

Hindrance of Maintaining Communicative Language Teaching (CLT) at Saudi Colleges in Tohama

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Abstract

People Learn languages for communicative purpose. Educators always look for best methods and approaches for teaching languages that help to achieve their goal. Limitation of traditional approaches caused the born of Communicative Language Teaching. "CLT" is regarded one of the most effective approach to L2, David Nunan said: "*CLT is an attempt to link classroom language learning with language activation outside the classroom.*" Yalden (1983) discussed six Communicative Language Teaching "CLT" designs, however, it is not approved as an effective practiced formal instruction in education This study aimed at finding the hindrance of maintaining communicative language approaches in teaching English language at Saudi colleges in the Tohama. 17 lectures were observed for instructors who teach in English department, and computer science department at Muhayil College, and 100 questionnaire papers were distributed to the students from 7th & 8th level of English department in the same college, 83 papers were returned and analyzed using the descriptive, analytical research method, SPSS is used to find out these hindrances by examining the following hypotheses. The findings are: A. Lectures observation showed 75% of English department sections and 62% of computer science department sections consist of more than 50 students, most instructors are using the direct methods and teacher – centered. B. The questionnaire results are, 1. Sections consist of more than 50 students 2. The communicative language teaching "CLT" is not formally practiced 3. Technology is not used in large classroom, 4. Students' fear making mistakes in crowded classroom. The recommendations of this study are: 1. Keep students' number in all colleges sections below 50 to help applying CLT. 2. Arrange annual workshops for professional development practices. for university instructors in Tohama.

Key Words: Hindrance, communicative, maintaining, CLT

1. Introduction

People learn languages to use for communication, without practice languages cannot be achieved, many authors argue that the acquisition of skill consequences is of a productive practice in that skill, this implies that one learns speak by speaking, read by reading and write by writing. Educators always look for best methods and approaches for teaching languages that help them achieve their goal. (Swain, 1985). Learning Languages became a critical issues these days, learning depends on teaching methods and approaches, which are in a continuous development, however, many of them are not used in Arab countries, it was an honor for me to teach in Saudi Arabia, where all facilities are found to help instructors to apply new teaching methods. As regulation for quality matters issues, I was appointed to observe lectures for my colleagues in English department and Computer Science department, I noticed that most of the lectures if not all are teacher- centered. The goal of all teaching methods is to develop students' competence to communicate with language, so how can the students communicate with the language if they are not given the chance to practice it, considering that the lecture room is probably the only place to practice language skills.

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In 1970th educators started to ask if they are going to meet the goals in the right way, on other words, did they succeed to make their students use and communicate with the language probably. (Wilkins, 1976) said *"It became clear the communication required that the students perform certain foundation as well, such as promising inviting and declining invitation with social context."* Limitation of traditional approaches caused the born of Communicative Language Teaching "CLT" Littlewood (1998) stated: *"One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language."* "CLT" is regarded one of the most effective approach to L2, David Nunan said: *"CLT is an attempt to link classroom language learning with language activation outside the classroom."*

Learning to use the language forms appropriately is important part of communication competence, this made teacher – centered approaches one of the factors that hinder students ability to use language communicatively. Yalden (1983) discussed six communicative language designs; these six versions of CLT are: " learner- centered teaching ", "cooperative learning", "interactive learning", "whole-language based", "content- centered", and "communicative", these six versions focus on communication competence. e.g. learner – centered teaching gives the students a sense of ownership of their learning and thereby add to their intrinsic motivation, cooperative learning makes the students work together in pairs and groups and come to each other's aids cooperatively, and the classroom becomes cooperative and not competitive, interactive learning prepare students for actual language use out the classroom, whole-language based depends on teaching the language as a whole regardless to fragmented language such as phonemes, graphemes, morphemes focusing on the authentic natural language with integration of the four skills, content - centered education focus on the integration of content- learning with language, and the task-based learning puts task at the center of one methodological focus, making learning process as a set of communicative tasks that are linked to the curricular goals. Using the right approach is keystone for instructors' teaching methodology, in spite of the fact all teaching aims and most of text books are designed to be taught using one of these six versions, not many educators apply it in their teaching. (Brown, 1994)

Lecturers at most colleges in south of Saudi Arabia depend on the traditional methods of lecturing, which doesn't allow learners to practice the language orally or use it in communicative way, while the class must be a place where the students can practice the language before using it in real life.

1.2 Statement of the Problem

The goal of the teacher who use CLT is to enable students communicate in the target language, to use what they have learnt about Grammar, Vocabulary in communicative process, as knowledge , the forms of the language is not sufficient, and due to the fact there are many colleges in Saudi Arabia in general and in Tohama in specific, I noticed through my teaching in the last three years in Saudi colleges in Tohama, that the students have no motivation to use the language verbally and worries only about how to get high grades in their exams, add to that they are not well exposed to listening and speaking. Although listening and speaking skills depend on interaction and communication, little attention is given to them, I also noticed through my observation to some lectures the amount of the speech that takes place in the lectures halls by the students lacks the adequate facilities that stimulate oral communication or interaction, and large classes are mostly dominated by instructors, and less opportunities are given to the students and classes are "Teacher Centered", this raised the statement of the problem of this study, to find out the hindrance behind maintaining communicative skills and using Communicative Language Teaching CLT approach at Saudi colleges in Tohama.

1.3 The Objectives of the Study

The study aimed to accomplish the following objectives:

1. Explore the classes' number of students at Saudi colleges in Tohama.
2. Investigate the teaching strategies that used in teaching English skills at Saudi colleges in Tohama.
3. Investigate the impact of using Communicative Language Teaching (CLT) at Saudi colleges in Tohama.
4. Examine technology used in teaching English language at Saudi colleges in Tohama.
5. Survey the students' attitude towards factors influence interaction in large classes at Saudi colleges in Tohama.

1.4 Questions of the study

2. What is the average number of students in each section at Saudi college in Tohama?
3. What are teaching strategies that used in teaching English skills at Saudi colleges in Tohama?
4. What is the impact of using the Communicative Language Teaching (CLT) at Saudi colleges in Tohama?
5. What kind of technology (speaker, multimedia, computers, plasma screen) is used to promote interaction in large class at Saudi colleges in Tohama?
6. Why do Saudi students enrolled in English department find difficulty to interact naturally in large classes at Saudi colleges in Tohama?

1.5 Hypotheses of the study

This study hypothesizes that

- 1- English Language section consists of more than 50 students at Saudi college in Tohama.
- 2- Using communicative language teaching (CLT) is not formally practiced at Saudi college in Tohama.
- 3- Using the communicative language teaching (CLT) can help to solve the poor performance of the students.
- 4- Using technology can impact students' interaction in large classroom the study.
- 5- Students' fear of making mistakes is the main reason behind students' reluctance to classroom interaction.

1.6 Significance of the Study Problem

The choice of this study is determined to the fact that little attention is given to students fluency in tuition of the students in Saudi college in Tohama which results negative impact on the students oral communication ability, also students ability of writing is very weak, and some EFL instructors normally ignore interaction and communication skills and concentrate on micro skills such as grammar, morphology, and ignore speaking and writing skills, also this study tries to shed the light of the number of the students in each section at Saudi colleges in the South and how this hinder communicative skills, it also tries suggest effective measures considering teaching materials that stimulate interaction and communication.

2. Literature review

It is known globally that the aim of teaching EFL; and any other languages; is to communicate and interact using them, speech is considered the most important skill although writing is a reflection of speech in different media. The communicative approach or Communicative Language Teaching (CLT) has become generalized term to describe learning sequences which aim to improve students 'ability to communicate. (Jermy Harmerp.86) Both American & British proponents see CLT as approach and not a method that aim to make communicative competence the goal of language teaching and develop procedures for teaching four language skills that acknowledge the interdependence of language communication. (Jack C. Richards's 2001. p.155) When using the Communicative Language Teaching (CLT) the teacher role is a facilitator to establish situation likely to promote communication, he act as an advisor, watching the students' performance and answering their questions, while the students role is a communicators, they are actively engaged in negotiating meaning, trying to make themselves understood to others and understanding others, even their language is incomplete. (Diane Larsen P.129)

To have clear picture of CLT teaching and learning process, (Jack C. Richerds.2001) told us the activity should be communicative as a true communication, in other words can change in the forms and the context, like drilling. CLT should create interaction between and among students in small groups to do the activities. CLT also motivate the students to learn foreign languages since they feel they are something useful within the language, they have the opportunity to express their individuality by having them share their ideas and opinions on regular basis beside they feel secure by opportunities of cooperative interaction they have with their fellow students and teacher. CLT helps to emphasis Language function over forms, variety of forms are introduced; simpler forms are presented first then the students get more proficient in the target language. Also teacher should consider using the native language which is permitted in CLT to facilitate communication activities. CLT also help to develop student's accuracy and fluency, the teacher who uses CLT can easily lunch an integrative test which has real communication function.

To have clear picture about communicative activities and non- communicative activities see the table below:

Figure 1: The Communication Continuum (Jermy Harmer)

Non- communicative activities	Communicative activities
<ul style="list-style-type: none"> • No communicative desire. • No communicative purpose. • Form not content. • One language item only. • Teacher intervention. • Material control. 	<ul style="list-style-type: none"> • A desire to communicative. • Communicative purpose. • Content not form. • Variety of language. • No Teacher intervention. • No material control.

The enhancement key of communicative purpose and desire to communicate is the information gap. A traditional classroom exchange in which one student asks where is the library? And another student's answer it is on Green Street opposite the bank. When they both see and know the answer is not like real communication, however, if both students have maps with different locations then there will be a knowledge gap between them and can be closed by real communication. (Jermy Harmer p. 85-86) There are two versions of communication in CLT, weak and strong. The weak version of CLT which is described "learning to use English" stresses the importance of providing the learners with opportunities to use their English for communicative purposes, while the strong version of CLT which is described as "using English to learn", advances that claim that language is acquired through communication, so it is not merely a question of activating an existing inert knowledge of the language, but stimulating the development of the language system itself. (Hawatt 1984 p. 279)

Khoi Mai Ngoc (2012) in his study *comparison of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam* which he made in terms of four factors grammar instruction, errors correction, group and pair work, and teachers' role. Using a questionnaire found that both groups held favorable attitudes towards CLT, but that teacher participants had more positive attitudes than learner participants for all the factors, except group and pair work. The study also indicated that for CLT to be implemented successfully it is important to consult learners in order to stablish a match between teachers' and learners' views, since both learners and teachers are major. Another study for **Alaba Olaoluwakotansibe Agbatogun** (2014) *Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach?* to compare the impact of clickers, "the communicative approach" and the lecture method on the communicative competence development of learners who were taught English as second language, resulted indicated that,

1. There was a significant difference between the communicative competence pre-test and post-test scores of pupils in each of the groups.
2. There was a significant difference in pupils' communicative competence post-test scores based on the teaching strategy.
3. Speaking skills was the potent contributor.
4. Gender did not make a significant contribution to the prediction of pupils' communicative competence in ESL classrooms.

Mohammad. Nurul Islam (2012) in his study *Communicative Approach: Some Misapprehensions*, stated though Communicative Language Teaching (CLT) is acknowledged by the National Curriculum & Textbook Board (NCTB) and many English teachers consider it as one of the most effective approaches in English language teaching in Bangladesh, there are still a number of misapprehensions about it he also stated the CLT teachers should be enthusiastically equipped with professional awareness and in depth teaching knowledge to take speedy realistic and fresh steps to win over the newly sprung hurdles. He focused on four of the main misapprehensions, which are usually held by the language teachers and researchers: CLT means an exclusive focus on meaning, CLT means no explicit focus on learner errors, CLT means listening and speaking practice, and CLT means avoidance of the learners' L1.

Showqi A. Bahumaid, (2012) in his study *The Communicative Approach in EFL Contexts Revisited*, investigated the current position of communicative language teaching (CLT) with special reference to EFL teaching in public education in the Arab Gulf region, highlights the enormous impact which the communicative approach has had on various aspects of EFL teaching in the region including syllabi, teaching materials and methodology since its introduction about four decades ago, but there has been greater awareness among TEFL practitioners in the region in recent years as to the limitations of CLT which does not specifically address the needs and concerns of teaching in EFL situations. The most salient deficiencies relate to cultural inappropriateness of some texts and the great demands CLT places on Arabic-speaking teachers in terms of language fluency and competence in communicative methodology. These pitfalls have been aggravated by the EFL learners' low motivation to learn English and their extremely limited exposure to it in the community.

Dahlia Patiung, and colleagues, (2015) in their research titled: *The Study of Learning Speaking Skills Based on Communicative Approach*, aimed at describing the application of learning speaking skills based on communicative approach in the process of learning Indonesian language including the role of students, the role of teachers, and the interaction of teaching and learning. Research findings show that the role of the teacher in the learning speaking skills based on communicative approach has been conducted properly. The role of students in learning speaking skills based on communicative approach has been optimal. The form of teaching and learning interactions has reflected the communicative approach. In the communicative approach, the teachers engage the students actively, creatively and meaningfully.

Jabeen, Shazi Shah, (2014): in his study: *Implementation of Communicative Approach* aimed at: 1. finding attitude of the teachers towards communicative approach. 2. Existing gap, if any, between communicative language teaching theories and their actual implementation in the classroom. 3. Factors leading to the gap found that "there is a likely gap between theory and practice of communicative language teaching". The survey has established that there are obvious discrepancies between how the teachers responded to the questionnaire and their classroom practice, he pointed to teach English language using communicative approach becomes essential. He showed how studies measure teachers' classroom-behavior indicates that the implementation of communicative approach in the classroom is rare. Although teachers claim to be following a communicative approach, in practice they seem to be following traditional approaches and the teachers hold different beliefs with regard to teaching methods of English and many teachers hold traditional views on language teaching method and they argue favorably for the grammar– translation method, also he found that in some schools teacher omit activities like pair work, group work fearing such activities may lead to the noisy scenes in the class. If at all they do these activities, it is done with an instruction to the students to work on their own without working in pair or a group.

Also, **Dina Abdel Salam El-Dakhs** (2015), in her study :*The Integration of Form-focused Instruction within Communicative Language Teaching: Instructional Options* said that according to proponents of the strong CLT versions, learners pick up the language from interactions that focus on the semantic aspect of the language rather than its formal characteristics.

Also, **Mohammed Mohammed Abdullah El-Amin (2007)**in his study *Maintaining English Language Interaction in large Sudanese university classroom through CLT* pointed in his study: 1. Large university classroom are not conducive for teaching English communicatively. 2. Teachers knowledge about CLT is not reflected in large EFL classrooms. 3. The present English language syllabus in Sudanese Universities doesn't enable students to communicate orally. 4. Large classes are teacher centered and very little chance is allowed for students' participation.

3. Research Methodology

3.1. *The methodology of this study is a descriptive analytical method.*

3.2. *The instruments to collect the data are:*

- 1- Students' questionnaire.
- 2- Lectures observation.

3.3. The population of the study. were 100 students 7th and 8th level from English department, and 17instructors from College of Science & Arts for girls in Muhayil.(English department & Computer department)

This study was conducted in two semesters, 2nd semester of the academic year 2014-2015 (instructors observation) and 1st semester of the academic year 2015-2016 (questionnaire).

3.4. Reliability and Validity for student's questionnaire.

To find the validity of the questionnaire, the following formula was applied to find the reliability of the questionnaire using the statistical equations:

- a- Cronbach's Alpha.
- b- Spearman &Brown.
- c- One-Sample Test.

Validity= $\sqrt{\text{reliability}}$ = 0.971 which is a high degree that reflects the students validity.

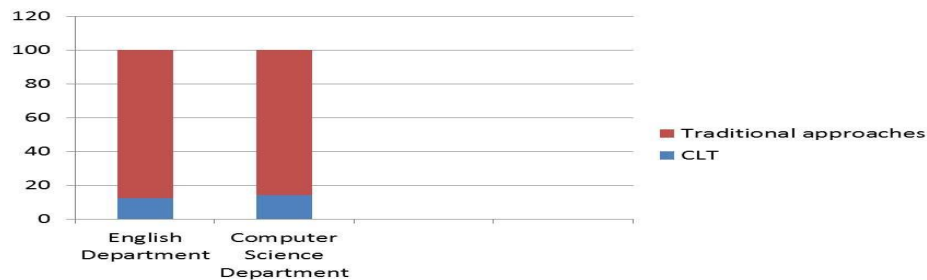
4. Statistic Data Analysis

4.1 Lectures Observation:

After observing 17 lectures for English department and Computer Science department, I found that: out of 7 lecturers of Computer department, only one applied the communicative approach, and only one lecturer out of 10 from the English department applied the communicative approach and the rest of the instructors use the direct method. The Graph below illustrate the results.

Graph. 1

Applying CLT In Lectures



4.2 Students' Questionnaire

Questionnaire responses were manually coded and analyzed using SPSS version 10. using t-test through t-distribution table to find out if the results of students questionnaire are significant or not to predict if the statements in the students questionnaire are true or not to find The Hindrance of Maintaining Communicative approach in teaching English language at Saudi college in Tohama.

Table.1 Hypotheses (1) English Language section consists of more than 50 students

No.	statement	Mean	Std. Deviation	Test Value = 3			reality Of Value
				t	df	Sig	
1	The number of the students in my class is less than 50 students.	4.0120	1.10976	8.308	82	.000	Function Some time
2	The class is crowded and we can't listen clearly to the lecturer.	4.2410	1.01921	11.093	82	.000	Function always
3	I prefer to sit in the front.	3.8434	.99366	7.733	82	.000	Function Some time
4	I can't listen when I sit in the back.	2.9157	1.16037	-.662	82	.510	No function No idea

Showing results phrase No (1) which reads "The number of the students in my class is less than 50 students." Seen from the table above, the value of (T. test) calculated (8.308) at a degree of freedom (82) and the value of the probability is (.000), which means that the phrase is significant, and indicate that: **"The number of the students in class is Sometime less than 50 students."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Showing results phrase No (2) which reads "The class is crowded and we can't listen clearly to the lecturer." Seen from the table above, the value of (T.test) calculated (11.093), at a degree of freedom (82) and the value of the probability is (.000), which means that the phrase is significant, and indicate that:**"The class is always crowded and we can't listen clearly to the lecturer."** It is clear from the reality of statistical inference approval subjects of this phrase.

Showing results phrase No (3) which reads "I prefer to sit in the front." Seen from the table above, the value of (T.test) calculated (7.733) at a degree of freedom is (82) and the value of the probability is (.000), which means that the phrase is significant, and indicate that:**"The students prefer to sit in the front."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). Showing results phrase No (4) which reads "I can't listen when I sit in the back." Seen from the table above, the value of (T .test) calculated (-.662) at a degree of freedom (82) and the value of the probability is(.510), and t value is negative which means that the phrase is not significant at the significance level of (0.05) so **this phrase is not functioning.**

Table.2 Using of CLT is not formally practiced at Saudi college in Tohama

No.	Statement	Mean	Std. Deviation	Test Value = 3			reality Of Value 0.05
				t	df	Sig	
5	We sit in a row position.	4.0482	1.06957	8.928	82	.000	Function Some time
6	We sit in circle position.	2.2651	.84224	-7.950	82	.000	Function never
7	We sit in U position.	2.0723	.63980	-13.210	82	.000	Function never
8	Most of the speaking is done by the students in my class.	2.3494	1.43505	-4.130	82	.000	Function never
9	The instructor speaks less than half the time of the lecture.	2.7952	1.52026	-1.227	82	.223	No function No idea

Showing results of phrase No (5) which reads "We sit in a row position." Seen from the table above, the value of (T.test) calculated (8.928) at a degree of freedom (82) and the value of the probability is (.000), which means that the phrase is significant, and indicates that: **"The students sometimes sit in a row position."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Going to the results of phrase No (6) which reads "We sit in circle position." Seen from the table above, the value of (T.test) calculated (-7.950) at a degree of freedom (82) and the value of the probability is (.000), which means that the phrase is significant, and indicates that:**"The students never sit in circle position."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Showing results of phrase No (7) which reads "We sit in U position." Seen from the table above, the value of (T.test) calculated (-13.210) at a degree of freedom (82) and the value of the probability is (.000), which means that the phrase is significant, and indicates that: **"The students never sit in U position."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Going to the results of phrase No (8) which reads (Most of the speaking is done by the students in my class.) Seen from the table above, the value of (T.test) calculated (-4.130) at a degree of freedom (82) and the value of the probability is (.001), which means that the phrase is significant, and indicates that:**"Most of the speaking is never done by the students in classes."**It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Showing the results of phrase No (9) which reads (The instructor speaks less than half the time of the lecture) Seen from the table above, the value of (T.test) calculated (-1.227) at a degree of freedom (82) and the value of the probability is (.000), which means the phrase is not significant at the significance level of (0.05) so **this phrase is not functioning.**

Table 3: Using the communicative language teaching (CLT) can help to solve the poor performance of the students.

No.	statement	Mean	Std. Deviation	Test Value = 3			reality Of Value 0.05
				t	df	Sig	
10	Every two lectures I have a chance to speak.	3.3614	1.23544	2.665	82	.009	Function No idea
11	The instructor makes all students participate in the exercises.	3.3494	1.32916	2.395	82	.019	Function No idea
12	Instructor gives us homework.	3.8795	.88892	9.014	82	.000	Function Some time
13	Instructor encourages us to speak even if we make mistakes.	3.3253	1.15936	2.556	82	.012	Function No idea
14	Instructor encourages us to make conversation in English language.	3.4096	1.13735	3.281	82	.002	Function Some time

Showing the results of phrase No (10) which reads “Every two lectures I have a chance to speak.” Seen from the table above, the value of (T. test) calculated (2.665) at a degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term , but **the students’ answer was not identifying.**

The results of phrase No (11) which reads “The instructor makes all students participate in the exercises.” Seen from the table above, the value of (T. test) calculated (2.395) at a degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term, but **the students’ answer was not identifying.**

Showing the results of phrase No (12) which reads “instructor gives us home work.” Seen from the table above, the value of (T.test) calculated (9.014) degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **“Instructor sometimes gives the students homework.”** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Results of phrase No (13) which reads “Instructor encourages us to speak even if we make mistakes.” Seen from the table above, the value of (T.test) calculated (2.556) degree of freedom (82) and the value of the probability (.012), which means that there statistical significance of the statistical reality conclusion of the term, but the students’ answer was not identifying.

Showing results of phrase No (14) which reads “Lecturer encourages us to make conversation in English language .” Seen from the table above, the value of (T.test) calculated (3.281) degree of freedom (82) and the value of the probability (.002) which means that there statistical significance of the statistical reality conclusion of the term that says that **“Instructor sometimes encourages the students to make conversation in English language.”**It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Table 4: Using technology can impact students’ interaction in large classroom the study.

No	statement	Mean	Std. Deviation	Test Value =3			reality Of Value 0.05
				t	df	Sig	
15	Our lecturer uses multimedia, speaker and plasma screen.	2.3133	1.27765	-4.897	82	.000	Function never
16	English labs are used for teaching Listening and Speaking.	3.7952	1.18691	6.104	82	.000	Function Some time

Showing the results of phrase No (15) which reads (Our lecturer uses multimedia, speaker and plasma screen.) Seen from the table above, the value of (T. test) calculated (-4.897) degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **"The instructor never uses multimedia, speaker and plasma screen."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Results of phrase No (16) which reads (English labs are used for teaching listening and Speaking.) Seen from the table above, the value of (T.test) calculated (6.104) degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **"English labs are sometimes used for teaching Listening and Speaking."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Table 5: Students' fear making mistakes is the main reason behind students' reluctance to classroom interaction

No.	Statement	Mean	Std. Deviation	Test Value = 3			reality Of Value 0.05
				t	df	Sig	
17	I fear speaking English and making mistakes in front of my classmates.	3.6747	1.21081	5.077	82	.000	Function
18	Our instructor divides us into pair or small groups during the lectures.	2.2530	1.50482	-4.522	82	.000	Function
19	I feel embarrassed and shy when I speak English.	3.5904	1.17946	4.560	82	.000	Function
20	I prefer to be accurate more than fluent.	3.9518	.86819	9.988	82	.000	Function
21	I have the chance to speak each lecture.	3.1928	1.50169	1.170	82	.246	No function

Showing results of phrase No (17) which reads "I fear speaking English and making mistakes in front of my classmates." Seen from the table above, the value of (T.test) calculated (5.077) at a degree of freedom (82) and the value of the probability is (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **"The students sometimes fear speaking English and making mistakes in front of their classmates."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Results of phrase No (18) which reads "Our instructor divides us into pair or small groups during the lectures." Seen from the table above, the value of (T.test) calculated (-4.522) at a degree of freedom (82) and the value of the probability is (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **"Instructor never divides us into pair or small groups during the lectures."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05)

Showing results of phrase No (19) which reads "I feel embarrassed and shy when I speak English." Seen from the table above, the value of (T.test) calculated (4.560) at a degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **"Students sometimes feel embarrassed and shy when they speak English."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05).

Results of phrase No (20) which reads (I prefer to be accurate more than fluent.) Seen from the table above, the value of (T.test) calculated (9.988) at a degree of freedom (82) and the value of the probability (.000), which means that there statistical significance of the statistical reality conclusion of the term that says that: **"Students sometimes prefer to be accurate more than fluent."** It is clear from the reality of statistical inference approval subjects of this phrase moderately at the significance level of (0.05). Showing results phrase No (21) which reads "I have the chance to speak each lecture." Seen from the table above, the value of (T.test) calculated (1.170) degree of freedom (82) and the value of the probability (.000), which means the phrase is not significant at the significance level of (0.05) so **this phrase is not functioning.**

5. Discussion

5.1 Results and discussion of the lectures observation.

Observing 15 lectures showed how that the majority of the lecturers depend on the traditional methods in teaching, this results agree with JabeenShazi Shan (2014) results telling that teachers seem to following traditional approaches as a result of students' number lectures which mostly more than 50 students, this agrees with Mohammed Mohammed Abdullah EI-Amin (2007) results that: 1. The Large university classroom are not conducive for teaching English communicatively. 2. Teachers knowledge CLT is not reflected in large EFL classrooms. 3. Large classes are always teacher centered and very little chance is allowed for students' participation. As the number of the students helps minimize and maximize the opportunities of students for communication.

5.2 Results and discussion of the students' questionnaire

The results of the questionnaire statements representing question 1 and hypotheses 1 of the research showed that: 1. the number of the students in class is sometime more than 50. 2. The class is always crowded.3. The students can't listen clearly to the lecturer. All these results show that it is difficult to apply the CLT in such crowded classes, another point the previous results reflect that lectures are teacher – centered that why the students prefer to sit in the front , these results agrees with **Mohammed Mohammed Abdullah EI-Amin (2007)** and **Jabeen, Shazi Shah, (2014)** results.

The results of the questionnaire statements representing question 2 and hypotheses 2 of the research were that students sometimes sit in a row position but they never sit in a circle or U position which tell that all lectures are taught using the direct and the traditional , and the setting of students seating doesn't help applying CLT as circles and U position encourage communication between the students this can be clear by the result "most of the speaking is never done by the students in classes, this results also approve that all lectures are delivered to the students in the traditional way, the teacher is the authority of the classroom and the students are the receivers and no sign for CLT, this results agree with **Mohammad Nour Islam (2012)**, **Mohammed Mohammed Abdullah EI-Amin (2007)**, and **Jabeen Shazi Shan (2014)** results.

The results of the questionnaire statements representing question 3 and hypotheses 3 of the research are: Instructor sometimes gives the students homework, and lecturer sometimes encourages the students to make conversation in English language, this results reflect the weakness of using CLT as the main reason of learning languages to communicate, however, not using and communicating by it in the classroom decrease the students' ability to communicate, as **Dina Abdel Salam EI-Dakh** said in her study learners pick up the language from interactions that focus on the semantic aspect of the language rather than its formal characteristics, and this is clear as the students answer was not identifying about the statement "Instructor sometimes encourages the students to make conversation in English language" which reflect the weak communication aspect in the class and also reason why the students prefer to sit in the front in question 1. The results of the students' questionnaire statements representing question 4 and hypotheses 4 of the research are:

The instructor never uses multimedia, speaker and plasma screen and English labs are sometimes used for teaching listening and speaking skills, both results return us back to the fact of using the traditional methods for teaching English in spite of having all technological facilities that help using CLT, but this can be due large number of students in class make it difficult to let all the students participate in the lesson as the time will be insufficient to allow each student practices communicatively.

The results of the students' questionnaire statements representing question 5 and hypotheses 5 are: 1. The students sometimes fear speaking English and making mistakes in front of their classmates and this weaken students' communication skills, as students learn through their mistakes and colleagues' mistakes. 2. Instructor never divides us into pair or small groups during the lectures.3. Students sometimes feel embarrassed and shy when they speak English. 4. Students sometimes prefer to be accurate more than fluent. These results show how CLT is not applied as one of the strategies' for CLT is to divide the students to pair, groups and let them learn from each-others mistakes, and giving modeling to each-others, and the preference of students to be accurate more than fluent hinder students' communication these results agrees with **Dina Abdel Salam EI-Dakhs(2012)**, **Jabeen Shazi Shag (2014)** and Also **Mohammed Mohammed Abdullah EI-Amin (2007)** results.

According to the instructors observation and the students' questionnaire results the main Hindrance of Maintaining CLT are the big number of students in the classes and the misapprehensions about CLT, having more than 40 students in the class can't help to practice the CLT and as a results for that instructors avoid using it and continue using old teaching methods although all facilities for using CLT is available, the number of students is a vital factor for not applying CLT and all other reasons are resulted to the learning environment of the crowded class which will never help to apply CLT and will leave us behind, and the students will sacrifice the competence of communication skills as a result for large class room also when the width of the classroom is not suitable to students' number, it becomes impossible to put the students in U & circle shape to apply CLT.

6. Recommendation

1. The university classes must not consist of more than 40 students. 2. The university must arrange annual workshops for professional development practices in teaching methods for university instructors in the south to updated instructors language pedagogy and using technology to apply CLT.

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Appendix. 1

Student's questionnaire

Dear students,

This questionnaire is about applying Communicative Language Teaching approaches (CLT) for teaching English language, answering this questionnaire may add to pedagogical field and help to develop teaching methods In Tohama :

Please read each of the following statements and put a (√) in the column (box) that represents your experience Concerning the following hypotheses in the questionnaire below.

- 1- English Language section consists of more than 50 students at Saudi college in Tohama.
- 2- Using communicative language teaching (CLT) is not formally practiced at Saudi college in Tohama.
- 3- Using the communicative language teaching (CLT) can help to solve the poor performance of the students.
- 4- Using technology can impact students' interaction in large classroom the study.
- 5- Students' fear making mistakes is the main reason behind students' reluctance to classroom interaction.

Hypothesis (1) English Language section consists of more than 50 students						
No	Statement	always	sometimes	No idea	never	rarely
1	The number of the students in my class is less than 50 students.					
2	The class is crowded and we can't listen clearly to the lecturer.					
3	I prefer to sit in the front.					
4	I can't listen when I sit in the back.					
Hypothesis (2) Using communicative language teaching (CLT) is not formally practiced at Saudi college in Tohama						
No	Statement	always	sometimes	No idea	never	rarely
5	We sit in a row position.					
6	We sit in circle position.					
7	We sit in U position.					
8	Most of the speaking is done by the students in my class.					
9	The lecturer speaks less than half the time of the lecture.					
Hypothesis (3) Using technology can impact students' interaction in large classroom the study.						
No	Statement	always	sometimes	No idea	never	rarely
10	Every two lectures I have a chance to speak.					
11	The Instructor makes all students participate in the exercises.					
12	Instructor gives us homework.					
13	Instructor encourages us to speak even if we make mistakes.					
14	Instructor encourages us to make conversation in English language.					
Hypothesis (4) Using technology can impact students' interaction in large classroom the study.						
No	Statement	always	sometimes	No idea	never	rarely
15	Our instructor uses multimedia, speaker and plasma screen.					
16	English labs are used for teaching listening and Speaking.					
Hypothesis (5) Students' fear making mistakes is the main reason behind students' reluctance to classroom interaction						
No	Statement	always	sometimes	No idea	never	rarely
17	I fear speaking English and making mistakes in front of my classmates.					
18	Our instructor divides us into pair or small groups during the lectures.					
19	I feel embarrassed and shy when I speak English.					
20	I prefer to be accurate more than fluent.					
21	I have the chance to speak each lecture.					