showed that teachers' perceptions were positive about the impact of CLT on students' affective changes. The results showed that teachers believed that the practice of communicative language teaching improved students' motivation towards learning language and it also improved their intercultural competence. In terms of students' motivation, teachers believed that those students became 'interested in classroom learning'; 'motivated to pursue language learning'; 'like classroom learning'; and 'became

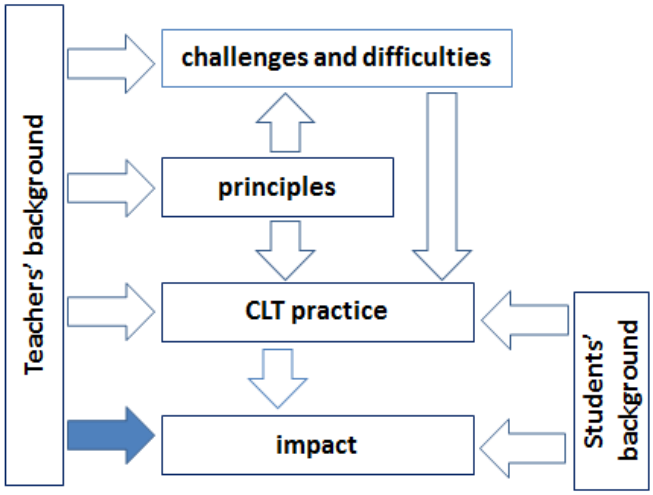
active participants in classroom activities'. The results agreed with what had been found "both instructors and students stated that the use of communicative language teaching methodology prepared ground for the students to interaction with one another in confidence". Our study results argeed with Abebe, Davidson and Biru (2012:10) and Vongxay (2013:48) stating that "This teaching approach helps students to be self-manage in their learning and to be active learners who are confident to express and to engage in classroom activities". In addition to that, the findings of this study agreed with Farooq (2012:186) study results that "most of the teachers strongly agreed that CLT impacts on communicative competence of the students in terms of enjoying communicating in L2, communicating effectively in L2,acquiring native-like fluency".

- on the other hand, in terms of the development of intercultural competence, teachers believed that their students lacked awareness of the importance of paying attention to the culture of the target language and the results showed a high mean rating (3.08) and teachers also believed that students was not able to take an evaluative and critical position in relation to the cross-cultural awareness activities and teachers reported the lowest mean (2.71). The reason could be due to lack of intercultural communicative activities conducted in classroom. Another reason could be the focus of syllabus on teaching English for students was mainly to pass exams and begin their studies for their specialists in English language. However through observation Omani students would be more motivated to be engaged in learning English as a foreign language to understand other cultures. The other main reason is the lack of teachers' awareness that intercultural competence is considered as important feature of communicative language teaching approach recently. Alpetkin (2002:59) stated that "Integrating language and culture is seen by some as the fundamental purpose of language learning".

5.7.1.3 Teachers' perception of CLT negative impact

- The results showed that teachers did not believe on the negative impact of CLT on students' learning and motivation. They believed that students did not miss classes and did not cause troubles. The mean rating was very low (2.33 and 2.25) which showed that teachers believed on the importance of CLT practice for their students. The findings agreed with the previous studies that showed that CLT is useful to build both students language skills, communication skills and confidence to learn English and they did not show any negative impact of CLT (Abebe, Davidson and Biru, 2012; Farooq, 2012; Vongxay,2013; and Reis and Luz,2015).

5.7.2 Teachers' back ground and teachers perception of CLT Impact



- The findings reflected gender impact on participants' perception about CLT impact on students' affective changes. The results showed that there was a statistically significant difference in favour of female participants who reported higher mean responses compared to male participants and this difference showed a large effect. The results indicated that female teachers were more aware of the impact on students' affective changes, those group of teachers are aware of students' motivation growth towards learning the language. As a result

the gender difference has an impact on teachers' perceptions about CLT impact on students' motivation for learning language .On the other hand, there was a non-statistically significant difference and the difference represented a small effect associated with CLT impact on students' cognitive changes in favour of female participants who also reported higher mean responses. While in terms of CLT negative impact, male participants reported higher mean responses compared to female participants, however the difference was not statistically significant and the difference showed a small effect size.

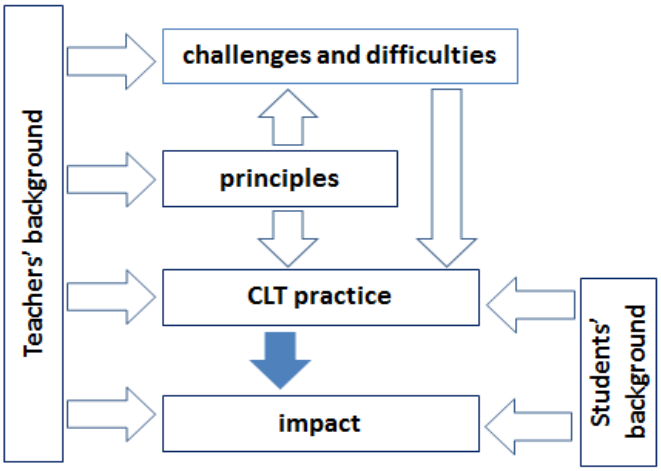
- The results of the institution context type impact revealed that in terms of CLT impact on students' cognitive changes, there was non-statistically significant difference in favour of participants from public university who reported higher ratings compared to participants from private university and this difference represented a large effect. Teachers from public university showed that CLT had an impact on students' cognitive changes including the development of their learning skills and their communicative competence compared to students from private university. The reason could be due to the characteristics of students who were enrolled in public university compared to private university. Those groups of students were usually the outstanding students who got the highest grades in high schools so they got the scholarship to study in the public university while in the private university were ones who got satisfactory grades when they graduated from high schools therefore most of them usually struggle with their English proficiency levels. The results also indicated that teachers believed that students from public university showed more development of language skills and communication compared to students from private university. In addition to that, there was non-statistically significant difference and the difference showed a quite large effect associated with CLT impact on students' affective changes in favour also of participants from public university who reported higher mean responses. The findings revealed that participants from public university reported higher attitudes ratings towards the impact of CLT practice in their classes**.** The results showed that teachers believed

that students from public university showed more motivation and interested towards learning English compared to students from private university.

- The findings also revealed that the impact of English as a mother tongue reflected statistically significant difference associated with both CLT impact on cognitive and affective students changes. In terms of CLT impact on students' cognitive changes, there was a statistically significant difference in favour of participants who had English as not being their mother tongue compared to native participants and the difference represented a large effect. In addition to that, non-native participants also reported higher attitudes rates towards CLT impact on students' affective changes and motivation towards learning the language, the differences was statistically significant and the difference represented a large effect. The results showed that English as a mother tongue could affect teachers perceptions about CLT impact on students. The analysis of findings revealed that non-native teachers reported higher mean responses associated with students cognitive and affective changes compared to native teachers.
- Moreover, the results of teaching experience in EFL context affected participants' perception ratings of CLT impact showed that in favour of participants who had more teaching experience in EFL context, there was non-statistically significant difference but the difference represented a quite large effect. The findings revealed that teachers who had more teaching experience in EFL context indicated that CLT had developed students both cognitive and affective and motivation towards learning English.
- In regards to teaching level, the analysis of results showed that teachers who were teaching lower levels reported higher means responses associated with students' cognitive and affective changes. However the results indicated that the difference was not statistically significant and it represented a small effect size either with cognitive or affective changes.

The overall results revealed that teachers' gender and their English as a mother tongue could have an impact on their perceptions about the impact of CLT on students learning, communicative competence and motivation towards learning English.

5.8 Correlation between teachers' perception of CLT practice and teachers' perception of CLT impact



- The statistical findings revealed that there is statistically significant and quite strong positive correlation between teachers' perception of what they did in their classes and their perception of its influence on students' development cognitively and affectively. In other words, from teachers' perceptions the results showed that more practice of CLT lead to development of students' communicative competence and motivation towards learning languages. The statistically significant and strong positive correlation will be stated as following:
- The results showed that higher teachers' perception rates about CLT use of grammatical competence revealed higher perceptions rates on the scale of CLT impact on students' cognitive changes. The results showed that teachers believed that more classroom practice of pronunciation (e.g. vocabulary, intonation, word and sentence stress), spelling rules and punctuation, idioms and vocabulary, word formation

(e.g. nouns, verbs, suffixes, etc.), sentence formation (e.g. simple, compound, complex), pattern practice and drills of language forms had higher impact on students' development of language skills such as speaking abilities, listening comprehension skills, reading comprehension, writing skills, correct use of grammar, ability to use appropriate English (e.g. formal/informal/slang) in different contexts communication skills (e.g. guessing difficult words from context). The results also showed that more practice of grammatical competence could lead to students' development of language skills and communication skills and ability to use language in different context. In addition to that, the results showed that CLT use of grammatical competence and the CLT impact on students' affective changes was also statistically significant and it represented a quite strong correlation. The results showed that teachers thought that more practice of grammatical competence would increase students' motivation for example students became motivated to pursue language learning; interested in classroom learning; active participants in classroom activities; and they like classroom learning and it also develops the intercultural competence so the students would be aware of the importance of paying attention to the culture of the target language and active participants in classroom activities. This result confirms that teachers who worked in Omani context still believed on the importance of teaching grammar in their classes since they believed that Communicative Language Teaching would develop students learning and motivation.

- The analysis of results also showed that teachers' higher perception towards CLT use of sociolinguistic, intercultural competence, and CLT principles also revealed teachers higher perception rates on the scale of CLT impact on students' learning and communicative competence. From teachers' perception that the practice of How language use can be appropriate to different situations (e.g. Formal or informal); intercultural competence of activating students' cultural background knowledge on the topics to be covered and classroom practice of

tackling cultural aspects in the language classroom; and CLT principles of classroom practice of how to negotiate meaning in genuine communication (e.g. discussing TV news in class) and classroom practice of tackling cultural aspects in the language classroom resulted in more achievement of students' language skills and communication skills. These results showed agreement with Reis da Luz (2015:44) who confirmed that "66% of the teachers surveyed think that it is always important to teach communicative English to students. The surveyed teachers feel that through communicative English students can better understand the content. Communicative English allows students to learn easier and develop their language skills".

- In addition to that, higher teachers' perception ratings of CLT use of sociolinguistic competence of How language use can be appropriate to different situations (e.g. Formal or informal); intercultural competence of activating students' cultural background knowledge on the topics to be covered and classroom practice of tackling cultural aspects in the language classroom; and CLT principles of how to negotiate meaning in genuine communication (e.g. discussing TV news in class) resulted in higher perceptions towards CLT impact on students' motivation. The students became motivated to pursue language learning; interested in classroom learning; they become active participants in classroom activities; and they like classroom learning. Additionally students developed the intercultural competence and they became aware of the importance of paying attention to the culture of the target language and active participants in classroom activities. This result was supported by Reis da Luz (2015:45) who confirmed that "communicative language teaching stimulates students to participate in the class and they can become more competitive" and "CLT allows students to be focused on the learning process, interact and practice what they learn, and it is easier to make connections between their background knowledge and the content taught or discussed" (ibid).

- Teachers' higher perceptions towards CLT uses of strategic competence and CLT principles revealed higher perception rates on

the scale of CLT impact on students' cognitive change. The more practice of strategic competence of 'How to overcome their communication problems (e.g. guessing difficult words from context) and classroom practice of Language forms through their communicative use' and CLT principles practice of collaborative activities, asking students to communicate through English in the classroom, rehearsing language forms and rules and language use and meaning lead to students' development of language skills and communicative competence from teachers' perceptions. The reason as it was explained by Luz (2015:39) that "students feel more engaged in the classroom and it allows them to interact and develop their language skills. The majority of the students' comments show that they feel that compared to the grammar-based approach; CLT allows students to have more contact with the language and consequently gives students more opportunity to develop their communicative competence". Furthermore, higher teachers' perception about CLT use of strategic competence and CLT principles resulted in teachers also reported higher beliefs about CLT Impact on students' affective change of motivation towards learning language. This finding showed an agreement with Ochoa (2016:45) study result "it was found that both teachers and students believed that games, pair work, small group work, and role plays are the most motivating since they allow learners to use English in a realistic and enjoyable way; furthermore, the aforementioned activities enable students to perform better". In addition to that, Reis daLuz (2015:38) found that "students feel comfortable and more motivated to participate in class when the approach used is the communicative language teaching and respondents comments demonstrate that their capacity to learn increase when they use CLT because they learn from each other using student language which makes the learning process easier".

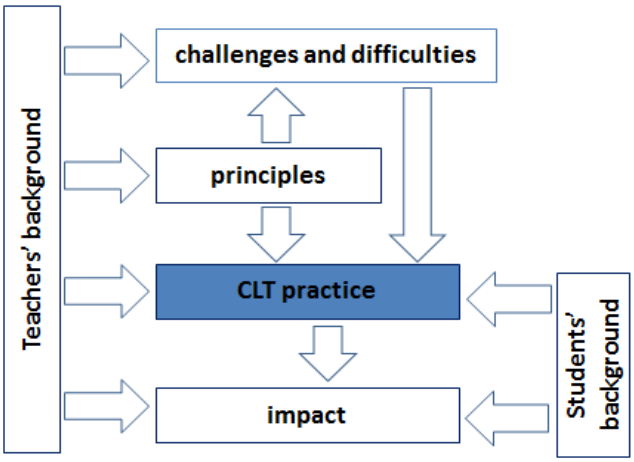
- Overall the practice of communicative competence of grammatical, sociolinguistic, and intercultural competences and the practice of CLT principles were statistically and positively correlated with students'

changes and development cognitively and affectively. This study agreed that CLT resulted in significant improvement of student learning and motivation when teachers translated its principles into actual classroom practice. Shawer (2010:352) confirmed that “CLT had a positive impact on student grammatical, sociolinguistic and strategic competence and motivation”.

5.9 Students perception about CLT practice and CLT impact

This section will summarize the main findings related to students’ perceptions about communicative language teaching approach practices in terms of grammatical competence, strategic competence, sociolinguistic, intercultural competences and CLT principles. It also will discuss the main outcomes including the following areas as it had been stated by Al Alami (2014:1245) stated that “acquiring adequate communicative competence has been defined in terms of sufficient acquisition of four components; namely, linguistic competence, discourse competence, strategic competence, and socio-linguistic competence”.

5.9.1 Students' perception about CLT practice



- The communicative language teaching practice had been divided into three main subsections: CLT practice of grammatical competence, CLT practice of sociolinguistic, intercultural and CLT principles of genuine communication and authentic materials use and CLT practice of strategic competence and CLT principles of English used, group and pair work, and error correction. The following section is stating the main findings and their interpretations.
- In general, the results showed that students believed that the most common practice in their classes was the strategic competence of how to overcome their communication problems (e.g. guessing difficult words from context) and classroom practice of language forms through their communicative use and CLT principles of collaborative activities (e.g. pairs and small groups); asking students to communicate through English in the classroom; rehearsing language forms and rules and Language use and meaning which recorded a high mean score. In addition to that, students stated that there was also common practice of grammatical competence of classroom practice of word formation (e.g. Nouns, verbs, suffixes, etc.), pronunciation (e.g. Vocabulary, intonation, word and sentence stress), classroom practice of idioms

and vocabulary classroom practice of Pattern practice and drills of language form, classroom practice of spelling rules and punctuation, classroom practice of sentence formation (e.g. simple, compound, complex) which also recorded a high mean score. On the other hand, students evaluated their classes practice to have less classroom practice of sociolinguistic competence such as the classroom practice of how language use can be appropriate to different situations (e.g. formal or informal) and CLT principles of how to negotiate meaning in genuine communication (e.g. discussing tv news in class) and classroom practice of using authentic materials (e.g. newspapers written for native speakers) and intercultural competence of activating cultural background knowledge on the topics to be covered and classroom practice of tackling cultural aspects in the language classroom.

- In term of CLT practice of strategic competence and CLT principles, the descriptive findings reported highest mean responses .In regards to CLT principles practice, the results revealed that there was classroom practice of collaborative activities (e.g. pairs and small groups) and it recorded the highest mean score reported by students. The students evaluated classroom to have more group and pair work which reflected that teachers practice what they believed about the importance of group and pair work in relation to CLT. The students also believed that there were asked to communicate in English in their classes and that reflected the attitudes of teachers of encouraging more practice of English in the classes. There was more practice of rehearsing language forms and rules and at the same time language use and meaning. On the other hand, there was less practice associated with strategic competence which was represented with lower mean scores related to language forms through their communicative use and How to overcome their communication problems (e.g. guessing difficult words from context) but it still recorded high mean scores which were above 3.50.

- In terms of grammatical competence, the descriptive results reflected that the practice of grammatical competence was scoring high values in comparison to the practice of other competences. In other words, the practice of the grammatical competence in the classroom indicated high mean responses which were above 3.50 and that could show that there was more focus of language form and structure in the classroom. This could be reflected that the focus of teachers were more towards grammatical competence more than communicative and intercultural one. The finding showed a disagreement with Asassfeh (2012:529) “students also favoured communication-based English teaching and having grammar explanations when necessary”. While there was disagreement that students disfavoured classes with grammar-based learning as the main focus such rare chances for students to speak, with a lot of grammar explanation and practice and with frequent use of Japanese by teachers(Yoshida, 2011:126). Besides, Gamble, Aliponga, Koshiyama, Wilkins, Yoshida and Ando (2013:4) study results indicated that the students showed strong beliefs about the practice that engaged them through communication, and “learners dislike grammar-based instruction such as grammar-focused English teaching, sentence drilling and sentence repetition, Japanese used most of the time, most time spent on grammar rules explanation compared to the communication based practices which highly regarded from students perception such as communication based teaching practices, many activities involving communication, communication-focused with grammar explained when necessary, trial and error attempts allowed, and atmosphere created for the use of English and error correction teachers corrected my errors in the classroom”.

- In terms of CLT practice of sociolinguistic and intercultural, the results showed that there was less practice in classrooms compared to grammatical and strategic competences from students’ perceptions. Therefore from students perceptive, there had not been more focus on using language for communication in different situation or in different

context. For example, in terms of sociolinguistic students believed that there was not more focus towards classroom practice of how language use can be appropriate to different situations (e.g. formal or informal). While in terms of intercultural competence, students believed that the practice of tackling cultural aspects in the language classroom and activating our cultural background knowledge on the topics to be covered was not also commonly practiced in their classes. Therefor this finding showed necessity of more practice of communication skills which had been stated by Gamble (2013) and with Mondal (2012) study results that students showed strong beliefs about practices that engaged them through communication.

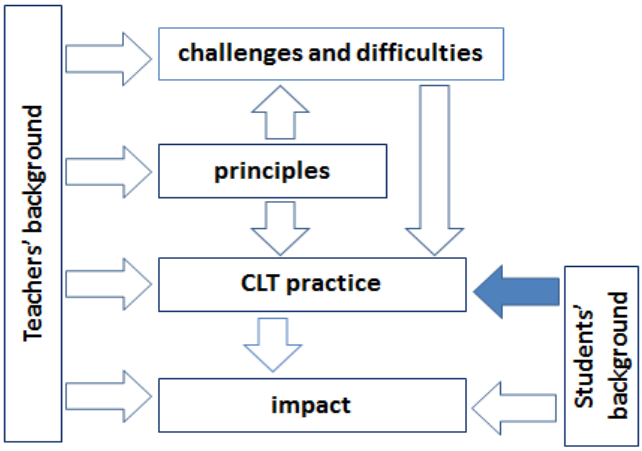
- With regards to CLT principles practice associated with genuine communication and using authentic materials in the classroom, students' perception reported less use of authentic materials and the mean score was the lowest. The reason of using less authentic materials in the classroom could be because of the focus on the text book as a tool to prepare students for exams. Abdullah (2015:422) indicated those could be considered as difficulties of CLT implementation, the results showed that "teacher's lack of knowledge, level of students, class size, lack of authentic materials and grammar based exams could hinder the implementation of CLT". Moreover, it was interesting to find out that teachers showed an agreement with that result that genuine communication and using authentic materials recorded the lowest mean responses from teachers' perception. Therefore this finding supported teachers' perception of the less use of authentic materials in their classes to practice CLT. The finding is on line with Li (2004:54) study which found out that "Although there are increasing amounts of authentic English teaching materials in China, in general, these materials are far from sufficient to support the use of CLT and not always available".

- In terms of CLT principles practice of English used, and group and pair work, collaborative activities (e.g. pairs and small groups) indicated high mean value . This result indicated that students thought that they were

involved in more collaborative activities such pair and group and which reflected the high mean value in relation to teachers' beliefs about group and pair work therefore as a consequence the students had practiced more group and pair work. This finding supported by Mondal (2012:99) who found that "students strongly agreed and think that group work activities are essential for communication and in promoting genuine interaction among students while they disagreed that without mastering the rules of grammar, students don not become fully capable of communicating with a non-native speaker".

- The classroom practice of 'asking students to communicate through English in the classroom' also indicated high mean score which means that students believed that there was more focus on encouraging students to use English during classroom time. However students evaluated their classroom practice to have less practice of 'How to negotiate meaning in genuine communication (e.g. discussing tv news in class)'. Even though Abdullah and Shah (2015:18) found out that "Learning English by practicing the language in communicative activities is important in mastering a foreign language", however the results showed that communication skills were not practiced frequently in Omani context. In addition to that, Asassfeh (2012:529) found that "Students' highest preferences were associated with having teachers create an atmosphere that promotes using English in class". This result was supported by Al-Mahrooqi (2012:129) statement that "most teachers are not well-trained to integrate communication skills, the Ministry of Education, colleges and universities need to provide professional development courses to demonstrate to teachers how this can be done".

5.9.2 Students' background and students' perception about CLT practice



In order to represent how students' background affects their perception about CLT practice, the relation between the two main categories will be stated:

- Students' background
    - Gender,
    - Institution context,
    - Self-perception of English proficiency, and
    - English Level proficiency.
- Students' perception about practice of communicative language teaching:
    - CLT practice of Grammatical competence,
    - CLT practice of Sociolinguistic and intercultural competence and CLT principles, and
    - CLT practice of strategic competence and CLT principles.

The major findings indicated that gender of students, institution context, proficiency level of English as a self-evaluation and current English level of students had a statistically significance impact associated with CLT practice (every p value is < 0.05) which means that the differences we can see in the

sample can be translated to the population of Omani students who were taking general English courses in Foundation institute in higher education.

A. Gender Effect

The results of this study showed that gender had a statistically significant effect associated with students' perception about communicative language teaching practice including strategic, grammatical, sociolinguistic, intercultural competences and CLT principles in their classes in favour of females who reported more practice of CLT compared to male students who reported less practice of CLT in classes. Similarly to this finding Muhammaed (2016:261-262) stated that "there was a statistically significant difference between males' and females' ratings on the CLT composite scale. Female participants rated the CLT items significantly higher than male. This indicates that women had significantly higher favourable ratings on CLT approach more than men". This finding is also consistent with Xin (2008) study which reported that "female Chinese EFL learners surpassed male students in their internal motivation to learn English; thus they were more interested in learning English and less interrupted by external factors in their learning experience" (as cited in Asassfeh, 2012:14).

The results of our study also indicated that female students were more optimistic about CLT practice in their classes while male students were more reflective about CLT practice. This finding was not consistence with Siebert (2003) study which reported that "males were more optimistic about their language learning ability compared to female". However the descriptive results of this study in Omani context had reported that male students mean responses was high associated with CLT practice of grammatical competence and strategic competence in comparison to sociolinguistic and intercultural competence which means that male students perceived the practice in the classroom to focus on form and structure and less focus on genuine communication and use English language in different context. This result is on line with Siebert (2003) study which found that "47% of males agreed or strongly agreed that grammar is the most important component in foreign language learning" (as cited in Asassfeh, 2012:14).

In general, the results showed that there was a difference between male and female students in regards to their evaluation of what was practiced in their classes. The female students thought that they perceived more practice of different communicative competences and CLT principles however male student thought they perceived less practice. The results were consistence with Feng (2013:47) who found out that “Like male students, the results of this analysis showed that female students preferred CFI to FFI”. In addition to that, male students reported that the practice of sociolinguistic and intercultural competences and CLT principles associated with communication and using of authentic materials in classes was not common and they reported a low mean rating. In comparison, Kavoshian (2013:1354) found that “the participants preferred communicative activities more than form-focused activities”. Kavoshian’s (2013:1355) also found out that “The results showed that there was no significant difference between male and female regarding form focused activities but considering communicative activities (relaxing atmosphere, use of real life materials (TV, newspapers and magazines), lots of active free discussions, some of time spent for having fun and spending a lot of time to work individually or in groups teacher- in dependently), males students preferred these kind of activities more than females”.

B. Educational institution type effect

With regard to the impact of institution type on learners’ perception about CLT practice, the results showed that students from private university reported significantly higher of CLT practice in their classes in comparison to students from public university who reported less practice of CLT especially when it was related to sociolinguistic and intercultural competence. This finding was not consistent with Asassfeh (2012:14) study which stated that “FFI implementation was reportedly significantly higher in public schools”. On the other hand, Al-Hazaymeh (1994) found that “secondary graders at private schools in Irbid in Jordan encountered fewer problems in dealing with English”. We could not generalize that finding to the Omani context since the students who were enrolled in public university were high school graduate

achievers who had been selected to study in public due to their high grade. In addition to that, those groups of students could have developed more reflection skills which enabled them to evaluate the practice in their classes precisely. Another important reason is that most of the participants from public university were male students who were different from female students in stating their perceptions. As it had been suggested that female studies always optimistic and motivated towards learning language.

It was not expecting to find out that Omani students from public university did not perceive more practice towards genuine communication and intercultural activities, however this finding was supported by Al-Mahrooqi (2012:129) study which stated that “Curricula must involve students actively in their studies and in genuine communicative tasks. Scenarios involving different speech acts, sketches, drama, debates, creative storytelling, data collection from real life, interactive video or film viewing, creating conversations and role-play, and using literature circles are all activities that encourage students to speak and use the language”. The overall results indicated that students from private students perceived more practice of communicative language teaching approach in their classes compared to Omani students from public university who perceive less practice of CLT associated with grammatical, sociolinguistic and intercultural competence. That findings supported by Asassfeh (2012:14) stated that “in both attitudinal and language competence, private school teachers and learners are more advantaged”.

C. Proficiency Level Effect

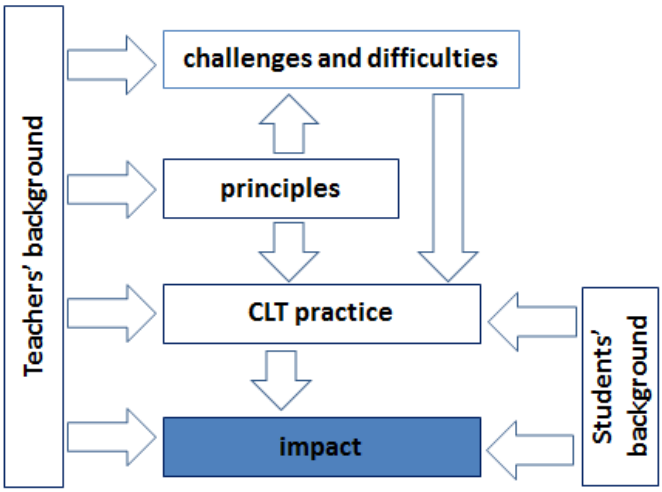
The results showed that high proficiency learners who described themselves as excellent held significantly higher perception about CLT practice in their classes compared to low-proficiency groups. They reported that they perceived different CLT practice of communicative competences and CLT principles. This result could be due to the reason that “students who have a higher proficiency level are the ones who are more aware of the importance of MOI (meaning oriented instruction) and thus they were more able to identify the instructional practices that fall within its framework” (Asassfeh, 2012:14). On the other hand, students who evaluated their performance as poor, they

still had basic skills of language which would not allow them to evaluate the current situation in their classes while students who are excellent, they were aware of different practice in their classes and were able to evaluate the different practice in their classes.

D. Current Students level Effect

The results related to the effect of current students' level on students' perception about CLT practice indicated that lower level the students had such as level 1 held significantly higher perception about CLT practice compared to level 2 and level 3 students. The possible interpretation for this as stated by Asassfeh (2012:14) "as the EFL learner proceeds in the language learning experience, taking in new input becomes more challenging, leading to anxiety since the learners expectations to master the language soon and to use it effectively for communicative purpose prove to be unrealistic while basic graders on the other hand, are still motivated with the hope of conversing with others using English leading to higher perception about classroom practice". Another reason could be due to students reflection skills which had been acquired by students, therefore level one student who might lack English language skills, still did not develop their reflection skills about their classroom practice so they were more motivated to report that they perceived CLT practice in their classes higher than those who were in level three or level two. In other words, this could be due to the growth of students to be more reflective and to be more evaluative for the situation inside classroom while students with lower English ability, they had not yet develop this capacity.

5.9.3 Students perception about CLT impact



This section will summarize the main results of CLT impact on students cognitively and affectively.

- The main descriptive finding showed that students mean responses associated with CLT impact on students' cognitive change and affective changes and motivation towards learning language was high in comparison to negative impact of CLT. From students' perception, the practice of communicative language teaching in their classes had developed their cognitive skills and had made them motivated to learn English. The descriptive findings showed that students reported a high score associated with CLT impact on students' cognitive changes. The results that students believed that they developed different language learning skills such as speaking abilities, listening comprehension, reading comprehension skills, writing skills, and correct use of grammar. The results was consistent with Raissi (2013:328) study which found that "most of the students mentioned that by incorporating CLT in the language classes their receptive skills listening and reading have been improved while they have mentioned their productive skills

stills writing and speaking still did not improved too much". However in Omani context, students believed that their language skills had been improved and the results showed high mean responses from students. This result was in line with Abdullah (2015:421) study results from Kurdistan's context which stated that CLT impact could "help students to be more competent in speaking especially in Kurdistan is to help students to be more fluent". Similarly, as Guariento and Morley (2001) stated that "the majority of students and teachers demonstrated that CLT motivates students and helps them to achieve better performance in oral skills".

- In terms of the development of students' communication skills, students reported lower mean scores of their development for communication skills such as communication skills and ability to use appropriate English (e.g. Formal/informal/slang) in different contexts. From those findings, the practice in the Omani context classes had not affected greatly the development of using English for communication and for real life situation. The reason could be due to lack of using the authentic materials in the classroom and the main use of the text books to be mainly a content focused based. The result was not consistence with Shawer (2011) study "CLT significantly improved learners' communicative competence". According to Savignon (2005), communicative language teaching is not only concerned with face-to-face oral communication. The principles of communicative language teaching also cover reading and writing activities that involve learners in explaining, negotiating, and conveying meaning.

- Students' perspectives in relation to the impact of CLT practice on students' motivation recorded the highest mean scores. Students thought that classroom practice had made them: interested in classroom learning, motivated to pursue language learning, like classroom learning and active participants in classroom activities.This

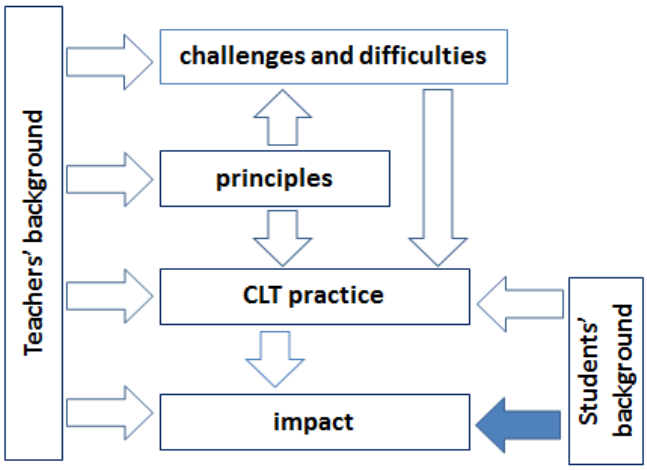
finding is supported by Ochoa (2016:44-45). The results of this study indicated that students' perception of effect of communicative activities on motivation varied according to the different concepts related to CLT. The results of this study also showed that “communicative activities, which involve students’ interaction with their classmates in the target language, seem to be highly motivating for learners according to students’ and teachers’ perceptions” (Ochoa, 2016:44-45).

- In addition to that students reported that they developed the intercultural competence in terms of being aware of the importance of paying attention to the culture of the target language and also recorded high mean rating associated with that ‘students were taken evaluative and critical position in relation to the cross-cultural awareness activities’. This finding indicated that Omani students are motivated to learn English. In other words, the descriptive findings had also shown that classroom practice had been successful in raising students' awareness of the importance of paying attention to the culture of the target language while it had not been influential considering ‘Taken an evaluative and critical position in relation to the cross-cultural awareness activities’. That could indicate that there had been a necessity of developing cross cultural activities which will enable the development of students’ skills to be intercultural competent learner. Savignon (2005) also stated that “communicative language teaching can be seen as an approach or theory of intercultural communicative competence”. The Omani students showed an interest in learning culture of other languages.

- In regards to students’ behaviours and the impact of CLT practice, the results showed that students were motivated and they did not miss behaved or cause troubles. In addition to that, they were motivated to attend English classes and this finding also had been supported by their teachers.

- The results of current study showed agreement with Shawer's (2010) findings "The findings of the study revealed that CLT had a positive impact on student grammatical, sociolinguistic and strategic competence and motivation. These results concurred with previous studies which concluded that CLT significantly improved learners' communicative competence (Savignon 1991; Green 1993; Nobuyoshi and Ellis 1993; Huong 1999) and motivation (Mitchell 1988; Savignon 1991; Green 1993; Thorne and Qiang 1996; Huong 1999)". Savignon (1991), Green (1993), Nobuyoshi and Ellis (1993) and Huong (1999) that CLT increased learners' communicative competence more than the pattern-drill teaching. Mitchell (1988), Savignon (1991), Green (1993), Thorne and Qiang (1996) and Huong (1999), who concluded that CLT impacted positively on students' motivation more than the pattern-drill teaching".

5.9.4 Students perception about CLT impact and Students background



In order to represent how students' background affects their perception about CLT impact, the relation between the two main categories will be stated:

- Students' background
    - Gender,
    - Institution context,

    - Self-perception of English proficiency, and
    - English Level proficiency.
- Students' perception about practice of communicative language teaching:
    - CLT Impact on students cognitive changes,
    - CLT Impact on students affective change (motivation towards learning language), and
    - CLT Impact - negative- impact.

The inferential finding revealed that students' background had an impact on students' perception about CLT impact on students cognitively and affectively:

- It had been found that gender played an influential role in determining the differences between female and male students perception about the impact of CLT. As a result, the gender of students had affected students' perception towards the impact of CLT. The female students recorded higher mean ratings in comparison to male students. The results showed that female students always optimistic about CLT practice and similarly they are optimistic about CLT impact on students learning and they were motivated towards learning foreign language compared to male students. The results also showed that the difference recorded was statistically significant which would support generalization of results to other population that female students are more aware of the development of their learning and motivation towards learning English in Omani context.

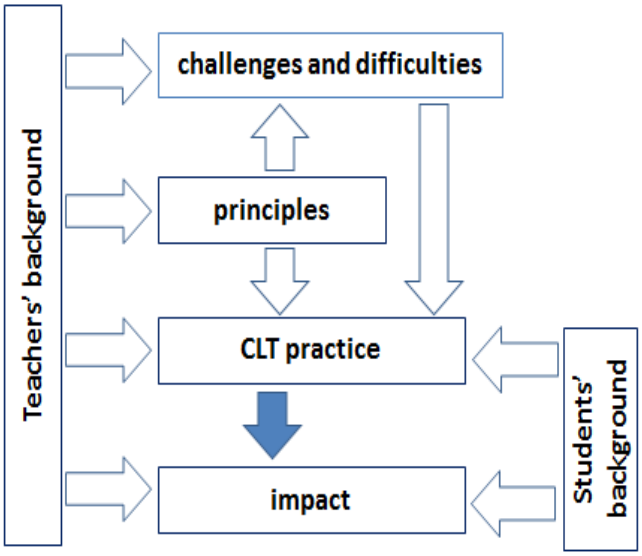
- The type of institution also had an impact on students' perception about the impact of CLT on students learning and motivation. The students in private institution recorded higher mean values compared to students in public university. It is evident from the analysis of the result that students in private university believed more on the importance of communicative language teaching on students' growth cognitively and

affectively. Students in private university indicated higher attitudes on CLT as being important for their learning and motivation. Using paired t-test, the results revealed a significant difference between students mean responses in private and public University associated with CLT impact of cognitive changes communicative competence and CLT impact on students' affective changes and this difference represents a large effect. The results showed that it is general in Omani context that CLT impact reported more in private university compared to public one.

- Another interesting finding was related to the impact of current students' levels and its impact on students' perception about the impact of CLT on learning and motivation. The analysis of results had indicated that the lower level the students are enrolled in resulted in higher mean scores that showed students attitudes towards the impact of CLT practice. These findings could be explained due to two reasons: firstly the students who are studying in a higher English level, they are more reflective and more responsible for evaluating their own progress in learning the language in comparison to the young learners whom their language proficiency are lower. Secondly it could be due to the practice of CLT in different levels. The results showed that the level one students believed that CLT had been practiced in their classes frequently compared to students in level two and level three who showed the less practice of CLT. Therefore less practice of CLT can lead to less impact on students' learning competences and motivation to learn the language. Another finding in the same is to consider the comparison of means of different aspect of CLT impact on students learning and motivation. The result indicated that the affective changes (motivation towards learning language recorded the highest means for different levels in contrast to other cognitive changes of communicative and intercultural competences. The results of Pearson correlation coefficient was statistically significant but it was negative which means that students in higher level tend to have lower perception about CLT impact pm students cognitive changes and motivation.

- The results also showed that students, who evaluate their language proficiency to be excellent, reported higher perceptions towards CLT impact on students learning and motivation. The correlation coefficient was statistically significant and positive.

5.9.5 Students perception about CLT practice and students CLT impact



In order to represent the correlation between students' perception about CLT practice and students' perception about CLT, the relation between the two main categories will be stated:

- Students' perception about the practice of CLT:
    - CLT practice of Grammatical competence,
    - CLT practice of Sociolinguistic and intercultural competence and CLT principles, and
    - CLT practice of strategic competence and CLT principles.
- Students' perception about the impact of communicative language teaching:
    - CLT Impact on students cognitive changes,

- CLT Impact on students affective change (motivation towards learning language), and
- CLT Impact - negative- impact.

The results showed that the correlation between students' perception about communicative language teaching practice in their classes and students' perceptions about the impact of CLT on students learning and motivation was statistically significant and the results reported quite strong and positive relations.

- Students who had higher perceptions about CLT practice of grammatical competence tend to report higher mean responses about CLT Impact on students cognitive changes. The correlation between students' attitudes towards the practice of CLT and its impact recorded a positive, significant relation. Students believed that more practice of grammatical competence in their classes increased students' learning and language skills. This result was consistent with the findings of Inncecayn and Incecay (2009:620) study "students cannot ignore the traditional way of learning that they have been used to in EFL classrooms throughout their previous education processes". On the other hand, the results showed disagreement with Yoshida (2011:126) found that "students' attitudes regarding grammar-focused practice they experienced in their classes, showed that students disfavoured classes with grammar-based learning as the main focus such rare chances for students to speak, with a lot of grammar explanation and practice and with frequent use of Japanese by teachers".
- The results also showed that students who reported higher mean responses about CLT practice of sociolinguistic, intercultural competences and CLT principles indicated higher scores on their perception about CLT impact on students' cognitive changes. The students believed that more practice of sociolinguistic and intercultural competence and CLT principles would develop students' language skills and communicative competence.

- The results also showed that students who reported higher mean responses of students towards CLT practice of strategic competence and CLT principles also reported higher mean scores on their perceptions about CLT impact on students' cognitive changes.
- The statistical findings also revealed another positive and statistically significant correlation between what students believed about the practice of CLT ‘grammatical competence’, ‘sociolinguistic and intercultural competence and CLT principle’ and ‘strategic competence and CLT principles’ and CLT impact on students’ affective change motivation towards learning language.
- Students’ higher beliefs about CLT use of grammatical competences then students reported higher beliefs about CLT impact on students’ affective change and motivation towards learning language. The results showed that Omani students stated the development of their motivation when grammatical competence was practiced in their classes.
- Students’ higher beliefs about CLT use of sociolinguistic, intercultural competence and CLT principles of using language for communication then students also reported higher beliefs about CLT impact on students’ affective change and motivation towards learning language. This results was consistent with Ochoa (2016:44-45) study “The results of this study also showed that "communicative activities, which involve students’ interaction with their classmates in the target language, seem to be highly motivating for learners according to students’ and teachers’ perceptions”.
- A high and positive correlation between what students believed towards CLT use of strategic competence and CLT principles and their perception of CLT impact on students’ affective change and motivation towards learning language. “In pairs and groups, students tend to participate more actively, have more chances to be more independent, feel that they can make their own learning decisions, and work without pressure. Indeed, pair work and group work are helpful to motivate quiet students to participate in communicative activities” (Harmer, 2007, as cited in Ochoa, 2016:46)

- On the other hand, the findings revealed that the correlation coefficient was statistically significant but it was small and negative between CLT practice of grammatical competence and the negative impact of CLT. The results also were similar in terms of correlation between CLT use of strategic competence and CLT principles and the negative impact of CLT. In other words, more practice of grammatical competence and strategic competence leads to less CLT negative impact on students' behaviours.

- The statistical findings revealed that this correlation is stable among male and female students and it was also stable among public and private universities and also among different students' levels.
- The results showed agreement with Sergon's (2011:27) study which confirmed that Omani students like English classes. The results showed that "both students were in favour of making the curriculum and the teaching methodology more engaging and relevant to their lives''. Furthermore, our study results agreed with Al Abri's study (2003), which found that "Omani students see learning English as important and the higher their grades, the more they want to learn English. If the problem, then, lies not mainly with the students, then it must lie elsewhere, perhaps in the curriculum or the teachers" (As cited in Sergon, 2011:10-11).The results showed that, generally, students understand the importance of learning English to their lives (Al Abri, 44); "they generally have moderate attitudes toward learning English. The results also showed that the higher the student achievement, the more positive the attitude toward learning English" (Al Abri, 2003: 55, as cited in Sergon, 2011:10-11). Additionally, Sergon (2011:3) argued that "Omani students have been learning English in schools for decades and, yet, many are still not functional, upon entering university, in the English language". "There seems to be a lack of connection between what the Ministry decrees and what teachers' experience, with no clear avenues for teacher input into what are considered solely Ministry decisions" (Sergon, 2011:12)

6 Conclusions and limitations

6.1 Conclusions

This section would summarize the main findings and its implication to Omani context.

- This study found that teachers who worked in EFL in Omani Universities context had positive attitudes towards different aspects related to CLT principles and they showed highly positive attitudes toward practicing group and pair works in their classes. They did not show favourable attitudes towards giving priority to correcting their students' errors while they were communicating with each other. Overall results showed that teachers were aware of CLT principles and showed an understanding and sufficient knowledge of Communicative Language Teaching approach principles. However it would be more applicable in our context to find out to what extent those teachers applied what they believed about CLT in their classes. That cannot be achieved unless doing studies using classroom observation as a tool to collect data about real classroom situation. Our recommendation was also supported by McLean's (2011:91) suggestions: "The finding revealed that despite claiming to use a 'communicative/student centred' approach, there is no clear evidence that the subject actually has knowledge of the approach or any type of formal training that would encompass the transmission of this knowledge".

- In terms of difficulties and challenges of CLT implementation, results revealed that teachers believed that Omani students were a major challenge to implement CLT. Teachers believed that students had the following problems: low-level English proficiency, a passive style of learning, resist participating in communicative class activities and lack motivation for developing communicative competence. Mahrooqi

(2012:264) suggested some causes of such a problem “The results showed that teachers, curriculum, students themselves, limited exposure to English and lack of practice outside the classroom recorded as highest causes for Omani students’ low level of English when they graduated from high schools” . Al-Mahrooqi (2012:124) also stated that “A majority of public school leavers lack the linguistic and communicative skills required for their future academic or professional success” (Al-Mahrooqi & Asante, 2010, Moody, 2009). Al-Issa (2011) also predicted the reasons for such a problem. He stated that “One is the curriculum, which does not do well in equipping students with communicative competence or performance”. Those findings about students’ low level of English proficiency and causes should be investigated more in Omani context generally and in higher education institutions specifically. Teacher training should also include strategies for working on these attitudes, and changing progressively students’ reluctance towards CLT approaches.

- The results also revealed that teachers perceived their classroom practice to be more towards grammatical competence, strategic competences and CLT principles: English used, group and pair work and error correction. On the other hand teachers perceived their classroom practice to be less associated with sociolinguistic and intercultural competences and CLT principle such as genuine communication, using English and using authentic materials. Additionally our results revealed that even though those teachers showed positive attitudes towards Communicative Language Teaching principles they still practice form focused instructions in their classes instead of using meaning oriented instruction. Al-Issa (2011) confirmed that “teaching methodology remains firmly teacher-centered, despite repeated calls for communicative language teaching”. Therefore more in-service training courses about teaching methodologies for teachers should be introduced in higher education.

- In our study, teachers' gender and teachers' mother tongue (either being native speaker or non-native speaker) showed a statistically difference in favour of both female and non-native teachers towards the practice of CLT. In our context, we should take into consideration that probably native English teachers need more training in terms of how to practice CLT in their classrooms compared to non-native English teachers. Such findings have a limited generalisability, because in our sample there was a strong overlap between gender and type of University. Additionally, in such studies will also be more beneficial to have Omani teachers as an important group to be investigated as being a foreign language teachers and find out their attitudes about CLT practice in their classes. Further studies should be done with larger sample sizes of Omani teachers who are teaching English language either at University level or schools level to find out how demographic factors (i.e., age, gender, years of experience), as well as settings (i.e., public vs. private) affect teachers' perceptions and practices of CLT in their English classrooms.

- In regards to CLT impact, the results revealed that teachers believed that practice of communicative language teaching supports both students' learning and motivation. The results showed that teachers perceived CLT practice to have a positive impact on developing their students learning skills: reading comprehension, writing skills, listening comprehension and speaking skills. They correspondingly believed that CLT had a positive impact on students' communicative competence including correct use of grammar and communication skills. In terms of students' motivation, teachers believed that those students became 'interested in classroom learning', 'motivated to pursue language learning', 'like classroom learning', and 'became active participants in classroom activities'. On the other hand, apparently our students still lack the ability to use appropriate English in different contexts and also still lack an awareness of the importance of paying attention to the culture of the target language. They were not able to take an

evaluative and critical position in relation to the cross-cultural awareness activities. As a result, from teachers' perspective, Omani students still lacked intercultural competences compared to other competences. Therefore from the perspective that "Intercultural communicative competence should be developed among EIL learners by equipping them with linguistic and cultural behaviours which will enable them to communicate with others effectively and also by equipping them with an awareness of differences and with strategies for coping with such difference" (Hyde 1998, as cited in Alpetkin, 2002:63). Alpetkin (2002:58) also confirmed that "the communicative approach considers target language based communicative competence to be essential in order to help foreign language learners to participate fully in the target language culture". Therefore the intercultural communicative competence should be introduced and practiced with Omani students especially in higher education in Oman to support their language learning and to prepare them for work field.

- The results showed that there was a statistically significant difference in favour of female participants who reported higher mean responses compared to male participants and this difference showed a large effect associated with CLT impact on students' affective changes. Therefore in this study we could generalize that female teachers showed more confidence in CLT impact. The findings also revealed that the impact of English as a mother tongue reflected statistically significant difference associated with both CLT impact on cognitive and affective students changes. It was in favour of participants who had English as not being their mother tongue compared to native participants and the difference represented a large effect. The trend shown in the sample is that non-native teachers have more positive attitudes towards CLT impact on students' learning and motivation.

- In terms of teachers' perception of CLT practice and their perception of CLT impact on learning and motivation, there is a statistically

significant and quite strong positive correlation between teachers' perception of what they did in their classes associated with CLT and their perceptions of its impact on students' development cognitively and affectively. Our study revealed that when teachers reported higher positive beliefs towards communicative language teaching as an approach to be used in classroom indicated more positive beliefs towards different CLT principles. Rahimi and Mowlaie (2010:1526) emphasized that "the correlation between what they believed about CLT principles and what they 'thought' they did in the class based on those principles seems to be quite high. However the class observation of 30 of the teachers showed that they violated substantial number of these principles and they acted contrary to those tenets or even to what they claimed they did". Therefore it would be recommended further studies to find out about real classroom practice of Communicative Language Teaching approach and to find out the match between teachers' beliefs and teachers' practice of CLT.

- In terms of learners' perception of CLT practice, Omani students evaluated their classes as having more focus on strategic and grammatical competence and less focus on sociolinguistic and intercultural competences. The results showed that even though teachers had positive attitudes towards communicative language teaching approach principles, their students found out the classroom practice to be more towards structure focused which mainly practiced grammar and forms. In other words, students believed that there was not more focus on using language for communication in different situation or in different context and in terms of intercultural competence. They also believed that the practice of tackling cultural aspects in the language classroom and activating their cultural background knowledge on the topics to be covered was not frequently practiced in their classes.

  However students evaluated classroom to have also more group and pair work which reflected that teachers practice what they believed in

terms of the importance of group and pair work and they encouraged communication between students in classroom.

- In our study, the students' demographic characteristics had an impact on students' perceptions of Communicative Language Teaching practice. The students' gender affected how students perceived classroom practice in favour of female students who reported higher mean responses associated with CLT practice compared to male, the results also showed that students from private university reported statistically significant higher perceptions of CLT practice in their classes compared to students from public university, who reported less practice of CLT associated with sociolinguistic and intercultural competence. Additionally the high proficiency learners who described themselves as excellent held significantly higher perceptions about CLT practice in their classes compared to low-proficiency learners. They reported that they perceived different CLT practice of communicative competences and CLT principles. Paradoxically the results indicated that students who were taking level one English language course held significantly higher perceptions about CLT practice compared to level 2 and level 3 students.

- In terms of learners' perceptions about CLT impact, the results showed that students believed that they developed different language learning skills: speaking abilities, listening comprehension, reading comprehension skills, writing skills, and correct use of grammar. However in terms of the development of students' communication skills, students reported that they still did not develop communication skills such as 'communication skills' and 'ability to use appropriate English' (e.g. Formal/informal/slang) in different contexts. From those findings, the practice in the Omani context classes had not affected greatly the development of using English for communication. Therefore, there should be more practice of communication skills due to the following reason as it was stated by Vongxay's study (2013:49-

50) “most teachers argued that CLT is the most suitable teaching approach for students who are learning English as a foreign language because it offers students more opportunities to communicate in the class, so that they can build their communicative skills by practising and applying what they have learnt to their real situations”. Additionally, Al-Harthi’s (2011) also indicated that, due to the strong link between English and employability in Oman, and the apparent failure of the education system to equip learners with communicative skills in the language, the school and college curricula should be reformed to better equip learners in these areas.

- Moreover, in terms of students’ perceptions of CLT impact on motivation, students thought that classroom practice had made them: interested in classroom learning, motivated to pursue language learning, like classroom learning and active participants in classroom activities. Learners’ high level of motivation would play a vital role in developing learning and teaching environment. Ahmad and Rao (2013:200) illustrated benefits of students’ motivation: “Students’ motivation can bring good results in improving the situation. If they are motivated and willing to use the target language in classroom. It will create an environment of the use of language which will result in improved communicative competence of the learners and will also help teacher motivation”. Additionally, students thought that classroom practice was successful in raising students’ awareness of the importance of paying attention to the culture of the target language while it had not been influential considering ‘Taken an evaluative and critical position in relation to the cross-cultural awareness activities’. An emerging idea about communicative language teaching has been that, even if contextualized and linguistically adjusted, communication may not be sufficient unless it is accompanied by multidimensional cultural awareness supposed to lead to a relationship of acceptance where Self and Other are trying to negotiate a cultural platform satisfactory to all parties involved (Guilherme, 2000).

- Furthermore, in our study, students' demographic characteristics had an impact on their perceptions about Communicative Language Teaching impact on learning and motivation. The results indicated that female students reported more confidence on CLT impact compared to male students. Additionally students from private students developed more learning skills and motivation compared to students from students from public university. The analysis of results had also indicated that the lower level the students are enrolled in resulted in higher mean scores in students' confidence towards the impact of CLT practice. The results could be generalized to Nizwa University and Sultan Qaboos University; female students believed that their learning and motivation were developed because of CLT practice compared to male students. Moreover, students from private University and students of level one language proficiency believed that their learning and motivation were also developed compared to students from public University and students from level two and three.

- In our study, Omani learners reported statistically significant correlation between CLT practice and its impact on their learning and motivation. The correlation between students' perception about Communicative Language Teaching practice in their classes and students' perceptions about the impact of CLT on students' learning and motivation was statistically significant, quite strong and positive.

- To conclude with, investigating students' and teachers' beliefs and perceptions towards Communicative Language Teaching is a valuable source of knowledge for practitioners and stakeholders to improve the quality of language teaching, to improve the curriculum and to develop the teaching methodologies. That would not be achieved unless more future studies conducted to explore practice of communicative language teaching approach in English language classes and how it is applicable for our students. Additionally, there should be more studies focusing on finding out why Omani students who joined higher

education still struggle with English and those studies should involve students to give their own opinions and how to overcome such challenges. Additionally, future studies recommended investigating Communicative Language Teaching approach form communicative competence model aspect and recommended conducting more studies using classroom observation to find out what is practiced in classroom from teachers' and learners' perspectives. In addition to that, documents analysis would be suggested to come up with an understanding of teaching materials used and the benefits of such materials to develop students' communicative competences. Ozsevik (2010:124) stated that it would be "more reliable results with multiple data sources incorporating a survey questionnaire for teachers, a survey questionnaire for students, classroom observations, and in-depth interviews with the teachers observed and using data from multiple sources would allow triangulation, and thus benefit the overall results of this study".

6.2 Limitations of the study

There are a number of limitations of this study. The first limitation is related to the sample size. As seen from the study, the sample was limited to only two universities, either students or teachers. The teachers' sample numbers were very limited therefore we could not draw generalization. On other hand, the sample size of students could be considered as a good sample which will allow drawing generalization to other students but it would be limited to setting where the study was conducted. Regardless of few numbers of samples, "the themes and patterns emerged in this study should be considered as hypotheses to be tested in future studies conducted with larger groups". (Ozsevik, 2010:124)

Another limitation pertains to the data collection procedure. As seen from the study, data was collected from students and teachers by using questionnaire.

Teachers' questionnaire was comprehensible which covered different themes related to CLT but it did not use other data collection tools such as in- depth interviews and classroom observation. "A further limitation of this study can be attributed to the subjectivity of the teachers' perspectives. It should be noted that teachers may have been subjective in their responses.Therefore, their actual classroom practices may be dissimilar to the principles they reported in the questionnaire and the interviews" (ibid: 124).

Finally, the recommendation is to conduct further studies with a larger scale either with Omani students or Omani teachers in higher education. Additionally it would be reliable to incorporate future studies with different data collection tools.

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8 Appendix: A Teachers' questionnaire

Understanding and Implication of Communicative language Teaching Approach

Dear Teacher,

I am Mouza Al Kalbani, a language instructor in Nizwa University and currently I am a PhD student of Educational Innovation and Life Long Learning in Deusto University (Spain).

My study is considered as an evaluative study to explore teachers' understanding and implication of CLT (Communicative Language Teaching) approach and the impact of this implication on students "communicative competence" which is considered as an ultimate goal of communicative language teaching in a foreign langue context "EFL".

To collect data, a questionnaire is used as a quantitative research tool. This questionnaire aims to explore your preferred language teaching approach; how you put its principles into actual classroom practice; and the impact of your approach-based classroom teaching on student learning and motivation (Shawer, 2010). It also aims to find out about constraints and facilitators of CLT approach implementation (Chang, 2011 and Ozsvik, 2010).

Your help in completing this questionnaire is very much appreciated. The information you provide will help us validate the principles of teaching approaches; how they are put into practice; and their effectiveness as language teaching approaches and how to overcome any challenges in the implication stage. Thank you for the effort and knowledge you kindly agree to contribute to this research. I assure you the complete confidentiality of your responses.

Please take the time to complete this questionnaire as completely and accurately as possible. It will be really appreciated.

Thank you for your cooperation

Background Information:

Please mark the item that best describes your background and current teaching situation. (Check all items that apply.)

Name: _____

Gender: □Male □Female

English is my mother tongue □yes □No

Present Teaching Position:

Levels you teach: □level one □level two □level three
□Level four □others _____

Years of teaching English:
□1-5 years □6-10 years □Over 10 years

Experience of teaching in EFL context:

□None □1-12 months □1-3 years □3-6 years □Over 6 years

Part One: CLT Coherent Practice which will mainly include teachers' perceptions as a comprehensible exploration for CLT practice in a real classroom situation

Please read each statement and select the response (1, 2, 3, 4 or 5) that indicates **how truth of you the statement is** in the box next to the statement. Remember that you must insert only one answer in each of the boxes.

1 = Never means that the statement is not at all true of me.
2 =Very little means that the statement is very rarely true of me.
3 = A little means that the statement is true of me less than half the time.
4 =Medium means that the statement is true of me about half the time.
5 = Much means that the statement is true of me almost all the time.

Please answer in terms of how well the statement describes me. Do not answer how you think you should be, or what other people do. There is no right or wrong answer to these statements.

SECTION ONE: My preferred language teaching method, on which my classroom teaching is primarily based. **(1) I use the following language teaching methods:**	Never	Very little	A little	Medium	Much
	1	2	3	4	5
Communicative language teaching					
The grammar translation method					
The audio-lingual method					
The direct method					
Other? Please specify …….					

SECTION TWO: My language teaching as based on my classroom practice.

(2) My English language teaching involves getting students to learn

Pronunciation (e.g. Vocabulary, intonation, word and sentence stress)					
Spelling rules and punctuation					
Idioms and vocabulary					
Word formation (e.g. Nouns, verbs, suffixes, etc.)					
Sentence formation (e.g. Simple, compound, complex)					
Pattern practice and drills of language forms					

(3) My English language teaching is directed towards getting students to learn

How language use can be appropriate to different situations (e.g. Formal or informal)					
How to overcome their communication problems (e.g. Guessing difficult words from context)					
Language forms through their communicative use (e.g. 'can i help you? 'is an offer used to form questions using the modal verb can)					
How to negotiate meaning in genuine communication (e.g. Discussing TV news in class)					

(4) My English language teaching focuses on

SECTION ONE: My preferred language teaching method, on which my classroom teaching is primarily based.

(1) I use the following language teaching methods:

	Never	Very little	A little	Medium	Much
	1	2	3	4	5
Collaborative activities (e.g. Pairs and small groups					
Using authentic materials (e.g. Newspapers written for native speakers)					
Asking students to communicate through English in the classroom					
Rehearsing language forms and rules					
Language use and meaning					
activating my students' cultural background knowledge on the topics to be covered					
tackling cultural aspects in the language classroom					

SECTION THREE: The impact of my classroom teaching on student learning

(5) I observe improvement of my students'

Speaking abilities					
Listening comprehension skills					
Reading comprehension skills					
Writing skills					
Correct use of grammar					
Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts					
Communication skills (e.g. Guessing difficult words from context)					

SECTION FOUR: The impact of your classroom teaching on student motivation

(6) I observe that my students

Are motivated to pursue language learning					
Are interested in classroom learning					
Are aware of the importance of paying attention to the culture of the target language					
Are taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated.					
Are active participants in classroom activities					
Like classroom learning					
Miss many classes					
Cause trouble					

Part Two: Select one of the options to state your opinions based on your experience as a language teacher about the following statements

SD (Strongly disagree), D (Disagree), U (Uncertain), A (Agree) and SA (Strongly agree)

	Statements	**SD**	**D**	**U**	**A**	**SA**
1	Grammatical correctness is the most important criterion by which language performance should be judged					
2	Group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students					

	Statements	SD	D	U	A	SA
3	Grammar should be taught only as a means to an end and not as an end in itself					
4	Since the learner comes to the language classroom with little or no knowledge of the language, he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her					
5	Training learners to take responsibility for their own learning is futile (useless) since learners are not used to such an approach.					
6	For students to become effective communicators in the foreign language, the teacher's feedback must be focused on the appropriateness and not the linguistic form of the students' response					
7	The teacher as "authority" and "instructor" is no longer adequate to describe the teacher's role in the language classroom					
8	The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential					
9	Group work allows students to explore problems for themselves and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences					
10	The teacher should correct all the grammatical errors students make. If errors are ignored, this will result in imperfect learning.					
11	It is impossible in a large class of students to organize your teaching so as to suit the needs of all					
12	Knowledge of the rules of a language does not guarantee ability to use the language					
13	Group work activities take too long to organize and waste a lot of valuable teaching time.					
14	Since errors are a normal part of learning, much correction is wasteful of time.					
15	The Communicative approach to language teaching produces fluent but inaccurate learners.					
16	The teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson.					
17	By mastering the rules of grammar, students become fully capable of communicating with a native speaker					
18	For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
19	The role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example.					
20	Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them.					
21	Students do their best when taught as a whole class by the teacher. Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.					

	Statements	SD	D	U	A	SA
22	Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.					
23	Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.					
24	A textbook alone is not able to cater to all the needs and interests of the students. The teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students.					

Part Three: CLT implementation constrains and facilitators

1.Please indicate how big an issue these challenges are by circling the following response scale:

1 = Not a challenge at all
2 = Mild challenge
3 = Challenge
4 = Major challenge

	Major challenge 1	Challenge 2	Mild challenge 3	Not a challenge at all 4
1.- **TEACHER-RELATED DIFFICULTIES & CHALLENGES**				
My proficiency level in spoken English is not sufficient.				
My lack of the knowledge about the appropriate use of language in context.				
My lack of the knowledge about the target language (English) culture.				
Me not having enough opportunities to get CLT training.				
Me having little time to develop materials for communicative classes.				
Me having misconceptions about CLT.				
2.- STUDENT-RELATED DIFFICULTIES & CHALLENGES				
Students having low-level English proficiency.				
Students having a passive style of learning.				
Students resist participating in communicative class activities.				
Students lack motivation for developing communicative competence				
3.- DIFFICULTIES & CHALLENGES RELATED TO EDUCATIONAL SYSTEM				
There is a lack of enough support from administration.				
Teachers lack authentic materials such as newspapers, magazines, movies etc.				
Traditional view on teachers' and learners' role is not compatible				

Classes are too large for the effective use of CLT.				
Grammar-based examinations have a negative impact on the use of CLT				
Use of CLT gets into conflict with regulations.				

4.- CLT-RELATED DIFFICULTIES & CHALLENGES

There is a lack of effective and efficient instruments to assess communicative competence.				
CLT doesn't take into account the differences between EFL and ESL teaching contexts.				
Western educational assumptions are not suitable within Asian contexts.				

3. Please list any other potential problems and difficulties you might encounter in adapting CLT in Omani context in general and in your university specifically

_____
_____
_____
_____
_____

9 Appendix B students' questionnaire

Understanding and implication of Communicative Language Teaching Approach
Dear Students,

I am Mouza Al Kalbani, a language instructor in Nizwa University and currently I am a PhD student of Educational Innovation and Life Long Learning in Deusto University (Spain).

This questionnaire aims to explore how you learn in your classroom and the impact of classroom teaching on your learning and motivation. Your help in completing this questionnaire is very much appreciated. Thank you for the effort and knowledge you kindly agree to contribute to this research. I assure you of complete confidentiality and anonymity.
يهدف هذا الاستبيان إلى معرفة كيفية التعلم في الصف وأثر التدريس على التعلم والتحفيز والدافعيه. مساعدتكم في استكمال هذا الاستبيان هو محل تقدير كبير. وشكرا لتعاونكم.

Background Information:

Please mark the item that best describes your background situation. (Check all items that apply)

Gender: □ Male*طالب* □ Female*طالبه*

Current English level: *المستوى في اللغه الانجليزيه*

Levels you are in: □ level one □ level two □ level three
□ Level four □ others _____

Rating your English proficiency: *كيف تقيم مستواك في اللغه الانجليزيه مقارنه مع بقية الطلاب*

□ Excellent □ very Good □ Good □ Fair □ Poor

Part One: The actual classroom practices that your teacher typically follows in everyday lessons.*نمط التدريس المتبع من قبل معلمك في حصة اللغه الانجليزيه*

Please read each statement and select the response (1, 2, 3, 4 or 5) that indicates **how truth of you the statement is** in the box next to the statement. Remember that you must insert only one answer in each of the boxes.
رجاء قراءة كل عباره وادخال الاجابة من 1 الى 5. يجب اختيار اجابه واحده بما يتناسب مع ما تراه مناسبا لك

1 = Never means that the statement is not at all true of me.
1=*تعني ابدأ اي ان العباره ليست صحيحه بالنسبة لي*
2 = Very little means that the statement is very rarely true of me.
2=تعني *قليلا جدا حيث ان العباره نادره بالنسبة لي*
3 = A little means that the statement is true of me less than half the time.
3=*تعني قليلا حيث ان العباره صحيحه ولكن بنسبة اقل من المتوسط*
4 = Medium means that the statement is true of me about half the time.
4=*تعني متوسط حيث ان العباره صحيحه بنسبة متوسطه*
5 = Much means that the statement is true of me almost all the time.5= *تعني كثيرا حيث ان العباره صحيحه معظم الوقت*

	Never	Very little	A little	Medium	Much
	1	2	3	4	5
SECTION One. **The actual classroom practices that your teacher typically follows in everyday lessons.** *نمط التدريس المتبع من قبل معلمك في حصة اللغه الانجليزيه*					
Pronunciation (e.g. Vocabulary, intonation, word and sentence stress) *نطق الكلمات على سبيل المثال(المفردات والنطق الصحيح للكلمات)*					
Spelling rules and punctuation *قواعد الإملاء وعلامات الترقيم*					
Idioms and vocabulary *الامثال والمفردات*					
Word formation (e.g. Nouns, verbs, suffixes, etc.) *تكوين الكلمة (مثل الأسماء والأفعال، لواحق في اخر الكلمه، الخ)*					
Sentence formation (e.g. Simple, compound, complex) *تكوين الجمله (مثل بسيط، مركب، معقد)*					
Pattern practice and drills of language form *التدريبات وتكرار التدريبات لانماط اللغه المختلفه*					
(2) I learn in my classroom about *أتعلم في حصة اللغه الانجليزيه ما يلي:*					
How language use can be appropriate to different situations (e.g. Formal or informal) *كيف يمكن استخدام اللغة بحيث يكون مناسبا لمواقف مختلفة (على سبيل المثال رسمية أو غير رسميه)*					
How to overcome their communication problems (e.g. Guessing difficult words from context) *كيفية التغلب على مشاكل التواصل لدينا (على سبيل المثال تخمين لمعنى الكلمه الصعبه من السياق)*					
Language forms through their communicative use (e.g. 'can i help you?' is an offer used to form questions using the modal verb can) *امثله على اللغة المستخدمه للتواصل (على سبيل المثال "هل يمكنني مساعدتك؟")*					
How to negotiate meaning in genuine communication (e.g. Discussing tv news in class) *كيفية التفاوض لايصال المعنى في الحوار والنقاش كمناقشة اخبار التلفاز في الصف*					
(3) In our classroom, the focus is on					
Collaborative activities (e.g. Pairs and small groups *استخدام الأنشطة التعاونية (طالبين ام مجموعات صغيرة)*					
Using authentic materials (e.g. Newspapers written for native speakers) *استخدام وسائل تعليميه مرتبطه بالواقع (مثل الصحف المكتوبة للمتحدثين باللغه)*					
Asking students to communicate through English in the classroom *التواصل والتحدث باستخدام اللغة الإنجليزية في الصف*					
Rehearsing language forms and rules *تكرار مفردات اللغة وقواعدها*					
Language use and meaning *معرفة استخدام اللغة والمعنى*					
Activating our cultural background knowledge on the topics to be covered *تفعيل الخلفيه الثقافيه لدينا قبل مناقشة المحتوى الدراسي*					
tackling cultural aspects in the language classroom *طرح وعرض المتعلقه بالجانب الثقافي في الحصه الدراسيه*					
SECTION Two: The impact of classroom teaching on your learning					
(4) I feel that classroom teaching/learning has improved my اشعر بأن التدريس في الحصه الدراسيه قد أسهم في تطوير المهارات التاليه					
Speaking abilities *مهارة التحدث*					
Listening comprehension skills *مهارة الاستماع*					
Reading comprehension skills *مهارة القراءه*					
Writing skills *مهارة الكتابه*					
Correct use of grammar *الاستخدام الصحيح للقواعد*					
Ability to use appropriate English (e.g. Formal/informal/slang) in different contexts *القدره على الاستخدام الصحيح للغه الانجليزيه في أنماط مختلفه رسميه وغير رسميه.*					
Communication skills (e.g. Guessing difficult words from context) *مهارة التواصل كتخمين معنى الكلمه الصعبه من سياق الجمله*					

SECTION Three: The impact of classroom teaching on your motivation

(5) I feel that classroom teaching/learning has made me

motivated to pursue language learning *الدافعيه لمواصلة تعلم اللغه*					
interested in classroom learning *أصبحت مهتما بالتعلم في الحصه الدراسيه*					
aware of the importance of paying attention to the culture of the target language *اصبحت واعيا لاهمية التعرف على ثقافة اللغه التي ادرسها*					
Taken an evaluative and critical position in relation to the cross-cultural awareness activities in which they have participated *اصبح لدي موقف تقييمي تحليلي بما يتعلق بالانشطه التي لها الصله بالوعي الثقافي بثقافة المجتمعات.*					
active participants in classroom activities *مشاركا نشطا في الانشطه الصفية*					
Like classroom learning *استمتع بتعلم اللغه في الصف الدراسي*					
Miss many classes *أتغيب كثيرا عن حضور الحصص الدراسيه*					
Cause trouble *أتسبب في حدوث المتاعب في الصف الدراسي*					

Thank you very much for your beneficial participation and wishing you all success

شكرا جزيلا لمشاركتكم القيمه متمنين لكم التتوفيق والنجاح