

CHAPTER FIVE

Data Analysis: Implementation of CLT activities and the impact of different teaching experience on the major difficulties.

5.1 Introduction

The data presented in this chapter was gathered through a questionnaire, observation and semi-structured interview. The first section was intended to examine the types of communicative language teaching (CLT) activities and how teachers implemented them while teaching reading comprehension. The second section was meant to examine the impact of the difference in years of teaching experience on the major difficulties that Libyan teachers encounter when teaching reading comprehension. The data was presented through ANOVA analysis as well as further explanation of the observations and interviews.

All types of activities implemented by teachers in class were discussed in this work. These activities were classified according to each teaching method, thus helping the researcher identify every activity done in the classroom. The teachers who were observed discussing reading lessons in class applied several methods, namely GTM (grammar translation method), ALM (audio lingual method), teacher-centered approach, and student-centered approach. The following section presents and explains the types of activities and how teachers implemented them to teach reading comprehension.

5.2 The types of CLT activities and their use by teachers to teach reading comprehension.

The third research question was aimed to identify the types of CLT activities that Libyan teacher implement to teach reading and how they are implemented to teach reading in class. As mentioned in chapter three, three data gathering procedures were used to answer this research question. The main instruments were classroom observation, interview and questionnaire, all of which yielded rich and diverse data. This process helped eliminate bias, enhance the accuracy and significance of the findings and enabled the researcher to arrive at strong conclusions and detect underlying reasons to further describe and explain the findings. Classroom observation enabled the researcher to note the actual situation of knowledge and application of CLT activities in teaching reading comprehension by Libyan teachers.

The researcher employed the field notes and recorded the data obtained from the classroom observations to identify the activities and how they were implemented. As Brodsky (2008) suggested, field notes are useful in any qualitative study, for they assist the researcher to record in-depth descriptive details of people (including themselves), places, things, and events, as well as reflections on data, and the research process (Brodsky, *ibid*, 342). The field notes allowed the researcher to include any other points that seemed relevant during observation. The themes discovered through observation were analyzed and classified into three categories: classroom teaching methodology, CLT activities and CLT implementation in teaching reading, and teachers' knowledge. These will be presented in the next section

5.2.1 Classroom teaching methodology

During every reading lesson, teachers implemented many activities for explanation. These activities are classified according to each teaching method. Teachers who were observed

discussing reading lessons utilized various methods in class. The teaching methods observed were GTM (grammar translation method), ALM (audio lingual method), teacher-centered approach, and student-centered approach, as shown in Figure 5.1. These methods were used not only to present reading comprehension text but also for other skills. The following sections discuss these methods.

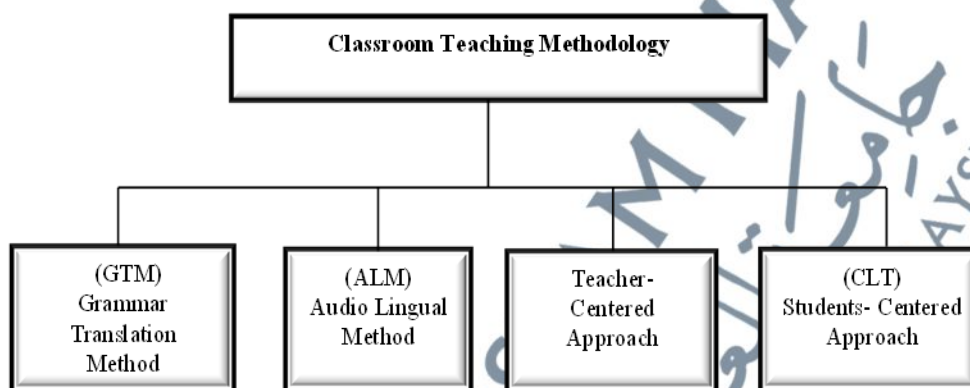


Figure 5.1: Classroom teaching methodology

5.2.1.1 Grammar Translation Method

Based on observation, it was found that all teachers focused on translating from English to Arabic, vocabulary memorization, and accurate grammar, as shown in Figure 5.2. The teachers presented a positive attitude towards using and discussing in Arabic. English was applied by teachers in reading lessons, and some students could answer and speak in English while others could not.

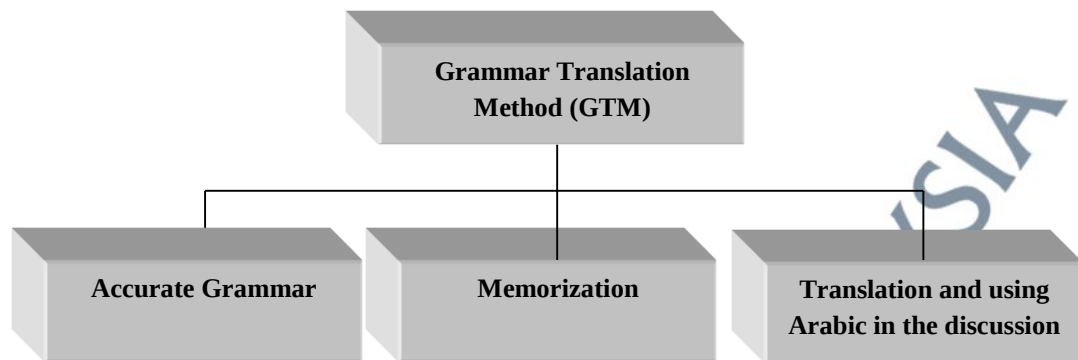


Figure 5.2: The activities of grammar Translation Method in teaching reading

The extract below demonstrates how teachers handled the activities during discussions in reading lessons. An example of how teachers implemented activities is provided below, beginning with the lesson content followed by an extract (refer to extract 1) to show the communication between teacher and students in the classroom.

- **The classroom context**

The lesson has two pictures, one is about a town and the other is about the countryside. The teacher started the lesson by before you read stage using completely Arabic language.

Extract no.1 (T1, 2ed year,19-4-2014, 11:00 to 11:30)

T: Good morning every body

SS: Good morning Teacher

T:How are you?

SS: We are fine, thank you.

T: ok, open your book page 26.

T: Now look at the pictures, all of you in your book have two pictures. What can you see in the pictures?

T: انظر إلى الصور وصف ماذا تشاهد فيه؟

(Trans: the teacher ask the students to look at the pictures and describe what they can see?)

T: استخدم جمل بسيطة

(Trans: Use simple sentences.)

T: ماذا تفهم من الصور؟

(Trans: What can you see in the pictures? What can you understand from the pictures?)

The students look at their books again.

T: يجب أن تطور من محادثتك، ماذا تستطيع أن ترى في الصور

You must develop your speaking, what you can see in the pictures?) Trans: (

T: فقط استخدم جمل قصيرة , حاول , حاول .

(Trans: Just use small sentences, try, try.)

(Trans: What you can see in the pictures?)

T: The teacher select one of the student to answer.

S: the ... the Pictures town andand....and

T: countrysidegood.

S: (the student said) town and countryside...

SS: القرية و المدينة

Trans: Town and countryside.)(

T: yes..yes, who can answer me now. Do you think it is better to live in the town or countryside? Why?

SS: can we answer in Arabic, please teacher.

التلاميذ: نستطيع أن نجيب باللغة العربية وليس الانجليزية لو سمحت يااستاذ.

T:No try to answer in English

T:Ok, who can answer me?

T: ماذا تستطيع أن ترى في الصور

Not the whole students can answer the teacher for this question, but when he spoke in Arabic all the students can participate

During the observed lessons, teachers focused on grammar mistakes. When a student read their answer to a question about the text and made grammar mistakes, the teacher offered a chance to correct their own mistakes. If the student was unable to do so, the teacher asked another student to correct the grammar and re-read the answer. This provides evidence that teachers focus on grammatical structure when discussing reading lessons. All the observed teachers discussed and corrected grammar mistakes during reading lessons. They focused on using accurate grammar rather than communication.

In this case, the researcher remarked that students had good grammar but were not able to communicate properly. The teachers did not focus on developing the target language, but rather neglected the main purpose of teaching language, which is communication.

In section B of questionnaire (number 5, item e), teachers agreed that their students like to learn grammar through reading comprehension lessons. This result clearly explains that teachers focus on grammar activities in the classroom during reading lessons. Next, in terms of analyzing the questionnaire data, teachers denied the effect of GTM on teaching reading through CLT, as presented in section C (number 1, item h). The majority of teachers agreed that the effect of GTM limits their adaptation of CLT in their way of teaching reading comprehension. In the real context, the researcher observed the effect of GTM on teachers' way of teaching, who focused on accurate grammar as one of the main activities in every reading lesson. In the interview, the participants were asked and encouraged to provide their real perception of the effect of GTM. The interview data supports the observation data, as described by T4 and T9.

"I could not make my students complete reading with grammar mistakes, I must stop them to know their mistakes." (T4)

"Because reading in the passages is the only skill that help us to discuss more about their grammatical mistakes." (T9)

During the observed lessons, memorising the new vocabularies is an issue that has a place in every classroom. All of the teachers started their lessons by asking the students

to memorize the vocabularies which were in the last lesson. The students must write the spelling of the words on the blackboard and said its meaning in Arabic. The successful memorization of spelling is considered by the teachers as an indication of words acquisition and is a common way of evaluating students' language learning. Some of the teachers acted more than just doing memorisation by asking their students to write the Arabic transcription to new vocabulary in their note book to facilitate the memorisation process. During the observation, teachers forced the students to memorise not to think critically. This clearly reflects teachers' concerns on the use of traditional methods of teaching which concentrate on form rather than communication. The interview data support the observation data in that memorisation is one of the important issues in every lesson as described by T1 and T8.

"There is no place where my students could practice the vocabulary that they take, so I focus on memorisation as a way to remember the word when he need."

(T1)

"The good student who could catch many vocabularies from every lesson, in every lesson I must make sure that they memorise the vocabularies, their spelling and Arabic meaning." (T8)

According to the observed lessons, teachers appeared to translate sentence by sentence and word by word. Teachers implemented translation as a means of understanding the reading lessons. In all observed lessons, teachers applied translation in order to discuss and explain the lessons. Teachers tried to encourage their students to guess and predict

meanings, by using body movements, gestures, or any simple visual aids to help students think about the meaning. Some teachers gave Arabic meanings and encouraged students to think about the meanings or helped them to grasp meanings, because in every class only a few students were able to understand the teachers' explanation in English while the others were weak. The translation process was applied not only for new words but also served as a means to discuss English reading of texts. The researcher observed that some teachers discussed the lesson in Arabic, and addressed grammatical points, questions, and ideas of the lesson in Arabic. Teachers attempted to encourage students to practice the target language and participate in English in the classroom. They focused on helping students to understand the text meaning.

The use of translation among teachers was also gathered from the questionnaire. In section B of the questionnaire (number 5, item d) the teachers disagreed that their students hate translating to Arabic. The result indicates that using translation in class was approved by the class participants. Based on the observed lessons, the researcher noticed that teachers used translation activities due to students' low standard of English. Teachers understood that their students' English level was low, so teachers translated the materials into Arabic. This item confirms that Libyan teachers use the Arabic language due to students' low English level.

Moreover, the questionnaire data results reveal that using Arabic is one of the difficulties faced by Libyan teachers in implementing CLT in their classes. In Section C (number 1, item d), the participants agreed that they use Arabic in class. This means they acknowledge that using Arabic in class is one of the challenges they encounter

when implementing CLT to teach reading comprehension. Based on the observed lessons, it was found that all teachers use Arabic to translate and discuss the lessons. The interview findings support the questionnaire and observation data, according to answers by T5, T6, and T7.

“I try to discuss the difficult vocabulary by English in a group work, but I find that they could not do that, I encourage them one or two times then immediately I give them the translation by Arabic.” (T5)

“As you see them, their level is very low, so we set out to help them by Arabic language” (T6)

“All teachers use Arabic language because there were only a few students were able to understand the teachers’ explanation in English.” (T7)

Some teachers in the observed lessons helped students write difficult vocabulary in Arabic words. In section C (number 2, item e), teachers agreed that their students prefer to change difficult vocabulary into Arabic words and this is one of their difficulties in implementing CLT. Teachers’ interview responses to this item are illustrated by T2.

“We do it only with the difficult words, we try to help our students to memorise and learn the pronunciation of the difficult vocabulary.” (T2)

5.2.1.2 Audio Lingual Method

Based on the observation, it is evident that all teachers focused on correct pronunciation and repetition, which are the main ALM activities (Figure 5.3). In all lessons observed, the participating teachers implemented these activities during discussions of reading lessons.

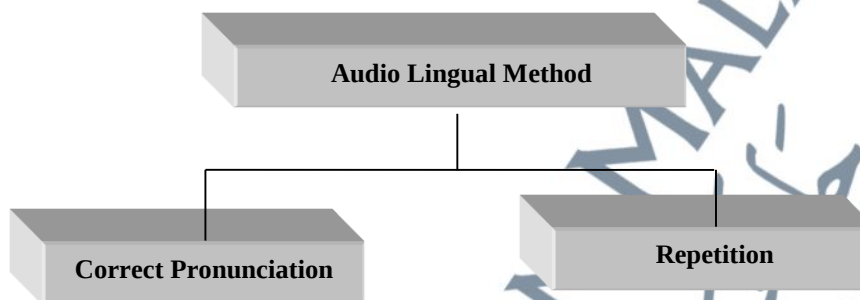


Figure 5.3: The activities of Audio lingual method in teaching reading

Repetition was among the main activities in every reading lesson. Teachers applied the repetition of new vocabulary, as they believed this would improve students' understanding and enhance pronunciation learning. All teachers repeated new vocabulary several times and then allowed students to read the words more than once. Some teachers repeated the lesson many times and asked students to repeat after them. They encouraged students to repeat word pronunciation. The interview data supports what was observed in classes regarding the use of repetition, as described by T1 and T9.

“As you know friend, the classroom is the only place where the students could listen these vocabularies, so I must repeat for him. Outside the classroom they would hear only Arabic not these English vocabularies.” (T1)

“Repetition is a good way to memorise the vocabulary then could use at any time they need.” (T9)

The observation findings demonstrate that all teachers focused on pronunciation as one of the reading lesson activities. In addition, the researcher noted that teachers applied repetition because students in the class had problems with pronunciation, but the teachers wanted students to become familiar with the pronunciation of new vocabulary. In section C (number 2, item d), the participants agreed that students have pronunciation problems. This result supports the observation and confirms that difficulty with pronunciation is one of the problems hindering teachers from implementing CLT to teach reading comprehension.

Classroom observation also revealed that teachers were keen to finish the syllabus within the given time irrespective of English level achievement. Teachers began and ended the lesson with focus on pronunciation and Arabic understanding of the text. They rushed the reading process to cover all lessons in the textbook within the allocated time. This observed behavior was supported and clarified in the interview by T3 and T8.

“Reading is a very simple skill. If my students read and translate I must begin with another lesson. As you know the text books are very long and I must finish before the end of the year.” (T3)

“I discuss the lesson focus on pronunciation, memorisation and translation. In the same time encourage them to participate, after that I must begin with another lesson.” (T8)

5.2.1.3 Teacher- centered approach

Teachers observed in class appeared to have the main part in the teaching and learning process. The teachers carried out the entire reading lesson activities and gave students individual assignments as the main activity of the teacher-centered approach. Teachers asked students to read sentence by sentence, as shown in Figure 5.4.

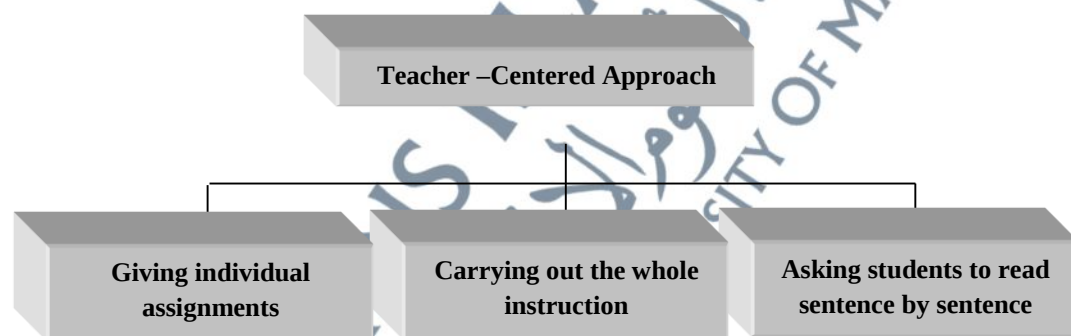


Figure 5.4: The activities of teacher- centered Approach Method in Teaching Reading

In each observed lesson, the participating teachers implemented these activities as discussed above in section 5.2.1.1. It was additionally discovered that teacher-centered instruction was the most common practice among all teachers, who carried this out throughout the whole class interaction. Teachers seemed to be the dominators and controllers throughout the entire reading activities. They also seemed to provide immediate answers whenever students asked questions. All teachers observed partook in the whole instruction. They seemed comfortable being the sole providers of

knowledge while students only acted as receivers of what teachers discussed. The interview data is in agreement with the observation data, in that the teacher-centered approach is predominant in classes, as described by T8, T9, and T10.

“As you know, the good teacher who could make a control over her class, ‘no noise no speaks’ then all the society from the head master, colleges and parents would respect her as a capable teacher.” (T8)

“Yes, I am the dominator in the classroom, I do not agree with sharing the discussion with my students, then we would not be in class, we are as if in conversation room.” (T9)

“English language varies from other subjects, our students have not any background, the teacher is everything in the classroom. Any English language teacher must be restricting and manage the whole classroom.” (T10)

The students were passive by only receiving and writing information without suggesting any arguments unless the teachers permitted them to speak. In the interview, this behavior was expressed by T1 and T3.

“I think my students are not passive, they sat quite to receive the information.” (T1)

“English is strange language. My students must listen to the pronunciation and discussion. They could not share me.” (T3)

Data from the questionnaire were in conflict with what was observed in the classroom. The conflict occurred because teachers know that students have low level of proficiency, so they limit student's role. The questionnaire revealed that section B (number 1, item b) contrasts the notion that teachers deeply engage with students during lessons, which would mean that teachers enjoy when their students share in the lesson discussions. Opinions expressed in the interview are in line with T6.

"I think the teacher is the only one who must have done the teaching process, no need to share with my students." (T6)

Therefore, it can be said that classes experience the teacher-centered approach and students are passive because the teaching process is controlled only by the teachers. Teachers observed were seen to use textbooks and simple visual aids to help students understand the target language. The teachers depended on the textbooks to teach reading comprehension. They discussed the lessons and helped students to answer questions but did not approve of any other materials to facilitate the lessons. Some teachers used pictures or simple visual aids they had prepared before class. In the interview, teachers expressed that they focused only on textbooks. Their responses support what was observed, as described by T1, T3, and T5.

"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)

"I obligate to follow only this text book. You know... 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)

“We have only the text book “course book, work book” as the main source from our ministry, but teachers try to utilise any visual aids that help to provide information.” (T5)

Additional evidence supporting this point from the questionnaire results is Item E, (section E, number 1). The questionnaire revealed that the participants agree that teachers depend only on textbooks; hence, focusing on one source of knowledge to teach reading is one of the hardships teachers encounter when they teach reading using the CLT method. The second evidence is in Section E, (number 4, item g), where the participants agree that schools do not have enough resources to help teachers. This means that Libyan teachers acknowledge the importance of school resources to assist them to better implement the CLT method in reading comprehension. The third evidence is in Section C (number 4, item g), regarding insufficient teaching facilities that the ministry provides to schools. This indicates that Libyan teachers understand that the lack of facilities from the ministry is one of the obstacles in the implementation of the CLT method in teaching reading. Since Libyan teachers do not have enough resources and facilities, they rely only on textbooks.

In the observed class, teachers asked students to read loudly sentence by sentence. The teachers stopped the student after having read one sentence to discuss the general meaning of the sentence, and they further read and discussed each subsequent sentence.

Some teachers first discussed in English and asked students to repeat in English, although only a few or sometimes none could answer, but the teachers tried to encourage them to practice the language nonetheless. Other teachers discussed only in Arabic and asked students to repeat in Arabic. All teachers asked their students to read loudly to ensure classmates heard their pronunciation. This point is also supported by the interview, as described by T3 and T8.

“After I believe that the students have known the meaning of the vocabulary, I ask them to read loudly and I translate and discuss sentence by sentence.” (T3)

“I would like my students to know the meaning of these vocabulary in a complete sentence.” (T8)

Teachers were observed to give individual assignments to students. In every lesson, the teachers discussed the text and translated it. After that, they requested students to do assignments pertaining to the text individually. Most of the time, they asked students to do assignments as homework. Individual work activities appeared to be common teaching and learning activities carried out by teachers. These activities were conducted to examine students' reading comprehension and their difficulties in doing the reading tasks. In the interview, these activities were clarified by T2, T3, and T5.

“Evaluate the students' comprehension.” (T2)

“Examine their understanding towards text... from this activity I would know whether they understood the text... from their answers.” (T3)

“Determine their understanding through the answers from their individual written tasks.” (T5)

5.2.1.4 Communicative language teaching (CLT)

Based on the observation, all teachers relied on textbooks that based on the CLT method (see section, 1.3) in class. The teachers tried to implement reading activities (Figure 5.5) to make students better understand the texts.

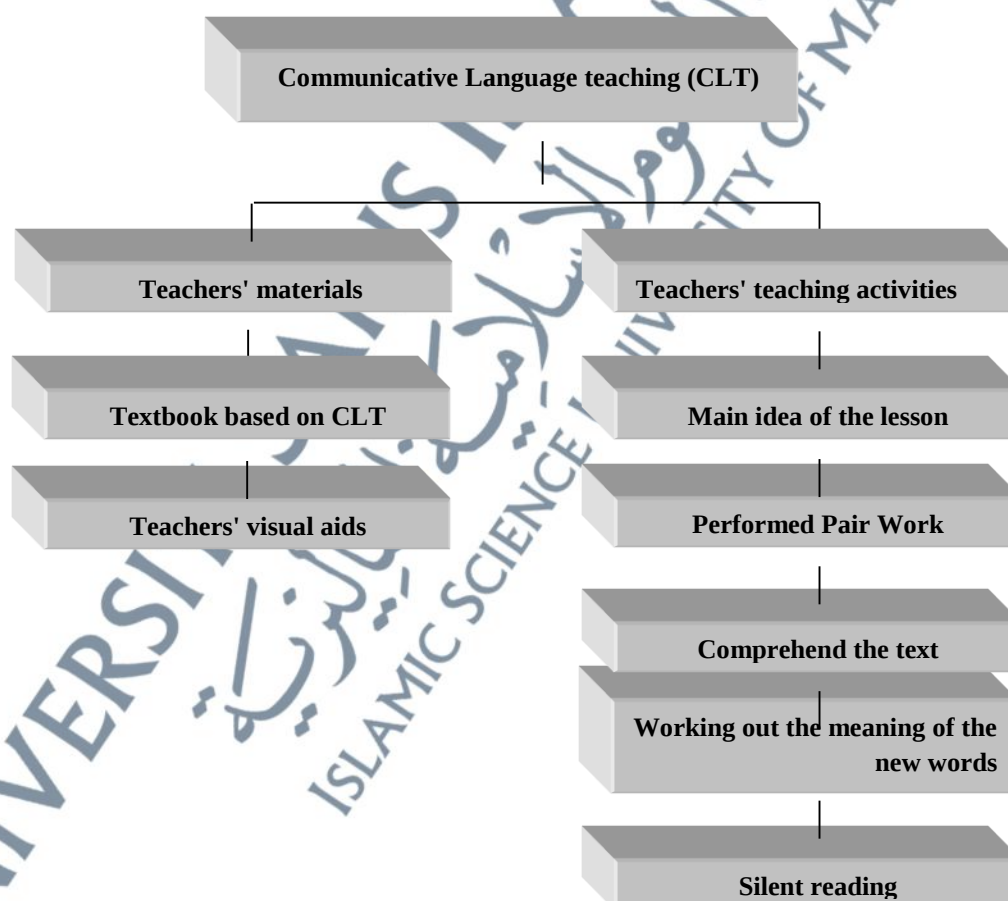


Figure 5.5: The activities of communicative language teaching

As explained in Chapter One, the material used by teachers to teach reading comprehension is the textbook, even with the CLT method. This finding is in agreement with the questionnaire data analyzed. Teachers agreed that one of the challenges with implementing CLT is that they highly depend on the textbook. At the same time, teachers consented they have few opportunities to use authentic materials, such as newspapers, magazine, movies, etc. Interviewed teachers explained this point and that teachers at the preparatory level have no authority to add extra materials to help students learn as explained by T7, T8, and T9).

"The only source that we must discuss on it is the text books which are supposed from our ministry. Any teachers cannot add any material that can help students to learn English except these textbook" (T7).

"Teachers use only the textbooks and have not any opportunity to apply any extra material" (T8)

"The text books are very long according to the length of the year, so teachers tried to finished it before of the end of the year" (T9)

Upon translating new vocabulary and reading the text, teachers asked students to convey the general idea of the lesson. In each observed class, only four or five students were encouraged to become more participative. According to what was observed, translation is very important to every student. It encourages them to participate and provides

valuable ideas of the lessons they read. This notion was supported by teachers' interview responses, as described by T4 and T8.

"Some students can express their ideas about the lesson, sure this comes after I translate the vocabulary into Arabic. In the same time other students cannot"
(T4)

"I gave my students the opportunity to express the main idea of the lesson, after reading and translating every word. Although they have pronunciation and grammar mistakes, but some students can do it" (T8)

Although teachers acknowledged that they encourage students to express their ideas in reading classes, not all students were able to do it due to vocabulary limitations and low English levels, according to T7 and T10.

"I sometimes ask them to express what they have understood from the text, but not all the students are able to explain, because of their vocabulary limitation"
(T7)

"I have tried to encourage the students to express ideas on the text, but only 4-5 of them become active. The rest of them are more used to being inactive"
(T10)

The questionnaire data results revealed that the participating teachers shared a mutual opinion that students have problems explaining the main idea of the text. In the observed lessons, teachers sometimes used visual aids (found in the book or prepared by the

teachers), such as maps or pictures, to construct the main lesson idea. Observed teachers also encouraged their students to help other students to grasp the meaning without translation. Some teachers used pictures only to help students pick up the meaning. The observation findings are consistent with the interview findings. It was revealed that all teachers used visual aids as stimulation to teach reading, as described by T6, T7, and T9.

"The pictures are motivating students to learn English text" (T6)

"I should motivate low achievement students by using visual aids to learn reading in English" (T7)

"I sometimes prepare some visual aids that help me to facilitate the text such as, kind of food, drinks, pictures or anything help my students to understand the lesson" (T9)

According to the observed lessons, teachers focused on total comprehension of the text. Teachers asked students many times if they understood the lesson, so the teachers could repeat the discussion of the text again several times to ensure students comprehended. All observed teachers repeated the lesson more than once and encouraged students to participate. Some students could participate in Arabic and others in English. The teachers focused on assignments to know if students understood the lesson or not. The interview responses indicate that the activity of predicting the meaning of new vocabulary or the main idea of the lesson encourages interaction when reading is taught and stimulates students and builds students' self-confidence in reading and

comprehending English. Text comprehension activities were supported by the teachers participating in the interview as described by T2 and T6.

“Yes, I do not like to finish the class without making all my students comprehend the lesson.” (T2)

“One of the important activities that I focus on it, is the full understanding to the text.” (T6)

The teachers gave pair work activities to provide students with various experiences to practice the language. All teachers did this type of activity whenever it was suggested in the textbook. They encouraged weak students to participate as much as the stronger students. In the interview, the teachers supported what was observed, as described by T4 and T8.

“In my class I use pair work, sometimes every day, I let two students could share with reading or other activity. One of the students read and the other translate, the students like this activity.” (T4)

“I try to implement reading activity at any suggestions from the text book... I mean I follow the text book activity as you see me in the classroom.” (T8)

Some teachers observed in the classroom encouraged students to do silent reading in the first two minutes to obtain a general idea about the text. Teachers requested students to explain what they had read and understood. It was observed that not all students could participate in this activity, but their teachers encouraged them to read and guess the

meaning. Other teachers began the activities immediately without silent reading. This activity was validated by teachers during the interview, as described by T7 and T9.

“In every new passage, I ask my students to read silent. Not only to obtain general meaning, but also to try to pronounce the new vocabulary.” (T7)

“You know dear, not all the time I do this activity. It is only with the new text, but it encourages students to gain meaning and try to pronounce the new words.” (T9)

Pertaining to the classroom observation, all teachers encouraged their students to work out the meanings of new words. They stimulated them to convey the meanings in English. Teachers helped students by giving examples or pictures. Some teachers prepared simple visual aids to facilitate and help students achieve the meanings. They wrote the new vocabulary on the blackboard and helped students grasp the meanings in English at first, but if this did not work, they would translate into Arabic. From what was observed, it is clear that Libyan students do not have the ability to understand without translation to Arabic. The data from the questionnaire revealed that Libyan students prefer their teachers to translate the reading lessons. This argument is supported by the questionnaire, observation, and interview conducted in this study. During the interview, all teachers agreed that they use different techniques to deal with new words, as described by T7, T8, and T10.

“The main activity to every English language teacher is to work out the meaning of the new words.” (T7)

“I try to help my students to understand the meaning by many ways. I try to avoid translate into Arabic, but sometimes they obligate me.” (T8)

“I help them to translate in Arabic, as you know, their English background is very low.” (T10)

5.2.2 The Implementation of CLT activities in reading comprehension

The activities observed in the classroom were classified in three phases: “before you read,” “while you read,” and “after you read” phases as shown in the Figure 6.5.

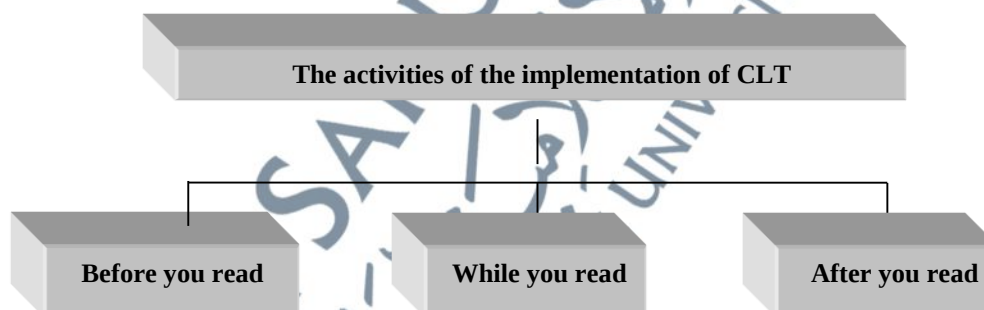


Figure 5.6: The implementation of CLT in teaching reading

5.2.2.1 Before you read phase

According to the observed lessons, the researcher noticed that teachers applied many kinds of activities in the “before you read” phase, such as greeting the students before

teaching, reminding them of the previous lesson, eliciting background knowledge, and introducing the new topics.

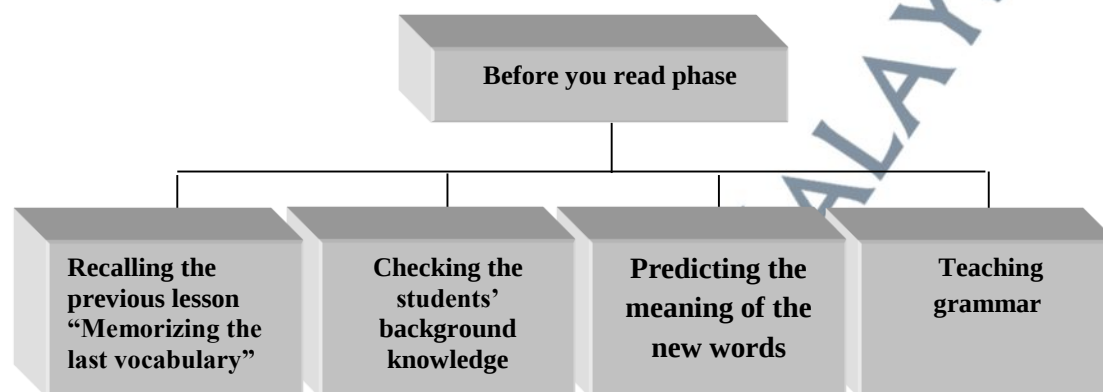


Figure 5.7: The activities of before you read phase

5.2.2.1.1 Recalling the last vocabulary ‘memorization’

In all observed lessons, teachers asked students about vocabulary taught in the previous lesson. Memorization was one of the main activities in every lesson. This activity focuses on students’ attention to the reading text. Some teachers asked students to write the vocabulary on the blackboard, while other teachers also prompted students to spell the words and give their meanings in Arabic. The interview participants supported this activity, for instance T2, T7, and T9.

“Examine their level of comprehension to the last text and connect to the current one.” (T2)

“To know if they had studied the last lesson and have its vocabulary.” (T7)

“Libyan teachers focus on memorisation to achieve the language because English in Libya regarded as a foreign language and memorisation help students to obtain a lot of vocabulary that help them to practice the language.”

(T9)

5.2.2.1.2. Checking students’ background knowledge

The teacher initiated another activity by checking the students' background on the current text using pictures or simple visual aids, for example diagrams, maps, photographs, or silent reading on the current topic. Building students’ knowledge of the reading text by showing pictures, visual aids and vocabulary was one of the activities that appeared to be the most salient with all participants. Teachers asked students several times to describe the pictures and arrange them in the right order. Some teachers helped and encouraged students to speak and answer in English. They also requested that almost all students repeat the answer in English. Other teachers asked students to describe the pictures in English, but they were not able to do so. These teachers only answered in English once and then discussed and explained in Arabic. Before starting the lesson, all teachers encouraged students to understand the topic in Arabic or English. This point was supported by the interview, whereby T7 and T10 stated,

“In every lesson, I must do this activity to build and prepare their mind with me.”

(T7)

“Giving them an idea about the lesson, I try to bring anything related to the new reading lesson. Anything could help me to motivate students to be active.” (T10)

The researcher noted some teachers fulfilled the activities that have real communication in the classroom. They explained in English while they developed their lessons with a meaningful practice of classroom activities. The teachers introduced the title of the unit, discussed the content of pictures preceding the text, or some questions that prepared the students for the reading text. During the observed lessons, the researcher noticed that teachers tried to prepare the students to understand the text in “before you read phase”.

The researcher noted that some teachers fulfilled activities that involve real communication in the classroom. They explained in English while they developed their lessons with a meaningful practice of classroom activities. The teachers introduced the title of the unit, discussed the content of pictures preceding the text, or posed some questions that prepared students for reading the text. During the observed lessons, the researcher noted that teachers tried to prepare the students to understand the text in the “before you read” phase.

The context of the observed lesson

The lesson is about smart homes (see Appendix 3); it began by two prepared questions for the students to work in pairs, (see Section A). The lesson has a key phrase which is related to the text (see Section B).

Extract 2. (T3, 2^{ed} year, 23th April 2015, 12:10 to 12:50 am, unit 7,p.57)

The teacher writes the new vocabulary to the prepared questions on the blackboard.

T: Now, the title of the lesson is smart homes. (the teacher repeated it three times in English)

T: Who can tell me the meaning of the title?

Students stay silent. The teacher tried to discuss the meaning of smart homes by English.

T: Now who can know?

SS: yes, yes.

T: yes, you.

S: Answer by Arabic language.

T: yes, good.

T: who read the lesson before came to school?

(Just three students said that they read it.)

T: Ok, you must read the text and prepare it before came class, I will read the vocabulary first then you must repeat after me. (The teacher read them two times, after that she read and the students repeat after her. Then the teacher ask them about their meaning but none of the students know, so she tried to help them by the pictures" the teacher is prepared them before", ask them to give meaning in English, none can answer, so she immediately give them Arabic meaning)

T: these are prepared questions, let me read first.

هذه اسئلة تحضيريه قبل البدء في الدرس (Teacher translates to Arabic)

T: what do you think homes of the future will be like?

ماذا تعتقد أن البيوت في المستقبل ستكون تشبه؟ (Teacher translates to Arabic)

T: I ask you what you think homes of the future will be like?

ماذا تعتقد أن البيوت في المستقبل ستكون تشبه؟ (Teacher translates to Arabic)

What do you think homes of the future will be like?

ماذا تعتقد أن البيوت في المستقبل ستكون تشبه؟ (Teacher translates to Arabic)

ماذا تعتقد أن البيوت في المستقبل ستكون تشبه؟ (Teacher translates to Arabic)

T: you will find the answer in the first sentence in the text. Try to answer.

سوف تجد الإجابة في الجملة الأولى من القطعة. حاول الإجابة؟ (Teacher translates to Arabic)

SS: yes. Yes...

T: yes you ... (select one of the students)..

S1: first... many.... ah

S1: many ...ah ...people... will liveah.....ah.....in...housesthat are ...very ...different
.....From the houses ...we live in now.

The teacher helped this student almost in every word. She encouraged the students to pronounce accurately.

T: ok, I will read the answer and you must repeat after me. The teacher does this repetition three times for this sentence.

T: ok who can give me the Arabic meaning of this sentence?

SS: yes.... Yes...

T: yes you...

S3: الناس سوف تسكن في بيوت تختلف عن البيوت التي نعيش فيها الآن؟ (Student translates to Arabic)

T: Ok, very good.

T: who can repeat the same answer in English. (three students repeat the same answer and the teacher correct their pronunciation mistakes)

T: This is question number one. Now question number two, how can computers be used to improve modern home life?

SS. (Silent, no answer).

كيف يمكن للكمبيوتر أن يستخدم لتحسين الحياة في المنازل الحديثة؟ (Teacher translates to Arabic)

SS: one of the students told her that he can answer but he could not discuss in English,
.....none can participate..... then the teacher answered it immediately.

After that, the teacher shows the students the answering sentences from the text, and then they can answer it and begin to participate now.

T: you will find the answering sentence in the third line of the text.

ستجدون الإجابة في السطر الثالث من القطعة. (Teacher translates to Arabic)

The students are raising their hands and calling out.

SS: Yes teacher. Yes teacher.

The teacher selects one of the students.

The student stands up and starts reading from the textbook.

T: Yes, good.

T: now how can translate the answer.

The whole 'before you read activity' gone like this pattern, the teacher translates and answer before, and then the students repeat it.

From the lesson described above (refer to Extract 2), the researcher noticed that teachers read the text title first, following by a teacher- led discussion of the text topic. Then, teachers continued the discussion according to the students' background knowledge related to the text. The interviewed teachers supported this issue that the teacher herself who began the lesson, tried to bring students' mind to the current lesson as described by T2 and T7.

"Before entering the lesson, I must have made some discussion from students' background or pictures that relates to the text" (T2)

"Yes... but I try to do this together with the students, I am the controller but I encourage them to participate even in Arabic." (T7)

5.2.2.1.3 Predicting the meaning of the new words

According to the observed lessons, predictions of text content were made by teachers in English. Teachers attempted to encourage students to answer the questions and practice the language. Teachers used Arabic and English to explain and answer the prepared questions. Moreover, teachers translated a question into Arabic until the

students understood the meaning, then read the answer in English and prompted students to repeat until they could pronounce it correctly. The teacher would then select one of the students to come to the board and write the answer, while the other students wrote what was written on the blackboard in their notebooks. The observed teachers explained this activity in the interview, e.g. T6 and T9.

“Coming to the black board, give confidence to the students.” (T6)

“Practicing the language by reading or writing is one our aims.” (T9)

At this time, the teacher corrected the students’ spelling mistakes. During this lesson, the teacher picked up the new vocabulary from the text and wrote them in the blackboard. The teacher asked the students about the meaning in English, and tried to help them to guess and predict the meaning, but they were not able to answer. The teacher immediately used Arabic to talk about the meaning. The researcher observed that students could not participate with their teacher or answer her in English language, because of their low level in English proficiency. Teachers used Arabic language after they realised that their students could not participate in English lesson. The teachers explained that students’ low level of English proficiency as one of the main reasons for the need of Arabic translations, as described by T7, T8, and 10.

“I try to help students to predict the meaning of the new words, sometimes by pictures even I prepare it or from their book.” (T7)

“Any teacher tries a lot to help students guess the meaning... as you know, we face many difficulties that prevent us to take time in this activity, the limited time of the class, their low level and the long of the curriculum. For that sometimes if they could not know the meaning, I immediately say it.” (T8)

“None in our society encourage us to practice the language, students’ low level, their parents and the headmaster... you know friend, the parents come to school to ask us translate in Arabic also the head teacher.” (T10)

5.2.2.1.4 Teaching grammar

In the observed lessons, teachers focused on grammatical structure by correcting and discussing grammar mistakes while doing the reading lessons. They emphasized accurate grammar use rather than communication. In this case, the researcher noticed that students were good at grammar but were not able to communicate properly. The teachers did not concentrate on developing the target language but rather neglected the main purpose of teaching language, which is communication.

In all lessons observed, teachers focused on teaching grammatical structure throughout lesson discussions. They highlighted the function of the language and not communicative ability during lesson discussions. The activities did not involve real communication between students and teachers, who controlled the activities.

In the “before you read” phase, it was apparent that all teachers attempted to develop the activities for real communication with real information using the CLT activities

provided in the textbook. The teachers observed implemented authentic material and meaningful practice of classroom activities. The researcher noted some difficulties that limited teachers' implementation of CLT activities, such as the low level of English proficiency, limited class time, and students' dependence on comprehending in Arabic.

5.2.2.2 While you read phase

After the 'before you read phase' teacher starts the while you read phase. The teachers observed did numerous activities in this phase of the lesson.

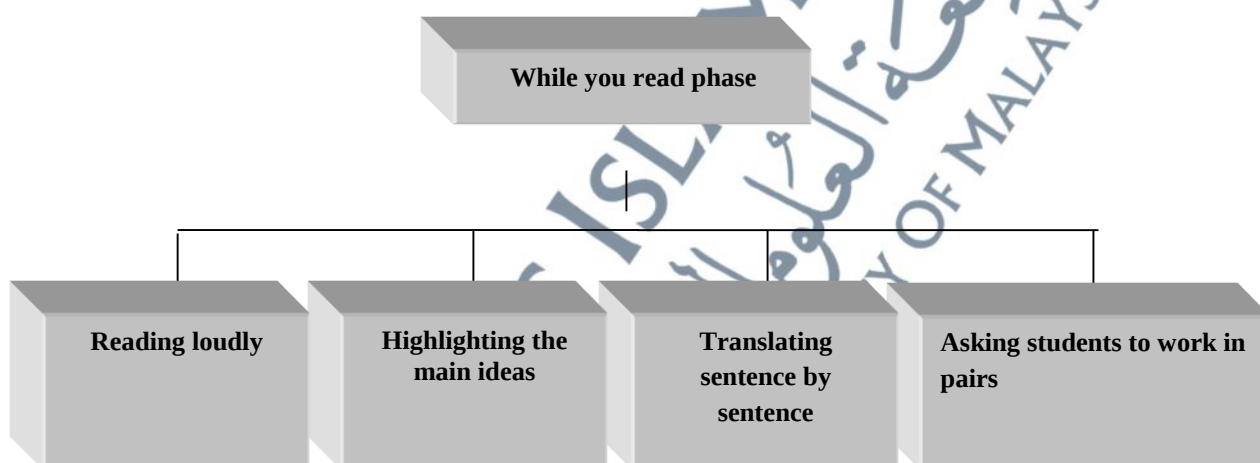


Figure 5.8: The activities in while you read phase.

Teachers handled these activities during the “while you read” phase in every reading lesson. The following extract illustrates how teachers encouraged students to read the text and decide where the key phrases belong in the “while you read” phase. According to this lesson phase, teachers should read out the missing phrases and clarify the task, pointing out that the phrases begin at the start of the paragraph or sentence (refer to Extract 3).

Extract.3.(T.9,unit.6,p52)

T. Ok, please, one can read and the other can translate?

SS. Yes, yes,.....

T. select one student to read and the other to translate.

S1. ah...Soon, many people will....

T. please, raise your voice until the whole class can listen you.

(Teacher translates to Arabic) لو سمحت, ارفع صوتك حتى يستطيع كل زملائك سماعك

At the same time the teacher repeat this sentence in Arabic.

T. Every student must write the translation in his note book.

كل طالب يكتب الترجمة في كراسه الواجب (Teacher translates to Arabic)

S1: Soon, many people will live in the houses that are very different from the houses we live in now.

(S2. Translates Arabic) قريبا, العديد من الناس سوف تعيش في بيوت تختلف كثير عن البيوت التي نعيش فيها الآن

T. Who can make this sentence negative sentence?

SS. yes, yes...

T. Yes, you.

S3: Many people will not live in the houses that are very different.

T. Ok, good, now complete reading

S1. At the moment, the computerized systems in our homes like lighting, heating and fire alarms run independently from one another.

(S2 Translates to Arabic). الآن نظام الكمبيوتر في بيوتنا مثل الانارة والتدفئة إنذار الحرائق أجهزة ل لا أراديه

T. No stop, the word independently, you pronounce it in a wrong way, the right is independently.

All the students repeat it after me.

T: Now, which phrases belong to this sentence, let me read it first. (Space).....

....., the systems will be connected and will be able to pass information between them.

None of the students can answer, the teacher repeat this sentence two time in English, no answer.

The teacher repeat in Arabic,

الأنظمة سوف تتصل ببعضها وتكون قادرة علي ربط المعلومات بعضها البعض

At this time the students understand and begin to rise their hands to Answer.

The teacher here continued with the same style until the end of the lesson.

5.2.2.2.1 Reading loudly

Based on observations of the lesson phase mentioned above, a teacher would read the new vocabulary aloud and let all students repeat, then read the whole text in a loud voice focusing on reading. This activity was implemented by all teachers and supported by the interview answers, as described by T6, T7, and T8.

“Reading loudly increase their self-confidence to use English. I read loudly first then let everyone read.” (T6)

“Asking them to read aloud, I want to train their pronunciation and make them practice this language more as if the classroom is the only place where they could listen and practice English language.” (T7)

“All of us used to encourage their students to read loudly, all their classmates listen, also correct pronunciation mistakes.” (T8)

5.2.2.2.2. Highlighting the main ideas

One of the principal activities that teachers implemented in every reading lesson was highlighting the main ideas. Some teachers asked all students to highlight the main idea of the lesson while other teachers asked students to find the main idea individually. The interview findings also reveal that identifying the main ideas seems to be a common

and popular activity among teachers who teach reading comprehension. Two teachers in the interview clarified this point, T2 and T5.

“Highlighting the main idea is one of the main activity to understand what the text about, I asked my students to find out the main idea.” (T2)

“Understanding the lesson by English or Arabic is the main aim in discussing the text, I ask my students individually.” (T5)

5.2.2.2.3 Translating sentence by sentence

Throughout all lessons observed, all teachers used Arabic to convey the gist of the text by translating the new words when students could not understand in English. A number of teachers translated to Arabic without sharing any answers in English. All teachers discussed in English the first time presenting the lesson, then they spoke in Arabic and allowed students to speak in Arabic. Little consideration was directed to discussion in English. The teachers took time to translate and repeat new words. The activities did not involve real communication between students and teachers, who controlled these activities. None of the teachers provided students any opportunity to share in the reading lesson discussion. Teachers told students to raise their hands to answer. These points were mainly noted by the researcher during the observed lessons.

The patterns illustrated by teachers and students in the above extract indicate how teachers dealt with activities. Their method of teaching demonstrates that lessons involved the teacher-centered approach. From what was observed, students had the

chance to work in pairs, whereby one student read and the other translated. The teachers encouraged the students to read sentence by sentence, and translate sentence by sentence. The discussion process was led by the teacher and the students did not work together in English during the discussion. After reading the text, the teacher selected two students, one to read aloud and the other to translate into Arabic.

During the “while you read” phase, the students were not given tasks to complete. None of the teachers provided students any opportunity to share in the reading lesson discussion. In the lessons observed, all teachers used Arabic to convey the gist of the text from translating the new words when students could not understand in English. Some teachers translated into Arabic without sharing answers in English. All teachers carried out a discussion in English the first time during the lesson, after which they spoke in Arabic and allowed their students to speak in Arabic as well. Little consideration was given to discussion in English. The teachers took time to translate and repeat new words. Teachers focused on teaching grammatical structure while discussing the lesson. They focused on language function but not on communicative ability during their lessons. The activities did not involve real communication between students and teachers, who controlled this activity. Teachers requested that students raise their hands to answer. The interviewed participants explained these as illustrated by T6 and T8.

“English is not our language, so I must let them read sentence by sentence. I think this would help them to practice the pronunciation and the language.” (T6)

“Every teacher focuses to make her students read sentence by sentence and translate sentence by sentence to get the pronunciation and Arabic meaning to every word.” (T8)

Only a small proportion of students answered and spoke in English during a lesson. Students in the observed lessons did not know how to pronounce certain words and sometimes pronounced them wrongly according to spelling that serves as the basis for their pronunciation. Even the most commonly used words were also marred with wrong pronunciation. Students often wrote the Arabic equivalent of English words to help memorize meanings.

5.2.2.2.4 Work in pairs

The teachers asked students to discuss ideas in pairs. Based on the observed lesson mentioned above, the pair work involved the teacher and a student, whereby the teacher transformed this activity from what was intended as pair work to a teacher question and answer session. Another type of pair work observed was one where the teacher asked one student to read the text and the other student to translate it to Arabic. Students were not asked to work together; rather, the teacher asked questions (or asked students to read these out) and selected individual students to reply.

From the observed lessons, it appears that all reading lesson communicative activities implemented in the classroom are teacher-centered. Teachers are dominators and controllers. The teachers do the activities without giving students the chance or opportunity to communicate or practice the activity. Students are encouraged to

communicate together in English successfully, but teachers permit the students to discuss the difficult lesson points in Arabic. In the observed lessons, teachers apparently did not provide students the confidence to complete the activities in English, as the teachers stopped the students all the time to correct grammar or pronunciation.

5.2.2.3 After you read phase

Following the “while you read” phase, teachers went on to the “after you read” phase. According to the observations, there are two main activities in this phase. Teachers briefly explain what the lesson is about and then give assignments.

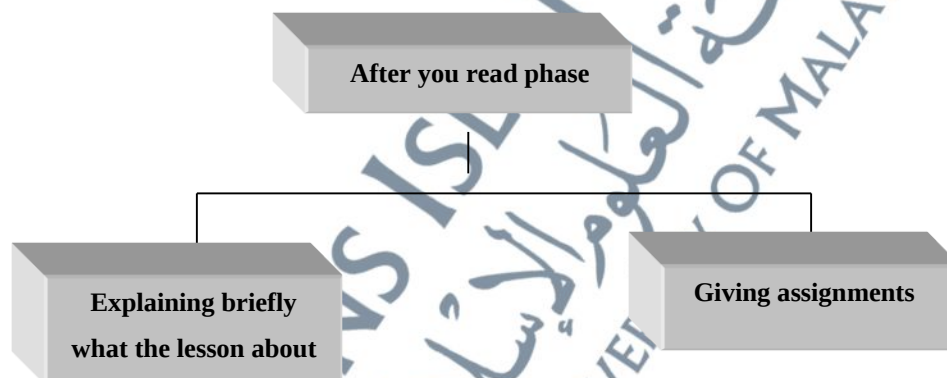


Figure 5.9: The activities of after you read phase

5.2.2.3.1 Explaining briefly what the lesson about

All teachers asked their students to summarize the text. Teachers encouraged students to do this activity and even asked them to do it in Arabic. The students who were able to answer took a long time to make a brief summary. It was clear that students' low English proficiency and lack of time limited their implementation of this activity. Some teachers asked students to work in groups (group work discussion) and students did this activity in Arabic. These points are explained by T3 and T7.

"I think in preparatory level my students could not make summary to their lesson as I said to you before that their level is low in English proficiency, so it is difficult for any teachers to motivate a weak student to participate" (T3)

"The time of the class is limited, so I do not have time to encourage them to report summary or work in group" (T7)

5.2.2.3.2 Giving assignments

All the teachers observed explained the text and ensured that all students understood it, even in Arabic. Assignments are an important duty in every new reading lesson. Some teachers gave students assignments to do for homework. The teachers observed in this phase explained the lesson ideas. They then repeated the discussion two times, once in English and again in Arabic. This notion is described by T4 and T9.

"Any teacher must make sure that all the students understand the lesson, the new vocabulary and could read with accurate pronunciation" (T4)

"The students must understand the whole lesson, because they must do their assignments" (T9)

5.2.3 Teachers' knowledge

According to the observed lessons, it seems that teachers lack techniques of transferring information to their students. They also lack awareness of how to deal with students at the preparatory level. The teachers encounter serious problems in terms of teaching

methodology, such as the choice of the most appropriate teaching method or technique to convey the objectives of a particular lesson or unit. When students fail to find the meaning of new vocabulary, some teachers try to help them grasp the meaning, but other teachers immediately translate into Arabic to make them understand the meaning and comprehend the text. Teachers focus on repetition of isolated vocabulary because they seem to have been taught that repetition is a good way to learn new words. From what was observed, teachers follow their past knowledge and experience to teach reading.

The questionnaire results show that teachers agree they are influenced by their past knowledge and experience. Teachers' extracts from the interview support this notion, as described by T9 and T10.

"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. Hhhh... 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)

The observed lessons portrayed a generally teacher-centered approach and that the native language is dominant during class activities. Teachers spend considerable time correcting students' grammar and pronunciation mistakes. Teachers squander class time by taking substantial time to read word by word and sentence by sentence and to

translate the text. Meanwhile, little attention is given to activities like working out the meaning of English vocabulary from the context. Teachers lack knowledge of how to manage the activities successfully.

The majority of students remain passive during class, whereby very few students show interest in participating in class activities. Students' responses are often restricted to few individuals who are seated in the front lines, and even so, those only answer if asked direct questions. None of the students are asked for further details or clarifications of any point. The observed lessons indicate that some Libyan teachers of English are not fluent English users, because they have not been to any English-speaking countries, have had no contact with native English speakers, and have not used the Internet to listen to how English words are pronounced. Libyan English language teachers are not aware of new teaching methods, and they still need to be familiarized with different approaches and techniques of teaching English as a foreign language. The results from the questionnaire reveal that teachers agreed that unqualified teachers are one of the problems with the Libyan education system. The interview is consistent with the questionnaire and observation findings that unqualified teachers are among the challenges to implementing some CLT activities as described by T1 and T6.

"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"

(T1)

"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"(T6)

It was observed that several students are involved in class activities, while most simply write down the answers to questions and meanings of words that are new to them. The class lacks lighting and visual aids or any kind of technology. Blackboards are old and teachers use very bad quality whiteboard markers. Dust erasers are not available, so teachers use pieces of cloth to erase what was written on the blackboard. Teachers can only observe by moving in front of the class.

Students in the observed classes had a passive role, as they only listened and transferred knowledge. In the interview, teachers supported what was observed and explained that they prefer to have the main role in the lesson discussion while students only listen and understand. Their views are clearly described 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"(T9)

5.3. Testing the main research hypothesis: The different teaching experience on the major difficulties that face Libyan teachers according to their different teaching experience.

The forth research question was aimed to investigate the different teaching experience lengths on the major difficulties that Libyan teachers face in implementing CLT to teach reading comprehension. The differences between teachers' experience lengths (1-5 Years; 6-10 Years, and 11-15 Years) were measured in this research with a mean score and standard deviation on the 'Differences' scale using one-way analysis of variance (ANOVA) to test for significant differences, if any, between the three 'Experience' groups. Three data gathering instruments were used to answer the research question on identifying the impact of the differences in teaching experience length on difficulties that Libyan teachers face in teaching reading through CLT, namely a survey questionnaire, observation and interview.

5.3.1 The major difficulties that Libyan teachers face in implementing CLT based on their different teaching experience

The analysis was aimed to identify the different teaching experience lengths on implementing CLT to teach reading comprehension in terms of teachers' difficulties, students' difficulties, curriculum difficulties, education system difficulties, CLT difficulties and sociocultural difficulties. Teaching experience was analyzed and described using the overall mean score and standard deviation value for each of the variables. The descriptive statistics were calculated for the total scores of each of the

six sub-scales of difficulty. ANOVA analysis was applied to examine the impact of difference in teaching experience length (independent variable) on difficulties related to the teacher (dependent variable). The next sections present the analysis of every sub-scale.

5.3.1.1 Major difficulties related to the teacher

In this research, differences between teachers' experience lengths (1-5 Years; 6-10 Years, and 11-15 Years) were tested in terms of mean scores on the 'Differences' scale using one-way analysis of variance (ANOVA). Table 5.1 shows the mean score and standard deviation for every teaching experience group, as well as the results of the F-test used to examine the differences in views regarding years of teaching experience.

TABLE 5.1: difficulties related to the teachers

Years of experiences	N	Mean	Std. Deviation	F – Test	P-Value	Result
1 – 5	51	2.88	0.775	0.134	0.875	Acceptance H0
6 – 10	97	2.93	0.677			
11 – 15	82	2.89	0.639			
Total	230	2.9	0.684			

The F-test marked 0.134 and the P-value (ANOVA) marked 0.875. The P-value is clearly above 0.05, indicating that the effect of the difference between the teaching experience groups is not statistically significant on major difficulties related to teachers in this study. The results reveal no significant difference between the participants' different teaching experience lengths and their views of difficulties related to the teachers in implementing CLT to teach reading comprehension. The mean difference

does not show any inconsistency between the mean score and length of teaching experience. In the interview, the teachers supported the questionnaire data. According to T3 and T9, the teacher is one of their major difficulties.

"Teachers who have high teaching experience could implement CLT better than the low teaching experience. The experienced teachers could benefit more with this method in teaching reading" (T3)

"The experienced teachers could benefit more from the activities to teach reading, because they implement it before and know its advantages"(T9).

5.3.1.2 Major difficulties related to the student.

The differences between the teachers' experience lengths (1-5 Years; 6-10 Years, and 11-15 Years) were tested in this research in terms of mean scores on the 'Differences' scale using the one-way analysis of variance (ANOVA). Table 5.2 presents the mean scores and standard deviations of the participants' views of the major difficulties related to students with every year of teaching experience group.

TABLE 5.2: Difficulties related to the students

Years of experiences	N	Mean	Std. Deviation	F - Test	P-Value	Result
1 – 5	51	3.53	0.752	3.915	0.021 *	Acceptance H1
6 – 10	97	3.8	0.653			
11 – 15	82	3.84	0.591			
Total	230	3.76	0.664			

This table also shows the results of the F-test used to examine the difference in views regarding teaching experience. The F-test marked 3.915 and the P-value (ANOVA) marked 0.021. It is clear that the P-value is smaller than 0.05, which means that the effect of differences between years of teaching experience on major difficulties related to students is statistically significant. The results reveal there is a significant difference between the participants' views towards difficulties related to students in implementing CLT to teach reading comprehension. The mean difference exhibits inconsistency between the mean score and length of teaching experience.

Since the results denote statistically significant differences in teachers' views of difficulties related to *students*, the researcher used the LSD analysis to know the source of difference as shows in table 5.3.

Table 5.3: The mean difference of teaching experience and the results of LSD

Teaching Experience	Mean	1 year- 5 years	6 years- 10 years	11 years- 15 years
1 year- 5 years	Mean Difference	.....	-0.27	-0.309
	P-Value	.....	0.018 *	0.009 *
6 years- 10 years	Mean Difference	0.27	.....	-0.039
	P-Value	0.018 *	.....	0.693
11 years- 15 years	Mean Difference	0.309	0.039	.....
	P-Value	0.009 *	0.693	.....
* Significant at the 0.05 level.				

The data from the previous table shows there are no essential differences between the participants in the second (6-10 years) teaching experience group and the third group (11-15 years), but there is a clear difference from the first group (1-5 years).

Triangulation was used to ensure the authenticity of the findings. In the observed

lessons, the researcher noticed that teachers had difficulties with low proficiency students. In the interview, the participants stated that students are one of their major difficulties, as described by T5 and T8.

" Our students have low English proficiency and pronunciation difficulties, so teachers must have a good teaching experience to deal with them better than who have low teaching experience"(T5)

"Students have many problems when they read the texts or answers questions, so they want capable teachers who know the good way to teach them"(T8)

5.3.1.3 Difficulties related to the curriculum.

In this research, the difference between teachers' experience groups (1-5 Years; 6-10 Years, and 11-15 Years) was tested for mean scores on the 'Differences' scale using ANOVA. The data in Table 5.4 presents the mean scores and standard deviations of the participants' views of the major difficulties related to the curriculum with every group of teaching experience length. Table 5.4 also shows the F-test results used to examine the difference in views about teaching experience.

TABLE 5.4: Difficulties related to the curriculum

Years of experiences	N	Mean	Std. Deviation	F - Test	P-Value	Result
1 – 5	51	2.82	0.697	2.327	0.100	Acceptance H0
6 – 10	97	2.73	0.891			
11 – 15	82	3.02	1.081			
Total	230	2.85	0.932			

The F-test marked 2.327 and the P-value (ANOVA) marked 0.100. The P-value is clearly above 0.05, indicating that the effect of the difference between the teaching experience groups is not statistically significant on major difficulties related to students in this study. The results reveal no significant difference between the participants' different teaching experience lengths and their views of difficulties related to the curriculum in implementing CLT to teach reading comprehension. The mean difference does not show any inconsistency between the mean score and length of teaching experience. In the interview, the teachers supported the questionnaire data. According to T6, the curriculum is one of their major difficulties.

"Teachers who have more teaching experience did not have serious problems to teach the textbooks to the students and have the ability to explained and discusses the reading lessons in appropriate way better than low experienced teachers."T6.

5.3.1.4 Difficulties related to the educational system

Table 5.5 presents the mean score and standard deviation for the participants with different lengths of teaching experience with respect to education system difficulties. Moreover, the table shows an F-test result of 2.688 and P-value (ANOVA) of 0.070. It is evident that the P-value exceeds 0.05, so the difference between teaching experience length and difficulties related to the education system is not statistically significant.

TABLE 5.5: Difficulties related to the educational system

Years of experiences	N	Mean	Std. Deviation	F - Test	P-Value	Result
1 – 5	51	3.69	0.678	2.688	0.07	Acceptance H0
6 – 10	79	3.68	0.678			
11 – 15	82	3.98	0.725			
Total	230	3.87	0.7			

The results reveal no significant difference between the participants' views of difficulties related to the education system in implementing CLT to teach reading comprehension. The mean difference does not exhibit any inconsistency between the mean score and length of teaching experience. In the interview, the participating teachers stated that education system difficulties are among the difficulties they face, e.g. T6.

"This difficulty of the educational system is one of our difficulty, we need more support from it to encourage using CLT in our schools" (T6)

5.3.1.5 Difficulties related to the communicative language teaching (CLT)

Table 5.6 represents the mean score and standard deviation for the participants' views of their different lengths of teaching experience regarding CLT difficulties in every experience group. Table 5.6 also shows the results of the F-test used to examine the difference in views of teaching experience length. The F-test scored 3.104 and the P-value (ANOVA) was 0.047. Evidently, the P-value is smaller than 0.05, which means that the difference between teaching experience length and difficulties related to CLT is significant.

TABLE 5.6: Difficulties related to the communicative language teaching (CLT)

Years of experiences	N	Mean	Std. Deviation	F - Test	P-Value	Result
1 – 5	51	3.27	0.831	3.104	0.047	Acceptance H1
6 – 10	97	3.53	0.936			
11 – 15	82	3.66	0.801			
Total	230	3.52	0.875			

The results reveal a significant difference between the participants' views towards difficulties related to implementing CLT to teach reading comprehension. Since there was a statistically significant difference in teachers' views of the difficulties related to CLT, LSD analysis was applied to determine the source of the difference (Table 5.7).

Table 5.7: The mean difference of teaching experience and the results of LSD

years		1 st -to-5 th	6 th -to-10 th	11 th -to-15 th
1st-to-5th	Mean Difference	...	-0.259	-0.384
	P-Value	...	0.085	0.014
6th-to-10th	Mean Difference	0.259	.....	-0.125
	P-Value	0.085	.....	0.337
11th-to-15th	Mean Difference	0.384	0.125	....
	P-Value	0.014	0.337	....

According to Table 5.7, there is no essential difference between the participants in the second (6-10 years) teaching experience group and the third group (11-15 years), but there is a clear difference from the first group (1-5 years). In the interview, the participants agreed with CLT difficulty. Teachers with varying teaching experiences regard CLT as one of their difficulties, as described by T1.

"Teacher's difficulties about implementing CLT is clear with less experienced teachers. The experienced teachers have an experience to apply CLT in their class. Libyan teachers still regarded implementing CLT in their classes is very difficult."(T1)

5.3.1.6 Difficulties related to the sociocultural context.

Table 5.8 presents the mean score and standard deviation for teachers' views of sociocultural difficulties with every experience group, as well as the F-test results to examine the difference in views regarding teaching experience. The F-test marked 0.441 and the P-value (ANOVA) marked 0.644. The P-value is clearly bigger than 0.05, meaning that the difference between teaching experience groups and difficulties related to sociocultural difficulties is not significant.

TABLE 5.8: Difficulties related to the sociocultural context

Years of experiences	N	Mean	Std. Deviation	F - Test	P-Value	Result
1 – 5	51	3.39	1.017	0.441	0.644	Acceptance H0
6 – 10	97	3.36	0.983			
11 – 15	82	3.49	0.927			
Total	230	3.41	0.969			

Table 5.7 shows the mean score and standard deviation for the teachers' views of sociocultural difficulties according to every experience group, besides the results of the F-test to examine the difference in views towards teaching experience. The F-test score was 0.441 and the P-value (ANOVA) was 0.644. It is clear that the P-value is greater than 0.05, indicating that the difference between teaching experience groups' views

regarding sociocultural difficulties is not significant. The results reveal no significant difference between the participants' views towards difficulties related to the socio-cultural context in implementing CLT to teach reading comprehension. In the interview, the teachers said that that socio-cultural context difficulties are affected by different teaching experience lengths, as described by T7.

"The sociocultural context has its effect to high experienced teachers and low experienced teachers" T7

5.4 Conclusion

This chapter examined activities that teachers implement in the classroom to discuss reading lessons. Teachers observed in class implement many activities. However, they rely on old methods to implement CLT activities. For example, teachers use memorization to recall the previous lesson. They also depend on translation into Arabic to ensure that students comprehend the new words and meanings. The data revealed that Libyan teachers try to implement CLT activities but face several difficulties that restrict their implementation. Students' low English level appears to be the main difficulty. Teachers observed were using Arabic to help students understand the meaning of new vocabulary.

This chapter also examined the influence of differences in teaching experience length on the difficulties Libyan teachers had in implementing CLT to teach reading comprehension. The data revealed statistically significant differences in teacher' views of difficulties related to students and to CLT itself. The data also demonstrated there is

no statistically significant difference between difficulties related to teachers, the curriculum, education system and sociocultural context.

The next chapter presents a discussion of the results for the four research questions in the current study. The results on teachers' views about implementing CLT and the major difficulties that Libyan teachers face in implementing CLT are discussed as well. Moreover, the results of implementing CLT activities in the classroom and the influence of the difference between various teaching experience lengths on the major difficulties that Libyan teachers face in implementing CLT will be presented and discussed.