

Exploring The Constraints Faced By Libyan Secondary Teachers In The Implementation Of Communicative Language Teaching

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Abstract

This Study Explores The Approaches And Methods Employed In ESL/EFL (English As A Second Language/English As A Foreign Language) Learning, Focusing On The Effectiveness Of These Strategies And The Challenges Faced By Educators In Implementing Them. The Research Reveals That Combining Teaching Strategies Is Crucial For Successful Language Instruction, Emphasizing The Communicative Language Teaching (CLT) Approach. However, Implementing CLT In EFL Contexts Poses Difficulties Due To Various Factors, Including Textbooks, Course Materials, Assessment Methods, And Teacher Training Programs. The Study Highlights The Importance Of Grammar Instruction In CLT And The Need To Strike A Balance Between Accuracy And Fluency In Language Learning. Furthermore, It Emphasizes The Role Of Listening, Reading, Speaking, And Writing Skills, Alongside Meaningful Tasks And Practical Use, In Facilitating Effective Communication. Recommendations Include Providing Comprehensive Teacher Training, Developing Practical Resources, Promoting Evidence-Based Practices, Implementing Supportive Policies, And Fostering Collaboration Among Educators. By Following These Recommendations, The Education System Can Better Prepare Students For The Global Market And Society, Irrespective Of Their Linguistic Background Or The Language They Are Acquiring.

Keywords: ESL/EFL Learning, Approaches, Methods, Effectiveness, Combination, Communicative Language Teaching (CLT)

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I. Introduction

ESL/EFL learning approaches and methods vary, and researchers aim to find the best ones. The methods' effectiveness relies on their combination, not just one strategy. "Approach" refers to language teaching theory, while "method" refers to structured language presentation to learners. Techniques involve teaching methods like defining vocabulary. In the 1970s, language teaching shifted to focus on the communication needs of learners, leading to the adoption of methods like grammar-translation. This shift was influenced by socioeconomic changes that relied on communication-based transactions. In the 1990s, EFL teaching grew in professional and business sectors due to the need for English proficiency among non-native speakers for personal and professional purposes.

English is the global language for education, communication, medicine, technology, and more. As English is now the world's second language, it is important to assess the education system to ready graduates for the global market and society. Creating a teaching strategy that benefits all learners is crucial for successful communicative language instruction. This method should be language-inclusive for global applicability, not limited to English language acquisition. The CLT is widely used for L2 teaching programs worldwide. Instructors claim to have favorable views of CLT and practice it actively. More evidence is needed for implementing alternatives like task-based methods that have impacted English language teaching practice. Governments globally acknowledge the importance of English education in improving their economic status. They have created language centers and schools that provide diverse EFL courses using different teaching methods. EFL students learn English to access a global language, improve their chances of being accepted to foreign universities, and compete in international commerce. Researchers differentiate between ESL and EFL for language learning and teaching.

ESL involves a second language as a foreign language, while EFL involves a foreign language as a second language. Learners in both contexts share the same language and background but have limited chances to use English beyond class. EFL learners aim to pass exams or advance to higher education.

Further research is needed to understand the diverse uses of CLT. Brown (1994) categorized English language instruction into ENL, EIL, ESL, and EFL based on acquisition contexts. Kachru coined 'World

English' and suggested three circles to comprehend English. CLT's efficacy relies on method, circumstances, and intended use. Maples (1987) differentiated between ESL and EFL situations and found that implementing CLT is more difficult in EFL contexts. According to researchers, CLT is often not used in EFL settings due to factors like textbooks, course materials, assessment methods, and teacher training programs. EFL courses aim to enhance communicative competence, but teachers often use traditional methods such as ALM and GTM, prioritizing form and accuracy. Pre-CLT, foreign language teaching methods (1840-1940) used GTM, prioritizing reading and writing, instead of CLT.

English instruction changed in the 1950s to meet new demands. ALM was created to address GTM's insufficient focus on listening and speaking. It was later discussed in CAH, based on Skinner's behaviorism. The communicative approach was created in the 1970s to encourage genuine communication and practical language skills. This strategy was based on Hymes' critique of Chomsky's view on linguistic competence, which emphasizes the importance of understanding language abstractly and using it in communication. CLT emphasizes using meaningful tasks and language to promote learning.

Many scholars have studied CLT in class, but teachers have faced challenges applying it. Shihiba found that inadequate training hindered the use of CLT in Libyan secondary schools. Orafi and Borg found issues introducing a new English language curriculum in Libyan secondary schools. This study aims to link teachers' beliefs and classroom practice in the Libyan context, to understand how constraints affect their practices and how cultural background and biases influence their methods.

II. Literature Review

This section examines secondary EFL instruction using the grammar-translation method (GTM) and communicative language teaching (CLT). GTM teaches pupils to read and enjoy foreign language literature, while CLT stresses communication. Despite criticism, many foreign language teachers employ GTM, prioritizing reading and writing above speaking and listening. Inspired by behavioral psychology and structural linguistics, CLT replaced situational language education in the 1960s. The chapter covers CLT implementation in EFL situations, using Libya as an example. The communicative competency (CLT) approach, developed by structural linguistics and ALM critics, emphasizes language learning for communication. Hymes suggested that effective performance requires understanding sociocultural rules and linguistic proficiency. Munby, Widdowson, Breen, Candlin, Littlewood, Brumfit, Johnson, and Yalden have used this method to teach language skills, stressing communication. CLT stresses communication and collaboration in language acquisition. The communicative method prepares students for meaningful conversation by emphasizing language principles and functions.

It integrates written and spoken language and emphasizes grammatical understanding and performance. The communicative approach and constructivist learning theory are "activity theories," requiring teachers and students to interact. The communicative technique helps pupils learn a foreign language via trial and error, emphasizing meaning over form. The communicative approach involves learning through interaction in the L2, authentic texts, encouraging learners to focus on language and learning management procedures, enhancing the learner's personal experience, and linking language learning inside and outside the classroom. Students' communicative skill is improved by mastering grammatical rules and vocabulary. Intense communicative language instruction (CLT) emphasizes communication and meaning, while weak CLT emphasizes meaning and form. The weak version uses functional-notional techniques, while the vital uses task-based language education. Both versions emphasize communication, meaningful tasks, authentic settings, group activities, and a safe learning environment. There is no single CLT method or syllabus, but scholars are examining their efficacy in individual and collective contexts. In his article, Honda addresses Focus on Form and Focus on Forms in EFL for 12- to 15-year-olds.

Focus on Form studies grammatical principles and forms, while Focus on Form practices and imitates. Both strategies have merits and cons. The former requires greater attention and noticing in language acquisition, while the latter emphasizes formal and instructive learning. Focus on Forms relies on the language learner's ability, knowledge, surroundings, and passion. The concentration on form technique needs to be improved, including addressing students interactively, reinforcing attention span, and the necessity for form and meaning training.

Honda advises using communicative activities to focus pupils on a feature, mostly in the target language, to fix Focus on Forms' flaws. Engaging in class discussions and keeping students' attention is also crucial. Language teachers must employ the target language and use Focus on Form, and Forms approach to increase language learning. Learner autonomy—the ability to manage learning—is discussed by educators. Teachers and curricula must uphold student autonomy. It encourages students to choose programs, techniques, and assessments. Curriculum, texts, assessment, and teacher training are EFL components. Testing and assessment measure a person's aptitude or a teaching course's success, while a curriculum sets a course's goals.

Students demonstrate understanding by applying rather than recalling facts. Teacher training programs must use texts well.

CLT activities that enhance language use require English fluency. Fluent and oral teachers can help more students to participate in communication activities. In Libya, where there is no English outside the classroom, the teacher's function as a knowledge supplier is emphasized. Teachers must identify learning styles, instruct, counsel, communicate, and manage group processes. They should classify methods, approaches, and techniques and rank them. Classroom contact between students and teachers affects second language learning and use. Effective communication and instruction require classroom contact, which scholars define differently.

Language acquisition requires class participation and organization. Psycholinguistic and socio-cultural theories stress couple and group interaction for learning. Group work lets students talk, self-repair, and explain. In Libya, students usually work alone in rows facing the board. The teacher initiates, responds, and provides feedback (IRF) in the classroom. Language games affect learner interaction. Classroom engagement includes teacher feedback on responses. It can foster friendships and peer participation. Positive feedback helps pupils learn and develop language. Different sorts of feedback affect learners' linguistic development. Teachers must know the error's cause to determine student guidance.

ESL students must grasp the error and its importance, perform regular activities, and be monitored. Over half of the choral and individual student responses are one word, making classroom engagement vital. The teacher's class conversation management, participant organization, and task type determine how learners interact. Learners comprehend, manipulate, produce, or engage in the target language while focusing on meaning. CLT advocates say goals should be based on behavior, not grammar.

Pair and group work improve classroom interaction and student participation. Learner-centered teaching encourages L2 practice in multiple circumstances. Group work in language classes can accommodate students' peculiarities and capacities to collaborate. Effective classroom teaching requires task selection, learner role, group selection, communication, teamwork, and group cohesiveness. Teachers' beliefs are shaped by their experiences, teaching practices, personal circumstances, and methodologies studied. Research shows that teachers' views affect classroom practice, with some utilizing communicative tasks for grammar and others for actual practice. Pre-service teachers' personal history shapes their teaching views. Bilingual in-service training teachers' attitudes reflect their immigration and identity struggles. Learning experiences may affect teachers' opinions during pre-and in-service training.

Studies show that the educational system, students, and CLT make it difficult to adopt CLT in Western environments. Studies in non-Western countries have revealed that class size, lack of training, and time constraints make CLT implementation challenging for teachers. Burnaby and Sun observed that communication strategies help students going overseas but not others. The grammar-focused university admission exam influenced teachers, according to Gorsuch. Altan found that experienced teachers focused on grammar education but required additional reading and writing activities. Other research has examined CLT implementation and issues in EFL settings. According to the report, Libyan teachers should have prepared pupils for sit-down exams using a student-centered approach. More experienced teachers have higher communicative learning (CLT) skills. The survey also showed that Libyan education emphasizes memorization, grammar, and translation. Students want to become better communicators.

In Libya, CLT activities are successful when teachers are facilitators, participants, and good counselors and communicators. EFL nations, especially developing ones, need to improve communicative employment. Libyan students overuse textbooks and traditional courses because they learn by repetition rather than reasoning. Grammar translation-based structure-based education limits curriculum and ignores student demands and interests. The discovery of oil in 1955 and the 1969 elimination of English from primary schools changed Libya's education system. West-influenced schooling has isolated the country economically, educationally, and technologically. The Libyan people marched in Tunisia and Egypt against the Gaddafi regime, resulting in Libyan Independence Day on October 23, 2011. Before the 2011 revolution, the Ministry of Education controlled all education. Primary instructors in Libya were men, and kids went to preparatory schools. The country needed more experimentation and professionals, forcing students into less popular colleges. Vocational colleges taught English as a general subject, but students did not care.

Libyans from six to sixteen receive free education from the Ministry of Education. The Ministry of Education oversees free public education from primary school to university. Private schools charge students for tuition. In the late 1980s, a nine-year basic education system replaced primary school. Libyan secondary education has expanded from three to four years. The new secondary education system lets pupils pick subjects they like and prepares them for university. General secondary education provides pupils with lawyers, teachers, and engineers across three years. Universities have faculties, higher institutes, technical and vocational centers, and last three to six years. This stage trains lawyers, teachers, and engineers for Libyan society. Doctorates and masters are given abroad. In 1999, the Ministry of Education built an Academy for Higher Study in Tripoli and

branches in Benghazi and Misurata for MA and Ph.D. students. Talented students receive grants to study abroad.

Since the 1940s, English has been taught in Libya. Since then, English has grown extensively, and particular focus has been on improving English teaching and learning. However, English language teaching has changed. The Ministry of Education introduced English in elementary schools in the fifth grade. Libya's 1969–2011 Gaddafi dictatorship ended this. English education in Libya changed over this period (1969–2011). English was eliminated from the primary school curriculum in the 1970s but taught as a broad subject in select university departments at all levels. Due to political tension with the West, the leadership ordered the nationwide suspension of English language instruction in 1985, worsening the situation. Thus, the impacted students did not realize the problem until they went to university and struggled in English-taught areas like medicine and engineering. The 2000s curriculum used the communicative approach to help students acquire the language through real-life circumstances. The new Libyan coursebooks use small groups and pairwork to help students develop language for communication. However, a dearth of skilled teachers hampered English language teaching. The new curriculum relied on new methods that many teachers were unfamiliar with, making teaching challenging. In the late 1990s, the Libyan government reintroduced English language teaching to the educational system. However, it was not systematic, and many English teachers had left the profession after losing their jobs. The mid-1990s restriction on English language education led to a new English curriculum at all levels in 2000.

Primary and secondary English teachers have BAs or teacher training degrees. All teachers need pre- and in-service training. Secondary teachers graduate from university or English departments of higher teaching institutes founded in 1992 to train them. However, secondary instructors need more equipment, resources, and facilities. Due to a shortage of competent English teachers, some teachers may need to learn how to execute communicative activities like pair or group work.

III. Methodology

This paper examines Libyan secondary school instructors' attitudes and beliefs regarding using CLT in EFL classrooms. It investigates instructors' actual classroom practices and their perspectives on the CLT approach. This study uses quantitative and qualitative research designs, questionnaires, structured interviews, and observations to examine teachers' implementation of the CLT approach and the obstacles they face in doing so. This study aims to evaluate the efficacy of the CLT approach in Libyan EFL classrooms by investigating the extent to which EFL instructors use CLT, their beliefs and attitudes regarding its implementation, and the obstacles they face. This study uses a mixed methods approach to collect data via questionnaires, interviews, and classroom observations.

Triangulation is used to verify the data and increase the credibility of the results. Using both qualitative and quantitative methods, a questionnaire is used to collect data on respondents' implementation of CLT and their beliefs and attitudes.

Qualitative research is effective when examining complex phenomena, and this study uses interviews and classroom observation to answer research questions regarding the obstacles respondents encountered in implementing CLT. The quantitative analysis enables researchers to generalize and compare findings with those of other studies. In contrast, qualitative methods permit teachers to describe their knowledge and experience with implementing the CLT approach and the challenges they face in the classroom.

Data was collected through questionnaires, observations of classroom activities and procedures, and interviews with participants. Observation in the classroom was used to investigate what teachers truly do in their classrooms, such as utilizing communicative activities. The study employed purposive sampling to ensure that the descriptions of beliefs, attitudes, overt behavior, and situational constraints received adequate attention. Twelve secondary schools in Misurata, Libya, located 210 kilometers east of Tripoli, served as the primary location for the study.

This paper also employed interviews to collect data on teachers' beliefs and attitudes regarding the CLT approach in secondary institutions in Libya. The semi-structured interview consisted of 14 questions about communicative language instruction, while 24 participants were asked structured questions. The interviews aimed to elicit teachers' beliefs and attitudes regarding the CLT approach, categorized into four topics: language instruction in the classroom, implementation, grammar, fluency, accuracy, and error correction. The interviews were conducted in Arabic, and participants were instructed to review their responses to avoid providing inaccurate information. The data were transcribed and translated into English to be included in the thesis.

Observation in the classroom was used to collect direct data on teachers' actual classroom behavior, allowing for an accurate evaluation of their beliefs and attitudes. The COLT scheme was adopted for classroom observations because it is the only method for obtaining objective and accurate information regarding instructors' practices. The behavior occurs in a context, and to comprehend it, it is necessary to comprehend the

context. Quantitative data are collected for qualitative research to explain or regulate the studied phenomenon. Observation in the classroom is essential for evaluating human skills and behavior.

Using an adapted version of the COLT (Communicative Orientation of Language Teaching) scheme, researchers can be either participants or observers in observations. This study assesses the communicative nature of secondary EFL classes in Libya, concentrating on classroom activities and teacher-student interaction. This study examines classroom observation (CLT) in Libya to evaluate students' proficiency with the Language Teaching (TL) method. Various categories, including participant organization, content, content control, student modality, and materials, are utilized in the study. Class is a teacher-led activity that interacts with the entire class or individual students.

Content refers to what the teacher and students say, read, write, and listen to in the classroom. Aspects of the age include Form, Function, Discourse, and Socio-linguistics.

Content control refers to whoever selects the instructional topic or task, which can be divided into three subcategories: teacher/text, teacher/text/student and student, and student modality. A student's modality refers to the abilities required for a classroom activity. Part B of COLT examines instructors' and students' verbal interactions, divided into two sections about teachers and students.

The study included a subcategory for pair work (Pair) because of the class organization was observed in three classrooms. The English for Libya textbook series includes pair-work activities in three observed classes. This study observed classes taught by both educationally trained, experienced teachers and non-educationally trained, experienced teachers with varying levels of training and experience. To meet validity criteria, classroom observation must satisfy the following conditions:

- 1) it must provide an accurate account of what transpires;
- 2) data must be pertinent to the defining characteristics of the program; and
- 3) data must be comprehensive to ensure that it is accurately reflected.

The study utilized a sensitive Sony audio-cassette recorder to capture most classroom sounds, contacted the schools, and met with each principal and teacher at his own school. Six secondary schools participated in the observation sessions held between April and June of 2010. Every teacher was observed twice, one week apart, with an average class size of forty students.

Several precautions were taken to ensure the dependability and validity of the results. Using a structured instrument with low-inference categories increases the validity and precision of observational data. The second measure stipulated that teachers were not to be given more than a week's notice to be observed so that the researcher could observe these teachers as closely as possible to their regular performance. The third measure was intended to control the potential influence of the observer, who always entered the classroom simultaneously with the teacher and students.

The study aimed to adapt the instrument to the Libyan context, emphasizing the classroom application of CLT.

IV. Results

The questionnaire results, the qualitative and quantitative analysis of the data from the structured interviews, and the classroom observation are all reported in this part. The quantitative technique is determined by the frequency with which teachers respond, and quotes from the taped data support the qualitative approach.

For the importance of grammar instruction, trained respondents with high, medium, and low levels of experience had a positive response (agree or strongly agree) for the 1st, 3rd, 12th, and 18th statements with mean values of 3.50-4.49 and 4.50 to 5.00, but were undecided and/or negative (disagree or strongly disagree) for the 14th and 15th statements with mean values of 2.50-3.49, 1.50-2.49, and 1.00-1.49.

6th, 10th, 17th, and 23rd statements had different responses. Teachers must focus on appropriateness, not linguistic form, to help students become effective foreign language communicators (Statement 6). Educationally trained-high-experienced teachers agreed that children would risk faulty learning unless all their grammatical errors were fixed (Statement 10); however, those with medium experience were undecided, and those with low experience disagreed. Trained responders with medium and low experience were unclear about whether knowing grammatical rules means pupils can fully communicate with native speakers (Statement 17), but educationally trained-high-experienced instructors agreed. Non-educationally trained respondents with high and low degrees of experience agreed and strongly agreed that direct instruction in grammar rules and terminology is necessary for students to communicate effectively (Statement 23), while those with medium experience were undecided.

Grammar training was important for educationally prepared participants with low and high experience, but those with medium experience were ambivalent. Grammar education was valued by respondents with a median of 4 (2.0-5.0) (Table 1).

Table 1. Shows Participants' Perceptions of the Principles and Practices of Communicative Language Teaching across Levels of Experience in Terms of the Importance of Grammar Instruction

Level of Experience											
Likert scale	Educationally trained-high experience teachers			Educationally trained-medium experience teachers			Educationally trained-low experience teachers			Mean (Range)	Verbal Interpretation (VI)
	Median	Range	VI	Median	Range	VI	Median	Range	VI		
Statement 1	4.00	1-4	A	4.00	4-4	A	4.00	4-4	A	4 (2-5)	Agree
Statement 3	4.00	2-5	A	5.00	5-5	SA	4.00	4-4	A		
Statement 6	4.00	1-4	A	3.50	2-5	A	2.00	2-2	D		
Statement 10	4.00	2-5	A	3.00	2-4	U	2.00	2-2	D		
Statement 12	4.00	4-5	A	4.50	4-5	A	4.00	4-4	A		
Statement 14	3.00	1-4	U	2.00	2-2	D	3.00	2-4	U		
Statement 15	2.00	2-4	D	2.50	2-3	U	2.50	1-4	U		
Statement 17	4.00	1-4	A	3.00	2-4	U	2.50	2-3	U		
Statement 18	4.00	1-5	A	4.50	4-5	A	5.00	5-5	SA		
Statement 23	3.50	2-4	A	3.00	2-4	U	4.50	4-5	SA		
Overall	4.00	2-4	A	3.25	2-5	U	3.50	2-5	A		

*VI is Verbal Interpretation, 1.00-1.49 (SD-Strongly Disagree), 1.50-2.49 (D-Disagree), 2.50-3.49 (U-Undecided), 3.50-4.49 (A-Agree), 4.50-5.00 (SA-Strongly Agree)

Regarding non-educationally trained teachers, their responses varied for statements 1, 6, 10, 14, 18, and 23. Untrained teachers with moderate to low experience believe that grammatical accuracy is the top criterion for evaluating language proficiency. Teachers should focus their feedback on the appropriateness of students' responses rather than their linguistic form to help them become effective communicators in a foreign language. However, non-educationally trained, high-experienced teachers still determine if correcting all grammatical errors is necessary for perfect learning.

Experienced individuals without training disagree with novices who believe that excessive time spent on error correction is unnecessary since errors are a natural part of learning. Experienced and inexperienced individuals without formal education agree that language is best learned through practical use rather than studying it as the main objective. They also believe teaching grammar rules and terminology is crucial for effective communication. However, those with moderate experience are still determining this.

Generally, untrained teachers with some experience value grammar instruction, while highly experienced ones are uncertain. Both educationally trained-experienced and non-educationally trained-experienced teachers prioritize teaching language in terms of Form and Other Topics. Listening plays a significant role in students' improvement, enhancing fluency and allowing them to search for meaning. Teaching language through Other Topics enhances Form, as students cannot acquire knowledge by simply learning rules but also by applying them. Teachers are willing to adjust their teaching methods to accommodate students' abilities and preferences.

Students are more likely to participate in class discussions and share opinions, as they feel supported and valued. Reading is a more important aspect of language skills, as it enhances writing and speaking abilities. Teachers are passionate about teaching foreign languages and want to extend their efforts for short-term and

long-term improvement. Teachers evaluate CLT and other methods to improve students' language skills. They believe that fluency and accuracy are essential for effective communication, and they correct errors as needed. Teachers also encourage oral and written assessments to assess students' communicative competence.

In order to implement new approaches like CLT, training and financial support are necessary. Despite the lack of resources, teachers continue to strive towards their goals until students become proficient or can use the language effectively. The importance of grammar instruction in communicative language teaching is well-known among respondents. They believe that accuracy and fluency are crucial for language learning, and teachers must focus on both. However, they also emphasize the need for fluency improvement.

Both educationally trained-experienced and non-educationally trained-experienced teachers view themselves as providing knowledge and guidance for students to achieve the communicative approach. They believe that appropriateness and grammatical correctness are key to effective communicators, while non-educationally trained-experienced teachers emphasize the use of language for higher purposes. Teachers must negotiate tasks and activities to suit students' needs, ensuring they can apply their knowledge outside the classroom. Pair/group learning is also considered, but teachers may discourage it because they focus on monitoring students' activities and ensuring they meet their needs. Overall, the teachers' responses align with their passion for teaching and the importance of bridging the gap between students' capabilities and knowledge.

V. Conclusion and Discussions

It can be concluded that ESL/EFL learning approaches and methods have evolved, driven by the need to cater to the communication needs of learners and the demands of the global market. The communicative Language Teaching (CLT) approach has gained widespread popularity and is commonly used in L2 teaching programs worldwide. However, implementing CLT in EFL contexts can be challenging due to various factors such as textbooks, course materials, assessment methods, and teacher training programs.

The importance of grammar instruction in CLT is recognized by educationally trained and non-educationally trained teachers. Teachers believe that a balance between accuracy and fluency is crucial for effective language learning, and they emphasize the need for both aspects to be addressed in their teaching. However, teachers have differing opinions regarding the extent to which grammatical errors should be corrected and the role of explicit grammar instruction in facilitating effective communication.

Teachers value the role of listening, reading, speaking, and writing skills in language acquisition. They recognize that language should be taught through meaningful tasks and practical use rather than solely focusing on studying grammar rules. Teachers also highlight the importance of creating a supportive and inclusive classroom environment where students feel valued and encouraged to participate in discussions and share their opinions.

Teachers require adequate training and financial support to implement new approaches to CLT successfully. Despite resource limitations, teachers are committed to their student's language learning and strive to bridge the gap between their capabilities and knowledge. They are willing to adapt their teaching methods to accommodate students' needs and preferences and actively evaluate different methods to enhance students' language skills.

Based on these conclusions, the following recommendations can be made:

Provide comprehensive and ongoing training programs for teachers to enhance their understanding and implementation of CLT and other effective language teaching methods. This training should balance accuracy and fluency, incorporate meaningful tasks and activities, and promote an inclusive classroom environment; Develop and provide teachers with appropriate textbooks, course materials, and assessment methods that align with CLT principles and are suitable for EFL contexts. Additionally, support creating and disseminating resources that facilitate language teaching through practical use and meaningful tasks; Encourage further research on the effectiveness of CLT and alternative approaches, such as task-based methods, in EFL contexts. This research should provide evidence-based practices and insights into addressing the challenges teachers face in implementing CLT.; Supportive Policies: Governments and educational institutions should recognize the importance of English education and allocate resources to establish language centers and schools that offer diverse EFL courses using effective teaching methods. Supportive policies should be in place to foster the integration of CLT and other innovative approaches into the EFL curriculum. Lastly, facilitate collaboration and exchange among educators and institutions globally to share best practices, experiences, and resources. This will enable cross-cultural learning and contribute to the development and improvement of EFL teaching methods.

By implementing these recommendations, it is possible to create a more effective and inclusive language education system that prepares students for the global market and society, regardless of their linguistic background or the language they are acquiring.

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