

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**THE PERCEPTIONS OF ENGLISH LANGUAGE LECTURERS
TOWARD THE EFFECTIVENESS OF THE COMMUNICATIVE
LANGUAGE TEACHING (CLT) IN TEACHING GRAMMAR AT
ZAWIYA UNIVERSITY IN LIBYA**

MASTER THESIS

**PREPARED BY
HANA ETTALEB**

**ADVISOR
ASST. PROF. DR.
AHMET REMZİ ULUŞAN**

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Tez Jüri Üyeleri (Ünvanı, Adı-Soyadı, Kurumu)	İmza
Tez Danışmanı: Dr. Öğr. Üyesi Ahmet Remzi Uluşan, Başkent Üniversitesi
Jüri Başkanı: Prof. Dr. Paşa Tevfik Cephe, Gazi Üniversitesi
Jüri Üyesi: Dr. Öğr. Üyesi Senem Üstün Kaya, Başkent Üniversitesi

ONAY

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürü
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Danışmanın Unvanı/Adı, Soyadı: Dr.Öğr.Üyesi Ahmet Remzi ULUŞAN

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ÖZET

Hana ETTALEB, Libya Zawiya Üniversitesindeki İngilizce Öğretim Görevlilerinin İletişimsel Dil Öğretim Yönteminin Dilbilgisi Öğretimindeki Yeterliğine Yönelik Algıları, Başkent Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans, 2021

Bu çalışma, Libya'daki Zawiya Üniversitesi'ndeki İngilizce öğretim görevlilerinin dilbilgisi öğretiminde İletişimsel Dil Öğretim Yöntemini kullanmanın etkililiğine yönelik algılarını araştırıyor. Özellikle betimsel anket tasarımı olmak üzere nicel bir araştırma tasarımı benimsenmiş ve gerekli verileri toplamak için Bani Taha (2016) tarafından geliştirilmiş olan bir anket kullanılmış ve dilbilgisi öğretiminde İletişimsel Dil Öğretim Yöntemini kullanımının etkililiğine yönelik algılarını ortaya çıkarmak için katılımcılara (n=203) dağıtılmıştır. Sonuçlar, Zawiya Üniversitesi'ndeki İngilizce öğretim görevlilerinin çoğunun dilbilgisi öğretmek için CLT kullanma konusunda olumlu algılara sahip olduğunu, (m = 4.04), ayrıca dilbilgisi sınıflarında çeşitli iletişim aktivitelerini kullanmayı tercih ettiklerini (m = 3.52) ortaya koydu. Ayrıca, mevcut çalışmada dilbilgisi öğretmek için CLT'nin etkili kullanımını engelleyen zorluklar araştırıldı ve kalabalık sınıfların, dilbilgisini iletişimsel olarak değerlendirmedeki zorlukların ve öğrencilerin düşük İngilizce seviyelerinin en yaygın zorluklar olduğu tespit edildi. Bulgular ayrıca çoğu katılımcının İletişimsel Dil Öğretim Yönteminin dilbilgisi öğretmenin etkili bir yolu olduğunu kabul ettiğini, ancak çeşitli zorluklar nedeniyle öğretim sürecinin daha zor hale geldiğini gösterdi. Bu nedenle, bu çalışma, daha iyi İngilizce dilbilgisi öğretimi için etkili bir müfredat geliştirmek amacıyla, paydaşlar ve müfredat tasarımcıları gibi eğitim yetkililerine CLT'nin yükseköğretim düzeyinde dilbilgisi öğretimindeki etkililiği konusunda ihtiyaç duyulan bilgileri sağlamayı amaçlamaktadır.

Anahtar kelimeler: İletişimsel Dil Öğretim Yöntemi, İngilizce Öğretim Görevlilerinin

Algıları, Etkinlikler, Zorluklar.

ABSTRACT

Hana ETTALEB, The Perceptions of English Language Lecturers Toward the Effectiveness of the Communicative Language Teaching (CLT) In Teaching Grammar At Zawiya University In Libya, Başkent University, Institute of Educational Sciences, Department of Foreign languages, Master in English Language Teaching with Thesis, 2021

This study explores the perceptions of English language lecturers toward the effectiveness of using the Communicative Language Teaching (CLT) in teaching grammar at Zawiya University in Libya. A quantitative research design particularly the descriptive survey design is adopted and to collect the required data, a questionnaire from Bani Taha (2016) was used and distributed to participants (n=203) to reveal their perceptions toward the effectiveness of using CLT in teaching grammar. The results showed that the majority of English language lecturers at Zawiya University were positive toward using CLT to teach grammar (mean= 4.04). The results also unveiled that they preferred using a variety of communicative activities in grammar classes (mean= 3.52). Further, the current research investigated the challenges that hinder the effective use of CLT to teach grammar and found that large classes, difficulty in assessing grammar communicatively, and students' low English proficiency are the most common challenges. The findings also indicated that most participants recognize the Communicative Language Teaching as an effective way to teach grammar, but due to several challenges, the teaching process becomes more difficult. Therefore, this study aims to provide education authorities like stakeholders and syllabus designers with the information needed regarding the effectiveness of CLT in teaching grammar at tertiary level in order to develop an effective syllabus for better English grammar teaching.

Keywords: Communicative Language Teaching (CLT), English lecturers' perceptions, CLT activities, CLT challenges.

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ABBREVIATIONS

ALM	Audio-lingual Method
CLT	Communicative Language Teaching
DM	Direct Method
GTM	Grammar Translation Method
TBI	Task-Based Instruction
SPSS	Statistical Package for the Social Sciences

1. INTRODUCTION

The education system around the world has a vital status and is considered the first step towards prosperity and development. Many countries attempt to get the best educational system and constantly update their curriculum to compensate their societies' needs and remain consistent with the world's standards. The education system in Libya, like any other country, has witnessed major changes many times in order to improve the teaching curriculum in general and the English curriculum in particular (Elabbar, 2011). The reasons behind these changes can be attributed to the ineffectiveness of traditional approaches to the teaching of English and to the increasing demand for more Libyan users of the English language with high levels of communicative competence (Orafi, 2008). All learners at schools and universities from different departments have to learn English especially after the Ministry of Education in Libya imposed it as an obligatory subject. Teachers are required to use modern approaches and methods such as the Communicative Language Teaching, which was first introduced to the Libyan curriculum in 2000, to teach the English language. But, the question has remained whether they apply it or not. As a result, plenty of studies had been carried out to find more about this topic. Similarly, the current study aims to find more about the effectiveness of using the Communicative Language Teaching, particularly in teaching grammar at Zawiya University which is ranked the second-largest university in the western side of the country and thousands of students enroll in it.

In this chapter, the background of the study, statement of the problem, research objectives, research questions, purpose and significance of the study, limitations, and delimitations of the research are discussed. Besides, a brief summary of the current research chapters will be clarified.

1.1. Background of the Study

In recent years, English has crossed its way to become a lingua franca and gained its predominance in the same way Latin did in the Middle Ages (Harmer, 2007). Nowadays, millions of people have the desire to enhance their English proficiency and guarantee that their children would have high levels of accuracy and fluency through providing them with different opportunities like traveling, studying abroad, media, or internet. Further, a good command of English has become essential and considered a prerequisite to be successful in

the field of employment. Therefore, applying suitable teaching methods and approaches was severely needed to help people achieve their goals (Richards, 2006).

The process of second language learning has witnessed considerable changes in the last three decades regarding the way language is taught (Richards, 2006). This field adopted and implemented different teaching approaches and methods such as the Grammar-Translation Method, the Direct Method, the Audio-lingual Method, the Silent Way, the Communicative Approach, etc., and they were all claimed to be a reaction to the failure of former approaches and methods by their creators and supporters to produce learners more capable of using a foreign language effectively outside their classrooms (Larsen-Freeman, 2000). Some old methods and approaches such as the Audio-lingual Method directed all their focus to master grammatical competence. To do so, learners had to learn the language like a habit through memorization, dialogues, and repetitive drills. They also had to produce accurate sentences and avoid making errors in teacher-centered classrooms.

Recently, however, the learning process has become more interactive and meaningful. Learners who learn a language through communication-based approaches like CLT, the goal of which is to develop communicative competence, work collaboratively, negotiate for meaning, and use the language in different ways to express their thoughts (Richards, 2006). Yet, the place of grammar in language teaching remained controversial and there was a general belief that the Communicative Language Teaching pays attention only to communication and ignores the teaching of grammar. Thornbury (1999) acknowledged that this belief is partly true, but despite the fact that the majority of CLT syllabuses are designed based on meanings and functions, a strong grammar basis still exists.

Grammar is an essential feature in language learning, and if learners have poor grammatical knowledge, they will definitely make many mistakes in speaking and writing (Syam, 2017). Grammar is also believed to be useful in promoting learners' linguistic development, and when sufficient attention is given to both meaning and structure, learners become successful communicators and can effectively accomplish the learning outcomes (Tilfarlioglu & Yalcin, 2005).

The way grammar is taught differs depending on the approach being adopted. In some foreign countries, like Libya, using traditional teaching approaches is still dominating. Grammar is introduced deductively within special textbooks; rules are explained and clarified with several examples. Then, learners memorize them and do some exercises (Alsied, Ibrahim

& Pathan, 2018, p.41). But, despite the diversity of methods and approaches that can be used to teach grammar either separately or together with other skills, taking learners' perceptions and beliefs into instructors' account can efficiently guide them to the most suitable way for effective grammar teaching (Fitori, 2019).

1.2. Statement of the Problem

In Libya, English is treated and taught as a foreign language, and classrooms are the only environment that offer exposure to the English language. Therefore, it is vital to use an effective teaching method for better learning outcomes. Libya, similar to other countries, adopted the CLT approach in 2000 and established a curriculum based on its principles instead of using the Grammar-Translation Method and teacher-centered pedagogy (Ibrahim, 2017).

Since that time, many studies have been conducted to examine the efficacy of the CLT approach in the Libyan context such as the one conducted by Owen & Razali (2018) who attributed the adoption of this approach to the necessity to increase the communicative competence among Libyan graduates. Al-Bakbak (2019) also investigated the use of the CLT approach and found out that teachers still use the Grammar-Translation method even though the current syllabi imposed by the Ministry of Education is officially based on the CLT principles. Similarly, Fitori (2019) confirmed in his research that there is a transgression from the teachers' side and lack of adherence to the methods prescribed in the current curriculum. Instead, they preferred applying the old methods they knew or experienced in the past.

In Libyan universities, Giaber (2014), as mentioned in Fitori's study (2019), noted that the teaching materials, which are specifically prepared to teach grammar (grammar books) are insufficient and could not satisfy learners' needs. Perhaps because these materials were written and prepared from Arab point of view and only reflect the Arabic culture, context, and language.

Fitori also added that even when the materials that emphasize teaching grammar using the CLT approach became available, the problem was not solved and language lecturers continued not to use the methods recommended. For the sake to find more about how grammar should be taught and what structures should be provided to students in Libyan universities, he recommended conducting further research throughout the country.

In short, despite the plethora of studies, there is still a lacuna in the literature as far as the researcher knows regarding lecturers' perceptions toward the effectiveness of the CLT

approach specifically in teaching grammar at tertiary level, the activities they tend to use, and the challenges that hinder using this approach in grammar classes.

1.3. Purpose of the Study

The general purpose of this study is to find out how English language lecturers perceive the effectiveness of using the Communicative Language Teaching to teach grammar at Zawiya university and what type of CLT activities preferred while teaching grammar. It also seeks to explore the challenges and difficulties facing lecturers during the teaching process.

1.4. Objectives of the Study

This study aims to:

- Explore English language lecturers' perceptions toward the effectiveness of the Communicative Language Teaching approach (CLT) to teach grammar at Zawiya University in Libya.
- Find out what kind of CLT activities lecturers prefer to use in grammar classes.
- Determine the challenges that language lecturers at Zawiya university encounter while using CLT to teach grammar.

1.5. Research Questions

The current study attempts to find answers to the following questions:

1. What perceptions do English language lecturers have toward the effectiveness of using the Communicative Language Teaching approach (CLT) to teach grammar at Zawiya University?
2. What kind of CLT activities do English language lecturers prefer to use in grammar classes?
3. What challenges do English language lecturers at Zawiya University encounter while using CLT to teach grammar?

1.6. Significance of the Study

The current study aims to explore the perceptions of English language lecturers at Zawiya University toward the effectiveness of the CLT approach to teach grammar. So, it is hoped that through the help of this study, a good opportunity is offered to shed more light on the importance of teaching grammar and the possibility to use modern approaches like the CLT and its offshoots to teach it effectively and without any contradiction with their

principles. Further, this study helps to determine the favored types of activities that lecturers use in their classes. The purpose of identifying these activities is to know to what extent lecturers actually use the communicative approach and to encourage the ones, who have not used them yet, to adopt them in their teaching. Through this study, the difficulties impeding the implantation of the CLT to teach grammar will be determined in order to suggest some solutions to alleviate their negative effects. Finally, this research is hoped to contribute its parts to highlight the role of grammar in the Communicative Language Teaching and shed more light to include teaching grammar communicatively in the EFL contexts.

1.7. Limitations of the Study

There are several limitations in this study that must be acknowledged. The first limitation is the subject of the study which is the perceptions of English language lecturers toward the effectiveness of using the Communicative approach to teach grammar, the activities they prefer to use, and the challenges they face when applying the CLT approach in grammar classes.

The second limitation is the sample which includes only lecturers from one university called Zawiya University in Libya. The reason behind choosing this university is because it is considered the second-largest university in the north-west of Libya after Tripoli university, and thousands of students enroll in it every year. And since English is an obligatory subject in almost all the faculties of this university, it was important to carry out such a study to explore how English is taught, specifically grammar, through the investigation of lecturers' perceptions of using the CLT approach to teach grammar, determine the most preferred activities and what makes teaching grammar communicatively challenging. The last limitation is the time which is 2020-2021.

1.8. Delimitations of the Study

Delimitations can be explained as what the researcher can control such as theoretical background, objectives, research questions, variables, and the population of the study (Theofanidis, Dimitrios, & Fountouki, Antigoni, 2019). Therefore, regarding this study, the first delimitation is the objectives of this study which are investigating English language lecturers' perceptions toward the effectiveness of the CLT approach in teaching grammar at Zawiya university, the communicative activities they use, and the challenges they face when using the CLT in grammar classes. Second, the sample is also the researcher's choice which includes 203 English language lecturers working at Zawiya University in Libya. The number

of participants needed in this research was chosen based on the “SmartSurevy” program which indicated that the sample size has to be 192 members. The current study aims at finding answers to three main questions as mentioned earlier. The instrument used to collect the data was a questionnaire distributed online because of security and political conditions in Libya and the Corona pandemic which led to distance education.

1.9. Organization of the Thesis

This study includes five chapters:

The current chapter provides the rationale for the study, its objectives, research questions, significance of the study, limitations and delimitations, and finally the organization of the thesis.

Chapter 2 provides an overview of Libya, its educational system and the status of the English language there. It also describes what grammar is, its importance, and how it was dealt with through different approaches from the past up to today. The researcher has chosen the most common ones and gave an elaborated explanation for each including some historical background, their characteristics, and how grammar is handled in a separate section.

Chapter 3 presents the methodology used to collect and analyze the data.

Chapter 4 is about data analysis and findings. Through the SPSS program, the results of the study are displayed through figures and tables.

Chapter 5 is the concluding chapter which reveals the findings and discusses them. Some recommendations and pedagogical implications are also included within this chapter.

2. REVIEW OF LITERATURE

2.0. Introduction

One of the most controversial variables of language teaching is grammar, and many have argued that teaching grammar is necessary as it provides clear guidelines of how to use the language like Nassaji & Fotos (2011), who stated that “grammar is fundamental to language, without grammar, language does not exist” (p.12), while many others, some of whom will be mentioned in the following pages, were against it arguing that its contribution to the development of communicative competence is exaggerated by those who support grammar instruction.

This chapter presents some general information about Libya, its education system, and some background information about teaching English as a foreign language in the country. Then, it clarifies what grammar is and how it has been dealt with in the history of language teaching, focusing on the most widely used methods and approaches. It is believed that this background information will shed some clear light on how grammar is suggested to be handled in today’s understanding of language teaching and how it is actually addressed by the practitioners.

2.1. Libyan Educational Context: a Background

Because this study was conducted as a graduate student at a Turkish University, it was thought that it would be useful to provide some information about Libya and its education system.

2.1.1. General information about Libya

Libya is an Arab country located in the center of North Africa, on the coast of the Mediterranean Sea and surrounded by several countries: Sudan to the southeast, Egypt to the east, Niger and Chad to the south, and Algeria and Tunisia in the west (Tamtan, Gallagher, Olabi & Naher, 2011). It constitutes the third-largest country in the Arab world, fourth in Africa, and 17th in the world, with an area of 1,759,540 square kilometers (Libyan Bureau of Statistics and Census LBSC, 2012), and a total population of 6,922,2994 citizens (World meter elaboration of the latest United Nations data January, 2021). Libya has four major cities on the Mediterranean coast: Tripoli, the capital city, Benghazi, Zawiya, Musrata, Derna, and Sabha in the south. It also has a diversity of ethnic groups, but the most common ones are

Arabs and Berber. The official language in the country is Arabic besides Berber spoken by a small percentage of the population.

2.1.2. The current education system in Libya

There are four stages included in the educational system in Libya. The first stage is 'kindergarten' which receives four or five-year-old children and continues for one or maximally two years. The second stage is referred to as the 'Basic stage', and the average age accepted to start this level is six years old. This stage lasts for nine years and is divided into two phases; six years in primary schools and three at the preparatory level. The Basic education stage is obligatory according to the Libyan education policy, decision NO. (95), and all learners are prohibited from working during this period (Zarrouh, El-Hawat, Al-Abid, Al-Tagouri, Masoudi, Mahmmod & Ghiblawi, 2001).

Then, learners move to the third stage named the 'Secondary level'. This level contains two sections; the academic section, and the vocational and technical sections. The former has two units: scientific and social sciences. The latter likewise consists of two units: vocational and technical. Learners who join vocational schools can choose one of these disciplines: mechanical, carpentry, electrical, weaving, architectural, service, or productive vocation. While the ones who enroll in technical schools can study one of the following fields: geometrical and industrial science, agricultural sciences, social sciences, fine arts and media, medical sciences, or basic sciences. Depending on the field chosen, learners spend three or four years to finish (Zarrouh, et al, 2001). After graduating from this level, learners have the freedom either to find a job or to move toward the tertiary level.

At tertiary level in Libya, students can study either at colleges or universities which last from four to seven years depending on the selected field, or at technical, science and vocational institutions for three years. In Libya, some universities. like Tripoli University, also offer postgraduate education for ambitious students (Clark, 2004).

2.1.3. Background of teaching English as a foreign language in Libya

The status of the English language in the 21st century has become extremely important in almost all scientific and higher education. Since the world has been changing and becoming smaller due to technology and other factors, English, as stated by Pathan, Alkaiyali & Marayi (2016), has emerged as the language of globalization resulting in urgent changes and adjustments in the language education system of many countries such as Libya, whose government decided to teach English to children at schools as early as the 1940s just after

World War II under the supervision of the British administration. All efforts, however, were unsuccessful due to a lack of sufficient systematic approach (Mohsen, 2014). To enhance the quality of teaching English, the successive Libyan government attempted to adopt and apply a more planned system at schools. But, it also did not work effectively because of political issues (Pathan et al., 2016). An example of these issues is what happened during the mid of 1980s when Gaddafi's regime banned teaching English for about ten years. This decision, consequently, affected all students of all sectors negatively and created a huge gap between students and the English language (Khaled, 2017). This situation continued until the late 1990s, then, the Libyan Committee for Higher Education reconsidered its policies about teaching English and decided to bring it back into the Libyan education system (Elabbar, 2011). According to this system, which has been imposed from the academic year 2000-2001 until today, students are required to attend four lessons a week for forty-five minutes each (Macfarlane & Harrison, 2008).

Regarding the approaches used in the Libyan context, Mohamed (1987, as cited in Owen, Razali & Elhaj, 2019) stated that the English language program in Libya relied exclusively on traditional teaching methods such as the Grammar-Translation Method and the Audio-lingual Method, and that is why the national syllabus failed to develop students' language skills. It was, therefore, necessary to change and develop a language program based on the CLT approach as it was well-known for developing the communicative competence (Mohsen, 2014). In 2000, Libya adopted new series of textbooks called *English for Libya* prepared by a British company (Orafi, 2008). These textbooks included two main books: a student book and a work book. They were designed to develop the grammatical system and vocabulary and help learners to master the four language skills. Each skill is placed in a separate lesson or section and the same thing is with grammar and vocabulary. But, despite putting these skills in separated sections, they are still intertwined (Macfarlane, 2000).

2.2. What is Grammar?

As put by Widodo (2006), grammar is considered very significant in language teaching, because learners would not be able to improve their language without good grammatical knowledge. Different ideas regarding the definition of grammar have been proposed by many scholars like Crystal (2003), who stated that grammar consists of rules which control how a communication system works (p.190). Chomsky (2006) also offered another definition as "the system of rules that specifies the sound-meaning relation for a given language" (p.91). So did Clark, Eschholz, Rosa, and Simon (2008), who defined grammar as "the system of a language

phonology, morphology, syntax, semantics, and lexicon – necessary to form and interpret sentences” (p.868). In the same way, Cowan (2012) described grammar as “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language” (p.3). Therefore, it can be noticed that the four above definitions of Crystal, Chomsky, Clark, et al., and Cowan focused on language structure (form) as a goal of grammar.

Thornbury (2005) defined grammar as the other researchers did, but in a more extended form to include its functional dimension. He declared that when the contextual information is lacking in a communicative process, grammar can compensate this gap and make it clearer. For instance, the intended meaning (function) of a question like ‘Stockholm, please?’ is not easy to be understood. But, it becomes clearer and a context is provided, if some grammatical rules (syntax and morphology) are added to it; ‘In which direction is Stockholm, please?’ (p.4).

Hagemann (2002) gave a similar description of Thornbury’s. She states that grammar consists of a group of rules of a language shared by its speakers that shows the way syllables are pronounced (phonology), how words are formed (morphology), how sentences are structured (syntax), and what style of language to use in a given context (pragmatics) (p.3). So, it is all about the rules that help learners to produce contextually and structurally meaningful sentences and discourse.

Ellis (2006) offered a definition for grammar teaching from a broad sense. Grammar teaching consists of any instructional technique that orients students’ attention toward some specific grammatical rule to make them understand it metalinguistically, process it in comprehension or produce it, hence, learners would be able to internalize it.

The importance and the role of grammar in the learning-teaching process have always been controversial especially under the effect of the CLT approach (Chaudron, 1988). Some researchers like Harmer (1987, p.15) were of the view that learners do not necessarily need grammar to use the language. While others like Tarone (1989) and Rutherford (1987) supported teaching grammar and confirmed that understanding grammar enables having effective communication in a foreign language. Similarly, Corder (1988) and Widodo (2004), as stated in Widodo’s study (2006, p.122), believed that grammar provides the basis for the four language skills: reading, listening, speaking, and writing. It has a crucial role in understanding and expressing the spoken language, and to be able to produce grammatically

acceptable utterances, learning the grammar of a language is considered indispensable. Concerning the reading skill, grammar helps learners gain better understanding of the relationship between sentences existing in a paragraph or a text. It also improves their ability to transfer their ideas into comprehensible written sentences. Finally, clear guidance on how to combine and use lexical items in meaningful and communicative statements is also provided by learning grammar. Therefore, grammar's influence on the four language skills as well as vocabulary cannot be neglected (Long and Richards, 1987 as cited in Widodo, 2006).

Sun (2017) also believed that a solid knowledge of grammar is required to enhance and master any language. But, people's attitudes toward grammar in the process of language teaching have witnessed many changes. Some believed that the communicative ability is the most important thing to be learned, and sentences with some grammatical mistakes are acceptable as long as these mistakes do not affect communication. As a result, grammar is put in a less important position and some teachers even ignored teaching it in a formal classroom teaching.

Regarding the history of teaching grammar, Subedi (2017) pointed out that both teaching grammar and language teaching have a similar history and a reciprocal relation in the field of language teaching (p.2). He also added that the process of language teaching cannot be completed without teaching grammar, and for centuries, different methods and approaches were being proposed and used in the field of teaching grammar as it was considered the heart of curriculum development and language pedagogy.

2.3. Grammar Teaching before the Communicative Approach

Language teachers usually use the word 'communicative' to describe the teaching approach they apply. But, if they were asked to provide a further explanation or definition of the word communicative, their answers would differ based on their personal interpretation and their educational background. Over centuries, the priorities of each teaching method and approach varied as some focused on improving certain skills such as reading and writing like in the Grammar Translation Method, and oral skills like in the Audio-lingual Method. Other approaches, however, like the CLT approach were developed to integrate different language skills. But, as mentioned above, the role and the importance of teaching grammar has remained a debatable topic for a long time, and language approaches treated it differently. Therefore, this part is intended to provide information on the most common approaches and methods

used in language classrooms in general, and how each one perceives grammar in particular as some consider teaching grammar important while others ignore it.

Many scholars and researchers have studied and written about language methods and approaches used in language teaching. According to Richards & Rodgers (2014), language teaching has become an active area in educational debate and innovation during the beginning of the 20th century (p.3). They also stated that despite its long history, the basis of most modern language teaching approaches was developed at different times in the same era. Applied linguists and others interested, based on linguistics and psychology fields, worked to improve the principles of teaching methods and materials resulting in various proposals and plans succeeding each other for more fruitful and theoretically well-established teaching methods. The reasons behind the changing theories varied according to what was required at a particular time. For example, there was an increasing demand and need for new ways to teach oral skills in foreign languages during World War II. Later on, many other incentives have appeared like globalization, immigration, internalization of education, internet popularity, and the international spread of English as a lingua franca.

Three most popular methods which had been used widely before the emergence of the Communicative Approach, and which are still used in many parts of the world, or at least the impacts of which can still be seen in the field of language teaching, namely, the Grammar Translation Method, the Direct Method and the Audio-lingual Method, will be scrutinized here. Other methods such as Suggestopedia, the Silent Way, the Community Language Learning or Total Physical Response are not included here because their impacts on language teaching were very limited and their focus was mostly on the learners and pedagogical aspects of teaching in general.

2.3.1. The Grammar-Translation Method

There are several methods and approaches that have been used to teach languages, and each one treated grammar differently. Before the 20th century, as stated by Celce-Murcia (1991), two types of approaches were mainly used to teach languages: one concentrated on analyzing and learning the grammatical rules of a language while the other focused on using it.

The Grammar-Translation method is the oldest method used for centuries by teachers to teach languages. It is also called 'the Classical Method' because teachers used it to teach classical languages such as Greek and Latin. Celce-Murcia (1991) indicated that this method

is an extension of the approach used to teach classical languages to the teaching of modern languages (p.3). The goal of using such a method earlier in the 20th century was to enable learners to read foreign language literature. Furthermore, it was believed that when learners study the grammar of the target language, the grammatical knowledge of their native language would become better, and consequently, their speaking and writing skills in their mother tongue would improve. Plus, learners' intellectual ability would enhance through the mental drills and exercises provided in this method (Larsen-Freeman & Anderson, 2011, p.32).

This method is defined by Richards, Platt, and Weber (1985), as cited in Biplab's study (2018), as "a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities" (p.8). A typical lesson consists of the presentation of grammatical rules, a study of lists of vocabulary, and a translation exercise because the Grammar-Translation method emphasizes reading rather than the ability to communicate in a language.

Similarly, Richards & Rodgers (2014) defined the Grammar Translation as a teaching style which introduces the language through a comprehensive investigation of its linguistic forms (grammar rules) (p.6). Then, this knowledge is applied to the task of translating sentences and texts from the target language to the mother tongue and vice versa. Furthermore, they stated that GTM enables understanding and manipulating the morphology and syntax of the foreign language through the memorization of the facts and the rules of that language. Reading and writing from the perspective of the Grammar Translation Method is the focus while there is almost no attention paid to speaking and listening. In terms of vocabulary, they are chosen based on the reading text used and taught with their translation equivalents. Another important characteristic of this method is the language used as a medium of instruction to teach the language and to explain new items, which is the students' native language. Therefore, learners would have the chance to make comparisons between their native language and the target language.

Howatt (1984) informed that the focus on the sentence as a basic unit of language teaching and practice is a distinctive feature of this method. The aim of using sentences was an attempt to facilitate language learning since it was thought that using grammar as an aid to study texts in a foreign language was not easy for learners in secondary schools. Accuracy is considered vital and a prerequisite to pass formal written exams growing up during that century (p.131-132).

2.3.1.1. How does the Grammar Translation Method treat grammar?

The Grammar Translation Method introduces grammar deductively. In other words, learners have to understand the grammatical rules before producing sentences (Harmer, 2007, p.63; Larsen-Freeman, 2011, p.18; Brown, 2007, p.19). Harmer (2007) also pointed out that teachers first provide their learners with explanations of individual points of grammar accompanied by sentences as examples for more clarification.

In this method, grammar teaching is conducted in the native language of the learners. Students learn the rules by rote and are supposed to be able to explain those rules in their native language. Then, they have to translate the sentences from and into the target language. Therefore, second language learners would promote conscious and explicit representation of the target language (Benati, 2020, p.96). In the older applications of the Grammar Translation Method, the grammatical points to be taught were chosen based on the reading passages or sentences in hand and there was no notion of teaching grammar from simple to complicated. Although outdated, this method is still being widely implemented in many parts of the world, and as Richards & Rodgers (2014) indicate, what makes today's application of this method different from its application in the past is the fact that grammar is being thought in a more systematic and organized way, and teachers follow a syllabus of sequenced linguistic points (p.7).

2.3.2. The Direct Method

The Direct Method was described by Harmer (2007, p.63) and Celce-Murcia (1991, p.3) as a reaction to the failure of the Grammar Translation Method to produce learners capable of using the language they had been studying.

This method gained its name from the fact that meaning is conveyed directly in the target language using demonstration and visual aids, accompanied with complete avoidance of using the learners' mother tongue (Larsen-Freeman, 2000, p.23). The term 'Direct Method' is also used as an umbrella term for all the language teaching methods that prohibit using L1 (Cook, 2010). It was also known as the *Berlitz Method*, because Maximillan Berlitz, the founder of the Berlitz Schools, was the person who established its principles (Benati, 2020, p.100).

Frederick Franke, a German scholar who contributed a lot to the emergence of this method by providing a theoretical justification for a monolingual approach to language

teaching, declared that the best way to teach a language is through using the language actively in a classroom. He also added that teachers have to promote straightforward and spontaneous foreign language use instead of explaining grammar rules (Richards & Rodgers, 2014, p.11).

As put by Benati (2020), in the Grammar Translation Method, the primary focus was on reading and writing, however, in the Direct Method, the main emphasis was on listening and oral communication skills (p.99). Because of this, the role of language teachers in this method became more active and demanding. S/he was supposed to ask questions, engage learners to participate in speaking activities, and encourage self-correction, and as a result, language learners were in a position to speak a great deal as the goal of the method was the development of oral proficiency (ibid). It is also worth mentioning that this method does not dismiss reading and writing skills although it emphasizes speaking and listening, and perceives oral communication as the basic skill (Larsen-Freeman and Anderson, 2011, p.31).

In Europe, many were not eager to adopt the Direct Method despite its popularity. Henry Sweet, a British applied linguist, realized the limitations of this method and stated that although the Direct Method provided innovations at the level of teaching procedures, and used the target language exclusively in a classroom, it did not have a thorough methodological basis. Also, it failed to solve various issues that he believed are more important. As a result, he and many other applied linguists demanded for the development of sound methodological principles (Richards and Rodgers, 2014, p.13).

2.3.2.1. How does the Direct Method treat grammar?

As stated by Richards and Rodgers (2014), certain natural learning principles which were inspired by the studies on first language acquisition provided the foundation for the Direct Method (p.14). As a result of this, inductive way of teaching grammar was adopted. So, learners learn grammar through exposing to the language in use repeatedly, not through learning the rules about forms (Celce-Murcia, Brington & Snow, 2014), i.e. rules are not given and learners need to figure them out.

In this method, according to Harmer (2007), translation is forbidden for both teachers and learners, and grammatical forms are deduced instead of instilled through relating them to pictures and objects to establish their meanings (p.63). In other words, as Benati (2020) puts it, “learners should learn grammar by interpreting contextual and situational cues rather than receiving long explanations” (p.102), as opposed to what is done in the Grammar Translation Method. So, teachers can clarify meanings by using actions and pictures (Celce-Murcai et al.,

2014). Also, sentences remained as the main object of interest, and accuracy is considered significant. As Larsen-Freeman and Anderson (2011) illustrates, correct pronunciation and grammar are emphasized, and teachers should correct students' mistakes immediately as in the following example: "What is the ocean in the West Coast?", a student asks. The teacher responds by saying "What is the ocean in the West Coast? ...or on the West coast?". Through this procedure, the teacher is trying to encourage the students to correct their mistakes by themselves (p.27). So it can be said that, in the Direct Method, though oral communication was the primary goal, there was no decrease in the importance given to grammar instruction, since the accuracy was emphasized so much. Only the way grammar was handled changed.

2.3.3. The Audio-lingual Method

The 20th century, specifically during WWII, marks the birth of the oral-based approach named the Audio-lingual Method (ALM) due to increased demand for more people who were able to speak foreign languages. This method was established based on the belief that to be a fluent language speaker, a learner had to spend hours of repetitive oral exercises (Yule, 2010, p.190). The influence of this method in second language teaching is considered revolutionary as it shifted the focus from written languages to spoken ones (Machida, 2011).

The Audio-Lingual Method, according to Celce-Murcia (1991), is similar to the Direct Method in terms of the exclusive use of the target language, but adopts some features from structural linguistics and behavioral psychology.

The structural linguistics, according to Richards & Rodgers (2014, p.62) is a point of view which was suggested by the linguist 'Ferdinand de Saussure', and became popular in the 1950s, which then became the theory of language of the Audio-lingual method. Mambrol (2018) indicated that structuralism does not seek after the causes and the history of language, but instead it focuses on the structure and the rules that underlie language and controls how it works. Also, it looks at language as elements arranged in a certain structured system, and these elements include phonetics, morphemes, words, structure, and sentences (Richards & Rodgers, 2014, p.62).

The behavioral psychology, on the other hand, constitutes the learning theory and the psychological basis of Audiolingualism which claims that humans are organisms capable of a large number of behaviors. These behaviors to happen rely on three important components: a stimulus that triggers behavior, a response as a result of a stimulus, and reinforcement either positive to engender good habits or negative to avoid the response again (Richards & Rodgers,

2014, p.63- 64). The behaviorist theory is developed in a part as a response to traditional grammar, and its main principle is based on analyzing human behavior in observable stimulus-response interaction and the connection between them (Demirezen, 1988).

About the principles of this method, Harmer (2007, p.64) stated that the Audio-lingual Method depends heavily on dialogues and drills as the main way to present the language and to form habits. Dialogues are considered crucial for developing learners' fluency and agility in language use (Butzkamm & Caldwell, 2009). Furthermore, listening and speaking are granted priority in language teaching while reading and writing come after. Memorization and imitation are considered essential for habit formation (Celce-Murcia, 1991). Besides, the Audio-lingual Method, according to Richards and Rodgers (2014, p.67), emphasized correct pronunciation, stress, rhythm, and intonation. Thus, accuracy was a premium. Language teaching via this method did not go beyond the sentence level, and the Audio-Lingual Method placed very little language in a real-life context (Harmer, 2007).

Despite the popularity of the Audio-Lingual Method and its widespread use in the 1960s, it was criticized due to many factors. Firstly, its theoretical basis was rejected and criticized for being unsound in terms of language theory and the learning theory. The changes in the American linguistics theory in the 1960s were also responsible for the theoretical attack on the Audio-lingual Method. Chomsky (1966) was one of those who were against the theories behind this method, and said:

Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovations, the formation of new sentences and patterns in accordance with rules of great abstractness and intricacy (p.153).

Secondly, the practical results of the Audio-lingual Method were below the expectations and learners were unable to use and transfer the language skills they learned through this method to genuine communication outside their classrooms. Furthermore, it was felt to be boring and unsatisfying. However, in spite of all the preceding criticism and the emergence of an alternative method called 'Communicative Language Teaching' in the 1970s, the Audio-Lingual Method practices are still used in many countries around the world (Richards and Rodgers, 2014, p.72-74).

2.3.3.1. How does the Audio-lingual Method treat grammar?

As mentioned above, this method is interested in oral skills and improving learners' speaking proficiencies through presenting language items in the target language and without using the mother tongue (Larsen-Freeman, 2000, p.47). And, due to the dominance of the Structuralism in the era of Audiolingualism, this method can be described as a linguistic, or structure-based approach to language teaching. It has a linguistic syllabus, which involves phonology, morphology, and syntax of the target language, arranged according to their order of presentation". Teachers use dialogues to introduce grammar and vocabulary, and after presenting and memorizing the dialogues, the grammatical structures are chosen and taught. Larsen-Freeman and Anderson stated that the basic techniques used are "drills such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer" which are conducted based on the patterns presented in the dialogue. Most grammatical rules introduced by the Audio-lingual Method, as Celce-Murcia (1991) informs, are arranged in a particular order (thanks to the contributions of structuralism) and taught inductively. In other words, grammar is induced from the examples given without any explicit explanation.

Benati (2020) states that it was believed that language acquisition proceeds from 'form to meaning', that is, first master the grammatical forms and then move to express meanings (p.105). And, most importantly, as accuracy and native-like proficiency is essential in this method, errors are never tolerated and are corrected as soon as they emerge, because as Larsen-Freeman and Anderson (2000) put it, "errors lead to the formation of bad habits."

2.4. Grammar Teaching after the Emergence of the Communicative Approach

As stated by Bauducco (2017), we have moved "from the grammar-dominated end of the spectrum to the absolutely-no-Grammar-end since 1970". In this period, the Communicative Approach has emerged as an approach that emphasized *meaning* rather than *form* that most previous approaches and methods significantly focused on. In other words, teaching of grammar structures is replaced by the teaching of functions, foregrounding the idea that communication should be the aim of language instruction.

In this part of the literary review, how grammar is being taught while applying the principles of the Communicative Approach will be mentioned. Quite normally, while the focus is on the Communicative Approach, its main offshoots other than Communicative Language Teaching such as Task-Based Language Teaching, and the Content-Based Language Teaching will be scrutinized. Besides, Terrell and Krashen's Natural Approach will

be explained. After that, some brief information about how grammar is generally treated in today's language classrooms and related studies about the CLT approach will be included in separate subtitles.

2.4.1. The Communicative Language Teaching

The Communicative Approach has become one of the predominant approaches in the field of language teaching since the 1970s due to its positive effects on developing learners' ability to communicate (Petkute, 2010). During the 1970s, as mentioned by Richards (2006, p. 9), CLT was considered to be a reaction to traditional language teaching approaches such as Audio-Lingual Method and Situational Language Teaching which had lost their popularity by the time. The importance of grammar in language teaching and learning has been questioned as it was argued that language ability requires more than grammatical competence. As Richards informs, although grammatical competence was believed to be critical to produce linguistically correct sentences, the attention was switched to the skills and knowledge necessary for a proper language use in various communicative situations such as asking questions, offering advice, making requests, and so on (ibid). Therefore, communicative competence was accepted to be what should be acquired in order to be able to use the language communicatively.

The CLT is believed to begin from a functional theory of language: a theory that emphasizes the language as a way to communicate (Richards & Rodgers, 2014, p.87). The goal of this approach is to enable learners to use the language communicatively outside their classrooms, and to do so, their communicative competence needs to go beyond memorizing grammatical rules and linguistic forms (Hymes, 1972). To Larsen-Freeman (2000), this approach promotes using activities that emphasize meaningful tasks and communication. Therefore, language learning has become more appealing and authentic.

Regarding the definition of CLT, Nunan, as mentioned in Harmer's book (2007), stated that when it comes to defining this approach, it turns to be a real problem because it means different things to different people (p.69). Similarly, Taha (2016) believed that CLT has various definitions based on the definer's experience, background, and teaching practices.

Lightbown and Spada (1999) defined Communicative Language Teaching as follows:

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the

functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms (emphasis added) (p.172).

Richards (2006) described the Communicative Language Teaching as "a set of principles about the goals of language teaching, how learners learn the language, the kinds of classroom activities that best facilitate learning, and the role of teachers and learners in the classroom" (p.2). Also, Spada (2007) revealed that there was a general agreement from a group of instructors, who had enough experience in second and foreign language teaching, on the definition of CLT (p.272). They stated that CLT is a meaning-based and learner-centered approach to second language teaching in which fluency is more important than accuracy, i.e., the Communicative Approach focuses on understanding and producing messages more than teaching and correcting language forms.

Breen and Candling (1980) illustrated that the Communicative Language Teaching is an approach in which language instructors act out as facilitators to supply their learners with suitable and adequate opportunities to practice the language. Thus, learners' communicative competence improves.

So, it is clearly noticeable that there is a general consensus among the previous definitions and opinions of different scholars that CLT is about improving communicative competence.

The term 'Communicative Competence' was first introduced by Hymes in 1972. He defined it as the ability to use grammatical competence in several communicative situations, contexts, and settings, not only as an inherent grammatical competence.

Brown (2000), defines it as "our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (p.246).

Canale and Swain (1980) also explain the communicative competence as the basic systems of skills and knowledge needed for communication such as knowing the vocabulary and skills for a proper application of the sociolinguistic standards in a specific language.

The notion 'Communicative Competence' was elaborated by Canale and Swain (1980) to include four dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

'*Grammatical competence*' refers to what Chomsky describes as linguistic competence. Richards (2006) states that grammatical competence indicates the knowledge humans possess in a language that explains their ability to produce sentences. '*Sociolinguistic competence*', as clarified by Canale and Swain (1980), is about understanding the social context in which the communication occurs. It includes participants' information shared among them, role relationships, and the purpose or the goal of the interaction. The third component is '*discourse competence*' which is described as the knowledge necessary for combining language forms and meanings to attain a unified written and spoken text. Finally, 'the *strategic competence*', as Canale (1983) explains, is about the verbal and nonverbal communication strategies that can be used to repair and compensate any limitation that exists in the other components of communicative competence. Canale and Swain, as cited by Richards and Rodgers (2014, p.89), indicate that strategic competence refers to the strategies used to establish, end up, sustain, correct, and redirect communication.

The Communicative Language Teaching, according to Howatt (1984) has two versions: *weak version* and *strong version*. The weak version, which has become the standard practice in recent years, stresses the significance of furnishing learners with opportunities to apply their English for communicative purposes through integrating them within elaborated programs of language teaching. The weak version of CLT is assumed to include more organized syllabuses and more controlled pre-communicative language-focused activities before introducing learners to real and meaningful communication (Cook, 2008, as cited in Hall, 1994, p.94). The strong version, however, is based on the claim that "language is acquired through communication". In other words, as suggested by Allwright and Hanks (2009), learners would develop linguistically when they use their existing linguistic information, no matter at what level, to deal with their communicative tasks (p.46). In this version, learners learn the language free of teachers' control and their interference. Howatt describes the weak version as "learning to use English", while the latter is about using English to learn it (1984, p. 279).

2.4.1.1. The theoretical framework of CLT

The theories behind Communicative Approach, as pointed out by Nunan (1988), are not like those of grammar-based approaches, which suggest that language consists of set of rules learned one by one in an additive manner. The Communicative Approach, however, is believed to begin from a theory which indicates that language is communication and its main objective is to develop learners' communicative competence (Richards & Rodgers, 2001).

One of the theories that had a great influence on the communicative approach is called Piaget's theory of cognitive constructivism. Piaget stated that his theory consists of two units: the "ages and stages" unit that helps to assess the level of understanding of children at different ages, and the "development theory" unit which clarifies how children can enhance their cognitive abilities. According to Piaget (1977), active construction of meaning is crucial for learning to occur. In other words, learning does not happen in a passive manner. He also added that learners usually change or modify their way of thinking by associating the new information with their existing knowledge in order to alleviate or get rid of the imbalance in their cognition caused by a challenging experience or situation. But in case they could not make sense of the new data, Piaget believed that learners tend to restructure their previously-learned knowledge to a higher thinking level (Amineh & Asl, 2015). The Communicative Language Teaching, likewise, is concerned with how humans' brains process the new information and how learning happens (Andre, 2019). It is also believed that in CLT, there should be some sort of struggle or challenge with the language in order to learn its linguistic system (Richards & Rodgers, 1986, p.67). Besides, the CLT activities are assumed to explicitly provide learners with the comprehensible and meaningful input needed to develop their language skills and consequently, their communicative competence (Taha, 2016).

The other theory is called the Social Cultural Constructivism which belongs to Vygotsky. Social constructivism is a theory concerned with sociology and communication. This theory aims to explore how humans can develop their knowledge and perceptions of the world surrounding them through social interaction. This theory is assumed to include two main elements. First, humans build a model of their society and the way it works to justify their experiences. Second, language is believed to be a vital system by which people can form reality (Leeds-Hurwitz, 2009). Vygotsky (1978) pointed out that cognitive development takes place first within social context, then, it moves towards the individual level. So, social interaction and exchange of knowledge are essential for people to develop their language and understandings. Wadsworth (2006), as cited by Ardiansyah & Ujihabti (2018), stated that learner's thinking abilities would develop when s/he socially interact with other classmates who have better or higher knowledge. Today, it is well-known that one of the principles underpinning the CLT approach is the importance of providing learners with a variety of activities that simulate real life like role-plays, dramas and games in which language is used within social context. Learners are also encouraged to cooperate and share information through group or pair work (Desai, 2015).

Krashen's Second Language Acquisition theory also contributed to the development of the CLT approach. The main focus of his theory is that a person is able to acquire a second language in the same way s/he did with their mother tongue. Krashen's theory is based on five hypotheses: The Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis, the Natural Order hypothesis, and finally, the Affective-Filter hypothesis.

In the Acquisition-Learning hypothesis, Krashen offered a distinction between acquisition and learning. To him, acquisition is a process in which language is acquired subconsciously and without any emphasis on grammar or structure. Language learners actually are unaware of when the acquisition process occurs, but instead, they know that they can use the language for communicative purposes and this is exactly what the CLT approach aims to. Learning, on the other hand, is a conscious process by which learners learn a language through orienting their attention to forms and structures (Krashen, 1982).

The Monitor hypothesis according to Krashen constrained the role of 'learning' in second language performance and granted it the role of monitor used only to correct speech. Krashen as cited in Schutz (1998), classified second language learners in terms of monitor use into three classifications. First, over monitor-users who use the monitor excessively. Therefore, learning becomes like a barrier towards language production. Krashen attributed the monitor overuse to learners' low confidence in which they prefer using their "learned competence" instead of the "acquired" one to produce language. The second sort of learners is referred to as under monitor-users who try to avoid using their conscious knowledge. The last classification is the optimal monitor-users who use the monitor moderately and appropriately.

The Comprehensible Input hypothesis considers comprehensible input as one of the most indispensable components for language acquisition. Krashen believed that the more comprehensible input learners receive, the better acquisition level they achieve. Besides, it is important to know that the comprehensible input has to be slightly beyond learners' competence level: $i + 1$

The Natural Order hypothesis proposes that learners acquire the grammatical structures predictably as some of them can be acquired earlier than others. Therefore, Krashen recommended not to design language programs syllabuses based on grammatical sequencings. But instead, they should be based on various functions and topics.

The Affective-Filter hypothesis indicates that language acquisition requires an appropriate environment free of anxiety and worries. Krashen (1981) stated that low

motivation, high levels of anxiety and lack of self-confidence are the three basic factors that negatively affect second language acquisition.

So, as can be seen so far, the CLT theories appeared in different shapes based on their main focus. Further, regardless the diversity of the CLT approaches, there is a general agreement that the process of language learning cannot be successfully achieved if learners learn the language patterns such as functions, grammar, or vocabulary in an isolated form from the language. In other words, learners should use them in order to learn the language (Yoon, 2004).

2.4.1.2. How does the Communicative Language Teaching treat grammar?

As cited in Nassaji & Fotos (2011, p.17), Widdowson (1987) defined the goal of the Communicative Approach as to obtain communicative ability, i.e. the ability to explain and use the language in communicative context, instead of learning grammatical structures and rules. In the same way, Cowan (2012) stated:

In its pure form, CLT focuses on meaning, with no explicit attention to grammatical form. CLT evolving reaction to a view of language instruction that relied largely on the development of four language skills-listening, speaking, reading and writing-and on mechanical drills that manipulated grammatical form with no relation to realistic communication (p.33).

Subedi (2017) says that grammar in this method is taught through adequate exposure to authentic texts, and learners learn the language by working together and practicing different kinds of activities (p.17). Cowan (2013) also informs that “grammar in context is a reaction against the ‘focus on form’ format of traditional language teaching syllabi which presents discrete units that focus on a particular grammar point before moving on to another grammar point” (p.34).

Benati (2020) said that communicative tasks with enough examples of linguistic forms should be provided to learners in order to learn grammar communicatively (p.122). He also added that grammar can be improved through using various techniques such as consciousness raising, input enhancement and others while learners are involved in practicing these tasks. In his book *Key Questions in Language Teaching* (p. 263), he stated that the principal goal of the communicative approach and its offshoots such as Task-Based Language Teaching is to develop learners’ capability to comprehend and use meanings in genuine communication but meanwhile, emphasizing learning the language forms.

The role of grammar can be further explained from the perspective of the two main types/versions of CLT, as Thornbury (1999) called them, the shallow-end approach and the deep-end approach. The former insisted on the necessity of learning the grammatical rules first and then using them in communicative situations, while the latter is grounded on the belief that grammar can be learned unconsciously while performing various communicative situations (p.18-19).

Additionally, the way grammar is taught in the shallow-end to CLT can be described as *inductive* in which there is no learning by heart to grammatical rules. But instead, learners have to induce the rules by themselves from the examples provided by language teachers (López & Agulló, 2012, p.181). This kind of inductive teaching is called consciousness-raising, and teachers who use it intend to make learners associate the new grammar rules with their existing grammatical knowledge either from the target language or their mother tongue (Rutherford, 1996).

To conclude, as López and Agulló (2012) stated, grammar teaching has a role in all communicative approaches, and it does not cause any hindrance to the communicative process. Rather, it may enhance and develop it. Similarly, Harmer (1997, p.7) stated that teaching grammar either explicitly or implicitly has a significant position in language classrooms.

2.4.1.3. Classroom activities in Communicative Language Teaching

The communicative approach is a rich approach with a variety of activities. Therefore, it is important to mention some of them as the current study includes investigating the CLT activities preferred by lecturers to teach grammar.

It is believed that teachers and syllabus designers have tried to develop classroom activities that represent the principles of the Communicative approach and to achieve one of the goals of this approach which is fluency in language use. Classroom activities should be designed in a way to make learners use communication strategies to discuss meanings, clarify any misunderstanding, and maintain the communication flow (Richards, 2006, p.14).

Littlewood (1981) divided communicative activities into two groups: functional communication activities and social interaction activities. In the functional activities, learners are called for using the language and sharing information to get the meaning as efficiently as possible. These activities include information gaps, jigsaw activities, solving problems, etc.

Richards (2006) added a more detailed explanation for these activities, starting with information gap activities which reflect the idea that learners usually engage in real communication to obtain the information they did not know before. This kind of activities requires learners to use their linguistic and communicative knowledge to get the missing information, and as a result of this, their communication becomes more authentic.

The second kind is jigsaw activities which rely on the principle of information gap activities. Learners who participate in such activities are distributed into several groups and each one owns a part of the information. They have to work collaboratively and use their language knowledge to fit the pieces of the information together and complete the activity. In addition, there are some other kinds of activities that can be used in CLT classrooms such as task-completion activities (puzzles, games, reading a map, etc.), information-gathering activities (surveys and interviews), opinion-sharing activities, reasoning-gap activities, and role-play activities. Littlewood referred to them as 'social activities' because learners have to discuss, argue, and associate the language to specific language contexts.

So, it is clearly noticeable that the majority of the activities mentioned above emphasize the significance of pair and group work which in turn led to various advantages such as providing learners with the opportunity to learn from each other while listening to different answers. CLT activities also increase motivation among learners making them able to produce more language forms than they would create in activities that are directed by teachers. Finally, learners will have the opportunity to develop their fluency (Richards, 2006, p. 20).

To sum up, despite the diversity of CLT activities, they are mainly based on the following principles:

- The goal of language learning is real communication.
- Providing learners with opportunities to try out their knowledge and develop their accuracy and fluency.
- Providing the chance for learners to find out and induce grammatical rules rather than teaching them directly.
- Errors are tolerable since they indicate that the learners' communicative competence is developing.
- Integrating different language skills which normally occur together in real communication like speaking, reading, and listening (Richards & Rodgers, 2014, p. 95).

2.4.1.4. The role of teachers in CLT

Since this research is carried out to explore lecturers' perceptions toward the effectiveness of using the CLT approach to teach grammar, it is necessary to describe how teachers' role has changed in CLT classrooms.

Due to the diversity of activities suggested in the communicative approach, teachers are granted new roles different from the ones they had before. In CLT classrooms, teachers have become monitors and facilitators instead of models for accurate language use and error correctors (Richards and Rodgers, 2014). In other words, when teachers prepare the activity, s/he has to listen more than talk and keeps observing learners' performance since it is the goal. So, the majority of the activity is done by learners and the classroom environment becomes more energetic with learners leaving their places to fulfill the activity (Larsen-Freeman, 1986). Furthermore, there are some other additional roles that a teacher can perform in CLT classrooms such as needs analyst who is responsible for discovering learners' needs, a counselor who works as an active communicator trying to increase the amalgamate between the speakers and listeners through paraphrasing, emphasis, and feedback. He/she also works as a group processor manager who guides the learning process inside the classroom through observing, promoting, and curbing any attempt to compensate any shortage in their language with grammar or vocabulary, but instead, writing down these gaps for later clarification (Richards and Rodgers, 2014).

2.4.1.5. Challenges encountering in the implementation of Communicative approach

The challenges facing the implementation of the Communicative Approach have attracted the interest of many researchers. Since the current study also aims in one of its parts to investigate the challenges that lecturers at a tertiary level encounter when implementing the CLT approach in grammar classes, it was crucial to mention some of these studies and the main difficulties and factors hindering the CLT implementation. It is also believed that these challenges have direct effects on lecturers' thoughts and feelings about the teaching of grammar while using the Communicative Approach in the classroom.

In Libya, many studies have been conducted to find the difficulties facing teachers while using CLT to teach English. Hallam (2018) conducted a study to examine how high school teachers perceive teaching by using CLT, and what challenges limit the implantation of this approach. The study included twenty teachers, two inspectors, and ten students. The analysis of data collected indicated that there is a lack of consistency between the curriculum principles

and CLT application in teachers' activities, and the majority of teachers adopted traditional teaching methods like the Grammar Translation Method and reading aloud. The classes can be described as teacher-centered, and there was a heavy reliance on using the mother tongue. The study also revealed that students were not eager to participate in the classroom and they were dissatisfied with teachers' performance like skipping pair and group work activities and productive skills. Besides, exams restricted the effectiveness of this approach resulting in reshaping the curriculum, teachers' practices, and learners' expectations. Poor teaching aids, large classes, and lack of opportunities in the environment to speak English all affected the implementation of CLT in a negative way.

In 2014, Entessar Alshibany performed a study to investigate Libyan teachers' perception of CLT and the difficulties that hindered implementing it in their classes. Through using a questionnaire and a semi-structured interview with eight teachers, it was found that Libyan teachers did not have sufficient knowledge about CLT perhaps due to inadequate training programs or introducing such methodologies late after they graduated. Regarding the difficulties, the researcher has observed that insufficient time, large classes, poor language proficiency, and sociolinguistic competence, exam pressure, and some cultural reasons all discouraged Libyan teachers to use the CLT approach in their teaching.

Al-Bakbak in 2019 also established his study to find out whether CLT approach is suitable to teach English to Libyan learners or not. It was appeared after gathering data through a questionnaire that teachers encounter several difficulties such as unappropriated training, unmotivated learners, education and exams system, and poor resources. The results indicated that Libyan teachers are willing to use the CLT and aware of its effectiveness, but hesitate to use it due to the factors mentioned above.

Another study was carried out in 2019 by Athawadi (2019) to investigate the factors that impede using the Communicative Language Teaching inside English language classes at Libyan universities. He found that some factors are related to learners most of whom were not confident and were shy to participate, ill-trained teachers, insufficient resources, and the Libyan education system which does not meet the goals of modern teaching methodologies.

In the Afghani context, Noori (2018) investigated the challenges perceived by EFL lecturers when practicing CLT. Through a survey questionnaire, the researcher found that large classes, learners' poor language, lack of motivation, teaching load, grammar-based

examinations, and problems related to administration were the main obstacles faced the CLT implementation. Sherwani & Kilic (2017), likewise, had found similar findings but mainly large classes which made the implementation of CLT in Iraq very difficult. In large classes, it is almost impossible to give all the students equivalent opportunities to practice the activities, especially with low-level language proficiency students.

The study of Promtara and Suwannrak (2018) about Thai students' and teachers' perceptions of learning and teaching English through CLT has revealed that 65% of teachers did not appreciate the CLT approach and believed that it is not the perfect way to enhance learners' communicative competence. Additionally, for the achievement evaluation process, they tend to use a grammar-based approach instead of CLT as it is not easy to assess grammar outcomes communicatively.

In conclusion, the common challenges encountering teachers while using the CLT approach are related to learners like poor language and unwilling to participate, teachers' training programs, the education systems which do not meet the goals and principles of the communicative approach, and in some, the priority is given to exams, large classes, and poor resources.

2.4.2. The Natural Approach

The Natural Approach is a philosophy of language teaching proposed by Tracy D. Terrell and Stephen Krashen. This approach was an attempt to create a language teaching proposal which includes the 'naturalistic' standards that had been recognized by other researchers in their studies of second language learning (Richards & Rodgers, 2014, p.261).

Sam (2016) noted that this approach was based on using the language in communicative situations without referring to grammatical exercises or analyses (p.15). As Richards and Rogers (2014) inform, Terrell and Krashen view language as a means for communicating meanings and messages and they state that "acquisition takes place only when people understand messages in the target language (p.263). In this respect, it does not have much deviation from the general principles of the Communicative Approach, and this is the reason why it is included in this study.

This approach has been used in monolingual and multilingual classrooms for many years, and many countries around the world adopted it for several reasons. Firstly, it seemed that using the Natural Approach facilitated acquiring the language naturalistically. Also, communication is notably increased among learners. Lastly, using this approach seemed to

have reduced stress levels and created an appropriate atmosphere for learning since learners were not obliged to produce the language before having sufficient comprehensible input (Kozhevnikova, 2018, p.143).

Krashen (1981) as informed by Matamoros-Gonzalez's et al. (2017, p.96), argued that the meaningful and natural interaction in the target language is needed to acquire the language. Krashen also noted that speakers should not focus on the form of their utterances as much as they should on conveying and understanding messages. In other words, being able to make meanings clear is more important than grammar accuracy. This approach sought after fostering communicative competence in the same way the first language is acquired.

As Richards and Rodgers (2001) stated, the emphasis of the Natural Approach is not on practice but instead on exposure or input through which learners are given the chance to expose to the language and use different materials even the written ones for comprehensible input which are slightly above the attained level ($i + 1$) before they produce the language (p.179). As a result of obtaining large amounts of comprehensible input, learners will be able to use the language spontaneously and naturally without any restrictions or force (Yeşilel, 2016).

The principles of Natural Approach, as stated by Richards & Rodgers (2014), are based on Krashen's language acquisition theory which includes: The Acquisition/ learning hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis (p.265- 266). In this approach, the emphasis on comprehension and meaningful communication as well as providing suitable kinds of intelligible input grant adequate and efficient opportunities for effective second and foreign language acquisition. They also claimed that the procedures of this approach are similar to the Communicative Language Teaching Approach for being evolutionary rather than revolutionary (p.273).

2.4.2.1. How does the Natural Approach treat grammar?

The natural approach avoids teaching grammar consciously as well as does not correct learners' errors explicitly (Kozhevnikova: 2018, p. 143). Krashen and Terrel (1983) stated that learners do not need to understand the grammatical rules as these rules are supposed to serve as summaries to build up behaviors (p.14). As a result, as Larsen-Freeman and Anderson (2011) explain, in the Natural Approach, vocabulary acquisition is stressed and meaning has priority over form or grammatical accuracy (p.103). "It is thought that if the teacher uses

language that is just above students' current level of proficiency (i+1) while making sure that her/his input is comprehensible, acquisition will proceed 'naturally' (ibid). As it is seen, the unconscious acquisition is favored more over the conscious learning in the Natural Approach.

To sum up, the natural approach focuses on exposing learners to comprehensible and message-oriented input, and the teaching process should be based on themes or topics rather than grammar or vocabulary. Therefore, language instruction in the Natural Approach aims at the modification and improvement of the student's developing grammar rather than at building up that grammar. Further, classroom activities are designed to evoke communication, and grammatical lectures or manipulative exercises are seen to be waste of time (Benati, 2020, p. 113-114).

2.4.3. Task-Based Language Teaching

Task-based Language Teaching is a student-centered approach to language teaching. It is based on communicative activities and providing learners with multiple tasks to accomplish interactively in a classroom environment. So, it pays attention to communication, as CLT does. But, in CLT, communicative activities are utilized as a part of the lesson while in TBLT, tasks are presented in a semi-daily life form so that learners' focus is turned toward the lesson and the task (Yildiz & Senel, 2017, p. 198).

Task-based language teaching indicates using tasks as a central unit of language teaching. It is defined as "an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes" (Van den Branden, 2006).

It is also referred to as an approach rather than a method as it does not rely on one single methodology. It can be used innovatively for various purposes and with different syllabus types. That is why it can be linked with other approaches and methods like content-based and text-based teaching (Leaver and Willis, 2004).

Advocates of this approach, as mentioned by Richards & Rodgers (2014), consider this approach as a rational development of CLT as it shares several principles that have been part of the CLT movement since 1980 (p.174). Some of these principles which are essential for the learning process are the use of meaningful language, the use of activities that involve real communication, and the use of activities in which learners use the language to perform meaningful tasks (Richards and Schmidt, 2014, p.174). Besides, this approach aims at creating

an appropriate atmosphere where learners have the chance to expose to the target language in the classroom and develop their ability to communicate (Zhu, 2007, p.50).

The term task has been defined by many researchers. Michael Long (1985) defined it as “a piece of work undertaken for oneself or for others, freely or for some reward” (p.89). Another description was offered by Van den Branden (2006) as “an activity in which learners participate to achieve a goal that demands using the language” (p.4). Peter Skehan (1998) also gave the meaning of task as “an activity in which meaning is primary, there is problem to solve, there is a relationship to the real world, and where there is an objective that can be assessed in terms of an outcome” (p.95).

Edwards and Willis (2005), as cited in Richards & Rodgers (2014), explained that in TBLT, learners’ main focus is to exchange and understand the meanings instead of practicing specific grammar forms (p.177). They also stated that there is a goal or a purpose determined for each task to make learners expect what to achieve when finishing the task like completing a picture or writing a list of differences. After completing the task, learners can share the outcome in some way with each other. Besides, the four language skills, listening, speaking, reading, and writing can be involved either separately or together in a task.

2.4.3.1. How does the Task-Based Language Teaching treat grammar?

Regarding teaching grammar, this approach introduces it through using the language communicatively. Learners are provided with different tasks in which they have to use the language as a tool to communicate. There are two groups of tasks used in classrooms available in TBLT: pedagogical and target tasks. The pedagogical tasks are communicative tasks restricted only to the classroom environment, and learners have to interact and use the language in order to complete them instead of studying grammar rules. Errors are acceptable since the final goal of TBLT is to finish the task, and learners do not come across such situations because they can occur only in classrooms like describing a picture or role-play tasks. The target tasks, also called the ‘rehearsal tasks’, on the other hand, are that kind of tasks which are similar to real-life situations and learners are highly likely to experience them in real life such as preparing a CV (Yildiz & Senel, 2017, p. 198).

Through these tasks, as mentioned by Nunan (2004), learners can use and transfer their grammatical knowledge to communicate, and their attention should be on conveying the meaning, not the form (p. 4).

Besides these types of tasks, there are also grammatical tasks and conscious-raising tasks (GCRTs). The former is designed to make learners use a specific linguistic form to finish the task, while the latter combines both learners' interaction and grammar knowledge in their minds. Through GCRTs, learners' attention is drawn to grammar forms and they have to deduce these rules while executing these communicative tasks (Yildiz & Senel, 2017, p. 200).

López and Agulló (2012) explained that this approach has strong and weak versions similar to the Communicative Language Approach (p.184). The tasks in the strong version are called unfocused tasks in which learners fulfill them by using any linguistic form available. Also, there should not be a task bias from the teachers' side to use specific grammar. Therefore, learners' communicative abilities would improve but the accuracy is left behind. The weak version, on the other hand, which is also known as the focused-on form version, argues that it is crucial to add some emphasis on language form to enable learners acquire grammar. But, it is important to understand that these tasks should be somehow restricted to make learners need to use specific linguistic forms, not any language available. As a result of this, both learners' fluency and grammar accuracy develop. To sum up, the way TBLT treats grammar improves communicative skills and never hinders them.

2.4.4. Content-Based Language Teaching

Another approach worth mentioning here is Content-Based Language Teaching. It has been widely used in various settings since the 1980s (Richards & Rodgers, 2014).

Content-Based Language Teaching is commonly used to teach nonlinguistic content like geography, history, or science through using a language that students are learning as an additional language (Lyster, 2017). In other words, instead of organizing the teaching process around linguistic or other kinds of syllabus, CBLT organizes it around the content that learners are learning. So, both language and content are learned at the same time, and both contribute to the development of each other (Lyster, 2007).

As Richards and Rodgers (2001) defines, "content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (p. 204). Similarly, Crandall and Tucker (1990) point out that CBLT is "an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes within the context of teaching a second or foreign language" (p.187). A third

description is offered by Leaver & Stryker (1989) as an instructional approach in which learners become language proficient through changing the focus from learning the language to learning the subject matter (p. 270).

Lyster (2017) believe that CBLT is much more efficient in improving literacy and academic ability than traditional grammar-based approaches since the latter isolate the target language from the content. This approach provides learners with various opportunities to use language meaningfully and purposefully. Some scholars like Stephan Krashen (1985) and Sandra Savignon (1983) state that CBLT attempts to improve and develop learners' language as well as their content knowledge through supplying them with authentic, meaningful academic contexts. Also, it claims that when the conditions of language acquisition are similar to those of the first language, language acquisition becomes much more effective.

This approach is based on two basic principles, as mentioned by Richards and Rodgers (2001). First, learners learn a second language much more effectively when they use it as a way to understand the content. Second, it reflects the needs for learning a second language.

2.4.4.1. How does the Content-Based Language Teaching treat grammar?

With regard to grammar, Content-based Instruction views it as a component of other skills and never considered it as an isolated dimension of language. Furthermore, it is assumed that grammar is a resource for communicating content, and it can be learned based on its role in the content. Regarding other language skills, this approach integrates them through different activities. In other words, learners might read and write, listen and speak, or write a summary at the same time. (Richards and Rodgers, 2014, p. 120-121).

The grammatical items most appropriate to use in the contexts of this approach are those associated with a rhetorical structure like compare and contrast, connectors, verb-tenses, different types of subordination, and clauses. In content-based instruction, the texts that are prepared for teachers frequently offer linking the grammatical clarification to particular tasks that are related to the content. For example, mathematics, as Crandall (1987) explains, overtly uses comparatives, prepositions, connectors, and passives more than other disciplines like science and social studies. Regarding the texts designed for learners, they varied based on the level of the learners. For lower proficiency levels, Christison and Bassano (1992), for instance, offered perfect science content but with total ignorance of grammar. Bailey (1990) also presented an exemplary content reader reducing all verb tenses to the simple present, in an attempt to offer new means of restricting grammar items. However, there are some cases in

which a wider coverage of grammatical rules is included like the content prepared by Weidauer (1994) to low-advanced levels of the Tapestry series. It included verb tenses, verb clause reduction, noun compounds, passives, articles, conjunctions, and parallelism. Despite the last example, much of the CBI student texts are distinguished by a limited coverage of grammar. Also, some other grammatical items such as objects, adjectives, pronouns, determiners, and some other rules are seldom included in CBLT contexts as they no wonder require more explicit explanation than CBI advocates are prepared to offer.

To sum up, as Peter Master (2000) assumes, through a holistic understanding of a language system that includes various grammatical rules in a text, nonnative learners become more proficient in writing and reading at college. Maintaining a balance between the content and language, on the other hand, can empower learners with the ability to keep the grammar of English under control while participating in interesting contents.

2.5. An Overview of Grammar Teaching in Today's ELT World

As mentioned above, grammar throughout history has been taught by using various ways over the development period of the English language around the world. Its influence on language teaching was about to finish during the 1970s. The goal of teaching a language at that time was to make learners understand how to use sentences in order to form a variety of meanings, master basic grammar rules to create sentences starting from phrases and clauses, for instance, which are considered low-level rules, and applying these grammatical units in spoken and written communication. In addition, grammar constituted the basis of most syllabuses and was the main emphasis of teaching strategies. There were also various attempts in the 1970s to curb and reduce any chance to make errors while using a language through different practice methodologies and controlled spoken and written drills. But, the field of language teaching started to change and a new approach to grammar teaching appeared after Chomsky proposed his theories of language such as “transformational grammar” and distinguishing between performance and competence. Later on, with the introduction of the term ‘communicative competence’ and functional theories such as Halliday’s functional grammar theory, the emphasis on sentences as a central unit was superseded by focus on language in use. Krashen as well played a significant role in reevaluating and questioning the position of grammar teaching and the importance of introducing grammatical rules explicitly. His work including the monitor model of language learning hypothesis, comprehensible input

and the distinction between language acquisition and learning all had an impact on the status of grammar in language teaching (Richards, 2002, p. 7-8).

Richards also stated that the replacement of the grammar-based methodologies with communicative ones had led to several experiments with several types of curriculum like content-based and notional syllabus, and focusing on accuracy and fluency as the target of the learning-teaching process. The accuracy-focused activities are different than the fluency ones. The former indicates a typical language use in classrooms in which the correct formation of sentences is highly focused. This kind of exercises does not require using the language in authentic manner or even within a context. In accuracy-focused activities, learners' performance is controlled and they need to use explicit knowledge to practice limited samples of language. The fluency-focused activities, on the other hand, refer to the natural use of language within authentic communication. In this type of activities, learners are not restricted to use specific language forms. In other words, they can improvise, paraphrase, and rearrange their speech and this led to automatic language use (ibid).

Yet, the place of grammar was still ambiguous even after using communicative and fluency-based methodologies because linguistic competence did not often develop as did the communicative competence. It was reported that using authentic communication exclusively specifically at beginner levels led to excellent communicative skills but high levels of fossilization and poor grammar (Higgs and Clifford, 1982). To solve this problem, Ellis (2000) suggested that classroom activities should offer opportunities to make learners consciously notice and be aware of the linguistic form. Then, they compare it with their mental grammar in order to find out the gap between the new grammar form and their existing grammatical knowledge. The third process is that communicative activities should provide the integration and reformation; learners integrate the new grammatical point into their mental grammar.

It is suggested that to accomplish these processes within the contemporary communicative methodology, text-based syllabuses should include more explicit grammar instruction and more conscious-raising activities in order to make learners notice the new grammatical unit. It is also necessary to use activities that extend and reorganize the grammatical system through orienting the attention to grammar forms and responding to communicative demands.

So now, it can be said that grammar is displayed and taught to learners through tasks within a meaningful context, and accuracy has become as important as fluency in the field of language teaching (Richards, 2002, p. 9).

Additionally, grammar is believed to fall under three main classifications: focus on form, focus on forms, and focus on meaning. The first category, *focus on form* indicates directing learners' attention to linguistic components that appear casually in lessons whose focus on communication or meaning is overridden (Long, 1991, p. 45-46). A similar explanation was offered by Nassaji & Fotos (2004) who believed that this view permits language teachers to orient learners' attention to various grammatical structures by using form-meaning connections. Therefore, within the communicative approach, focus on form is more pedagogical. These authors also stated that this kind of focus can be achieved either deductively or inductively, explicitly or implicitly, in an integral or sequential manner, and planned or without planning (2011, p.13). Second, *focus on forms* is assumed to teach grammar in isolation, a semi-structured manner, and favors teaching grammar deductively. Similarly, Dekeyser (1998) as mentioned in Sheen (2002, p.303), considered this type equivalent to traditional grammar teaching in which grammatical points are taught in separate lessons. The third category is *focus on meaning* which asserts on fluency in using the language based on meaning, not on language forms, ignoring accuracy most of the time. Thus, teachers who teach grammar in this way fail in promoting students' language accuracy (Sheen, 2002, p. 303).

It is seen that grammar can be taught through a diversity of approaches and methods either separately or together. Ling (2015) mentioned in his study that the most suitable way to encourage and promote the language learning process is by combining both the explicit and the implicit teaching methods leading to better grammar understanding as they are not opposed (p. 558). The implicit method affords more cooperation and communication between learners and teachers, while the explicit one makes the classroom environment more lively and active. Therefore, during the teaching practice, instructors would better fuse both strategies taking into account learners' real situation and the reality of the teaching atmosphere and conditions.

2.6. Recent Studies on Teacher's Perceptions about Communicative Language Teaching

In our current era, there are many studies investigating teachers' perceptions and attitudes regarding the effectiveness of the Communicative Approach due to its significance in language teaching and learning. This is because teachers' perceptions can reflect the reality of the teaching process and help identifying the factors that hinder the effective teaching.

In Tunisia, Ounis & Ounis (2017) explored secondary EFL school teachers' perceptions regarding Communicative Language Teaching. Through using a semi-structured questionnaire with 30 teachers, they revealed that the majority of teachers were positive toward using CLT in classrooms specifically to help learners to communicate effectively, enjoy communication, and increase collaboration. But, their perceptions about accuracy were not so positive as their perceptions about fluency, as it was given the least importance. Moving toward Iraq, Sherwani and Kulic (2017) conducted a study to reveal the attitudes of EFL teachers toward the principles of CLT. The results indicated that they held positive attitudes toward the principles of this approach. Similarly, Noori (2018) ran an investigation in Afghanistan regarding lecturers' perceptions toward CLT and the main factors that had an impact on its application. He indicated that they held favorable attitudes toward CLT and its activities. Besides, there was an actual application on the ground, but struggling with several challenges including class size, exams that are traditional and grammar-based, and students' poor language levels.

In Tanzania, a similar research was conducted to investigate the attitudes and perceptions of teachers toward CLT. It was found that the majority of them (70%) were positive, but the application on the ground was not promising. In other words, their procedures and techniques were not in harmony with the CLT principles (Ndulila, 2018).

Similarly, Promtara & Suwannarak (2018) investigated teachers' and students' perceptions of learning and teaching through CLT in Thailand. Their study revealed that both teachers and students supported using CLT and its principles, and a great majority of teachers were in favor of using some of CLT activities like role-plays and debates. Yet, there was still some sort of misunderstanding regarding the effectiveness of CLT to develop communicative competence as 65% of teachers were not sure about that.

In a similar orientation, Owen and Razali (2018) sought to know whether the implementation of CLT activities would improve Libyan high school students' speaking performance in Malaysia or not. After implementing eight different types of games and information gap activities for eight sessions, they obtained results unveiling the fact that students' speaking abilities significantly improved. But, this improvement was not the same for other language criteria like grammar, fluency, pronunciation and comprehension, attributing that to the nature of the activities used as they require using a diversity of vocabulary.

Zarooq (2020), likewise, explored the possibility of implementing the CLT in EFL teaching grammar rules. Through using a questionnaire, survey, and observation, he found that the Communicative Approach has not been successfully implemented in teaching grammar although, as he discussed, teachers strongly believed that learning grammar can make students apply the rules in various situations for communicative purposes. The results obtained in this study also indicated that teachers preferred teaching grammar deductively, and a minority of them used meaningful contexts and guided dialogues to present new grammatical rules. With regard to role-plays, games, and listening to texts that focus on grammar, they admitted that they do not use them effectively to teach the grammatical contents.

Furthermore, Abdelmageed & Omer (2020) investigated Sudanese teachers' perceptions regarding the effectiveness of using CLT in developing students' speaking skills. The findings revealed that a big number of teachers have positive perceptions and strongly satisfied with the CLT approach. They also acknowledged that the CLT approach facilitated the teaching process and effectively developed their students' speaking abilities. But, because of several factors like large classes and lack of authentic materials, the application of CLT has been affected, and consequently, stumbled.

In conclusion, despite the diversity of studies conducted in different countries and on different levels, teachers seemed to be generally positive and in favor of using the communicative approach for teaching purposes.

3. METHOD

3.0. Introduction

This chapter involves the method of the study including the research design, population, sample, and instrumentation. In addition, reliability and validity, data collection, and data analysis are also discussed.

3.1. Research Design

This study used a quantitative research design, particularly the descriptive survey design. According to Johnson & Christensen (2012), this design objectively describes the characteristics of the situation being examined in each study. It provides a description of the variables in a specific situation. Frazer and Lawley (2000) referred to the research design as a blueprint or plan for the way the information achieves the research objectives. The present study aims to investigate ‘Lecturers’ Perceptions towards the Effectiveness of Using the Communicative Approach in Teaching Grammar at Zawiya University’.

3.2. Setting

The current study was carried out at Zawiya University which is located in the city of Zawiya in Libya. It is one of the independent public universities established in 1988 based on the decision of the (formerly) General People's Committee No. (35). This university is a member of the Association of Arab Universities, the Union of African Universities, and the Association of Islamic Universities. The university includes 27 colleges distributed in three cities: Zawiya, Ajilat, and Zuwara, including the majors of arts, teacher training, physical education, law, economics, engineering, veterinary and agricultural sciences, science, human medicine, dentistry, pharmacy, and medical technology, public health, and information technology. The university's administrations and colleges are currently built on modern buildings and educational facilities in the university city, which are located six kilometres south of the city of Zawiya, with an area of about a hundred hectares. The number of faculty lecturers at the university is about 2,400, while the number of employees is about 2,700 between employees and technicians.

3.3. The Research Population

The targeted population of the present study encompasses English language lecturers in Zawiya University, which has 385 lecturers from both genders distributed among 27 colleges.

3.4. The Research Sample

The researcher adopted ‘SmartSurvey’ for mathematically determining the sample size. The total sample size was 192 faculty members, which was 95% confidence level and the percentage of error was only 5%. To ensure trust and optimized representation of the sample size in the current study, the researcher distributed 230 questionnaires to the sample after checking the validity of the questionnaire. The validity of the questionnaire was checked by giving the instrument to some experts, while the reliability of the questionnaire was checked by conducting a pilot study among 30 participants who were randomly selected from the study population.

The image shows a screenshot of the SmartSurvey sample size calculator. On the left, there are three input fields: 'N - Population Size' with the value 385, 'z - Confidence Level' with a dropdown menu set to 95%, and 'e - Margin of error (%)' with the value 5. Below these fields is an orange 'CALCULATE' button. On the right, a green-bordered box displays the result: 'Sample size' followed by the large number '192'. Below the number, it says 'Choose from millions of respondents right now with Consumer Panels' and a green 'GET RESPONSES' button.

Figure 1. The calculation of the study sample

3.5. Instrumentation

The research used a questionnaire adopted from a related study on Communicative Language Teaching (CLT) by Taha (2016). It consists of three variables: lecturers' perceptions toward the effectiveness of the Communicative Language Teaching (CLT) in teaching grammar, CLT activities, and relevant challenges when using CLT to teach grammar.

This questionnaire was used to measure the lecturers' perceptions toward the effectiveness of using the Communicative Language Teaching in teaching grammar at Zawiya University. The questionnaire, as shown in Table 1, has 37 items that covered three variables, and it had been responded by lecturers using a five-point Likert-scale measurement.

Table 1. Summary of Variables in the Questionnaire

Variables	No: of Items	Measurement
Communicative language Teaching (CLT)	12	5-point Likert scale
CLT activities	15	
relevant challenges	10	
Total items	37	

3.6. Reliability and Validity

The questionnaire was first checked for content validity by a panel of experts to assess whether there were misunderstandings or ambiguities of expressions. Based on their feedback, some modifications were made to the original questionnaire including changing the word ‘teachers’ to ‘lecturers’ and using a five-point Likert scale for the last section instead of ticking the appropriate choice. Also, the open questions were canceled in order to facilitate the data analysis process.

In order to assess the validity and reliability of measurement scales, a pilot test including 30 questionnaires was conducted. However, only 27 questionnaires were returned, which accounted for nearly 90%. For those incomplete returned questionnaires of English language lecturers in Zawiya University, the instrument used the Cronbach Alpha method using the Statistical Package for the Social Sciences (SPSS 23.0) and the total reliability was 0.90. Table 2 below shows that the questionnaire is reliable.

Table 2. Reliability Statistics-Summary for Pilot Study (n=27)

Construct	N of Items	Cronbach's Alpha
Communicative language Teaching (CLT)	12	.741
CLT activities	15	.969
relevant challenges	10	.740
TOTAL	37	.902

The reliability coefficients indicate a high degree of consistency in the responses given by the respondents when Cronbach's alpha reliability coefficient of a scale is equal to or greater than 0.70 (Pallant, 2007, p. 90; Hair et al., 2010).

3.7. Data Analysis

In the previous sections, the sample size and method of data collection for the current study are explained but not the analysis. The data were analyzed by using the software of Statistical Package for the Social Science (SPSS), version 23.0. This subsection includes the quality tests: (1) normality test, (2) reliability analysis, Cronbach Alpha (3) Mean, and (5) Standard Deviation. The purpose of undertaking the normality test is to ensure that data and variables are normally distributed; to achieve this, skewness and kurtosis ratios were calculated.

3.8. Challenges Encountered during the Research

The original plan for this research was to collect data and make a comparison of the perceptions' toward using CLT to teach grammar in two universities (Tripoli and Zawiya). However, because of the difficulty to achieve a good number of lecturers at Tripoli University and security conditions in the country, it was decided to collect data from one university (Zawiya University).

The instrument used to collect data (questionnaire) was distributed online due to the Corona Pandemic and a mixed methodology including quantitative and qualitative research design was planned to use. But, because the researcher was abroad in a country (Turkey) where strict measures were being taken against the Corona Pandemic and making interviews with lecturers was not possible, it was necessary to use a quantitative method.

4. FINDINGS AND DISCUSSION

4.0. Introduction

This chapter presents the results of data analysis and discusses the research findings. Starting with a profile of respondents' descriptive statistics, then, the statistical assumptions are presented. Finally, the results of the study questions are discussed regarding the main objectives of the study.

4.1. Profile of Respondents

The questionnaire was distributed to a sample of 230 English lecturers teaching in Education College at Zawiya University. The 230 questionnaires were returned, of which 27 of them were disregarded due to their incompleteness. Therefore, the useable questionnaires used for data analysis in this study were 203. The first part of the questionnaire gathered information on the demographic characteristics of the respondents and described their background including gender, years of experience and their academic qualification.

4.1.1. Distribution of respondents according to gender

As shown in Table 3 and Figure 2, the current study included 203 lecturers from Zawiya University, and in terms of their gender, most of them were females (N=119) which accounted for 58.6%. In contrast, the number of males was 84 which stands for 41.4%.

Table 3. Sampling Distribution by Gender

Variable	Options	Frequency	Percentage
Gender	Male	84	41.4
	Female	119	58.6
	Total	203	100.0

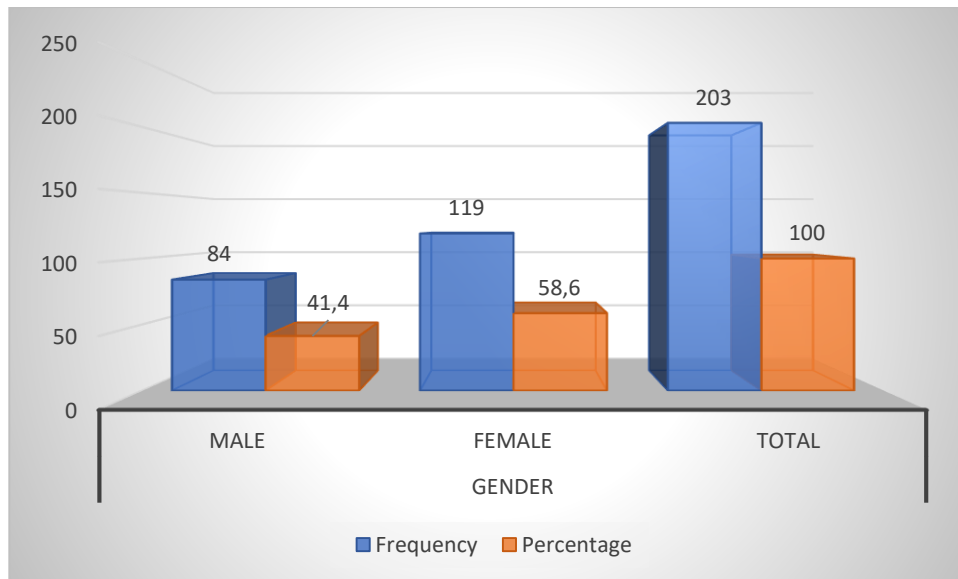


Figure 2. Distribution of respondents according to gender

4.1.2. Distribution of respondents by academic qualification

The results in Table 4 and Figure 3 show that the distribution of the study sample according to the academic qualification had percentages that varied as those with master's degree represented 118 instructors with a percentage of 58.1%. While those with Ph.Ds. were 85 with a percentage of 41.9%.

Table 4. Sampling Distribution by Academic Qualification

Variable	Options	Frequency	Percentage
Academic Qualification	Master's degree	118	58.1
	Ph.D. degree	85	41.9
	Total	203	100.0

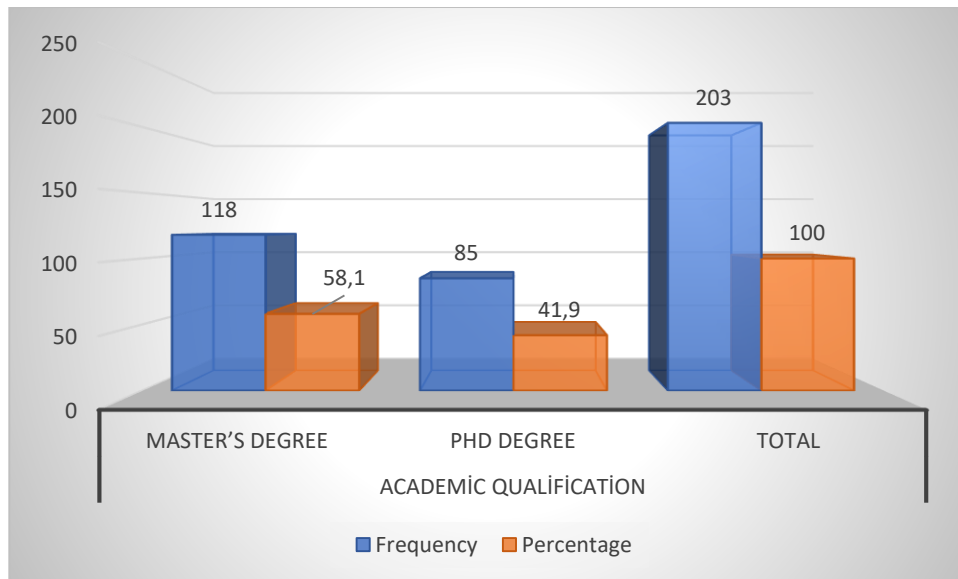


Figure 3. Distribution of respondents by academic qualification

4.1.3. Distribution of respondents according to work experience.

As to the respondents' work experience, the highest percentage (36.5%) belonged to the group of *more than ten years* of experience, followed by the group of *6 to less than 10 years* of experience that accounted for 34.5%. Meanwhile, the work experience group of *1 to less than 6 years* represented the percentage of 29.1% from the total sample. Table 5 and Figure 4 reveal the results of the work experience analysis.

Table 5. Sampling Distribution by Work Experience

Variable	Options	Frequency	Percentage
work experience	1 to less 6	59	29.1
	6 to less 10	70	34.5
	more than 10 years	74	36.5
	Total	203	100.0

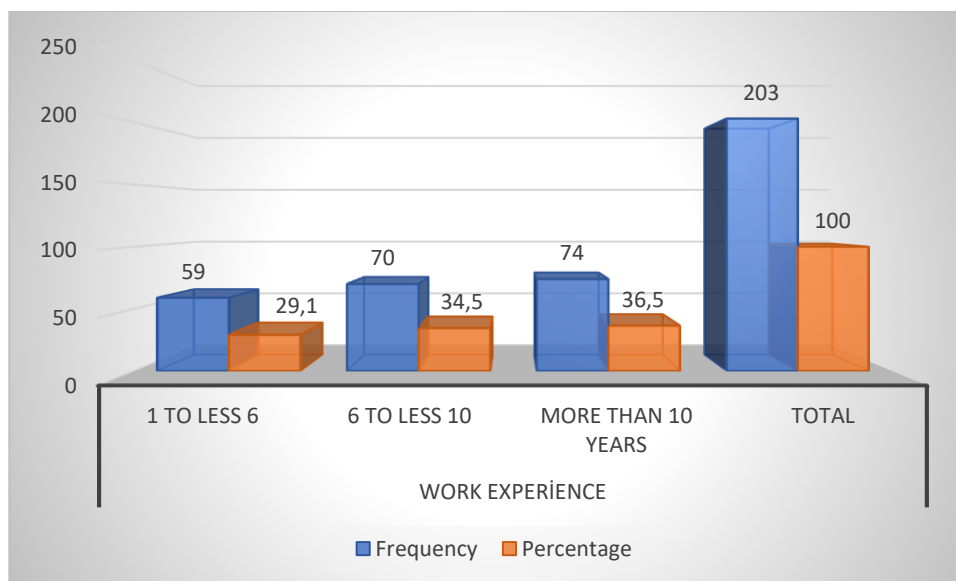


Figure 4. Distribution of respondents according to work experience

4.2. Research Questions

As mentioned in Chapter 1, the current study attempts to find answers for the following questions:

1. What perceptions do English language lecturers have towards the effectiveness of the Communicative Language Teaching Approach (CLT) to teach grammar at Zawiya University?
2. What kind of CLT activities do English language lecturers prefer to use in grammar classes?
3. What challenges do English language lecturers at Zawiya University encounter while using CLT to teach grammar?

In order to answer these questions, the researcher used descriptive analysis. The descriptive statistics are used to describe the basic features of data in a study. They provide simple summaries about the sample and the measures. Together with simple graphic analysis, they form the basis of virtually every quantitative analysis of data. The univariate analysis involves the examination across cases of one variable at a time. There are three major characteristics of a single variable that the study uses in the descriptive analysis:

- **Distribution** which is a summary of the frequency of individual values or ranges of values for a variable. Frequency tables are the main type to measure distribution.

- **Central tendency:** the central tendency of a distribution is an estimate of the "center" of a distribution of values. There are three major types of estimates of central tendency and the main type of it is (Mean).
- **Dispersion** which refers to the spread of the values around the central tendency. There are two common measures of dispersion: the range and the standard deviation. The Standard Deviation is a more accurate and detailed estimate of dispersion because an outlier can greatly exaggerate the range.

One of the conditions to be met before answering the questions of the current study is to test some of the general hypothesis that has already been mentioned by (Hair et al. 2006). The following sections describe the descriptive statistics associated with each variable.

Before analyzing each variable separately, it is important to indicate that the values of skewness and kurtosis for each of the statements of the Communicative Language Teaching (CLT), the activities, and the challenges hindering the effective use of this approach in teaching grammar are checked in order to know whether the sample responses for each item are within the normal distribution or not. As given in Appendix D (p. 106-108), the value of Skewness was less than 2, whereas kurtosis was less than value > 7 (7) (West et al.,1996). Therefore, the distribution was normal for all the items.

4.2.1. The first variable: the effectiveness of the Communicative Language Teaching (CLT)

This variable is to reveal the perceptions of English language lecturers towards the effectiveness of the Communicative Language Teaching (CLT) to teach grammar at Zawiya University.

4.2.1.1. The general trend of the sample views around the study variable of Communicative Language Teaching (CLT) dimension

The questionnaire included twelve statements that represent the Communicative Language Teaching (CLT). These statements were designed to measure the importance of the Communicative Language Teaching (CLT) from the point of view of the study sample at Zawiya University.

Table 6. The responses of the study sample on the CLT variable

NO.	The Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	helps teachers explain grammar lessons effectively.	62	107	26	7	1	203
		30.5	52.7	12.8	3.4	0.5	100.0
2	helps teachers meet students' different grammar learning needs.	50	115	32	6	0	203
		24.6	56.7	15.8	3.0	0	100.0
3	helps teachers assess students' understanding of grammar rules.	54	105	32	12	0	203
		26.6	51.7	15.8	5.9	0	100.0
4	can be easily applied in teaching grammar	41	91	50	16	5	203
		20.2	44.8	24.6	7.9	2.5	100.0
5	provides students with a suitable learning environment to better understand grammar	64	108	20	11	0	203
		31.5	53.2	9.9	5.4	0	100.0
6	improves students' fluency.	100	67	29	5	2	203
		49.3	33.0	14.3	2.5	1.0	100.0
7	helps students learn grammar rules inductively.	47	109	40	7	0	203
		23.2	53.7	19.7	3.4	0	100.0
8	helps students improve their communicative abilities.	110	73	18	2	0	203
		54.2	36.0	8.9	1.0	0	100.0
9	turns grammar into a more practical and interactive subject.	91	86	24	2	0	203
		44.8	42.4	11.8	1.0	0	100.0
10	helps students use grammatical rules in speaking and writing.	67	92	39	5	0	203
		33.0	45.3	19.2	2.5	0	100.0
11	helps students obtain higher scores in grammar exams.	24	83	70	22	4	203
		11.8	40.9	34.5	10.8	2.0	100.0
12	enhances cooperative learning in grammar classes	66	86	47	4	0	203
		32.5	42.4	23.2	2.0	0	100.0

Table 6 illustrates the frequency distribution and percentages of lecturers' responses according to their point of view on the phrases of the (CLT) variable. The results are displayed within twelve items of the questionnaire at the levels of five answer alternatives: *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*.

When Table 6 is examined, it was found that 30.5% (n=62) of lecturers at Zawiya University strongly agreed and 52.7% (n=107) agreed with the statement: '*helps lecturers explain grammar lessons effectively*', whereas 12.8% (n=26) remained neutral, 3.4% (n=7) disagreed and only 0.5% (n=1) strongly disagreed with it. These results are an indication that lecturers perceived Communicative Language Teaching (CLT) as an effective way that helps them to explain grammar lessons successfully.

The second item of the questionnaire explored whether *the CLT helps lecturers meet students' different grammar learning needs or not*. 24.6% (n=50) of them strongly agreed and 56.7% (n=115) agreed with it. The percentages started to descend as 15.8% (n= 32) confessed to being neutral, 3% disagreed and 0% strongly disagreed. The responses for this item can be considered as evidence for the effectiveness of CLT in helping lecturers to satisfy their learners' grammatical needs. So, it can be said that CLT is perfect not only in strengthening the communicative competence more specifically the speaking abilities as many believe but also in fulfilling the gaps related to grammar.

The views of lecturers about *the effectiveness of CLT in helping them to assess students' understanding of grammar rules* obtained high rates where 26.6% (n= 54) strongly agree and 51.7% (n=105) agree with it. Only 15.8% (n=32) stated being neutral, 5.9% (n=12) disagreed, and none was strongly disagreeing 0%. Based on these percentages, lecturers have proven that the communicative approach is an appropriate way to check their learners' grammar understanding.

The table also illustrates that the CLT is not difficult to be used in grammar classes where 20.2% (n=41) of lecturers strongly agreed and 44.8% (n=91) agreed with the statement that the CLT '*can be easily applied in teaching grammar*'. Some others, however, remained neutral 24.6 (n=50), 7.9 (n=16) disagreed, and only five lecturers (2.5%) strongly disagreed. Thus, it can be said that the Communicative Language Teaching is a practical approach that can be easily used in teaching grammar.

The responses to the fifth statement '*provide students with a suitable learning environment to better understand grammar*' constitute high rates. A great number of lecturers strongly agreed and agreed with this statement at 31.5% (n=64) and 53.2% (n=108) respectively. 9.9% (n=20) were neutral, 5.4% (n=11) disagreed and no one strongly disagreed 0%. When these numbers and percentages are examined, it was found that generally, lecturers

believed that the CLT is effective in offering a suitable environment through which students can understand grammar in a better way.

Regarding the sixth statement about the CLT effectiveness to improve students' fluency, 49.3% (n=100) of participants strongly agreed with it, 33% (n=67) agreed, 14.3% stayed neutral, and less than 3.5% strongly disagreed and disagreed. This is a reference that lecturers are very positive toward the CLT's capability to enhance students' fluency. The table also illustrates that the CLT is not difficult to be used in grammar classes where 20.2% (n=41) of lecturers strongly agreed and 44.8% (n=91) agreed with the statement that the CLT '*can be easily applied in teaching grammar*'. Some others, however, remained neutral 24.6 (n=50), 7.9 (n=16) disagreed, and only five lecturers (2.5%) strongly disagreed. Thus, it can be said that the Communicative Language Teaching is a practical approach that can be easily used in teaching grammar.

By continuing the analysis toward the seventh statement '*helps students learn grammar rules inductively*', it can be observed that 23.2% (n=47) and 53.7% (109) strongly agreed and agree in order, 19.7% (n=40) remained neutral, 3.4% (n=7) disagreed, and 0% strongly disagreed. This indicates that the communicative approach is an excellent way that makes students understand grammar rules inductively. Perhaps due to the diversity of activities and authentic resources provided by this approach.

The highest votes for the questionnaire items were for statement number eight '*helps students improve their communicative abilities*' in which a great majority of lecturers generally admitted that. 54.2% (n=110) of them strongly agreed, followed by 36% (n=73) agreed with it. Only 8.9% (n=18) held neutral perceptions, and very few disagreed and strongly disagreed (1%). The lecturers' perceptions are in accordance with one of the principles of the communicative approach which is developing the communicative competence.

The communicative approach is also believed to '*turn grammar into a more practical and interactive subject*'. Over 86% of lecturers strongly agree and agree with that. However, 11.8% were neutral and 1% disagreed. This overwhelming result is proof that CLT promises a new era in teaching grammar and can effectively supersede the traditional grammar theories. It also indicates that CLT could break the stereotype that the CLT does not include any grammar instructions and many prefer to teach it through traditional ways or deductively.

The tenth statement, similarly, seemed to gain high percentages where 33% (n= 67) of lecturers strongly agreed and 45.3%(n= 92) agreed that teaching grammar through the CLT is a successful way that helped their learners to integrate grammar with productive skills like speaking and writing. 19.2% (n=39) remained neutral, 2.5% (n=5) disagreed, and no one strongly disagreed.

Regarding grammar achievement, the eleventh item indicates that 40.9% (83) of lecturers agreed and 11.8% (n= 24) strongly agreed that CLT '*helps students obtain higher scores in grammar exams*'. But, 34% (n= 70) preferred to hold neutral perceptions, 10.8% (n= 22) disagreed and only 2% (4) strongly disagreed. It can be inferred from the results that lecturers at Zawiya University did not have as high positive perceptions toward the effectiveness of CLT to achieve better grammar results as for the other items since it has the lowest mean percentage (3.49). When analyzing the last item, it is seen that 32.5% (n= 66) strongly agreed with '*CLT enhances cooperative learning in grammar classes*', and 42.4% (n= 86) agreed as well. The lecturers who did not engage on either side accounted for 23.2% (n= 47), while only 2%(n= 4) disagreed and no one held strong opposite perceptions 0%. Therefore, it can be understood that lecturers perceived the CLT as an effective means to enhance cooperation in grammar classes.

The following table shows the mean value and the percentage weight of the paragraphs on the variable of the Communicative Language Teaching (CLT), in which the higher the value of the weighted mean, the greater the approval of the general trend and vice versa. To determine the level of the effect, the percentage weight of each paragraph was calculated and ranked by importance.

Table 7. The mean and percentage weight of Communicative Language Teaching (CLT)

NO.	The Phrase: Communicative Language Teaching	mean	Percentage weight	Rank
1	helps teachers explain grammar lessons effectively.	4.0936	81.8	5
2	helps teachers meet students' different grammar learning needs.	4.0296	80.4	8
3	helps teachers assess students' understanding of grammar rules.	3.9901	79.8	9
4	can be easily applied in teaching grammar	3.7241	74.4	11
5	provides students with a suitable learning environment to better understand grammar	4.1084	84	4
6	improves students' fluency.	4.2709	85.4	3
7	helps students learn grammar rules inductively.	3.9655	79.2	10
8	helps students improve their communicative abilities.	4.4335	88.6	1
9	turns grammar into a more practical and interactive subject.	4.3103	86.2	2
10	helps students use grammatical rules in speaking and writing.	4.0887	81.6	6
11	helps students obtain higher scores in grammar exams.	3.4975	69.8	12
12	enhances cooperative learning in grammar classes	4.0542	81	7
Total weighted mean = (4.0472)				
Std. Deviation = (0.49641)				

Through the responses of sample members in Zawiya University to all the relevant paragraphs as presented in table 7, following results are obtained:

The phrase *'helps students improve their communicative abilities'* obtained the most significant mean value at 4.43, followed by the ninth phrase "turns grammar into a more practical and interactive subject" and the sixth phrase *"improves students' fluency"* at (mean= 4.31) and (mean= 4.27) respectively. This is, as clarified within the interpretation of the

previous table, an indication that the CLT makes learning grammar more practical, flexible, and interactive, and consequently, their communicative abilities and fluency would enhance significantly.

In addition, it is clearly noticeable that the items related to using CLT to teach grammar gained high Mean values generally over (4) like in phrases 1, 2, 5, 10, and 12. So, lecturers seem to think that Communicative Language Teaching facilitates teaching English grammar by providing an appropriate atmosphere for better grammar evaluation, providing the needed information, practicing it in speaking and writing, and boosting cooperation inside classrooms.

The results also indicate that CLT helps inductive grammar teaching at (mean= 3.96). But, many of them believed that it does not make all learners obtain high scores in grammar as it got the least mean value at 3.49.

As to the overall mean average of section one of the questionnaire which was 4.04 with Std. Deviation of 0.49, it can be concluded that the general trend of lecturers regarding the importance of the Communicative Language Teaching to teach English grammar is *Agree* based on a 5-point Likert scale. This value is considered high based on the (intervals of levels) as follows: Low level: (1 – 2.59), Moderate level: (2.60 – 3.39) High level: (3.40 - 5) which indicates that lecturers are very positive toward applying the CLT to teach grammar.

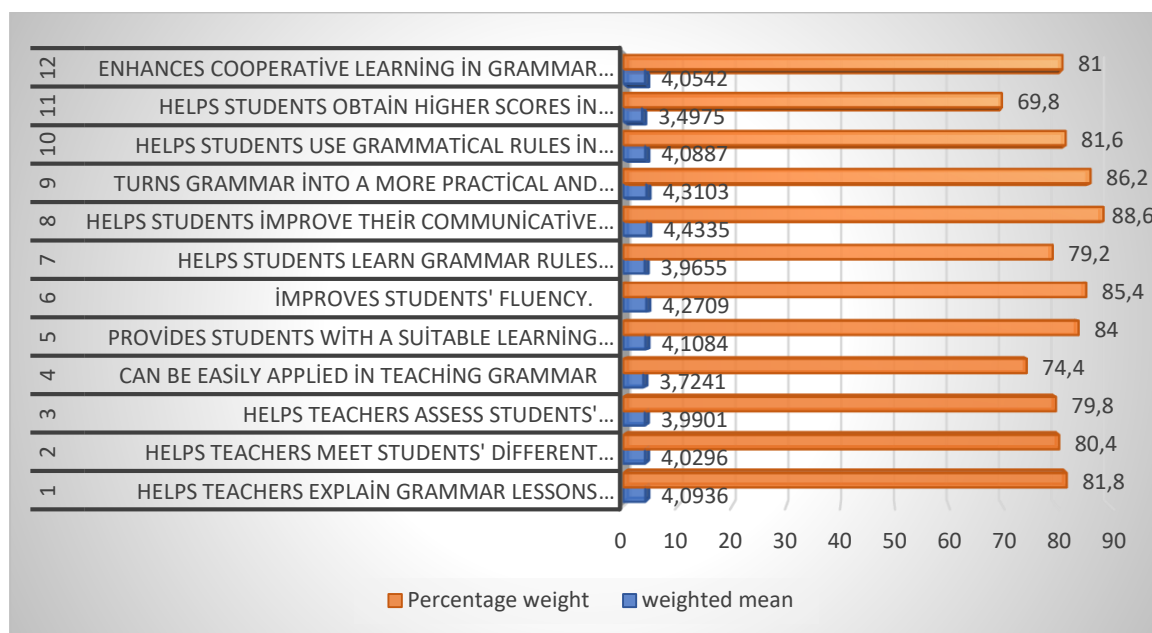


Figure 5. The importance of CLT in teaching grammar

4.2.2. The Second Variable: the variable of CLT Activities

This variable has been designed to find the answer to the question, “What kind of CLT activities do English language lecturers prefer to use in grammar classes?”

4.2.2.1. The general trend of the sample views about CLT Activities

The questionnaire included fifteen phrases designed to measure and find out the types of CLT activities that lecturers prefer to use when teaching grammar at Zawiya University. Likert Scale including the levels, *Often*, *Usually*, *Sometimes*, *Rarely*, and *Never* is used and participants were requested to choose how frequently they use these activities to teach grammar.

Table 8. The responses of the study sample on the variable of CLT Activities

No.	The Phrase	Often	Usually	Sometimes	Rarely	Never	Total	mean weighted	Percentage weight
1	Information-gap activities	47	86	42	22	6	203	3.7192	74.2
		23.2	42.4	20.7	10.8	3.0	100.0		
2	Information-transfer activities	29	80	65	24	5	203	3.5123	70.2
		14.3	39.4	32.0	11.8	2.5	100.0		
3	Jig-saw activities	28	30	75	42	28	203	2.9409	58.8
		13.8	14.8	36.9	20.7	13.8	100.0		
4	Task-completion activities	46	86	56	13	2	203	3.7931	75.8
		22.7	42.4	27.6	6.4	1.0	100.0		
5	Information-gathering activities	34	73	52	32	12	203	3.4187	68.2
		16.7	36.0	25.6	15.8	5.9	100.0		
6	Opinion sharing activities	63	64	37	28	11	203	3.6897	73.6
		31.0	31.5	18.2	13.8	5.4	100.0		
7	Speaking about personal experiences	76	56	28	30	13	203	3.7488	74.8
		37.4	27.6	13.8	14.8	6.4	100.0		
8	Interviews	27	53	63	42	18	203	3.1429	62.8
		13.3	26.1	31.0	20.7	8.9	100.0		
9	Describing people, places, or things	79	62	34	15	13	203	3.8818	77.6
		38.9	30.5	16.7	7.4	6.4	100.0		
10	Sentence writing applying a grammatical rule	65	60	44	19	15	203	3.6946	73.8
		32.0	29.6	21.7	9.4	7.4	100.0		
11	Role playing	42	57	50	33	21	203	3.3251	66.4
		20.7	28.1	24.6	16.3	10.3	100.0		
12	Asking & answering questions spontaneously	71	67	31	19	15	203	3.7882	75.6
		35.0	33.0	15.3	9.4	7.4	100.0		
13	Tasks, such as project-based tasks	27	54	73	32	17	203	3.2069	64
		13.3	26.6	36.0	15.8	8.4	100.0		
14.	Listening to dialogs that focus on certain grammatical rules	52	73	45	22	11	203	3.6552	73
		25.6	36.0	22.2	10.8	5.4	100.0		
15	Reading texts that focus on certain grammatical rules	27	69	75	24	8	203	3.4089	68
		13.3	34.0	36.9	11.8	3.9	100.0		
Total weighted mean = (3.5284)									
Std. Deviation = (0.77374)									

After examining Table 8, which illustrates the frequency distribution of the sample members and mean value for all the items of CLT Activities, it is clear that the ninth phrase, which states '*describing people, places, or things*' is ranked the first among the other phrases as it occupied the highest mean value at 3.88. This type of activities is often used by 38.9% (n =79) of lecturers, whereas 30.5% (n= 62) usually and 16,7% (n=34) sometimes use it. A few lecturers admitted that they rarely and never used them at 7.4% and 6.4% respectively.

The second most favored type based on the mean value is '*task-completion activities*' (3.79). Many lecturers stated that they usually use them 42.4% (n= 86), 27.6% (n= 56) sometimes, and 22.7% (n= 46) often use this type. The ones who confessed that they rarely and never use this type accounted for 6.45% and 1% respectively. Task completion activities are effective in assessing students' understanding as well as making the class more interactive.

'Asking & answering questions spontaneously' similarly gained a high mean value at 3.78. This is an indication that this type of activities is really applied and used in grammar classes. 35% (n= 71) of lecturers often use it, 33% (n= 67) usually, and 15.3% (n= 31) sometimes apply it. But, only 9.4% (n= 19) and 7.4% (n= 17) of lecturers admitted that they rarely and never use it. This kind of activities is well known for developing the communicative competence and learners can apply the new grammatical rules in speaking and writing.

As to the remaining results, a great number of lecturers (over 73%) stated that they use most of the activities mentioned in the questionnaire in which the attempts to integrate grammar with other skills was apparent as in paragraphs,1, 6, 7, 10, and 14 where the mean values of which are generally over 3.65. The final ranking of the phrases, however, was for the third phrase '*jig-saw activities*' which constituted the lowest percentage weight (58.8%, m= 2.94).

Finally, the average of the importance of CLT activities that lecturers used in teaching English grammar is considered high as the total mean of section two according to 5-point Likert scale was 3.52 with Std. Deviation 0.77 lie in the interval 3.41 – 5. Based on this result, the general trend of lecturers' perceptions about the CLT activities used to teach English grammar is *Usually*. In other words, most of the activities of CLT are usually practiced by lecturers at Zawiya University.

The results are shown clearly in the below figure:

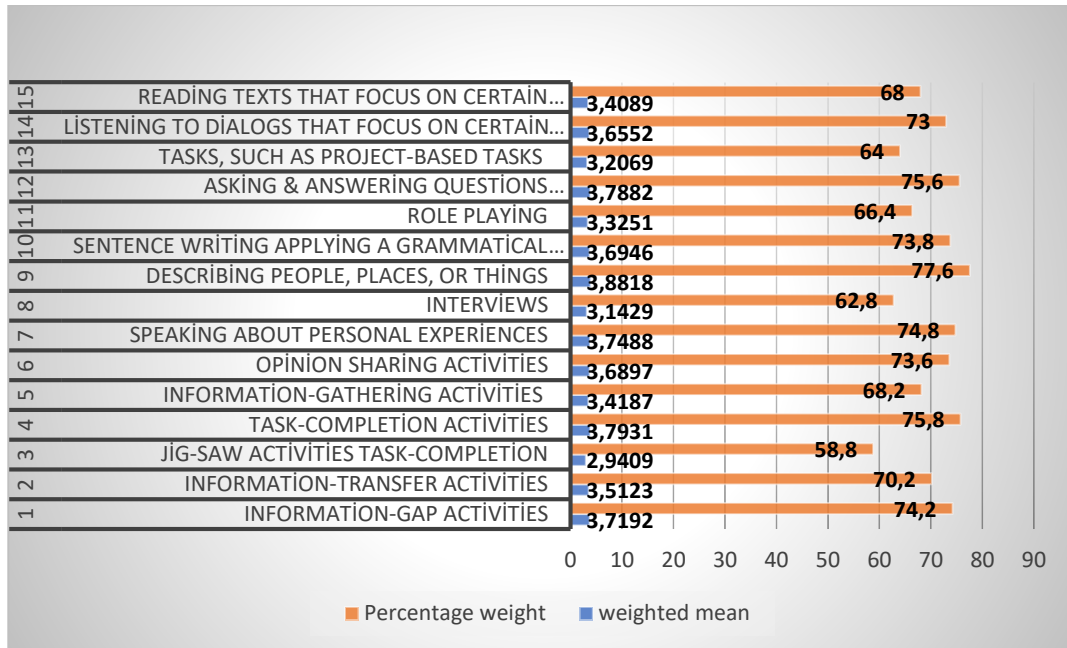


Figure 6. The importance attached to CLT activities

4.2.3. The third variable: Relevant Challenges

This variable has been designed to find the answer to the question, “What challenges do English language lecturers at Zawiya University encounter while using CLT to teach grammar?”

4.2.3.1. The general trend of the sample views around the dimension of the relevant challenges

The questionnaire under this variable included 10 items prepared to measure the relevant challenges that lecturers encounter when they use CLT to teach grammar. The results are presented at the levels of *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree*. The mean value and percentage weight are also shown in the table.

Table 9. The frequency, mean and percentage weight of the relevant challenges

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	weighted mean	Percentage weight
1	Students' low English proficiency, especially in grammar	66	93	21	8	15	203	3.9212	78.4
		32.5	45.8	10.3	3.9	7.4	100.0		
2	Resistance to class participation: some students tend not to participate	73	61	41	19	9	203	3.8374	76.6
		36.0	30.0	20.2	9.4	4.4	100.0		
3	Insufficient communicative grammar exercises included in the textbooks	61	73	47	14	8	203	3.8128	76.2
		30.0	36.0	23.2	6.9	3.9	100		
4	Time spent to prepare communicative activities	12	17	34	79	61	203	2.2118	44.2
		5.9	8.4	16.7	38.9	30.0	100.0		
5	Lack of professional development sessions	81	64	27	20	11	203	3.9064	78
		39.9	31.5	13.3	9.9	5.4	100.0		
6	Lack of authentic / appropriate teaching materials and resources	12	20	33	75	63	203	2.2266	44.4
		5.9	9.9	16.3	36.9	31.0	100.0		
7	Lack of appreciation for communicative activities	74	73	22	21	13	203	3.8571	77
		36.5	36.0	10.8	10.3	6.4	100.0		
8	Difficulty in assessing grammar communicatively	85	64	23	19	12	203	3.9409	78.8
		41.9	31.5	11.3	9.4	5.9	100		
9	Large classes	88	58	33	15	9	203	3.9901	79.8
		43.3	28.6	16.3	7.4	4.4	100.0		
10	Heavy teaching workload	22	39	18	67	57	203	2.5172	50.2
		10.8	19.2	8.9	33.0	28.1	100.0		
Total weighted mean = (3.4222)									
Std. Deviation = (0.34591)									

So, through the responses of the sample in the previous table to all the items regarding the challenges, it has been found that phrase number nine which is about ‘*large classes*’ got the first ranking and obtained the most significant percentage weight at 79.8% (mean= 3.99).

Many lecturers about 43.3% (n= 88) strongly agreed and 28.6% (n= 58) agreed that large classes constituted an obstacle toward the effective use of CLT in teaching grammar. 16.3% (n= 33) preferred to stay neutral, 7.4% (n= 15) agree, and 4.4% (n= 9) strongly disagreed that large classes are a challenge.

The second common challenge as can be inferred from the table was for the eighth phrase, *difficulty in assessing grammar communicatively*, which got the second-highest mean value at 3.94 and percentage weight of 78.8. A good number of lecturers 41.9% (n=85) strongly agreed and 31.5% (n=64) agreed that it is not easy to assess grammar in a communicative way. Some others, however, at 11.3% (n= 23) were neutral, 9.4% (n= 19) disagreed and 5.9% strongly disagreed (n= 12) with this item.

Then comes, *students' low English proficiency, especially in grammar*, which obtained the third highest mean value at 3.92 and percentage weight of 78.4. Lecturers at Zawiya University seemed to face this problem frequently as 45.8% (n= 93) agreed and 32.5% (n= 66) strongly agreed with it. The percentages for the ones who held neutral, disagree, and strongly disagree perceptions were from 10.3% and less as clarified in the table.

Another challenge that appears to be serious is the '*lack of professional development sessions*' with a mean value of 3.90 and a percentage weight of 78%. These percentages show that because of insufficient training programs, lecturers still find it difficult to use the CLT in grammar classes effectively. This fact is proven by 39.9% (n= 81) who strongly agreed and 31.5% (n= 64) who only agreed with this item. While the opposite side accounts for only 11.3% altogether.

The seventh phrase ranks next, 36.5 % of lecturers strongly agree and 36% agreed that '*lack of appreciation for communicative activities*' is another problem, 10.8% (n= 22) were neutral, 10.3% (n= 21) disagreed, and only 6.4% (n= 13) strongly disagreed. This item obtained a mean value of 3.85 and a percentage weight of 77%. These numbers are an indication that if lecturers have some sort of appreciation for communicative activities, they would not have faced any challenge.

The second and the third phrases, *resistance to class participation: some students tend not to participate* and *insufficient communicative grammar exercises included in the textbooks*, got close percentages in which the former was at the mean value of 3.83 and a

percentage weight of 76.6%, whereas the latter was at a mean of 3.81 and had a percentage weight of 76.2%.

As to the challenge of ‘*a heavy workload*’, lecturers had different opinions where 33% (n= 67) disagreed and 28% (n= 57) strongly disagreed with the idea that heavy workload makes teaching grammar through CLT challenging. The mean value of this item is 2.51 and a percentage weight of 50.2%. The last two items were about ‘*lack of authentic/appropriate teaching materials and resources* and *time spent to prepare communicative activities*’ in which the latter constituting the last ranking with a percentage weight of 44.2% and mean of 2.21.

Finally, the third-section mean average of the questionnaire was 3.42 as a general trend according to the 5-point Likert scale lie in the interval 3.41 – 4.20, with Std. Deviation of 0.34. This is an indication that the general trend of lecturers about the most relevant challenges of using Communicative Language Teaching in teaching English grammar is *Agree*. In other words, the majority of lecturers agree on most of the items of this section.

These results are shown clearly in the below figure.

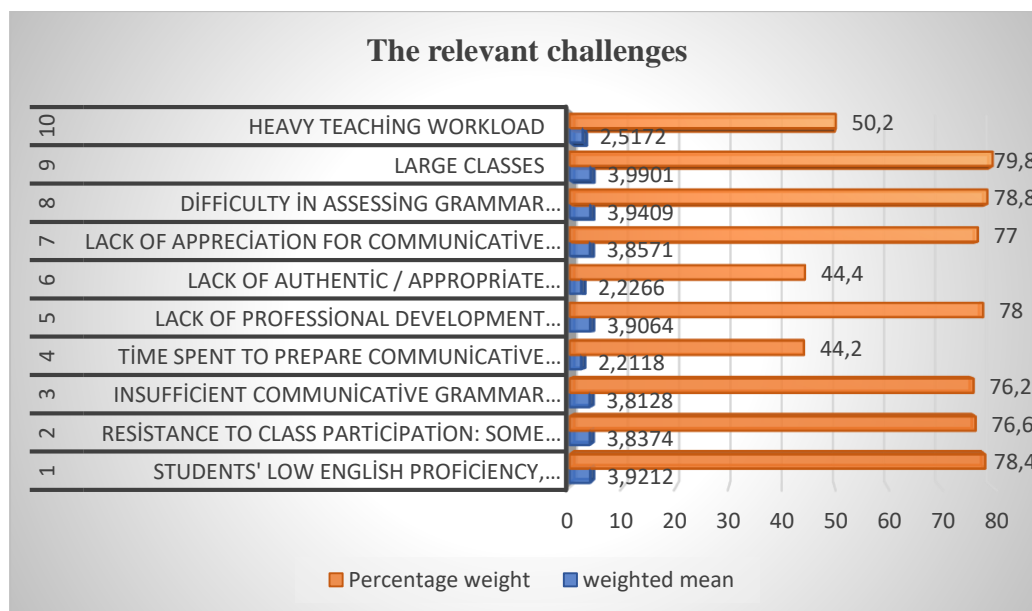


Figure 7. The mean and percentage weight of the relevant challenges

5.CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the results of the data analysis and discusses the outcomes of this study which aimed to explore the perceptions of English language lecturers toward the effectiveness of using the Communicative Language Teaching (CLT) to teach grammar at Zawiya University. The researcher adopted a questionnaire from Bani Taha's study (2016) to find answers for the following three questions:

1. What perceptions do English language lecturers hold towards the effectiveness of the Communicative Language Teaching Approach (CLT) to teach grammar at Zawiya University?

2. What kind of CLT activities do English language lecturers prefer to use in grammar classes?

3. What challenges do English language lecturers at Zawiya University encounter while using CLT to teach grammar?

The reliability and validity of the instrument "questionnaire" were checked before distributing it to the real sample. Then, the collected data was analyzed by using SPSS to find the percentages of responses, the mean, the standard deviation (SD), and the importance rank for all the statements in the questionnaire. Furthermore, the findings are discussed, associated and compared with results from other studies that explored the Communicative Approach in order to add more credibility to the findings of this study. Finally, some recommendations and implications are presented within this chapter as well.

5.1. Conclusion

The perceptions of English language lecturers toward the effectiveness of the Communicative Language Teaching especially in the context of grammatical competence were investigated through twelve items in the first section of the questionnaire. It was found that the majority of them agreed that using CLT can develop students' communicative abilities effectively. Among the 230 participants, there were only two of them who disagreed with it, constituting the highest mean value of 4.43. This result is highly predicted as the CLT is well known for providing learners with a variety of semi-real life activities through which they can

practice using the language in spoken and written forms. Lecturers also showed good satisfaction toward the effectiveness of CLT in making grammar lessons more practical and interactive at a mean value of 4.31. Perhaps they realized that grammar is more than just forms written on boards and it controls meanings as well as can disorient language users if it is misused. So, it can be said that a great majority of lecturers agreed with the idea that the implementation of CLT in teaching grammar can effectively develop students' speaking abilities. This finding is in line with one of the principles of the communicative approach which is to develop the communicative competence. The result is also similar to the results obtained by Abdelmageed & Omer (2020), Owen & Razali (2018), and Ounis & Ounis (2017) as clarified in chapter 2. But, it is different from Promtara & Suwannarak's (2018), who found that 65% of teachers believed that CLT is not the best way to develop communicative competence.

The other finding of this study, which obtained the third highest mean value at 4.27, is with regard to fluency. The responses of lecturers have proven that CLT can effectively make students fluent speakers. This result can be associated with the findings related to lecturers' perceptions regarding CLT's effectiveness in helping students *use grammatical rules in speaking and writing* which also had a high mean value of 4.08. To clarify that more, when students practice new grammatical rules either in spoken or written contents especially the ones offered by CLT, their grammatical accuracy develops, and consequently, their fluency improves. The influence of grammar instruction and accuracy on fluency cannot be denied as they can make learners more confident while speaking or writing. The role of self-confidence is considered essential and a prerequisite in encouraging students' speaking abilities. Therefore, it can be said that teaching grammar through CLT can develop fluency efficacy despite the belief that the CLT does not prioritize grammar accuracy as much as for communicative effectiveness. This result is compatible with the findings of Bakermans (2017), who discovered that grammar instruction could affect learners' fluency. In his study, he stated that learning grammar facilitated speaking and learners did not need much time to pick up the right rule needed for communication. In other words, the ones who learned grammar were able to speak more fluently than the ones who did not because they were more confident about using grammar correctly.

The questionnaire also granted some other significant findings regarding teaching grammar through the CLT. First, it was found that this approach is perfect in providing

students with the appropriate environment needed for better grammar understanding with a mean of 4.10. In Libya, the only environment where learners can practice the English language in general, and grammar in particular, is inside classrooms. So, it is very important to use a teaching approach or a method that can offer an appropriate atmosphere for better outcomes, and this is what the CLT could guarantee. Further, the responses indicated that lecturers did not have much difficulty in applying CLT in grammar classes. On the contrary, it effectively facilitated teaching grammar. This finding is similar to the finding of Abdelmageed and Omer (2020), i.e. the CLT helps Sudanese teachers to teach effectively. This finding can be attributed to the practicability of the CLT as well as the diversity of activities and techniques through which new grammatical rules can be taught.

In grammar classes, lecturers at Zawiya University revealed that the Communicative Language Teaching has enhanced cooperative learning through which learners could practice different learning activities together to improve their grammar understanding. Besides, the findings indicated that teaching grammar through CLT has made learning grammar inductively much easier. In other words, lecturers could introduce grammar rules through a variety of CLT activities such as role-plays, games, listening to dialogues, etc. instead of following traditional grammar instructions. Consequently, learners would have the chance to guess and deduce the rules by themselves.

The CLT, according to the findings, could also help lecturers to assess their students' understanding of grammar rules. Possibly, it is because of the roles given to teachers in CLT classes as facilitators and observers of their learners' performance instead of being models of accurate language users and error correctors. As a result, this approach has become a great means to furnish students with the grammatical information needed. This interpretation is based on the mean value which is considered high at 4.02.

The lowest mean value in section one of the questionnaire, however, was for the statement '*CLT helps students obtain higher scores in grammar exams*' at a mean of 3.49. It indicates that lecturers seemed to be not very much satisfied with CLT's ability in achieving better exam results as with the other items. This result is similar to Bani Taha's finding (2016) where teachers at Al Ain public schools were dissatisfied with the efficacy of CLT in having higher scores in grammar exams (mean= 3.59). The inefficacy to achieve better results in grammar can be attributed to the nature of the exams used that are traditional grammar-based

and to teachers' lack of training with regard to evaluating grammar communicatively as clarified in the Challenges section below.

From the above findings, it can be said that grammar teaching is very important and cannot be ignored or underestimated as it provides learners with the appropriate rules needed for meaningful communication as well as facilitates language teaching and learning. Furthermore, it can be concluded that the lecturers generally held good and satisfying perceptions toward using the CLT approach in teaching grammar, and there is a real application of this approach in grammar classes at Zawiya University. This finding contradicts with Fitori (2019) who stated that teachers at Libyan universities, one of which was Zawiya University, did not follow the methods prescribed in the curriculum but instead, used the ones they are familiar to use in the past. It is also not similar to Al-Bakbak (2019) who stated that teachers did not use the Communicative Language Teaching, but rather, the Grammar-Translation Method. The current result also proved the opposite of what Asied et al. (2018, p. 41) stated, i.e. the majority of Libyan Universities teach the language through traditional methods and approaches.

The findings of this study support Jahbel's findings (2017) who stated that for the Libyan context, the Communicative Approach is the best approach among the diversity of teaching methods and approaches because it focuses on functional and grammatical aspects of a language as well as provides a variety of tasks and activities that reflect the reality of real life.

So, with respect to the first research question which sought to explore the perceptions of English lecturers toward the effectiveness of using the CLT approach to teach grammar at Zawiya University, it was found that a great majority of them were positive toward the effectiveness of using CLT in teaching grammar. This finding was deduced based on the overall mean value of all the items (4.04) and the Standard Deviation (0.49).

The second research question aimed to explore the types of CLT activities that English language lecturers at Zawiya University prefer to use in grammar classes. A questionnaire of fifteen types of communicative activities similar to the ones discussed by Richards (2006) and Promtara and Suwannrak (2018) who prepared a summary based on Paulston (1992) and Celce-Murcia (1991) was used to gather the necessary data.

It was found that, in general, lecturers seemed to be more attracted to speaking-based activities such as *'describing people, places, or things'* which was determined as the most common type used in grammar classes at a mean of 3.88. Followed by *'asking and answering questions spontaneously'* at a mean of 3.78. Then come *'speaking about personal experiences'* (mean = 3.74) and *'opinion sharing activities'* (mean = 3.68). What makes these types of activities special in teaching grammar is that they provide learners with real opportunities to practice grammar for more meaningful output. To clarify more, if students are asked to describe something or speak about their experiences, for example, they and their classmates will have the chance to listen to different answers and have better understanding of how grammar and lexicons should be used. Teachers also benefit from such activities because they can assess their students' understandings, determine their weaknesses, and fulfill the gaps for effective language use.

The table also indicates that lecturers used a variety of activities to teach and practice grammar. These activities, on the one hand, teach grammatical rules (forms) and, on the other hand, develop the four language skills. As an example, it can be seen that lecturers made their students write sentences (mean= 3.69), listen to dialogues (mean = 3.40), share opinions (mean=3.68), describe certain things (mean= 3.88) and read texts (mean = 3.40) through which certain grammatical rules are focused. It can be said that the attempts to integrate grammar with the other four language skills are very apparent and there is an indication that lecturers truly recognize the effectiveness of CLT activities in teaching and learning grammar successfully.

The results also showed that a good number of lecturers used task completion activities to teach grammar, as the mean value indicates (3.79). Through this type of activities, learners would become more independent and could have better understanding since they use grammar forms as a means to accomplish these assigned tasks. The other common activity that lecturers admitted using in teaching grammar is *'information gap activities'* (mean =3.71). In this type of activities, learners work collaboratively to exchange information with each other. So, students who have the information supply the ones who lack it. The CLT has proven its success in integrating different skills like speaking and listening to exchange information with each other, reading a passage, and writing to find the missing words or guessing the rule. Therefore, it can be assumed that information gap activities are effective in increasing collaborative learning, enhancing the level of understanding, and teaching grammar inductively.

Based on the remaining items, lecturers' less preferred activities in this study were found to be role-playing (mean= 3.32), interviews (mean= 3.14), and tasks, such as project-based tasks (mean= 3.20), perhaps, because they require some sort of good language knowledge, well-prepared teachers, or longer time. Part of this result is in line with Zaroog (2020), who found that role-plays are used effectively only by very few teachers to teach grammar. Promtara & Suwannarak (2018), however, proved the opposite in the discussion part of their study where a great majority of teachers (100%) favored role-plays as they are effective in teaching the English language for communication. These results, therefore, are an indication that role-plays can be effective but depending on the skill intended to be developed.

The least favored activity, however, was '*Jigsaw activities*' which obtained the lowest mean value of 2.94. Jigsaw activities are similar to information gap activities through which students exchange what they know with each other in an environment full of collaboration. Despite the advantages that are offered by such activities, lecturers seemed not to be very much satisfied.

Finally, the results of the questionnaire presented in Table 9 in Chapter 4 show that the overall mean of all the items analyzed is considered acceptable at 3.52 (SD= 0.77). This rate means that lecturers at Zawiya University are satisfied and positive about the effectiveness of using CLT activities in teaching grammar, and in developing language skills, more specifically, the communicative competence. The results also indicated that there was a concrete application for almost all of the CLT activities such as information- gap activities, discussions, descriptions, listening to dialogues, etc. The attempts to associate and integrate grammar with other language skills like writing, listening, speaking and reading were very obvious, and if the responses of section two of the questionnaire are associated with the ones in section one, they will be felt to be in great harmony. Therefore, it can be said that the Communicative Language Teaching can teach grammar effectively.

These findings are similar to many other studies like Noori (2018), who found that teachers generally held positive perceptions toward using CLT activities. The current study also is in accordance with Taha (2016) who explored teachers' perceptions toward CLT activities in grammar teaching. His findings revealed that a good number of teachers generally had positive perceptions and were satisfied with almost all the activities to teach grammar especially the speaking activities.

The third section of the questionnaire which included 10 items sought to determine the challenges that English language lecturers at Zawiya University encounter while using the CLT to teach grammar.

It was found that the most common challenge faced and affected using CLT in teaching grammar was large classes with a mean value of 3.99. Having too many students in a classroom seemed to add more burden on lecturers and made using CLT in grammar classes a cumbersome mission as not all students can have equivalent opportunities to practice. This finding explains the unwillingness of some lecturers to use certain activities that require small classes so that all students can join, such as role-plays, interviews, and jigsaw activities as clarified in section two.

The participants also admitted that the '*difficulty in assessing grammar communicatively*' was also a problem in which it occupied the second highest mean value at 3.94. In the past, grammar was evaluated through traditional written-based exams. But, with the advent of CLT, a new era of evaluation is born where students' grammatical knowledge could be assessed through its correct use in speaking, listening, reading, and writing. In other words, grammar is evaluated through how it is used in communication. This problem can be attributed to lack of professional development sessions as 71.4% of lecturers declared that because of training shortage, it was not easy for them to apply CLT to teach grammar, and thus, it is difficult to supersede the traditional-based assessments with communicative ones.

In addition, *students' low English proficiency, especially in grammar* is spotted as a challenge not only in Libya but also in many language classes around the world. Since the Communicative Approach is mainly communication, it requires learners capable of using the language in all its forms. But, if their language is poor, either in vocabulary, grammar, or the way they are used correctly, this will have other consequences like resistance to class participation which was ranked as the fifth most common challenge that faced lecturers at Zawiya University with a mean value of 3.83. It is important to clarify that it is very natural to see different performances in a classroom where some students like participating, while others tend not to participate. But, it becomes a serious problem if the majority of learners resist class participation, perhaps because they are shy, afraid of making errors, or due to other factors.

The students' low level of English proficiency, especially in grammar can also be attributed to the insufficiency of communicative exercises included in textbooks because if

they were available, this problem would not have been as high as the table indicates (mean =3.81). Students' language skills are also highly likely to be affected not only if the exercises are insufficient, but also if they are inconsistent with each other. But, since the CLT offers a variety of activities through which learners can practice using grammar in speaking, listening, writing, and reading either separately or altogether, textbooks are better to include all of them to meet students' different needs and avoid a problem related to '*Students' low English proficiency, especially in grammar*'.

Another challenge that deserves mentioning since it came among the highest rates (mean= 3.85) is '*lack of appreciation for communicative activities*'. 147 out of 203 lecturers at Zawiya University confirmed that some lecturers do not appreciate or even consider the significance of these activities, resulting in skipping them in most cases. It can be said that this problem contributes to the deterioration of students' language proficiency. This finding is in line with Promtara and Suwannrak (2018) where 65% of Thai teachers did not appreciate and did not even believe that the CLT approach is the best way to enhance their students' communicative abilities.

Regarding '*heavy teaching workload*' which obtained a mean of 2.51, it appears not to be as a big challenge as the previous ones mentioned. As many know that when teachers are assigned too many responsibilities either in or outside classrooms, this will definitely affect their performances, emotions, motivation, and others negatively. But, the application of CLT in grammar classes at Zawiya University seems not to be very much affected as 61.1% (n= 124) of lecturers disagreed with it, while only 30% confirmed that heavy workload is a challenge.

As for '*lack of authentic/appropriate teaching materials and resources*', this item gained a mean value of 2.22, which means that lecturers did not recognize it as a serious difficulty compared to the other ones although authentic materials whether auditory, videos, or print are all essential in language teaching and learning. Perhaps, they prepare their own materials to enrich their teaching. But as for those who suffer from insufficient authentic materials, they can design their own materials successfully if they consider some certain principles such as materials should mainly develop learners' language skills and offer opportunities to integrate these skills. They, moreover, should be entertaining, interactive, diverse, and reflect things related to real-life situations. Another important feature is that they should draw learners' attention to forms as well as to meanings.

The last challenge tested was '*time spent to prepare communicative activities*'. Only 29 lecturers (14.3%) stated that they find it challenging to spend their time preparing communicative activities. That is, perhaps, because of heavy workload, or inadequate knowledge regarding choosing the suitable activities that can meet their students' needs.

As it is seen, all the challenges spotted in this section are intertwined and if one problem is solved, another one is highly likely to disappear. Lecturers at Zawiya University acknowledged that they face certain challenges while using the CLT in teaching grammar. These challenges are similar to the ones found in several studies like Taha (2016), Hallam (2018), Alshibany (2014), Hisham (2019), Athawadi (2019), Noori (2018), Sherwani & Kilic (2017), Promtara and Suwannrak (2018), Al-Bakbak (2019), and Abdelmageed & Omer (2020). But, what makes the current study different is that despite the challenges, lecturers seemed not to be discouraged from using it in their classes as discovered from the responses in sections one and two of the questionnaire.

So, it can be easily deduced from the findings obtained through the questionnaire that the Communicative Language Teaching is perceived by lecturers as an effective approach in teaching grammar and its principles and practices are strongly applied in order to develop the grammatical competence of their learners. And, more importantly, while emphasizing the teaching of grammar, they do not disregard the fundamental goals of CLT, as majority of lecturers believe that CLT is effective in developing students' communicative competence and fluency.

The responses provided by lecturers Zawiya University also indicate that the communicative approach is seen as a great practical way that enables lecturers to determine their students' language needs. The findings reveal that most lecturers use a variety of CLT activities through which learners can practice listening, speaking, reading, and writing. They are also in favor of speaking activities through which students practice using grammar in speaking.

One of the most important principles of the Communicative Language Teaching is to integrate grammar with the other language skills, and this study has revealed that lecturers willingly, and in a convinced manner, attempt to integrate grammar with the other language skills through the activities favored by CLT. Their responses to the questionnaire make one think that they are rewarded in doing so.

Teaching grammar through the Communicative Approach seems to be very beneficial for lecturers to teach effectively. It contributes to the development of students' language skills. Moreover, CLT facilitates the teaching of grammar and turns it into a more interactive subject.

Regarding the challenges, it seems that lecturers struggle with large classes and poor language levels that students carry to their tertiary education. These challenges seem to have negative effects on the success of CLT in making the learners acquire grammatical competence. Yet, they don't seem to have hindered them from using it in grammar classes.

The other problem in the use CLT in teaching grammar seems to be in the area of assessment, as the findings reflect lecturers' needs for special training programs related to assessing grammar communicatively.

However, regardless of the challenges facing lecturers while teaching grammar through the communicative approach, lecturers still hold positive perceptions toward CLT and its activities. The application of this approach at Zawiya University so willingly and so successfully can be attributed to the success of the scholarship program as most lecturers had their masters and PhDs abroad.

5.2. Recommendations

Based on the findings of this study, the following recommendations are presented:

- a. The Communicative Approach is an effective approach that should be given more emphasis with regard to teaching grammar.
- b. The exams used to assess grammar should include more communicative features than being so traditional. To do so, lecturers should be given opportunities to take part in certain special training programs to enable them to evaluate grammar communicatively.
- c. The problem of large classes should be solved as it has a direct negative influence on the implementation of communicative activities.
- d. Lecturers should be more encouraged to officially adopt the principles of CLT in the teaching of grammar not only in Zawiya University but also in other large universities.
- e. To solve the problem related to students' low English proficiency, the researcher suggests offering special language programs to strengthen students' language and to help them overcome their weaknesses before formally enrolling in their classes. In other words, a language prep school should be founded at the university campus.

f. Lecturers are highly advised to associate grammar with other language skills like listening, speaking, reading, and writing and avoid teaching it in isolation. This is strongly recommended in order to develop students' communicative competence.

g. This study was limited only to lecturers. So, further research is suggested to include students' perceptions toward learning grammar through the communicative approach.

5.3. Pedagogical Implication of the study

One of the goals of this study about lecturers' perceptions was to provide researchers, syllabus designers, and stakeholders with guidance for effective implementation of the communicative approach specifically to teach grammar.

Furthermore, the contribution of this study in determining the activities that English language lecturers use in teaching grammar is a significant outcome because this can encourage the lecturers who have not used them yet to adopt them in their teaching. It is also expected to provide some insight and inspiration for those who are in the field of language teaching to reconsider the communicative activities that aid the acquisition of grammar to add new ones or modify the old ones.

Finally, the identification of challenges encountering the implementation of CLT also has its significant impact on choosing the appropriate procedures and plans to overcome them or at least alleviate their negative influence. Besides, it is hoped that this study will encourage researchers to conduct further studies regarding the Communicative Approach in grammar classes at different levels and different settings

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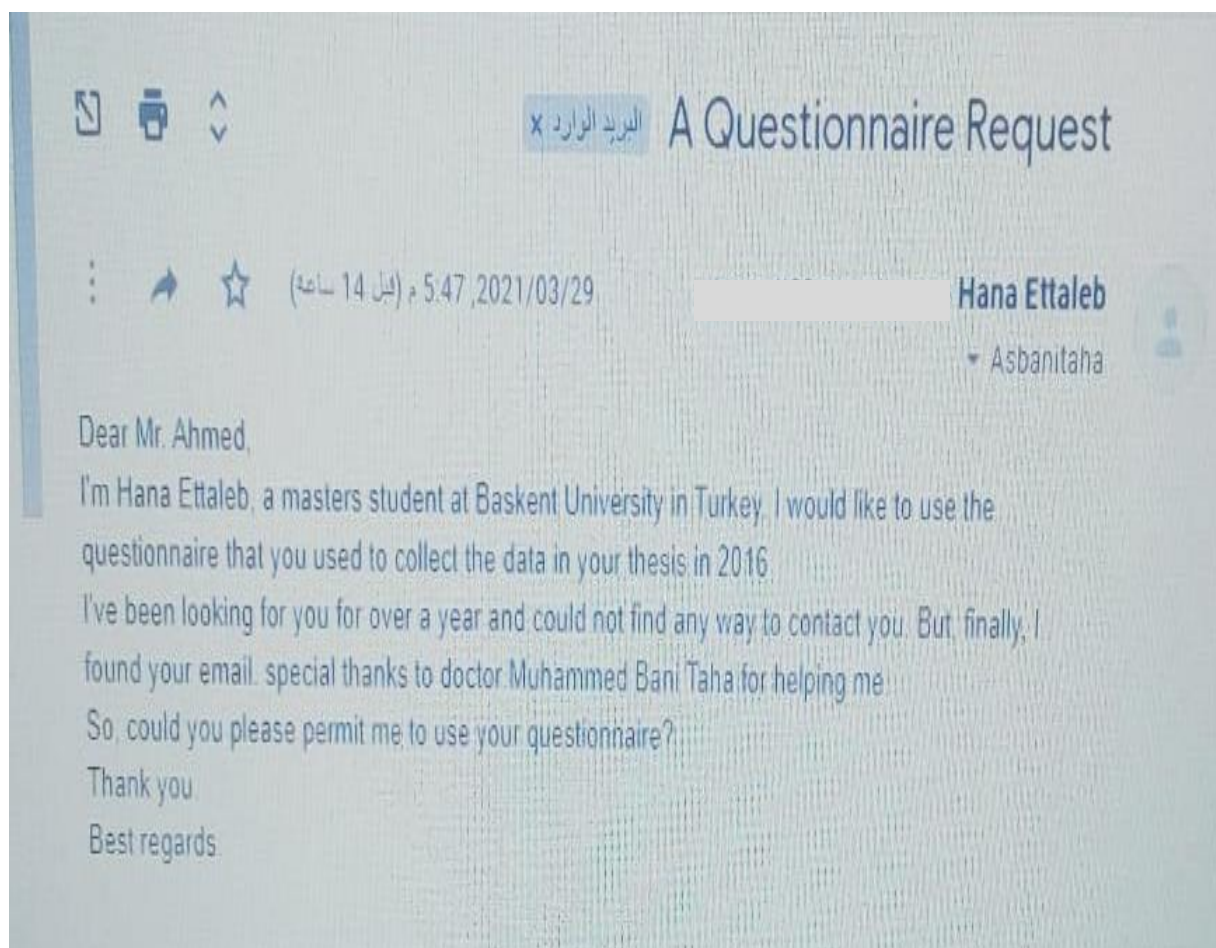
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APPENDICES

APPENDIX 1. THE PERMISSION FOR THE USE OF THE QUESTIONNAIRE

It was very difficult to contact the researcher Bani Taha as no email address nor phone number are found. So, the scientific journal where the thesis where found was contacted and suggested using it under the condition of mentioning that the questionnaire is for Ahmed Salama Bani Taha (2016). After a year of dedicated searching, the researcher was found and his permission, finally, is obtained.



⋮ → ☆ (قبل 12 ساعة) 7:40 ,2021/03/29

Ahmad Bani Taha

أنا



Dear Hana,

Yes, you may use the questionnaire if you wish to, for academic purposes only with citing that in your study.

It is always the pleasure of any researcher to be cited in other studies and by his fellow scholars and researchers.

I hereby permit Hana Ettaleb to use the questionnaire I developed for my thesis (2016) in the research she is conducting now. I would like to appreciate her professional and academic behavior, ethics, and the time she has invested to obtain my approval prior to using the questionnaire, wishing her all the very best in her academic journey as well as personal life.

Should you have any further inquiries or questions, please do not hesitate to contact me via this email.

Best regards,

Ahmed Bani Taha

Translator & English Language Instructor

MA, Education – UAEU / BA, English Language – YU

APPENDIX 2. THE PERMISSION FROM ZAWIYA UNIVERSITY A
DIMINSTRATION (ARABIC AND ENGLISH)

Ministry Of Higher Education
And Scientific Research

University Of Zawia

Faculty

الرقم الإشاري:



الموافق: / / 14 هـ

وزارة التعليم العالي
و البحث العلمي

جامعة الزاوية

كلية التربية بالزاوية

التاريخ: 20 2011/ 5 م

السيد / رئيس قسم اللغة الانجليزية **

بعد التحية،،

بناء على طلب المقدم من الطالبة / هناء البشير حسين الطالب المعيدة
بقسم اللغة الانجليزية والموفدة للدراسة بدولة تركيا لمرحلة الماجستير

تقوم بدراسة بعنوان :- The Perceptions of English Language
lecturers toward the effectiveness of the communicative
Language Teaching (CLT) in Teaching grammar at
Zawiya university in Libya

حيث إن الباحثة في مرحلة العمل الميداني مما تحتاج إلى جمع بعض
البيانات بقسم اللغة الانجليزية .

عليه ** نأمل منكم التعاون مع الطالبة في جمع وضع البيانات الخاصة
بالدراسة .

د. الشريف محمد الحراري

د. الشريف محمد الحراري



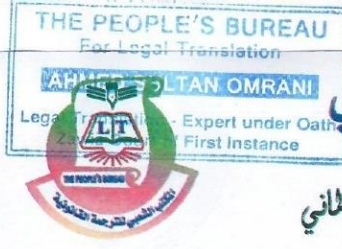
**
مكتب التدريب والتأهيل
م.م. الدوري + الصادر
.....
د. الشريف سعاد

THE PEOPLE'S BUREAU

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English - French-Italian-German

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الزاوية / شارع ابن خلدون

Ministry of Higher Education and Scientific Research

University of Zawia

Date: 03/11/2020

To Head of English Language Department

Greetings,

Based on the request submitted by the student \ **HANA BASHER HUSSEIN ETTALEB**, Staff Teaching Assistant in the Department of English Language and granted a scholarship to pursue her postgraduate studies (Master's degree) in Turkey.

Her study entitled: - The Perceptions of English Language lecturers toward the effectiveness of the Communicative Language Teaching (CLT) in Teaching Grammar at Zawia University in Libya.

Whereas the researcher in Field Work Stage and requires to collect some data from the English Language Department.

Hence,

We hope from you cooperate with the student in collect the required data in the study.

Signed and Stamped by:

Dr. Ashraif Mohammed Alharari

Faculty Dean



APPENDIX 3. THE QUESTIONNAIRE

Questionnaire

Dear lecturer:

Since I believe that the teacher is the key to good education, I would like to ask you to fill in this questionnaire about Lecturers' Perceptions toward the Effectiveness of Using the Communicative Language Approach in Teaching Grammar at Zawiya University.

Please note that there are no right or wrong responses, and your answers will be confidential and will only be used for scientific research.

Respectfully yours,

Hana Ettaleb

General Information:

Gender: Male Female

Work experience: 1 to less 6 6 to less 10 more than 10 years

Academic Qualification: Master's degree Ph.D. degree

Please choose the answer that reflects your opinion for each of the following phrases:

Section 1. Variable of (CLT) Effectiveness

No	phrases	Strongly disagree	disagree	neutral	agree	Strongly agree
Communicative language Teaching (CLT)						
1	helps teachers explain grammar lessons effectively.					
2	helps teachers meet students' different grammar learning needs.					
3	helps teachers assess students' understanding of grammar rules.					
4	can be easily applied in teaching grammar					

5	provides students with a suitable learning environment to better understand grammar					
6	improves students' fluency.					
7	helps students learn grammar rules inductively.					
8	helps students improve their communicative abilities.					
9	turns grammar into a more practical and interactive subject.					
10	helps students use grammatical rules in speaking and writing.					
11	helps students obtain higher scores in grammar exams.					
12	enhances cooperative learning in grammar classes					

Section 2: variable of CLT Activities

No	phrases	Never	Rarely	Sometimes	Usually	Often
I use the following activities when teaching grammar						
1	Information-gap activities					
2	Information-transfer activities					
3	Jig-saw activities Task-completion					
4	Task-completion activities					
5	Information-gathering activities					
6	Opinion sharing activities					
7	Speaking about personal experiences					
8	Interviews					
9	Describing people, places, or things					
10	Sentence writing applying a grammatical rule					
11	Role playing					
12	Asking & answering questions spontaneously					
13	Tasks, such as project-based tasks					
14	Listening to dialogs that focus on certain grammatical rules					
15	Reading texts that focus on certain grammatical rules					

Section 3: Variable of the Relevant Challenges

No	phrases	Strongly disagree	disagree	neutral	agree	Strongly agree
The relevant challenges that you may face when using CLT to teach grammar.						
1	Students' low English proficiency, especially in grammar					
2	Resistance to class participation: some students tend not to participate					
3	Insufficient communicative grammar exercises included in the textbooks					
4	Time spent to prepare communicative activities					
5	Lack of professional development sessions					
6	Lack of authentic / appropriate teaching materials and resources					
7	Lack of appreciation for communicative activities					
8	Difficulty in assessing grammar communicatively					
9	Large classes					
10	Heavy teaching workload					

Thank you for your cooperation

APPENDIX 4. THE SPSS PROCESS FOR THE QUESTIONNAIRE ITEMS.

Frequencies

Statistics

(This table shows that 230 questionnaires were distributed and all of them returned back)

		Gender	Educational Qualification	work experience
N	Valid	203	203	203
	Missing	0	0	0

The frequency table of the respondents according to gender, qualification, and years of experience

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	84	41.4	41.4	41.4
	female	119	58.6	58.6	100.0
	Total	203	100.0	100.0	

Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master	118	58.1	58.1	58.1
	Phd	85	41.9	41.9	100.0
	Total	203	100.0	100.0	

Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to less 6	59	29.1	29.1	29.1
	6 to less 10	70	34.5	34.5	63.5
	more than 10 years	74	36.5	36.5	100.0
	Total	203	100.0	100.0	

The descriptive statistics of the first section of the questionnaire. It includes skewness and kurtosis rates that show whether or not the responses are within the normal distribution.

Descriptive Statistics

	N	Min.	Max.	Mean	S.D.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CLT1	203	1.00	5.00	4.0936	.78103	-.858	.171	1.137	.340
CLT2	203	2.00	5.00	4.0296	.72379	-.519	.171	.339	.340
CLT3	203	2.00	5.00	3.9901	.81441	-.648	.171	.145	.340
CLT4	203	1.00	5.00	3.7241	.95584	-.658	.171	.252	.340
CLT5	203	2.00	5.00	4.1084	.78858	-.868	.171	.753	.340
CLT6	203	1.00	5.00	4.2709	.86773	-1.153	.171	1.148	.340
CLT7	203	2.00	5.00	3.9655	.75373	-.433	.171	.005	.340
CLT8	203	2.00	5.00	4.4335	.69600	-1.005	.171	.433	.340
CLT9	203	2.00	5.00	4.3103	.71563	-.701	.171	-.145	.340
CLT10	203	2.00	5.00	4.0887	.78477	-.468	.171	-.408	.340
CLT11	203	1.00	5.00	3.4975	.90856	-.353	.171	-.065	.340
CLT12	203	2.00	5.00	4.0542	.79728	-.334	.171	-.747	.340
Valid N	203								

The analysis of the responses and the frequency table of the first section of the questionnaire.

CLT1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.5	.5	.5
	disagree	7	3.4	3.4	3.9
	neutral	26	12.8	12.8	16.7
	Agree	107	52.7	52.7	69.5
	strongly agree	62	30.5	30.5	100.0
	Total	203	100.0	100.0	

CLT2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	3.0	3.0	3.0
	neutral	32	15.8	15.8	18.7
	Agree	115	56.7	56.7	75.4
	strongly agree	50	24.6	24.6	100.0
	Total	203	100.0	100.0	

CLT3

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	12	5.9	5.9	5.9
neutral	32	15.8	15.8	21.7
Valid Agree	105	51.7	51.7	73.4
strongly agree	54	26.6	26.6	100.0
Total	203	100.0	100.0	

CLT4

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	2.5	2.5	2.5
disagree	16	7.9	7.9	10.3
Valid neutral	50	24.6	24.6	35.0
Agree	91	44.8	44.8	79.8
strongly agree	41	20.2	20.2	100.0
Total	203	100.0	100.0	

CLT5

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	11	5.4	5.4	5.4
neutral	20	9.9	9.9	15.3
Valid Agree	108	53.2	53.2	68.5
strongly agree	64	31.5	31.5	100.0
Total	203	100.0	100.0	

CLT6

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	1.0	1.0	1.0
disagree	5	2.5	2.5	3.4
Valid neutral	29	14.3	14.3	17.7
Agree	67	33.0	33.0	50.7
strongly agree	100	49.3	49.3	100.0
Total	203	100.0	100.0	

CLT7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	7	3.4	3.4	3.4
neutral	40	19.7	19.7	23.2
Agree	109	53.7	53.7	76.8
strongly agree	47	23.2	23.2	100.0
Total	203	100.0	100.0	

CLT8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	1.0	1.0	1.0
neutral	18	8.9	8.9	9.9
Agree	73	36.0	36.0	45.8
strongly agree	110	54.2	54.2	100.0
Total	203	100.0	100.0	

CLT9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	1.0	1.0	1.0
neutral	24	11.8	11.8	12.8
Agree	86	42.4	42.4	55.2
strongly agree	91	44.8	44.8	100.0
Total	203	100.0	100.0	

CLT10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	5	2.5	2.5	2.5
neutral	39	19.2	19.2	21.7
Agree	92	45.3	45.3	67.0
strongly agree	67	33.0	33.0	100.0
Total	203	100.0	100.0	

CLT11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.0	2.0	2.0
	disagree	22	10.8	10.8	12.8
	neutral	70	34.5	34.5	47.3
	Agree	83	40.9	40.9	88.2
	strongly agree	24	11.8	11.8	100.0
	Total	203	100.0	100.0	

CLT12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	2.0	2.0	2.0
	neutral	47	23.2	23.2	25.1
	Agree	86	42.4	42.4	67.5
	strongly agree	66	32.5	32.5	100.0
	Total	203	100.0	100.0	

The following table is for the mean value and the standard deviation Statistics.

		CLT1	CLT2	CLT3	CLT4	CLT5
N	Valid	203	203	203	203	203
	Missing	0	0	0	0	0
	Mean	4.0936	4.0296	3.9901	3.7241	4.1084

CLT6	CLT7	CLT8	CLT9	CLT10	CLT11	CLT12
203	203	203	203	203	203	203
0	0	0	0	0	0	0
4.2709	3.9655	4.4335	4.3103	4.0887	3.4975	4.0542

The frequency table of Section 2 of the questionnaire

CLTA1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	3.0	3.0
	Rarely	22	10.8	13.8
	sometimes	42	20.7	34.5
	Usually	86	42.4	76.8
	Often	47	23.2	100.0
	Total	203	100.0	100.0

CLTA2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	2.5	2.5
	Rarely	24	11.8	14.3
	sometimes	65	32.0	46.3
	Usually	80	39.4	85.7
	Often	29	14.3	100.0
	Total	203	100.0	100.0

CLTA3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	28	13.8	13.8
	Rarely	42	20.7	34.5
	sometimes	75	36.9	71.4
	Usually	30	14.8	86.2
	Often	28	13.8	100.0
	Total	203	100.0	100.0

CLTA4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	1.0	1.0
	Rarely	13	6.4	7.4
	sometimes	56	27.6	35.0
	Usually	86	42.4	77.3
	Often	46	22.7	100.0
	Total	203	100.0	100.0

CLTA5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	12	5.9	5.9	5.9
Rarely	32	15.8	15.8	21.7
sometimes	52	25.6	25.6	47.3
Usually	73	36.0	36.0	83.3
Often	34	16.7	16.7	100.0
Total	203	100.0	100.0	

CLTA6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	11	5.4	5.4	5.4
Rarely	28	13.8	13.8	19.2
sometimes	37	18.2	18.2	37.4
Usually	64	31.5	31.5	69.0
Often	63	31.0	31.0	100.0
Total	203	100.0	100.0	

CLTA7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	13	6.4	6.4	6.4
Rarely	30	14.8	14.8	21.2
sometimes	28	13.8	13.8	35.0
Usually	56	27.6	27.6	62.6
Often	76	37.4	37.4	100.0
Total	203	100.0	100.0	

CLTA8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	18	8.9	8.9	8.9
Rarely	42	20.7	20.7	29.6
sometimes	63	31.0	31.0	60.6
Usually	53	26.1	26.1	86.7
Often	27	13.3	13.3	100.0
Total	203	100.0	100.0	

CLTA9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	13	6.4	6.4	6.4
Rarely	15	7.4	7.4	13.8
sometimes	34	16.7	16.7	30.5
Usually	62	30.5	30.5	61.1
Often	79	38.9	38.9	100.0
Total	203	100.0	100.0	

CLTA10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	15	7.4	7.4	7.4
Rarely	19	9.4	9.4	16.7
sometimes	44	21.7	21.7	38.4
Usually	60	29.6	29.6	68.0
Often	65	32.0	32.0	100.0
Total	203	100.0	100.0	

CLTA11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	21	10.3	10.3	10.3
Rarely	33	16.3	16.3	26.6
sometimes	50	24.6	24.6	51.2
Usually	57	28.1	28.1	79.3
Often	42	20.7	20.7	100.0
Total	203	100.0	100.0	

CLTA12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	15	7.4	7.4	7.4
Rarely	19	9.4	9.4	16.7
sometimes	31	15.3	15.3	32.0
Usually	67	33.0	33.0	65.0
Often	71	35.0	35.0	100.0
Total	203	100.0	100.0	

CLTA13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	17	8.4	8.4	8.4
Rarely	32	15.8	15.8	24.1
sometimes	73	36.0	36.0	60.1
Usually	54	26.6	26.6	86.7
Often	27	13.3	13.3	100.0
Total	203	100.0	100.0	

CLTA14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	5.4	5.4
	Rarely	22	10.8	16.3
	sometimes	45	22.2	38.4
	Usually	73	36.0	74.4
	Often	52	25.6	100.0
	Total	203	100.0	100.0

CLTA15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	3.9	3.9
	Rarely	24	11.8	15.8
	sometimes	75	36.9	52.7
	Usually	69	34.0	86.7
	Often	27	13.3	100.0
	Total	203	100.0	100.0

The Descriptive Statistics for the third section of the questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CLTA1	203	1.00	5.00	3.7192	1.03166	-.671	.171	-.081	.340
CLTA2	203	1.00	5.00	3.5123	.96143	-.373	.171	-.205	.340
CLTA3	203	1.00	5.00	2.9409	1.20906	.114	.171	-.727	.340
CLTA4	203	1.00	5.00	3.7931	.89915	-.446	.171	-.111	.340
CLTA5	203	1.00	5.00	3.4187	1.12004	-.414	.171	-.573	.340
CLTA6	203	1.00	5.00	3.6897	1.20117	-.628	.171	-.599	.340
CLTA7	203	1.00	5.00	3.7488	1.27463	-.706	.171	-.692	.340
CLTA8	203	1.00	5.00	3.1429	1.15796	-.108	.171	-.773	.340
CLTA9	203	1.00	5.00	3.8818	1.19231	-.955	.171	.056	.340
CLTA10	203	1.00	5.00	3.6946	1.22083	-.699	.171	-.412	.340
CLTA11	203	1.00	5.00	3.3251	1.25970	-.319	.171	-.902	.340
CLTA12	203	1.00	5.00	3.7882	1.22655	-.872	.171	-.192	.340
CLTA13	203	1.00	5.00	3.2069	1.11983	-.203	.171	-.542	.340
CLTA14	203	1.00	5.00	3.6552	1.13422	-.647	.171	-.299	.340
CLTA15	203	1.00	5.00	3.4089	.99271	-.312	.171	-.170	.340
Valid N (list wise)	203								

The frequency of the third section of the questionnaire (challenges).

		Statistics				
		RCH1	RCH2	RCH3	RCH4	RCH5
N	Valid	203	203	203	203	203
	Missing	0	0	0	0	0
Mean		3.9212	3.8374	3.8128	2.2118	3.9064
Std. Deviation		1.11856	1.14675	1.06447	1.13864	1.18827
Skewness		-1.301	-.771	-.763	.896	-.962
Std. Error of Skewness		.171	.171	.171	.171	.171
Kurtosis		1.209	-.233	.108	.122	-.019
Std. Error of Kurtosis		.340	.340	.340	.340	.340

RCH6	RCH7	RCH8	RCH9	RCH10
203	203	203	203	203
0	0	0	0	0
2.2266	3.8571	3.9409	3.9901	2.5172
1.16376	1.20407	1.20085	1.13883	1.36195
.843	-.976	-1.046	-1.016	.510
.171	.171	.171	.171	.171
-.091	-.002	.124	.223	-1.070
.340	.340	.340	.340	.340

Data analysis item by item
RCH1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	7.4	7.4	7.4
	disagree	8	3.9	3.9	11.3
	neutral	21	10.3	10.3	21.7
	Agree	93	45.8	45.8	67.5
	strongly agree	66	32.5	32.5	100.0
	Total	203	100.0	100.0	

RCH2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	4.4	4.4
	disagree	19	9.4	13.8
	neutral	41	20.2	34.0
	Agree	61	30.0	64.0
	strongly agree	73	36.0	100.0
	Total	203	100.0	100.0

RCH3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	8	3.9	3.9
	disagree	14	6.9	10.8
	neutral	47	23.2	34.0
	Agree	73	36.0	70.0
	strongly agree	61	30.0	100.0
	Total	203	100.0	100.0

RCH4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	61	30.0	30.0
	disagree	79	38.9	69.0
	neutral	34	16.7	85.7
	Agree	17	8.4	94.1
	strongly agree	12	5.9	100.0
	Total	203	100.0	100.0

RCH5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	11	5.4	5.4	5.4
disagree	20	9.9	9.9	15.3
neutral	27	13.3	13.3	28.6
Agree	64	31.5	31.5	60.1
strongly agree	81	39.9	39.9	100.0
Total	203	100.0	100.0	

RCH6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	63	31.0	31.0	31.0
disagree	75	36.9	36.9	68.0
neutral	33	16.3	16.3	84.2
Agree	20	9.9	9.9	94.1
strongly agree	12	5.9	5.9	100.0
Total	203	100.0	100.0	

RCH7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	13	6.4	6.4	6.4
disagree	21	10.3	10.3	16.7
neutral	22	10.8	10.8	27.6
Agree	73	36.0	36.0	63.5
strongly agree	74	36.5	36.5	100.0
Total	203	100.0	100.0	

RCH8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	12	5.9	5.9	5.9
disagree	19	9.4	9.4	15.3
neutral	23	11.3	11.3	26.6
Agree	64	31.5	31.5	58.1
strongly agree	85	41.9	41.9	100.0
Total	203	100.0	100.0	

RCH9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	9	4.4	4.4	4.4
disagree	15	7.4	7.4	11.8
neutral	33	16.3	16.3	28.1
Agree	58	28.6	28.6	56.7
strongly agree	88	43.3	43.3	100.0
Total	203	100.0	100.0	

RCH10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
strongly disagree	57	28.1	28.1	28.1
disagree	67	33.0	33.0	61.1
neutral	18	8.9	8.9	70.0
Agree	39	19.2	19.2	89.2
strongly agree	22	10.8	10.8	100.0
Total	203	100.0	100.0	

Mean, Std., Skewness, and kurtosis for the Communicative Language Teaching (CLT) variable

No.	Communicative language Teaching (CLT)	M	Std. D	skew value > 2	Kurtosis value > 7
1	helps teachers explain grammar lessons effectively.	4.0936	.78103	-.858	1.137
2	helps teachers meet students' different grammar learning needs.	4.0296	.72379	-.519	.339
3	helps teachers assess students' understanding of grammar rules.	3.9901	.81441	-.648	.145
4	can be easily applied in teaching grammar	3.7241	.95584	-.658	.252
5	provides students with a suitable learning environment to better understand grammar	4.1084	.78858	-.868	.753
6	improves students' fluency.	4.2709	.86773	-1.153	1.148
7	helps students learn grammar rules inductively.	3.9655	.75373	-.433	.005
8	helps students improve their communicative abilities.	4.4335	.69600	-1.005	.433
9	turns grammar into a more practical and interactive subject.	4.3103	.71563	-.701	-.145
10	helps students use grammatical rules in speaking and writing.	4.0887	.78477	-.468	-.408
11	helps students obtain higher scores in grammar exams.	3.4975	.90856	-.353	-.065
12	enhances cooperative learning in grammar classes	4.0542	.79728	-.334	-.747

Mean, Std., skewness and kurtosis for the variable of CLT Activities

NO.	CLT Activities	Mean	Std.	skew value > 2	Kurtosis value > 7
1	Information-gap activities	3.7192	1.03166	-.671	-.081
2	Information-transfer activities	3.5123	.96143	-.373	-.205
3	Jig-saw activities Task-completion	2.9409	1.20906	.114	-.727
4	Task-completion activities	3.7931	.89915	-.446	-.111
5	Information-gathering activities	3.4187	1.12004	-.414	-.573
6	Opinion sharing activities	3.6897	1.20117	-.628	-.599
7	Speaking about personal experiences	3.7488	1.27463	-.706	-.692
8	Interviews	3.1429	1.15796	-.108	-.773
9	Describing people, places, or things	3.8818	1.19231	-.955	.056
10	Sentence writing applying a grammatical rule	3.6946	1.22083	-.699	-.412
11	Role playing	3.3251	1.25970	-.319	-.902
12	Asking & answering questions spontaneously	3.7882	1.22655	-.872	-.192
13	Tasks, such as project-based tasks	3.2069	1.11983	-.203	-.542
14	Listening to dialogs that focus on certain grammatical rules	3.6552	1.13422	-.647	-.299
15	Reading texts that focus on certain grammatical rules	3.4089	.99271	-.312	-.170

Mean, Std. D, skewness and kurtosis for the relevant challenges variable

No.	Paragraphs	Mean	Std. D	skew value > 2	Kurtosis value > 7
1	Students' low English proficiency, especially in grammar	3.9212	1.11856	-1.301	1.209
2	Resistance to class participation: some students tend not to participate	3.8374	1.14675	-.771	-.233
3	Insufficient communicative grammar exercises included in the textbooks	3.8128	1.06447	-.763	.108
4	Time spent to prepare communicative activities	2.2118	1.13864	.896	.122
5	Lack of professional development sessions	3.9064	1.18827	-.962	-.019
6	Lack of authentic / appropriate teaching materials and resources	2.2266	1.16376	.843	-.091
7	Lack of appreciation for communicative activities	3.8571	1.20407	-.976	-.002
8	Difficulty in assessing grammar communicatively	3.9409	1.20085	-1.046	.124
9	Large classes	3.9901	1.13883	-1.016	.223
10	Heavy teaching workload	2.5172	1.36195	.510	-1.070

APPENDIX 5. ORIGINALITY REPORT

THE PERCEPTIONS OF ENGLISH LANGUAGE LECTURERS TOWARD THE EFFECTIVENESS OF THE COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING GRAMMAR AT ZAWIYA UNIVERSITY IN LIBYA

ORIJINALLIK RAPORU

% 11	% 11	% 3	%
BENZERLIK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	scholarworks.uaeu.ac.ae İnternet Kaynağı	% 3
2	mjltm.org İnternet Kaynağı	% 1
3	mafiadoc.com İnternet Kaynağı	<% 1
4	hdl.handle.net İnternet Kaynağı	<% 1
5	scholar.sun.ac.za İnternet Kaynağı	<% 1
6	citeseerx.ist.psu.edu İnternet Kaynağı	<% 1
7	repository.uinjkt.ac.id İnternet Kaynağı	<% 1
8	baadalsg.inflibnet.ac.in	