

CHAPTER FOUR

Data analysis: Views and difficulties in teaching CLT

4.1 Introduction

Based on the description of the methodology in Chapter Three (3), this chapter provides the data gathered in the current study. The report on the data analysis is divided into two parts. The first part is in Chapter Four, while the second part is in Chapter Five. This chapter focuses on teachers' views of CLT and teachers' difficulties in implementing this method (CLT). Chapter five focuses on CLT activities that teachers implement, and also teachers' teaching experience with the major difficulties in implementing CLT.

A preliminary analysis of the data provided in the questionnaire revealed that certain matters require further investigation to seek explanations. For example, the teachers agreed that they studied teaching using the CLT method and at the same time agreed that the effect of GTM limits their adaptation of CLT in the classroom. The observation and semi-structured interviews were conducted with 10 teachers from those who participated in the survey questionnaire. The 10 selected teachers appeared more experienced in teaching using the new textbook (communicative-oriented) with a lower effect of the eliciting information and probing more in depth their views and difficulties with grammar-translation method (GTM) (See 3.3). This was important for

implementing CLT in teaching reading comprehension. The following sections present the data gathered for this research.

The first section, 4.2, discusses teachers' views regarding CLT implementation in teaching reading comprehension. The CLT dimensions, sub-scale, and data are subsequently presented through statistical descriptive analysis. Further explanations are given according to the observation and interviews

4.2 Teachers' views on implementation of CLT in teaching reading comprehension

In order to answer the first research question on examining teachers' views about teaching reading comprehension using CLT at Libyan preparatory schools, three instruments were used, namely survey questionnaire, observation, and interview. Teachers' views or perceptions indicate their thoughts, beliefs, and understanding of CLT, which directly affect their reading comprehension teaching practices. Chou (2008) pointed out that in recent years, the relationship between teacher beliefs and instructional practices has increasingly captured the attention of many involved in EFL teaching. Teachers' views and difficulties in implementing the CLT method investigated and understood by asking questions (written or verbal). This allows teachers to reflect their experiences and understanding of this approach.

Next, the researcher examined teachers' views regarding (i) their roles as teachers, (ii) their views on reading for text and meaning, (iii) their level of knowledge and experience, (iv) their attitude towards reading comprehension, and (v) their views on students' vocabulary and pronunciation based on implementation of CLT method in

teaching reading comprehension. In the next section, the data are analyzed in terms of mean score and standard deviation of teachers' views of CLT implementation in teaching reading comprehension at Libyan preparatory schools.

4.2.1 Teachers' views of communicative language teaching (CLT)

The researcher examined the teachers' views of the characteristics of communicative language teaching (CLT) using nine items. The items were measured and arranged from the highest degree of agreement to the lowest mean score. Table 4.1 presents the arrangement of the items and Figure 4.1 illustrates the results graphically.

Table 4.1: Teachers' views towards communicative language teaching (CLT)

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
d	1	CLT develops students' ability to read	3.83	0.924	-1.003	1.396
c	2	CLT improve students' communication in reading comprehension	3.81	1.093	-0.686	-0.383
e	3	CLT requires a proficient teacher with high oral ability.	3.80	1.161	-0.734	-0.380
b	4	CLT offers more opportunities for students to practice the language	3.66	1.189	-0.456	-0.862
a	5	CLT enhance students' reading comprehension	3.48	1.112	-0.530	-0.616
h	6	I have control over my classroom when I am applying CLT	3.21	1.261	-0.347	-0.821
f	7	I have a strong faith when the efficiency GTM than CLT to teach reading comprehension	2.78	1.192	0.022	-0.935
g	8	I think that CLT neglects my role as a teacher in the classroom	2.48	1.027	0.438	-0.421-
i	9	I hate to use CLT in the classroom to teach reading comprehension	2.35	1.332	0.718	-0.658

4.2.1.1 The ability of CLT to improve students' reading comprehension

A detailed analysis of teachers' perceptions reveals positive views about the features of CLT, as shown in Table 4.1. The participants perceived that CLT develops students' ability to read with a mean score of 3.83 and standard deviation of 0.942, and that CLT improves students' communication during reading comprehension with 3.81 mean score and 1.093 standard deviation. These two items indicate that more than half of the participants realize the importance of CLT and its role in increasing students' capability in reading comprehension. From the interviews, teachers expressed a general consensus of CLT features such as how it develops students' ability to read, as described by T4, T6, T7, in the following interview extracts.

"CLT is an approach which aims to provide students a good way to learn how to read and would help them achieve the language and learn it through communication, reading texts are very interesting and encourage students to read the language." (T4)

"In my opinion, CLT in reading helps students to communicate the language in a meaningful way and help to practice the language inside and outside the classroom" (T6)

"It is the approach which manages the learning process through open communication and interaction between the students and text and among students themselves." (T7).

4.2.1.2 Proficient teacher

Teachers realize that CLT requires proficient teachers with high oral ability, which is clear from the high mean score (3.80) and standard deviation (1.161) agreement between the participants based on Table 4.1. This clearly demonstrates that Libyan teachers realize that a proficient teacher is one of the CLT features. Through the observations of lessons, seven teachers appeared to lack knowledge in implementing some CLT activities such as group work.

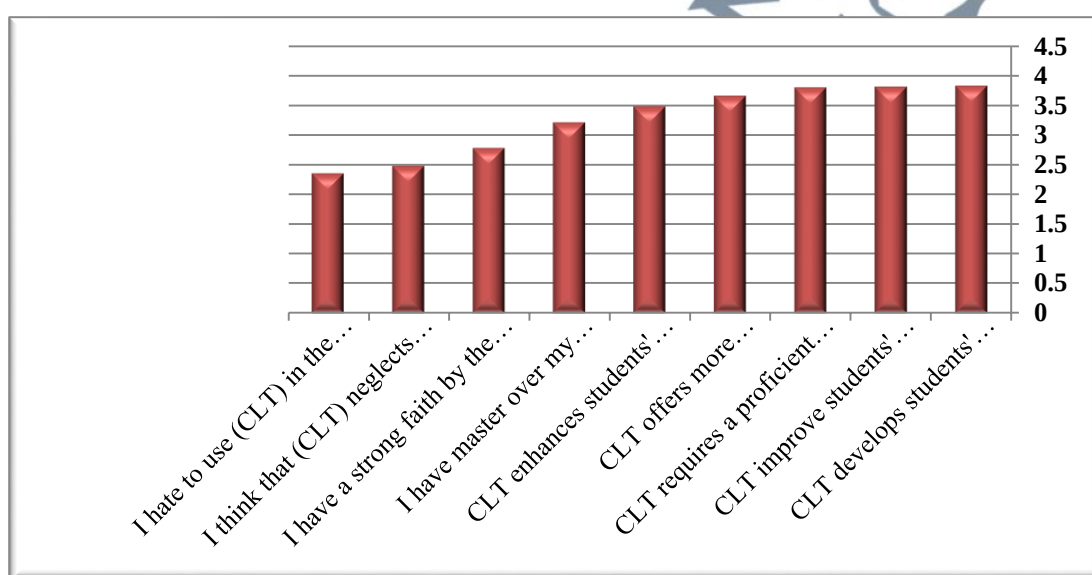


Figure 4.1: Teachers' view of communicative language teaching (CLT)

Also, in the interview teachers understand that implementing CLT in their classes requires a capable teacher with high oral ability as described by T8, and T9 in the following interview extracts.

"Implementing CLT in our class wants teachers who know how to use and practice the language and good pronunciation." (T8)

"I feel comfortable to apply CLT in my class, this wants me to prepare a lot before came to the class... CLT depends on practicing the language so it wants teachers with high oral skill." (T9)

4.2.1.3 The opportunity to practice the language

The average scale shows that CLT offers greater opportunity for students to practice the language, with a mean score of 3.66 and standard deviation of 1.189 based on Table In addition, teachers agree that CLT enhances students' reading comprehension, according to a 3.48 mean score and 1.112 standard deviation. Teachers concur that they have control over their classes when applying CLT, with a mean score of 3.21 and standard deviation of 1.261.

According to cultural aspects and what has been observed, Libyan teachers like to be in control over their classes with any method they apply. Observations of class teaching revealed that teachers prevent students from participating in lesson discussions. Teachers prefer when their students ask permission to speak, answer, or discuss any point. In the interview, teachers expressed that their control over classes is one of the obstacles preventing Libyan teachers from applying CLT in their classrooms. The analysis findings signify that the majority of teachers perceive that CLT concerns giving students the opportunity to practice the language. This is supported by T2, T5, T6, T7 and T10.

“CLT in reading is an approach that develop students’ their way to read in English and practice the language inside and outside the classroom.” (T2)

“CLT is an approach that puts the students at the centre of learning process, pay attention to comprehend the reading text teacher, also involve the students in all issues related to make them understand reading.” (T5)

“CLT would help our students and provided the opportunity to express their ideas and thoughts and have choices about what to say, as well as how to say it.” (T6)

“Implementing CLT in my class to teach reading made my class noise... Immm... I have big number of students in my class, so I must have made control over them.” (T7)

“I try encourage my students to share in thinking and answering the questions or some difficult points, this act makes all the students participate and share speaking in the same time. These issues disturb me, increase the noise in the class, destroyed the time and the main idea.” (T9)

4.2.1.3 The use of GTM vs. CLT

The participants reported non-agreement with the greater efficiency of GTM over CLT in teaching reading comprehension, as shown by a mean score of 2.78 and standard deviation of 1.192 based on table 4.1. Teachers believe that CLT is better than GTM in teaching reading comprehension. Through lesson observations, teachers seemed to teach reading by adapting CLT at some points while still using GTM with focus on

translation and grammar in every reading lesson. In the interview, teachers expressed their opinion of this point as illustrated by T4, T6, T7, and T9).

“With GTM my students would know the meaning in Arabic that help students to memorise the word in English...When I tried to teach with CLT, my students take time to know the meaning and the main idea of the lesson. I like to implement CLT as it helps my students to communicate the language in a meaningful way.” (T4)

“Grammar translation method could help the student to achieve the meaning to the new words and could pronounce them in a correct way. Also, they could understand the structure of the sentences by discussing grammar between the sentence of the lesson.” (T6)

“When I use GTM to teach reading my students could understand immediately and I did not take long time to complete the text with its meaning, but with CLT I would take long time to discuss the meaning and facilitate the text and I am not sure that all my students could understand what I said.” (T7)

“Ohhhh... my dear. You know me. I am an English language teacher before 10 years, I try to implement CLT in my class but my students' level made me turn to implement GTM....” (T9).

The participants did not agree that CLT neglects their roles in the classroom, according to an average score of 2.48 and standard deviation of 1.027 based on Table 4.1.

Furthermore, the average score of teachers' view that they hate using CLT in the classroom to teach reading comprehension was 2.35 and the standard deviation was 1.332 based on Table 4.1. Teachers did not agree that they hate using CLT in the classroom to teach reading comprehension. According to the observed lessons, teachers implemented some CLT activities while teaching reading comprehension. In the interview, the participants expressed that they tried to implement CLT, as stated by T2, T4, and T6.

"I believe that teaching is only a process which is controlled and managed by the teacher. I do not believe with the argument for allowing students to share the teacher in directing and organising this process. Throughout the history of teaching and learning, the role of each was clearly defined and who could ignore the success achieved through this way of teaching so far." (T2)

"Every class I try to use CLT and its activities, I discuss the new words in English, explain the main idea in English, answer them in English and encourage them to practice the language and read... I repeat almost every word from English to Arabic, I notice them when they did not understand me and waiting my discussion in Arabic." (T4)

The interview findings support the questionnaire findings in that Libyan teachers like to apply CLT when they teach reading to improve English teaching in Libya. In the interview, the teachers presented their opinions regarding CLT. The fact that CLT is liked by teachers is supported by T1, T5, and T9.

“I like to use CLT in my class, I feel really that I am English language teacher, not teaching English through Arabic.” (T1)

“I prefer to use CLT as it is essential to utilise it to improve the effectiveness of English teaching practices in Libya. I implement it for a while, then return to GTM, my students’ level and their large number do not encourage me to apply this method.” (T5)

“I have a strong desire to implement CLT specially after I take training course on it, but the level of my students prevent me.” (T9)

A summary of the sub-scale “teachers’ views of communicative language teaching” clearly indicates that Libyan teachers highly agree on the characteristics of CLT in teaching reading. Teachers are knowledgeable and have positive views about CLT and its features in teaching reading comprehension. Through the observed lessons, the researcher noticed that all participants implemented CLT and GTM to teach reading. In the interviews, teachers expressed that they implement GTM to teach reading although they also try to implement and teach with CLT. Among difficulties faced by teachers in implementing CLT in their classes was students' low English proficiency levels.

4.2.2 Teachers’ views of their roles as teachers

The researcher attempted to find out how the teachers perceived their roles as teachers who teach reading through CLT at preparatory schools. The teachers' views on their

roles were examined using four items as shown in the table below. A result analysis indicates that these items appeared to be dependent on the degree of agreement between the mean score of every item, and the items were measured and arranged from the highest degree of agreement to the lowest mean score. Table 4.2 presents the arrangement of items in this sub-scale. Figure 4.2 displays the results graphically.

Table 4.2: The respondents' views on role of a teacher

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
c	1	I encourage my students to participate in reading activities	4.06	0.862	-0.769	0.083
c	2	I transmit knowledge through explanations and examples	3.90	1.276	-1.326	0.688
a	3	I facilitate students' activities in reading comprehension	3.77	1.011	-0.99	0.968
b	4	I encourage my students to read like native speakers	3.73	1.147	-0.578	-0.626

4.2.2.1 Motivation

The average scale shows that encouraging students to participate in reading activities had a mean score of 4.06 and standard deviation of 0.862 based on Table 4.2. This high degree of agreement provides evidence that Libyan teachers give their students confidence to get involved in reading activities. The results also indicate that the second highest mean value of 3.90 and standard deviation of 1.276 based on Table 4.2 are associated with teachers transmitting knowledge through explanations and examples.

In each observed lesson, teachers encouraged their students to participate in the activities. Upon finishing lesson discussions, teachers asked their students to summarize

passages even with two or three sentences. Teachers supported students to share and participate even with simple sentences.

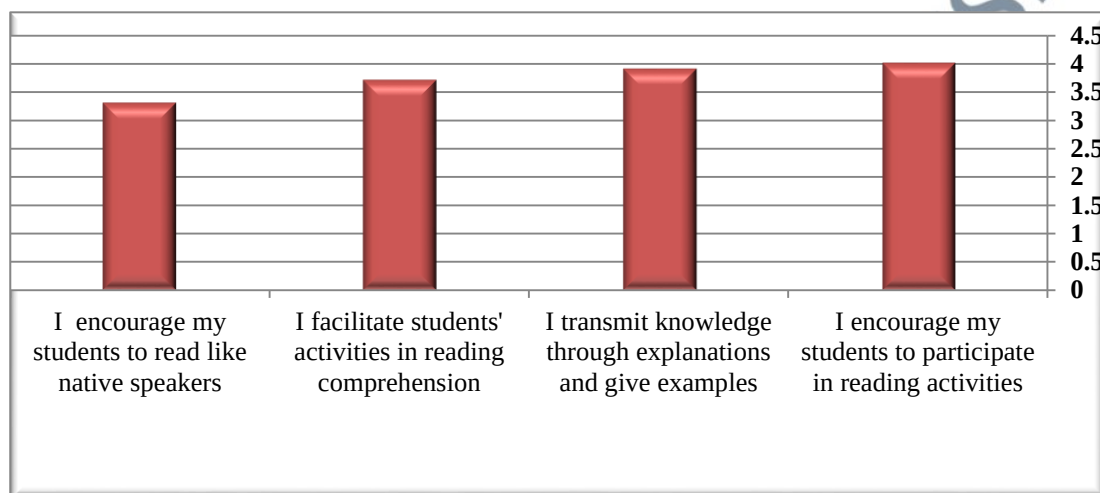


Figure 4.2: Teachers' view of their roles as teacher

Teachers agreed that they transmit knowledge through explanations and examples with 3.90 mean score and 1.276 standard deviation based on Table 4.2. During the interview, one of the teachers explained that in one class there are students who have different abilities in reading and understanding English, hence their role as a teacher is to help weak students by providing further clarification and examples. The support was evident from their awareness expressed in the interview responses, as illustrated by T3 and T10.

“All the time I encourage my students to read, to participate in the activities and assist them to pronounce correctly.” (T3)

“All my students could read, but there are some weak students could not pronounce correctly. The main aim for me here is to encourage them to read and do not feel shy from there weakness pronunciation. I repeat the activities such as

the main ideas many times by a lot of examples until they could understand and participate.” (T10)

Teachers’ extracts indicate that they encourage students to participate and practice the language. They repeat and offer extra explanations in the lessons until students can understand.

4.2.2.2 Facilitation

Table 4.3 demonstrates there is a clear trend among teachers who agree that they facilitate students’ activities in reading comprehension with a mean score of 3.77 and standard deviation of 1.011. Teachers agree that they encourage students to read like native speakers with 3.73 mean score and 1.147 standard deviation [based on Table 4.2](#). In the observed lessons, teachers facilitated activities such as working out the meanings of new words. Teachers discussed the meanings in English and repeated the discussion several times.

In the interview, one teacher explained that they encouraged students to read and participate in the activities but the restricted class time and huge number of students limited their implementation of these activities. Such interview responses were given by T5, T6, and T9.

“I facilitate the activities in reading lessons, help my students to read and encourage them to answer and to be active during the lesson. There are some

problems which prevent teachers to apply these activities, the limited of the time for English class and the huge number of students in one class.” (T5)

“The text books have CLT activities facilitating reading lessons, divided it in a simple way that encourages the students to fulfil all its parts in a very systematic way.” (T6)

“Of course, dear, my role is to facilitate the lesson and help students to understand the idea of the lesson. I encourage them to read, try to speak as the native speaker and pronounce accurately. I ask them all the time to listen to me carefully.” (T9)

Other teachers explained that they did not fulfil all CLT activities in a lesson. They expressed there were some activities they skipped due to students’ low proficiency and lack of time. Teachers skipped the role play activity because it made the class noisy and the teachers felt they would lose control over the students. This was explained by T6 as follows:

“Teachers skipped some activities such as role play because they take time and would lose my control over my students.” (T6)

A summary of the sub-scale “my views on my role as a teacher” is that teachers facilitate student activities and encourage their students to read like native speakers. This sub-scale explains that teachers had a positive view, according to their agreement in the

questionnaire, observation and helpful extracts. Their views were generally positive and clear, but teachers encountered some problems with applying reading activities, such as limited class time and a large number of students. Hence, not all activities were done and discussed by the teachers.

4.2.3 Teachers' Views of reading through text and meaning.

The researcher tried to determine the teachers' views of reading through text and meaning by using four items as shows in Table 4.3 below. The Figure 4.3 shows the results graphically.

Table 4.3: Teachers' views on reading through text and meaning.

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
c	1	Reading is a mean of interaction with the text	3.80	1.201	-1.189	0.593
a	2	Reading activities in the classroom should engage the students in meaningful communication	3.72	1.244	-1.326	0.272
b	3	Reading comprehension helps students to achieve meaning	3.67	1.183	-1.024	0.337
d	4	My students' answers in reading comprehension must use accurate grammar	3.53	1.005	-0.161	-0.837

The teachers' positive views are evident in item c, Table 4.3. The mean value is 3.80 and the standard deviation is 1.201. Libyan teachers comprehend the importance of reading and how it helps students practice the language. The second highest item indicates that reading activities in the classroom should engage students in meaningful communication, according to a mean value of 3.72 and standard deviation of 1.244.

Teachers understand that reading activities can involve students in meaningful communication in the classroom. Teachers explained that the Libyan environment is one of the problems preventing students from practicing the language outside the classroom. This notion is supported by teachers' responses in the interview as described by T1 and T3.

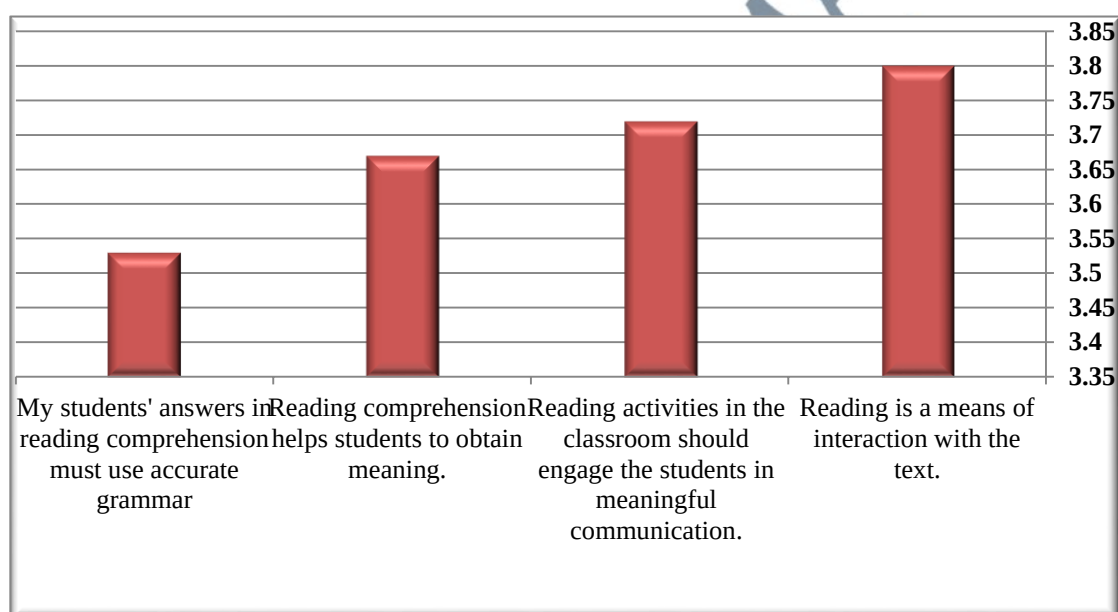


Figure 4.3: Teachers' view of reading through text and meaning

"Reading comprehension helps students to interact and practice the language during the interaction with the text." (T1)

"According to my experience as a teacher only reading comprehension and its activities could improve our students' level in learning English... Libyan student could not practice the language outside the classroom, so from where they could obtain meaning and practice the language except than reading comprehension."

(T3)

The participants agree that reading comprehension helps students to achieve meaning, with a mean score of 3.67 and standard deviation of 1.183 based on Table 4.3. In each observed reading lesson, teachers helped students to gain and increase understanding of new word meanings. Additionally, they agreed using accurate grammar activities as part of students' answers in reading comprehension, according to a mean score of 3.53 and standard deviation of 1.005 based on 4.3. In the observed lessons, teachers seemed to encourage their students to answer and practice the language with accurate grammar. In the interview, the participants' responses supported the questionnaire and observation results. Teachers have a clear perception of the importance of reading comprehension and how it helps achieve meaning. All interviewees focused on accurate grammar when students answered and spoke in class or did homework. This is clearly described by T9 and T10.

"Reading is the important skills that I focus on it... All the time I focus on making my students read the text and understand its meaning even by Arabic language." (T9)

"Our students could learn and understand the language from reading texts, they could learn new words and new meaning that encourage them to practice the language. Our students after they get the meaning by Arabic, they could participate and interact with the meaning of the reading text." (T10)

“Yes, I focus on grammar when I teach them reading, this the main part where I could focus on accurate grammar. In addition to the new vocabularies and pronunciation.” (T8)

“All the time I focus on accurate grammar when my students answer or practice in reading text. I have to correct the grammatical mistakes for them in every reading lessons or writing their homework.” (T10)

A summary of the sub-scale “teachers’ views of reading text and meaning” is that teachers comprehend that reading activities can involve students in meaningful communication in the classroom. Teachers realize that reading comprehension through CLT can enrich students’ vocabulary.

4.2.4 Teachers’ views of knowledge and experience in the teaching of reading comprehension

In this study, an attempt was made to identify teachers’ perception of the effect of knowledge and experience on teaching reading through CLT at preparatory schools. The researcher examined the teachers’ opinions of their knowledge and experience using three items as shown in the table below. The analysis of these items represents the degree of agreement between the mean score of every item Table 4.4. Figure 4.4 presents the results graphically.

Table 4.4: Teachers' views of knowledge and experience to teach reading comprehension

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
c	1	My experience affect the way I teach reading comprehension	3.77	1.118	-0.603	-0.524
b	2	My knowledge from my previous study experiences influences my approach to teach reading comprehension	3.72	1.115	-0.586	-0.624
a	3	My past teaching and learning experiences influence my teaching style to teach reading comprehension	3.67	1.183	-0.445	-0.89

4.2.4.1 Implication of teachers' previous negative experience

A detailed analysis of teachers' views of their knowledge and experience in teaching reading comprehension revealed that teachers' experience affects how they teach reading comprehension with 3.77 mean score and 1.118 standard deviation based on Table 4.4. The second highest item addressed the influence of Libyan teachers' knowledge based on Table 4.4. Teachers' knowledge from previous study experiences influences their teaching approach to reading comprehension, with 3.72 mean score and 1.115 standard deviation. Additionally, the participants agreed that their past experiences influence their teaching style of reading comprehension, with a mean value of 3.67 and standard deviation of 1.183 based on Table 4.4.

In the observed lessons, teachers seemed to follow the way they had learned English before. Although they tried to be in line with modern approaches of teaching, practicing and developing the English language in their students, teachers were nonetheless

influenced by the way they had learned English themselves. For example, during reading lessons teachers relied on new vocabulary memorization. During every lesson, teachers asked students to memorize what they had learned in the prior lesson. Teachers taught reading in the same way they learned it when they were students. Although they know and study CLT, in real classes they follow past experiences. In the interview, some participants explained that they neither understand nor believe in CLT. Hence, there is a huge tendency to use old teaching methods.

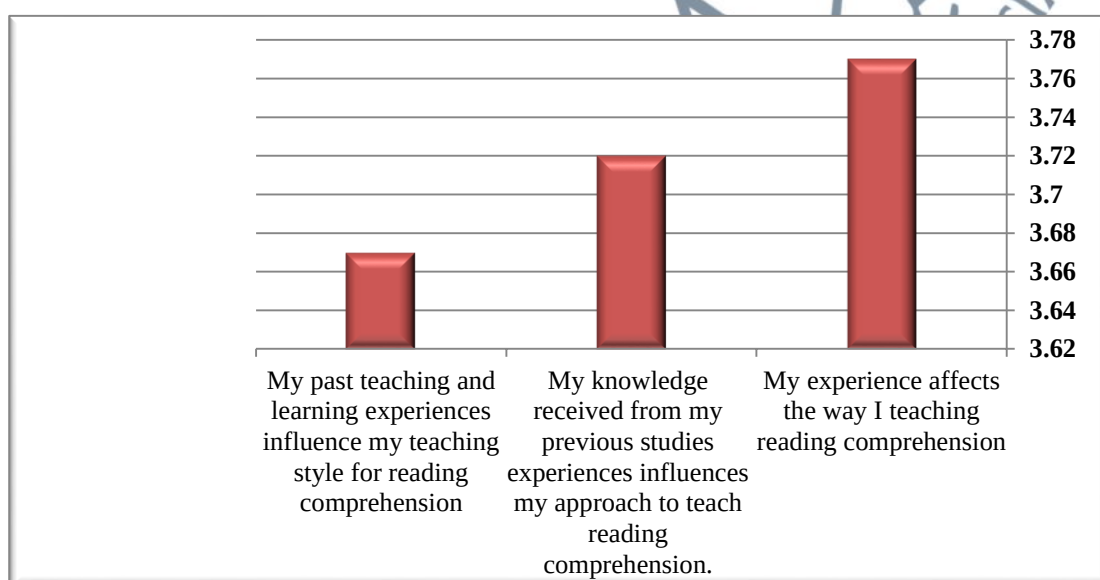


Figure 4.4: Teachers' view of knowledge and experience to teach reading comprehension

One of the teachers expressed that they were still influenced by how they learned English. Teachers' knowledge therefore directly influences what they actually do in class, as clearly described in the interview by T1 and T4.

“My knowledge of teaching English is affected by my experience when I was a student. As an English language teacher, we do not have training programs that made teachers updates with the new methods of teaching, so we have poor knowledge in the new and effective methods to teach reading.” (T1)

“In the university, they didn’t tell us how we could teach or discuss reading text to students with CLT, they just give us teaching methods such as its advantages and disadvantages to every method. When I became a teacher, I found myself follow my teachers to discuss reading lesson.” (T4)

“In Libya, our students experience is teacher-centred approach than learner-centred approach before they start preparatory school and especially in English subject. In traditional teacher-centred classrooms, the students are not encouraged or motivated to express their own opinions or challenge the teacher. For example, the students usually say “someone said” rather than “I think” in order to avoid making mistakes. Also, our students depend on their teachers to answer any difficult question rather to think or create or trying the answers, so this obligate me to follow my experience.” (T2)

“In the first day of teaching English, I try to discuss and explain in English but the low level of my students obligates me to change to the old method. Hmmm... It looks like my teachers’ way.” (T9)

“I used different method in the class just to make them learn, but I do not have a good Knowledge of or technique to teach reading appropriately.” (T10)

A summary of Libyan teachers' views on their knowledge and experience in teaching reading comprehension is that they realize and agree on the effect of past knowledge and experience on their way of teaching reading comprehension. In the interview, they gave many reasons for this, such as lack of training programs, insufficient knowledge and understanding of CLT, as well as its implementation in reading comprehension, and their students' experience with a teacher-centered approach.

4.2.5 Teachers' views of students' attitude towards reading comprehension.

The researcher aimed to identify teachers' views of how students perceived reading comprehension in preparatory schools. The teachers' views towards students' attitude to reading comprehension were measured through four items as shown in the table below. These items were analyzed in terms of the degree of agreement between the mean score of every item. Table 4.5 presents the arrangement of items in this sub-scale and Figure 4.5 shows the results graphically.

Table 4.5: Teachers' views towards students' attitude in reading comprehension

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
a	1	My students are interested in my reading comprehension class	3.44	1.153	-0.419	-0.689
c	2	My students are not motivated to learn reading comprehension	2.77	1.348	0.149	-1.278
b	3	My students feel that it is not necessary to learn reading comprehension	2.66	1.207	0.596	-0.625
e	4	My students hate to learn grammar through reading comprehension	2.64	1.227	0.294	-1.032
d	5	My students hate to translate reading comprehension passages from English to Arabic	2.44	1.446	0.651	-0.963

A detailed analysis of teachers' views about their students' interest in reading comprehension classes indicates 3.44 mean score and 1.153 standard deviation. In each observed lesson, it seemed the students were interested when they read new vocabulary and translated words into Arabic. This was obvious from students' participation when they repeated after their teachers and pronounced the new words. The interview supports the questionnaire and observation data analysis on students feeling interested in reading comprehension as supported by T5 and T8.

"After I read the lesson two times and make them practice the pronunciation to the new words, they like to read and participate." (T5)

"I think our students feel interested in reading after they get the meaning in Arabic Language and practice the pronunciation to the new words." (T8)

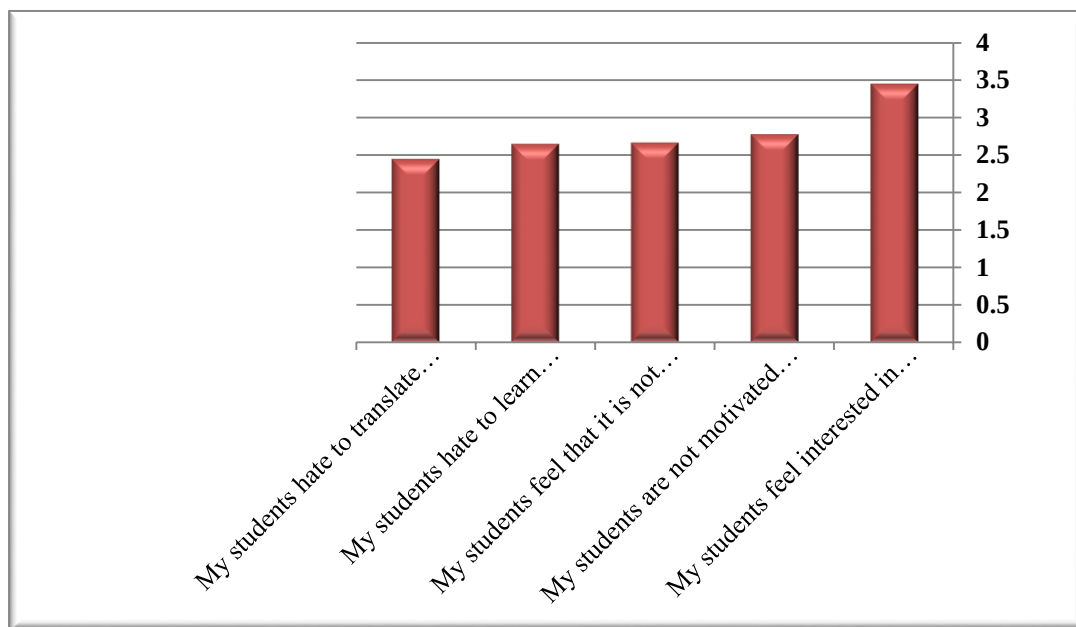


Figure 4.5: Teachers' view of students' attitude reading comprehension

The mean score for students not being motivated to learn reading comprehension was 2.77 and the standard deviation was 1.348 based on Table 4.5. Teachers did not agree that their students are not motivated to learn reading comprehension, hence the researcher perceived that teachers continuously motivate their students to learn reading comprehension.

The mean score for the fact that students feel it is not necessary to learn reading through reading comprehension was 2.66 and the standard deviation was 1.207 based on Table 4.5. The questionnaire results demonstrate that teachers disagreed that their students feel it is unnecessary to learn reading comprehension. Teachers concurred that students feel it is necessary to learn reading comprehension. Through the observed lessons, it was noted that teachers encouraged and motivated students to read and comprehend vocabulary. The interview supports the questionnaire and observation results on

teachers encouraging their students to learn and practice reading lessons, as described by T1, T4, T5 and T8.

“In every class, we have the clever and un cleaver students. The cleaver students like to read, to participate, to translate but the not clever one I must motivate them. English is foreign language in Libya, all the teachers encourage and motivate their students to read and practice the language.” (T1)

“I think the good teacher who all the time motivate and encourage her students.” (T4)

“Every class we have the clever and un cleaver students. The cleaver students like to read, to participate, to translate but the un cleaver one I must motivate them, encourage them to read even with bad pronunciation.” (T5)

“I do not agree with this point; our students like to read. You know dear, in every class after the teacher read the lesson two times, almost all the students like to read and understand the lesson but in Arabic language.” (T8)

4.2.5.1 Translation helps to obtain the meaning

It was also discovered that teachers disagreed with the assumption that students do not like to learn grammar through reading comprehension, revealing 2.64 mean score and 1.227 standard deviation based on Table 4.5. Teachers conveyed a negative view of this item. Moreover, teachers perceived that students hate to translate reading

comprehension passages from English to Arabic, according to 2.44 mean score and 1.446 standard deviation based on Table 4.5. Teachers viewed this item negatively.

This means that students like to translate reading passages from English to Arabic. Teachers also explained grammar in the observed reading lessons. For example, when students read any sentence, teachers asked them to change it into a negative sentence or make it a question. The interview responses supported the questionnaire results in that students like to learn grammar through reading lessons and like to translate into Arabic to gain knowledge from the lesson. Teachers explained that grammar is very difficult to teach as an isolated subject, so they discussed grammar through reading texts to be clear to the students in the respective level as described by T3, T5, T7, T9 and T10.

“Grammar is very difficult, so I try to teach grammar through reading passages.”

(T3)

“In every reading passages, I try to discuss grammar to make my students focus more from the consisting of the sentences.” (T5)

“When I discuss in English language, I feel that my students did not understand the lesson. In this time, I must translate to make them understand.” (T7)

“I think that we depend on Arabic language to make our students understand English language, so translation is very important in every reading lesson.” (T9)

“All Libyan students like to translate everything, word by word, and sentence by sentence. Even if I explained the lesson by English, I must repeat it by Arabic.”

(T10)

In this sub-scale, teachers had a positive view of the item that students are interested in reading lessons and a negative view that students feel it is not necessary to learn reading. The observation data was supported by the interview responses that Libyan students like to translate reading passages into Arabic and to learn grammar through reading lessons.

4.2.6 Teachers' views of students' vocabulary and pronunciation

Teachers' views of students' vocabulary and pronunciation were examined using the four items shown in the table below. These items were analyzed based on the degree of agreement between the mean scores of all items. The items were measured and arranged from the highest degree of agreement to the lowest mean score. Figure 4.6 presents the results graphically.

Table 4.6: Teachers' views of students' vocabulary and pronunciation

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
d	1	Reading comprehension helps my students to practice pronouncing English words correctly	4.15	0.90	0.16	-0.32
b	2	Reading comprehension develops my students' English pronunciation	4.14	1.058	-1.228	0.778
c	3	Reading comprehension helps students to use the correct vocabulary appropriately	3.92	0.898	-0.977	1.079
a	4	Reading comprehension enriches my students' English vocabulary	3.84	1.088	-0.661	-0.459

4.2.6.1 Reading comprehension through CLT improves students' pronunciation

Table 4.6 indicates that teachers had a highly positive view of the items, whereby reading comprehension helps students to practice pronouncing English words correctly, with 4.15 mean score and 0.900 standard deviation. Another highly positive item was that reading comprehension helps students to develop English pronunciation, with a mean score of 4.14 and standard deviation of 1.058.

In each observed lesson, it was noted that reading helps students practice the language and pronounce words correctly. In one of the observed lessons, the teacher gave students new vocabulary such as materials (silk, leather, plastic) and asked them to use these words in complete sentences. One student answered, "the belt made of leather and the leather comes from animals." It is clear here that the student used a new word in a complete sentence along with other known words. Reading thus helps students achieve new vocabulary and use it in meaningful sentences.

The interview supports the questionnaire and observation results that reading comprehension helps improve students' pronunciation. One of the teachers explained that from reading texts, students learnt and practiced new words. Other teachers said that students cannot pronounce words outside the classroom, so they focused on reading lessons to learn new vocabulary, as described by T1, T2, T4 and T5.

“In reading lessons, the students could learn the accurate pronunciation and start practicing it.” (T1)

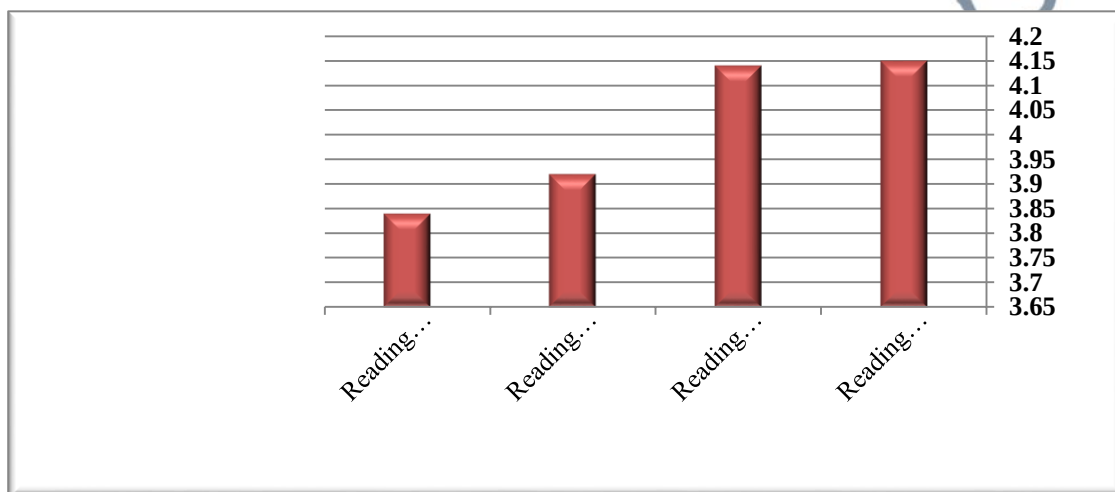
“We could not teach a pronunciation lesson alone, but during reading texts they could improve and develop their way of pronunciation.” (T2)

“With every reading text, I repeat the pronunciation for the difficult and strange words many times until they used them.” (T4)

“The students could not learn or develop their pronunciation outside their classroom, so we focus on it in the reading lesson.” (T5)

Figure 4.6: Teachers' views of students' vocabulary and pronunciation

The participants had a positive view toward that reading comprehension helps students



to use correct vocabulary appropriately, with 3.92 mean score and 0.898 standard deviation, and reading comprehension enriching students' English vocabulary, with 3.84 mean score and 1.088 standard deviation based on Table 4.6. In the observed lessons, it appeared that reading helped students to enrich and increase their English vocabulary. In the interview, one teacher explained that our society does not encourage students to learn or practice vocabulary or pronunciation. She explained that the classroom is the only place where students can practice vocabulary and accurate pronunciation. This is why teachers agree that reading comprehension can enrich students' vocabulary and offers more opportunities to practice the target language. Teachers interviewed supported the questionnaire results, as described by T1, T2, T3, T5 and T9.

"As we know, that our society speaks only Arabic language, so just reading texts and passages could increase the amount of English vocabulary." (T1)

“According to my experience, every reading lesson provides our students with new words and vocabularies that let them practice the language easily.” (T2)

“Yes... ammm... reading make our students know how they use every word in its appropriate place.” (T3)

“Reading is the main skill that provides the students to use the correct word in the correct place.” (T5)

“The accurate pronunciation, translation and reading loudly are the main activity in reading lessons... as you know, it is different language with different pronunciation, so we must focus on them and encourage our students about that.” (T9)

For this sub-scale, teachers exhibited a similar tendency in all three sources of data. Teachers understand the importance of reading comprehension to enrich students' vocabulary. The next section will discuss teachers' major difficulties in implementing the CLT method to teach reading comprehension. The data are also presented through statistical descriptive analysis, and further explanation is given on the observation and interview.

4.3 The major difficulties Libyan teachers faced in implementing CLT in teaching reading comprehension in Libyan Preparatory schools

The second research question was aimed to identify the major difficulties faced by Libyan teachers when implementing the CLT method in teaching reading comprehension. According to past studies and the researcher's experience as an English language teacher, Libyan teachers face several challenges in implementing CLT when they teach reading in their classes. In this study, teachers' views toward these difficulties were examined in terms of their personal experiences, students, curriculum, education system, CLT, and sociocultural context. Three instruments were used to answer the research question of teachers' views toward the difficulties faced by Libyan teachers when they teach reading through CLT. The instruments comprised a survey questionnaire, observation, and interview. These tools helped to yield rich and diverse data. They also helped eliminate bias, enhance the accuracy and significance of findings, and enabled the researcher to arrive at strong conclusions and detect underlying reasons to further describe and explain the findings.

4.3.1 Difficulties Related to the Teacher

An attempt was made to identify the difficulties faced by Libyan teachers with implementing CLT to teach reading in preparatory schools. Teachers' difficulties were examined through eight items, as shown in the following table. The items were measured and arranged from the highest degree of agreement to the lowest mean score. Table 4.7 presents the agreement to this sub-scale and Figure 4.7 shows the results graphically.

Table.4.7: Difficulties related to the teachers

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	St. deviation	Skewness	Kurtosis
f	1	I have few opportunities to use authentic materials such as newspapers, magazine, movies etc.	3.68	1.267	-0.566	-0.846
e	2	I depend only on textbook.	3.19	1.357	-0.214	-1.217
c	3	I use Arabic language in the classroom	3.19	1.273	-0.023	-0.955
h	4	The effect of GTM prevents me to adapt CLT in my way of teaching reading comprehension	2.71	1.263	0.210	-1.165
d	5	I am not prepared well to teach reading comprehension through CLT	2.70	1.176	-0.100	-1.164
g	6	I have low English proficiency level	2.69	1.303	0.350	-1.071
a	7	I have misconception about CLT	2.57	1.175	0.456	-0.491
b	8	I resist my students when they want to have a say in the conduct of the lesson	2.50	1.077	0.138	-0.855

4.3.1.1 Lack of authentic materials.

Based on Table 4.7, a detailed analysis of teachers' difficulties revealed that teachers' lack of authentic material posed a high mean score of 3.68 and standard deviation of 1.267. The participants agreed that teachers have a challenge in only having to rely on textbooks, with 3.19 mean score and 1.357 standard deviation. This means that Libyan teachers mainly use textbooks as class teaching materials.

According to the observed lessons, teachers relied on textbooks and none of the teachers used any other materials, such as movies or short stories. This is supported by the interview responses. The teachers confessed they only have textbooks to teach reading and have insufficient teaching materials to help improve students' reading comprehension levels. Views were presented by T1, T2, T3, T5, and T9.

"We have course books that have listening activities, but we don't have the CDs in our hand. The school's infrastructure is really bad. We don't have any LCD projector, TV, or such equipment. I don't have access to any authentic magazines, books, or DVDs. I even have to pay from my pocket when I need to make copies for my students. In short, I only have a blackboard and chalk." (T9)

"Ohhh... Sure I depend on the text book, because it is the main recourse that the ministry gave to the teachers to discuss to the students in this level." (T1)

"Me as an English language teacher must follow the curriculum from the ministry, I must complete all the lessons in the text book before the end of this year." (T2)

"I obligate to follow only this text book. Ohhhh... my friend... I remember last time I print sheet about short stories that could help students in reading comprehension, all the people around me refuse this, the parents, the classmates and the headmaster. They said that the text book is enough for this level and no need to add extra one." (T3)

"The time of the class is very short, just to discuss the main lesson according to the activities in the text book." (T5)

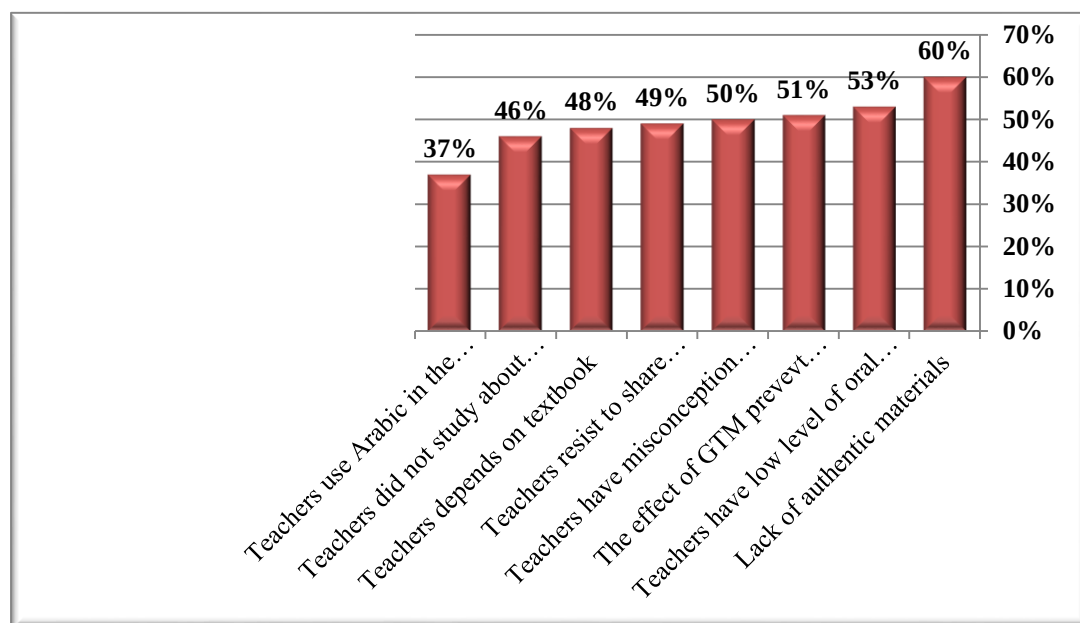


Figure 4.7: Difficulties related to the teachers

From the teachers' extracts it is evident they lack authentic materials to help explain the text in more detail or to implement activities. Besides, teachers rely only on the textbook to discuss the reading lessons.

4.3.1.2 Using Arabic language.

Teachers agree with 3.19 mean score and 1.273 standard deviation that they use Arabic in the classroom based on Table 4.7. Teachers depend on translations and discussions in Arabic, as they explained that this will facilitate students learning English. In the observed lessons, teachers gave explanations in Arabic because of their students' low level of English understanding. One teacher explained they use Arabic due to the low levels of their students.

Teachers interviewed clarified the issue of using Arabic in the classroom. They confirmed using Arabic in the classroom due to students' low English proficiency. Teachers' views are presented below by T6 and T8.

"Yes, I use Arabic in my class. See dear, our students are low in English. If I want them understand the lesson, so I must use Arabic." (T6)

"We use and depend on Arabic to discuss English." (T8)

4.3.1.3 The effect of GMT limited the implementation of CLT

Teachers did not agree that the effect of GTM prevents them from adapting CLT in teaching reading comprehension, with a mean score of 2.71 and standard deviation of 1.263 based on Table 4.7. Throughout all observed lessons, it was noticed that teachers implemented CLT and GTM when they taught reading comprehension. Teachers used Arabic translation when discussing CLT activities as they taught reading. During the interview, one teacher explained that CLT did not help discussing grammar points, and at the same time teachers used translation for the new words presented in the lesson. They illustrated their views through T1, T2, and T6.

"I know it is very old method, but it helpful to teach." (T1)

"I try to practice English at the beginning of the lesson, following CLT approach in teaching, but I notice that not whole my students could understand me by English, so I repeat again in Arabic language." (T2)

"I have a desire to implement CLT principles in the classroom, but my students' level restrict me." (T6)

The extracts confirm that GTM limits teachers' implementation of CLT when they teach reading comprehension due to students' low English levels. Old methods such as GTM is one of the difficulties hindering teachers from implementing the CLT method to teach reading comprehension at preparatory schools.

Studying CLT implementation in teaching reading revealed 2.70 mean score and 1.176 standard deviation. The participants disagreed that they did not study CLT implementation to teach reading comprehension. In the interview, teachers explained they studied CLT implementation, as mentioned by T2 and T8.

"In the university, I studied CLT as a new method in teaching English in general by not specific for reading." (T2)

"We study about CLT in the university level, but in the actual situation we were surprised how we would implement it." (T8)

4.3.1.4 Teachers' low proficiency of or oral English

The teachers' low proficiency of oral English showed 2.69 mean score and 1.303 standard deviation based on Table 4.7. The questionnaire results reveal that the participants did not agree on their low oral English proficiency level.

In the observed lessons, it was evident that not all teachers had good English proficiency, as they lacked implementing some CLT activities. The interviewed teachers also concurred that their low proficiency limited them in teaching reading comprehension using CLT. Teachers provided many reasons for their low proficiency level, such as the lack of teaching programs. Moreover, they explained that the environment was not conducive to teachers and students to practice the language. Another reason for teachers' deficiency in oral English may be the traditional ways of learning English. In the interview, teachers reported having few opportunities to practice English when they learned it. T3, T7, T8, T9, and T10 expressed their views as follows:

"Teachers are not qualified enough to teach English by CLT. Some of them can't even hold a complete conversation with you." (T3)

"Libyan teachers suffer from many problems that prevent him to be proficient English language teacher, we could speak the language but not in a proficient way." (T7)

"I think our environment is one of the reasons that effect to the low level of English proficiency to some teachers, we could not practice the language that we learn outside the classroom." (T8)

"Libyan teachers have low proficiency because of lack of training courses to develop their level." (T9)

“I learned English at a public school. What we did all the time was solving grammar tests and having drills. There was little interaction, if any, and almost no speaking activities. The result was perfect grammar knowledge but no speaking abilities. I used to enjoy it at the time; but now I regret it.” (T10)

The extracts indicate that teachers have low proficiency in implementing CLT to teach reading comprehension. They explained they have encountered many factors that limit practice and improving oral proficiency. The researcher endeavored to know if Libyan teachers have misconceptions about CLT. The mean score for this item was 2.57 and the standard deviation was 1.175 based on Table 4.7. Teachers disagreed with the assumption that they have misconceptions about CLT. Thus, the participants indicated a negative view of this item.

Interviewed teachers confessed they have misconceptions about CLT for teaching reading. The most common misconception is that this method is not for teaching grammar but concerns meanings rather than language forms. These teachers interpreted this approach in terms of offering student's full freedom to make their own decisions about the learning process. Extracts on this topic are presented by T2, T3, T4, and T7.

“CLT focus on obtaining the meaning.” (T2)

“CLT depends on English proficiency, in the same time we have not English proficiency.” (T3)

“CLT is a new method of teaching English, depends to make students learn the pronunciation and understand the meaning.” (T4)

“CLT does not teach grammar.” (T7)

4.3.1.5 Teachers disapproval in students’ sharing of ideas

The mean score for the item that teachers resist sharing the lesson discussion with their students was 2.50 and the standard deviation was 1.175 based on Table 4.7. Teachers disagreed with the idea of this item. According to the observed lessons, teachers did not allow students to contribute to the discussion. Teachers discussed the lesson, explained the difficult words or ideas, and all students only listened. Teachers interviewed expressed their opinion of this item and supported the researcher’s observations. Teachers’ extracts detailed their preference for having the main role in lesson discussions and expecting their students only to listen. Their views are clearly expressed by T3 and T9.

“Sharing my students in the discussion of the lesson would bring the noise of students in her class, this would make it impossible for anyone to expect my presence inside it. I do not know how teaching and learning could go on in such a noisy and undisciplined classroom.” (T3)

“I believe that teaching is only a process which is controlled and managed by the teacher. I do not believe in the argument for allowing students to share the teacher in directing and organising of the lesson, I think my students would not trust on

me if I ask them to share and help to discuss the lesson. After I finish discussion, they can participate and answer the questions” (T9)

The sub-scale “difficulties related to teachers” exhibited a similar tendency to the questionnaire, observation, and interview for some items. Teachers are still mainly advocating GTM, because they are still widely using Arabic in the classroom to help students understand the target language.

4.3.2 Difficulties related to students

The researcher examined difficulties related to students through seven items. Table 4.8 shows the arrangement of items in this sub-scale and Figure 4.8 displays the results graphically.

Table 4.8: Difficulties related to the student

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	St. deviation	Skewness	Kurtosis
1	g	Students have problems in explaining the main idea of the lesson. Level	4.10	0.896	-0.961	0.853
2	d	Students have difficulties in pronunciation	3.98	1.891	-0.899	0.651
3	e	Students like to change difficult vocabulary into Arabic words	3.97	0.905	-0.786	-0.04
4	c	Students are unfamiliar with the new approaches	3.64	0.996	-0.35	-0.693
5	a	Students have low language proficiency	3.74	1.186	-0.569	-0.18
6	f	Students do not understand what they read	3.71	1.03	-0.851	0.469
7	b	Students resist classroom participation	3.16	1.186	0.09	-0.988

The highest mean is related to the students having problems in explaining the main idea of the text by 4.10, and the lowest mean is for students resisting classroom participation

by 3.16. In this case, it is apparent that Libyan students have problems in explaining the main idea in the text by average mean score of 4.10 and standard deviation of 0.896. This result came near to the result for the second highest item which is about students' pronunciation difficulty by average mean score of 3.98 and standard deviation of 0.891. This is similar for students facing difficulty to switch using complicated vocabulary into Arabic words by average mean score of 3.97 and standard deviation of 0.905. All three previous difficulties were highly agreed by the participants.

During each observed lesson, it was apparent that students did not have the ability to express the main lesson ideas. The teachers asked students and encouraged them to participate in this activity, but not all students were able to do so. Students struggled to pronounce some difficult words. Students' difficulty expressing their ideas from the text was evident from their low pronunciation level, whereby they preferred to use difficult vocabulary in Arabic. Libyan teachers realize the main difficulties facing students who struggle with pronunciation so cannot explain the main reading lesson ideas. These difficulties are the major reason prompting teachers to effectively use CLT to teach reading in the classroom.

The data obtained from the questionnaire and observation are supported by the interview responses. Teachers explained they faced some difficulties that limited their implementation of CLT. Moreover, students could only practice the language in the classroom and the time was not enough for every student to practice the language or explain the main lesson ideas. These views were expressed by T2, T4, T5, T7, T8, T9, and T0.

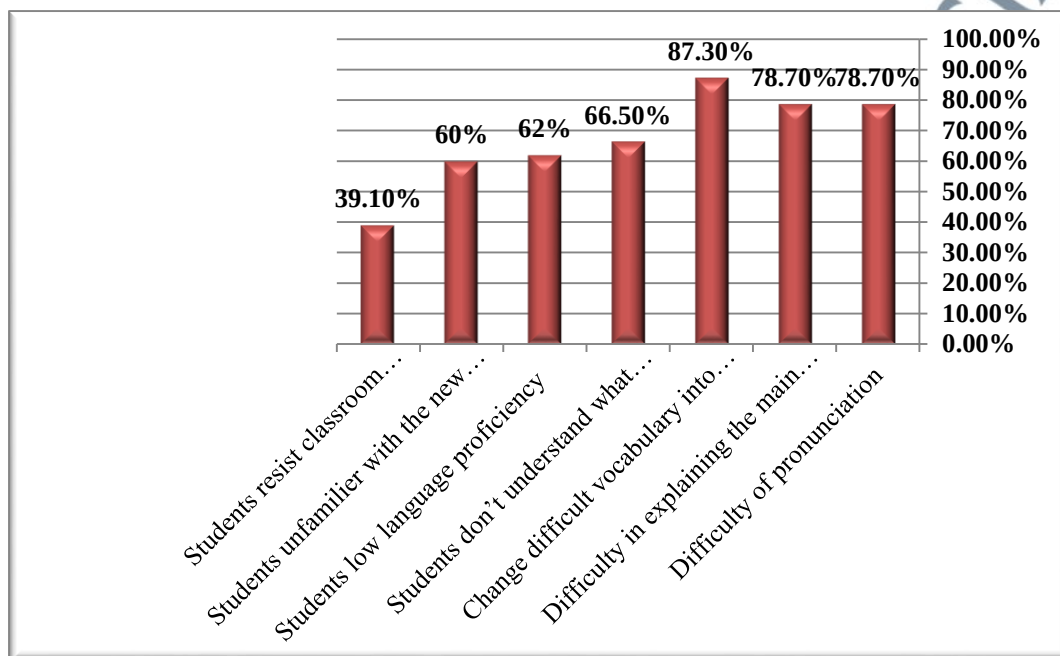


Figure 4.8: Difficulties related to the students

“English in Libya is taught as a foreign language, the main and only place to pronounce English is the classroom and there is no one in our society encourage them to practice the language. Our students still have low English proficiency and deficiency in pronunciation.” (T2)

“In every class I focus on pronunciation, repeat the difficult words many time. I think many students could not improve their pronunciation, because they only practice the language in the classroom and this is not enough.” (T5)

“Of course, our students change the difficult words into Arabic language alphabet.” (T7)

“Yes, there is also some teachers encourage their students to write the hard words in Arabic letters until they could practice them in their houses. We know that is very wrong but this is the appropriate way to make them practice them again in their houses.” (T8)

“When I ask my students to give the main idea to the lesson, they sometimes ask me, could we give the answers in Arabic Language. The problem that they know the answer but could not express about it in English.” (T10)

4.3.2.1 Students did not understand what they read

Most teachers agreed that their students did not understand what they read, according to a mean score of 3.71 and standard deviation of 1.030 based on Table 4.8. The teachers also agreed that students had low language proficiency levels, with a mean score of 3.74 and standard deviation of 1.186. The fact that teachers realized that students were unfamiliar with new approaches was perceived as another difficulty. According to a 3.64 mean score and 0.696 standard deviation based on Table 4.8, teachers concurred that Libyan students were familiar with the old GTM method for learning English and not with CLT. The observed lessons also indicated that students were not familiar with discussing the entire reading lesson in English, but they would ask and wait for the teacher to repeat in Arabic.

It is clear that students do not have good English speaking ability, hindering them from participating and interacting during lessons. Teachers expressed in the interview that students had low proficiency levels, as quoted by T2 and T3.

“They have difficulties to understand the teacher or the classmates’ English. It is hard for them to express their ideas in English... When they speak English, they are afraid that people would make fun of them. They feel embarrassed and shy. Gradually, they lose motivation in trying to read English.” (T2)

“The low level of the students’ proficiency is the main problem that face Libyan teachers to apply CLT in the classroom.” (T3)

Teachers agreed that their students did not understand what they read, with a mean score of 3.71 and standard deviation of 1.030. Furthermore, the mean score for students resisting to participate in the classroom was 3.16 and the standard deviation was 1.186 based on Table 4.8. The researcher posited that students could not participate because they did not understand what they read. During the observed lessons, students clearly did not understand what they read until their teachers translated everything. It was noticed that students could not answer in English although teachers encouraged them to practice the language. Students were not interested or did not understand when their teachers explained in English.

During the interview, teachers expressed that students’ progress was too slow. All teachers confessed that some students did not understand what they read, hence limiting

teachers' implementation of CLT in their classes. These views are represented by T8 and T10.

“Noting in our society help our students to learn or understand English, they still not good even after four years.” (T8)

“Yes, they do not understand what they read in English until I translate every sentence and every word, then they could participate and enjoy with the lesson.” (10)

The interviewed teachers explained that students resisted participating in CLT activities because they were more familiar with the previous method that relies on memorization and repetition. This view was clearly described by T3, T7, and T9.

“Our students experience is more teacher-centred approach than student-centred approach. In traditional teacher-centred classrooms, the students are not encouraged to express their own opinions or challenge the teacher. For example, the students usually say “someone said” rather than “I think” in order to avoid making mistakes. Also, the relationship between the teachers and students is another effect to participate in the classroom.” (T3)

“Sometimes at first, they feel a little bit shy, they feel uncomfortable when they are asked to participate or answer in English. They feel reluctant to read in front of the whole class; but I make them answer and share within pairs before asking

them to read in front of the whole class. When my students get used to doing it, they start enjoying it.” (T7)

“When I try to implement any communicative activity in my class, the first question that my students ask is: would we have any question on this in the exam? When they learn that this communicative activity would not benefit them in the test, they just lose their interest in it. They feel that they waste their time with such an activity which has no value in the exam. They participate but not in active way.” (T9)

A summary of the sub-scale “difficulties related to students” is that teachers realized that student-related difficulties are among the major challenges faced by teachers in CLT implementation. Teachers mutually confirmed the reality of this difficulty through the questionnaire, observation, and interview. All teachers verified that students had problems with explaining the main lesson ideas on account of their low English proficiency levels. Students’ resistance to participate in communicative class activities was reportedly another significant limitation in implementing CLT in English classes. Teachers referred to students’ low level of English as an obstacle to their participation in classroom activities.

4.3.3 Difficulties related to the curriculum

The researcher examined difficulties related to the curriculum through four items as shown in the following table. The items were arranged from the highest degree of

agreement to the lowest mean score. Table 4.9 presents the arrangement of this sub-scale and Figure 4.9 shows the results graphically.

Table 4.9: Difficulties related to the curriculum

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	St. deviation	Skewness	Kurtosis
d	1	There is mismatch between the objectives of the curriculum and the content of the national examination.	3.17	1.139	-0.06	-0.738
c	2	The textbook is difficult for the level of the students.	2.77	1.190	0.195	-0.859
a	3	The syllabus is difficult	2.74	1.295	0.366	-0.896
b	4	The evaluation method for reading is difficult.	2.73	1.065	0.281	-0.896

The analysis of the mismatch between curriculum objectives and national examination content indicated a 3.17 mean score and 1.139 standard deviation. Teachers appeared to have a positive view towards this notion. The questionnaire data was in agreement with teachers' interview responses regarding the mismatch between the curriculum objectives and national examination content.

Teachers discussed that textbooks are meant to improve communication skills while examinations are based on writing and grammar. One of the teachers explained that national exams merely represent a traditional form of assessment with focus on students' memorization skills of English expressions, vocabulary meanings, definitions, and grammatical rules. Teachers' views are illustrated by T3, T8, and T9.

“The objective of the text books is to develop the communicative skills, but the examination' needs is written tasks, our students are pressure by exams and require their teachers to teach them about the exam.” (T3)

“All the teachers are obligated to teach on teaching the skills that are tested in the exams and ignore one which is not.” (T8)

“There are differences between what we gave in the class and the national exams, in the class we focus on reading activities, speaking and practicing the language. The exams were based on grammar and vocabulary meaning.” (T9)

4.3.3.1 The textbook is difficult

The mean score for difficulties with textbooks was 2.77 and the standard deviation 1.190 based on Table 4.9. The questionnaire results indicate that teachers held a neutral view regarding difficulties with textbooks. During class observation, students apparently had difficulty with textbooks, such as with pronouncing complicated vocabulary. It was very challenging to pronounce or understand word meanings through the sentences.

In the interview, the teachers explained that the textbook was hard to comprehend by students at their current level. One teacher expressed that the textbook is designed well but unfortunately teachers are not provided with training programs to teach using the respective textbooks. Other teachers stated that the textbook was difficult for the students' level because the passages are long and contain advanced and complicated vocabulary. Their views are clearly described by T5, T9, and T10.

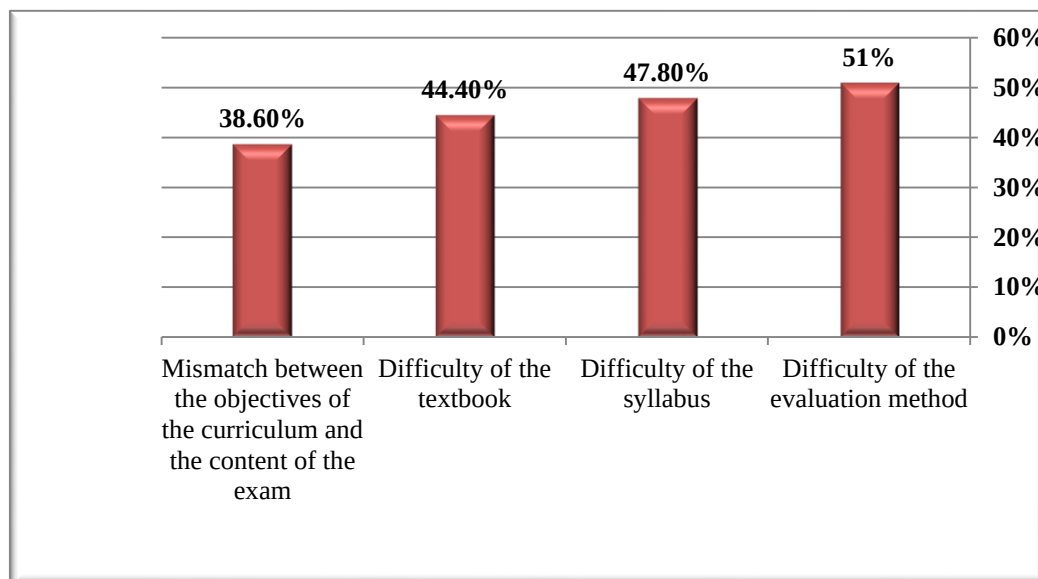


Figure 4.9: Difficulties related to the curriculum

“The text book is designed very well, but it is not attached with training program for how to teach this textbook. So, that’s why teachers when they receive that textbook, they encounter a lot of problems when they start teaching that textbook because of the lack of training program.” (T5)

“The text book is very difficult to the level of the students; the texts and passages is very long and the vocabulary and pronunciation are very hard.” (T9)

“I have not been trained on teaching these new textbooks. I could not understand many instructions and sections. We should be trained well for implementing this curriculum. These textbooks designed for preparatory students, but it is not in Libyan context.” (T10)

Next, teachers' extracts demonstrated that the textbook is hard to use by students' learning standard levels. Teachers' interview responses revealed that difficulties with the textbooks refrained them from implementing CLT in teaching reading comprehension. The data analysis results for syllabus difficulty revealed a 2.74 mean score and 1.295 standard deviation based on Table 4.9. Teachers had a negative view of this difficulty, according to T3 and T5.

"The syllabus is difficult. The textbooks are long according to the length of the year. The time of the class is short according to the lesson." (T3)

"The plan curriculum is very difficult according to the period of time of the year." (T5)

The mean score for the difficulty of the reading evaluation method was 2.73 and the standard deviation was 1.065 based on Table 4.9. The interviewed teachers explained that it is difficult to evaluate students in reading comprehension, because the process of reading evaluation involves reading with accurate pronunciation and vocabulary. Hence, this evaluation means is not appropriate for all students. Extracts are given accordingly by T5 and T9.

"When the teacher wants to evaluate reading, they focus on pronunciation. Pronunciation is very difficult to the students in their level" (T5)

"Teachers depends on reading loudly and accurate pronunciation as a way to evaluate students' level." (T9)

A summary of the sub-scale “difficulties related to the curriculum” suggests that teachers face problems in terms of opting for a right and suitable method to teach and evaluate students using the textbook. Training programs need to be conducted as a solution to this problem. This is also important to avoid further discrepancy between national exams and curriculum objectives.

4.3.4 Difficulties related to the education system

The researcher examined educational system difficulties through seven items as shown in Table 4.10. The results of these items were analyzed based on the percentage of agreement to the mean score of every item. The items were measured and arranged from the highest agreement to the lowest mean score. Table 4.10 shows the arrangement of these items in this sub-scale and Figure 4.10 shows the results graphically.

Table 4.10: Difficulties related to the educational system

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	The St. deviation	Skewness	Kurtosis
c	1	The school does not enough resources to help teachers	4.08	0.981	-1.080	0.672
d	2	There is a lack of support from the administration	4.40	1.810	-1.217	0.672
e	3	Training programs are not sufficient to the teachers	4.00	1.112	-1.26	1.152
g	4	There are not enough teaching facilities provided by the ministry	3.88	1.010	-1.043	0.911
b	5	The number of students in one class is large	3.73	1.333	-0.709	-0.736
a	6	The time for reading class is limited	3.69	1.369	-0.590	-1.041
f	7	Libyan educational system suffers from a shortage of qualified teachers	3.64	1.202	-0.613	-0.437

The mean score for difficulty with insufficient resources was 4.08 and the standard deviation was 0.981. Teachers agreed on the lack of sufficient resources. This means that Libyan teachers realize the importance of school resources to help implement CLT in reading comprehension. This difficulty therefore ranks as the highest difficulty from the teachers' perspective. Teachers felt they lacked support from their administration, as clearly shown from their agreement with a mean score of 4.04 and standard deviation of 1.81.

A similar tendency was seen in the interview, where teachers claimed there was a shortage of resources to help facilitate the teaching process. This is one of their obstacles in implementing CLT. Teachers also reported a lack of help and encouragement from the schools. One teacher explained that the school administrator asked him and other English language teachers to speak in Arabic. It was frustrating that no one cared whether the students are able to read and understand English. This lack of administration support represents the gist of the problem with Libya's education system. Views of this obstacle are given by T5, T6, T8, T9, and T10.

"The teachers suffer from the lack of the resources that help to facilitate the language such as Labs and short stories... Ahhhh... I don't have access to any authentic magazines, books, or DVDs, also visual aids. I have to pay from my pocket when I need to make copies for my students. In short, I only have a blackboard and chalk. That's it." (T5)

"We didn't have any language labs." We don't have the technology at school, and usually the course book comes with CDs, but they do not provide us with CDs, and they don't provide us with CD players. So, we just skip that part of the course." (T6)

"Teaching English did not take good opportunity from the administration." (T8)

"One of the difficulties of improving English in Libya is the lack of support, I think if we get the support by providing our schools by teaching labs, books and training programs to the teachers and workshops by the new methods of teaching English. In this time, the level of learning and teaching would be better than now, they always push teachers to finish the curriculum in the allocated time. They always push teachers to finish the curriculum in the allocated time, they focus on the quality not on the quantity." (T9)

"Even though the new preparatory curriculum supports the use of CLT, the administrators in my school don't encourage me to utilise CLT because the principal is only concerned with the scores of our students. He deals only with issues like why the students scored low in the exam, you must discuss in Arabic and let your students understand you. I mean, no one really cares about whether these students could read in English or not. What matters to the administrators is the schools' overall success only. So, I don't have enough support from them about using CLT." (T10)

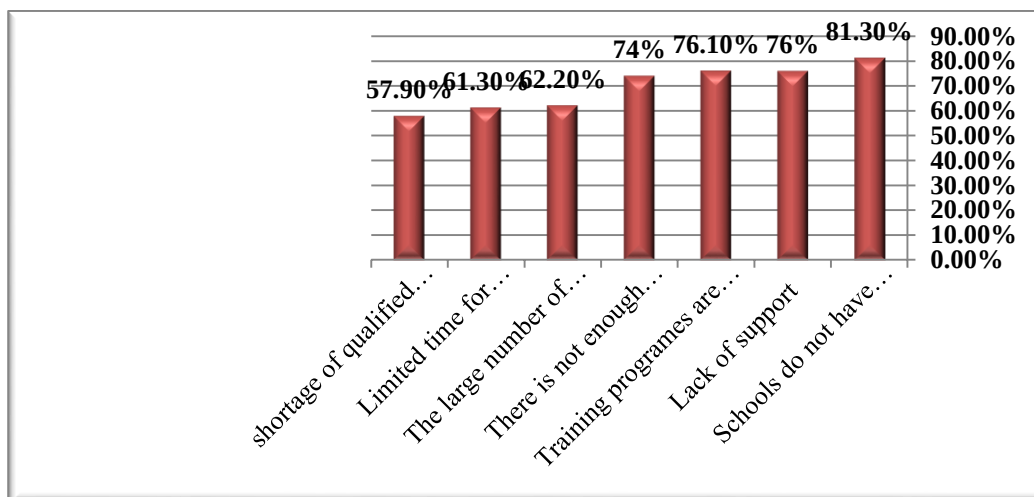


Figure 4.10: Difficulties related to the educational system

4.3.4.1 Lack of training programmes and teaching facilities

In general, Libyan teachers lack adequate training programs to assist with updating their teaching knowledge, particularly regarding new teaching methods like CLT. This is obvious from the percentage of agreement among all respondents, reflected by the mean score of 4.00 and standard deviation of 1.112 based on Table 4.10. At the same time, the shortage of teaching facilities provided by the ministry to the school is regarded as another difficulty faced by teachers in implementing CLT in teaching reading comprehension. Their high agreement with a mean score of 3.88 and standard deviation of 1.010 based on Table 4.10 reveals that Libyan teachers have to bear with poor facilities offered to schools by the ministry.

According to the observed lessons, teachers entered the class with the textbook. They relied only on the textbook and did not use any other facility to assist with the lesson

discussion. The interview responses were in agreement that training programs are very important, as described by T2, T5, T7, T9, and T10.

“Lack of training programs is another problem, you know friend, we live in closed society, we speak only Arabic and there is no foreigner to practice the language. Training programs is very important because it would help us to catch with the new methods and technique to teach the language.” (T2)

“English language teacher is the main principle to teach the language, so only training programs could develop teachers' level to teach English. We need a training programs especially for the old experience teachers. Not all Libyan teachers know more about CLT and its implementation.” (T5)

“In Libya, we do not have teachers training, from time to time we have lectures and these lectures are not in the required standard for teaching English.” (T7)

“Our schools suffer from any facility that could help students to understand the things, for example, visual aids are one of the facility that enhance students' imaging and remembering words associated with images in reality.” (T9)

“We did not have any facility that help teachers to present the idea to their students, even when I try to teach the text communicatively, difficulties and obstacles pop up. For example, I try to create a communicative environment in the class, however, class equipment and facilities you know! My classroom does

not have any visual or audio facilities. I try to make them independent learners, it is difficult to achieve, all of us suffer from this point.” (T10)

4.3.4.2 Large classes and limited reading class time

The researcher examined if teachers consider a large number of students in one class a difficulty. According to the questionnaire responses, teachers demonstrated high agreement with a 3.73 mean score and 1.333 standard deviation based on Table 4.10. The limited reading class time is also an obstacle faced by teachers in implementing CLT when teaching reading comprehension. Their views were also clear through the significantly high agreement with a mean score of 3.69 and standard deviation of 1.369 based on Table 4.10. Unqualified teachers is the next difficulty limiting the successful implementation of CLT in the classroom. The high agreement percentage was shown by a 3.64 mean score and 1.202 standard deviation based on Table 4.10.

From the observed lessons, it was noticed that every class has over 35 students, which hinders teachers from having each student read and participate in the lesson. Moreover, the class time is very short, with only 40 minutes per lesson. The huge number of students and limited class time therefore make it very hard for teachers to implement CLT activities in their classes. The researcher noticed that not all teachers are qualified to implement CLT to teach reading comprehension. Some of the teachers observed dropped some CLT activities or parts of the lesson because they did not know how to implement them. The interview findings support the questionnaire and observation results. Teachers considered the huge number of students, limited class time, and

unqualified teachers as difficulties faced in CLT implementation, as described by T1, T2, T 3, T6, and T7 during the interview.

“In order for CLT to work successfully, the class should be smaller. The number of students in a class in most schools here is about 35-40. Considering that we have 40 minutes in a lesson, 10 minutes is spent on roll call and such. Then, we should check homework and perhaps review the previous topic. We have only 20 minutes left. When you have 40 students in the class, each student gets half a minute to express themselves in the class. So, it seems really difficult to make use of CLT in such a situation.” (T1)

“The major obstacle for me to utilise CLT is the large number of the students in one class, I could not develop CLT materials or activities to use CLT in my class.” (T2)

“The time of the class is 45 minutes, it is not appropriate to the reading lessons or implementing reading activity, this also led teachers discuss by Arabic.” (T3)

“Some teachers, who studied abroad, who did their higher degrees abroad, their English is quite good. Others who studied only in Libya, they didn't get the chance to communicate with native speakers. Consequently, their English is not good.” (T6)

“English language teachers in Libya are not qualified enough to implement CLT, we take CLT in our university but we do not have the ability to practice it in the classrooms.” (T7)

A summary of the sub-scale “difficulties related to the education system” clearly indicates that Libyan teachers believe the education system also poses major challenges in the successful implementation of CLT in classrooms. The participants’ responses were in significant agreement regarding this concern, and in-depth explanation or support was obtained from the responses shared during the observation and interviews. According to the questionnaire and interview data, the lack of resources, lack of administration support, and insufficient training programs are some of the biggest challenges that Libyan foreign language teachers deal with in their attempt to incorporate CLT into teaching reading comprehension. Large classes are another key problem in the Libyan education system in general. The data additionally reveals that classes with a high number of students are a serious concern in the implementation of CLT in reading classes.

The teachers’ responses to the questionnaire, as well as their similar tendencies observed and opinions expressed in the interview, indicate that the education system is one of their challenges they face in implementing CLT in their reading lessons. All datasets indicate that the implementation process is influence difficulties with the educational system, which participants rated as a serious problem.

4.3.5 Difficulties related to the Communicative Language Teaching (CLT)

The researcher examined difficulties related to CLT through four items. Table 4.11 shows that all items related to CLT difficulties exhibit a high level of agreement and Figure 4.11 presents the results graphically.

Table 4.11: Difficulties related to the communicative language teaching

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	St. deviation	Skewness	Kurtosis
a	1	CLT activities in reading require long class hours	3.98	1.000	-1.173	1.112
c	2	CLT shares the role of the teachers and students in the classroom	3.77	1.020	-0.705	0.086
b	3	CLT does not consider the differences between western context and non- western context.	3.53	1.207	-0.287	-1.070
d	4	CLT neglects the role of the teachers.	2.80	1.16	0.321	-0.548

A detailed analysis of the questionnaire data revealed that the mean score for the participants with similar opinions that CLT activities in reading require long class hours was 3.98 and the standard deviation was 1.000. The questionnaire data demonstrates that a vast majority of teachers agreed that CLT reading activities require long class hours. Therefore, the time requirement for successful CLT implementation is a major challenge. The mean score for CLT being shared between teachers and students in the classroom was 3.77 and the standard deviation was 1.020. In the observed lessons, teachers had difficulty with the short time, which was particularly clear when teachers implemented CLT activities. Some of the CLT activities observed necessitated a long

time to manage and complete. Besides, teachers did not prefer their students to share in the lesson discussion. In the interview, developing communicative activities and creating communicative roles for students were perceived positively by teachers, as these two items had higher means. These views are portrayed by T3, T7, T8 and T9.

“I do not have only activities with reading comprehension in the lessons, I have also speaking, writing, grammar and listening, so the time is not enough to apply the whole reading activities.” (T3)

“In my class, I have 43 students, the time of the lesson is after 11:00am. I have only 45 minutes to discuss the lesson, they need 5 minutes to sit quietly and open their English books. Also, the pronunciation and the translation for the new words want 15 minutes, after that I must read the lesson and they repeat after me, this take 20 minutes. All these process take time in every class, sometimes I delete some activities.” (T7)

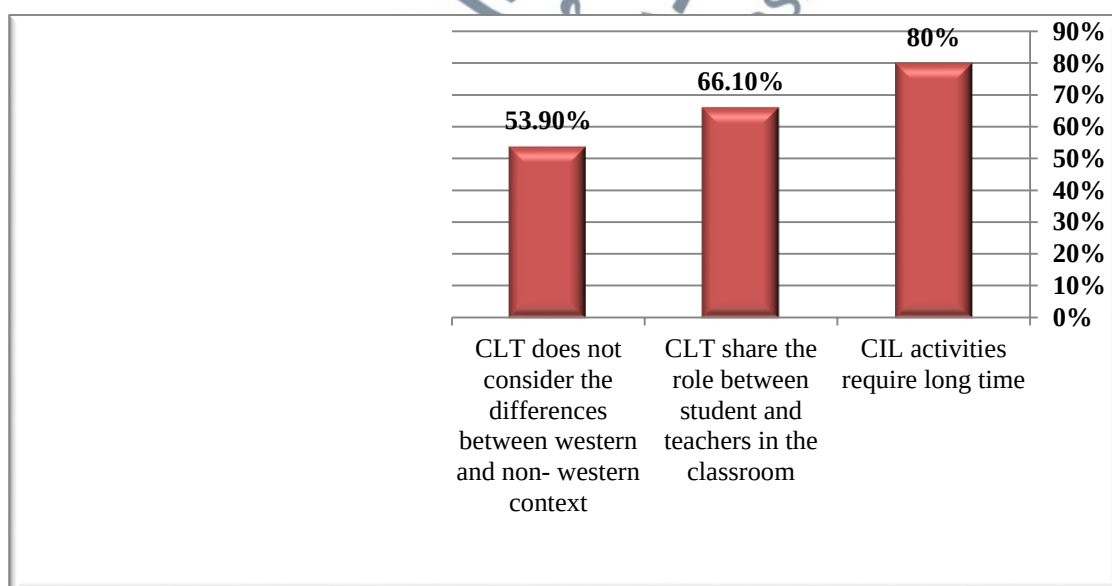


Figure 4.11: Difficulties related to the communicative language teaching

"It is an incorrect concept. The teacher has a major role in the learning process. This approach is not workable in Libyan preparatory schools where the role of the teacher is very important for explaining the content of these difficult textbooks." (T8)

"I believe that teaching is only a process which is controlled and managed by the teacher. I do not believe in the argument for allowing students to share the teacher in directing and organising this process. Throughout the history of teaching and learning, the role of each was clearly defined and who could ignore the success achieved through this way of teaching so far." (T9)

4.3.5.1 The differences between Libyan context and CLT context

Teachers agreed that CLT does not relate to differences between western and non-western contexts, with a 3.53 mean score and 1.207 standard deviation. Essentially, Libyan teachers understand that their context differs from the CLT context based on Table 4.11. The average score for CLT not taking into account teachers' role was 2.80 and the standard deviation was 1.160 based on Table 4.11. The observed lessons evidenced that teachers ignored students' roles and relied on themselves to fulfill the lesson discussion. Also, teachers appeared to change certain unfamiliar words that were not related to their non-western context. For example, in one of the observed lessons, the teacher changed the word "pig" to the word "cat" to avoid translating it to Arabic, and "types of drinks" was changed to "types of juice." The interviewees expressed their opinions and understanding of this item. Teachers strongly believe in their role as teachers. Thoughts on this item are given by T4 and T10.

"I think just sharing the discussion with my students would neglect my role as a teacher." (T4)

"I could not imagine a class in which the teacher has only a secondary role. I believe that teachers should play the main role, not a secondary one." (T10)

Teachers agree that CLT did not take a consider about the difference between the contexts (western and non-western contexts). The teachers supported this results through their responses in the interview was said by T7 and T8.

"I think this point is clear, for example, we have words "boyfriend or girlfriend" which is not related to our cultural also the sensitivity between boys and girls contact." (T7)

"This issue is clear, they use English inside and outside the classroom, but we here use it only in the classroom. The other important thing is that the cultural context of western context is completely different from our Islamic cultural context." (T8)

The sub-scale "difficulties related to CLT" clearly shows that Libyan teachers realize that CLT is one of the difficulties they face in implementing CLT in class. CLT reading activities require a long time for teachers to apply, which is why teachers avoid doing some activities. Teachers agreed that the main differences between the western and non-western contexts are socio-cultural based. Libyan classrooms are still greatly influenced by traditional learning methods, so the idea of sharing the role between teachers and

students in class is not yet accepted. Accordingly, teachers perceive that limited time, neglecting the teachers' role, sharing their role with their students', and the differences between western and non-western contexts are among the problems teachers face when applying CLT to teach reading comprehension.

4.3.6 Difficulties related to the sociocultural context

The researcher attempted to find the sociocultural context difficulties hindering Libyan teachers from implementing CLT to teach reading at preparatory schools. The difficulties related to the sociocultural context were examined in this study using three items, as shown in the following table. The items were measured and arranged from the highest degree of agreement to the lowest mean score. Table 4.12 lists the arrangement of this sub-scale and Figure 4.12 represents the results graphically.

Table 4.12: difficulties related to socio- cultural context.

The arrangement number in the questionnaire	The arrangement according to the results	The items	Mean score	St. deviation	Skewness	Kurtosis
c	1	Following my socio-cultural norms will prevent my students from participating in the class	3.51	1.089	-0.617	-0.186
a	2	My socio-cultural aspects affect the implementation of CLT.	3.40	1.112	-0.485	-0.366
b	3	My socio-cultural belief is that learning is serious.	3.33	1.176	-0.423	-0.534

4.3.6.1 Teachers' sociocultural belief

A detailed analysis of Item C, which is “following my sociocultural norms would prevent my students from participating,” reveals that it has the highest mean score of 3.51 and standard deviation of 1.089. The participants highly agreed with this item. The participants agreed that the sociocultural aspect affects CLT implementation, with an average score of 3.40 and standard deviation of 1.112. The participants represented a positive view of the effect of the sociocultural aspect on CLT implementation. They also had a positive view towards the sociocultural aspect, whereby teachers believed that learning should be serious, with an average score of 3.33 and standard deviation of 1.176.

In the lesson observations, the researcher clearly noted the effect of the Libyan sociocultural aspect, whereby the teachers shared the lesson discussion very little and portrayed the roles of controllers in the classroom. One of the teachers interviewed explained that they should teach what is comfortable and culturally acceptable within society. The interview responses support the questionnaire and observation results, as described by T1, T5, T6, T8 and T10.

“We think that our socio-cultural aspects guided us as teacher and the participation of students in the classroom. Teachers with the traditional methods provide a control over their students and what they learn.” (T1)

“Our students could not share or participate at any time, they could participate or ask me after I finish the discussion and after take a permission from me. The

effect of our socio cultural is one of the obstacles of adapting CLT in our schools.”

(T5)

“I think this issue is important, for example, I could not let my students share me during the discussing of the lesson because I would lose my role and duty as a responsible teacher not only with my students but also with my colleges and headmaster.” (T6)

“The effect of how I learned English, the methods that our teachers used before influenced our way of teaching now.” (T8)

"I tried to neglect our cultural' effect and follow CLT features as a facilitator but there are many difficulties that prevent me. The material was imported from outside Libya, and it wasn't designed by the Libyan educators. So, some of the topics are not related to our culture. I remember trying to change words like boyfriend, girlfriend. I just say friend, and when they talk about parties, they [Libyans] doesn't [don't] drink wine, [I] change that to juice [or] milk.” (T10)

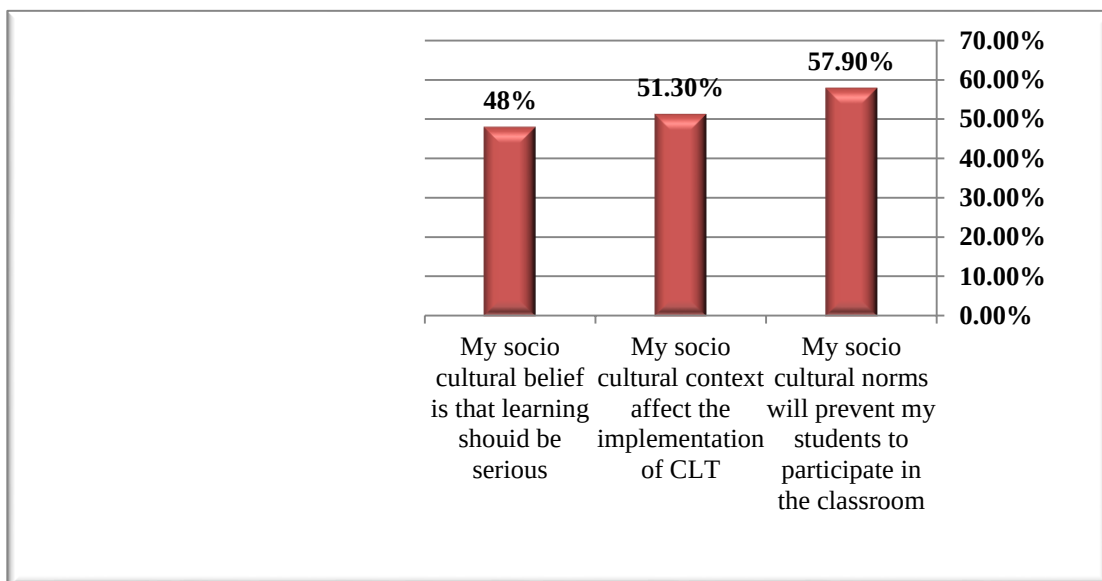


Figure 4.12: Difficulties related to the socio- cultural context

Other teachers' comments indicate that Libyan teachers teach English in accordance with the Libyan culture and not the English culture. For item B of teachers' sociocultural belief, it appears that learning should be serious, as described by T8 and T9.

"Yes, learning should be serious, I think if it is not serious our students would not learn anything." (T8)

"Yes dear, I remember the first day I taught here, the headmaster and the old teachers told me that I must be serious and constrict and do not laugh with students, then you would be good teacher forever." (T9)

An analysis of the sub-scale "difficulties related to the socio-cultural context" indicates that Libyan teachers understand the sociocultural context is a challenge they face in the

successful implementation of CLT in the classroom. The participants' views were clear and supported by the interview extracts. Teachers have a positive view toward CLT, but their traditional way of teaching restricts classroom implementation of teaching reading comprehension using the CLT method.

4.4 Conclusion

The data obtained from the questionnaire, observation and interviews revealed that Libyan teachers have positive views of CLT features in teaching reading comprehension. Teachers observed facilitated CLT activities, and encouraged their students to participate and practice the language. According to the teachers, the lack of time and large number of students limit CLT implementation in the classroom. Teachers agreed on the influence of their previous knowledge and experience on their method of teaching reading comprehension. Reasons for this include lack of training programs and insufficient knowledge of CLT. The data indicate that Libyan teachers attempt to implement CLT in class but encounter difficulties that restrict implementation.