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**The Communicative Language Teaching Approach in Teaching
English at the Algerian Secondary School**

The Case of Labani Ahmed Secondary School in Taher, Jijel

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in
Didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled: **“The Communicative Language Teaching Approach in Teaching English at the Algerian Secondary School: The Case of Labani Ahmed Secondary School in Taher, Jijel”** is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

In the name of Allah, the Most Merciful, the Most Compassionate.

I want to dedicate this humble work to the kindest person, my source of inspiration and the one who supported, encouraged, and loved me, my lovely mother. I also devote this work to my beloved father for all his sacrifices, help, and love, to the cutest baby boy ever, my nephew Firas, and the ones who have always been by my side, my dear sisters and brothers, Khadija, Meryem, Amir, Oussama and Riyad.

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Abstract

The present study investigates the implementation of the Communicative Language Approach (CLT) in Labani Ahmed Secondary School and the perspectives and familiarity of the English language teachers at that school with its principles and techniques, as well as the techniques that they use to help enhance the communicative skills of learners. The data was gathered by means of a teacher interview in order to obtain the teachers' perspectives related to the use of the CLT and to gauge their familiarity with its principles and the problems they encounter in its implementation and the techniques they use to enhance the communicative skills of learners. In addition, a classroom observation was conducted in order to check whether the CLT principles are implemented in the classrooms of Labani Ahmed Secondary School. The analysis revealed that the teachers were mainly restricted to the only recommended method, namely the Competency-based Approach (CBA) which is considered as an extension to the CLT and they listed a number of obstacles that hindered the successful adoption of CLT as well as a number of techniques they use to enhance the communicative skills of their learners. Moreover, the observation showed that EFL students were unable to communicate using English and their low level did not allow the teachers to adopt the CLT principles.

Key words:

Communicative Language Teaching, communicative skills, CLT principles, CLT techniques.

List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English language teaching

ALM: Audio-Lingual Method

CBA: Competency Based Approach

SLT: Situational Language Teaching

GTM: Grammar Translation Method

CBE: Competency Based Education

CB: Competency Based

CBLT: Competency Based Language Teaching

L2: Second Language

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Résumé

ملخص

General Introduction

English is nowadays dominating the globalized world as millions of people around the world consider it as a tool required to cater for the demands of a global economy. That urged to improve good communicative skills in English by applying evolving teaching methods. Along this path, Algeria has also witnessed the implementation of different English teaching methods and approaches in order to conform to the needs of the future generations, international affairs, technology, and science and trade.

Various approaches to language teaching have been developed over the years. Back in the 17th century, Latin and Greek were taught for the sake of promoting grammatical and linguistic competence. It was of vital importance that learners learned a second language (L2) through rote memorization and repetition of vocabulary and translation of literary texts. This approach came to be standardized and known as the “Grammar Translation Method”, which was the dominant and the most widely used method in the teaching of classical Latin and modern languages. However, it failed to motivate learners to learn an L2. Later, changes in linguistic and learning theories played an essential role in adopting and constructing innovative teaching approaches that were sequenced as reaction to the shortcomings of the previous; like the Direct Method, the Audio-lingual method, and the Structural Method that attempted to meet the demands of English language teaching (ELT). Later, the shift to the goal of learning a foreign language is to guide learners to communicate effectively in the target language and to promote effective communicative skills. Early trends in the field of ELT introduced the CLT which shifted the focus from teacher-centered to a learner-centered approach. It changed the role of the teacher from being a knowledge transmitter and lecturer to the role of “a multi-educator” (Littelwood, 2013, p. 05)

1. Review of Previous Studies

Being aware of the fact that English becomes the most widely used language around the world and learning that language has become a privilege in non-speaking English communities, like Algeria, that implemented different methods to language teaching in order to cater for the needs of the future generation. The communicative language teaching, that emphasizes the communicative skills of learners, was one of the methods used in the Algerian system during 1980's; it was then replaced by the Competency Based Language Teaching after the reform of 2003 which was launched as a big step aiming to drop the gap between what is being learnt in schools and the outside world. However, students enter universities with noticeable gaps in their knowledge of English (Benmati, 2008). Similarly, the deficiencies in learners' communicative skills have been a particular issue in different EFL contexts. In spite of the growing need to develop the most effective ways of improving learners' communicative skills, Algerian EFL learners remain unable to communicate in English.

Previous studies were carried out in different EFL contexts in order to test the effectiveness of the CLT in the field of ELT. The concern was studying the effect of the CLT approach in enhancing EFL learner's communicative skills. A study was done by Saputra (2015) that attempted to solve the speaking problem faced by students in one of the higher school of Teacher Training and Education in Central Lampung. The results obtained showed that the adoption of the CLT had positive meaningful effect on improving students' speaking skill.

Berns (2013) argued that "communicative language teaching plays a major role in the development of certain skill sets among learners. Communicative language teaching allows the learner to know about social and cultural considerations." (as cited in Alamri, 2018, p. 133)

A Study was done in Jeddah by AlGarni (2019) that investigated the effect of using CLT activities on EFL students 'speaking skills at the English Language Institute (ELI) of the University of Jeddah (UJ). The study was conducted in two classes where two groups including the experimental group and the control group was taught using different methods, the former was taught using three communicative activities (interviewing, problem-solving and role playing) while the latter was taught using traditional methods. The findings showed that the experimental higher than the control group.

In the light of the previous works on the effectiveness of CLTA, most of them supported the implementation of this approach in teaching since it fosters language proficiency and enhances communicative competencies of learners even though the adoption of this method is challenging and pervaded with a number of obstacles.

2. Statement of the Problem

Due to the rapid diffusion of the English language in Algeria and its becoming widespread as an international language that covers all aspects of the globalized world, the requirements for good communicative skills among EFL students in the country increased tremendously. The CLT, which emphasizes the communicative competence of the learners as the main goal of language teaching, is an approach that was commonly adopted and accepted in several parts of the world for the purpose of enhancing learners' communicative abilities as it focuses on the four skills (listening, speaking, writing and reading). However, it is usually noticed that students accede university, after finishing their secondary schooling, with perceptible deficiencies in English. This questions the validity of the teaching practices that are supposed to conform to CLT principles.

3. Aims of the Study

The main aims of this study are to investigate the implementation of communicative language teaching principles in the Labani Ahmed Secondary School in Taher, Jijel, and the perspectives and awareness of the teachers of the techniques of this approach, and the techniques they use to enhance the learners' communicative skills. In doing so, the study also provides teachers with the opportunity to talk about the tasks they design to develop the learners' communicative ability and the challenges they encounter, together with their learners, in the implementation of this approach to develop the communicative skills.

4. Research Questions and Assumptions

To reach the aims mentioned above, the present research attempts to answer the following questions:

- 1- What perspectives do the English Language teachers at Labani Ahmed Secondary School have on the implementation of the communicative language teaching principles as an extension to the CBA? And are they familiar with the principles and techniques of the communicative language teaching approach?
- 2- Do English Language teachers at Labani Ahmed Secondary School actually implement the communicative language teaching and which problems do they encounter in its implementation? Which techniques do they use to enhance the communicative skill of learners?

To answer the research questions posed above, the following assumptions were formulated:

- 1- The English Language teachers at Labani Ahmed Secondary School have positive perspectives about the implementation of the communicative language teaching. They are familiar with the techniques of the communicative language teaching approach.
- 2- The English Language teachers at Labani Ahmed Secondary School do implement the communicative language teaching. They use different techniques to enhance the communicative skill of the learners.

5. Research Methodology

The research data is collected through the use of a teacher interview, which had four teachers as respondents from the total of the English language teachers in Labani Ahmed Secondary school. The second tool that was adopted is a classroom observation. It covered four streams from the school, through which further information was gathered on the approach's implementation. Thus, the present research is a qualitative one.

6. Structure of the Dissertation

The dissertation is divided into three chapters. Chapter one is devoted to the teaching of the English language in the Algerian secondary school. It also provides an overview about the linguistic situation in Algeria and the status of English in the country. Next, it deals with the English language teaching in the Algerian secondary school as well as the syllabus. Finally, it discussed the different methods used in Algeria underlying ELT, particularly, the CLT.

Chapter two is about the communicative skills and the communicative language teaching approach. It provides definitions of terms and concepts and traces the development of the teaching approaches as well as their principles, characteristics and techniques.

Chapter Three deals with the field work. The data collected from the interview and observation was presented. The whole chapter is devoted to the description, analysis, and interpretation of the results obtained.

Chapter One: English Language Teaching in the Algerian Secondary School

Introduction

1.1 The Algerian Educational System: History and background of English language Teaching

1.2 English Language Teaching in the Algerian Secondary School

1.2.1 The English Teaching Syllabus in the Algerian Secondary School

1.2.2 Methods Used in Teaching the English Language in the Algerian Secondary Schools

1.2.3 The Competency Based Approach in Teaching English in the Algerian Secondary School

Conclusion

Introduction

This chapter is devoted to the Algerian Educational system and the status of English in Algeria with the various methods used and being used in teaching English as a foreign language within the Algerian educational system, significantly the CBA.

1.1 The Algerian Educational System: History and Background of the English Language Teaching

The construction of the Algerian educational system right after the independence in 1962 was carried out at a rapid pace. During 1962, English was totally ignored while French was the dominant language and the medium of instruction. Algeria inherited an educational system that was imposed and developed by foreign stakeholders.

In 1962, after Algeria gained its independence, another policy was introduced aiming to reduce and even erase all what is related to the colonizer and its traces. Benrabah stated that:

“Starting from 1962, the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favored the national integrity and unity religion.” (Benrabah, as cited in Rezig, 2011)

Officials maintained the same structure of education which was inherited from the European system: 6 years of primary school+4 years of intermediate school+3 years of secondary school. During the 1970's, other policies were introduced, aimed at developing the social and cultural standards of Algerians and training them to be ready for economic and social life. The year 1976 marked the adoption of another policy called “the fundamental schooling system” through which primary and middle schools were incorporated (9years) while all the subjects were taught in Arabic, except for foreign languages. Yet, French was integrated once again in teaching

mathematics and biology as well as in teachers training (Benrabah, 1999, as cited in Rezig, 2011). At that time, English was taught at the age of 13 in middle school.

In 1993, English was introduced to be taught as a second foreign language in primary education. Meanwhile, parents were given the freedom to select either French or English as a compulsory language for their children. However, this policy failed since 90% of the parents chose French (Rezig, 2011). The Algerian educational system has then felt the need to establish and reform the whole educational system and this act was done through the adoption of the Competency-Based Education (CBE). Thus, the latter involved the primary, middle, secondary and higher levels of education.

1.2 English Language Teaching in the Algerian Secondary School

The educational system in Algeria is composed of four main phases. The first phase consists of five years of primary school in which there is no introduction to the English language at all. However, in the following phase, that is the middle school, students are acquainted with the basics of English from the first year. Then, they keep acquiring new grammar and vocabulary while dealing with various topics that are designed in sequenced text books for the four programmed years. After that, learners continue their journey in studying this foreign language for three years in the secondary school under distinct programs according to the different streams they follow, where they are supposed to broaden their knowledge and to brush up their four skills to be able to use them later on in their high educational stage which is college, or to fulfill other life arrangements.

Archaic, the teaching of English in the Algerian secondary schools varies across the multiple streams, for instance, scientific and languages ones. Each stream is characterized by a

specific syllabus, content, number of sessions of teaching English, and the importance of this subject to the stream. Also, according to Slimani (2016), the so-called motivation, which is an essential factor in the learning process for both teachers and learners, is noticed to be in distinct degrees among the students from different streams of the secondary school, where the ones who are excited and motivated to learn English are considered as an aid to the teachers during their teaching process. In other words, tutors and learners share an interrelated influence on the way of learning.

Grammar rules, together with vocabulary and the structure of the English language, which are supposed to be acquired by the end of the fourth year of the middle school, are considered to be sufficient for the learner to communicate using this foreign language with the different four skills. Yet, the performances of the majority of learners in the first year test of secondary school reveals significant errors which hold them back from understanding and producing the English language content. (Slimani, 37-38)

1.2.1 The English Teaching Syllabus in the Algerian Secondary School

The following quote clarifies the elements of a syllabus, which gather the tiny details about an educational course of a system including both the teachers and the students as a major focus, which can be discovered through a textbook per se. In this sense, Khalid (2014) stated that:

“It is common and acceptable among teachers that textbooks represent the tangible aspect of what has been specified in a syllabus within a particular curriculum. Indeed, syllabus and curriculum are two closely tied concepts that share considerable overlap. According to Finney (2000: 70), in its narrowest sense... [the term curriculum] is synonymous with the term syllabus, as in specification of the content of what is to be taught; in the wider sense, it refers to all the aspects of the planning, implementation and evaluation of an educational program.” (p. 238)

According to Richards and Schmidt (2013), textbook, seems as a learning process guide mainly in a school or college. Particularly, textbooks include planned texts with activities and projects that are designed to form learners with the needed grammar rules, pronunciation, vocabulary under a series of topics and themes to help them broaden their knowledge. This valuable tool spares teachers the difficulty of preparing a whole teaching course material that matches the learners needs, so they own an accessible whole language educational medium (Khalid, 2014)

Furthermore, the variation in the language teaching methods imposes the need for multiple syllabuses, such as the situational, functional, and the task-based syllabi. Meanwhile, the adoption of the Competency Based Approach by the Algerian Ministry of Education as a teaching method encompasses its syllabus.

The CB syllabus implies the learning of language as a principle to use it in the real world in order to accomplish various tasks. As a consequence, the English language structures are presented in context and in a sequenced manner that helps learners to develop their four skills, additionally, to enhance their critical thinking about world themes and problems so that the language serves as a means for discovering, expressing, and developing the needed competencies in the real life.

One of the textbook's attributes that presents this syllabus is the project work part which is included at the end of each unit in order to be performed by the learners in groups; the project illustrates the student-centered principle where they are obliged to search and demonstrate the steps of the project and to perform it as a whole in the classroom, and the teacher stands as a guide and a supervisor only. (Belouahem, 2008)

In the light of the constraints encountered with the first year secondary school textbook, Boureuig and Nebbou (2019) claimed that:

“The Algerian first secondary education textbook is designed on the grounds of CBLT principles, responding to the reform launched by the Ministry of Education, and learner-centered approach as an alternative to the teacher-centered approach that fell short of expectations. Secondary-education Year one English textbook is composed of five units. Twenty (20) hours are approximately the average timing for each unit. The latter is divided into four sequences, listening and speaking, reading and writing, developing skills, and consolidation and extension.” (p. 617)

Also, the researchers tried in this study to determine the amount of literature existing in the English textbook of the first year by analyzing it. When its texts are well selected by the teacher, literature is deemed to be a vital item in representing the society and enriching the cultural knowledge and awareness with different literary genres and styles, without mentioning its crucial role in developing students’ writing, reading, pronunciation, and listening skills. The results of this analysis clarify that only twenty percent of the textbook includes literature aspects and that the syllabus designers neglect the importance of literature in English learning as a foreign language.

Moreover, according to Slimani (2016), the deficiency in the basics of English language among first year secondary students obliged teachers to design more sessions with previously studied grammar and vocabulary emphasis. Yet, the lack of sufficient time by only three hours per week designed for literary streams and two hours for the scientific streams and restriction to finish the textbook units make it harder for teachers to achieve good results.

However, 156 hours are devoted to studying English during the first two secondary years for the literary streams and 140 for the scientific ones, with the aim of to enhancing the students’ linguistic knowledge: to be able to understand, while listening, every day simple English language and basic formal English, they can communicate properly while talking about a number

of uncomplicated topics; they should not commit mistakes in reading simple texts, and they must be able to write correctly about topics using rules and vocabulary they have already dealt with. Slimani (2016) mentioned the acquired skills needed to be accomplished through these functions:

“describing people (physical appearance, personality, characteristics, clothes, tasks); describing places (in the past and in the present + geographical location, inhabitants and their activities...); describing objects (what they are made of, their use.); narrating an event; a fact; relating personal experiences; asking for and giving directions; making simple comparison between people; formulating intentions and prospects; instructing.” (p. 39)

The same source assumes that the linguistic knowledge acquired in the first two years in secondary schools enable students to share their opinions fluently about various topics; that is why the focus in the third (last) secondary year is placed on expanding students' knowledge in different world themes; for instance: pollution, education, values and ethics, and inventions in science with the performance of the different language functions during practicing textbook activities related to each lesson.

1.2.2 Methods Used in Teaching the English Language in the Algerian Secondary Schools

Algeria, like all other countries, has witnessed changes through the implementation of different methods and approaches that have been developed in search of the most effective ELT method. Starting from the first method to EFL teaching, namely the GTM, to the most recent method applied today, namely the CBA. There was an urgent call for more successful reforms to ensure the development and improvement of the English language policy. Even though the change did not bring about satisfactory results, yet Baiche (2008) claimed that:

“In fact, the English curriculum today is very different from that of the sixties (the grammar translation method), the seventies (the structural approach), the eighties (the communicative approach) and finally the Competency based approach (CBA for short) with the advent of the new millennium and more precisely in 2003.”

(p. 1)

The beginning of teaching English in Algeria was introduced through the adoption of the GTM or the classical method, a way of teaching that was derived from the traditional method of teaching grammar. One of its major characteristics is that it puts more emphasis on grammar which was taught deductively, while vocabulary was learned by heart in the form of lists of isolated words. The teacher is the center of the classroom even though teachers were not required to be fluent speakers of the language and thus, both teachers and students were not seemingly seeking an improvement in their speaking skills. Baiche (2008) stated that:

“The teaching-learning of English was carried out through this method from the independence of Algeria in 1962 up to the early 1970s. The prescribed textbooks, *L'anglais par l'action* by Richard and Hall (1960) for middle schools (known as CEG at that time) and also *L'anglais par la littérature* for middle schools by the same authors (1969) were designed according to the principles of the grammar translation method: plenty of grammar introduced in French, vocabulary and translation.” (pp. 54-55)

By the 1970, a top down model by which new pedagogical instruction and new prescribed textbooks were introduced and recommended to both teachers and learners who were involved in the implementation of the new teaching materials. According to Baiche (2008), “many teachers of English and pupils of the 1970s still recall how they were asked to drop out Richard and Hall’s textbooks and adopt Alexander’s Practice and progress and developing skills.” (p. 57)

The structural approach, or the so-called aural-oral approach, evolved as a reaction to the shortcomings triggered by the GTM. It was based on the theory that “implies the acquisition of oral language skills through oral practice based on repetition and learning by analogy” (Betti & Fanukh, 2015, p.43). Similarly, the advocates to this approach stated that language is essentially acquired through habit and that responses must be drilled until they become automatic and

natural. The adoption of this approach again did not end up with tangible results as pupils each year scored low results in the baccalaureate exams; equally important, the types of textbooks designed did not foster communicative ability among EFL learners and they were particularly designed in order to develop vocabulary and grammar. (Baiche, 2008)

The real change was marked during the 1980s when the Algerian authorities adopted the communicative approach in secondary education. It could be said that the CLT as a broad approach is one of the most accepted and influential methods underlying English language teaching and learning nowadays. The CLT was a prerequisite principle to ensure high levels of fluency; the main goal of teaching under the CLT is to teach and train the learners how to use the language. Chelli (2012) stated that “CLT makes use of real life situations that necessitate communication; therefore, the teacher’s goal is to set up situations that students are likely to encounter in real life through various activities” (pp. 15-16). The introduction of the CLT in the Algerian schools was challenging and nearly impossible, Baiche (2008) said that:

“in fact, for the first time in the Algerian textbooks: Spring 1 and Spring 2 in middle schools, New Lines, Midline and Think It Over in secondary schools, all designed according to different functions of language (describing, instructing, narrating, etc.). It is also the first Algerian EFL innovation at the level of syllabus and textbook design.” (p. 61)

Algerian teachers, then, were not ready for an instant shift in the system. Syllabus designers also did not take into consideration classroom specificities such as the large number of students in classes which made it quite difficult for teachers to offer much opportunities for learners to practice the language and who had, in turn, limited exposure to the target language in the Algerian context which did not offer real chances for them to reproduce what they have learned. Besides, the obstacles related to the production of communicative teaching materials which can be seen in the large content contained in the textbooks and which was unattainable to

be covered in one academic year as it was the case of New Lines. Hence, these textbooks constrained the use of language efficiently for communication rather students' participation was limited to reading and filling diagrams (Baiche, 2008)

The CBA, which was originated in the US in the late 1960s, was introduced in Algeria as a result of the educational reform of 2002 and it involves three levels of education (primary, middle and secondary levels). Chelli (2012) declared that “the CBA has been adopted in teaching English as a foreign language in order to prepare learners to be competent in real life tasks” (p. 38-39). In other words, teachers under the CBA are supposed to help the learners to perform effectively in intercultural, cultural, social and communicative tasks. Chelli added:

“The CBA has become a privileged topic in curriculum discourse as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviors in a personal and independent way to address challenges successfully. Challenges are present everywhere, and they can be academic, but also practical and life-oriented.” (p. 46)

Accordingly, the real application of the CBA instructions is called CBLT (competency based language teaching), that is, the mastery of particular competencies and skills is a pre-requisite in a CB program. It equips the learners with the basic life skills needed which will enable them to eventually use the language whenever they encounter real-life situations. “Competencies are not just skills as opposed to knowledge, but represent a complex articulation of knowledge, attitudes and skills that learners can use whenever they are needed not just in examination.” (Chelli,2012, p.46)

1.2.3. The Competency Based Approach in Teaching English in the Algerian Secondary School

The competency based approach (CBA) was developed first in the USA; it puts much emphasis on the acquisition of life basic skills while developing language skills. The CBA is

based on the theory that asserted that learners need to know about their learning and thereby they will develop their personal skills and lives. This reflects what Richards & Rodgers (2014) referred to as autonomy and learning to learn that need to be ensured in education. The CBA is a know how to act process which involves the mastery of certain skills and later applied in order to solve a particular problem in a particular situation (Madani, 2011)

Richards & Rodgers (2014) stated that “CBLT is an example of an approach known as competency based education (CBE) - an educational movement that focuses on the outcomes or outputs of learning in the development of language programs” (p. 151) Accordingly, the competency based language teaching is the application of the principles of the Competency Based Education (CBE) in teaching the language.

CBLT focuses on certain language skills that are needed for learners to function in a specific context. In course planning, the identification of the tasks that the learners need to carry out in a particular context is considered to be the starting point in the course, for instance, part of a specification of competencies for a job training course involves that the students will be able to:

- Identify different kinds of jobs using simple help-wanted ads.
- Describe personal work experience and skills.
- Demonstrate ability to fill out a simple job application with assistance.
- Produce required forms of identification for employment.
- Identify social security, income tax deductions, and tax forms.
- Demonstrate understanding of employment expectations, rules, regulations, and safety.

(Richards 2006, p.43)

Conclusion

The fact that the English has become a ‘lingua franca’ that is widely spoken and used in various domains in all over the world urged the need, in different non-speaking English countries, like Algeria, to recognize the importance status of the language in the world. Algeria, on this sense, adopted different curricula and launched national reforms in order to amend the teaching of the language in the country; however, students after studying English for 7 years are not able to communicate using English. Consequently, the results reflect an inadequate implementation of the previous methods.

Chapter Two: Communicative Skills and the Communicative Language Teaching Approach

Introduction

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Introduction

The second chapter which is entitled Communicative skills and the communicative language teaching approach provides an overview about the literature in relation to the CLT. The whole chapter is divided into two sections; the first one reviews the definition and different types of the communicative skills, it also provides a distinction between the teaching of English as a foreign language(EFL) and the teaching of English as a second language(ESL).The second section provides a general overview about the language teaching methods particularly the CLT; its definition, emergence, characteristics and challenges.

2.1 Communicative Skills and English Language Teaching

In this section, the term *communicative skills* will be defined first, and then the different types of communicative skills will be presented.

2.1.1 Definition of Communication Skills

The word communication as an umbrella term means, definitely, the ability to share opinions, thoughts, and feelings with others. Likewise, a skilled communicator is the one who can effectively and appropriately use various communicative strategies to communicate with others. In the field of EFL teaching and learning, communicative skills refers to the ability that an individual has in communicating effectively with others. Sebda (2012) asserted that “The end result of second or foreign language learning is the ability to comprehend and produce the second language in its spoken or writing form. This, in turn, involves the acquisition of some or all the receptive and productive skills.” (p.27). Simply said, learners should master the four basic language skills, namely, listening, speaking, reading, and writing, which, in turn, will allow them to communicate effectively with others. Good communicative skills require good interaction between the speaker and the receiver. Therefore, teachers have to ensure that students are

equipped with the basic competencies to communicate efficiently, providing them with a positive practical communicative environment that paves the way for developing better communicative skills and meaningful interaction.

2.1.2 Types of Communicative Skills

Basically, there are two types of communication; verbal communication and nonverbal communication. The former is further divided into two other subtypes including oral or spoken communication and written communication. Verbal communication requires the use of words while non-verbal communication uses body language, gestures, or tone of voice. (Wambui, Kibui, &Gaththi, 2015)

2.1.3 English Language Teaching

Valuing languages varies from one country to another according to how and where these languages are used. Yet, this variation in language valuation is due to many reasons, including colonization and economic power. Particularly, the status of an L2/ FL language in a given country imposes a distinct program of teaching it in educational settings. And while some languages are witnessing devaluation, others are having a higher status. For instance, the English language which is at the forefront of the most languages used for international connections. (Grenier & Zhang, 2021)

The British Council web site defines English Language Teaching, or ELT, as an industry where English is taught to non-native speakers. Additionally, Khani and Hajizadeh (2016) mentioned in their studies that ELT has seen a number of pivotal changes in its methods in the past decades where some scholars believe that there is no ideal way of teaching, and that forces

the teachers to find the suitable method which leads to the best learning results. However, these changes in teaching methods affected in a great manner programs of language teaching and the characteristics of the highest qualified teachers. Basically, native speakers get the highest standards in ELT profession.

Kathleen Graves (2000) is one of the opponents of the linear method, which was adopted for a long time to design a learning program where designers must respect the order of the steps and the components. She mentioned in her book *Designing Language Courses: A Guide for Teachers* what a language teacher needs to take into consideration in order to prepare a suitable course for his students. For example, the way of conceptualizing of content, articulating beliefs, and how to set goals and objectives. Nevertheless, it does not matter which step to start with or to be followed next, since they are all related and complete each other to help the building of an effective English language teaching program.

2.1.3.1 Teaching English as a Second Language (ESL)

In countries where English is used frequently in unofficial settings but is not a native language, English stands as a second language, ranking second behind the native language. Such a linguistic situation requires approaches of teaching that fit it and that differ from other approaches adopted in FL contexts. When the authorities pay attention to the second language and care about its pedagogical requirements, they tend to select a strategy and work out even its tiny details with the aim of implementing its teaching goals within the framework of a well-organized program. (The Teaching Revolution, 2017)

2.1.3.2 Teaching English as a Foreign Language (EFL)

ESL Classes (2019) explained that ESL is the second language in the chronology of language acquisition that is normally acquired after the mother tongue, and the main purpose of acquiring it is to socialise and use it in every day situation. On the other hand, EFL stands for English as a foreign language that is learned for a different purpose than ESL to fulfil your services and needs, like some academic need or some commercial purpose. For example, to learn English in order to have a job as a translator or to be able to read and learn English literature. According to Moeller and Catalano (2015), the case of a language which is taught mainly in schools yet it is not used in that society represents the meaning of foreign language learning, or ELT. However, the spread of English around the world and the huge demand for it in so many fields is undoubted, and one would not exaggerate to say that it is considered as a *linguafranca*, which is a term used to refer to the language used to communicate between people that speak dissimilar languages, all over the world. This has increased the urge to learn it in variant ways. In teaching a foreign language, interrelated elements from other fields, for instance Psychology and Linguistics, are required to understand clearly how the process of learning a foreign language, like English, can be effective enough for a learner to be able to use and communicate properly with this language.

On the one hand, psychology is the scientific study of the mind and how related aspects to the human beings influence their behavior; in other words, it tries to understand how the student's mind works to acquire a foreign language, and thus understanding the requirement methods and steps to achieve the goals of English learning process. For instance, understanding how the human functioning memory instructs us to repeat in order to memorize new vocabulary and recall information.

On the other hand, linguistics is one of the main fields that aided the improvement of language teaching methods by its findings with researches and studies in terms of language, focusing on language structure and grammar, language meaning, and language in context. Such cooperation between different occupations enhanced to arrangement of language teaching courses and materials, which take into consideration the intended aims behind the course and the results expected from the learners by the end of the learning process phase. According to Mustafina and Merkibaev (2015) there are three aims, at least, which should be achieved in ELT: “practical, educational, and cultural” (p. 23). In the practical aim, language is seen as a mean of communication not only in the two popular ways which are speaking and written forms; but also listening and reading. So, in this aim learners should acquire the language as a whole system in order to develop these four skills that lead to figuring out what to do with the learnt language. Achieving the practical aim helps the gaining the other two ones. Hence, in educational aim, students understand the mechanism of a new language that helps them to understand more their own language by developing their critical thinking since language is related to thoughts in the first set; also, they also develop their memory by the force of memorization and their imagination. The two factors lead automatically to the third one which is the cultural aim, where students learn about different cultural elements of that foreign language; like the traditions, customs, habits, and their way of living. Additionally, this raises the awareness of the kind of skills needed to develop the communicative ability which became as the main aim behind learning a foreign language these days.

2.2 Language Teaching Approaches

Language teaching has a long history that marked the rise and fall of various approaches and methods that have come and gone only for the sake of coming up with the most effective ways of teaching. Debate on which method is the most influential has gone unabated particularly over the last hundred years. Traditional methods, such as the grammar translation method and the direct method, were common; however, these methods did not succeed to promote teaching communication since they did not offer a rationale that would justify their procedures and practices. Consequently, the real changes emerged in the 1950s with the emergence of the Audio-lingual method (Army Method), which was based on psychological theories namely “Behaviorism”. According to behavioral psychology, humans should be concerned with the consequences of their behaviors, not the causes. Simply said, behaviorism tries to train the learners to practice correct behaviors and erase incorrect habits (Skinner & Anderson, 1957). Further, Situational Language Teaching, which was developed in Britain and based on a structural view of the language, has also neglected the communicative proficiency of learners. Consequently, the disillusionments triggered by the previous approaches urged the need for a fresh approach, which is referred to as the Communicative Language Teaching Approach. Chelli (2012) referred to as “an approach which emphasizes interaction as both the means and ultimate goal of learning a language” (p. 15). She added “The Communicative Approach does a lot to expand on the goal of creating ‘communicative competence’” (p. 16). Teaching students how to use the language is considered to be at least as important as learning a language itself”. The CLT was one of the widely used and accepted current methods that put a real change in the field since the need for communication has increased tremendously. Later, another current approach evolved during 1960s in America which is the Competency Based Approach or (CBA), it was based on the theory of cognitive and socio-constructivist principles by which learners are exposed to other

cultures and social lives, particularly, the European cultures. Thus, CBA programs will enhance students' intellectual capacities as well as improve their cognitive and socio-constructive skills that they will later use in commonly real-life circumstances (Richards & Rodgers, 2011, as cited in Bouhania, 2020).

2.3 The Communicative Language Teaching Approach (CLT)

This section will constitute the core of Chapter One. In the beginning, the term *communicative language teaching approach* will be defined first. Next, an overview of the emergence of communicative language teaching will be given. Then the strong and weak versions of communicative language teaching will be exposed. After that, the characteristics, principles, and techniques of communicative language teaching approach will be explained. In the end, the challenges of implementing the communicative language teaching are highlighted.

2.3.1 Definition of Communicative Language Teaching

The CLT was always defined as a broad approach and not a method. Richards and Rodgers (2014) stated that:

“Both American and British proponents typically described CLT as an approach (and not a method) that aimed to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” (p. 85)

The CLT approach shifted the focus from teaching language forms to teaching communicative competence. The concept of communicative competence was first introduced by Hymes (1970) who rejected Chomsky's famous notions of *competence* and *performance*. It was then further developed by Canale and Swain (1980s). Canale (1983) defined *communicative competence* as “the underlying systems of knowledge and skill required for communication”

(Canale, 1983, as cited in Sreehari, 2012, p. 88). Canale and Swain (1983) divided communicative competence into three components, including;

- A. Grammatical competence: words and rules
- B. Socio-linguistic competence: appropriateness
- C. Strategic Competence: appropriate use of communicative strategies

Canale (1983), then, added the fourth component, namely:

- D. Discourse Competence: cohesion and coherence. (Sreehari, 2012)

2.3.2 The Emergence of Communicative Language Teaching

The birth of CLT can be traced back to the late 1960s when it germinated as a response to the limitations of Situational Language Teaching (SLT) and the Audio Lingual Method (ALM). The CLT was proposed by Hymes (1970) when earlier approaches and methods had failed “to enable learners to use English to practical benefits (e.g. to get a job)” (Sreehari, 2012, p.87) and promote speaking proficiency. Freeman & Anderson (2011) claimed that students were able to learn language forms perfectly, yet they were incapable of using them in real contexts. This marked a shift from language form to language functions. Furthermore, British applied linguists (Widdowson and Wilkins) emphasized the functional and communicative potential of language which played a crucial role in language teaching and learning. The works of the Council of Europe also led to the foundation of a communicative approach to teaching.

2.3.3 Strong and Weak Versions of Communicative Language Teaching

Littlewood (2013) emphasized two versions of CLT. In this respect, he stated that “(...) it has existed in two different versions which correspond roughly to the two main sources of CLT: a communicative perspective on language and a communicative perspective on learning. The communicative perspective on language is primarily about what we learn” (p.3). He argued that

learning a language involves basically the mastery of language functions rather than just acquiring language structures. Besides, he highlighted the importance of using language for communicative purposes. Thus, teachers are supposed to train their students to perform language functions such as making suggestions or recommendations, then, use them in communicative activities like role plays. The communicative perspective on language is what Howatt (1984) referred to as *the weak version of CLT*. (Littelwood, 2013)

On the other hand, the communicative perspective on learning “focuses attention on how we learn, especially on our natural capacities to acquire language simply through communication without explicit instruction” (Littelwood, 2013, pp. 3-4). This idea was drawn from Stephen Krashen’s (1981) distinction between acquisition and learning. Typically, acquisition refers to a subconscious process while the focus is on language use. Instead; learning is the active study of language structures. The communicative perspective on learning, as can be seen, is what Howatt (1984) referred to as *the strong version of CLT*.

Ultimately, both versions of CLT can be applied in EFL classrooms depending on how language is best learnt. The teacher serves as a guide who designs challenging communicative activities, and students are supposed to engage in classroom discussions and role plays using the target language (Littelwood, 2013).

2.3.4 Characteristics of the Communicative Language Teaching Approach

CLT is an approach that emphasizes communicative competence rather than the grammatical one, focusing on those skills lying beyond the language system, where meaning and context have great importance. However, the authentic materials should be present at all levels and the classroom activities are guided by the goal of being able to produce meaningful interaction in real

communication. According to Yu (2017) the CLT approach is formed basically on interrelated characteristics:

- The whole constraints of communicative competence are involved in the teaching goals.
- Language is used meaningfully through the application of techniques that enhances the use of language pragmatically, authentically, and functionally.
- The productive and receptive use of language
- Student-centered activities
- The teacher stands as a guide of learning process

Similarly, Freeman and Anderson (2011) assume that CLT is characterized by the use of communicative skills, authentic materials, and small group activities.

2.3.5 Principles of the Communicative Language Teaching Approach

One of the features of the principles of CLT is that it can be applied despite the differential teaching context, the learners' age, or their goals. As a whole, these principles can be structured by answering no more than three central questions: what are the goals of the language teaching, how students learn a language, and what kind of activities facilitates learning.

First of all, the learning goals in CLT approach shifted the focus from the traditional need of the mastery of variant items of grammar into fluency and communicative-based purpose, where learners should be able to use the language for variant functions. Littlewood (1981) mentioned that CLT is characterized by the focus on combining the functional and structural elements of language for communicative purposes.

Also, the need of creating meaningful interaction and negotiation of meaning through the use of the target language is one of the principles of the CLT approach that are concerned with

how students acquire a new language. Freeman and Anderson (2011) believed that the target language must be the means of instruction inside the classroom.

Then, accuracy should not be highlighted in the implementation of the CLTA; but instead, it pays attention to the feedback that learners obtain about the appropriate use of language throughout the learning process. Additionally, the activities used must emphasize the connection between the four skills, and uses different communicative strategies that help learners to experience multiple interactive situations. Also, errors also must be tolerated, and listening to different authentic language is required in the classroom.

2.3.6 Techniques used in the communicative Language Teaching Approach

Research by Prabowo (2019) divides the teaching process into three stages: *pre-communication*, where the students are prepared to be responsible of their learning and the use of the materials in the classroom; *quasi-communication*, under which they practice the use of meaningful language; and *real-communication*, which happens in real life situations.

Concerning the activities used in the classroom, they must be enjoyable and serve the interest of the students, which also help the ones with language deficiencies to practice the language, such as role plays, interactive language games, information sharing, stories, rhymes, group work, and pair work.

2.3.6.1 Teacher's Role

The role of the teacher, however, is to guide the learning process, to facilitate the language in communicative activities, to motivate the students, and to deliver positive feedback without insisting on correcting every error. The teacher should also serve as a need analyst, group process manager, and counselor. (Richards & Rodgers, 1981).

2.3.6.2 Students' Role

The role of the learners, though, is to participate with their ideas and information in interactions and take responsibility for their learning by involving themselves in the different communicative activities, and helping each other to get through the struggles of learning

Moreover, in CLTA, tests should be designed to assess the communicative ability with meaning topics, be they oral or written.

2.3.7 Challenges of Implementing the Communicative Language Teaching Approach

Even though CLT scored a noticeable success all over the world with its impressive principles and characteristics that addressed the shortcomings suffered by previous language teaching approaches, it is, in turn, facing compelling issues concerning its implementation. For instance, teachers face difficulties in creating effective interaction between learners. The latter lack basic English that would enable them to build proper communication in class. This problem induces a lack of motivation to develop the spoken skill. In relation to this topic, Barasa & Omolando (2014) conducted a study to discover the challenges faced by the teachers in Lugari Discrit, Kenya in implementing the CLT in teaching listening and speaking; with the participation of fourteen teachers from twelve secondary schools which were selected randomly, where observation and interview were used as research tools. By a descriptive interpretation of data, results showed that time limitation followed by a vast syllabus and large classes were the main factors that prevented teachers from achieving successful interactional activities. Also, the focus on memorization for the exams as a top goal for the learning process rather than using authentic communication produced students unable to use English in real situations. Moreover, another research paper by Sukanto (2016) revealed how the adoption of CLT in the Bangladeshi educational system in order to replace GTM from the sixth grade till the eleventh one did not

bring satisfying results about the students' ability to produce meaningful English language. This was due to a number of reasons: as is the case in other countries, there were large classes, which constitute one of the obstacles to the CLT implementation; the lack of harmony between the curriculum and the assessment, where speaking and listening receive the least attention from both teachers and learners; the teachers lack training in CLT; the teacher-centered notion in the Bangladeshi culture produced shy, passive students; the use of traditional materials of teaching; and the low salary of the teachers with their low proficiency in English.

Conclusion

In short, throughout the 20 century, many approaches have been developed to serve the needs of EFL learners. The first chapter discussed the most common competing approaches like the GTM, which is still used today in some parts of the world, the ALM, and the SLT, which has also survived for some decades and finally came to an end. Consequently, the CLT or the so called functional approach, which arose as a novel approach, seeks basically to teach the communicative competence as the main goal of teaching through interactional activities. We should also note that it was widely accepted and adopted in different countries in the world, Algeria, which was characterized by a number of invasions, has also witnessed the implementation of the CLT.

Chapter Three

Methodology and Data Analysis

Chapter Three: Methodology and Data Analysis

Introduction

3.1 Research Design and Methodology

3.2 Data Collection Tools and Procedures

3.2.1 The Interview

3.2.1.1 Aim of the Interview

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3.2.2 Observation

3.2.2.1 Aim of the Observation

3.2.2.2 Description of the Observation

3.3 Data Analysis

3.3.1 Analysis of the Interview

3.3.2 Analysis of the Classroom Observation

3.4 Discussion of the Findings

Conclusion

Introduction

In order to meet the objectives of the study and test the assumptions of the present research, a descriptive study basically concerned with the investigation of the implementation of CLT in Labani Ahmed secondary school was adopted. In other words, this study is an attempt to gather data about teachers' perspectives in terms of the implementation of CLT and whether its adoption will foster the mastery of learners' communicative skills. The following chapter provides insights to the methods, instruments and procedures followed in order to collect the data that will be later analyzed, interpreted, and discussed.

3.1 Research Design and Methodology

The aim of the present study is to investigate the implementation of the CLT as an effective method of ELT and if its application would successfully enhance students' communicative abilities. Hence, in order to meet these objectives and provide relevant answers to the research questions, a qualitative research method is adopted, where an observation and an interview were chosen as the most reliable tools that will strengthen the validity of the obtained results. According to Ahmed et al (2019) "Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting" (p. 2828). Accordingly, a qualitative research seeks to understand or describe a particular problem through the use of a set of predefined instruments and procedures to gather specific data about behaviors, opinions, cultures, and values of a given population. According to Dawson (2002), "Qualitative research explores attitudes, behavior and experiences through methods as interview or focus groups. It attempts to get in-depth opinion from participants." (p. 14). Therefore, the present study is based on a qualitative research method to meet the objectives set.

Period and place	Type of research design	Tools of data collection	participants	Number of the participants
From 30March to15 April	Qualitative research	Interview Observation	Teachers and students	4 teachers 18 Classes from four streams

Table01: General Framework of the Study

3. 2. Data Collection Tools and Procedures

For the sake of gathering more valid data, two data collection tools were used. Following the necessary and adequate procedures will a priori enhance the quality of the research work and make its findings valid. Besides, the present research work requires the adoption of multiple research tools to examine the subject under investigation and accomplish the study. Since the research investigates the implementation of the CLT principles in Labani Ahmed secondary school and attempts to provide insights about the teachers ‘perceptions and views about the adoption of this method in their teaching process, the typical research instruments that were used are an interview conducted with four teachers of the school before observing both teachers and learners’ behaviors and interactions in a language observation.

3.2.1 The Interview

In this section, the first tool used in this study, the teachers ‘interview, is going to be described and the aim behind selecting this tool is presented.

3.2.1.1 Aim of the Interview

Interviews are one of the most beneficial qualitative data tools that are used to explore deep views, beliefs, and feelings directly from the participants in this regard, McNamara (2000) notes that:

“Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. Usually open-ended questions are asked during interviews”

Significantly, interviews allow the researcher to ask follow-up questions based on the interviewee's responses. For the sake of gathering reliable data that examines teachers' knowledge in relation to CLT and its effectiveness in enhancing students' communicative skills and to check its implementation in their EFL classrooms, a semi structured interview was designed. In that case, the latter enables the researcher to probe questions and seek more clarification or justification whenever it is needed.

3.2.1.2 Description of the Interview

The total number of the teachers of the English language at Labani Ahmed secondary school is six; however, only four teachers were interviewed. The interview was conducted in the teachers' room with four female teachers, each one alone; it contains eight pre-set questions. Furthermore, the semi-structured interview allowed us to ask for more clarification when the aforementioned answers were not clear enough or do not serve the goal of the current study, and to inquire for more information extra questions were added. Generally, the questions were about the teachers' awareness of the principles of CLT, the techniques, its integration in their teaching process, the kind of communicative activities adopted with the teaching methods, and the challenges they encounter while implementing this approach.

3.2.2 Observation

The following section presents the aim and the description of the classroom observation which is the second tool adopted in the research.

3.2.2.1 Aim of the Observation

A classroom observation was conducted as a tool in order to strengthen the validity of this research. It seeks basically to examine EFL teachers' practices and the implementation of the CLT in their classrooms as well as examining learners' interactions in different communicative activities and the CLT's efficiency in developing learners' 'communicative competence. Greffee (2012) defined observation "as the systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research" (p. 193). Observation is commonly used by teachers in language classrooms. Greffee (2012) added that "observations have, or are beginning to have, a fairly high degree of reliability and validation, and could constitute observation data for research purposes." (p. 194)

3.2.2.2 Description of the Observation

The observation took place in the EFL classrooms at Labani Ahmed secondary school. It revolved mainly around the teachers' and learners' role, the teaching practices, use of communicative activities, use of first language. Thus, a checklist was employed in order to facilitate the process as well as to check and note several aspects while observing classroom interactions among teachers and learners. The observation lasted fifteen days as it was done in different classrooms of various streams including: foreign languages, scientific, management, and philosophy.

The table below presents details concerning the observation process:

Level/streams	Number of observed sessions	The main observed items
The first and second year (Scientific stream)	Ten sessions	<p>Methods and materials</p> <p>Use of the first language</p> <p>Use of communicative activities</p> <p>Teachers' role</p> <p>Students 'role</p> <p>Students- student interaction</p> <p>Student- teacher interaction</p>
The first and second year (Management stream)	Two sessions	
The third year (Languages stream)	Four sessions	
The third year (Literary stream)	Two sessions	

Table02: Components of the Classroom Observation.

The main observed aspects are displayed in the table below:

Sessions (streams/duration)	Teaching practices	Use of the first language	Use of communicative activities (authentic material)	Teachers' role	Students' role

Table 03: Constituents of the Checklist

3.3 Data Analysis

After explaining general information about the processes of the two conducted research tools, this section provides specific details about them through the analysis of the collected data:

3.3.1 Analysis of the Teachers interview

The first analysis deals with the semi-structured interview that was carried out with the teachers of English at Labani Ahmed secondary school:

Question 01: To what extent are you aware of the principles and characteristics of CLT?

In this first item, two teachers stressed that they are strongly aware of the principles and characteristics of CLT in their teaching process, whereas the other remaining teachers assumed that the CLT's principles are not a part of their teaching process.

Question 02: In teachers training, did you receive any pre-service training on how to use language for communication purposes, mainly the CLT method?

Based on their experiences with multiple teaching training, all the teachers confirmed that CLT was always a part of the elements that were addressed in their training. Moreover, the current changes in learners' needs towards the necessity to master communicative abilities, urged the integration of CLT.

Question 03: Is the CLT recommended by the Ministry of Education as a teaching method of English in the Algerian secondary school and do you think that the CLT can successfully serve as a substitute to the current methods?

In the light of the first part of the question, the four teachers agreed that CLT is not recommended by the Algerian Ministry of Education. However, two of them ensured that the principles of CLT are embedded in the CBA since it is the only one that is recommended.

Concerning the second part of the question, two teachers claimed that CLT approach cannot stand alone as an ELT method. On the contrary, one teacher insisted that it should be a substitute method since the real objective of the language is to be used in real situations and she believes that goals must be set for communication by focusing on this approach in the coming days. Another teacher sees that the implementation of CLT can be successful only if students have a good level of English.

Question 04: Student-centered teaching is one of the principles of communicative approaches. Based on your experience, is it possible to apply this principle in the Algerian secondary schools through the CLT approach? What are the challenges?

All the teachers confirmed that students master better language skills within a student-centered system since it enhances the effectiveness of the learning process and helps them improve their English level and have enough chances to practice the language inside the classroom. However,

the four teachers agreed that it is quite hard to apply this principle due to multiple challenges such as, the low level of students in English, the lack of basic vocabulary, huge number of students inside the classroom, limitation of time, the interference of parents in the teaching method, the negative implication of the administration, the unmotivated syllabus and topics, and the lack of materials. Moreover, one teacher added that some teachers follow teachers-centered way and stick to the old methods of teaching. Also, they over correct their students without giving them the opportunity to express their opinions which makes students unmotivated to learn.

Another teacher insisted that most of the challenges are psychological.

Extra question: Do you think that secondary students feel that they are responsible for their learning?

A teacher answered that it is a matter of a whole system and policy to make the students aware about their learning responsibility. In other words, the current system does not influence this idea since the learners face unrelated and inappropriate syllabuses in their learning journey.

Question 05: Do you think that the adoption of CLT principles helps improve the students' communicative ability at the expense of other language components?

One of the teachers affirmed that the adoption of CLT will not hinder the mastery of other language components; on the contrary, it will improve the other components through practice because all the components are interrelated with each other.

Another teacher stated that the CLT approach is not based on the attempt to make the speaking skill dominate, and a teacher who follows this method needs to know how to guide the students to produce communicative language both in speaking and writing, and to work on correcting and informing the appropriate way to do it. However, two teachers believe that writing and mastering

of language rules is more important than spending the short time devoted for English classes. Furthermore, in their opinion practicing the language and developing communicative competencies must be done by the learner outside the classroom between peers.

Extra question: Do you see that the teaching content in the Algerian schools helps learners to communicate using English in real situations?

Our interviewee stated that the mentioned challenges earlier hold back the students from earning some good communicative abilities that serve them to fulfill further real life performances and ambitions, while learners, unfortunately, are able to talk about a limited number of topics that they have dealt with based on their textbooks.

Question 06: Which method do you use in teaching and why?

Since the teachers are restricted to the ministry instructions, the four teachers declared that they are obliged to follow the CBA as a must method, and believe instead that the CLT is embedded within it; yet sometimes they use mixed methods according to the needs of their learners. Plus, they try to add questions and activities that encourage the learners to share and express their opinions.

Question 07: To what extent do you integrate the components of the CLT approach in your classroom practices? If you do not integrate them at all, can you say why?

One teacher said that she integrates variant components of CLT like using telecommunication items in addition to games that helps learners to produce the foreign language.

Similarly, another teacher asserted that a number of CLT's principles are considered as a part of the CBA method; so as a consequence, English teachers are using them unconsciously while following the latter.

The other two remaining teachers insisted on the liability to stick to the CBA only and that they did not have the time to add more approaches in order to accomplish the ministry pre-set goals.

Extra question: What is your point of view in terms of having a written test only?

The teacher thinks that this is one of the reasons which resulted in the discrimination against the role of the speaking skill by the students, the teachers, and the whole constituents of the pedagogical process. Thus, an oral test must be added besides to the written one.

Question 08: What kind of communicative activities do you use in class?

Concerning the type of communicative activities used in classroom, the four interviewees mentioned that they tended to provide a variant set of practices based on the lessons and the units such as; role plays, debates, discussions, group and pair work, games, puzzles, dialogues, interviews, and videos.

Extra question: the application of the mentioned activities, do you see them successful?

Some of the activities were really successful and beneficial especially with the scientific streams; yet, with other streams like the literary one, they were a failure, as learners preferred chatting about other things in Arabic.

3.3.2 Analysis of the Classroom Observation

Besides the first tool, the teacher interview, classroom observation was used as a tool to investigate the implementation of CLT method in real settings. Additionally, the classroom observation was carried out with groups from the four streams and at the different three levels taught in Labani Ahmed secondary school.

Item 01: Methods and materials used in teaching

1. Methods

Depending on the observed English language sessions in Labani Ahmed Secondary School, we noticed that all the teachers attempt to follow the strict instructions of the Ministry of Education, namely to use the CBA method and to rely on the textbook as a main source with the necessity to finish it on the specified time; nonetheless, most of the learners suffer from deficiency in the English language that holds back from applying the student-centered principle. Accordingly, it seems that the teachers attempted to follow the inductive way of teaching and tried to carry on a learner-centered method; on the contrary, students followed their teacher slavishly.

The great majority of the teachers referred to the book content as an elementary method of teaching; they also focused more on teaching the writing and reading skills since students are supposed to be tested on these skills. All the observed classes showed that listening and speaking were entirely neglected. Then, students were not exposed to any sort of listening scripts and most of them seemed to be unable to interpret what the teacher was saying. The teachers' overuse of the course book did not create opportunities for students to practice the language skills and to

enable them to later use the language in real-life situations. Consequently, students failed in communicating using English.

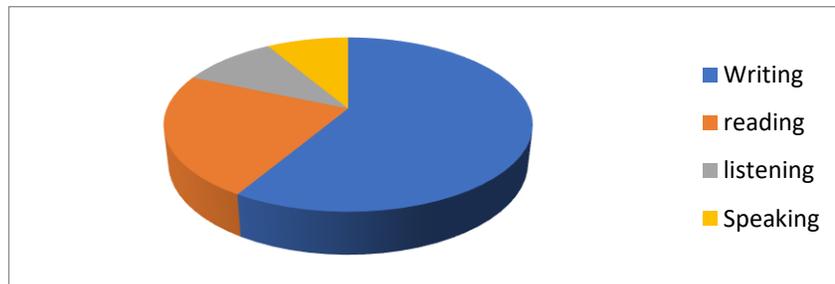


Figure 1: The Targeted Skills

2. Materials

Both teachers and learners are using the textbook directions to accomplish the sessions' tasks; the tasks designed in the Algerian course books are topic-focused and did not create opportunities for students to develop their communicative skills, except for the post-reading discussions about the text which the majority of the students found boring and failed to capture their interest in order to participate with personal opinions.

Besides the use of the textbook, the whiteboard is used in the classrooms by the teachers to write explanations, difficult words, tasks, instructions, grammar rules, or to draw the visualizations needed for the lessons; and it is used by the students to write down their answers about activities or to help the teacher with the previous mentioned items. However, the teachers mentioned that they lack any technological materials and there is one single data show in the whole school, which is used predominantly in scientific presentations. Yet, only one teacher had further extended the content by supplying some hand-outs, which involved the same lesson designed in the course book but with extra activities.

Streams	Number of the sessions	Types of materials used
Scientific	12 sessions	The course book +the white board +handouts
literature	06sessions	The course book and the white board

Table04: Types of Materials Used

Item 02: Use of the First Language

During the observation period, teachers appeared to avoid the use of Arabic in their teaching process and they consider English as the ultimate medium of instruction; for instance, they use gestures, illustration or detailed statements to explain a word. Meanwhile, they tend to simplify the language as to facilitate students ‘understanding. However, one of the teachers in one the sessions with a scientific class could not explain the word “molecules” with the mentioned tools and ended up giving its meaning in Arabic. Conversely, students frequently tend to express their answers using Arabic notably when they give equivalents to English words and chat with each other in Arabic only during the sessions; even though a big number of scientific students were able to fully understand the teachers ‘utterances in English, they faced major problems in using English when they took turns to talk.

Item 03: Communicative activities

The requirement to follow the textbook’s instructions made the teachers stick to the designed activities almost all the time. The discussion and brainstorming about the topics and

pictures included can be considered as communicative activities where the teachers asks questions and the students work individually or in pair work to express their opinions and share their answers, but the latter find difficulties in constructing meaningful sentences where they use mostly short answers and sometimes use unrelated words. The written expressions tasks are usually done at home and presented in class where the students read their works and the teachers correct and give feedbacks. Also, negotiating the meaning is one of the tools used by all the teachers in order to trigger the students to use the language and discover new vocabulary. Throughout a session with a third year languages stream class, the teachers brought some dictionaries to play the meaning game; the first group who finds the correct meaning of a number of words wins. The students were really competitive and the teachers asked them to sum up orally what they have learnt.

Item 04: Teachers' role / Students' role

1. Teachers 'role

During the attended sessions, we discovered that the tutors find themselves as guides, information givers, and evaluators. They were responsible for making decisions concerning all the learning process elements. Further, teachers stood as the only model of the authentic language and they were responsible for selecting the tasks, materials, and setting the objectives of the lessons while students' needs sometimes did not seem to be involved in the selected topics. Therefore, students did not show interest in the lessons as they were not given the chance to talk about what they were interested in. Where according to their teachers, the discussed topics in the textbooks seem to be boring for the students and failed to capture their interest since the included themes are far from the witnessed changes in the last generation's world.

In addition, teachers asked their students to comment, read, illustrate, write, and give synonyms. They also asked questions about the previous lectures aiming at getting the students hooked to the new content; they tried to motivate their students to engage in classroom discussions by negotiating the meaning and simplifying the language. Yet, the types of questions teachers asked required short answers like yes/no questions which were most of the time the dominant type of questions and therefore students just limited themselves to one or two sentences as a response to these questions.

One teacher attempted to boost her students to talk, and most of the teachers used brainstorming as the ultimate technique to activate their students' background knowledge and get them involved in the topic whereas the students were noisy and talkative especially at the beginning of each session. Under these circumstances, the teachers made great efforts to manage the classroom. Even though all the students were sitting alone and the number in the class was limited due to the Covid 19 epidemic, 22 only in each class, they kept turning around and talking to each other and use their phones constantly.

2. Students Role:

After observing classes from different streams, we noticed that students of the scientific stream showed positive impressions towards English. Alternatively, both literature and management streams were obviously disinterested in the language, and we also noticed that they did not even bring their textbooks in a number of sessions. Basically, it was obviously remarkable that scientific students had a better level in English than the other branches, which made the teachers more motivated to work hard with them. For instance, in a grammar lesson, a teacher asked her students (scientific) to write a paragraph using the conditional type one. The way students presented their final productions was enticing as they were able to link ideas

through the use of transitional signals and produce well-structured paragraphs. In addition, some students were able to produce a native-like pronunciation and they rarely made pronunciation mistakes.

Also, students were not given the chance to decide on the type of the learning-orientation they preferred, and they eventually followed their teachers' instructions and reacted only when the teacher asked. Apart from this, they lacked interest in the topics proposed and the language background that would allow them to speak freely and convincingly about their ideas and opinions. Another noticeable matter was that almost in all classes there were three or four students, mainly girls, who participated constantly and interacted with the teachers while the others sat passively. On the whole, students did not engage actively and positively in the learning process and they were simply passive receivers of the information.

The following figure clarifies the students' and teachers' talk according to the scientific and the literary streams

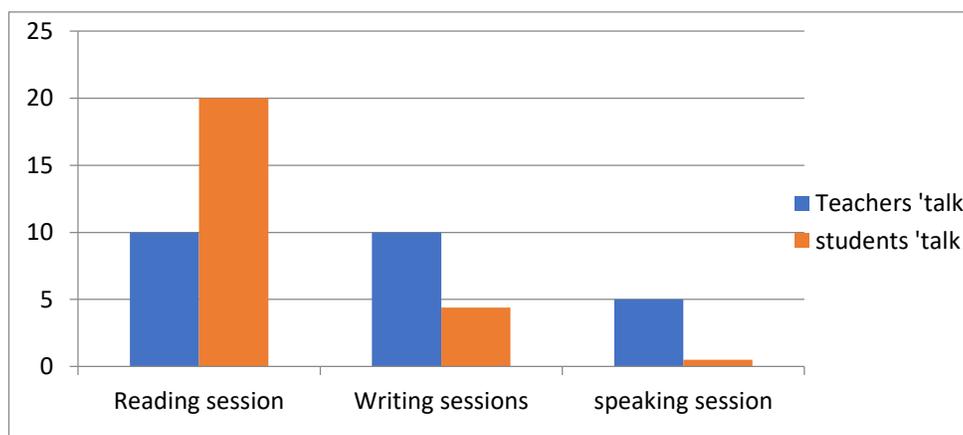


Figure 2: Talk in Scientific Classes

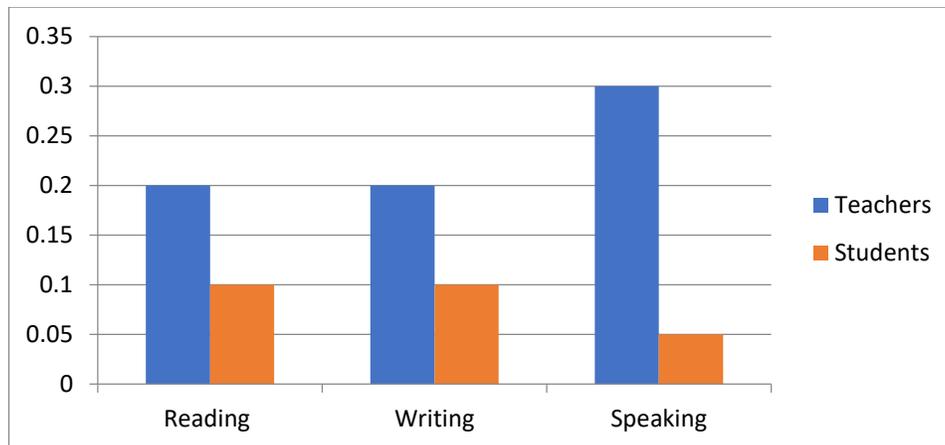


Figure 3: Talk in Literary Classes

Item 05: Students-students' interaction / Teachers- Students-interaction

During the whole observation period, we noticed that students did not interact with each other in English only when they were asked to do a pair or team work. On the contrary, the active students interacted most of the time with their teacher and they only reacted when their teachers asked questions. Students' answers were grammatically correct but not full, i.e., students tended to express short statements without any sort of justification or clarification. Some students attempted to negotiate meaning with their teachers; however, when students did so, they used their mother tongue. Thus, the dominant type of interaction was obviously a teacher-student interaction.

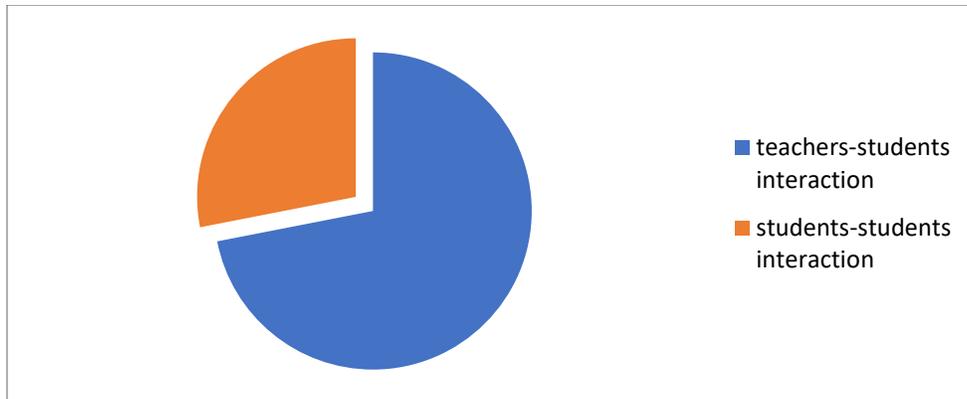


Figure 4: Students-Student interaction/Students-Teacher Interaction

3.4 Discussion of the Findings

After having analyzed the data obtained from the interview and observation, the following part attempts to answer the preset research questions

Regarding **Q1**: What perspectives do the English Language teachers at Labani Ahmed Secondary School have on the implementation of the communicative language teaching approach? And are they familiar with the principles and techniques of the communicative language teaching approach?

The analysis of the teacher interview showed that all teachers have positive insights towards the CLT since it represents a tendency in the field of teaching and they consider communication as the main goal of learning the language.

The observation tool reveals that teachers rarely or never refer to the principles of the CLT in their teaching even though all of them confirmed that it was part of their training. It also

confirmed the interviews results as we noticed that most of the teachers do not take into consideration the CLT principles as they were the only knowledge transmitters in classes and not willing to guide the learners in the flow of discussions to communicate meaning without looking at accuracy. Instead, students were worried about their mistakes. Generally, the tasks were grammar-based, such as fill in the gaps, complete, link, etc. On that basis, grammar has a great importance, yet teachers would rather prefer to apply discussions, role plays, and problem-solving tasks in order to examine student's performance and focus more on the output.

As for **Q2**: Do English Language teachers at Labani Ahmed Secondary School actually implement the communicative language teaching approach and which problems do they encounter in its implementation? Which techniques do they use to enhance the communicative skill of learners?

The data obtained from the classroom observation showed that EFL teachers at Labani Ahmed secondary school control and predominate the classroom talk, where they present the lessons, give instructions and make decisions. The CLT is a learner-centered approach. Conversely, the students were not responsible for their learning as they were passive receivers of information and did not reflect the actual role of the learner in communicative classes as negotiators of meaning.

The interview results indicated that teachers at the school attempted to vary the techniques in order to establish situations likely to promote communication and fruitful interactions between the learners. Most of the teachers regard role plays, debates, group works as the main techniques possible to be employed in their teaching atmosphere.

The observed sessions reveal that the teachers rely only on the textbook tasks which, in turn, were not useful to motivate the learners to express their opinions, relate their feelings to the topics and actively interact with their peers. The types of activities designed did not challenge learners' linguistic abilities that will later help them to use the target language beyond the classroom context.

The interviews allow the teachers to list a number of constraints that prevent a typical implementation of the CLT. All the teachers referred to the lack of resources, large classes, low level of the students, limited time given to teach English as the main obstacles that they encounter while trying to develop students 'communicative skills.

Conclusion

This chapter was devoted to describe, analyze, and to present the results obtained from the two research tools: the teachers' interview followed by the classroom observation. While interviewing the teachers permitted to gain insights about the perspectives of teachers about CLT and their familiarity with it, the classroom observation enabled scrutinizing in practice whether the CLT's principles are implemented or not, which problems are encountered in this respect and the techniques resorted to by the teachers to enhance the communicative skills of the learners

General Conclusion and Recommendations

1. Putting it all together

In an attempt to answer the research questions, a qualitative research was conducted, where a teacher interview and a classroom observation were used.

The findings of the study show that the CLT principles were not really adopted during the teaching process of English in Labani Ahmed Secondary School, even though most of the teachers confirmed its positive influence on the learners' communicative skills if well implemented. Hence it can be concluded that though these teachers have positive perspectives about the Communicative Language Teaching, they seldom adopt it as a sole approach and instead adopt its principles within their implementation of the CBA. All the teachers confirmed their familiarity with the principles and the techniques of the CLT due to their participation in the teachers training where this approach in dealt with. Yet, they encounter a set of problems that hinder the implementation of these principles and techniques, starting from the restricted orders of the ministry to adopt the CBA, to different obstacles that hamper the CLT's adoption: technical, logistical, class size, level of learners. Also, the teachers tended to focus on the textbook tasks most of the time since they lacked the needed time, the materials, and the required level from the students to achieve a successful application of the CLT.

The current study also attempted to investigate which techniques the English language teachers in Labani Ahmed Secondary School use to enhance the communicative skills of their learners. All in all, most teachers rely on the activities mentioned in the textbooks, like answering the questions concerning the pictures or texts presented in them and negotiating the meaning of

difficult words. Some teachers tend to add more activities whenever they have time, mainly: role plays, discussions, group and pair work, games.

The obtained results from the study have verified the first preset assumption, that the English language teachers at Labani Ahmed Secondary School have positive perspectives about the implementation of the CLT approach, and that they are familiar with its techniques. At the same time, they revealed the absence of the implementation of CLT principles and the use of different techniques to enhance the communicative skill of the learners.

1. Limitations of the Study

The current study was supposed to investigate more than one secondary school with more time devoted to the conducting of the classroom observation. However, due to the Covid 19 pandemic, the authorities allowed us to conduct this study in one secondary school in few weeks only. Also the circumstance had it that students study in small groups in sessions with less duration, all of which impacted negatively application the application of teaching approaches in schools.

2. Pedagogical Recommendations

In the light of the findings, the following recommendations can be presented;

- Teachers need to be aware of the importance of the CLT method principles and vary the techniques in order to create real opportunities for students to speak.
- It is recommended that teachers need to shift from a teacher-centered approach to a learner-centered one thereby students will be more responsible for their learning.

- Teachers need to change the nature of learning from individualistic to collaborative in order to let the students negotiate meaning, exchange ideas and encourage student-student's interaction.
- Teachers should structure activities that boost the students to talk and challenge their linguistic abilities in order to equip them with the basic skills needed beyond the classroom context.
- It is also recommended that students should continuously sit for an oral test to examine their oral skills.
- The selection of the content should be according to the students 'levels and interests.
- The number of the students in classes should be limited. Therefore, teachers can manage their classrooms and give the chance to all the students to talk.
- It is also necessary to expose the learners to the target culture. Thus, students will develop cultural awareness and learn how to behave appropriately in different contexts.
- The use of authentic materials has a significant role in communicative classes.

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Appendices

Appendix (A): Teacher Interview's Questions

Question one: To what extent are you aware of the principles and characteristics of CLT?

Question two: In teachers training, did you receive any pre-service training on how to use language for communication purposes, mainly the CLT method?

Question three: Is the CLT recommended by the Ministry of Education as a teaching method of English in the Algerian secondary school and do you think that the CLT can successfully serve as a substitute to the current methods?

Question four: Student-centered teaching is one of the principles of CLT. Based on your experience, is it possible to apply this principle in the Algerian secondary schools through the CLT approach? What are the challenges?

Question five: Do you think that the adoption of CLT principles helps improve the students' communicative ability at the expense of other language components?

Question six: Which method do you use in teaching and why?

Question seven: To what extent do you integrate the components of the CLT approach in your classroom practices? If you do not integrate them at all, can you say why?

Question eight: What kind of communicative activities do you use in class?

Appendix (b): Observation Checklist

Sessions (streams/duration)	Teaching Practices	Use of the first language	Use of communicative activities (authentic material)	Teachers' role	Students' role

ملخص

تبحث الدراسة الحالية في تطبيق منهج التدريس المعروف بالمقاربة التواصلية في ثانوية لعبني احمد و وجهات نظر أساتذة اللغة الانجليزية في هذه المؤسسة حول هذا المنهج و تقصي مدى معرفتهم بمبادئه و تقنياته والطرق المستخدمة من طرفهم من أجل تطوير مهارات التواصل لدى التلاميذ و المشاكل التي يواجهونها في تطبيق هذا المنهج. تم جمع المعلومات المتعلقة بهاته الدراسة عن طريق إجراء مقابلة مع الأساتذة وإجراء ملاحظة في الأقسام من خلال متابعة الدروس شخصيا لمعرفة مدى تطبيق مبادئ هذه المقاربة داخل أقسام المؤسسة من أجل التأكد من ما إذا كانت مبادئ المقاربة التواصلية تطبق في الأقسام الدراسية. أظهرت الدراسة التحليلية أن الأساتذة مطالبون من قبل وزارة التربية و التعليم (الوصاية) بالالتزام بتطبيق المقاربة بالكفاءة. وأفصح الأساتذة عن المشاكل التي تمنع تطبيق المقاربة التواصلية خاصة المستوى المتدني للغة الانجليزية لدى التلاميذ وعن الطرق التي يستخدمونها لتطوير مهارات التواصل لتلاميذهم.

Résumé

L'étude actuelle étudie l'application de la méthode d'enseignement connu sous le nom d'approche du langage communicatif au lycée Labani Ahmed et les opinions des enseignants d'anglais dans cet établissement sur cette approche, leur connaissance de ses principes et de ses techniques, et les méthodes utilisées pour contrer les problèmes qu'ils rencontrent dans son application. Les informations concernant cette étude ont été collectées au moyen d'une interview et une observation de classe au sein de l'établissement susmentionné afin de vérifier si les principes du ALC sont mise en œuvre dans les classes d'école secondaire Labani Ahmed. L'étude analytique a montré que les enseignants sont tenus d'adhérer à l'application de l'approche par compétence exigée par le ministère de l'éducation et l'enseignement. Les enseignants ont révélé les problèmes qui empêchent l'application de l'approche communicative du langage surtout en raison du niveau faible de langue anglaise chez les élèves et les méthodes utilisées pour développer les compétences de communication de leurs élèves. L'analyse a également révélé les obstacles qui restreignent l'adoption de l'ALC ainsi qu'un nombre de techniques qu'ils utilisent pour améliorer les compétences communicatives de leurs élèves. De plus, l'observation a indiqué que les élèves étaient incapables de communiquer en anglais et leur niveau faible ne permettait pas aux enseignants d'adopter les principes d'ALC.