

**THE IMPLEMENTATION OF COMMUNICATIVE
LANGUAGE TEACHING IN TEACHING READING
COMPREHENSION IN LIBYAN PREPARATORY SCHOOLS**

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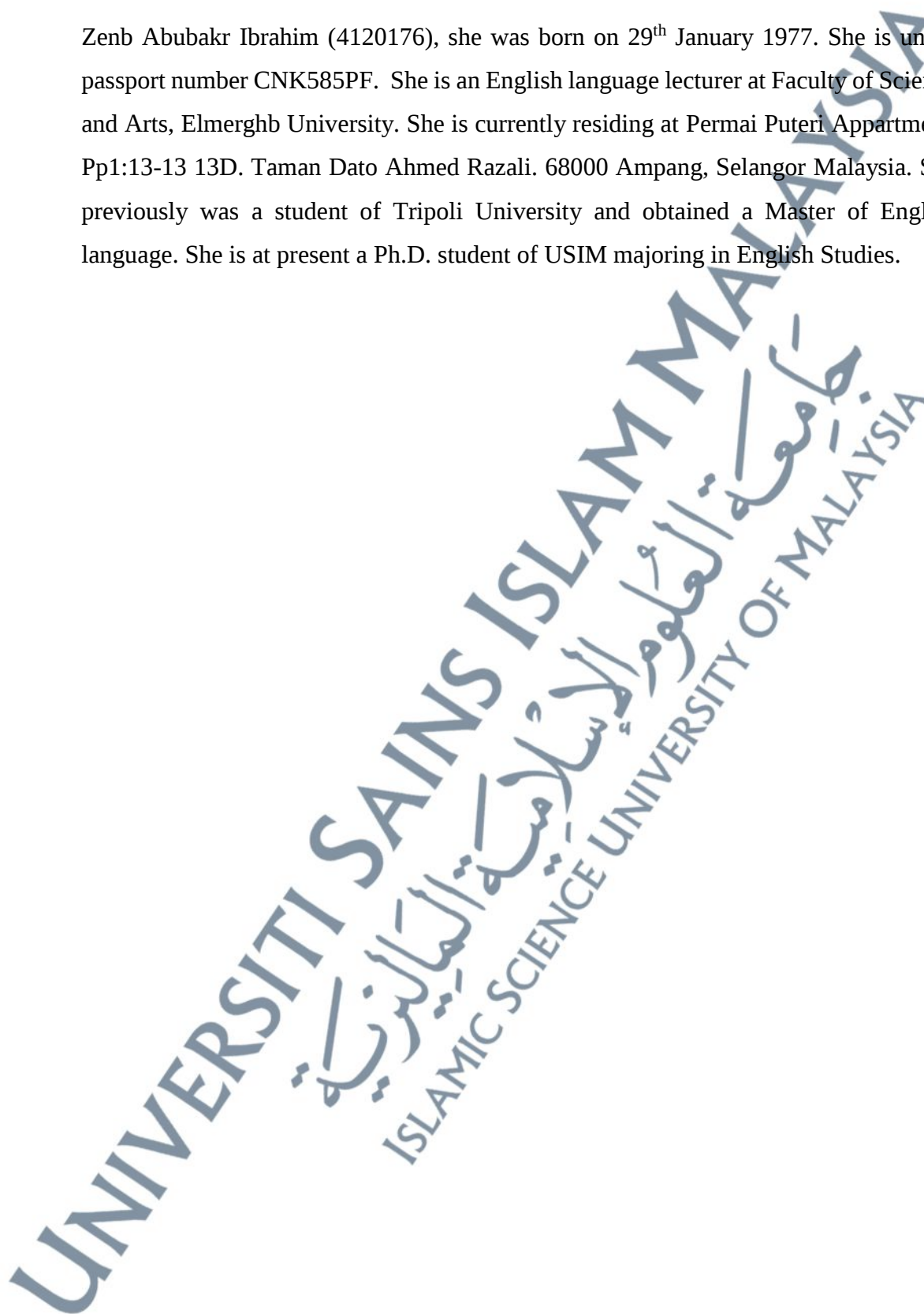
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ABSTRACT

Communicative language teaching has been widely investigated and studied in the field of English language teaching. This study investigated teachers' views on the implementation of communicative language teaching in teaching reading comprehension among teachers in preparatory schools in Tarhuna. The study sought to investigate teachers' understanding of CLT features and its implementation to teach reading comprehension. This study also investigated the different teachers' teaching experience on the major difficulties on the implementation of CLT to teach reading comprehension. A mixed methodology triangulation research design was employed where data were collected using survey, observation and later interview. The questionnaires were administered to 230 teachers in the preparatory schools in Tarhuna. Ten teachers were observed in their classrooms and interviewed. The findings of the survey showed English teachers' views and perceptions were generally positive towards the implementation of CLT in the teaching of reading comprehension. Teachers' positive views towards CLT features revealed that they understand the basic features of CLT. Also, teachers agree that they face similar difficulties (past studies) in the implementation of CLT to teach reading. Teachers revealed that they understand that teachers, students, curriculum, educational system, CLT and socio- cultural contexts were identified as responsible for limiting the success of the teachers' attempts to implement this approach. The finding also indicated that teachers did not fulfil all CLT activities in teaching reading comprehension. The traditional education and beliefs by the efficiency of the principal role of the teachers made it difficult to teachers and students to accept and successfully implement CLT. The current study concluded that Libyan teachers have a knowledge by the efficiency of CLT in teaching reading but they provided limited practices. Besides that, the findings revealed that the effect of teachers' experience is significant towards CLT difficulties, students and curriculum difficulties. This study is significant because it adds to the literature new insights about EFL teachers' views and practices of the CLT in teaching reading comprehension as western educational structural in non- western sitting. Also, it provides invaluable information to the teachers' implementation process of CLT and invaluable facts that can be used for the revision and improvement to the teachers' way of teaching reading comprehension.

ABSTRAK

Communicative language teaching (CLT) merupakan bidang yang telah banyak dikaji dalam bidang pengajaran Bahasa Inggeris. Kajian ini menyelidik pandangan guru terhadap implementasi CLT dalam pengajaran pemahaman membaca di kalangan guru-guru di sebuah sekolah persediaan di Tarhuna, Libya. Kajian ini bertujuan untuk menyelidik pemahaman guru terhadap ciri-ciri CLT dan implementasinya dalam pengajaran pemahaman membaca. Kajian ini juga bertujuan untuk menyelidik kesukaran yang dihadapi oleh guru-guru di Libya dalam memperkasakan CLT di dalam pengajaran pemahaman membaca. Pendekatan kajian adalah secara metodologi campuran. Triangulasi metodologi dijalankan melalui penggunaan soal selidik, pemerhatian dan temubual. Soal selidik diberikan kepada 230 orang guru di sekolah-sekolah persediaan di Tarhuna. Sepuluh orang guru terlibat di dalam sesi pemerhatian dan temubual. Pemilihan sepuluh orang guru ini adalah berdasarkan penggunaan masa mereka gunakan dalam mengaplikasikan CLT dalam pengajaran, serta kefasihan dan kepakaran mereka dalam pengajaran. Kajian ini merumuskan bahawa guru-guru Libya mempunyai pengetahuan dalam pengajaran membaca melalui pendekatan CLT, namun, kekangan didapati berlaku di dalam perlaksanaannya di dalam kelas. Guru-guru memberikan pandangan yang positif terhadap ciri-ciri CLT. Ini menunjukkan bahawa mereka memahami ciri-ciri asas CLT tetapi mereka menghadapi kesukaran yang membataskan pelaksanaan CLT dalam pengajaran pemahaman membaca. Antara kesukaran yang dikenalpasti mempengaruhi guru dalam melaksanakan pendekatan CLT adalah berkait dengan guru sendiri, pelajar, kurikulum, sistem pendidikan, CLT dan konteks sosio-budaya. Hasil kajian juga menunjukkan bahawa guru-guru tidak menjalankan semua aktiviti CLT dalam pengajaran pemahaman membaca. Pendidikan tradisional dan kepercayaan terhadap pentingnya peranan utama guru-guru menjadikan ia sukar bagi guru dan pelajar untuk menerima dan melaksanakan CLT dengan jayanya. Selain dari itu, hasil kajian menunjukkan bahawa terdapat perbezaan ketara di antara pengalaman guru terhadap kesukaran CLT dan kesukaran pelajar. Kajian ini signifikan kerana ia menambah pandangan baharu terhadap literatur dalam pelaksanaan CLT di konteks barat. Ia juga memberi maklumat yang tinggi terhadap pelaksanaan CLT di kalangan guru bagi memurnikan dan memperbaiki cara pendekatan guru terhadap pengajaran pemahaman membaca.

الملخص

لقد تمت دراسة الطريقة التواصلية في تدريس مادة القراءة الاستيعابية على نطاق واسع في مجال تدريس اللغة الإنجليزية. أما هذا البحث فإنه يناقش وجهات نظر المعلمين لتنفيذ تدريس اللغة التواصلية في تعليم القراءة الاستيعابية بين المعلمين في المدارس الإعدادية في ترهونة. تسعى هذه الدراسة إلى استقصاء فهم المعلمين لميزات هذه الطريقة وكيفية تنفيذها لتدريس القراءة الاستيعابية. هذا البحث يناقش أيضا اختلاف سنوات خبرة المعلمين المختلفة على الصعوبات الكبيرة التي تواجه تنفيذ هذه الطريقة؛ حيث تم مختلط، وتم جمع البيانات باستخدام المسح والملاحظة والمقابلات. تم توزيع الاستبيانات على 230 معلم في المدارس الإعدادية في ترهونة، وتمت ملاحظة عشرة معلمين أثناء الدروس ثم أجريت معهم مقابلات. أظهرت نتائج المسح وجهات نظر مدرسي اللغة الإنجليزية؛ وكانت تصوراتهم إيجابية عموما نحو تنفيذ هذه الطريقة في تدريس مادة القراءة الاستيعابية. وقد عكست وجهات نظر المعلمين الإيجابية نحو خصائص هذه الطريقة أنهم يفهمون سماتها الأساسية. وكانت وجهات نظر المعلمين أيضا إيجابية نحو الصعوبات الرئيسية التي يواجهونها في تنفيذ هذه الطريقة لتعليم القراءة؛ الأمر الذي يكشف فهمهم أن النظام التعليمي والطلاب والطريقة التواصلية في تدريس مادة القراءة الاستيعابية و السياقات الثقافية جميعها مسؤولة عن الحد من نجاح محاولات المعلمين لتنفيذ هذا النهج. وأشارت النتيجة أيضا أن المعلمين يقومون بتنفيذ بعض أنواع الأنشطة الخاصة بالطريقة التواصلية في تدريس مادة القراءة الاستيعابية. لقد أدى التعليم التقليدي والاعتقاد بالدور الرئيسي للمعلم في العملية التعليمية إلى صعوبة قبول المعلمين والطلاب لهذه الطريقة، وبالتالي صعوبة تطبيقها. وقد خلصت هذه الدراسة إلى أن المعلم الليبي لديه معرفة بالطريقة التواصلية في تدريس مادة القراءة الاستيعابية، ولكن لا يتم تنفيذها على الوجه الأكمل. وبالإضافة إلى ذلك، كشفت النتائج أن خبرة المعلم تؤثر في الصعوبات التي تواجه هذه الطريقة وفي الطلاب وفي صعوبة المناهج الدراسية. وتعد هذه الدراسة مهمة لأنها تضيف رؤى جديدة تخص وجهات نظر معلمي اللغة وتخص كذلك تنفيذ الطريقة التواصلية في تدريس مادة القراءة الاستيعابية كهيكلية تعليمية غربية في مجتمع مغاير. كما أنها توفر معلومات قيمة عن عملية تنفيذ هذه الطريقة من قبل المعلمين وتقدم حقائق هامة يمكن استخدامها للتنقيح وتحسين طرق تعليم القراءة الاستيعابية.

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