Communicative Language Teaching: Students' Understanding and Practices

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Abstract

The pivotal concept in learning a foreign language is to communicate in the target language. English has been studied as a compulsory subject in Saudi Arabia to keep abreast with the international developments. Students need English for higher studies and work. Universities in Saudi Arabia have introduced activity-based syllabus to equip the students with communicative competence. In this study an effort has been made to understand the students' beliefs about English language learning, specifically about CLT, and teaching practices at school level. A 48-item questionnaire was adapted (Savignon & Wang, 2003 pp.241-247) to gather the data from the students enrolled in the first year at the university. Though they are motivated and want to be confident speakers of English language but they are confused between the traditional way of learning and CLT approach. Their trend is towards CLT activities in the classroom but their beliefs and practices reflect a traditional approach at the same time. They confront a different situation at university and feel embarrassed when they have to communicate with teachers in English. They have an activity-based syllabus focusing on communication but it is exploited in traditional method stressing upon grammar and use of L1 in the classroom. Findings suggest a mismatch between students' needs and beliefs and English language teaching practices, syllabuses and its exploitation, assessment, etc. There is a need to train the English language teachers at school level to adopt modern techniques to make their students confident in using English in their higher studies and social set up.

Keywords: Communicative language teaching, ELT in Saudi Arabia, Students' beliefs about English learning

1. Introduction

Communicative language teaching (CLT) was introduced in reaction to traditional methods in teaching English in 1970s. Initially it was designed and applied in ESL contexts by experts mainly from Britain. The basic theoretical concept in CLT is communicative competence. The purpose was to use language for different purposes and functions according to the setting and the participants. The teachers used a skill-based, discovery-oriented, collaborative approach to education (Holliday, 1994) in small classes through group and pair work. Teachers designed a wide range of activities based on interaction between learners rather than individualistic approaches to learning (Richards, 2006) and adopted specific methodologies like task-based teaching. After going through certain developmental phases, now CLT is considered as a set of principles about

language teaching and learning. The core principles of CLT may be applied in different ways to create a communicative learning environment in the classroom. In a traditional classroom, a teacher is dependent on the textbook material and on the other hand students usually memorize and reproduce information. This creates a passive way of learning.

On the other hand, in a CLT based classroom, the focus is on communication and interaction between teacher and students and among students. Students being independent learners participate actively in classroom activities actively. Learners come up with their own language expressions by exchanging ideas and opinions with each other. They help each other and learn from each other. In 1980 Breen and Candlin describe the learner's role within CLT in the following terms, "the role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes….the implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way" (Breen & Candlin, 1980 p.110).

Recently CLT has made more prominent headway in L2 teaching in present EFL contexts around the world. It has influenced many other language teaching approaches as well. CLT application in EFL context has been one of the major challenges. Ellis (1996 p.216) distinguishes the two contexts in the following words:

> "ESL is integrative, in that it is designed to help individuals function in the community, EFL is a part of the school curriculum, and therefore subject to contextual factors such as support from principal and the local community, government policy etc. It is also dependent on the teacher's language proficiency, teaching resource and, the availability of suitable material."

Though the teachers have been trying to implement CLT in a non-native environment, there has been criticism from different corners. On the other hand CLT continues in its classic form witnessing a huge range of course books and other teaching resources that consider CLT as the source of their methodology in EFL context. However, in both context, ESL and EFL, the learners' first language is not English.

One of the objectives of teaching English in Saudi Arabia is to prepare "interactive activities in designing curriculum in a student-focused manner" (National Report on Education Development in the Kingdom of Saudi Arabia, 2008 p.32) to enable the learners to communicate in English effectively. "Despite a sound planning, purposive curriculum, suitable textbooks, qualified teachers and effective administration, the teaching-learning process sometimes seems to be ineffective especially the case of skill development is not found as satisfactory as it should be" (Khan, 2011 p.1248). It is usually believed that the poor result in English at university level is mainly due to the traditional approach to teaching of English right from the school level. Therefore, a need has been felt to investigate into the matter to find out the actual causes of poor performance in English in real-life communication. As CLT approach is now being applied in many non-native countries in an EFL context, the aim of this study is to see

ELT practices at school level and students' understanding of traditional approach and CLT based activities.

1.2 Research Questions

1. What are Saudi EFL students' beliefs about learning English?
2. What do Saudi EFL students think about their experiences of learning English at school?
3. What is Saudi EFL students' attitude towards the instructional practices of English at school?
4. What do Saudi EFL students think about communicative language learning strategies?

2. Literature Review

Much research was conducted in the second half of the 20th century in the field of education, especially methods and approaches in teaching. They included comprehensive approaches like audiolingualism and communicative language teaching which had far-reaching effects on educational system. There were suggestopedia and total physical response which tended to be the playthings of innovative methodologists. Other particular theories focusing language learning were the lexical approach, multiple intelligences, task-based teaching, etc. However, among all these approaches and methods, CLT got recognition by the teachers and learners. Richards and Rodgers' think that CLT "continues to be considered the most plausible basis for language teaching today" (2001, p.244). They (ibid) further argue that "CLT is today understood to mean little more than a set of very general principles that can be applied and interpreted in a variety of ways." In its early days, CLT was referred to as a "communicative approach" with a sense of individualistic interpretation of its principles in varied contexts. CLT provided a theoretical rationale that underlies everything that happens in the classroom as termed by Brown (2002 p.11) as "theory of language and language learning". It reflected that CLT was based on a language theory and accompanying methodology. However, in 1980s, it got a clear focus and it was considered as a methodology only. "CLT had its roots in linguistics and developed from attempts by linguists to describe language not in terms of its structure but of its use" (Newby, 2006 p.17).

Noam Chomsky, an eminent American linguist, criticizing the narrow behaviourist stimulus-response view of language and language learning espoused by Skinner argued that structural linguistic theory was insufficient in explaining the principal characteristic of languages – the creativity and uniqueness of individual sentences (Savignon, 1987). His view of language and language learning moved the focus of American linguistic studies from surface structural features toward a concern with deep semantic structures. This paradigm shift led the way for the development of communicative approach in second language learning (Savignon, 1987). He characterized the linguistic competence as the sentence-level grammatical competence of ideal native speaker. Hymes (1971) reacted to this view by proposing the term *communicative competence* which referred to the use of language in social context. Communication, therefore, involved negotiation of

meaning between speaker and listener, and author and reader. In creating the term "communicative competence", Hymes (1971) opened up the door for analyzing language as acts of communication between human beings and for re-categorizing language in terms of its meaning system rather than its formal system. He also unwittingly supplied a slogan for communicative language teaching, which helped to redefine the goals of learning a foreign language, and which is in this sense still valid today. What proved to be more problematic and controversial was the bottom-up analysis of language, which entailed turning traditional language description on its head. So, CLT analyses the product of an act of communication and process of generating the utterances. It means it discusses the flow of communication when a speaker encodes an utterance and consequently it seeks to categorize the meaning systems which give rise to language forms.

The process of categorization is termed as notions which are "abstract concepts which reflect general, and possibly universal, categories of human experience, such as time, space, quantity, location, etc." (Newby, 2000 p.449). This influenced the syllabus designers specifically in Europe which resulted in functional notional syllabuses. In this syllabus, a threshold level of language ability was defined for each of the European languages in terms of what learners should be able to *do* with the language (van Ek, 1975). Language functions were rooted in assessment of learner needs. Subsequently, the term *communicative* was used to describe programs that adopted a functional-notional syllabus. Since its emergence as essentially a British innovation, CLT has expanded in scope and now is widely utilized as one of the most prominent language teaching methodologies around the world. Despite its apparent popularity, many teachers remain somewhat confused about what exactly CLT is. Accordingly, it is relevant at this point to define and lay out some important characteristics of CLT.

Brown (2001 p.43) described the characteristics of CLT which include focusing on all the language components of communicative competence, designing language techniques to engage learners in meaningful use of language, considering fluency and accuracy as the complementary principles of communicative techniques, enabling students to produce language in various contexts outside the classroom, providing opportunities to students to focus on their learning process, and considering teacher as a facilitator in teaching and learning process.

Learners are probably likely to talk more in a successful CLT class than in classes using 'traditional', approaches; but a glance at recent mainstream textbooks will immediately show that they are also likely to be reading and writing a more varied range of texts than those in more traditional classes. CLT involves

> "encouraging learners to take part in- and reflect on- communication in as many different contexts as possible (and as many as necessary, not only for their future language-using needs, but also for their present language-learning needs). Perhaps, rather than student talking time, we should be thinking about the broader concept of student communicating time (or even just student time, to include necessary periods of silent

reflection undistracted by talk from teacher or partner)" (Thompson, 1996 p.12).

By definition CLT focuses on the learner. Hu (2002) proposes that the roles of students in CLT classroom are supposed to be "those of negotiators for meaning, communicators, discoverers, and contributors of knowledge and information" (pp.95-96). Students are vigorously involved in expression, interpretation, and negotiation of meaning, whereas a teacher adopts the role of a facilitator and co-learner in the language classroom.

Deckert (2004), referring to the student centered characteristic of CLT, emphasizes that "CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing" (p.13). Therefore, in CLT environment, students are provided opportunities to experience the learning process as a participant in the learning process (Mangubhai, Marland, Dashwood & Son, 2004). They are encouraged to participate in communicative activities to polish their language skills and thinking skills in a natural way (Li, 1984). Thus, CLT discourages teacher-controlled drills, quizzes, memorizing material, and extensive explanation on forms of English (Deckert, 2004)

There are studies (Bacon & Finnemann, 1990; Wen & Johnson 1997; Gaies, Galambos & Cornish, 1999) surveying the attitudes, motives, and strategies of university foreign language students. 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.

Li (1998) comments that much research has been conducted on teachers' perceptions of CLT but there are hardly a few studies investigating learners' views of communicative practices in the classroom in ESL/EFL context.

Cotterall (1995) argues that learners' beliefs and attitudes to learning have a profound influence on learning behavior and on learning outcomes. Successful learners develop insightful beliefs about language learning processes, their own abilities and the use of effective learning strategies which help learners to develop a more active and autonomous attitude that allows them to take charge of their own learning (Anstey, 1988).

Horwitz (1988) developed an instrument called BALLI (Beliefs About Language Learning Inventory) to survey students' views on a variety of issues regarding language learning and teaching (Kern, 1995; Yang, 1993; Javid & Ahmed, 2013).

Nunan (1993 p.4) argues, "teachers should find out what their students think and feel about what they want to learn and how they want to learn". 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.

3. Research Design

This exploratory research is focused on finding out the ways Saudi EFL students are taught English at school level. For this purpose, a questionnaire wad adapted from Savignon and Wang's (2003 pp.241-247) for the students asking them about their experience of learning English at school level and their attitude and belief about English and communicative language learning. The questionnaire consisted of four sections: English practices in the classroom in school, my attitude towards the instructional practice in school, my beliefs about learning English, and importance of English in Saudi Arabia. The questionnaire was translated into Arabic to facilitate the students. The data were collected from 200 Saudi EFL students (100 male and 100 female) enrolled in the first year (Preparatory Year Program) at Taif University, Saudi Arabia. The data were analyzed in percentile and a comparison of response from both genders has also been made and discussed wherever necessary.

4. Analysis and Discussion

Data were collected through a questionnaire having four sections. For each statement, there were five options: strongly agree, agree, not sure, disagree, strongly disagree. However, for the ease of discussion, they were merged into three options: agree, not sure, disagree. Data have been tabulated in percentile.

4.1 Importance of English in Saudi Arabia

	Statements	Agree		Not Sure		Disagree	
		M	F	M	F	M	F
1.	Learning English is important for students in Saudi Arabia.	85	88	0	3	15	9
2.	English is useful in getting a good job.	90	90	6	4	4	6
3.	Good language learners are intelligent.	49	42	38	39	13	19
4.	Students who have good grades in other subjects are likely to be good language learners.	30	31	52	28	18	41
5.	English education should begin in elementary school.	92	94	4	6	4	0
6.	I wish to speak like English native speakers.	100	100	0	0	0	0

This section discusses the importance of English in Saudi Arabia as perceived by Saudi EFL students. They realize the importance of English in getting good jobs so it should be introduced at elementary level. However, there was difference of opinion that good language learners are intelligent and those who have good grades in other subject are likely to be good language learners. Interestingly, all of the correspondents want to speak English as natives. The ability to communicate in English is becoming important for them as global contact increases (Samimy & Kobayashi, 2004). It shows that students acknowledge the importance of English in the modern world and they do realize that it is a skill that may be acquired through communication in the classroom. English dominates in various areas like international organizations, movies, popular culture, publications, online communication, and education (McKay, 2002). Therefore, learners want to use English in highly sophisticated communication both fact-to-face and online (Warschauer, 2000).

4.2 My beliefs about learning English

	Statements	Agree		Not Sure		Disagree	
		M	F	M	F	M	F
7.	Learning English means learning its grammar rules.	75	81	22	4	3	15
8.	The effective way to learn English is through sentence drilling.	82	70	10	22	8	8
9.	I think Arabic should be frequently used in English class for better understanding of the lessons.	59	35	19	12	22	53
10.	I think memorizing grammar rules will help me at using English in a better way.	90	89	4	5	6	6
11.	Speaking in class is not necessary to learn and practice English.	13	6	11	12	76	82
12.	Grammar should be taught in a formal way to acquire competence in English.	74	57	17	28	9	15
13.	I think the more I study and practice English grammar, the more I improve my English language skills.	90	91	5	6	5	3
14.	Studying and practicing grammatical patterns are more important than to practice English in an interactive way in the class.	48	17	28	47	24	36
15.	An English language class should focus on communication.	71	83	18	10	11	7
16.	I think practicing English in a real-life situation is important.	86	92	10	8	4	0

17.	Communication is important to learn a language, with grammar rules explained when necessary.	82	90	8	7	10	3
18.	I think making trial-and-error attempts to communicate in English helps me to learn English.	95	96	0	4	5	0
19.	A teacher should conduct pair / group activities in the class to encourage students to communicate in class.	65	66	21	17	14	17
20.	A teacher should create an atmosphere in the class that encourages interaction.	89	100	11	0	0	0
21.	Learning English means learning to use the language in real life.	74	84	16	12	10	4
22.	A communication-based language learning syllabus meets learners' needs.	58	75	29	23	13	2
23.	I believe it is important to avoid making errors in the process of learning English.	31	32	20	28	49	40
24.	I think a teacher should correct learners' pronunciation or grammatical errors in class.	90	94	6	6	4	0
25.	Good pronunciation of a person usually indicates good English.	83	89	7	3	10	8

This section of the questionnaire focuses on the beliefs of the participants about English language learning. Beliefs about language learning consist of "general assumptions that students hold about themselves as learners, and about factors influencing language learning and about the nature of language learning and teaching" (Victori & Lockhart, 1995, p. 224). Most of the participants strongly agreed to the statements relating to traditional approach, like learning English means learning its grammar rules (78%), sentence drilling (76%), and memorizing grammar rules (90%), and more practice improves English language skills (90%). This reflects that Saudi EFL students as represented by the participants of this study are inclined towards the fact that learning grammar means learning a foreign language. However they (79%) think that speaking is necessary to learn and practice English and there was a difference of opinion between male (59% in favour) and female (53% against) regarding the use of Arabic in the class. Among all the blocking factors the most serious one can be nothing other than the general learners' lack of needs for using their target language. (Education Commission, 1995; Luk & Lin, 2007; Littlewood & Liu, 1996).

Interestingly, there was a divided opinion regarding the statement that studying and practice grammatical patterns are more important than to practice English in an interactive way in the class. This reflects an awareness regarding the language learning. Though they think grammar an important aspect of their learning but at the same time they believe that practicing a language is more important than merely practicing the

grammar rules. Also it was noticed that 48% male were in favour of learning and practicing grammar rules in class as compared to 17% female respondents who (36%) actually were in favour of practicing language skills in the classroom. Due to their limited awareness regarding the teaching approaches, many participants (28% male and 47% female) were not sure about the statement. This also reflect the changing trends among students regarding learning a foreign language, especially female students are more aware of and interested in learning English for communication purposes.

As far as statements regarding CLT were concerned, all the students favoured them. The most important favourite points (more than 90%) included creating an environment to encourage interaction in class, trial-and-error attempts to communicate in English help them to learn English, importance of practicing English in real-life situation, and communication is important to learn a language. All these aspects cover pivotal characteristics of CLT environment in the classroom. So the students' beliefs regarding language learning process are trending towards communicative language teaching.

Majority (92%) responded that a teacher should correct learners' errors in pronunciation or grammar in class but in a study conducted on 744 students enrolled in the English language program of a private university on the outskirts of Tokyo by Riley (2006) found that majority did not want their English teacher to correct all their mistakes in class. There was a divided response on avoiding making errors in the process of learning English. As the students believe in grammar learning as the most important aspect of language learning so they couldn't make a proper response to this statement.

They also favoured (more than 80%) statements like good pronunciation indicating good English, learning English means to use it in real life, and English language class should focus on communication. Regarding pair/group work, though favoured by 66% respondents, hasn't been encouraged by students for multiple reasons which may include fixed furniture, need individual attention of teacher, switch to L1 (Arabic) in pair/group work, etc. as has been observed by the researcher.

Another important aspect in CLT is communicative syllabus which was favoured by 66% students but almost 26% respondent were not sure and the reason may be confusion regarding different types of syllabi. However, there was divided response on the importance of avoiding errors in the process of learning English. As the students are exposed to traditional approach and believe in grammar as the language, 44% respondents didn't favour the statement. Overall, students' beliefs surround around CLT but as they are exposed to traditional grammar at school, they couldn't identify their clear opinion but the responses reflected their trends towards CLT. In this study, students' strong beliefs about communication-based practices may have been influenced by their current classroom experiences.

Hosenfeld (1978) asserts that the language learners form their own 'mini theories' of L2 learning which are shaped by the way they set their learning tasks. Also such theories are made up of beliefs they have about language and language learning. Mori (1999) investigated 187 university students regarding their belief about learning and L2

achievement. She found that strong beliefs in innate ability (i.e. the ability to learn is inherited and cannot be improved by effort) and in avoidance of ambiguity (i.e. the need for single, clear-cut answers) were associated with lower achievement, whereas the learners who believed that L2 learning was easy manifested higher levels of achievement.

4.3 English practice in the classroom in school

	Statements	Agree		Not Sure		Disagree	
		M	F	M	F	M	F
26.	English teaching in my school focused mainly on grammar.	84	87	3	6	13	7
27.	English teacher often asked us to repeat sentences after him.	74	77	18	11	8	12
28.	My teacher used to speak Arabic in English classroom.	58	41	15	9	27	50
29.	English teacher used to explain and practice grammar rules in the classroom.	77	77	9	11	14	12
30.	I was seldom required to utter any word in the classroom.	15	12	21	9	64	79
31.	English teaching in my school was communication-based.	45	45	12	18	43	37
32.	My teacher often designed activities to have us interact in English with peers.	39	56	17	16	44	28
33.	Our focus in class was communication, but the teacher would explain grammar when necessary.	54	42	20	27	26	31
34.	Teacher in my class allowed us trial-and-error attempts to communicate in English.	74	80	15	10	11	10
35.	Teacher often used pair and group work for us to use English.	44	80	23	3	33	17
36.	Teachers often corrected my errors in class.	74	81	20	19	6	0

This section of the questionnaire consisted of eleven questions; first 5 questions focused on traditional approach whereas questions 6 to 11 emphasized on communicative language teaching. Majority of the correspondents (male and female) agreed to the statements focusing on the use of traditional approach in their classrooms. It means teachers mainly focused on grammar and repeating sentences. Majority disagreed that they were seldom required to utter any word in the classroom. However, majority of female participants (50%) commented that their teachers were not used to speak L1 (Arabic) in the classroom whereas majority of the male (58%) agreed to the statement. Reason to this fact may be that in Saudi Arabia, English teachers at school level are

usually Arabs and they communicate in their native language in the classroom (Khan 2011; Javid, Farooq & Gulzar, 2012).

But the respondents were confused whether the teaching was communicative based or not. There is almost equal number of responses in favour of and against the statement. Also there was a split response to teaching of grammar in the context of CLT as well. Savignon (2002) stresses that in order to respond to the need for language teaching that is appropriate for the communicative needs of learners, education of classroom teachers about CLT is needed. However, female responded positively that their teachers often designed activities and have pair and group work in class to have them interact in English as compared to male respondents. To ensure sufficient communication practice, students in CLT classrooms often carry out activities in small groups, which makes it possible that the time allotted to each student for learning to negotiate meaning is maximized (Larsen-Freeman, 2000 p. 132). Regarding the error correction (Statement 9 & 11), both genders agreed to the statements that teachers allowed them trial-and-error attempts to communicate in English and they corrected errors in class.

4.4 My attitude toward the instructional practice in school

	Statements	Agree		Not Sure		Disagree	
		M	**F**	**M**	**F**	**M**	**F**
37.	I liked grammar-based English teaching in my class.	62	84	18	10	20	6
38.	I liked drilling / repeating sentences after my teacher in my English class.	64	74	22	8	14	18
39.	I liked the teacher using Arabic most of the time in the class.	62	19	9	11	29	70
40.	I liked much of the time being spent in explaining and practicing grammar rules in the class.	60	79	23	7	17	14
41.	I liked an English class in which I hardly need to utter any word.	14	12	29	7	56	81
42.	I liked communication-based English language learning classroom.	77	90	9	10	14	0
43.	I liked communicative activities which made us to interact with peers in English.	62	85	23	10	15	5
44.	I liked communication-focused English class, with grammar explained when necessary.	70	82	21	13	9	5
45.	I liked English teacher allowing us to make trial-and error attempts to communicate in English.	71	93	18	1	11	6

46.	I liked my English teacher for using pair /group work in class that made us to communicate with peers.	50	71	20	7	30	22
47.	I liked my English teacher to create an atmosphere that encouraged us to use English in class.	86	100	10	0	4	0
48.	I liked my errors to be corrected by my teacher.	87	94	10	4	3	2

This section of the questionnaire is based on respondents' attitude towards the instructional practices in school. Just like the first part, first five questions relate to traditional approach and rest of the questions relate to communicative language teaching. Their attitude towards traditional grammar reflects the same response as they experienced their learning at school. Majority of the students (both genders) favoured the statements regarding grammar-based teaching (73%), drilling/repeating sentences after their teachers (67%), and spending most of their time in explaining and practicing grammar rules (70%) in their English classes.

However, male students (62%) liked that their teachers should use Arabic most of the time in the class whereas majority of female (70%) didn't favour the statement. This finding contradicts with Javid (2011) who investigated Saudi medical undergraduates from the same academic context and reported that the participants preferred their teachers to use target language instead of using Arabic in class. Willis and Willis (2007) consider that L1 cannot be avoided in L2 classrooms since it can bring some benefits to the classroom, especially with beginners. For instance, some teachers have found that learners who did a task in L1 before doing it in L2 showed good progress in L2; moreover, their overall use of L1 decreased.

Though majority rejected that statement that they liked the English class in which they hardly need to utter any word but 29% male respondent were not sure about the statement. It reflects that the teachers used to use traditional approach in the classroom with some interaction in the classroom mostly based on drilling or practicing the grammar rules.

At the same time, they strongly favoured (more than 80%) almost all the statements regarding communicative language teaching. This reflects their attitude towards more communication, activity-based learning, and an atmosphere that encourages them to use English in the classroom. However, there was a slight disagreement from male respondents regarding the pair/group work and peer interaction in communicative activities.

Favouring both traditional grammar and CLT reflects the confusion regarding the communicative activities in the classroom. It depends the way a teacher explains the language concepts or text in the syllabus. As the books are activity based but most of the

teachers use traditional approach to exploit the text and activities in the textbooks so it becomes a mixture of both which leads the students towards memorization.

A study conducted by Riley (2006) on the beliefs of Japanese college students concluded that the students holding beliefs consistent with different methodological orientations to learning English, and that students' strong beliefs are congruent with a contemporary, communicative orientation to English learning, which, in turn, were believed to influence their high perceptions of the communication-based practices in their classroom. These strong beliefs and high perceptions seemed to influence students' high positive attitudes towards meaning-based instruction.

5. Conclusion and Recommendations
English language learners in Saudi Arabia are motivated and realize the importance of English as an international language but they don't have enough opportunities to use English in real life situations. So lack of real need makes it difficult for learners to acquire high fluency. At the same time, traditional methodology used at schools has created paradoxical sentiments regarding English learning. They are engaged in grammar based drills in their class but are desirous to become an efficient and proficient speaker and writer in English. Lack of real communicative needs and boredom with practice of little-needed and hard to obtain oral proficiency lead them to bear an even stronger desire to effectively and accurately use English to achieve their practical purposes. Due to poor exposure to English language skills, they face problems in interaction with teachers at university. However, female cohort of this study has got more positive attitude and beliefs towards CLT.

Learners hold a strong belief about what is language and language learning but they lack learning techniques that is how to learn. In school, their focus is on learning grammar and they think that learning grammar is learning a language. So a great responsibility lies on the shoulder of the teachers to refine their beliefs regarding language learning by adopting communicative aspects of language in their teaching and provide real-life interactive activities in the classroom. This would improve self-efficacy of the learners by equipping themselves with communicative learning techniques. Learner's beliefs depend on their situational experiences and these attributes make their success or failure.

The findings of this study suggest that teachers, keeping in view the students' need, may incorporate communicative strategies in their teaching and create learning environments conducive for developing students' communicative competence. Introducing a new approach in teaching does not completely dismiss the previous one but probably the enthusiasm of practitioners will explore and implement fresh activities or opportunities. It is evident that CLT has got a wide range of characteristics to be implemented in mixed ability classes, aiding motivation, leading towards fluency in language, and supporting learning. Teachers should be trained to conceive, design and implement communicative strategies in the classroom to enhance the communicative competence of the students. It is also suggested that CLT may be made a compulsory component of pre-service and in-service training of English language teachers.

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Appendix

استبيان

يشكل هذا الاستبيان جزءا من دراسة بحثية تهدف الى خلق بيئة تعليمية تشاركية من أجل تحسين مهارات الطلاب التفاعلية في مركز اللغة الانجليزية بجامعة الطائف. أرجو منك أن تكمل هذا الاستبيان.

تعليمات مهمة

أرجو منك ان تقرأ العبارات التالية جيدا , حيث أن نتائج هذا الاستبيان سيتم استخدامها لأغراض البحث العلمي وكذلك أرجو منك أن تجيب على هذه الأسئلة بكل نزاهة.

المعلومات الشخصية

الاسم:_____(اختياري)

المنصب الحالي:_____

الجنس: ذكر/ انثى   العمر:_____

لا أوافق أبدا	لا أوافق	غير متأكد	أوافق	أوافق تماماً	البيان	الرقم
					طريقة تدريس اللغة الانجليزية داخل الصف في المدرسة	
					يتم التركيز على قواعد اللغة الانجليزية بشكل أساسي	.1
					قد كان المدرس يطلب من الطلاب أن يكررو ما يقول من جمل	.2
					قد كان المدرس يتكلم اللغة العربية أثناء حصة اللغة الانجليزية	.3
					لقد اعتاد المدرس أن يشرح قواعد اللغة الانجليزية ويستخدمها داخل الصف	.4
					لم يطلب المدرس مني أن أتحدث أبدا داخل الصف	.5
					تدريس اللغة الانجليزية في مدرستي كان يعتمد على التخاطب والتفاعل	.6
					لقد كان المدرس يصمم تمرينات خاصة تحفز على التفاعل بين الطلاب	.7
					كان التفاعل والتخاطب هو النشاط الاساسي في الصف ولكن المدرس كان يشرح بعض القواعد عند الضرورة	.8

					مدرس اللغة الانجليزية يحفز الطلاب على المحاولة حتى يصل للاجابة ويحقق من خلال ذلك التفاعل داخل الصف	9.
					لقد كان المدرس يستخدم نظام المجموعات أو المجموعات الثنائية	10.
					كان المدرس يصحح الأخطاء في داخل الصف	11.
					سلوكي تجاه طريقة التدريس في مدرستي	
					لقد أعجبت بطريقة التركيز على قواعد اللغة الانجليزية داخل الصف	12.
					لقد أعجبت بطريقة تكرار ما يقول المدرس من جمل	13.
					لقد أعجبت بالمدرس الذي سيستخدم العربية معظم الوقت	14.
					لقد أعجبت بامضاء المدرس معظم الوقت في شرح القواعد والتدريب عليها	15.
					لقد أعجبتني حصة اللغة الانجليزية التي لم أحتاج أن اتحدث فيها إطلاقا	16.
					لقد أعجبتني حصة اللغة الانجليزية المبنية على التفاعل والتشارك	17.
					لقد أعجبتني الأنشطة التي نتفاعل من خلالها مع الطلاب الاخرين	18.
					لقد أعجبتني حصة اللغة الانجليزية المبنية على التفاعل والتشارك والتي يتخللها شرح للقواعد عند الضرورة	19.
					لقد أعجبني مدرس اللغة الانجليزية الذي يحفز الطلاب على المحاولة حتى يصل للاجابة ويححق من خلال ذلك التفاعل داخل الصف	20.
					لقد أعجبني المدرس الذي كان يستخدم نظام المجموعات أو المجموعات الثنائية	21.
					لقد أعجبني المدرس الذي كان يشجع الطلاب على استخدام اللغة الانجليزية داخل الصف	22.

					افضل أن يقوم المدرس بتصحصح أخطائي داخل الصف	23.
مفاهيمي التي تتعلق باللغة الانجليزية						
					تعلم اللغة الانجليزية يعني تعلم قواعد اللغة	24.
					الطريقة الفاعلة لتعلم اللغة هي عبر العادة والتكرار خلف المدرس	25.
					أعتقد انه يجب استخدام اللغة العربية بشكل كبير في حصة اللغة الانجليزية من أجل تعميق الفهم	26.
					أعتقد ان حفظ قواعد اللغة يساعدني على استخدام اللغة بطريقة أفضل	27.
					التحدث داخل الصف ليس ضروريا لتعلم اللغة الانجليزية واستخدامها	28.
					تعليم قواعد اللغة يجب ان يتم بالطريقة المنهجية من أجل زيادة الكفائة اللغوية	29.
					أعتقد أنه كلما زادت دراستي واستخدامي لقواعد اللغة الانجليزية, زادت مهارتي اللغوية	30.
					دراسة الأنماط اللغوية واستخدامها اكثر أهمية من ممارسة اللغة بطريقة تفاعلية تشاركية داخل الصف.	31.
					حصة اللغة الانجليزية يجب ان تركز على الحوار	32.
					أعتقد ان ممارسة اللغة الانجليزية في الحياة اليومية مهم جدا	33.
					التفاعل والتخاطب مهم جدا في تعلم الغة مع شرح القواعد الغوية عند الضررورة	34.
					أعتقد ان اتباع طريقة المحاولة والخطأ للحصول على الاجابة يزيد من فرصة تعلم اللغة	35.
					أعتقد انه يجب على المدرس أن يقوم بصياغة انشطة المجموعات والمجموعات الثنائية من أجل تحفيز الطلاب على التخاطب داخل الصف	36.

					أعتقد انه يجب على المدرس ان يخلق الجو المناسب الذي يشجع على استخدام اللغة الانجليزية داخل الصف	37.
					تعلم اللغة الانجليزية يعني تعلم اللغة في الحياة اليومية	38.
					منهج تعلم اللغة المبني على التخاطب هو ما يفي بحاجة المتعلم	39.
					أعتقد انه يجب أن نتجنب ارتكاب الاخطاء أثناء تعلم اللغة الانجليزية	40.
					أعتقد أنه على المدرس أن يصحح أخطاء الطلاب اللفظية واللغوية أثناء الحصة الدراسية	41.
					القدرة على لفظ الكلمات بالشكل الصحيح هو مؤشر على الكفائة اللغوية العالية.	42.
أهمية اللغة الانجليزية في المملكة العربية السعودية						
					تعلم اللغة الانجليزية مهم في المملكة العربية السعودية	43.
					الكفائة في اللغة الانجليزية تساعد على الحصول على مهنة	44.
					متعلمي اللغة يتمتعون بالذكاء	45.
					الذين يحصلون على درجات مرتفعة في المواد الأخرى عندهم قدرة أكبر لتعلم اللغة	46.
					تعليم اللغة الانجليزية يجب أن يبدأ في المرحلة الأساسية	47.
					أتمنى ان اتكلم اللغة الانجليزية كما يتكلمها أهل اللغة	48.

شكرا جزيلا.