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Thesis:

“Communicative Language Teaching in EFL Context in Albania:
Challenges and suggestions for successful implementation and curriculum
design”

Candidate: Brisida Sefa, MA

Mentor: Prof. Dr. Brikena Xhaferi

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Thesis:

“Communicative Language Teaching in EFL Context in Albania:
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design”

Teza:

“Mësimdhënia e Gjuhës Angleze duke përdorur Metodën Komunikative
në kontekstin shqiptar:
Sfidat dhe sugjerimet për zbatimin e suksesshëm dhe hartimin e
kurrikulës”

Теза:

“Комуникативен пристап при предавање на англискиот како странски
јазик во Албанија: предизвици и препораки за успешна
имплементација и креирање на наставни програми”

**This thesis is dedicated to my lovely family who supported me
during this journey.**

Declaration

This thesis is the original work of the author for the award of the Degree of Doctor of Philosophy at this University. This thesis does not contain any material published either by the author herself or by other authors, except as referred to in its content.

Signed: _____

Candidate

ID No: 129133

Date: _____

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Abstract

The Communicative Approach is believed to be the most successful current foreign or second language teaching method. The Communicative approach suggests that the most efficient method to learn a second language is to transmit actual meaning in a real-life situation. Real communication teaches students to learn the language and make use of the language they learn. As a result, the classroom changes from a classroom that is centered on the teacher into a classroom that is centered on the student.

Nevertheless, there are several obstacles and challenges involved with the Communicative Approach. Some of them are large learning environments, limited class time or a scarcity of teaching equipment and technology. Also, a lack of teacher professional development and grammar-based exams or insufficient support and the effect of traditional practices are considered some other hurdles in the way with this approach. And lastly, behaviour management, and student resistance to classroom discussion or involvement are some other limitations and constraints that should be considered.

Because of the need for development, using the Communicative Approach in an Albanian classroom and incorporating it into the curriculum design is extremely beneficial, but establishing a climate conducive to the best learning and ensuring the desired results is quite complex and time consuming.

Students are accustomed to being taught utilizing traditional teaching techniques in the challenging Albanian educational environment. Teachers must, however, move away from conventional approaches and toward more modern ones, such as the Communicative Approach. As a result, the focus will be on the learners' language requirements, assisting instructors in achieving their objectives. However, because more contact and engagement in class can lead to a significant increase in students' conversation time, this practise necessitates the use of effective classroom management measures.

The purpose of this research is to see how the Communicative Approach may help students improve their communication skills. It addresses some of the issues and provides recommendations for successful application within the Albanian curriculum. Furthermore, it is hoped that the Communicative Approach would not only be presented as a positive approach regarding teaching and learning process, but that it will also equip educators and curriculum developers with some practical methods and processes for putting Communicative Language Teaching into practise.

Keywords: Communicative Language Teaching, English as a Foreign Language, Student-centered Method, challenges, curriculum design.

Abstrakt

Metoda Komunikative konsiderohet si një nga teknikat më të suksesshme në mësimdhënien e një gjuhe të huaj. Metoda Komunikative sjell risinë që të mësuarit e një gjuhe të huaj në mënyrë të suksesshme bëhet e mundur vetëm nëse ndodh komunikimi i kuptimit të vërtetë në një kontekst të vërtetë. Komunikimi i vërtetë i ndihmon nxënësit të mësojnë dhe ta vënë në përdorim një gjuhë të huaj, e si pasojë e kësaj klase ndryshon nga një klasë me në qëndër mësuesin në një klasë me në qëndër nxënësin.

Megjithatë, kjo metodë sjell paralelisht edhe shumë sfida. Mund të përmendim disa prej tyre të tilla si klasat e mëdha, provime të bazuara më shumë në anën gramatikore, mungesa e mjeteve dhe ambjeteve të mësimdhënies, mungesa e trajnimit të mësuesve si dhe mungesa e mbështetjes së tyre, tundimi i influencave të mësimdhënies tradicionale, kohëzgjatja e orës mësimore të limituar, vështirësia e menaxhimit të klasës, rezistenca e nxënësve në pjesëmarrje gjatë orës mësimore si dhe mungesa e motivimit të tyre.

Zbatimi i suksesshëm i Metodës Komunikative në klasat shqiptare si edhe në hartimin e kurikulës mësimore, në njërin anë është shumë e nevojshme me qëllim përmirësimin e saj, por nga ana tjetër, është shumë sfiduese krijimi i një ambjenti ku mund të realizohet një mësimnxënie e mirë e njëkohësisht me rezultate të larta.

Në një ambient mësimor ku nxënësit janë mësuar me metoda tradicionale të mësimdhënies, lind një nevojë e madhe për një përditësim të këtyre metodave me ato bashkohore, të tilla si Metoda Komunikative ku fokusi është kryesisht te nevoja gjuhësore e nxënësve, por njëkohësisht kjo metodë ndihmon edhe mësuesit të arrijnë qëllimet e tyre të mësimdhënies. Kjo metodë sidoqoftë, vjen me nevojën për të zbatuar strategji të dobishme për të menaxhuar sjelljen e nxënësve në klasë, si pasojë e ndërveprimit dhe komunikimit të shumtë në klasë dhe kjo mund të rrisë si rezultat kohën e bisedës midis nxënësve.

Qëllimi i këtij studimi është të shqyrtojë se si metoda komunikative mund të promovojë aftësitë komunikuese të nxënësve dhe gjithashtu merret me disa sfida dhe sugjerime për zbatim të suksesshëm në hartimin e kurrikulës shqiptare. Për më tepër, ky studim ka për qëllim jo vetëm të shqyrtojë Metodën Komunikative si një qëndrim të përshtatshëm ndaj mjedisit të të mësuarit dhe mësimdhënies, por gjithashtu për të ndihmuar mësuesit dhe hartuesit e kurrikulës, të cilët dëshirojnë të zbatojnë Mësimdhënien e Gjuhës Angleze duke përdorur Metodën Komunikative, së bashku me disa strategji dhe teknika të dobishme.

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List of Abbreviations

| | |
|---------|--|
| CA: | Communicative Activities |
| CBLT: | Competency-Based Language Teaching |
| CC: | Communicative Competence |
| CD: | Compact Disc |
| CLL: | Community Language Learning |
| CLT: | Communicative Language Teaching |
| ELT: | English Language Teacher |
| ELTA: | English Language Teachers' Association of Albania |
| EFL: | English as a Foreign Language |
| EU: | European Union |
| GC: | Grammatical Competence |
| GDP: | Gross Domestic Product |
| MoESY: | Ministry of Education Sport and Youth |
| OECD: | Organisation for Economic Co-operation and Development |
| OHP: | Overhead Projector |
| UNESCO: | United Nations Educational Scientific and Cultural Education |
| TBLT: | Task-Based Learning Teaching |
| TOEFL: | Test of English as a Foreign Language |
| TPR: | Total Physical Response |

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CHAPTER 1

INTRODUCTION

1.1. Presentation

The background of the study, statement of the problem, research questions, significance of the study and definitions of the terms used in the research study are all presented in this chapter.

1.1.1. Background of the study

The acquisition of a Second/Foreign Language, particularly English, has mainly one purpose, that of achieving communication skills. As a result, the necessity of having solid English communication skills has raised the demand for English language education all around the world in recent years. According to Broughton et al. (2003) English is by far the most frequently spoken of the 4000 to 5000 living languages. It is only second to Chinese as a mother tongue, which is made up of six mutually incomprehensible dialects that are rarely spoken in China. English has risen from its status as a dialect hardly known outside of the southern counties of England 400 years ago to its current standing as the most dominant language in the world. Moreover, Broughton et al. (2003) emphasized that all our language use can be divided into a variety of categories depending on the situation and aim of communication. For an English language learner, achieving a good level of communicative proficiency may be more important than achieving formal linguistic correctness.

Good communication skills in English are only achieved when we have an accurate command of the language. Many people today aspire to improve the level of their English and there are a lot of ways to learn English, including being instructed in school, travelling, or studying abroad and even through media and internet use. The growing demand for English has resulted in a surge in the need for high-quality language instruction, materials, and resources. There is also therefore, an increased demand for using appropriate teaching methodology for learners to master quality in accuracy and fluency. Current needs are different from those of thirty years ago when English was required mostly for political activities. As McKay (2002) emphasizes, globalization, international

communication, commerce, trade, tourism, the media, and popular culture all use English as their primary language. These have become powerful motivations for mastering English language.

The place of English has become particularly important in all Albanian schools. Firstly, this is because Albanian high schools have an English exam at the conclusion of the year and secondly, due to the rapid growth of English within Albania and its current widespread use in every field. Learning English has become important for all citizens of Albania, especially for the young people, as they must comply with the demand for involvement in the international world. This interest in learning English became even more clear when various language centers were established in Albania providing English lessons for all levels. This was needed because students need to have a reasonably good level of English in order to attend University. English teachers in High schools have welcomed the use of the Communicative Language Teaching (CLT) approach in their curriculum. Farrell and Jacobs (2010) emphasized that CLT makes it possible for second language learners to learn and use the language in an appropriate, functional, and meaningful way. However, traditional methods are used in our schools and as a result, Albanian students fail to achieve a proficient level in English. Berns (1990) indicated that even though students may have a good understanding of grammatical structures and forms, they are often not well prepared to use their second language effectively and appropriately. The primary goal of language is to convey communication and the reason why learning a language is done, is to communicate efficiently and appropriately in that language. Consequently, Albanian classrooms needs to shift from teaching and discussing different grammatical rules to the use of activities suitable to build student fluency and increase their ability to communicate. The aim of this study is first, to realize that CLT is an excellent method for assisting students in developing communicative competence and investigating the impact of communicative strategies on students studying English. Second, this study aims to address some of the issues that come with implementing Communicative Language Teaching in an EFL setting in Albania, as well as provide some suggestions for its successful execution. Xun Kuang, often known as Xunxi, was a clever Confucian scholar, who lived in the third century B.C.E. and quoted by Benjamin Franklin in 1749, an advocate for education, very wisely said, "Tell me and I forget, Teach me and I may remember, Involve me and I learn."

However, several linguists have stated that implementing a certain teaching method from one curriculum to another one may cause difficulties in the context of language teaching. (Holliday, 1994). As Kramsch and Sullivan (1996) state:

Revising authentic methodology has therefore often meant buying into the symbolic capital associated with ELT rhetoric but retaining the local conditions of the practice. Appropriate communicative language teaching in Hanoi, for example, may employ the same pedagogic nomenclature as in London, but classroom practice will be substantially different. English language is already made to serve individual and social needs in local areas. What is authentic in these local areas is not necessarily the material presented in the text, but the interactions between classroom participants—interactions that are based on broader social, historical, and cultural issues, such as the purpose of education in that society or the ideal of a good citizen (p.200).

As a result, while attempting to integrate CLT into the Albanian classroom and integrate it into the present curriculum is incredibly helpful owing to the need for quality improvement, it is also extremely challenging to establish a learning atmosphere that facilitates students to acquire their best achievements.

Previously, in the 1970s, English Language teaching in the Albanian context was dominated by grammar and translation teaching methods. The method used was “Essential” which concentrated on grammar and vocabulary, but it also provided the learners with some opportunities for interaction. In the following era up until the 1990s, there was an improvement in English teaching methods. The method used at that time was “English for the first class” with the emphasis on morphology, syntax, and glossary with a tendency on elaborating on English vocabulary. Since the 1990s, with the opening of the Albanian borders, there has been great interest among Albanians to study English as a second language. New methods were introduced in the 2000s such as “Headway”, “Wishes”, “Blockbuster”. “Upstream”, “To the top” etc. These methods have a focus on enhancing vocabulary, reading comprehension, grammar, and pronunciation practice as well as functions of the language. Despite the evolution of the new English curriculum in recent years, the state of teaching of English language in Albania has remained based on traditional methods.

As a result, the purpose of this study is to analyse the variables that impede CLT from being implemented in Albanian schools. Furthermore, it also looks at how CLT might help students develop communicative skills, as well as what constitutes an acceptable attitude toward the

learning and teaching environment. Finally, it aims to present some useful ideas and procedures to help instructors and curriculum designers apply CLT.

1.1.2. Statement of the problem

This research identifies Communicative Language Teaching (CLT) as a method that has influenced how languages are taught in recent years. CLT has affected language teaching practise all across the world since its inception in the late 1960s.

The Albanian teaching and learning process is a conventional one, with less emphasis on the communicative technique. Because teachers believe that utilizing a communicative approach interferes with their teaching, traditional approaches are employed. Furthermore, many believe that this procedure requires a significant amount of time and effort. The primary objective of this research is to demonstrate Albanian instructors the repercussions and benefits of employing a communicative approach in teaching, as well as practical strategies which may enable students achieve extraordinary results and teachers reach their learning objectives. Although a new curriculum, based on the four macroskills, speaking, listening, reading, and writing, has been introduced, Albanian students still do not appear to be able to communicate efficiently and confidently in English. Albanian students spend a great amount of time learning English, but they still face some problems when it comes to communication in natural settings. They have not had the possibility to use English for communicative purposes, because they have been focused only on how to pass their exams. This influenced me to conduct this research.

According to Larsen-Freeman (2000), one of the benefits of using CLT in an English classroom is that it allows teachers to include students in the teaching-learning process while simultaneously emphasizing the relationship between language and communication. It is clear from this perspective that language and communication are mutually dependent. In other words, when learners acquire a new language, they must learn how to communicate in it or how to correctly use it. They are not only acquiring only language structure, but they are also practicing conversation. Breen and Candlin (2001) emphasize that teachers are no longer thought of as knowledge providers as they were in the traditional classroom but are now viewed as facilitators in the communicative classroom. Their job is to guide students as they complete different activities in the target language.

In addition, students are not considered to be passive knowledge-receivers anymore, they are now active participants who interact in the learning-teaching process. They are likely to share information, “interpret meaning of others and express their own meaning” (p.11), and rather than working individually, they participate in a variety of classroom interactions.

This study has the following aims:

- ❖ to recognize CLT as being an effective approach which helps build learners’ communicative competence
- ❖ to examine the outcomes that communicative methods have on individuals that study English as a second language.
- ❖ to determine a number of difficulties and challenges in implementing Communicative Language Teaching in the EFL context of Albania and to make some possible suggestions for successful implementation into the curriculum design
- ❖ to present to Albanian teachers a study whereby they can see that using CLT in the classroom, together with useful strategies, can achieve great results as well as assist teachers to achieve their teaching objectives.

1.1.3. Research Questions

Five research questions are designed to follow the process of data collection in this study:

- Is there a difference in the implementation of the CLT approach in public as opposed to private schools? Where are these difficulties most evident?
- Do the teaching techniques used in the classroom during the English learning process affect student attitudes towards English?
- Is the English Teaching curriculum ready to implement CLT to meet student needs and their level of English proficiency?
- What are the major difficulties that Albanian EFL teachers encounter in their attempts to adopt CLT in the Albanian context?
- Is the CLT approach used in the classroom and, if so, how?

1.1.4. *Significance of the study*

Second language learning, particularly English, has changed greatly over the last 30 years. As Richards (2006) emphasizes, some years ago, language learning focused on gaining grammatical competence. Students had the habits of producing error-free phrases. All they used to do was to produce memorized dialogues and performed them, consequently they did not have the chance to make errors. According to Richards (2006) the teacher was seen to have a strong control over the learning. Language learning has since evolved in recent years. There is now more emphasis on the communicative aspects of language. Richards (2006) points out that nowadays there is a different perspective on language with more “collaborative creation of meaning, interaction between the learner and users of the language and more negotiation of meaning as the learner and his or her interlocutor arrive at understanding” (p.4).

The method of teaching plays an important role in teaching a language. This is the reason why teachers should make every effort to implement an innovative teaching approach in order to examine its impact and effectiveness with regard to how the language is taught.

Nunan (1991) indicates there are five features of communicative tasks that facilitate learners in the development of their language acquisition. He talked about the communicative approach which is characterized by (1) A concentration on learning to communicate the target language through interaction, (2) Incorporation of real texts into the classroom setting, (3) Provision of opportunities for learners to focus not just on language but also on the learning process itself, (4) A greater emphasis on the learner’s personal experience as a valuable contribution to classroom learning, (5) An attempt to integrate language acquisition in the classroom with language engagement outside it.

The present research goal is to explore student’ needs and attitudes regarding implementing the CLT in the Albanian context, followed by the willingness of teachers to use these modern teaching methods more and more.

This study aims to identify how the CLT approach develops student communicative competence through a wide range of communicative tasks and activities performed in the classroom.

Large learning environments, limited class time or a scarcity of teaching equipment and technology, also, a lack of teacher professional development and grammar-based exams or insufficient support and the effect of traditional practices are all challenges that this approach faces.

Moreover, it focuses on some recommendations for successful adoption of communicative approaches in curriculum design, such as changing grammar-based examination, providing teaching resources and materials which include communicative activities (CA).

Lastly, there is a need for the Albanian educational system to be reformed. For examples, teachers can better oversee their students and provide them the focus and effort they require with reduced class sizes.

1.1.5. Definitions of Terms

Communicative Language Teaching - CLT: CLT, which, dates back from the late 1960s, is a method of teaching a foreign or second language that emphasizes interaction as the means to learn the language as opposed to older methods, such as audiolingual and grammar-translation methods. According to Celce-Murcia, Dörnyei, &Thurrell (1995) these older methods were more concerned on mastering of grammatical structures or lexical items but were less successful in preparing students for real-world communication outside of the classroom.

Attitude: an individual's attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985, p. 9).

Teaching strategies: Lawton defines teaching strategy as a wide lesson plan that contains a structure for expected learner behaviour in terms of directions and goals, as well as an overview of planned techniques to put the plan into practice.

B.O Smith defined it as a series of actions aimed at achieving some outcomes while avoiding certain others. We use strategies: To ensure that learning takes place in as little a time as feasible, to encourage students to exchange ideas, to reduce the likelihood of incorrect responses when learning concepts, principles, or facts, and to ensure that established instructional objectives are met.

Task-oriented teaching: According to Nunan (1989), students in task-oriented classes are expected to comprehend, manipulate, produce, or communicate in the target language, with the focus on meaning rather than form.

Student-centered: Student-centered learning is places learners at the center of the learning process, rather than the traditional teacher-centered concept of the learning process. Active engagement of learners is strongly encouraged in a student-centered learning setting. Armstrong (2012) points out that "traditional education ignores or suppresses learner responsibility" (p.11).

Motivation: Usually, as Dörnyei and Otto (1998) emphasize, motivation can be described as a person's dynamically changing cumulative arousal that starts, instructs, directs, enhances, ends, and analyses the mental and psychomotor processes by which initial desires and wishes are prioritised, operationalized, and "successfully or unsuccessfully" acted out (p. 64).

Classroom management: Classroom management is described as an educator's approach and strategies implemented for maintaining a learning environment that is favorable to student success. Although there are numerous pedagogical ways for managing a classroom, one common denominator is ensuring that students believe that they are in an atmosphere which encourages them to succeed.

Behaviour management: According to Burden (2006) behaviour management is a set of methods used to establish, maintain, and restore order in the classroom that express a philosophical perspective on a scale of low to high teacher control.

Misbehaviour: Kyriacou (1997) defines student misbehaviour as any behaviour that makes it difficult for the instructor to develop and maintain an effective learning environment in the classroom.

Disruptive behaviour: To have a disruptive behaviour means to directly reduce the level of the learning environment. According to Wulff, Nyquist, & Abbott (1987), if a student has a disruptive classroom behavior it significantly hinders his or her learning activity.

1.2. Conclusion

The chapter has presented the background of the study, statement of the problem, research questions, significance of the study and definitions of the terms used in the research study.

This chapter has provided a background about Albanian schools and the reason why the place of English is particularly important in our schools. The chapter also highlighted the different methods which were used from the 1970s to the present. Moreover, it has discussed why Albanian classrooms need to be shifted from teaching and discussions of different grammatical rules to the use of activities suitable to build student fluency and their ability to communicate.

It also discussed why CLT is regarded the most successful modern approach for teaching a second language, and why it is critical for the classroom to shift from a teacher-centered to a student-centered environment.

In the second chapter, there will be a review of the relevant literature on CLT and the theories which support my study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter first deals with an overview of the Albanian Education System as well as English Language Teaching in the context of Albania. It then, looks at the different approaches and methods used in language teaching, theories of development of the Communicative Approach, the definition of CLT, the characteristics of the Communicative Approach and different communicative activities. In addition, it examines the advantages of CLT, the role of the teacher in the classroom as well as the role of the student in a CLT classroom. Finally, it deals with the challenges often faced using CLT in the classroom.

2.2. An overview of the Albanian Education System

According to the Organisation for Economic Co-operation and Development (OECD, 2020), since the 2000s, Albanian education has improved, and learning outcomes have been raised. However, the level of education in the country is still one of the poorest in Europe. As a consequence, there continues to be low funding, unstable governance, and limited capacity. The Education system standard can be raised if student learning is placed at the center of Albania's evaluation and assessment process. The OECD (2020) emphasizes that even though pre-University Education has got strategies to define policy goals, capability for planning and implementation is limited because different agencies make their own work plans. Also, the strategies' indicators and objectives are not connected with one another limiting the ability to change the system. Albania's Ministry of Education is responsible for the general development, coordination, and management of education at the national level and plays an essential part in the decision-making process surrounding education policy.

The Albanian curriculum and assessment frameworks guide teaching and learning, with schools having flexibility in how they implement them.

Albania's current curriculum framework, published in 2014, defines the goals, general principles, educational levels, crosscutting key competencies and subject areas of the pre-tertiary education system. It sets out a constructivist and student-centered approach to teaching and learning and describes the methods teachers should be using in their classrooms, such as formative assessment and portfolios. It sets forth the key competencies for lifelong learning that all students are expected to achieve by the end of upper secondary education, informed by the EU's 2006 Recommendation on Key Competences for Lifelong Learning (UNESCO, 2017, p.24 as cited in OECD, 2020, pg. 49).

Furthermore, the report of the OECD points out that spending on education in Albania is very low and at the same time inadequate. According to the PISA 2018 results, Albania continues to have low spending and bad performance when compared to other European and OECD countries. Pre-school education, basic education, primary and lower secondary education, and upper secondary education, often known as just secondary education in Albania, are all part of the Albanian pre-tertiary education system. Basic education is the only education which is compulsory. "In 2012, the length of compulsory education increased from eight to nine years, a duration similar to the length of compulsory schooling found in OECD countries" (p. 53).

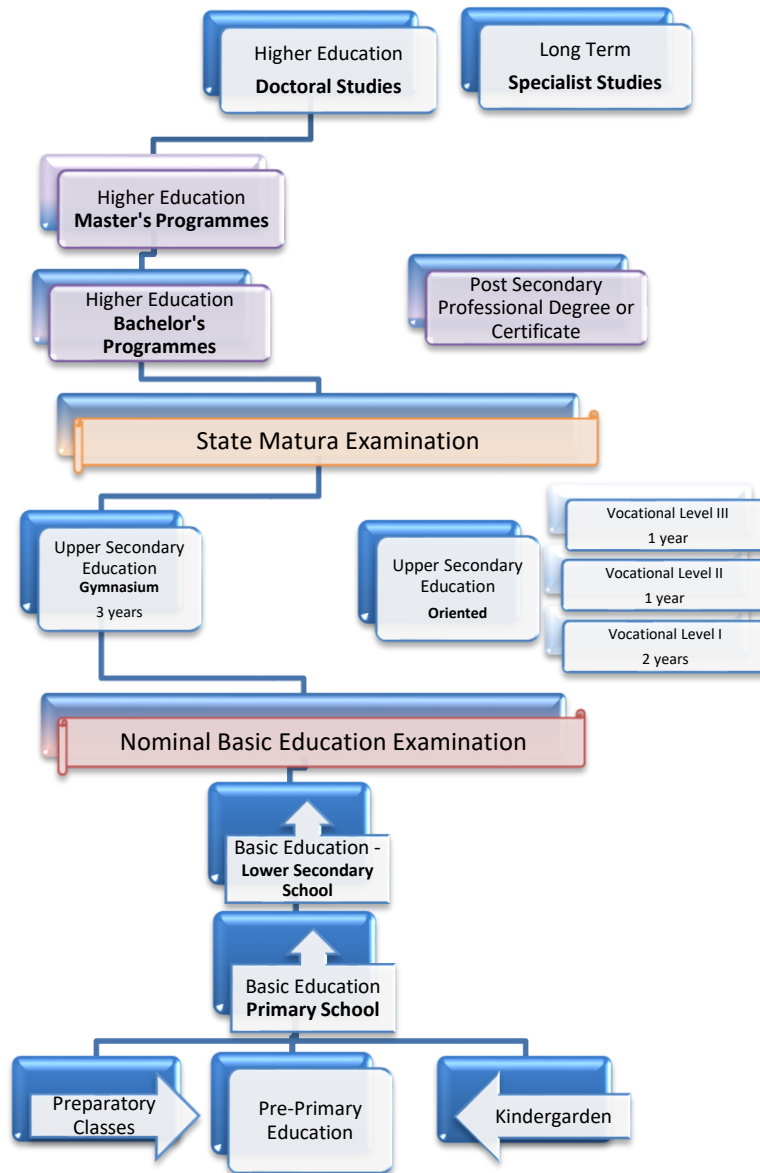
Early childhood education

According to the OECD (2020) the majority of Albanian children attend pre-school. Albanian pre-school is an elective programme that includes kindergarten and preparatory classes for children aged three to six years old. Preparatory courses, on the other hand, are hosted at elementary schools and are made up of five-year-olds who may or may not have previously attended pre-school. Kindergartens have three age groups: 3-4-year-olds, 4-5-year-olds, and 5-6-year-olds. Despite the ministry of education's efforts over the previous few years to improve the quality of pre-school education, obstacles remain in offering a high-quality pre-school education. The quality of teaching personnel and the physical condition of pre-schools, on the other hand, remain significant concerns.

The following diagram illustrates the structure of the education system in Albania.

Graph 1 The sequence of Albania's education system.

Adapted from MoESY (2018)



Primary and secondary education

Variability in class size, which affects student-to-teacher ratios, is a current concern in both primary and secondary education. About “49% of enrolment in basic education in 2016-2017 was in rural areas, as compared to 54% in 2006-2007” (MoESY, 2018, p.42 as cited in OECD, 2020, pg. 55). Rural public basic education classrooms had an average of 17 students in one class, compared to an

average of 21 students per class across all Albanian public basic educational establishments. However, according to UNESCO (2017) “about 27% of classrooms in Albania had over 30 students in 2015-2016, and overcrowding is of particular concern in urban centres” (p. 24). Class sizes have been reported to surpass the legal limit of 40 pupils by some teachers. “In OECD countries, the average class size is about 21 and 23 for primary and lower secondary schools respectively” (OECD, 2018, p. 43). According to the MoESY (2018) “the student to teacher ratio in public basic education is smaller in rural areas, about 11, as compared to a national average of about 14” (p. 42). Rural areas also have a lower student-to-teacher ratio in public schools (about 13) than the Albanian average (about 14). Additionally, “In OECD countries, the ratio of students to teaching staff is 15 across all primary schools, 13 in public lower secondary schools and 13 overall” (OECD, 2018, p.43 as cited in OECD, 2020, pg. 55).

All students, when they finish the 9th grade, take the National Basic Education Examination. According to OECD (2020), MoESY has pointed out that the pass percentage for all examinations taken in 2017 was 99.2%, indicating that the National Basic Education Assessment is not an obstacle to further learning. Students can enrol in general (gymnasium), "oriented" (such as arts), or vocational programmes in upper secondary school. All pupils take the state Matura Examination at the conclusion of upper secondary school, which recognises the completion of upper secondary education and, since 2006, has also acted as a tertiary admission instrument.

In the OECD Review (2020) it is emphasized that from primary school to tertiary education, school life expectancy has increased from 10.6 years in 2000 to 14.8 years in 2017. However, despite the increase since 1991, “the gross enrolment ratio in tertiary education has fallen from 66% in 2014 to 55% in 2018” (p.59). According to the OECD Review, this can be explained by the closing down of private universities which do not award a large number of allegedly low-quality degrees, as well as migrant outflows motivated by the desire to pursue education and employment prospects in other countries.

2.2.1. *ELT in the Albanian context*

According to the Albanian Ministry of Education Sport and Youth (MoESY) Report (2016) before 1990, English language learning and teaching in Albania was like the entire education system and influenced by the political class in power. During that time children began to learn English in Class V at the age of 11 along with other foreign languages such as French, Russian and Italian. On political and ideological reasons, foreign language education priorities have shifted. Students at high schools in major cities learned one foreign language between the ages of 14 and 18, but many rural schools did not teach a foreign language at all.

In their lessons, teachers employed the conventional grammar-translation technique, and textbooks were developed and published in Albania by Albanian writers. In foreign language schools, English textbooks such as “Essential English for Foreign Students” by C. E. Eckersley, were also allowed.

Albania's isolation was broken by political upheavals in 1991, but it also exposed the necessity for a swift and significant increase in connection with the rest of the world. This change exposed the foreign language curriculum's inadequacies as it failed to respond to the requirement to teach languages for communication.

Nowadays, the Albanian Education system offers English classes to students from the third grade in public elementary schools, and sometimes from grade I or II in private schools. According to the MoESY's report (2016) schools tend to offer “regional and European foreign languages in conformity with the Council of Europe's orientation towards plurilingualism and multiculturalism” (p. 18).

As part of the MoESY-approved revision to the teaching plan of 2004, English as a foreign language begins as an obligatory subject in grade III of elementary education in Albanian public and private institutions. If students do not take up English as their first second language in primary school, they must take it in grade VI, with one extra session per week to help them catch up. Following another revised improvement to the teaching plan in 2021 approved by the MoESY, English as a Foreign Language in public and private schools, beginning in grade 1 of primary school, it is a required subject.

According to the MoESY, just 2% of primary school kids do not pursue a foreign language, owing to communal classrooms or a shortage of skilled teachers. This figure was 11.2% in 2003-2004, which emphasises the importance of foreign/second languages in Albanian education, as proven by their early adoption in Albanian institutions and availability to all learners, regardless of geographical location or financial situation.

The Institute for Development of Education develops the English as a Foreign Language syllabus, which is then authorised by the Ministry of Education. It's built on a contemporary educational framework that prioritises communicative ability.

In high schools, ELT is based on high school curricula developed by the Pre-university Department and the Institute for Development of Education and authorised by the MoESY. Since 2009, English, along with other foreign languages, is considered a priority. The weekly class schedule has been expanded from two to three times per week. The syllabus is designed according to the Common European Framework of Reference for Languages.

Since 2012, English has been included as compulsory examination in lower secondary education "Provimet e Lirimit" and the high school education "Matura Shtetërore", in addition to Albanian and Math. The language level examined in this national accomplishment test is A2 in lower secondary education and B1 in high school education. The state graduation test "Matura Shtetërore" with a language level of B2 includes English as an elective topic.

Furthermore, the MoESY (2016:22) states in its report that:

In 2015-2016, two foreign tests were used for English: APTIS for Teens in class IX and TOEFL Junior Standard as an elective subject. The Ministry of Education and Sport and the National Examinations Agency, in cooperation with specialized institutions (e.g., the Pedagogical Institute (CIEP) in Sèvres) have drafted examinations based on the Common European Framework of Reference for Languages.

When the programme "Anglophone Albania" was launched, the Ministry of Education gave the English language a high emphasis. It approved the "Mid-Term Program for English Language" (No. 5312 Prot. dated 27.08.2007) to achieve this goal.

Moreover, there has always been a cooperation between the Embassy of the United Kingdom and the British Council which dates back to 1995 and still continues until today. This cooperation consists

of the training of English language teachers in pre-university education, organising summer courses designed to help high school students improve their reading and additionally supplying school libraries with books in English. The British Council was part of a three-year project called “Global English” which aimed to improve internet use involving English language learning and teaching. Besides cooperation with the British Council, there is also a cooperation with the Embassy of the United States of America in the field of pre-university education which focuses on pedagogical expertise in drafting programs and didactic documentation, training teachers and professors of English, supporting studies via the Fulbright System (American Fulbright Scholars), organizing different competitions for students such as essay writing, piloting of the Junior TOEFL exam organised by the Embassy of the United States as well as giving presentations on “how to study in the USA” or “the education system of the USA”. Finally, there is also a partnership with the Peace Corps that focuses on English language instruction in primary schools, secondary schools, and higher institutions. It also focuses on sharing experiences with Albanian teachers and professors as part of collaborative teaching practise, with the purpose of enhancing teachers' teaching abilities and offering supplemental language teaching resources such as CDs. According to the Ministry of Education, this collaboration aims to improve language learning and teaching by improving English language teachers' teaching methods, enhancing the performance and provision of learning aids that are aligned with curricula, and enhancing teaching methods through close engagement in elementary and secondary school English language teaching.

During the period of 2005-2013, English language learning became a priority for the MoESY. “In the 2007-2008 school year, 76% of all students who were studying foreign languages in pre-university education were learning English” (p. 49). Since English became an elective subject in the State Graduation Assessment, with the highest coefficient for admittance to higher education, ELT has attracted much interest. Instructors' organisations debated MoESY's use of funds to encourage English language teachers across the country to reach the necessary teaching standards and to deter English teachers from quitting the profession. The Ministry of Education and Science has worked closely with the English Language Teachers' Association of Albania (ELTA) to increase the quality of English language teaching and learning in Albania.

2.3. *Different Approaches and Methods of Language Teaching*

English is currently the most extensively studied foreign and second language in the world. According to linguists and language specialists, the history of language education has changed over time as learner needs have changed. Linguists like Kelly (1969) and Howatt (1984) have emphasized that language teaching has always had different issues and language teaching methods have evolved according to the changes in the kind of proficiency learners needed. European schools started to welcome “modern languages” in the eighteenth century, and their textbooks had a lot of abstract grammar rules, lists of vocabulary and a lot of sentences to translate, whereas oral practices were limited. Richards and Rodgers (2001) point out that during the eighteenth and nineteenth century the goal of foreign language study was to read literature and Grammar translation was the method most widely used. The grammatical framework of a language, however, was disconnected from the language of actual communication. Between 1840 and 1940, this was the most popular and widely utilised approach for language instruction. It was used to teach and study Latin and focused heavily on learning vocabulary and grammar. The focus of this approach centered on reading and writing, whereas listening and speaking were limited. There was an emphasis on accuracy and students were required to achieve a high standard of translation because of “the high priority attached to the meticulous standard of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Howatt 1984, p. 131). Furthermore, learners explained new ideas in their own language, and a correlation was established between both the second language and the native language. This method created a lot of frustration for students, but it did not require a lot of from teachers.

In the late nineteenth century, there was a movement in language teaching. The Grammar Translation method was rejected and there was a demand for oral proficiency in foreign language studies. There were some language specialists like Gouin, Marcel and Prendergast who promoted alternative methods to language teaching. L. Sauveur (1826-1907) at his language school in Boston used the Natural Approach as a Second Language Teaching Method and he was among those language specialists who considered that using natural principles in language classes was the best method to learn a language. Richards & Rodgers (2006) emphasized that the linguists who

supported the Natural Method agreed that foreign languages should be taught using the spontaneous and direct use of the foreign language in the classroom rather than analytical procedures focusing on the explanation of grammatical rules. The natural language learning principles formed the basis of the Direct Method which was the result of the reaction of the language specialists against the grammar translation method. Advocates of this method pointed out some general principles such as: Instruction was to be given totally in the language of interest, grammar was to only be taught as a consequence of using the language and vocabulary was to be taught on an everyday basis.

In the 1920s, British applied linguists developed some different procedures and general principles which became known as the Oral Approach to language teaching. By the 1950s, the Oral Approach had gained acceptance into English Language Teaching. The Australian George Pittman, who developed several teaching resources based on the Situational Approach, was an advocate of the Oral Approach. Pittman and his colleagues were the ones who developed the Situational Approach-based teaching materials. One of the principles behind the Situational Language Teaching is “new language points are introduced and practiced situationally” (Richards & Rodgers, 2006). Based on this principal, the term Situational was used instead of the term Oral referring to the Aural Approach. In the 1960s the term Situational Language Teaching came into use instead of the Oral Approach, which was characterized by teaching the language beginning with the spoken language. It meant that the classroom was then characterized by the use of the target language, whereby the new language is introduced and practiced based on situations.

In the mid-1960s, however, different language specialists discussed Situational Language Teaching with its emphasis on oral practice, grammar and sentence pattern and they were not satisfied with it. Their reaction to this approach resulted in the creation of the Communicative Language Teaching Approach toward the end of the 1960s.

During this period of transition from the Situational Language Teaching and Communicative Language Teaching approach, another teaching method developed called the Audiolingual Method. According to Richards & Rodgers (2001) was created toward the end of 1950s, another teaching method developed called the Audiolingual Method “the structural linguistic theory, contrastive

analysis, aural-oral procedures and behaviorist psychology led to the Audiolingual Method” (Richards & Rodgers, 200, p.53).

The Audiolingual method encouraged learners to use the language directly and to avoid using their native language to explain new words or grammar in their target language. However, this method did not focus on teaching vocabulary. Instead, the teacher trained students in the use of grammar. In this method, language skills were taught through listening, speaking, reading, and writing. Richards & Rodgers (2001) indicate that listening and speaking are emphasized considerably in the Aural Approach, whereas writing is not encouraged for learners during their early stages. In the moment reading and writing are used, learners say what they have learned while speaking. When learners become more advanced in foreign languages, “more complex reading and writing tasks can be introduced” (as cited in Richards & Rodgers, 2001, p. 59). In this method, students use dialogues for intonation and memorization. After memorization of the dialogue, the focus is on analysis of the grammar structures followed by a lot of exercises to practice the patterns. This method is mostly teacher-centered, activities may take place, there is a dialogue and also a drill is carried out but is the who teacher who models all learnings.

The 1970’s and 1980’s are marked by a change in language teaching. Language teaching shifted from grammar-based approaches and methods into new directions, particularly in the direction of more communicative approaches. According to Richards & Rodgers (2001) the communicative movement developed a different view of language, as well as of language learning, of teachers and learners at the same time. This movement focused on language as communication and also had a different perspective on the classroom, which was considered as “an environment for authentic communication” (p. 71).

The innovative methods considered to be the different approaches and methods of the 1970’s and 1980’s are Total Physical Response, Silent Way, Counselling-learning, Suggestopedia, Neurolinguistics Programming and Multiple Intelligences. Richards & Rodgers (2001) point out that these methods are underdeveloped in the domain of language theory and are not supported by mainstream language teaching, despite being attractive to some teachers and educators. Some of the alternative approaches and methods, such as Counselling-learning, Neurolinguistics Programming and Multiple Intelligences have not yet been fully developed.

Total Physical Response (TPR) is a language effective way to teach developed by James Asher, a psychology professor at California's State University at San José. He saw a parallel process between a learner of a second language and a child's first language acquisition. It is based on the coordination of speech and physical movement. In TPR, instructors use body motions to give students commands in the target language, and students reply with whole-body actions. TPR still takes a grammar-based approach to language. According to Asher "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (1974, p.4, as cited in Richards & Rodgers, 2001, p.73). Furthermore, Asher indicates that the teacher's role is not to teach, but rather to provide opportunities to learn. The teacher gives the students plenty of opportunities to practice their language skills and in this way, they also gain an understanding of the basic rules of the target language. According to Asher (1974) in a TPR course there is no basic text to use, but the teacher is the one who chooses what to instruct. He models and delivers new information and selects supporting resources for classroom application. In a TPR course, the instructor has an active and direct role. Asher also emphasizes that if teachers decide to use TPR in their classrooms as an instructive method for second language acquisition, it is best to do it in combination with other methods and techniques.

The Silent Way is a language learning method developed in 1963 by Caleb Gattegno. This method is founded on the idea that the instructor should remain silent for most of the time spent in the classroom, while the students should be encouraged to spend more time talking. The Silent way uses a basically structured syllabus, whereby lessons are planned according to grammatical items and vocabulary is explained in relations to grammatical complexity, taking also into consideration what has been taught previously. Student oral responses are encouraged by means of various activities in the Silent Way classroom. Teachers use simple linguistic tasks and activities, they model the words, expressions, or structures that they want to teach, and they then require the learners to respond. According to Richards & Rodgers (2001) "Learners are expected by the teacher to develop independence, autonomy, and responsibility" (p. 85). The teacher does not explain structures, but expects learners to generalize, conclude, or make assumptions about the rules themselves. Learners correct each other and depend on each other. "The teacher silently monitors learners' interaction

with each other and may even leave the room while learners struggle with their new linguistic tools” (p. 86).

The Silent Way was less revolutionary than expected. Its structural and lexical syllabus resembled more the traditional methods, such as Situational Language Teaching and Audiolingual method. What was new in Gattegno’s method (1963) however, was the way the classroom activities were organized, the silent and indirect role assumed by the teacher as well as learner responsibility during the learning process.

Community Language Learning (CLL) is a method coined by Charles A. Curran. The method emphasis centers on the learner and stresses the “humanistic side of language learning” rather than on its “linguistic dimensions” (p.98). As emphasized by Richards & Rodgers (2001), CLL relies on the counseling techniques for language learning. According to Moskowitz (1978) (as cited in Richards & Rodgers, 2001, p.90) CLL also belongs to those foreign language teaching principles described as humanistic techniques which involve the whole person, including emotions and feelings, apart from “linguistic knowledge and behavioral skills” (p. 90).

In the CLL classroom, learners are members of a community, which includes, teachers and other learners, and in that way, they learn as a group. Collaboration is considered a vehicle for learning; learning is not seen as an individual accomplishment because it is achieved collaboratively. The teacher has the role of a counsellor, he supports and helps learners to grasp an understanding of the linguistic patterns of the language.

Regarding textbooks, in a CLL environment, there are no textbook or syllabus to follow, as it is not considered a necessary component. Resources may be developed during the course and learners work on the content of the lesson by producing meaningful conversations or dialogues and mini dramas. Linguists, on the other hand, questioned the CLL approach and its merits, citing the lack of a curriculum and the emphasis on fluency rather than correctness in a language as concerns.

Georgi Lozanov, a Bulgarian psychiatrist-educator, invented a method called Suggestopedia. The most important characteristic of Suggestopedia was “the centrality of music and musical rhythm to learning” (p. 100). One of the characteristics of music according to Gaston (1968) is that the rhythm of music energizes and brings order. So, based on that, he emphasis that music relaxes learners “as

well as structures, paces and punctuates the presentation of linguistic material” (p. 100). The language to be studied is referred to as the material by Lozanov. He points out that “the new material that is to be learned is read or recited by a well-trained teacher” (Lozanov 1978, p.270, as cited in Richards & Rodgers, 2001, p.100). In Suggestopedia the learners apart from instructions from the teacher, also learn from the environment. Therefore, there is an importance placed on the appearance of the classroom, playing music in the background, the placement of chairs in the classroom and the attitude of the teacher.

The term Whole Language Teaching was invented in the 1980’s by some American linguists. The Whole Language movement suggests that the language should be taught as a whole and opposes approaches that focus only on reading and writing. According to Rigg (1991) “if language isn’t kept as whole, is not a language anymore” (p. 522, as cited in Richards & Rodgers, 2001, p.108). The Whole Language Approach points out that learners should learn how to read and write naturally, through real communication, and then they should read and write just for pleasure. The teacher’s role is one of a facilitator, whereas the student’s role is a collaborator. The teacher teaches the students not the material, whereas the student collaborates with his classmates as well as the teacher. Moreover, this approach focusses on the usage of genuine and authentic materials as well as on real and natural events. Apart from the concentration on the literature, many of the activities used in the Whole Language approach, such as reading alone or in small groups, writing portfolios, and narrative writing, are also found in other systems such as CLT, Content-based Teaching, and Task-based Language Teaching. These activities relate to learner needs and help the development of second language acquisition.

The heart of language learning and communication in the Lexical Approach is lexis, which refers to words and word collocations, rather than grammar, functions, or concepts. The teacher’s role in the Lexical Approach is to create an environment where learners work in an effective way and helps them to manage their learning. Hill (2000) proposes that “classroom procedures involve a) teaching individual collocations, b) making students aware of collocations, c) extending what students already know by adding knowledge of collocation restrictions to known vocabulary and d) storing collocations through encouraging students keeping a lexical notebook” (as cited in Richards & Rodgers, 2001, p.138). However, this teaching method lacks the full characterization of an

approach. Moreover, Richards & Rodgers emphasize that language learning is more and more effective if syllabus, materials, and activities are improved. In addition, they suggest there are needs to be improved regarding the role of learners and teachers.

Competency-Based Education is an education movement which developed in the United States in the 1970's that focuses on "the outcomes and outputs of learning in the development of language program" (p. 141). One of the applications of Competency-Based Education principles to language teaching is Competency-Based Language Teaching (CBLT).

CBLT is organized around the concept of competency rather than subject knowledge. The emphasis shifts away from what learners already know about language and toward what they can do with it. According to Docking (1994), "the focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment, and reporting. Instead of norm-referenced assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks" (p.16 as cited in Richards & Rodgers, 2001, p.144).

Tracy Terrell, a Spanish teacher in California, presented the Natural Approach as an innovative approach to language education in 1977. Terrell worked together with Stephen Krashen, a linguist at the University of Southern California who specialized in applied linguistics, and together they developed a theory of acquisition of a second language. This method relies on the language teaching tradition that is dependent on the explanation of how learners learn first and second languages. This method emphasizes activities which are comprehensible and meaningful rather than on sentences which are grammatically correct. According to Krashen and Terrell (1983)

the goals of the Natural Approach class are based on an assessment of student needs. We determine the situation in which they will use the target language and the sorts of topic they will have to communicate information about. In setting communication goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures or forms. Instead, we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about the grammatical syllabus (p. 71 as cited in Richards & Rodgers, 2001, p.184).

Task-Based Learning Teaching (TBLT) is an approach whereby tasks are central to the unit planning and language learning instructions. TLBT is a movement that began in the 1980s and is seen as a natural progression of CLT since it incorporates numerous several of its characteristics such as

utilization of activities that need genuine communication and by placing an emphasis on “language that is meaningful to the learner supports the learning process” (p. 222). These activities, which are at the heart of TBLT unit of planning and teaching, have meaning as their major focus. According to Nunan “the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting with the target language while their attention is focused on meaning rather than on form” (1989, p.10 as cited in Richards & Rodgers, 2001, p.224). The learner assumes various roles in the TBLT setting, such roles include that of a group participant, a monitor and a risk-taker or an innovator. The role of the teacher is to provide activities that are interesting and relevant to the students by producing activities that are as similar to the real-world as possible. As a result, the instructor assumes the role of task selector and sequencer, he prepares the learners for these tasks and raises the consciousness of his students.

2.3.1. Development of the Communicative Approach

Linguists and language experts have always strived to enhance language teaching standards as well as how language is learnt and organised in order to obtain the greatest potential outcomes. According to Richards (2006) a lot of teachers today mention the term “communicative” as part of the methodology they use in their classroom, but when they attempt to explain it or when they use it as a method in their classroom, the term “communicative” does not mean the same thing to every teacher. The term “communicative” does not refer merely to teaching conversation, or teaching no grammar, or even to having lots of discussion activities in the classroom. According to Richards (2006) CLT ought to be seen as a collection of principles for language instruction. This includes the methods by which students learn the target language, along with the activities utilized in the classroom to help on one hand the learning process, and on the other hand the role of teachers and students in the classroom.

The situational method had clearly outlived its usefulness by the end of the 1960s. According to Howatt (1984) “there was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the

meanings and intentions of the speakers and writers who created them” (p. 280 as cited in Richards & Rodgers, 2001, p. 153).

British applied linguists underlined another function of the language which had not been observed previously in approaches to language teaching. This was the functional and communicative view of the language.

Scholars like Candlin and Widdowson, British linguists like John Firth and M.A.K. Halliday, American sociolinguists like Hymes, Gumperz, and Labov, and some philosophers like Austin and Searle all embraced the idea of putting the focus on communicative proficiency instead of learning and practicing the language's structures.

Wilkins (1972) came up with the communicative definition of the language which became the foundation for developing the communicative syllabus for language teaching. According to Richards & Rodgers (2001) there are two meanings behind the communicative uses of language: “notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denial, offers, complaints)” (p. 154).

The CLT, which dates back to the late 1960's, first started as a British invention. However, during the 1970's the CLT developed further outside of Britain. CLT was considered by British and American linguists to be an approach rather than a method with the purpose to “a) make communicative competence the goal of language teaching and b) develop procedures for the teaching of four language skills that acknowledge the interdependence of language and communication” (p. 155).

CLT was coined by Hymes (1967, 1972) a linguist who thought that Chomsky's (1965) theory of the notion of competence was limited. He introduced the idea of a wider, more communicative competence. Hymes, however, did not provide a concrete definition of communicative competence.

The CLT is considered by some linguists to be more than just the combination of grammatical and functional teaching. According to Littlewood (1981) “one of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of the language” (p. 1 as cited in Richards & Rodgers, 2001, p. 155). Others point out that the CLT allows language learners

to participate in pairs or groups and to employ a variety of linguistic resources while addressing problems.

According to Howatt (1984), CLT may well be divided into two types “strong” and a “weak”. The “weak” version highlights the necessity of giving students chances to use their English successfully in communication and strives to include CA into a larger language instruction programme. The “strong” version of CLT claims that language is learned through interaction, and that learning a language is more about boosting the development of the language system than it is about activating a previously learned but latent knowledge of the language. If the former implies ‘learning to use’ English, the latter entails ‘using English to learn it’ (p. 279 as cited in Richards & Rodgers, 2001, p. 155).

Finocchiaro and Brumfit (1983) discuss 22 characteristics of the Communicative Approach that distinguish it from that of the Audiolingual Approach. These include placing an emphasis on meaning, communicative functions, contextualization, effective communication, fluency, and language for learning to communicate. Other features include early encouragement of communication, the option of avoiding using the first language, the use of translation when necessary, learning through communication difficulties, motivation to use gadgets according to age and interest, acknowledgement of student errors, collaborative learning and student engagement, and the role of teachers as mediators who assist and encourage learners in the learning process.

Different linguists interpret CLT in different ways. Savignon (1983), a linguist from North America, makes a comment regarding Montaigne and his study of Latin by conversation rather than through translation and analysis. According to her “Without a method, without a book, without grammar or rules, without a whip and without tears, I had learned Latin as proper as that of my schoolmaster” (p. 47 as cited in Richards & Rodgers, 2001, p. 157).

Richards (2006) points out the difference between Communicative Competence (CC) and Grammatical Competence (GC). According to him, GC deals with the building blocks of sentences such as parts of speech, tenses, phrases, clauses, sentence patterns and how sentences are formed. All grammar books have their focus on GC. First, they present the grammar rules and then they provide all exercises that illustrate the application and practice of the grammar rules. Richards

emphasizes that even though GC is a particularly important part of language learning, learners cannot master the language just by mastering the grammatical rules as it leaves them unable to use the language effectively communicate with others. This meaningful communication is a term that is essential to Communicative Competence. Richards (2006) discusses some of the language features which are covered by the CC.

- Knowing how to apply language to a variety of objectives and functions
- Knowing how to adapt our words to the situation and the people involved (e.g., knowing when to use formal, informal, or casual speech or when to use proper vocabulary for written versus for spoken communication)
- Knowing and being able to write a variety of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to continue communication even if one's language knowledge is limited (e.g., by employing a variety of communication strategies)

2.3.2. Activities in the CLT classroom

According to Richards (2006) because it utilises pair work activities, role plays, group work activities, and project work, the CLT method varies from previous lesson formats that concentrated on learning particular aspects of grammar and practising through controlled activities like memorising of dialogues and drills. The concepts of communicative technique should be reflected in the activities that may be used in a CLT classroom. Richards (2006) emphasizes that one of CLT's objectives is to improve linguistic fluency. Fluency is the natural language usage that happens when a communicator sustains intelligible and ongoing communication notwithstanding communicative competence barriers. Proficiency is improved by having students negotiate meaning, employ communication skills, clarify misconceptions, and try to minimise communication difficulties in the classroom.

Richards (2006) proposes various fluency-related tasks which:

- Reflect using language in a natural way
- Concentrate on improving communication
- Require the use of words in a meaningful way

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- Require communication tactics to be used
 - Create language which may not always be predictable
 - Attempt to connect language use to context

Texts and classroom resources that emphasise on CC rather than GC create exercises that vary between accuracy and fluency; consequently, dialogues, grammar, and pronunciation practices do not disappear from textbooks and classroom materials, but rather exist as part of a series of those tasks. Furthermore, teachers, who used to be predominant and used to teach in front of the entire class, were encouraged to make greater use of small-group work, because pair and group work gave learners more opportunities to practice the language and improve language fluency.

Moreover, Richards (2006) talks about “mechanical, meaningful, and communicative practice” (p.16) in the classroom. The first is a supervised practise task that students may accomplish even if they don't know the language. Students are still allowed language liberty in the second, but they must also create meaningful choices while practising. Last but not least, there are activities where the focus is on practicing the language in a real communicative situation, where real information is communicated, and where the language employed is not completely predictable.

Richards (2006) emphasizes other classroom activities such as:

- Knowledge-gap activities address the fact that most individuals interact in order to get information they do not already possess.
- Information-gap activities are often used in jigsaw activities. In order to participate in these activities and engage in meaningful communication practise, students must use their linguistic resources to talk meaningfully.
- Task-completion activities, such as riddles and games, emphasise using learners' linguistic resources to perform a task.
- Information-gathering activities that require students to utilize their linguistic capabilities to acquire data such as student-led surveys, interviews and so on.
- Students compare values, ideas, or beliefs in opinion-sharing exercises.
- Learners absorb knowledge supplied in one form and express it in a different form in information-transfer activities.

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- Reasoning-gap activities are those in which new knowledge is derived from existing data through inference, practical reasoning, etc.
 - Role plays, where students are allocated roles and must improvise a scene, or a dialogue based on supplied information or hints.

Littlewood (1981), additionally, categorizes CA into two main groups: "functional communicative activities and social interaction activities" (p. 20). Students must use their linguistic resources to bridge an information gap or solve an issue in functional communication assignments. When participating in social interactional activities, students must consider the context, the duties of the people engaged, and the use of formal vs. informal language. Discussions, talks, exchanges, role play, arguments, improvisation, and other simulation exercises are examples of such activities.

2.3.3. Definition of Communicative Language Teaching Principles

CLT is a method of teaching foreign or second language. It comes from the late 1960s and stresses interaction as a crucial to language acquisition. According to Celce-Murcia, Dörnyei, &Thurrell, (1997) linguists did not agree with previous techniques at the time, such as audiolingual and grammar-translation methods, which were more centred on having a complete control of grammatical structures or lexical items but not very effective at preparing learners for real-world communication outside the classroom. Hymes coined this new approach in response to Noam Chomsky's criticisms of Linguistic Competence in his book *Syntactic Structures* (1957), in which he stated that structural theories of language did not account for "the fundamental characteristic of language – the creativity and uniqueness of individual sentences" (Richards & Rogers, 2001, p. 153). Chomsky's theory addressed two aspects: linguistic competence and linguistic performance. Hymes brought into question the use of grammatical competency for judging a language's communicative and interactive aspects, suggesting that language should be studied and learnt like actual speech. In the Communicative Approach students have "the ability not only to apply the grammatical rules of a language to form grammatically correct sentences, but also to know when and where to use these sentences and to whom" (Richards, 2001, p.71).

Different researchers have written about the Communicative Language Teaching approach. According to Richards and Schimdt (2013) the Communicative Approach emphasizes that the

purpose of language acquisition and communication is communicative competence while keeping communication and language use central to all classroom activities.

Brandl (2008) has emphasized that CLT does not provide a specific method or theory of language, but rather an approach that prioritises communication. Its main purpose is for students to develop their communicative competence, which according to Brandl (2008) is the “ability to interpret and enact appropriate social behaviour, and it requires the active involvement of the learner in the production of the target language” (p.5). It involves the following abilities:

- o Linguistic competence, which is knowledge of grammar and vocabulary
- o Sociolinguistic competence, which is the capacity to say the appropriate thing in a social setting
- o Discourse competence, which is the ability to initiate, enter, participate in, or end a conversation
- o Strategic competence, which is the ability to communicate efficiently and solve communication problems

Moreover, Doughty and Long (2003) have established a set of principles to serve as a framework for CLT implementation:

- o Organizational concepts based on tasks with a meaning-centered approach where students utilize grammar in a meaningful context.
- o Learn by doing is a method of improving retention of new knowledge; it is connected to real-world events.
- o When learners are exposed to a range of sources to gain new knowledge skills, input must be rich, relevant, intelligible, and detailed.
- o Promoting collaborative and cooperative learning which can be achieved by pairing students in groups so they can work cooperatively on a certain task in order to promote communication.
- o A focus on form, which tends to teach grammar through communicative contexts.
- o Providing error corrective feedback, which is particularly important for the learner.
- o Recognizing and valuing effective learning components, where teachers create a motivating environment for students.

Another linguist, Halliday (1975) raised the point that CLT develops learners' ability to interact effectively in a foreign language. Halliday (1975) elaborated a powerful theory regarding the functions of language outlining seven basic functions for learning a first language: 1. the first function is the instrumental function, where language is used to accomplish goals; 2. the second one is the regulatory function, where language is used to manipulate other people's behaviour; 3. the third one is the interactional function. In this function, language serves to facilitate engagement with others; 4. the fourth function is the personal one where personal feelings and meanings are expressed through language; 5. in the heuristic function, the fifth function, language is used as a means to learn and to discover; 6. the function of imagination, which is the sixth function, language is used to create a world of the imagination; 7. the last function, called the representational function, language is used to communicate information.

Linguists that support CLT view learning a second language as similar to learning a first language, which entails learning the necessary linguistic means to accomplish a variety of functions.

The linguist, Taylor (1983) listed five characteristics of CLT:

- 1 – Students should participate in extended discourse in a real context.
- 2 – They should share information that the others do not know.
- 3 – They should make choices about what they are going to say and how they are going to say it.
- 4 – They should communicate with a clear goal in mind.
- 5 – They should discuss real-life issues in real-life circumstances.

Other leading researchers and scholars of applied linguistics have published many articles in the area of acquisition of a second language and have talked about various characteristics of the Communicative Language Teaching approach. Richards and Rodgers (2001) have defined CLT as a learner-centered approach, in which students spend most of their class time practicing the language, with the teachers' job being to guide and oversee the teaching process. Richards and Schmidt (2013) introduced four skills to be integrated when teaching a foreign language which are reading, writing, listening, and speaking. Given the restricted possibilities for learners to utilize the language for meaningful communication in the classroom, integrated communicative activities including authentic interactions are required to enable students to use the language for purposeful communication. In the same context, Nunan (1991) raised the issue that in a CLT classroom

authentic texts are expected to be included into the learning environment because they give examples of how language is employed in real-life situations and in everyday circumstances; they can be used to incite interest in the learner. Nunan (1991) also developed several key features of the Communicative Approach which are: 1) CLT emphasizes learning to communicate in the target language through communication; 2) CLT allows students to concentrate, not just on the language, but also on the learning process itself; 3) CLT brings the learner's own life experiences into the classroom as valuable contributions; 5) CLT facilitates the connection between classroom language acquisition and language activation outside of classroom.

Richards (2006) discusses ten basic assumptions of CLT:

1. A second language is more likely to be learned when learners participate in meaningful engagement and conversation.
2. Students can utilise successful classroom learning activities to convey meaning, expand their language resources, study how language is used, and engage in meaningful interpersonal interaction.
3. Students analyze knowledge that is relevant, purposeful, intriguing, and engaging in order to produce meaningful communication.
4. Communication is a multifaceted process that frequently necessitates the application of multiple linguistic skills or modalities.
5. Language learning is facilitated by activities such as language analysis and reflection, as well as reflexive and discovery learning of fundamental language usage and organisation principles.
6. Language acquisition is a protracted process that includes both trial and error as well as creative language usage. Although making mistakes is an inherent part of learning, the ultimate objective is to be able to communicate clearly and effectively in the new language.
7. Learners choose their own paths to language acquisition, advance at varying rates, and have diverse language learning demands and motivations.
8. Effective learning and communication strategies are required for successful language learning.

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9. The teacher's role in the language class is that of a facilitator, who creates an atmosphere conducive to language learning by allowing students to use and practise the language as well as evaluate on their language use and learning.
 10. The classroom is a place where students collaborate and share their knowledge.

2.3.4. The role of teachers in the CLT classroom

It is obvious that teachers play a number of functions within the classroom setting. Harmer (2007) points out that instructors play a variety of roles varying from controller to facilitator. For Harmer (2007) the teacher as controller “stands at the front of the class like a puppet-master or mistress controlling everything”, compared to the teacher as a facilitator who “maintains a low profile in order to make the students’ own achievement of a task possible” (p.235). These two instructor roles reflect the opposing extremities of a control/freedom spectrum. Between these two positions, Harmer (2007) investigates various roles that instructors play in the classroom, such as assessor, organiser, prompter, participant, resource, tutor, and investigator. The role assumed is frequently determined by the sort of lesson the teachers will deliver and the method they will use in the classroom. The controller is a conventional teaching role in which the instructor has entire control over the classroom, including what pupils do, when they talk, and even the language they use. Moreover, Harmer (2007) emphasizes that this function is suitable when teachers explain the lesson, teach, give statements, or need to call the audience to discipline. Educators review students' work as assessors to assess how effectively they are performing or have performed; assessor instructors arrange feedback and give correction. According to Hammer (2007) correction should be made gently, as “gentle correction involves showing students that a mistake has been made but not making a big fuss about it” (p.237). Harmer (2007) highlights two types of feedback: content feedback, which occurs when students execute an activity that is not a language exercise, and form feedback, which is used to determine how efficiently and precisely learners perform linguistically. Teachers who play the role of organiser can plan an activity, offer clear directions, begin the activity, and then arrange the feedback once it is completed. Teachers that serve as prompters encourage their students and offer recommendations for how they should proceed in an activity. Instructors may join in teaching process as observers, occasionally taking on a role to increase the classroom

ambience or provide students with a chance to practise English with someone who is more fluent in the language. Teachers in a participant role serve as a resource for students when they require assistance. They should not interfere with real dialogue, but they should consider themselves available to students who want to communicate with them. The next profession is that of a tutor, who functions as a guide and a resource for students who are working and need the instructor's help or direction. The teacher's job as a tutor involves counselling and facilitation. Harmer (2007) describes the final function of the teacher as an investigator. This happens when teachers desire to improve their own abilities in order to grasp the most effective methods for promoting language acquisition. They research the most effective new teaching approaches, examine what works best in the classroom, and adopt the most appropriate new tactics and activities for their students.

Littlewood (1981) points out that in a CLT classroom, instructors function as observers and monitors, stepping back and intervening only when the kids require it. When students are unsure of what to accomplish or need a confidence boost, some corrective input is required. When it comes to correcting classroom misbehavior, the teacher's position can be authoritative at times, especially in the CLT classroom, where there is a lot of discussion. The teacher should also take on the role of a facilitator in order to foster communication in the workplace. Breen and Candlin (2001) favour facilitator and autonomous classroom participant roles for teachers. They feel it is the teacher's responsibility to guarantee that all students in the classroom are able to communicate effectively. According to Richards and Rogers (2001), the roles of the teacher in the CLT classroom include those of a facilitator, an organizer, and a counselor. As an organizer, the teacher ensures that communication takes place in the classroom. Richards (2006) also emphasizes that teachers in the CLT classroom "assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and the one with the primary responsibility of making students produce plenty of error-free sentences, the teacher develops a different view of learners' errors and of her/his own role in facilitating language learning" (p. 5).

Breen and Candlin (1980) emphasizes two main roles for teachers, the first one is to enable and encourage communication among all participants in the classroom setting, the second role is that of an autonomous participant within the learning-teaching group. The instructor also serves as a resource organiser and as a resource himself, as well as a guide during classroom activities. The

third position they explore is that of the teacher as a researcher, or as a learner who adds information and skills.

Furthermore, several other roles of teachers are presented by Richards & Rodgers (2001). These include the roles of analyst, counselor, and the role of group process manager. The role of the CLT teacher as a needs analyst is to determine the linguistic needs of the students and to choose the appropriate type of education to meet those requirements. The teacher's function as a counsellor is to demonstrate or give a role model for pupils to follow in terms of excellent communication. The teacher's role as a group process manager is that of an organizer who facilitates "communication and communicative activities" in the classroom environment (p. 168).

2.3.5. The role of learners in the CLT classroom

A CLT classroom is one in which the teaching and learning process is centered on the students. CLT provides students with opportunities to communicate in their language of interest. Students use the functional component of the language in their daily lives to communicate in the language of their choice. They don't always rely on instructors for teaching, assessment, correction, or feedback. According to Richards and Rogers (2001), the student's responsibility in a CLT classroom is to mediate between oneself, the acquisition of knowledge, communication between group activities, and classroom practices. Furthermore, Breen and Candlin (2001) have stated that students "adopt the role of negotiator between themselves, their learning process, and they gradually reveal the object of learning" (p. 18).

Moreover, Breen & Candlin (1980) describe the role of the learners as follows "The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes" (p.110 as cited in Richards & Rodgers, 2001, p. 166). According to them the student is obligated to offer as much as he obtains in order to learn in an interdependent manner.

According to Richards (2006) in a CLT classroom, students participate in cooperation rather than in individualistic activities. Instead of looking to the teacher for guidance, students working in groups

or pairs listen to their peers. It is expected then that students will take greater ownership of their own education.

Richards & Rodgers (2001) point out that in a CLT classroom there is no text and no grammar rules presented. The classroom is presented in a non-standardized way, that encourages student to student interaction rather than interaction with the teacher. In addition, there is no correction of errors in the CLT classroom, or if there is, it is infrequent; there is a cooperative approach to learning whereby students learn that poor communication is the mutual responsibility of both the speaker and the listener, not just the fault of one of them and in the same way, successful communication is a mutual achievement.

2.3.6. Advantages of CLT

CLT has a lot of advantages for both teaching and learning English. According to Richards (2006) CLT is an approach which is task-oriented and student-centred. It provides students with plenty of opportunities to use English for communication purposes. Furthermore, Brown (1994) mentions that CLT increases students' communicative ability in a foreign language. Finocchiaro and Brumfit (1983) suggest that in CLT meaning takes precedence over form and grammatical or linguistic understanding. As a result, CLT's main purpose is learning how to communicate successfully as well as effectively. Many scholars have mentioned major advantages of CLT.

For example, Brown (2007) draws attention to the advantage that CLT is "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes" (p.378). According to Brown (2001), CLT motivates students to use English as it focuses on fluency in the target language and provides vitality and motivation within the classroom. Learners want to speak in their target language to show that they have learned the language and to demonstrate their ability to speak and understand. Richards (2006) points out that CLT focuses on communicative competence and that the focus of CLT is that the learners can use the language in a communicative setting to meet real-life demands. Richards & Rodgers (2001) suggest considering CLT to be an approach rather than a method because of the set of principles it has. These principles include: - language learners learn best when they communicate, - communication in the classroom should be authentic and

meaningful, communication should be characterized by fluency, - different language skills should be included in the communication, - trial and error should be part of communication.

Brown (2001) states that the main weight of the learning process is not upon the teacher, but rather upon the students, emphasizing that CLT has contributed to the shift from teacher-centred classes to student-centred classes. CLT has additionally contributed to giving students more responsibility and involvement in their learning. Harmer (2007) places the emphasis on the evolution of the teacher's role in the CLT classroom, from the role of instructor to the role of facilitator, helping the students during their learning process to be able to communicate more effectively. Brown (2001) outlines four main advantages of CLT:

- The purpose of the classroom environment is to focus on all the components of CC, not only the grammatical or linguistic competence.
- Language strategies are designed to engage students in pragmatic, authentic and functional language use with various objectives. The core focus is not on organizational language forms, but rather on the features of language that help learner to reach their goals.
- The Communicative Approach is based on the complementary ideas of fluency and accuracy. In order to keep learners meaningfully engaged in language use, fluency may need to take precedence over correctness at times.
- Students in the communicative classroom must eventually use the language in unrehearsed circumstances, both productively and receptively. (p. 214).

Moreover, Celce-Murcia (2001) adds that a CLT classroom will benefit from working in groups and pairs. This allows students to trade ideas in situations where one of them has more wisdom than the other. Savignon (2002) also favours CLT over other approaches as she believes that group and pair work are very useful techniques. In this way, learners have opportunities to discuss the meaning of different words and ideas and to engage in problem-solving activities. Regarding errors, Larsen-Freeman (2000) believes that in order to develop good communication skills, it is natural for students to make them, and if students do make errors they can be tolerated or corrected at a later point.

2.3.7. *Disadvantages of CLT*

Despite there being many advantages to utilising CLT principles and teaching methods and even though it is accepted by many applied linguists and teachers as the most effective teaching and learning approach, there remains various disadvantages to CLT that also need to be noted. According to Bax (2003), “the discourse of CLT constantly send messages to teachers and educators that the priority is for the teacher to generate communication, while the context is not mentioned” (p.281). Therefore, the context in which the teachers are operating in is not CLT’s focus. Bax (2003) goes on to discuss an approach that he refers to as the “Context approach” stating that “this approach disagrees fundamentally with the CLT attitude by arguing that methodology is not the magic solution, that there are many different ways to learn languages, that the context is a crucial determiner of the success or failure of learners” (p. 281). Swan (1985) also discusses two misconceptions in the Communicative Approach, the first one is that the Communicative Approach is considered to be “tabula rasa” and therefore students are not able to transfer normal communication skills from their first language. The second misconception is the “whole system” misconception, which occurs when the linguist decides to teach everything without taking into consideration firstly, the new concepts he is teaching to students and secondly, how relevant these new concepts are for meeting student needs.

Furthermore, Swan (1985) criticizes the goal of appropriacy in CLT. He mentions that learners need lexical items and not to just be instructed in skills and strategies as they already know how to do this in their own language.

Moreover, Finocchiaro and Brumfit (1983) mention that meaning is the primary focus of the CLT approach rather than structure, grammar, or linguistic understanding. Therefore, error correction is less important in the CLT classroom. Brown (1994) refers to this as the “fossilization” (p. 287) of errors suggesting that errors may never be corrected because the focus is on fluency rather than on accuracy.

In addition, implementing CLT in the EFL context can prove to be both difficult and challenging for teachers. Initially they may feel confused or unsure about how to manage the CLT classroom. According to Richards (2006) “the majority of language teachers today, when asked to identify the

methodology they employ in their classrooms, mention “communicative” as the methodology of choice. However, when pressed to give a detailed account of what they mean by “communicative,” explanations vary widely” (p.2).

Thompson (1996) outlines “four misconceptions” in regard to CLT “making it difficult for many teachers to see clearly what is happening and to identify the useful innovations that CLT has brought” (p. 10).

- The first misconception is that CLT “means not teaching grammar”. Thompson (1996) mentions that even though “the exclusion of explicit attention to grammar was never a necessary part of CLT, it is certainly understandable that there was a reaction against the heavy emphasis on structure at the expense of natural communication (p. 10). Furthermore, Ellis (1992) explains that “while looking explicitly at grammar may not lead immediately to learning, it will facilitate learning at a later stage when the learner is ready (in some way that is not yet understood) to internalize the new information about the language” (as cited in Thompson 1996, p. 11).
- The second misconception is that CLT “means teaching only speaking”. One of the most important principles of CLT is “giving primacy to the spoken language”. According to oral” (p. 12). So CLT put more emphasis on speaking and listening skills. Thompson points out that “Learners are probably likely to talk more in a successful CLT class than in classes using 'traditional', approaches; but a glance at recent mainstream textbooks will immediately show that they are also likely to be reading and writing a more varied range of texts than those in more traditional classes (p. 12).
- The third misconception is that CLT “means pair work and therefore role play”. Thompson states that “one of the constant themes of CLT is that learners need to be given some degree of control over their learning”. He points out that “the use of pair work is a physical signal of some degree of control and choice passing to the learners; but that needs to be complemented by real choice—which role play, particularly at simpler levels, may not encourage as much as other uses of pair work” (p. 13).

Thompson reveals several alternative uses of pair work. He mentions that students can benefit from working together even on “a grammatical exercise, solve a problem, analyse the new language

structures in a text, prepare a questionnaire for other members of the class, or agree on the opinion they want to present to the class” (p. 13).

- The fourth misconception is that the ‘T’ in CLT results in “expecting too much from the teacher”. Thompson points out that CA and authentic instructional activities require a lot of preparation time from the teacher. As a result, in order to save time, teachers may choose a safer, more traditional teaching method.

According to Thompson, teachers do not predict their lessons. Teachers must focus on what their students are saying, how they are saying it and at the same time, communicate with their students in a natural way. In addition, in his opinion, it is difficult for non-native teachers to communicate easily in a foreign language; they need a very high level of language proficiency in order to talk about a variety of situations and to give different opinions about a certain topic.

2.3.8. Characteristics of a communicative syllabus

According to Richards (2006) a traditional syllabus includes vocabulary words for the students to learn and grammatical components they are required to know. These are specific for each level from beginners to advanced. Regarding the communicative syllabus, supporters of CLT have proposed several kinds of syllabi: “a skills-based syllabus”, “a functional syllabus”, “a task syllabus” and “a notional syllabus”. Richards specifies that in a skills-based syllabus the focus would be on the four language skills of “reading, writing, listening, and speaking, and breaks each skill down into its component microskills” (p. 11).

Moreover, Richards mentions that “a functional syllabus is organized according to the functions the learner should be able to carry out in English, such as expressing likes and dislikes, offering and accepting apologies, introducing someone, and giving explanations (p. 11). CLT helps learners to gain knowledge of the functions that are required to communicate in a variety of situations. As a result, teachers choose the vocabulary and grammar for the learners in order to teach according to the functions. Furthermore, Richards (2006) emphasizes that “a notional syllabus is one based around the content and notions a learner would need to express, whereas a task syllabus specified

the tasks and activities students should carry out in the classroom". Wilkins (1976) additionally points out that a:

notional syllabus takes the desired communicative capacity as the starting point. In drawing up a notional syllabus, instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through language. We are then able to organize language teaching in terms of the content rather than the form of the language. For this reason, the resulting syllabus is called a notional syllabus (p.13).

Canale & Swain (1980) draw attention to five fundamental elements that are important in the development of a Communicative Approach's second language curriculum. Firstly, the Communicative Approach includes both grammatical and sociolinguistic competencies as well as communicative strategies. As a result, the integration of these types of knowledge is facilitated for the learner by communicative competence. Secondly, the Communicative Approach meets the communicative needs of the learner. Thirdly, second language learners should participate in real communicative interaction with highly proficient language speakers. Fourth, during the initial stage of the second language acquisition, the student needs to utilize all the aspects of communicative competence that have been previously developed by the learner through the acquisition and use of their mother tongue. Finally, the purpose of a communication-oriented foreign language syllabus should be to provide learners with the knowledge, practise, and experience they need to satisfy their communicative needs in the foreign language. According to Savignon (2002), a CLT curriculum should include five components. These five components are: 1. Language Arts, 2. Language for a Purpose, 3. My Language is Me: Personal English Language Use, 4. You Be..., I'll Be...: Theater Arts, 5. Beyond the Classroom. Savignon is of the opinion that it's the role of the teacher to combine these five components all together. Regardless of the learner's cultural expectations, their language goals, or their learning styles, it depends on "the complexities of teachers and of the settings in which they teach" (p. 6). Savignon explains further that the teacher's task, which is to investigate and comprehend all the factors involved regarding the student's response to learning, should be to respond, methodologists and teacher educators should also provide support for teachers. "They should provide classroom teachers with the perspective and experiences they need to respond to the realities of their world, a changing world in which the old ways of language teaching may not be the best ways" (p. 6). Concerning grammar, Savignon claims that CLT is known for the fact that

“grammar is not important, as the CLT favor learner self-expression without regard to form” (p. 7). She believes that the combination of "form-focused and meaning-focused classroom activities" is determined by the learners' age, the length and character of the educational sequence, language possibilities, outside-the-classroom interaction, and the teacher's preparation. Savignon also emphasizes that “the development of communicative ability, research findings overwhelmingly support the integration of form-focused exercises with meaning-focused experience. Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences” (p.7). Furthermore, Savignon points out that the core concept of CLT is for students to be actively involved in communication in order to improve their communicative skills. “Terms sometimes used to refer to features of CLT include process-oriented, task-based, and inductive or discovery-oriented” (p.7). CLT is broadly discussed, the approach is not found in only one single textbook or one set of curricular materials.

Through the CLT approach, materials and methods can be developed in order to be suitable for every learning context, as “contexts change. “The world of carriages and petticoats evolved into one of genomes and cyberspace. Communicative language teaching methods designed to enhance the interpretation, expression, and negotiation of meaning will also continue to be explored and adapted” (p. 7). Breen & Candlin (1980) highlight that every teaching curriculum should answer these questions: - What is to be learned? - How will the learning be carried out and accomplished? – How effective is the former and how appropriate is the latter?

Language teaching in a communicative curriculum is found in the relationship between the purpose and the methodology. In order to achieve the purpose, one must assess how suitable the purpose was and how it affected the methodology.

Moreover, Breen & Candlin (1980) identify that “The communicative curriculum defines language learning as learning how to communicate as a member of a particular socio-cultural group” (p. 90). They emphasize that learning is the result of negotiation which pushes learning further.

Finally, Breen (1984) points out that a traditional syllabus should be replaced by a “repertoire of communication which promotes a learner's capacity for communication” (p.54). He highlights that

the focus should shift from “content for learning towards the process of learning in the classroom situation” (p. 52)

2.3.9. Challenges in implementing a communicative curriculum

On the one hand, implementing CLT and its curriculum in Albanian classrooms is extremely beneficial owing to the country's need for reform, but it is also quite difficult. In order to attain the greatest outcomes, it is difficult to design a classroom setting where the best learning can take place. Although MoESY has continuously taken steps to improve English Language Teaching and to incorporate CLT principles into the English curriculum, there are still challenges in the EFL context that need to be addressed. Large learning environments, limited class time or a scarcity of teaching equipment and technology, also, a lack of teacher professional development and grammar-based exams or insufficient support and the effect of traditional practices are all challenges that this approach faces.

Chow & Mok-Cheung (2004, p. 158) refer to the shift from a teacher-centred pedagogy to a student-centred CLT pedagogy as a ‘quantum leap’ (as cited in Littlewood, 2013, p.4). Littlewood in his paper discusses the practical challenges that teachers face when this “leap” from a traditional approach to a communication-oriented approach is made. Teachers must be able to develop new skills in order to teach, including the way they evaluate students, use updated technology, become more proficient in the target language, shift their role from transmitting the knowledge to becoming a “multi-role educator” (p.5). The language learning process changes from “knowledge-acquisition” to “holistic development competence” (p.5)

Littlewood (2013) mentions that Jeon (2009) emphasizes that educators in Korea confront comparable issues when their classes transition from a conventional to a Communicative approach. “Several challenges faced in Korea, as well as in other places around the world, have been reported by various scholars (Carless, 2004 in Hong Kong; Hiep, 2007 in Vietnam; Hu, 2005 in China; Jeon, 2009 and Li, 1998 in Korea; Orafi & Borg, 2009 in Libya; Nishino & Watanabe, 2008 in Japan; Ho & Wong, 2004;” (Littlewood, 2007, as cited in Littlewood, 2013, p.5). They agree that when CLT is

implemented in schools where the sizes of classes are usually large and the resources are often scarce, the challenges they face are similar:

- Classroom management becomes an issue, particularly with large classes, and teachers can fear loss of control as a result;
- Some activities such as pair or group work necessitate the development of new organizational skills;
- Students' inadequate language proficiency, which may cause them to use their mother tongue (or only minimal English) instead of trying to 'stretch' their English competence;
- Unreasonable demands fall on the language skills of the teachers, especially if they have limited experience communicating in English;
- They face the common belief that formal learning must entail item-by-item advancement via a syllabus rather than the less visible holistic learning that occurs through communication;
- There remains the common perception that the role of the teacher is a knowledge transmitter rather than a facilitator of the learning process or a supporter of the learner's autonomy;
- The negative 'washback' effect of public examinations based on pencil-and-paper tests focus on unique items and do not consider communication to be a priority;
- Students and parents are opposed to the new approach, fearing that critical examination results may suffer as a result.

Li (1998) addresses these points by using four factors: the teacher factor, the student factor, the education system factor, and the method factor. Kim (2008) highlights additional challenges such as the experience of the teacher as an English learner, the low proficiency level in English of the students, the traditional methods which are considered to be very effective at preparing students for school exams, top-down teacher training, large class sizes, teachers' and students' socialization in the educational context, and beliefs regarding language teaching and learning held by both teachers and students.

2.4. Previous studies and research about CLT

Over the years, several studies have been carried out by scholars with the purpose of implementing CLT as a successful approach for teaching English as a Foreign Language. A recent study was

conducted by Cheng (2015) who carried out a study researching the effects of practicing CLT in a mixed English conversation class in Taiwan. The goal of his research was to see if the learner's native language is required in CLT classes and if employing it helped students enhance their learning habits. The findings demonstrated that students were comfortable utilizing CLT in their lessons and that using their native language in the CLT classroom helped to lessen stress levels. Additionally, using CA in the classroom such as role playing, or jigsaws enhanced positive learning attitudes and made learners more engaged.

Wei, Hui, and Litton (2018) also conducted research into the use of CLT in the context of EFL in Asia focusing particularly on China. The study's goal was to examine how CLT has been incorporated into the EFL context of Asia and China and compared its use in English language education in other non-English speaking countries around the world. The study's results demonstrated that CLT is not widely used in Asia's English language classrooms. It also revealed various challenges that language teachers have faced while implementing CLT in their classrooms. The study identified the educational, cultural, economic, and social aspects that contributed to the failure of CLT implementation in Asia. It listed the constraints on Chinese teachers that discourage the implementation of CLT. These included the traditional Chinese didactical standards, their style of learning, the academic environment that conflict with CLT principles, the absence of an environment where English is used as well as the lack of real-life materials, teachers' poor language abilities and their inability to use CLT in the classroom, students; unfamiliarity with CLT and absence of motivation to use English to communicate and finally the educational system which is based on standardized exams. According to the study's findings, teachers should be constructors rather than just passive recipients of pedagogical improvements. The implementation of the CLT approach should be on one hand accepted by language teachers and on the other hand the curriculum needs to be reconfigured.

Yung (2020) also conducted research in Hong Kong. The purpose of his research was to motivate test-oriented secondary students via CLT by using public exam questions in a fishbowl discussion. His goal was to solve the problem that many English teachers in Asia have, considering that they either teach to test or use CLT without taking into account the students' practical needs to pass external examination. A series of activities were implemented in the Hong Kong secondary school.

The purpose of the research was to encourage positive effect from the public test and to track any improvement in students' enthusiasm while using English in a real-world setting while realizing its relation to the written exam. Teachers may use the findings to assist students achieve their performance goals by balancing CLT with test preparation. The study found that it is easier to attract students to take part in a variety of CLT activities if they are motivated; teachers are then encouraged to communicate in English in a real and relevant way.

2.5. Conclusion

This chapter has presented an overview of the Albanian Education System and ELT in the Albanian context. Various aspects discussed include Approaches and Methods in Language Teaching, theories in the development of the Communicative Approach, the definition of CLT, the characteristics of the Communicative Approach and different communicative activities utilized in CLT. Moreover, it has examined the advantages of CLT and the roles of teachers and learners in the CLT classroom. Finally, it has dealt with the characteristics of a communicative syllabus and provided a brief discussion of prior studies and research regarding CLT.

The literature outlined earlier provides a detailed explanation of the Albanian Education System which is divided into early childhood education, basic and secondary education, and tertiary education. It explained that English as a foreign language, in Albanian public and private schools, starts as a compulsory subject in grade III of elementary education as part of the Improvement to Teaching Plan established in 2004 and approved by MoESY.

It also discussed ELT in the Albanian context and the progress that has occurred in the ELT curriculum. It highlighted that teachers prior to the 90's used traditional grammar-translation methods in their classrooms using textbooks written by Albanian authors and published in Albania. The deficiencies of the foreign language curriculum, which had not recognised the necessity to focus on teaching languages for the sake of communication, were exposed by political developments in 1991. Albanian pupils can begin learning English as early as first or third grade in public primary schools and as early as grade I or II in select private institutions. When English was become an optional subject in the State Graduation Examination, it received a lot of attention since it had the highest coefficient for entrance to higher education.

This chapter also examined the development of CLT, the activities frequently used in the CLT classroom and several key CLT principles. Savignon (2002) mentions “within the last quarter century, CLT has been put forth around the world as the new and innovative way to teach English as a second or foreign language” (p.6) and therefore, the Albanian classroom needs to place the focus on the learner and on the “elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners’ participation in communicative events” (p. 4).

This chapter also listed several challenges commonly faced when implementing a communicative curriculum. Large class numbers, grammar-based assessments, a shortage of teaching services and equipment, a shortage of professional development, a lack of teacher involvement, conventional practises' impact, classroom management, student misconduct, student reluctance to class participation, and a lack of enthusiasm are all problems.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This chapter presents the research methodology which has been used in the study. For this research a qualitative and quantitative methodological approach are used for data collection.

The quantitative data was gathered using a student questionnaire. It focused on the assessment of English Language Teaching methods used by English teachers and more particularly on assessing the CLT approach. It helped determine student preferences and provided insight into their learning experiences particularly their attitude and motivation towards learning English, their attitude towards the application of traditional teaching methods and the CLT approach. Furthermore, the survey helped to identify student attitudes towards the existing English language curricula as well as their perceived difficulties in implementing the CLT approach and doing the required activities in the CLT classroom.

The first qualitative data was a teachers' interview aimed to determine teachers' levels of understanding of CLT. Teachers were given the opportunity to express their views regarding the implementation of CLT in their classrooms and the reasons why they chose to use or avoid using CLT for instruction. They expressed their opinions regarding the CLT approach, identified personal difficulties they found while implementing it in the classroom and made some suggestions for future more successful implementation in the classroom.

The aim of the latter qualitative data collection was to investigate the extent of CLT implementation in Albanian classrooms and to conduct classroom observations in order to examine teachers' practices in the classroom environment. This data proved to be helpful answering the question: "Is the CLT approach used in the classroom and, if so, how?"

The purpose of this study was to address the research question in terms of what teachers actually do when teaching in class.

3.1. *Aims of the Study*

The first aim of this study was to gather enough information in order to demonstrate that CLT is an efficient method for developing learners' communicative ability. The second aim was to investigate the impact of communicative approaches on students of the English language. The third purpose is to determine some of the obstacles to CLT in the Albanian EFL environment, as well as to propose some specific recommendations for more successful adoption in the curriculum.

The Communicative Approach is not often utilized or supported in Albanian classrooms since they are traditional. Because teachers are apprehensive that employing the Communicative Approach may interfere with their teaching, traditional approaches are employed. Albanian teachers believe that Albanian students are used to learning in a teacher-centered class, and therefore may not take English seriously if they are learning by playing games. Moreover, teachers are concerned that this method will require a great amount of time and energy from them.

Therefore, the main purpose of this research is to provide Albanian EFL instructors with a case study that demonstrates how employing the Communicative Approach as a teaching method, together with its associated tactics, may yield outstanding results and assist teachers in achieving their goals.

In order to collect the data required, the opinions of 500 high school students were obtained using a student questionnaire, 30 high school teachers were interviewed, and 5 English teaching classrooms were observed. The information obtained was then investigated and analyzed. This quantitative data enabled the assessment of learners' attitudes towards learning English through the Communicative Language Teaching approach. It also explored various factors that affect the implementation of Communicative English Language Teaching (CLT) in Albania. In addition, the qualitative data gathered, explored teachers' attitudes towards English teaching methodology, particularly CLT and the perceived difficulties and challenges in the process of implementing this approach in the classroom.

3.2. *Research Methodology*

The methodology used in this study serves its purpose by combining on the one hand an overview of specific literature which corresponds to the study and on the other hand analysis carried out

through survey questionnaires with students and structured interviews with the teaching staff of the schools where the questionnaire was developed.

3.3. Data Collection

One of the research instruments was an analysis using a survey questionnaire; it provided a clear analysis with specific data taken from real life situations and at the same time related to the relationship between variables. Moreover, this instrument made it possible to provide specific recommendations for several issues addressed in the study.

Despite the advantages of this research method, like many others, it had its disadvantages too. The disadvantages mostly related to the financial feasibility of conducting questionnaires, the length of preparation, the time required to complete and then analyze and the number of respondents etc.

According to Khandwalla (1976), there is no specific or unique research method best suited for each type of study, but rather we have a combination of all the methods which have proven to be effective in various studies. Therefore, to best achieve our goals we should not claim that one research method or technique is better than the other. In general, by combining research methods, the analysis, conclusions, and recommendations become all the more convincing, and can then serve as a model for subsequent studies.

3.4. Student Sample Population and Pilot Study

The sample population consisted of 500 high school students selected from several major cities in Albania. These cities included Tirana, Durrës, Elbasan, Shkoder, Vlore, Kavaje and Maqellare. Interviews with 30 English teachers were also conducted. Questionnaires and Interviews are attached in Appendix 1 and 2.

The sampling method is also considered extremely important in reference to the survey questionnaires. Generally, depending on the topic and purpose of the study, the selections are divided into non-probability and probability sampling where each of them has its own specifics. In this study the sampling technique carried out was non-probability sampling. According to Kothari (2013) there are some criteria that need to be considered that relate directly to the selection of the sample population. These criteria include:

- To be as representative as possible;
- To be selected in such a way that any error in the result will be as minimal as possible;
- To be suitable for the type of study;
- To be appropriate in relation to the analysis which is to be performed.

3.5. Sample Size

The data analysis of the written survey questionnaires has the information of 500 high school students in the country as well as structured interviews of 30 English language teachers. Based on the population of high school students in the cities selected for this questionnaire, the sample size of our sample population would be 475 students. On the other hand, calculating a Sample Size (SS) according to the following formula we have that for $z = 1.96$, $p = 0.05$, $1-p = 0.95$ and $c = 4.5\%$ we have that $SS = 475$

$$SS = \frac{Z^2 * (p) * (1-p)}{c^2}$$

Considering that the sample population is finite then the exact formula to determine the size of our sample is:

$$SS = \frac{Z^2 * (p) * (1-p)}{c^2} / 1 + \frac{Z^2 * (p) * (1-p)}{c^2 N}$$

While the total number of public and private high school students in the cities where the written questionnaire was conducted, according to the Ministry of Education, Sports, and Youth, is 69,514 students (See Table 1 in the Appendix 4).

In this study 500 high school students were chosen as respondents, a sample population approximately as determined by the sample size formula.

3.6. Research Instruments

The three research instruments used in this study include a students' questionnaire conducted with high school students (Appendix 1), a structured teachers' interview (Appendix 2) and data collection by means of direct classroom observation (Appendix 3).

The students' questionnaire consisted of 11 question sections grouped into the following categories:

Section 1: General information of the students regarding their place of residence, age, gender, school profile, previous results in English, whether they take extra English tuition and if so, what is the reason for taking the extra English classes.

Section 2: Questions regarding students' attitude towards learning English. Questions related mostly to the level of importance students placed on learning their second language, the amount of time they typically spend learning English each week and how much they communicate in the target language in their foreign language classroom. The questionnaire used a five-point Likert scale ranging from strongly disagree, disagree, neutral, agree and strongly agree and it measured students' responses to the questionnaire items. Students were asked to respond to each statement by ticking off the number that corresponded best to his or her opinion.

Section 3: This section consisted of 9 items regarding student attitudes and motivation for learning English. Questions were related to the goals that push the students to learn English as well as the opportunities for further studies, more and improved opportunities for learning English, reading books and getting to know and enjoying different cultures and countries. This section of the questionnaire also used the five-point Likert scale ranging from strongly disagree, disagree, neutral, agree and strongly agree to measure student responses to the questionnaire items.

Section 4: This section addressed students' attitudes toward the application of traditional methods of teaching English. Questions dealt with typical issues related to the traditional approach that teachers use in the English language teaching process. They focused on the English language materials that their English teachers were using in their classrooms, if their English classrooms were teacher-centered or student-centered and the extent that their classes were based on the four macro skills, writing, comprehension, speaking, etc. Again, this section of the questionnaire used the five-point Likert scale ranging from strongly disagree, disagree, neutral, agree and strongly agree to measure student responses to the questionnaire items.

Section 5: This section measured students' attitudes toward the existing curricula using 9 items. Their opinions of the existing curricula included their view concerning the currently used textbooks, grammar exercises and other materials used in class as authentic or non-authentic.

Section 6: This section focused on the students' perception of their English language teachers. Students shared their views about English language teachers' work and activities, focusing

on the instructions they give in the teaching/learning process as well as the way they organize CA, whether errors are frequently corrected and whether speaking activities are encouraged in the classroom. The opinions of the students were gathered using a five-point Likert scale ranging from 1- Never up to 5 - Always.

Section 7: This section measured students' attitudes towards the application of communicative language teaching using 12 items. Questions mainly related to the way students learn or would prefer to learn English; if they felt they were learning English for communication means rather than just a school subject. This section addressed their communication, speaking and listening skills used in the classroom. Students gave their opinion regarding their English classrooms and whether they felt their classes were student centred. Finally, students expressed if they felt they were getting enough practice of the four-macro skills. This section of the questionnaire used the five-point Likert scale ranging from strongly disagree, disagree, neutral, agree and strongly agree to measure student responses to the questionnaire items.

Section 8: This section used 8 items to measure the students' attitudes towards activities done in the communicative language teaching classroom. The questions mainly related to group work, the use of audio-visual materials during the learning process, the interaction between students and any authentic materials used by the teacher for communicative purposes. The five-point Likert scale was used ranging from strongly disagree, disagree, neutral, agree and strongly agree to measure student responses to the questionnaire items.

Section 9: This section used 8 items to address the students' perception of the difficulties faced while implementing the Communicative Language Teaching method in an English language teaching classroom. Students were given the opportunity to express their thoughts on any apparent lack of instructional resources needed to support communicative activities, their perceptions of classroom management in English language classes, whether they felt there was enough class time to incorporate and complete communicative activities, and their thoughts on the state examination system known as "Matura Shtetërore," which is often seen as a barrier to learning English. This section also used a five-point Likert scale ranging from strongly disagree, disagree, neutral, agree and strongly agree to measure student responses to the questionnaire items.

Section 10: This section used 12 items to gain insight into the students' perceptions regarding the role of English language teachers. The questions focused precisely on the group work activities used by their teachers as well as the role of the teacher specifically in a communicative class whereby the teacher takes part in classroom activities as a participant. Questions also dealt with the main elements concerning teacher-led group work, activities organized by the teacher during the learning/teaching process and any help offered to the students by their teachers. The five-point Likert scale used in this section ranged from 1- Strongly disagree to 5 – Strongly agree.

Section 11: This section used 10 items to examine the techniques employed in the English classroom, including tactics for reading comprehension, the kind of writing used in class, how listening is planned, the necessity for games and activities as well as classroom interaction. Through open-ended questions, students were given the opportunity to express their opinions regarding any difficulties they have encountered while learning English and to offer suggestions about any changes or improvements that they believe would benefit the learning process.

3.7. Reliability and Validity of Research Instruments

During the design of the questionnaire, care was taken in order to consider the two main elements of reliability and validity. For the questionnaire to be reliable it needed to produce consistent results across time, across different observers and across all parts of the test itself. To ensure the validity of the questionnaire, the questions were formulated to be as understandable as possible by all interviewees, answers were chosen by selecting from the choices provided on the questionnaire according to the Likert scale and by utilizing affirmative or negative questions and open-ended questions.

During the drafting of the questionnaire, special attention was paid not only to the structure of the questions but also to formulating them in the right way to ensure that the answers were valid and benefitted the main purpose. The validity of the content refers to the scope in which the questionnaire provides adequate coverage of the elements considered through its questions. One way to do this was to use an expert panel to evaluate it. Criteria-related validity has to do with the ability of the questions to make the right predictions. Statistical correlation analysis can be used to achieve this.

Reliability (reliability testing) refers to whether the questionnaire will produce consistent results across time and across different interviewees. One way to measure reliability is through measuring internal stability, such as by calculating the Cronbach Alfa.

Based on the calculations of the Cronbach Alfa coefficients for measuring the internal consistency of the questionnaire it was concluded that their value was higher than 0.7, (allowed rate) showing the consistency of the questionnaire. Knowing that each section or group of questions measures and evaluates a certain variable which can get more than one answer, it is thought that in closed questions the choices of the answers are as realistic as possible in order to obtain the necessary information.

3.8. Pilot Study: questionnaire design

Nunan (1992) emphasises the importance of piloting a questionnaire in academic research. “A questionnaire is an attractive means of collecting data. To avoid pitfalls, it is imperative to pilot any questionnaire which is developed. In fact, I would argue strongly that all research should have a piloting phase” (p.143).

Therefore, another element as important as the above elements is the piloting. The aim of this pilot study was to determine whether the questions were clear and whether they were formulated in the best possible way for the respondents. The accuracy of questions’ aim was to obtain the right information without duplication and without unnecessary information for the study. The pilot study was performed with 50 questionnaires. After this testing some of the questions were reformulated, others that did not seem as important in terms of information, were either reduced or redistributed to a more accurate section and adjustments were made to the number of questions or to their ranking.

3.8.1. Data Collection Procedure

The students’ questionnaire data was gathered in the last 15 minutes of the students' class time, after prior agreement with the teachers. The selection of student respondents was completely random with a view to accessing a large number of students from across different levels. Data collection was conducted through direct contacts with them at their school facilities.

The questionnaire survey was conducted during the time frame of 6-7 weeks not only completed but also prepared for the database, working simultaneously with their completion, and dumping. Completion was enabled in the selected schools due to a well-defined calendar for it to be realized on time and with quality information collection.

3.8.2. Data analysis

The analysis of the data obtained from completion of the questionnaire or quantitative analysis was performed through specific computer programs for this analysis such as SPSS version 25.0 and Excel. The analysis contained not only a descriptive analysis, presented with specific tables and graphs, but also with analyses such as the Chi Square Independence Test, ANOVA Analysis and Crosstabs, etc.

Qualitative data was collected from the interviews conducted with the high school teachers. The qualitative data mainly concerned the teachers' attitudes to the CLT approach, and the teaching methodology used in English language classes. The analysis of the findings from the qualitative data was followed by a detailed discussion addressing the identified problems and the difficulties they encountered during the English language learning process whereby the teachers also provided suggestions on what they believed would support the future implementation of CLT in English Language Teaching.

3.8.3. Research Ethics

The field survey, consisting of student questionnaires and structured interviews with English language teachers, was conducted according to the ethical principles of communication throughout the completion of the questionnaires.

The written survey questionnaire with students and the interviews with teachers were all conducted using direct face to face communication. The ethical principles were carefully taken into account before and while conducting the process of data collection for this study. Confidentiality was shown to the participants if they were concerned about their personal information. I confirmed the anonymity of each research participant, assuring them that the name of their school would also be

carefully protected. I explained to the teachers and students that I was not there to evaluate their teaching level or technique and, therefore, it was not necessary for them to worry about my questions during the questionnaire or interview. I got prior permission from the school principals, and then I contacted the English teachers and students in order to establish a good rapport with them by explaining the purpose of my study.

3.9. Chapter Summary

This chapter was a discussion of the research study design. The aspects discussed included a description of the research methodology, the criteria of the data-gathering instruments, details regarding the student questionnaires and teacher interviews, and an explanation of the data analysis process.

This study, along with other studies in this field, serves to analyse important elements of the Communicative Language Teaching method and its implementation in the process of learning foreign languages in general and English in particular.

The findings, conclusions and recommendations of this study are aimed to serve as a basis for improving this learning process, to successfully face the challenges in implementation and to make this process as practical and effective as possible.

CHAPTER 4

FINDINGS OF THE STUDY

First, the findings of the quantitative data were to assess English Language Teaching methods used by English teachers and more particularly the CLT approach. Second, the findings of the first qualitative data were to determine teachers' levels of understanding of CLT as well as their difficulties found while implementing it in the classroom. Finally, the findings of the latter qualitative data collection were to investigate the extent of CLT implementation in Albanian classrooms and to conduct classroom observations in order to examine teacher usage in the classroom environment.

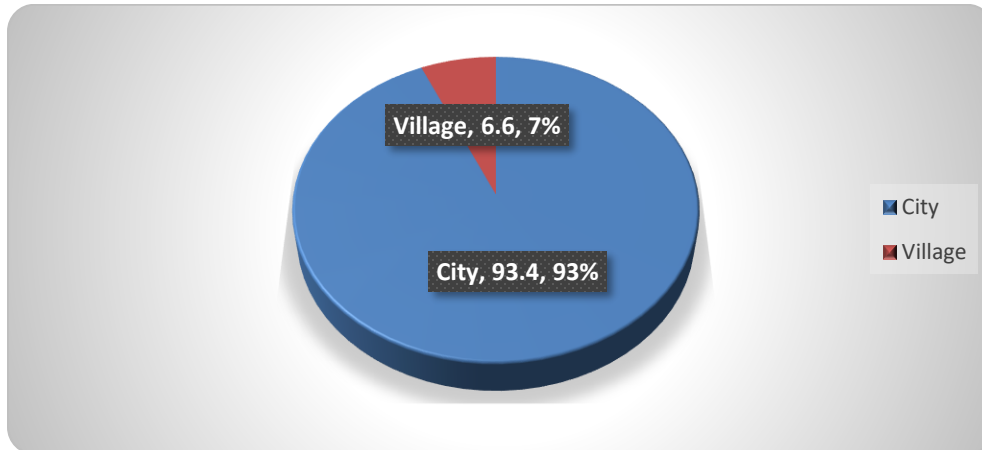
4.1. Students' Questionnaire

The quantitative data, gathered from the student questionnaire, focused mostly on the students' assessment of English Language Teaching methods used by English teachers and more particularly on their experience using the CLT approach in English classes. Its aim was to determine student preferences and explore their learning experiences, their attitudes and motivation towards learning English and their attitudes toward traditional teaching methods when compared with the CLT approach. Furthermore, the study aims to explain student attitudes toward the existing curricula of English language as well as their perceived difficulties in implementing the CLT approach and their views of the activities used in the CLT classroom.

4.1.1. Analysis of the Findings from Students' Questionnaire

For this study, the opinions of 500 high school students were obtained and analysed. Students were selected from several major cities in Albania, cities containing the largest number of high schools. However, for the selected sample to be comprehensive in terms of geographical distribution of schools, 93.4% of these schools were in larger cities and a small part represented by 6.6% were schools in smaller villages.

Graph 2 Findings of the distribution of the schools.



Graph 2 presents the findings of the distribution of schools

The schools, selected by cities, are as follows: most of the schools selected were from the city of Durrës with 34.9%, followed by Elbasan and Tirana with 17.6% and 15.6% respectively. The rest were from the cities of Vlora and Kavaja represented by 14.6% and 10.7%. Shkodra was represented by 6.6% of the total. The names of the schools selected were "28 Nëndori", "Aleksandër Moisiu", "Ernest Koliqi", "Harry Fultz", "Mihal Ekonomi", "Naim Frashëri", "Ibrahim Kodra", "TOP School", "Leonik Tomeo", etc. Schools located in the village were "Maqellarë", etc.

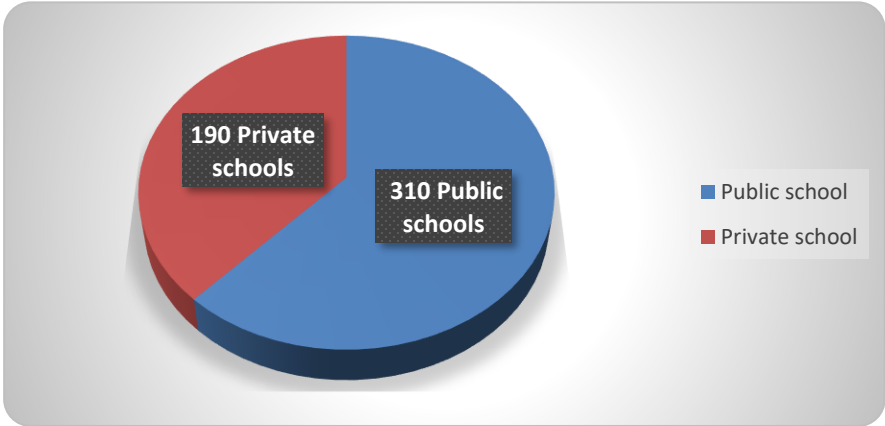
Table 1 The results of the distribution by cities:

| | Frequency | % |
|--------------|------------|--------------|
| Durres | 163 | 34,9 |
| Elbasan | 82 | 17,6 |
| Kavaje | 50 | 10,7 |
| Shkoder | 31 | 6,6 |
| Tirane | 73 | 15,6 |
| Vlore | 68 | 14,6 |
| Total | 467 | 100,0 |

Table 1 shows the results of the distribution by cities

Regarding the type of schools, 62% of them were public schools and the remaining 38% were private schools due to the number of general or vocational public secondary schools which is higher than that of private schools (See Graph 3).

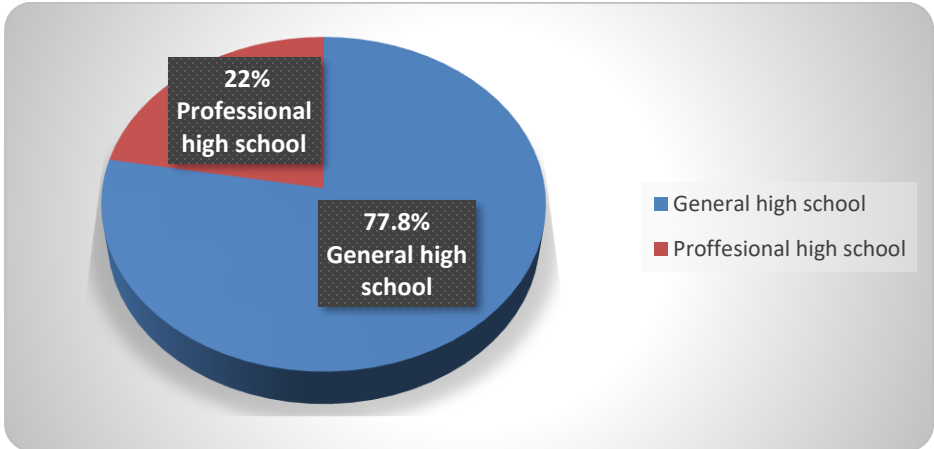
Graph 3 The type of schools:



Graph 3 presents the type of schools

Regarding the profile of schools, 77.8% of them are students studying in general secondary schools, while the remaining 22.2% are students studying in vocational high schools.

Graph 4 The profile of schools



Graph 4 presents the profile of schools

The distribution of students according to what grade they were in: 44% of them were students studying in grade XII, 39% studying in grade X and the rest of the students were in grade XI and XIII with 9% and 8% respectively (See Table 2).

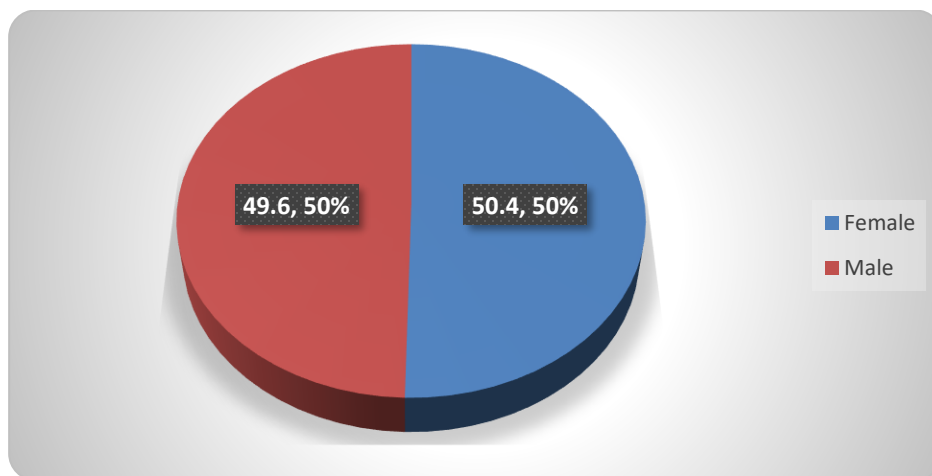
Table 2 The results of the distribution according to classes

| | Frequency | Percent |
|--------------|------------|--------------|
| Grade X | 195 | 39,0 |
| Grade XI | 45 | 9,0 |
| Grade XII | 220 | 44,0 |
| Grade XIII | 40 | 8,0 |
| Total | 500 | 100,0 |

Table 2 shows the results of the distribution according to classes

Regarding the distribution by gender, 50.4% of them were female and the remaining 49.6% were represented by males.

Graph 5 The distribution according to gender



Graph 5 presents the distribution according to gender

In terms of age, there was a minimum age of 15 required, while the maximum age allowed was 21 years old. The average age of the student sample was 17 years old.

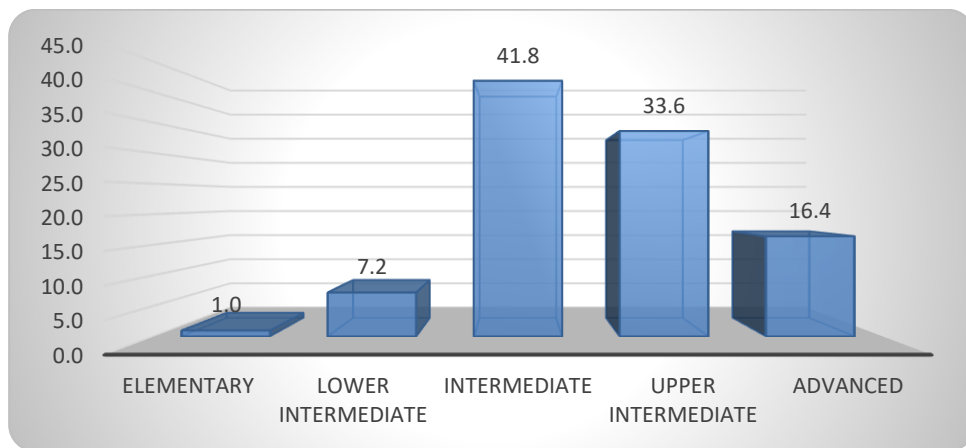
Table 3 The results of the descriptive statistics according to the age

| Descriptive Statistics | | | | | |
|------------------------|--------|---------|---------|-------|----------------|
| Age | Number | Minimum | Maximum | Mean | Std. Deviation |
| | 500 | 15 | 21 | 17,05 | 1,21 |

Table 3 shows the results of the descriptive statistics according to the age

When asked the questions - What is your level of English? - about 41.8% of the student responses, revealed that their English level was average, while 33.6% felt that their level of English was upper intermediate. The findings indicated that 91.9% of these students belonged to a school located in the city and 8.1% of them came from a school located in the village (See Table 1 in Appendix). The remaining students were either more advanced or had a low level of English being 16.4% and 7.2% respectively. Only 1% of students indicated they had an elementary level of English; these students were mainly from city schools.

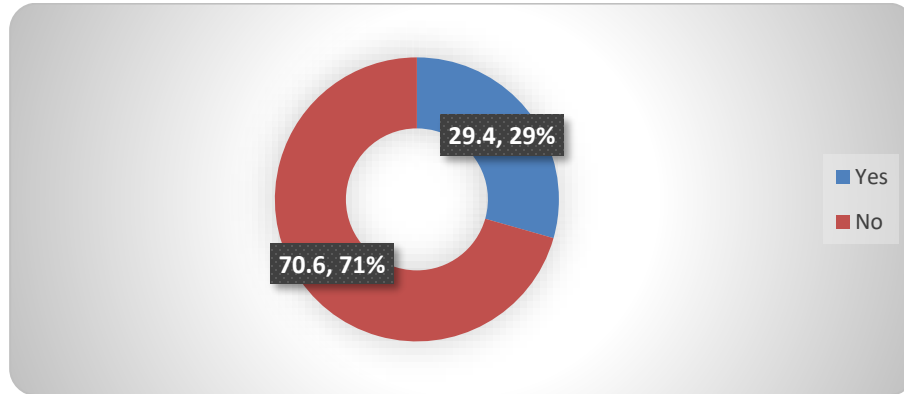
Graph 6 The results of the Students' Level of English



Graph 6 shows the results of the Students' Level of English

Students' responses to the question- Do you take English tutoring classes? - revealed that 70.6% of the respondents did not take extra English classes and that 29.4% of them did take extra English classes.

Graph 7 The percentage of the students who take tutoring English classes



Graph 7 presents the percentage of the students who take tutoring English classes

For those respondents taking extra English classes, the minimum amount of time was 1 hour per week and the maximum was 10 extra hours per week. The average amount was approximately 3 hours per week (See Table 4). The most common reason for taking extra English classes was related to the fact that “Classes are not enough” which was articulated by 40.2%, while 21.8% of the students claimed, “Class is not efficient”. The remaining respondents believed that taking extra English classes would help them improve their communicative English skills as well as help them score better in the state examination “Matura Shtetërore”.

Table 4 The results of the descriptive statistics for the number of hours per week students take extra English classes

| Descriptive Statistics | | | | | |
|-------------------------------|--------|---------|---------|------|----------------|
| | Number | Minimum | Maximum | Mean | Std. Deviation |
| If YES, how many times a week | 16 | 1 | 10 | 3,3 | 3,07 |

Table 4 displays the results of the descriptive statistics for the number of hours per week students take extra English classes

There are five items that measured student attitudes towards learning English. The findings are indicated in the table below (See Table 5). For the item – “I think learning English is very important in my life”-, 88.4% of the respondents fully agreed with this statement and 74.4% expressed their

opinion regarding the fact that they want to use English to contact foreign speakers. On the other hand, 11% of the respondents did not agree with this statement.

When asked whether - Three periods a week is enough to learn English -, 54.6% of the respondents indisputably agreed. The remaining 29.4% agreed little or not at all. The findings indicated that 57.8% of the respondents tended to agree or completely agree with the item that - Forty-five minutes in three days a week is a sufficient time to learn English -, while the remaining 23.2% had little or no agreement with this statement and 19% preferred to remain neutral on this point. The opposite was observed regarding the statement that “They communicate in the target language in the foreign language classroom” as 52.6% did not agree or could not accept this statement at all. In fact, only 22.6% fully accepted this statement. About ¼ of them chose to remain neutral when responding to this item.

Table 5 Students’ Attitude towards learning English

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| I think learning English is very important in my life | 1,2 | 4,8 | 5,6 | 17,6 | 70,8 | 100,0 |
| I want to use English to contact foreign speakers | 3,4 | 7,6 | 14,6 | 30,2 | 44,2 | 100,0 |
| Three periods a week is enough to learn English | 6,4 | 23,0 | 16,0 | 26,0 | 28,6 | 100,0 |
| Forty-five minutes in three days a week is a sufficient time to learn English | 7,8 | 15,4 | 19,0 | 33,0 | 24,8 | 100,0 |
| I communicate in the target language in a foreign language classroom | 21,6 | 31,0 | 24,8 | 12,6 | 10,0 | 100,0 |

Table 5 presents Students’ Attitude towards learning English

Motivation is a very important element in the whole teaching process in general, but especially in the process of learning English. Communication in foreign languages, particularly in English, has become even more important nowadays due to the variety of opportunities that have arisen in recent times. Continuous social and economic changes, lifestyle changes, travel opportunities, the migration of student populations for study, the migration of highly qualified workers and those seeking job opportunities after finishing high school or higher education are all examples of the many situations requiring a high standard of foreign language communication. Referring to these opportunities, but also to the desire and willingness of students to learn English better, the findings demonstrate that 87% of the respondents expressed their agreement to the statement that they want to learn English because – “They want to be able to communicate with native English speakers”. In addition, 86.4% of students agreed or totally agreed that – “They want to learn English because they want to be able to read books in English as well as to better understand their favourite movies and music”. On the other hand, 9.2% did not agree with this statement and 4.4% remained neutral. A significant 87.2% of the respondents agreed that – “If they are able to communicate in English, they would be able to find better jobs and earn a higher income”. The same agreeing trend was observed in relation to the responses to items regarding - further studies abroad - and - having high grades in English was as important as in the other subjects -, respectively the respondents agreed by 71.6% and 77.2%. Only 10-11% of the students disagreed with these items and the few remaining chose to be neutral. A large majority of 82.6% of respondents agreed that – “Learning English provides the best possibility to travel abroad and get to know new cultures”. In response to – “An appropriate assessment and a fair grading system motivates me to learn English” - 77.6% of the respondents agreed, 14.2% of them were neutral and a small number of students, represented by only 8.2%, did not agree with this statement. The last item in this section – “Being a competent communicator in English increases the possibility of employment in the international market” - received the largest agreement represented by 92.6% of the respondents. Thus being, this appears to be one of the most important motivational reasons valued by the students, especially in the current situation whereby international job opportunities in our country are seeing exceptional growth, and there are new significant possibilities for recently graduated students to work remotely.

Table 6 Students' Attitude and Motivation towards English Language learning

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| I want to learn English because I want to be able to communicate with native English speakers | 1,4 | 5,2 | 6,4 | 34,4 | 52,6 | 100,0 |
| I want to learn English because I want to travel abroad and get to know new cultures | 1,0 | 3,4 | 13,0 | 26,4 | 56,2 | 100,0 |
| I want to learn English because I want to be able to study abroad | 5,8 | 5,0 | 17,6 | 20,0 | 51,6 | 100,0 |
| I want to have high grades in English subject as much as in my other subjects | 4,8 | 5,2 | 12,8 | 17,0 | 60,2 | 100,0 |
| I think an English speaker is socially more respected as he is considered a bilingual person | 12,4 | 10,2 | 24,6 | 32,8 | 20,0 | 100,0 |
| I think being able to communicate in English will enable me to find a better job with a better income | 1,4 | 2,2 | 9,2 | 19,2 | 68,0 | 100,0 |
| I want to learn English because I want to be able to read books in English as well as better understand my favorite movies and music | 1,4 | 7,8 | 4,4 | 24,0 | 62,4 | 100,0 |
| I think that an appropriate assessment and a fair grading system motivates me to learn English | 5,6 | 2,6 | 14,2 | 35,6 | 42,0 | 100,0 |
| Being able to be a competent communicator in English increases the possibility of employment in the international market | 1,4 | 0,0 | 6,0 | 28,0 | 64,6 | 100,0 |

Table 6 shows the Students' Attitude and Motivation towards English Language learning

The opinions of the students regarding traditional foreign language teaching methods, and in particular, traditional methods used for teaching English, were recorded and measured using the following items. 72.4% of the respondents agreed that "According to traditional methods of teaching English, grammar is the main focus," 21.8% of them were neutral and the remaining 5.8% disagreed. In response to the item – "Listening to recordings is seldom used in my classroom" - 76% of the respondents fully agreed. Regarding the item "I prefer reading out loud different texts and exercises we complete in class" 60.6% of the participants fully agreed, 16.8% disagreed and the remainder were neutral. The statements "Learning in my class is teacher-centered" and "The English textbooks I use now provide me with many opportunities to express myself" 57.8% and 57.6% of the respondents agreed respectively while the rest represented by 16.6% and 19.6% did not agree with these aspects of traditional teaching. 48.4% of the respondents either strongly agreed or agreed that "The language used in the classroom by my teachers is mostly Albanian". 47.6% of respondents preferred repetition after the teacher while learning English, whereas 1/3 of the participants did not agree. In response to the item "I prefer following the English textbooks I use now to learning through struggling to communicate by myself", 40.6% of the respondents either agreed or strongly agreed, while the rest, respectively 33.2% and 26.2% disagreed or remained neutral regarding this issue.

Table 7 The findings of the Students' Attitudes towards the Application of Traditional English Teaching Method

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|--|-------------------|----------|---------|-------|----------------|-------|
| English teaching in my high school is grammar-focused | 1,6 | 4,2 | 21,8 | 48,2 | 24,2 | 100,0 |
| The language used in the classroom by my teachers is mostly Albanian | 11,6 | 19,8 | 20,2 | 31,0 | 17,4 | 100,0 |
| English Learning in my class is teacher-centered | 6,0 | 10,6 | 25,6 | 35,8 | 22,0 | 100,0 |

| | | | | | | |
|--|------|------|------|------|------|-------|
| The English textbooks I use now provide me with many opportunities to express myself. | 4,6 | 15,0 | 22,8 | 33,8 | 23,8 | 100,0 |
| I prefer following the English textbooks I use now to learning through struggling to communicate by myself | 18,6 | 14,6 | 26,2 | 26,4 | 14,2 | 100,0 |
| Listening to recordings is seldom used in my classroom. | 5,6 | 6,4 | 12,0 | 42,0 | 34,0 | 100,0 |
| I prefer repetition after the teacher while learning English. | 18,2 | 14,8 | 19,4 | 21,8 | 25,8 | 100,0 |
| I prefer reading out loud different texts and exercises we complete in class | 7,2 | 9,6 | 22,6 | 30,4 | 30,2 | 100,0 |

Table 7 presents the findings of the Students' Attitudes towards the Application of Traditional English Teaching Methods

Regarding the opinions of the students concerning the existing curricula of English language, the vast majority of respondents, represented by 90.2%, agreed that "The "State Matura" examination system is an obstacle to learning and using English for communication purposes". The opposite occurred regarding the statement that "Authentic materials such as newspapers, magazines, brochures, movies, online articles etc. are part of our English class"; this item received agreement from only 1% of the participants, with 74.5% of them either disagreeing or strongly disagreeing. The findings additionally reveal that 87.4% of the students who disagreed or strongly disagreed were students studying in public schools (See Table 2 in the Appendix). The item "Grammar exercises have a lot of use in my English language class" received agreement from 86.8% of the respondents, while in response to the item "The English textbooks I use now include all four language skills: reading, listening, writing, speaking" a little more than half of the respondents, represented by 51.2%, either agreed or strongly agreed, while the remaining were represented by 48.8% who either disagreed, strongly agreed or were neutral. On the other hand, 73.4% of the

participants agreed or strongly agreed with the item that “The English textbooks I use in class are mainly focused on reading comprehension and on writing” while the remaining 7.2%, disagreed. In response to the item “Listening to recordings is seldom used in the traditional classroom”, 71.2% of the respondents agreed or strongly agreed while 12.2% disagreed or strongly disagreed and the remainder were neutral. On the other hand, when asked “The English textbooks I use now provide me with many opportunities to express myself”, only 42.6% of the respondents agreed or strongly agreed while 44% of them either disagreed or strongly disagreed; 13.4% of the students were neutral about this issue. A little over half of the respondents agreed or strongly agreed with the fact that “Structure is the focus of the English textbooks that I use now”. Only 44.8% agreed with the item that “The English textbooks that I use now offer me much help in listening to native speakers” with the remainder of students either disagreeing or remaining neutral.

Table 8 Students’ Attitude towards the existing Curricula of English Language

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| The English textbooks I use now offer me much help in listening to native speakers | 7,8 | 18,8 | 28,6 | 25,2 | 19,6 | 100,0 |
| Structure is the focus of the English textbooks I use now. | 0,2 | 12,2 | 29,2 | 32,6 | 25,8 | 100,0 |
| The English textbooks I use now provide me with many opportunities to express myself. | 11,4 | 32,6 | 13,4 | 19,0 | 23,6 | 100,0 |
| Listening to recordings is seldom used in the traditional classroom. | 6,0 | 6,2 | 16,6 | 30,8 | 40,4 | 100,0 |
| The English textbooks I use now include all four language skills: reading, listening, writing, speaking | 3,4 | 31,6 | 13,8 | 32,4 | 18,8 | 100,0 |
| The English textbooks I use in class are mainly | 0,8 | 6,4 | 19,4 | 35,2 | 38,2 | 100,0 |

| | | | | | | |
|--|------|------|------|------|------|-------|
| focused on reading comprehension and on writing | | | | | | |
| Grammar exercises have a lot of use in my English language class | 0,2 | 2,0 | 11,0 | 36,4 | 50,4 | 100,0 |
| The “Matura Shtetërore” examination system is an obstacle to learning and using English for communication purpose | 1,6 | 1,2 | 7,0 | 35,2 | 55,0 | 100,0 |
| Authentic materials such as newspapers, magazines, brochures, movies, online articles etc. are part of our English class | 39,4 | 36,0 | 23,6 | 1,0 | 0,0 | 100,0 |

Table 8 shows Students’ Attitude towards the existing Curricula of English Language

Students were asked about their personal perceptions regarding their English teachers. 88.8% of the respondents agreed or strongly agreed with the statement “The teacher always corrects my mistakes when I speak”. 80.8% agreed with the statement “Effective foreign language learning depends on effective foreign language teaching”, with only 8.2% of them either disagreeing or remaining neutral.

On the other hand, 75% of the participants agreed that “The teacher gives me an appropriate assessment and grades fairly in English class”. Only 7.4% of the students claimed that “In a speaking class we often change partners for group work activities” and the remainder expressed that this rarely or never happens. Respectively 79.6% and 72.4% of the respondents agreed that “My English teacher often or always creates an atmosphere for us to use English” and “The teacher gives me clear instructions when explaining a task”. A quarter of the students strongly agreed that “Changing partners and group work activities often increases my self-confidence to speak in the classroom and helps to improve my communicative language skills”, additionally, 44% of them agreed, whereas the remainder disagreed or were neutral.

On the other hand, only slightly more than half of the respondents, represented by 51.4%, either agreed or strongly agreed that “My English teachers provides us with a lot of opportunities for us to communicate with each other in English” the remainder were either neutral or indicated that this activity rarely happens in their classes, expressed by 26.2% and 22.4% respectively.

Table 9 Student Perceptions of Teachers in an English Language Class

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| The teacher gives me clear instructions when explaining a task | 4,4 | 8,6 | 14,6 | 36,6 | 35,8 | 100,0 |
| The teacher gives me an appropriate assessment and grades fairly in the English class | 6,4 | 5,0 | 13,6 | 22,2 | 52,8 | 100,0 |
| Effective foreign language learning depends on effective foreign language teaching | 0,8 | 7,4 | 11,0 | 30,0 | 50,8 | 100,0 |
| My English teacher often creates an atmosphere for us to use English | 4,4 | 8,6 | 7,4 | 33,0 | 46,6 | 100,0 |
| The teacher corrects my mistakes when I speak | 0,6 | 1,0 | 9,6 | 35,4 | 53,4 | 100,0 |
| My English teacher provides us with a lot of opportunities for us to communicate with each other in English | 9,6 | 12,8 | 26,2 | 26,0 | 25,4 | 100,0 |
| In a speaking class we often change partners for group work activities | 26,0 | 39,8 | 26,8 | 3,6 | 3,8 | 100,0 |
| Changing partners and group work activities often increases my self-confidence to speak in the classroom and helps to improve my communicative language skills | 2,6 | 6,0 | 22,0 | 44,0 | 25,4 | 100,0 |

Table 9 shows Student Perceptions of Teachers in an English Language Class

Students were asked about their attitude towards the application of Communicative Language Teaching in the classroom. The responses to those items demonstrated that the majority of respondents had positive views in regard to CLT principles and an appreciation for the student-instructional approach which is focused on enhancing their communicative skills. When asked whether “The Communicative Approach includes all four skills: speaking, listening, writing, and reading”, 79% of the respondents agreed or strongly agreed, while regarding the statement that “The Communicative Approach creates a more relaxed atmosphere in class”, 73% either agreed or strongly agreed, and the rest respectively 11.8% and 12.4% agreed little or not at all and the remainder were neutral. Moreover, 65.8% of the participants agreed that “The Communicative Approach is a student-centered method” which demonstrated that most students had a solid knowledge about CLT. Additionally, 61.8% of the respondents agreed that they enjoy speaking English in front of the class. The findings showed that students had varying opinions regarding statements such as “It is more important for me to be able to speak English than to write it” and “I like the way I learn English now” for which the respondents agreed respectively 60.4% and disagreed by 57.6%, while 1/3 of them claimed that “I feel hesitant to ask questions in front of the class”. Regarding the issue “English teaching in my school is just explaining and practicing grammar rules”, 67.2% of the participants agreed or strongly agreed with it. The same attitude it is revealed for the item “I prefer studying English in the classroom rather than in the language lab”. The rest remained neutral in their response or disagreed with these items, which is further expressed in the following two issues “I am familiar in the classroom with the communicative method” and “English is used as a language of communication rather than just a school subject” where most of them, respectively 58.4% and 62.6% disagreed or strongly disagreed. It seems that the students surveyed had the opinion that CLT is not a favoured teaching method used by their teachers and is not practiced often in their classroom.

Table 10 Students’ Attitudes towards Application of CLT

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|----------------------------------|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| English is used as a language of | 31,6 | 31,0 | 24,2 | 7,6 | 5,6 | 100,0 |

| | | | | | | |
|--|------|------|------|------|------|-------|
| communication rather than just a school subject | | | | | | |
| I am familiar in the classroom with communicative method | 18,0 | 40,4 | 32,0 | 6,4 | 3,2 | 100,0 |
| The Communicative approach is a student-centered method | 3,6 | 6,0 | 24,6 | 25,0 | 40,8 | 100,0 |
| The Communicative approach includes all four skills: speaking, listening, writing, and reading | 5,4 | 6,4 | 9,2 | 34,8 | 44,2 | 100,0 |
| The Communicative approach creates a more relaxed atmosphere in class | 3,4 | 9,0 | 14,6 | 31,6 | 41,4 | 100,0 |
| English teaching in my school is just explaining and practicing grammar rules | 2,6 | 15,2 | 15,0 | 34,2 | 33,0 | 100,0 |
| It is more important for me to be able to speak English than to write it | 6,2 | 12,4 | 21,0 | 25,2 | 35,2 | 100,0 |
| I enjoy speaking English in front of the class. | 12,8 | 10,8 | 14,6 | 29,8 | 32,0 | 100,0 |
| I prefer studying English in the classroom rather than in the language lab | 10,0 | 18,8 | 23,0 | 18,2 | 30,0 | 100,0 |
| I like the way I learn English now. | 30,2 | 27,4 | 21,2 | 13,0 | 8,2 | 100,0 |
| I always feel hesitant to ask questions in front of the class. | 22,8 | 13,8 | 28,8 | 18,6 | 16,0 | 100,0 |
| I practice speaking and listening in the classroom | 29,4 | 29,8 | 17,0 | 16,2 | 7,6 | 100,0 |

Table 10 presents Students' Attitudes towards Application of CLT

Regarding the items about the activities used in the classroom, the findings revealed that students enjoy classroom activities because they see them as tools that assist them to learn English better. In response to the item “Working in pairs and small groups helps to improve my English skills and increases my self-confidence” 80.2% of the respondents, agreed or strongly agreed. For the item “The teacher uses authentic materials in class such as newspapers, magazines, brochures, articles, video etc.” the findings revealed that 68.8% of the respondents strongly disagreed or disagreed with this statement. The findings showed surprising results for the students who agreed and those who were neutral as only 4.2% of them agreed and 27.2% were neutral which showed that teachers prefer using the textbook rather than using authentic materials as a teaching resource in the classroom. In response to the item “I enjoy learning English by interacting with my classmates in group work activities” the findings showed that 75% of the respondents agreed with this item. In addition, regarding “Group work activities make students have the courage and confidence to speak in the classroom” a similar 70.8% of the participants agreed as well. Such findings demonstrate that students do prefer to participate in the communicative activities during the English Language Class. Nunan (1991) emphasizes that communicative tasks facilitate the language acquisition process which has the following features:

- An emphasis on learning to communicate through interaction in the target language
- The introduction of authentic texts into the learning situation
- The provision of opportunities for learners to focus, not only on language, but also on the learning process itself
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning
- An attempt to link classroom language learning with language activation outside the classroom (p. 1).

For the items “Changing partners or group work in a speaking activity increases my communicative skills” and “Large class sizes are an obstacle to using Communicative activities” respectively 57.6 % and 63.2% of the students surveyed agreed or strongly agreed with these statements.

On the other hand, for the item “The class time is sufficient to use Communicative activities in class”, the results demonstrated that 60.8% of the respondents either strongly disagreed, disagreed or were neutral regarding this statement, and only 39.2% of them agreed or strongly agreed. It was astonishing to hear the participants express their opinion that a class time of forty-five minutes is

not enough time to complete communicative activities. Moreover, in response to the item “The use of audio video material helps me to learn better English” 73% of the students surveyed either agreed or strongly agreed with this, while the remainder disagreed or were neutral. Richards (2006) considers authentic materials to be the basis of classroom learning. Clarke and Silberstein (1977) emphasis that authentic materials have several advantages such as “they provide cultural information about the target language, also they provide exposure to real language and relate more closely to learners’ needs, and finally they support a more creative approach to teaching” (p. 51 as cited in Richards, 2006, p. 20).

Table 11 The findings of the Student Attitudes towards Activities in a CLT classroom

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| Working in pairs and small groups helps to improve my skills and increases my self-confidence | 5,6 | 2,2 | 12,0 | 30,2 | 50,0 | 100,0 |
| I enjoy learning English interacting with my classmates in group work activities | 0,8 | 6,0 | 18,2 | 30,2 | 44,8 | 100,0 |
| Group work activities make students have the courage and confidence to speak in the classroom. | 0,6 | 11,2 | 17,4 | 31,0 | 39,8 | 100,0 |
| Changing partners or group work in a speaking activity increases my communicative skills | 1,2 | 7,0 | 34,2 | 28,4 | 29,2 | 100,0 |
| Large class sizes are an obstacle to using Communicative activities | 3,8 | 12,2 | 20,8 | 35,6 | 27,6 | 100,0 |

| | | | | | | |
|--|------|------|------|------|------|-------|
| The class time is sufficient to use Communicative activities in class | 4,8 | 29,6 | 26,4 | 24,2 | 15,0 | 100,0 |
| The teacher uses authentic materials in class such as newspapers, magazines, brochures, articles, video etc. | 38,8 | 29,8 | 27,2 | 3,6 | 0,6 | 100,0 |
| The use of audio-visual materials helps me to learn better English | 10,0 | 3,6 | 13,4 | 39,4 | 33,6 | 100,0 |

Table 11 presents the findings of the Student Attitudes towards Activities in a CLT classroom

The implementation of CLT in English Language Teaching, on the one hand has its advantages, but on the other hand also has some difficulties and challenges to overcome. Therefore, regarding the following items that measure and evaluate these difficulties, the statement “The “State Matura” examination system is an obstacle to learning and using English for communication purposes” confirmed this to be a difficulty as it reached the maximum participant agreement of 86.4%. The other item confirming this was “Classrooms have very few necessary resources (computer, OHP, CD player) to support communicative activities” which also received a high level of agreement from 74.6% of the respondents surveyed. The “State Matura” national examination is very important for students as well as their teachers; the exam results affect students in terms of the credits they require for university entrance and the scores affect teachers in terms of their status in the eyes of their colleagues and the principal of the school.

There were additional difficulties demonstrated by the responses to “Students in my class have limited English proficiency and are not motivated to communicate in English” and “Students in my class are reluctant to participate in communicative activities”. These difficulties experienced while implementing CLT in Albanian classroom confirm students’ low motivation and unwillingness to participate in communicative activities or to speak English in class. The respondents agreed respectively with 50.8% and 52% while the rest disagreed or were neutral about these statements.

In response to other items related to difficulties such as “Classroom management is challenging when communicative activities are used by the teacher”, “The Coursebook is the only teaching material used by the teacher without being combined with alternative teaching material” and “Large class sizes are an obstacle to using Communicative activities” the respondents agreed that these statements exist as challenges in implementing the CLT approach respectively by 51.7%, 58.4%, and 58.8%. The remaining students either disagreed or were neutral about these issues. The same trend of participant agreement confirmed another challenge of CLT implementation. The statement “The class time of 45 minutes makes it difficult for the teacher to use communicative language teaching methods in the English classroom” saw an agreement from 57.8% of the total students.

Table 12 The Difficulties in Implementing CLT in an ELT Classroom

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|--------------|
| Students in my class have limited English proficiency and they are not motivated to communicate in English | 11,6 | 19,4 | 18,2 | 24,8 | 26,0 | 100,0 |
| Students in my class are reluctant to participate in communicative activities | 11,6 | 13,8 | 20,4 | 27,2 | 24,8 | 100,0 |
| Classrooms have very few necessary resources (computer, OHP, CD player) to support the communicative activities | 1,2 | 1,0 | 23,2 | 39,6 | 35,0 | 100,0 |
| Classroom management is challenging when communicative activities are used by the teacher | 12,0 | 17,6 | 18,7 | 27,2 | 24,5 | 100,0 |
| The Coursebook is the only teaching material used by the teacher without being combined with alternative teaching material | 10,2 | 14,0 | 17,4 | 26,4 | 32,0 | 100,0 |
| Large class sizes are an obstacle to using Communicative activities | 11,2 | 13,4 | 16,6 | 29,8 | 29,0 | 100,0 |

| | | | | | | |
|--|-----|------|------|------|------|-------|
| The class time of 45 minutes makes it difficult for the teacher to use Communicative Language Teaching method in the English classroom | 8,2 | 11,8 | 22,2 | 27,8 | 30,0 | 100,0 |
| The “Matura Shtetërore” examination system is an obstacle to learning and using English for communication purposes | 2,4 | 1,6 | 9,6 | 33,6 | 52,8 | 100,0 |

Table 12 shows the Difficulties in Implementing CLT in an ELT Classroom

It is noteworthy to mention that without any doubt, the teaching process cannot be understood without the work and help of the teacher during the teaching process. The student relies heavily on the teacher for the lesson explanation, for the deepening and broadening of their knowledge, for the use of the right teaching methodology and for the classroom to be managed well, etc. The role of the teacher is unquestionably very important in any English Language class. Students in this data analysis were certainly asked for their views concerning this process as well. As a result, 80.6% of the respondents agreed or strongly agreed that “Tasks and activities should be negotiated and adapted to suit the students’ needs rather than imposed on them”. In addition, a considerable number of the students surveyed, around 77.4% of them, also agreed or strongly agreed that “Activities such as explanations, writing and examples are not the only role of the teachers”. However, the findings were surprising as they revealed that more than half of the respondents, by 52.7% also agreed or strongly agreed that “Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively” while the remainder disagreed, strongly disagreed or were neutral. These results demonstrate that students in most of the schools in Albania are still taught using traditional methods or a combination of methods and that students appear to still have a strong bond with these traditional methods of learning English because their teachers are not trained enough to use current methodologies. The rest of them either disagreed or were neutral about this issue. In response to the item that “The teacher should be the monitor and facilitator of student learning” 82.6% of the respondents agreed or strongly agreed with this statement. This demonstrates that students are aware of the essential role of the teacher in a CLT classroom which, according to Richards (2006), is one of facilitator and monitor. He

emphasizes that “Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher develops a different view of learners’ errors and of her/his own role in facilitating language learning” (p. 5). When asked about the item that “The teacher takes part in classroom activities as a participant” again a considerable amount of the students surveyed, more specifically 79.2% agreed or strongly agreed about this issue. This shows once more that students have the knowledge that their teacher should be part of the teaching process not just controlling it. In response to the item that “Group work activities have little use since it is very difficult for the teacher to monitor the students’ performance and prevent them from using their mother tongue” 66% of the respondents either agreed or strongly agreed with this issue, while the rest disagreed or were neutral.

The findings of the questionnaire revealed on one hand that group work activities are seen very positively by more than half of the respondents, whereas on the other one there were a significant part of them who did not agree with this teaching technique, which was 10-15% while the rest preferred to be neutral in their responses. For instance, for items such as “Group work activities give me the courage and confidence to speak in the classroom” or “Group work and pair work activities should be part of the English Language teaching” and “Group work and pair work partners should be changed often to enhance confidence in communication the respondents agreed or strongly agreed respectively by 64.4%, 66.6% and 66.6%. Richards (2006) considers pair and group work activities very useful as well as an important component of language teaching. He emphasizes that communicative activities facilitate second language acquisition and learners obtain several benefits such as:

- They can learn from hearing the language used by other members of the group.
 - They will produce a greater amount of language than they would use in teacher-fronted activities.
 - Their motivational level is likely to increase.
 - They will have the chance to develop fluency.
- Teaching and classroom materials today consequently make use of a wide variety of small-group activities (p. 20).

Table 13 Teachers’ role in an English Language Class

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|--|-------------------|----------|---------|-------|----------------|-------|
|--|-------------------|----------|---------|-------|----------------|-------|

| | | | | | | |
|---|------|------|------|------|------|-------|
| It is difficult to implement a student - centered method in English Language classrooms. | 15,6 | 18,6 | 19,2 | 28,2 | 18,4 | 100,0 |
| Activities such as explanations, writing and examples are not the only role of the teachers | 2,4 | 6,4 | 13,8 | 36,6 | 40,8 | 100,0 |
| Tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them | 0,4 | 5,2 | 13,8 | 34,8 | 45,8 | 100,0 |
| Small group work can replace whole class and formal instruction | 4,0 | 28,2 | 17,0 | 16,4 | 34,4 | 100,0 |
| Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue | 7,6 | 10,2 | 16,0 | 34,4 | 31,8 | 100,0 |
| Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively. | 11,2 | 15,6 | 20,5 | 32,4 | 20,3 | 100,0 |
| The teacher must supplement the textbook with other materials so as to satisfy the widely differing needs of the students. | 11,2 | 13,8 | 28,8 | 17,0 | 29,2 | 100,0 |
| The teacher takes part in classroom activities as a participant. | 1,2 | 2,0 | 17,6 | 46,2 | 33,0 | 100,0 |
| The teacher should be the monitor and facilitator of student learning. | 0,8 | 3,0 | 13,6 | 32,8 | 49,8 | 100,0 |
| Group work activities give me the courage and confidence to speak in the classroom. | 4,6 | 8,2 | 22,8 | 33,6 | 30,8 | 100,0 |
| Group work and pair work activities should be part of the English Language teaching | 7,2 | 6,2 | 20,0 | 36,2 | 30,4 | 100,0 |
| Group work and pair work partners should be changed often to enhance confidence in communication | 7,4 | 11,6 | 14,4 | 30,8 | 35,8 | 100,0 |

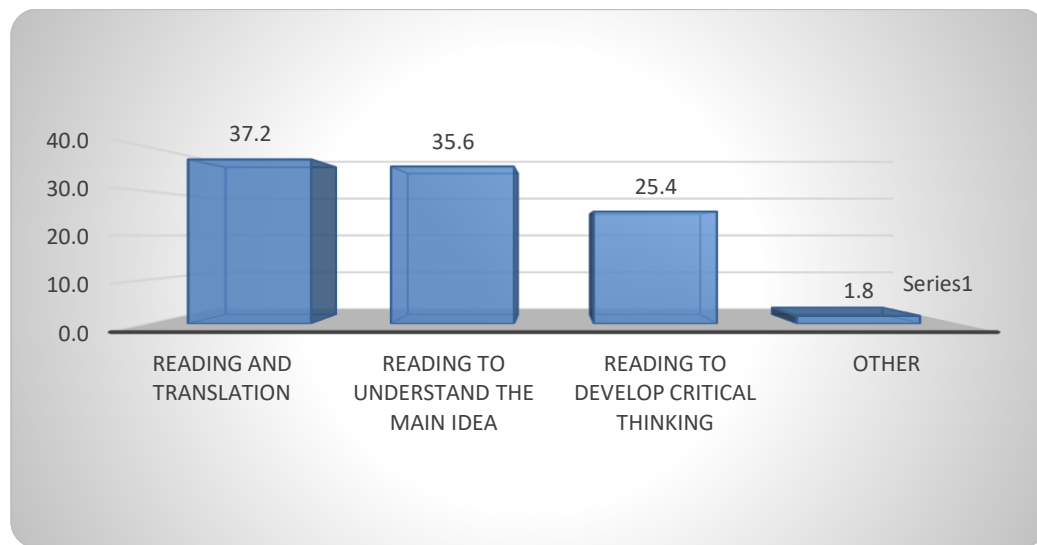
Table 13 shows Teachers' role in an English Language Class

Regarding the strategies used by teachers in the classroom for a reading comprehension exercise, as reported by the respondents' answers, refer mainly to "Reading and Translation" labeled by

37.2%, followed by “Reading to understand the main idea” and “Reading to develop critical thinking” with 35.6% and 25.4% respectively.

On the other hand, they have mentioned other strategies such as “reading and translation to understand the general idea of the test” or “reading in order to answer the reading comprehension questions”.

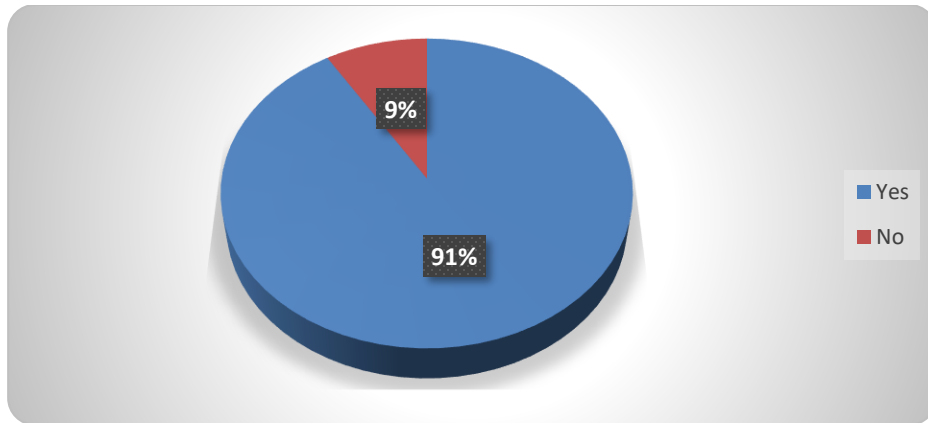
Graph 8 Strategies used by the teacher in class for a reading comprehension exercise



Graph 8 shows the strategies used by the teacher in class for a reading comprehension exercise

When asked “Is writing important in class?” the vast majority of the respondents represented by 91% admitted that writing in English is important, 41.7% of whom have intermediate level in English and 33.1% of them are upper intermediate level students, whereas only a small number of students represented by 9% do not accept this.

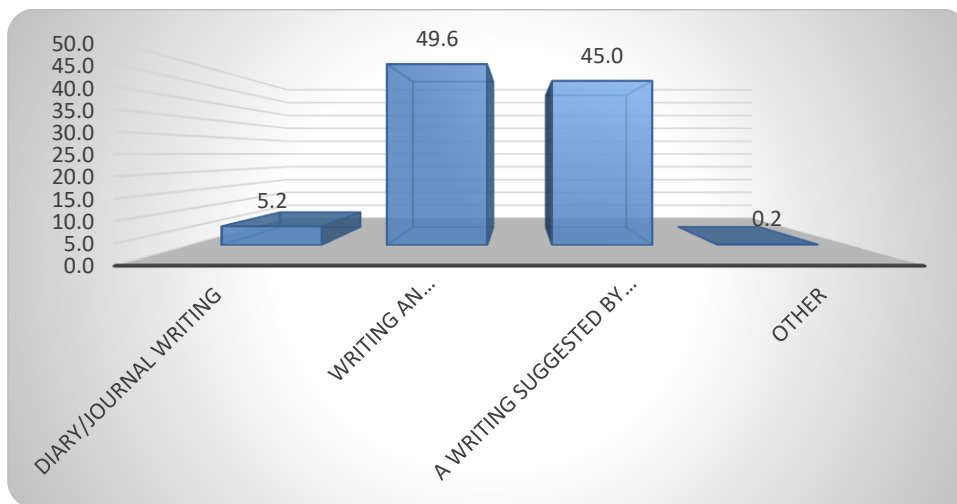
Graph 9 Students’ view on the importance of the writing in English class



Graph 9 shows students' view on the importance of the writing in English class

In response to the question “What form of writing does the teacher assign you in class?” 49.6% of the participants referred to “Writing an essay / reports / letter / emails etc.” and another 45% admitted “A writing suggested by the text”. A very small part of them respectively 5.2% answered in the form of a “Diary or journal writing”.

Graph 10 Students' answers about the form of writing the teacher assigns in class



Graph 10 presents students' answers about the form of writing the teacher assigns in class

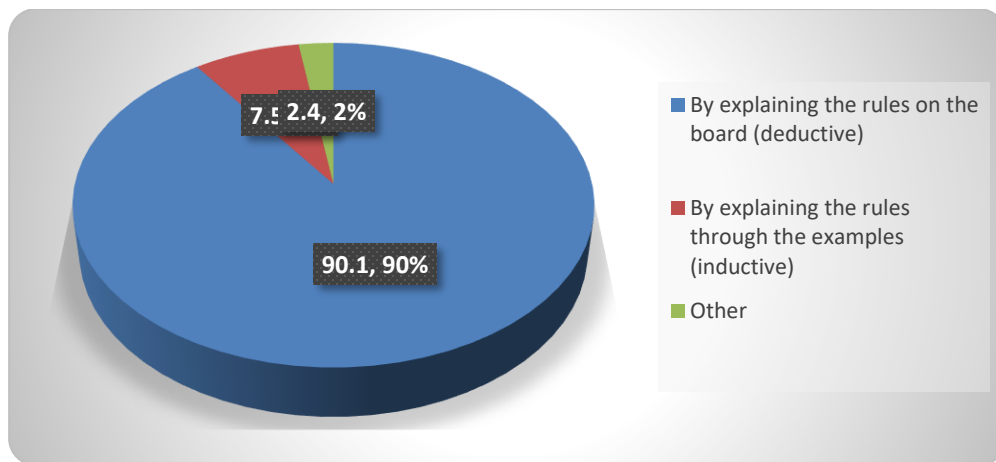
When asked “How does the teacher explain the grammar in class?” a vast majority of the respondents, respectively 90.1%, revealed that the grammar is explained by explaining the rules on the board (deductive) while 7.5% of them stated that the explanation of the grammar is done by

explaining the rules through the examples (inductive) and the rest respectively by 2.4% explained that they learn grammar first by reading the examples and then by talking to their peers and they find out the rules together or they read the rules themselves in the book and then try to work them out by looking at the examples in a self-taught way. The findings were surprising as they revealed that English teachers in Albanian schools still use the traditional approach to language teaching.

As Richards (2006) emphasizes:

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. This approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves (p. 6).

Graph 11 The results obtained regarding the teacher explanation of the grammar in class



Graph 11 shows the results obtained regarding the teacher explanation of the grammar in class

When asked “Do you participate in games, role plays or other activities in your class” 35.4% of the participants admitted that they are part of these activities which are carried out for the benefit of the learning process, while the rest either were not part of these games and activities or chose other as an option. The participants were convinced that games and activities which should be part of the learning process would be very beneficial and would facilitate language acquisition. The majority of them were positive about the possible contributions of games and other activities used in the classroom for improving and encouraging more communication between students. This was verified by the

questionnaire data. When asked whether games and other activities should be used in their classes, 94.4% of the questionnaire participants responded with a positive answer, while the remaining 5.6% did not agree with this statement. On the other hand, when asked whether they are able to start and end an entire conversation in English as they are able to do in Albanian again a significant part of them represented by 45.2% answered positively while another 35.6% answered negatively and the rest 19.2% were neutral about this statement.

Table 14 Students' views related to English Language Learning

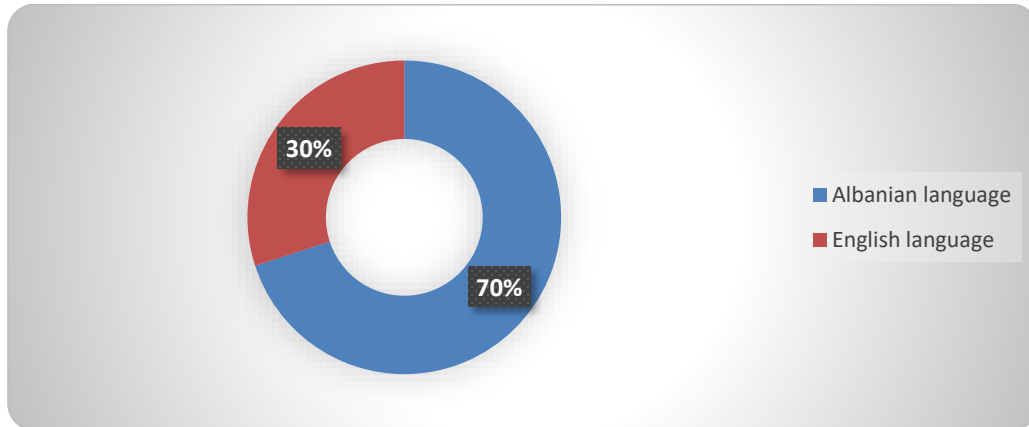
| | Yes | No | Other | Total |
|--|------|------|-------|-------|
| Do you participate in games, role plays or other activities in your class? | 35,4 | 48,6 | 16,0 | 100,0 |
| Do you think games and other activities should be used in class in order to encourage more communication between students? | 94,4 | 5,6 | 0,0 | 100,0 |
| Are you able to start and end an entire conversation in English as you are able to do in Albanian? | 45,2 | 35,6 | 19,2 | 100,0 |

Table 14 presents students' views related to English Language Learning

In response to the item "Do you think in Albanian or English to express your ideas" the data demonstrated that 70% of the respondents' expressions or ideas are spontaneously and perhaps even more accurately and clearly expressed in Albanian while 30% of them usually express their ideas more easily in English.

This shows students' limited knowledge of English and due to a low level of English proficiency they are not able to think or speak the language.

Graph 12 Students expression of their ideas



Graph 12 presents the ability of Students to think in Albanian or English to express their ideas

When asked about the types of communicative activities used in their class the respondents' answers varied and included whole class discussions, group work, making projects or talking about various texts and ideas in their textbooks. It is noteworthy to mention that some of the answers included activities which are not communicative such as completing grammar exercises, reading a text to answer reading comprehension questions, writing examples and ideas on the board, or even reading and practicing grammar exercises aloud. According to Richards (2006) "if students read and practice aloud the sentences in the grammar box, this constitutes mechanical practice" and he further points out that "exercise sequences in many CLT course books take students from mechanical, to meaningful, to communicative practice" (p. 17).

A list of these ideas is present in the following table.

Table 15 Students' ideas on communicative activities used in their classes

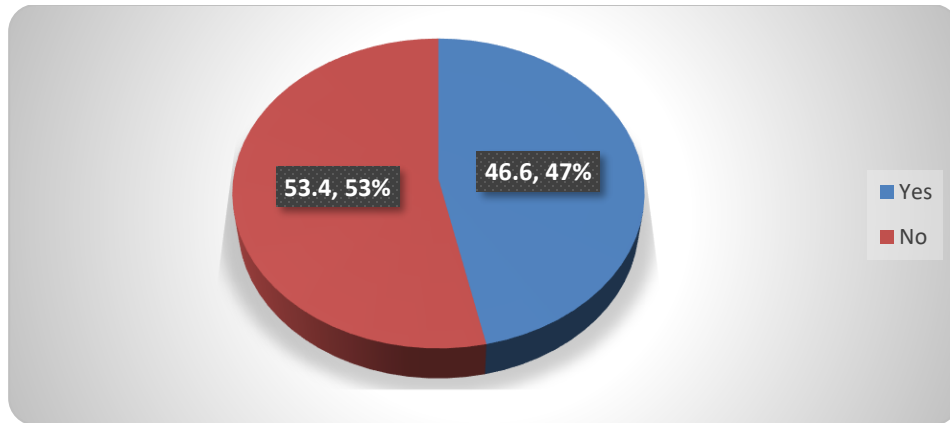
| |
|---|
| Discussions on different topics suggested by the textbook |
| Discussing over different texts given in the textbook |
| Listening to CDs in order to complete listening exercises |
| Write and present different dialogues given by the textbook |
| Discussing in pairs |
| Watching movies occasionally |

| |
|---|
| Completing grammar exercises |
| Write ideas and examples on the board |
| Read texts about different cultures |
| Read texts about English culture |
| Reading texts and answering reading comprehension questions |
| The teacher gives us information about various cultures |
| The teacher gives us different examples |
| Making presentations |
| Making projects |
| Read and practice grammar exercises aloud |
| More in-depth expanding information |
| Making projects on different topics given by the textbook |
| Describe different pictures given in the textbook |
| Share personal experiences |
| Various speaking exercises suggested by the textbook |
| Practice short exchanges suggested by the textbook |

Table 15 presents students’ ideas on communicative activities used in their classes

In response to the question “Is English or American culture taught and considered along with the Albanian one” 53.4% of the respondents answered negatively, while the rest of them, more precisely 46.6% has admitted that English or American culture is taught along with the Albanian one, 60% of whom are students studying in private schools (See Table 4 in Appendix), while the rest, 40% of them are students studying in public schools.

Graph 13 Students’ views on teaching English or American culture along with the Albanian one



Graph 13 shows the students' views on teaching English or American culture along with the Albanian one

The questionnaire participants were also asked the following question "In your opinion, what are some of the main difficulties you encounter while learning English at school?"

The difficulties that high school students encounter during the English Learning process are mainly a lack of listening skills, lack of course books which have listening activities as well as CDs or OHPs, lack of communicative activities in the classroom, deficiency in speaking English, a lack of time for communicative activities, limited knowledge of English.

On the other hand, lack of teaching resources, or lack of authentic materials was another barrier which makes it difficult and prevents students from learning language efficiently in order to use it as fluently as possible. Furthermore, a lack of activities which foster communication as well as the lack of group work activities are seen as key problems among them.

Table 16 Students' main difficulties encountered while learning English at school

| |
|--|
| Limited hours of instruction per week |
| Students' low English proficiency |
| Inability to speak English fluently |
| Lack of Spoken English skills |
| Limited command of English structures |
| Feeling uncomfortable speaking in front of the class |
| Difficult vocabulary of the texts in the course book |

| |
|--|
| Difficulty in understanding the synonyms for the new vocabulary |
| Difficulty with grammar exercises |
| Students' passive style of learning |
| Limited class time |
| Lack of listening skill in the classroom |
| Lack of computers, CDs, OHPs |
| Lack of teaching resources |
| Reading comprehension difficulty |
| Lack of communicative activities |
| Students' different level of English proficiency |
| The use of too much mother tongue in the classroom |
| Difficulties in pronouncing the words with the correct pronunciation |
| Too many grammar exercises |
| Lack of communication in English in the classroom |
| Grammar based examination of "Matura Shtetërore" |
| The quality of English Teaching |
| Using only the course book in the classroom |
| Lack of authentic materials |

Table 16 presents Students' main difficulties encountered while learning English at school

When asked "According to your opinion what is to be changed in your classroom so you can be able to communicate effectively and confidently in English" the respondents have given different answers where among the main things that need to be improved in the English Language Learning process are such as 'there should be a greater variety of teaching resources', 'more teacher-student and student-student interaction', 'more communication in the target language in the classroom, also 'more group work' or even 'a transformation of the whole English Language Learning process'. On the other hand, 'visits or field trips in English speaking countries' are seen as a good opportunity to practice English with native speakers as well as 'a good explanation and practice' also 'adequate and updated textbooks' were some of suggestions made in order to improve English Language Learning in the future.

Table 17 Students' opinion on what could be changed in the classroom in order to be able to communicate effectively and confidently in English

| |
|---|
| Encourage whole class participation |
| Provide visits of native speakers in the classroom to practice communication in English |
| More teacher-student and student-student interaction |
| A greater variety of teaching resources |
| Making communication a priority |
| More communication in the target language in the classroom |
| A transformation of the whole English Language Teaching and Learning process |
| Less grammar exercises |
| More communicative activities |
| More class time dedicated to communication |
| More listening exercises |
| More instruction hours per week |
| More group-work activities |
| More pair-work activities |
| More student-centered teaching and learning |
| A more detailed explanation illustrated with examples and practice |
| Field trips to practice the target language |
| More project work |
| More authentic materials or other materials to supplement the textbook |

Table 17 shows Students' opinion on what could be changed in the classroom in order to be able to communicate effectively and confidently in English

As per division of variables, their specification is as follows:

The independent variables are:

- Motivation towards English Language Learning (measured with 9 items)
- Attitudes towards Traditional English Teaching Methods (measured with 8 items)
- Difficulties in Implementing Communicative Language Teaching in an English Language Teaching Classroom (measured with 8 items)
- Attitudes towards Communicative Language Teaching (measured with 12 items)

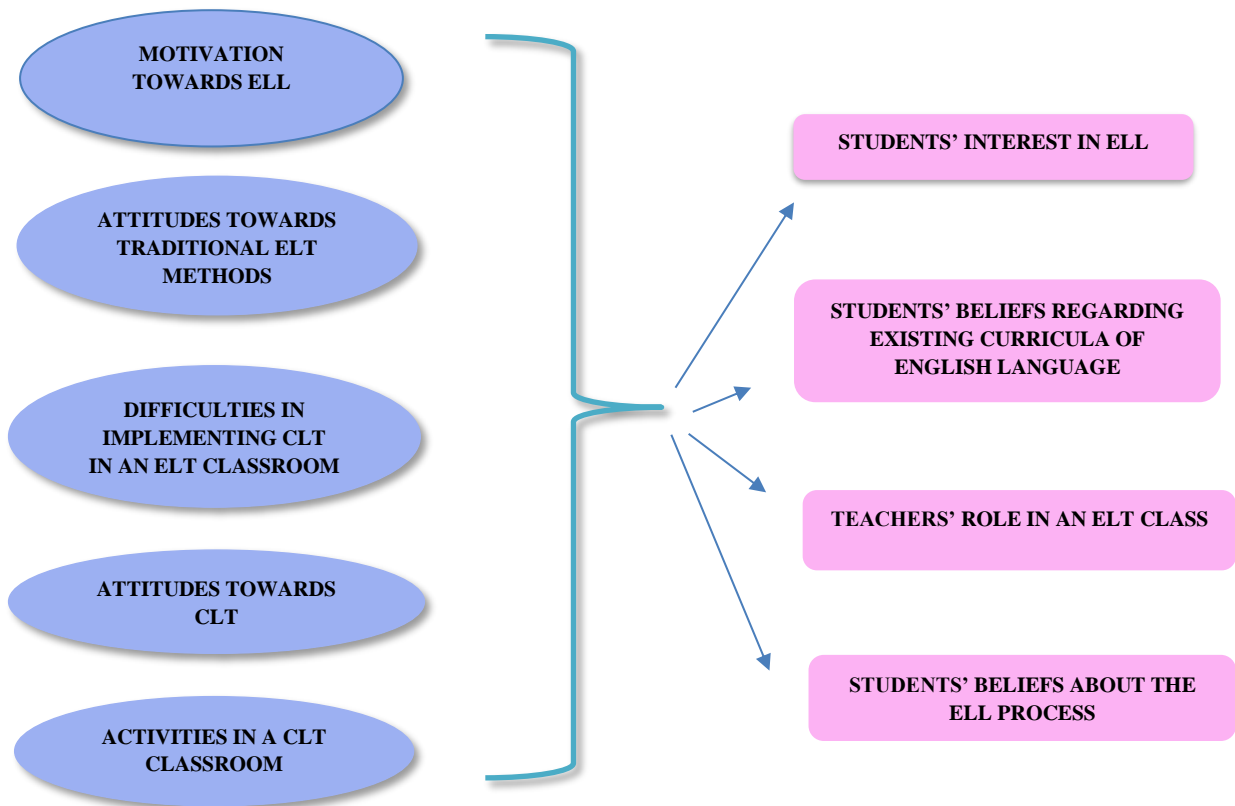
- Attitudes towards Activities in a Communicative Language Teaching Classroom (measured with 8 items)

The dependent variables are:

- Students' interest in Learning English (measured with 5 items)
- Students' beliefs regarding existing Curricula of English Language (measured with 9 items)
- Teachers' role in an English Language Class (measured with 12 items)
- Students' beliefs about the English Language Learning Process (measured with 9 items)

Based on this division, the statistical model of the study is as follows:

Graph 14 The independent and dependent variables



Graph 14 shows the independent and dependent variables

First, these variables are analyzed related to factor weights according to the Principal Component Analysis method which is also the most used method in these studies and their Cronbach Alpha coefficients.

Regarding the variable – Students’ general opinion regarding English language learning – it is noticed that except for the last question which has a factor weight of less than 0.4, all other questions are kept in the further analysis (Table 18). While the coefficient Alpha for these remaining questions has the value of 0.624, which is a considerable value of this coefficient knowing that its maximum value is 1.

Table 18 The factor weight of the variable – Students’ opinion related to English learning

| | Extraction |
|---|-------------------|
| I think learning English is very important in my life | 0,576 |
| I want to use English to contact foreign speakers | 0,709 |
| Three periods a week is enough to learn English | 0,856 |
| Forty-five minutes in three days a week is a sufficient time to learn English | 0,845 |
| I communicate in the target language in a foreign language classroom | 0,388 |

Extraction Method: Principal Component Analysis.

The same analysis is seen for the factorial part of the motivation variable in learning English, where it is noticed that the third and fourth questions have a factor weight of less than 0.4, while all other questions are kept for further analysis. For the remaining questions the value of the Alpha coefficient is 0.817 which has a high reliability value (Table 19).

Table 19 The factor weights of the motivation variable for learning English

| | Extraction |
|--|-------------------|
| I want to learn English because I want to be able to communicate with native English speaker | 0,577 |
| I want to learn English because I want to travel abroad and get to know new cultures | 0,549 |
| I want to learn English because I want to be able to study abroad | 0,354 |
| I want to have high grades in English subject as much as in the other subjects | 0,299 |
| I think an English speaker is socially more respected as he is considered a bilingual person | 0,773 |

| | |
|--|-------|
| I think being able to communicate in English will enable me to find a better job with better income | 0,621 |
| I want to learn English because I want to be able to read books in English as well as better understand my favorite movies and music | 0,651 |
| I think that an appropriate assessment and a fair grading system motivates me to learn English | 0,633 |
| Being able to be a competent communicator in English increases the possibility of employment in the international market | 0,577 |

Extraction Method: Principal Component Analysis

The same is done with the evaluation variable of traditional English language teaching methods, where it is noticed that the factor weights of this variable are all greater than 0.4 while their Alpha reliability coefficient has the value of 0.665 (Table 20).

Table 20 The factor weights of the variable - Evaluation of traditional English language teaching methods

| | Extraction |
|--|------------|
| English teaching in my high school is grammar-focused | 0,648 |
| The language used in the classroom by my teachers is mostly Albanian | 0,712 |
| English Learning in my class is teacher-centered | 0,665 |
| The English textbooks I use now provide me with many opportunities to express myself. | 0,759 |
| I prefer following the English textbooks I use now to learning through struggling to communicate by myself | 0,688 |
| Listening to recordings is seldom used in my classroom. | 0,698 |
| I prefer repetition after the teacher when learning English. | 0,760 |
| I prefer reading out loud different texts and exercises we complete in class | 0,435 |

Extraction Method: Principal Component Analysis

Regarding the evaluation of the existing curriculum in English language teaching it is observed that the factor weights of this variable is greater than 0.4, except the second, fourth and the eighth question. For the remaining questions the value of Alpha is 0.671 (Table 21)

Table 21 The factor weights of the variable - Evaluation of the existing curricula of English language.

| | Extraction |
|--|------------|
| The English textbooks I use now offer me much help in listening to native speakers | 0,602 |

| | |
|--|--------------|
| Structure is the focus of the English textbooks I use now. | 0,388 |
| The English textbooks I use now provide me with many opportunities to express myself. | 0,622 |
| Listening to recordings is seldom used in traditional classroom. | 0,325 |
| The English textbooks I use now include all four language skills: reading, listening, writing, speaking | 0,600 |
| The English textbooks I use in class are mainly focused on reading comprehension and on writing | 0,555 |
| Grammar exercises have a lot of use in my English language class | 0,624 |
| The “Matura Shtetërore” examination system is an obstacle to learning and using English for communication purpose | 0,377 |
| Authentic materials such as newspapers, magazines, brochures, movies, online articles etc. are part of our English class | 0,537 |

Extraction Method: Principal Component Analysis

Regarding the factor weights and Alpha for the variable Students’ opinions in the English language learning process, the table below shows that the factor weight for the questions that measure this variable does not have an allowed value. So, below this value are the questions four, six, eight and nine. All the other questions have their factor weights greater than 0.4, and their Alpha is 0.898 (Table 22).

Table 22 The factor weights for the variable Students’ opinions in the English language learning process

| | Extraction |
|--|--------------|
| The teacher gives me clear instructions when explaining a task | 0,611 |
| The teacher selects the appropriate material which fits my level of English | 0,739 |
| The teacher gives me an appropriate assessment and a fair grading in the English class | 0,781 |
| An effective foreign language learning depends on an effective foreign language teaching | 0,206 |
| My English teacher often creates an atmosphere for us to use English | 0,714 |
| The teacher corrects my mistakes when I speak | 0,310 |

| | |
|---|--------------|
| My English teacher provides us a lot of opportunities for us to communicate with each other in English | 0,568 |
| In a speaking class we often change partners of group work activities | 0,284 |
| Changing partners or group work activities often increases my self-confidence to speak in the classroom and helps to improve my communicative language skills | 0,207 |

Extraction Method: Principal Component Analysis

Regarding the variable that measures the application of Communicative Language Teaching, the data shows that all the questions of this variable have a factor weight greater than 0.4 and therefore further analysis can continue. Their Alpha has the value of 0.774 (Table 23)

Table 23 The factor weights of the variable Application of the Communicative Language Teaching

| | Extraction |
|--|-------------------|
| English is used as a language of communication rather than just a school subject | 0,706 |
| I am familiar in the classroom with communicative method | 0,490 |
| Communicative approach is a student-centered method | 0,628 |
| Communicative approach includes all four skills: speaking, listening, writing, and reading | 0,729 |
| Communicative approach creates a more relaxed atmosphere in class | 0,649 |
| English teaching in my school is not just explaining and practicing grammar rules | 0,580 |
| It is more important for me to be able to speak English than to write it | 0,697 |
| I like speaking English in front of the class. | 0,533 |
| I prefer studying English in the classroom rather than in the language lab | 0,725 |
| I like the way I learn English now. | 0,693 |
| I always feel hesitant to ask questions in front of the class. | 0,720 |
| I practice speaking and listening in the classroom | 0,681 |

Extraction Method: Principal Component Analysis

The data related to the factor weights and the Alpha coefficient of the variable evaluation of the activities used in the English language class are as follows: Except for the questions 4, 5 and 6 all

other questions have a factor weight greater than 0.4, hence these questions can follow further analysis. Their Alpha coefficient has the value of 0.711 (Table 24).

Table 24 The factor weights related to the evaluation of activities that take place during English language learning

| | Extraction |
|--|--------------|
| Working in pairs and small groups helps to improve my skills and increases my self-confidence | 0,639 |
| I enjoy learning English interacting with my classmates in group work activities | 0,706 |
| Group work activities make students have the courage and confidence to speak in the classroom. | 0,749 |
| Changing partners or group work in a speaking activity increases my communicative skills | 0,388 |
| Large class size is an obstacle to using Communicative activities | 0,385 |
| The class time is sufficient to use Communicative activities in class | 0,339 |
| The teacher uses authentic materials in class such as newspapers, magazines, brochures, articles, video etc. | 0,727 |
| The use of audio video material in class helps me to learn better English | 0,422 |

Extraction Method: Principal Component Analysis

As per the variable which measures the difficulties in implementing communicative language teaching in an English language teaching classroom, the data shows that the factor weights, except for the last question, is greater than 0.4 and therefore they can be further analysed. While their Alpha has the value of 0.727 (Table 25).

Table 25 Factor variables of the variable that measures the difficulties in implementing the communicative method in learning English

| | Extraction |
|---|------------|
| Students in my class have a Limited English proficiency and they are not motivated to communicate in English | 0,607 |
| Students in my class are reluctant to participate in communicative activities | 0,557 |
| Classrooms have very few necessary resources (computer, OHP, CD player) to support the communicative activities | 0,600 |

| | |
|--|--------------|
| Classroom management is challenging when communicative activities are used by the teacher | 0,576 |
| The Coursebook is the only teaching material used by the teacher without being combined with alternative teaching material | 0,409 |
| Large class size is an obstacle to using Communicative activities | 0,519 |
| The class time of 45 minutes makes it difficult for the teacher to use communicative language teaching method in the English classroom | 0,510 |
| The “Matura Shtetërore” examination system is an obstacle to learning and using English for communication purpose | 0,358 |

Extraction Method: Principal Component Analysis

Regarding the factor weights of the variable, “the role of the teacher in an English language class” it is noticed that all the questions have weights bigger than 0.4 while their Alpha reliability coefficient has the value of 0.763 (Table 26).

Table 26 The factor weights of the variable teacher’s role in the English language class

| | Extraction |
|---|------------|
| It is difficult to implement a student -centered method in English Language classrooms. | 0,685 |
| Activities such as explanations, writing and examples are not the only role of the teachers | 0,561 |
| Tasks and activities should be negotiated and adapted to suit the students’ needs rather than imposed on them | 0,719 |
| Small group work can replace whole class and formal instruction | 0,548 |
| Group work activities have little use since it is very difficult for the teacher to monitor the students’ performance and prevent them from | 0,665 |
| Using their mother tongue. | 0,565 |
| Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively. | 0,449 |
| The teacher must supplement the textbook with other materials so as to satisfy the widely differing needs of the students. | 0,730 |
| The teacher takes part in classroom activities as a participant. | 0,557 |
| The teacher should be the monitor and facilitator of student learning. | 0,452 |

| | |
|---|-------|
| Group work activities makes me have the courage and confidence to speak in the classroom. | 0,629 |
| Group work and pair work activities should be part of the English Language teaching | 0,790 |

Extraction Method: Principal Component Analysis

In summary, the data for Alpha coefficients are as follows:

Table 27 The Reliability Statistics

| Predictors Variables | Cronbach's Alpha | Number of Items |
|--|-------------------------|------------------------|
| Motivation towards English language learning | 0,817 | 7 |
| Traditional English teaching methods | 0,665 | 8 |
| Difficulties in implementing communicative language teaching in an English language teaching classroom | 0,727 | 7 |
| Attitudes towards communicative language teaching | 0,774 | 12 |
| Attitudes towards activities in a communicative language teaching classroom | 0,711 | 5 |
| Dependent variables | Cronbach's Alpha | Number of Items |
| Students' interest in learning English | 0,624 | 4 |
| Students' beliefs about the English Language Learning Process | 0,898 | 5 |
| Students' beliefs regarding existing curricula of English language | 0,671 | 6 |
| Teachers' role in an English language class | 0,763 | 12 |

An important part of this study is the analysis of the research questions as well as the hypotheses raised for verification.

Therefore, the study is designed to assess the following hypothesis:

1. *Students believe that CLT, together with its appropriate communicative activities, is the right approach toward efficient English language teaching, and it motivates students towards the English language learning process.*
2. *The role of teachers is important in an English language class and the communicative actives that they use on one hand motivate students but on the other hand are challenging and time consuming for teachers.*

-
3. *The existing Albanian curriculum still depends mainly on a traditional approach due to difficulties and challenges in implementing the CLT approach*
 4. *Teachers face various difficulties in implementing the CLT approach as a teaching method as well as in using communicative activities in the classroom.*
 5. *Teachers favour CLT as an approach useful for teaching the four skills in learning English as a foreign language.*
 6. *Teachers find the CLT approach more time consuming for teaching English than the traditional approach.*

Five research questions were identified to follow the data collection process in this study:

1. *Is there a difference in the implementation of the CLT approach in public as opposed to private schools? Where are these difficulties most evident?*
2. *Do the teaching techniques used in the classroom during the English learning process affect student attitudes towards English?*
3. *Is the English Teaching curriculum ready to implement CLT, to meet student needs and their level of English proficiency?*
4. *What are the major difficulties that Albanian EFL teachers encounter in their attempts to adopt CLT in the Albanian context?*
5. *Is the CLT approach used in the classroom and, if so, how?*

Hypothesis 1: Students believe that CLT, together with its appropriate communicative activities, is the right approach toward efficient English language teaching, and it motivates students towards English language learning process.

In order to prove the first hypothesis, the construction of the equation of multiple linear regression is taken as referral, where its general form is:

$$Y_i = b_0 + b_1X_1 + b_2X_2 + \dots + b_nX_n + \epsilon_i$$

An analysis of the multicollinearity between independent variables is made. According to Lind et al. (2010), as a general rule, correlation values between -0.7 and 0.7 do not pose a problem in their relationship with dependent variables.

Thus, referring to the data in the table below, it is noticed that all the correlation coefficients between them are within the allowed values [-0.7; 0.7]. This indicates that the correlation between them does not affect their relationship to each of the dependent variables. This fact is confirmed at the same time by the data regarding the values of Tolerance which are all greater than 0.2 as well

as by the values of VIF (Variance Inflation Factor) which in this case vary from 1.220 to 1.613 knowing that the maximum value allowed is 5 (Table 5 in Appendix).

Table 28 The correlations between independent variables

| | Attitudes towards communicative language teaching | Activities in a communicative language teaching classroom | Difficulties in implementing CLT | Motivation towards English Language Learning | Attitudes towards traditional English teaching methods |
|---|---|---|----------------------------------|--|--|
| Attitudes towards communicative language teaching | 1 | | | | |
| Activities in a communicative language teaching classroom | .575** | 1 | | | |
| Difficulties in implementing CLT | .171** | .120** | 1 | | |
| Motivation towards English Language Learning | .394** | .362** | 0.079 | 1 | |
| Attitudes towards traditional English teaching methods | .170** | .179** | .408** | .220** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

This section will present an analysis of the correlation of these independent variables with the dependent variable of students' general opinion towards efficient English language learning. First, from the analysis of variance, ANOVA, it is noticed that the value of Sig. = 0.000 < 0.05, which results that it makes sense to talk about a correlation between this dependent variable and independent variables (Table 29)

Table 29 Students' interest in learning English

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 63.520 | 5 | 12.704 | 22.502 | .000 ^b |
| Residual | 278.902 | 494 | 0.565 | | |
| Total | 342.422 | 499 | | | |

- a. Dependent Variable: Students' Beliefs
- b. Predictors: (Constant), Communicative Activities, Traditional Approach, Difficulties in implementing CLT Approach, Students' Motivation

An analysis is made in order to see which of the independent variables correlate with the dependent variable - Students' beliefs -. Referring to the data in the table below, there are only four of the 5 independent variables which correlate with the attitude of students as a dependent variable, considering that the respective values of the Sig coefficient are less than 0.05.

Table 30 Multiple regression analysis between independent variables and motivation as a dependent variable.

| Model ^a | R Square | Adjusted R Square | T | Sig. |
|----------------------------------|----------|-------------------|--------|--------------|
| (Constant) | 0.186 | 0.177 | 6.269 | 0.000 |
| Motivation | | | 2.484 | 0.013 |
| Traditional Approach | | | 2.172 | 0.030 |
| CLT Approach | | | 4.640 | 0.000 |
| Difficulties in Implementing CLT | | | -1.050 | 0.294 |
| Activities in CLT Classroom | | | 2.902 | 0.004 |

- a. Dependent Variable: Students' beliefs about learning English

As a result, our equation in this case has the following form:

$$(\text{Students' beliefs about learning English}) = 1.677 + 0.128 (\text{Motivation}) + 0.118(\text{Traditional Approach}) + 0.286 (\text{CLT Approach}) + 0.156 (\text{CLT Activities})$$

From the above equation it can be seen that the independent variables that have entered into correlation are the traditional approach, students' motivation, CLT activities and CLT approach. All β coefficients for these variables are positive, so increasing the values of each of them leads to increasing motivation values. On the other hand, referring to these coefficients, the variable that has the greatest value and consequently the greatest impact in relation to the other variables is the CLT approach, which was expected as the English language learning process cannot be understood without the implementation of this approach.

Hypothesis 2: The role of teachers is important in an English language class and the communicative activities that they use on one hand motivate students but on the other hand are challenging and time consuming for teachers.

To analyze this hypothesis, a referral is made to the construction of the linear multiple regression equation ANOVA, which even in this case shows that for $df (6; 493)$ and $F = 26.343$, the value of Sig. is $0.000 < 0.05$ (Table 31), indicating that there is a significant correlation between this dependent variable and the independent study variables.

Table 31 *The difficulties in implementing CLT approach*

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 251.543 | 5 | 50.309 | 91.075 | .000 ^b |
| Residual | 272.879 | 494 | 0.552 | | |
| Total | 524.422 | 499 | | | |

- a. Dependent Variable: Teachers' role
- b. Predictors: (Constant), Communicative Activities, Traditional approach, Student's motivation, Difficulties in implementing CLT, CLT approach

As a result, our equation in this case has the following form:

$$(Teachers' role) = 0.295 + 0.471 (Communicative Activities,) - 0.176 (Difficulties in implementing CLT) + 0.479 (CLT approach) + 0.260 (Student's motivation)$$

Table 32 *The multiple regression analysis between independent variables and difficulties in implementing the CLT approach as a dependent variable.*

| Model ^a | R Square | Adjusted R Square | t | Sig. |
|----------------------|----------|-------------------|--------|--------------|
| (Constant) | 0.480 | 0.474 | 1.115 | 0.265 |
| Students' motivation | | | 5.096 | 0.000 |
| Traditional approach | | | -1.128 | 0.260 |
| CLT approach | | | 7.872 | 0.000 |

| | | | | |
|----------------------------------|--|--|--------|--------------|
| Difficulties in implementing CLT | | | -3.797 | 0.000 |
| Communicative activities | | | 8.891 | 0.000 |

The equation shows that three of the coefficients β , respectively communicative activities, students' motivation and the CLT approach are positive, showing that these independent variables have a positive impact on the dependent variable teachers' role, while the coefficient Difficulties in implementing the CLT approach has negative values. This can be explained by the fact that the more these challenges and difficulties are faced, the more the work and the efforts of teachers are required.

Hypothesis 3: The existing Albanian curriculum still depends mainly on a traditional approach due to difficulties and challenges in implementing the CLT approach. Referring to the analysis of the construction of the linear multiple regression equation starting from the ANOVA analysis, it is seen that the value of Sig. = 0.000 < 0.05, showing that statistically there is a significant relationship between the dependent variable that evaluates existing curricula and independent variables (Table 33).

Table 33 The existing curricula of English Language

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------------|
| Regression | 91.094 | 5 | 18.219 | 58.976 | .000 ^b |
| Residual | 152.608 | 494 | 0.309 | | |
| Total | 243.702 | 499 | | | |

a. Dependent Variable: Existing curricula

b. Predictors: (Constant), Traditional approach, Motivation, CLT approach, Difficulties in implementing CLT, Communicative activities.

On the other hand, referring to the information in the table below, it is noticed that the independent variables that correlate with the dependent variable are a traditional approach, the CLT approach and the difficulties in implementing CLT and of course the communicative activities that facilitate the learning process. This is because the respective values of Sig. of each of them are less than 0.05. (Table 34).

Table 34 The multiple regression analysis between independent variables and existing curricula as a dependent variable.

| Model ^a | R Square | Adjusted R Square | t | Sig. |
|----------------------------------|----------|-------------------|--------|--------------|
| (Constant) | 0.374 | 0.367 | 5.949 | 0.000 |
| Motivation | | | 1.337 | 0.182 |
| Traditional approach | | | 8.979 | 0.000 |
| CLT approach | | | 7.428 | 0.000 |
| Difficulties in implementing CLT | | | -5.976 | 0.000 |
| Communicative Activities | | | 3.691 | 0.000 |

As a result, our equation in this case has the following form:

$$(Existing\ Curriculum) = 1.177 + 0.361 (Traditional\ approach) + 0.338 (CLT\ approach) + 0.146 (Communicative\ activities) - 0.206 (Difficulties\ in\ implementing\ CLT)$$

From the equation above, it is noticed that a greatest influence among these four factors is the variable of “traditional approach”, followed by “CLT approach” and at the end is listed the variable “communicative activities which facilitate the English learning process”. The variable “difficulties in implementing the CLT approach” has a negative value, indicating that increasing these difficulties undoubtedly reduces the need to update the existing curricula. This was definitely expected because the traditional approach is still part of our existing curricula due to the difficulties in implementing the CLT approach. On the other hand, the coefficient of determinability R² of this equation has the value 37.4%.

Hypothesis 4: Teachers face various difficulties in implementing the CLT approach as a teaching method as well as in using communicative activities in the classroom.

This hypothesis is analyzed by constructing the linear multiple regression equation. First, the ANOVA analysis data shows that for df (5; 494) and F = 54.447 the value of Sig. = 0.000 < 0.05, allowing to conclude that it makes sense to talk about correlation between these variables (Table 35).

Table 35 *The teachers' role in the English language process*

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 66.438 | 5 | 13.288 | 54.447 | .000 ^b |
| Residual | 120.560 | 494 | 0.244 | | |
| Total | 186.998 | 499 | | | |

- a. Dependent Variable: Teachers' role
- b. Predictors: (Constant), Communicative Activities, Traditional approach, Motivation, Difficulties in implementing CLT approach, CLT approach

Referring to the data in the table below, it is noticed that in addition to motivation, all other independent variables have entered into correlation after the respective values of Sig. of them are less than 0.05 (Table 36).

Table 36 *The multiple regression analysis between independent variables and teachers' role as a dependent variable.*

| Model ^a | R Square | Adjusted R Square | t | Sig. |
|----------------------------------|----------|-------------------|--------|--------------|
| (Constant) | 0.355 | 0.349 | 9.419 | 0.000 |
| Motivation | | | -0.505 | 0.614 |
| Traditional approach | | | 3.834 | 0.000 |
| Communicative approach | | | 3.048 | 0.002 |
| Difficulties in implementing CLT | | | 10.336 | 0.000 |
| Communicative activities | | | 3.289 | 0.001 |

As a result, our equation in this case has the following form:

$$\begin{aligned}
 (\text{Teachers' role}) = & 1.657 + 0.137 (\text{Traditional approach}) + 0.123 (\text{CLT approach}) + 0.116 \\
 & (\text{Communicative activities}) + 0.317 (\text{Difficulties in implementing CLT})
 \end{aligned}$$

From the equation above it can be noticed that the highest coefficient and undoubtedly the greatest influence among them is the factor - difficulties in implementing CLT because the greater the difficulties, the greater the workload for the teachers in the English language process. Then are

listed the traditional approach, CLT approach and lastly communicative activities. All coefficients β -ta are positive indicating that the relationship and influence of each of them is right. Moreover, the value of the coefficient R2 is 35.5%.

Hypothesis 5: Teachers favour CLT as an approach useful for teaching the four skills in learning English as a foreign language.

In order to prove this hypothesis, the analysis through the Chi Square independence test serves as a referral. Its data shows that the value of Asymptotic Significance (2-sided) = 0.000 < 0.05, which statistically provides confirmation that the CLT approach is closely related to the four skills used in teaching English, which are referred to as the four macro-skills of nonverbal, thinking, listening, and speaking. (Table 37).

Table 37 Chi-Square Tests about communicative approach

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|---------------------|-----------|--|
| Pearson Chi-Square | 18,269 ^a | 3 | 0,000 |
| Likelihood Ratio | 15,898 | 3 | 0,001 |
| Linear-by-Linear Association | 6,881 | 1 | 0,009 |
| N of Valid Cases | 500 | | |

Hypothesis 6: Teachers find the CLT approach more time consuming for teaching English than the traditional approach.

In order to see if there are really differences between these two approaches in terms of time spent by the teacher during the English language teaching process, the t-test of Independence is used in order to test the homogeneity of these two approaches.

According to Levine's Statistics, it is observed that Sig. = 0.000 < 0.005 showing that these two approaches are not homogeneous. This fact is also confirmed by the different values of their standard deviations where DS Communicative = 0.693 while DS Traditional = 0.987 and as a result further information is provided on the table below. According to the t-test for Equality of Means

Sig. (2-tailed) = 0.000 < 0.05. This finding reveals that there is a significant difference between these two approaches used by teachers in terms of the time they spend implementing each one of them (Table 38).

Table 38 Independent Samples Test between two methods

| Time spent by Teachers | Levine's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|-------|------------------------------|----------------|-----------------|-----------------|-----------------------|---|--------------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 32,967 | 0,000 | 5,708 | 498 | 0,000 | 0,459 | 0,080 | 0,301 | 0,618 |
| Equal variances not assumed | | | 4,793 | 163,011 | 0,000 | 0,459 | 0,096 | 0,270 | 0,649 |

Which of these two approaches is more time consuming for English teachers? The answer to this question is found from the data in the table below, where it is noticed that the average evaluation (M) in relation to the time teachers spend during implementation of the CLT approach is higher compared to the traditional approach, therefore $M_{Communicative} = 3.87$ while $M_{Traditional} = 3.41$. This is certainly due to the use of a variety of communicative tasks and activities in the classroom as well as the performance of these activities within the class time. (Table 39).

Table 39 Group Statistics of the approaches

| Approaches | Time spent by the English Teachers | | | |
|----------------------|------------------------------------|------|----------------|-----------------|
| | Number | Mean | Std. Deviation | Std. Error Mean |
| CLT Approach | 377 | 3,87 | 0,693 | 0,036 |
| Traditional Approach | 123 | 3,41 | 0,987 | 0,089 |

Research Question 1: Is there a difference in the implementation of the CLT approach in public as opposed to private schools? Where are these difficulties most evident?

In order to answer these questions, the t-test of Independence is used in order to see the homogeneity of these two groups of schools (public schools and private schools) using the Levine's Statistics Test.

Therefore, these statistics show that the value of Sig. in Levine's statistics it is $0.202 > 0.005$, which shows that the variances of these two groups of schools regarding the implementation of communication methods are equal, so these two groups of schools are homogeneous (Table 40). This fact is also confirmed by the values of their standard deviations (DS) where $DS_{Public} = 0.725$ and $DS_{Private} = 0.814$ so very close to each other as a value (Table 41).

Table 40 Independent Samples Test between schools

| Difficulties in implementing CLT | Levine's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----------------------------------|---|-------|------------------------------|---------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 1.630 | 0.202 | 7.094 | 498 | 0.000 | 0.497 | 0.070 | 0.359 | 0.634 |
| Equal variances not assumed | | | 6.902 | 365.042 | 0.000 | 0.497 | 0.072 | 0.355 | 0.638 |

Based on this conclusion, the t-test for Equality of Means in the second part of the table serves as a referral, where it is observed that for $t(7.094)$ and $df = 498$ the value of $Sig.(2-tailed) = 0.000 < 0.05$, which shows that it makes sense to talk about statistically significant differences between these two groups of schools in terms of assessing these difficulties that are directly related to the use of the CLT approach.

Table 41 *Group Statistics*

| Difficulties in implementing CLT | Number | Mean | Std. Deviation | Std. Error Mean |
|----------------------------------|--------|------|----------------|-----------------|
| Public school | 310 | 3.60 | 0.725 | 0.041 |
| Private school | 190 | 3.10 | 0.814 | 0.059 |

Where are these differences most noticeable in the implementation of the CLT approach, in public schools or in private schools?

The answer to this question can be found in the above data where it is observed that $M_{Public} = 3.60$, while the average rating for private schools is $M_{Private} = 3.10$. So, in conclusion we can say that the greatest difficulties are observed in public schools due to different factors such as the large number of students in English language classes, classroom resources, students limited English proficiency, etc.

Research Question 2: Do the teaching techniques used in the classroom during the English learning process affect students' attitude towards English?

In order to get the answer to this question the Chi Square independence test is used as a referral. According to the data in the table below, it is noticed that the value of Asymptotic Significance (2-sided) = $0.163 < 0.05$ (Table 41). So, we can say that the teaching techniques used in the classroom for reading comprehension, listening, writing, have a significant impact on the students' attitude towards learning English as well as in their motivation.

CLT is considered an approach which helps increase learners' motivation and taking into consideration that students feel more involvement in the communicative activities it results in students feeling more confident in practicing English.

Table 42 *Chi-Square Tests*

| Chi-Square Tests | | | |
|--------------------|--------|----|-----------------------------------|
| | Value | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 5.122a | 3 | 0.003 |
| Likelihood Ratio | 4.902 | 3 | 0.179 |

| | | | |
|------------------------------|-------|---|-------|
| Linear-by-Linear Association | 4.678 | 1 | 0.031 |
| N of Valid Cases | 500 | | |

Furthermore, $\frac{3}{4}$ of the respondents think that grammar is taught using the deductive method or by explaining the rules on the board. This method is traditionally associated with the grammar-based approach. According to Hymes (1972) the primary focus of CLT is students' communicative competence and it does not rely just on knowing the grammatical forms but on knowing how to use them appropriately in different contexts. Considering that the purpose of the CLT approach is communication, not mechanical learning of grammatical forms, students should be made aware of grammatical forms while engaging them in communicative tasks.

Research Question 3: Is the English Teaching curriculum ready to implement CLT, to meet student needs and their level of English proficiency?

In order to analyze this research question, the construction of the linear multiple regression equation serves as a referral. In the ANOVA analysis it is observed that for df (2: 497) and F = 141,202 the value of Sig. = 0.000 < 0.05, showing that it makes sense to talk about correlation between them (Table 43)

Table 43 ANOVA Analysis

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 85,745 | 2 | 42,873 | 141,202 | ,000 ^b |
| Residual | 150,903 | 497 | 0,304 | | |
| Total | 236,648 | 499 | | | |

- a. Dependent Variable: English proficiency Level
- b. Predictors: (Constant), Students' needs, English Teaching Curriculum

Correlation analysis shows that both variables enter into correlation after the respective values of Sig. for both of these factors are less than 0.05, thus directly affecting the level of English, and as a result, our equation in this case has the following form:

$$(\text{English Proficiency Level}) = 1.646 + 0.524(\text{English Teaching Curriculum}) + 0.117 (\text{Students' needs})$$

Table 44 Multiple regression analysis between independent variables and English Proficiency level as a dependent variable

| Model ^a | R Square | Adjusted R Square | t | Sig. |
|-----------------------------|----------|-------------------|--------|--------------|
| (Constant) | 0,362 | 0,360 | 10,828 | 0,000 |
| English Teaching Curriculum | | | 13,638 | 0,000 |
| Students' Needs | | | 3,619 | 0,000 |

The equation shows that the English Teaching curriculum has the greatest weight in this influence as the coefficient $\beta = 0.524$, followed by the other factor, students' needs in the English language learning process. Their relationship is positive as both coefficients are positive. On the other hand, these two factors explain 36.2% of the change in the values of the English language level variance (Table 44).

One of the most important features of CLT is the development of the four macroskills, in other words "linking the different skills such as speaking, reading, and listening together, since they usually occur so in the real world" (Richards, 2006). Additionally, communicative exercises assist pupils in achieving a level of linguistic independence. Richards emphasizes that "fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns". When the participants were asked about the listening activity designed in the classroom, it is noteworthy to mention that it is barely given any importance to listening skills, more precisely 66.7% of the respondents or 2/3 of them revealed that "listening is performed by only listening to the teacher". Moreover, 90% of them agreed on the fact that "games and other communicative activities should be used in class in order to encourage more communication between students". It is clearly shown that too much work is required in including listening and speaking in our curriculum in order to increase students' English proficiency level as well as to meet their needs for good communication skills in English.

4.1.2. Conclusion

This section has presented the statistical quantitative analyses along with the results. It has also examined the research hypotheses and answered the research questions. The analysis of the data revealed that student participants showed a positive attitude towards group work and pair work, however they emphasized that their classroom is mainly focused on grammar and reading comprehension exercises and they would like more activities practicing speaking such as games and activities which would be very beneficial and would facilitate language acquisition. The findings demonstrated that they were positive about the possible contributions of games and other activities used in the classroom for improving and encouraging more communication between them.

The findings also showed that students face a lot of difficulties during the English Learning process which are mainly related to the lack of listening skills, lack of course books which have listening activities as well as CDs or OHPs, lack of communicative activities in the classroom between them, deficiency in speaking English, lack of time for communicative activities, limited knowledge of English.

On the other hand, the lack of teaching resources, or lack of authentic materials was another barrier which makes it difficult and prevents students to learn the language efficiently in order to use it as fluently as possible. Furthermore, lack of activities which foster communication as well as the lack of group work activities are seen as key problems among them.

It is important for teachers to understand that the main goal of EFL teaching is to encourage learners' communicative competence. However, the findings show that the current teaching methods used by English teachers are not fully appreciated by students.

In addition, the majority of students expressed their disapproval regarding too many grammar exercises used in their classes, as well as the lack of communication in English in their classrooms. Also, the grammar-based examination system called "Matura Shtetërore" is seen as an obstacle in the English learning process because it shifts teachers' focus from communication to grammar. It is noteworthy to mention that the "Matura exam" system shapes teachers' classroom practices and as a result speaking, listening exercises and other communicative activities are neglected. As the

findings revealed the majority of participants pointed out that listening is rarely performed in English classrooms.

In the next section the findings of qualitative results through teacher's interviews will be presented, in order to obtain more detailed and in-depth information about the use of CLT in Albanian schools as well as some major problems English teachers face when they implement CLT approach in their classes.

The next section also addresses the fourth research question, which focuses on the major difficulties English teachers encounter in their attempts to adopt CLT in the Albanian context.

4.2. Teachers' Interview

The purpose of teachers' interviews in this study is mainly to supplement the findings of data collected through survey questionnaires by providing responses not dealt with in the students' questionnaire. Interviewees were selected randomly which would help reinforce the reliability of the research data.

Interviews were carried out with 30 teachers from high schools in Tirana, Durrës, Elbasan, Kavaja, Shkodër. The interview questions were open and semi-structured, but when necessary to obtain more detailed and in-depth information, specific questions were asked. In interviews, interviewees were requested to give opinions on the following topics:

1. Teachers' Attitude towards CLT
2. Questions related to English Language Teaching methodology, particularly CLT
3. Difficulties and Challenges in implementing CLT
4. Questions related to implementing CLT in the English Language Teaching classroom

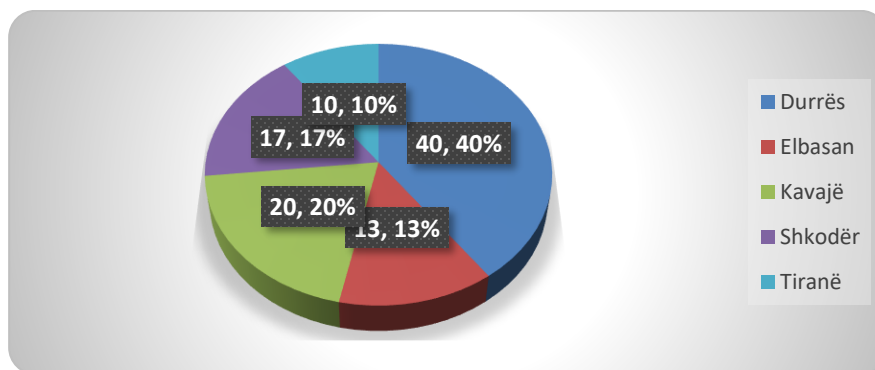
The analysis of the findings from qualitative data is followed by a detailed list of the major problems and difficulties encountered by Albanian teachers regarding the implementation of CLT in their English classes. One of the most important aims of the teachers' interview was to obtain data that explain, firstly, why teachers liked or disliked using CLT in their English classes, and secondly, the findings explain the major problems encountered in the English language teaching process.

4.2.1. Analysis of the Findings from Teachers' Interview

In this first pilot test, English language teachers who teach in high schools in some of the big cities of Albania such as Durrës, Tirana, Shkodër, Elbasan, etc. were taken into consideration in order to see and analyse some of the problems related to the English language learning process regarding methodology which is used in English language classes as well as the challenges or difficulties associated with implementation of the CLT approach. The pilot study took into consideration their age and experience, distribution by gender including not only public-school teachers but also private school ones.

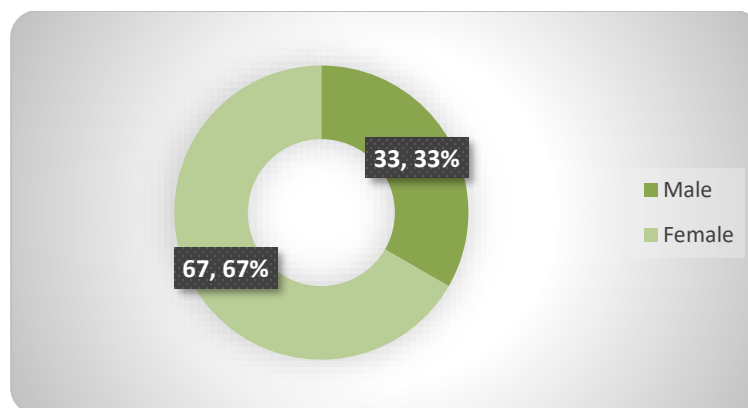
Thirty high school instructor respondents were involved in this research. These teachers are teaching different grades at both public and private schools which are located in either urban or rural areas. The graph below shows that 40% of the respondents are from high schools in the city of Durrës, followed by Kavaja, Shkodra and Elbasan respectively 20%, 17% and 13% and at the bottom with the lowest number is Tirana by 10%.

Graph 15 Distribution by schools



Regarding gender representation, the graph below shows that most teachers are female with 67% and the rest represented by 33% are male (Chart 16).

Graph 16 Gender representation



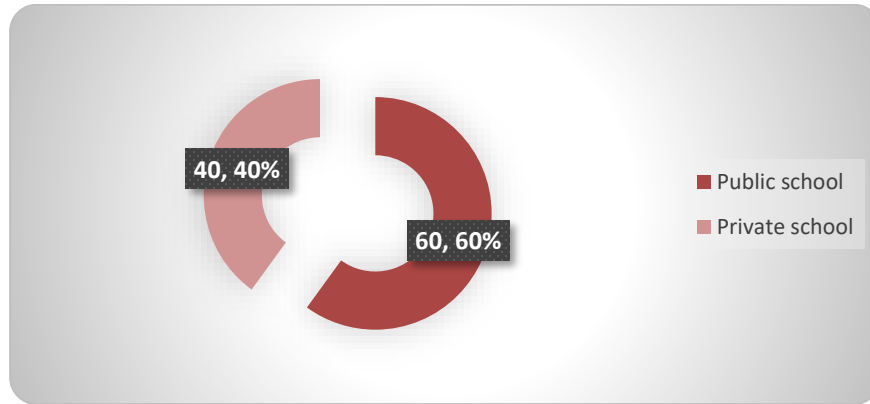
The table below shows the distribution (frequency) of teacher representation by respective schools.

Table 45 *Name of the schools*

| Name of the school | Frequency | Percent |
|--------------------|-----------|------------|
| Kanaparaj | 2 | 7 |
| 14 Nentori | 2 | 7 |
| Cetë | 2 | 7 |
| Dhaskal Todri | 2 | 7 |
| Ernest Koliqi | 1 | 3 |
| Fryme dashurie | 3 | 10 |
| Gjergj kastroiti | 2 | 7 |
| Herbert | 4 | 13 |
| Ibrahim Kodra | 2 | 7 |
| Luz i Madh | 2 | 7 |
| Marie Kaculini | 4 | 13 |
| Oso Kuka | 1 | 3 |
| Rilindja | 1 | 3 |
| Sami Frasheri | 1 | 3 |
| Top School | 1 | 3 |
| Total | 30 | 100 |

On the other hand, good care was taken to include in this analysis both types of schools in Albania, public and private, public ones represented by 60% of the total number while the private ones are represented by 40% of the total.

Graph 17 Types of Schools



According to the Census and Economic Information Center, the percentage of female data was reported at 85.334 % in 2019 (CEICDATA, 2020). Subsequently, the majority of the participants in this study is represented by women, and according to the participants' age, it is noticed that the minimum age of teachers asked is 26 and the maximum is 48. While the average age is 36 years, this age is considered with valuable experience not only to obtain a complete information but also with consistent values for further information throughout the study (Table 46).

Table 46 Descriptive statistics of age

| | Number | Minimum | Maximum | Mean | Std. Deviation |
|-----|--------|---------|---------|------|----------------|
| Age | 30 | 26 | 48 | 36 | 5.9 |

Moreover, evaluating the years of their experience according to the following statistics, the minimum experience of the interviewed teachers is 2 years and the maximum 24 years in teaching English and their average age in teaching is 12 years with a standard deviation of 5.9 years (Table 47).

Table 47 Years in teaching English

| | Number | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------------|--------|---------|---------|------|----------------|
| Number of years teaching English | 30 | 2 | 24 | 12 | 5.9 |

One of the research aspects regarding the implementation of CLT is to examine teachers' attitude towards the CLT approach. It is worth noticing that the majority of the interviewed teachers highlighted that they are familiar with the term Communicative Language Teaching (CLT). Although the majority of the respondents, 77% of them, demonstrated a positive attitude towards CLT as an approach that places more importance on fluency rather than accuracy, it appears on the other hand that some of the teachers, represented by 23%, did not have a clear understanding of CLT. (Table 5). It is evident that the participants' understanding of CLT lies within the field of communication in general, as in a CLT classroom, teachers focus more on fluency rather than accuracy if they intend to improve students' communicative competence.

The CLT approach is accepted as effective by 60% of respondent teachers mainly related with the teaching of grammar and vocabulary while the rest, 40% of them, do not accept this fact. Just like the vast majority of them represented by 87% do not agree with the fact that CLT is a teacher centered approach. 70% of the teachers interviewed agreed on that fact that CLT tries to use authentic materials wherever possible. Once more, it is worthy to mention that all teacher participants showed a clear understanding of CLT principles which it is not a teacher-centered approach but rather a student-centered one and the teacher uses authentic materials in the classroom, in order to boost the learners' communicative skills. A similar trend was seen for the item stating that the curriculum is based more on grammar than communication, 73% of the participants agreed with this fact. Also, regarding the item that the "Matura Shtetërore" examination system hinders teachers from using CLT in their classroom, 67% of the respondents agreed with this fact, whereas 15% did not agree at all while the rest, 18% of them were confused and chose "don't know" as their response (Table 47). It is notable to mention that the majority of teachers in the interview outlined the Albanian Curriculum's significant obstacles, such as being grammar-based or the impact of the external entrance exams on English language teaching, emphasising that the Albanian Curriculum is an exam-oriented education technique that encourages an individualistic learning style that does not encourage much pair or group work collaboration.

Table 48 Summary of the participants' responses with regard to English language teaching methodology, particularly CLT.

| Alternatives | Yes | No | I don't know | Total |
|---|-----|----|--------------|-------|
| Are you familiar with the term Communicative language teaching (CLT)? | 100 | 0 | 0 | 100 |
| (CLT) places more importance on fluency than accuracy | 77 | 23 | 0 | 100 |
| CLT can be used to teach grammar and vocabulary | 60 | 40 | 0 | 100 |
| CLT is teacher-centered | 13 | 87 | 0 | 100 |
| CLT tries to use authentic materials wherever possible | 70 | 30 | 0 | 100 |
| Our curriculum is based more on grammar than communication | 73 | 27 | 0 | 100 |
| The "Matura Shtetërore" examination system hinders you from using CLT in your classroom | 67 | 15 | 18 | 100 |

Table 49 Crosstab on the importance of CLT according to the cities

| City | (CLT) places more importance on fluency than accuracy | | Total |
|--------------|---|-------------|-------------|
| | Yes | No | |
| Durrës | 9 | 3 | 12 |
| % | 41% | 38% | 40% |
| Elbasan | 2 | 2 | 4 |
| % | 9% | 25% | 13% |
| Kavajë | 3 | 3 | 6 |
| % | 14% | 38% | 20% |
| Shkodër | 5 | 0 | 5 |
| % | 23% | 0% | 17% |
| Tiranë | 3 | 0 | 3 |
| % | 14% | 0% | 10% |
| Total | 22 | 8 | 30 |
| % | 100% | 100% | 100% |

Regarding the methodology currently used today in their English teaching classrooms, teachers have been asked some specific questions which are specifically related to their daily work (See Table 2 in the Appendix 5).

In response to Question 1 – What do you believe is the goal of learning English as a Foreign Language? – 46% of the respondents related it mainly to the fact that its goal is being able to communicate; 5 % of them said that its goal is communicating and conveying messages in different fields of knowledge; 10% of them answered that everyone has his individual goals based on the specific needs of learning English; one common goal may be to develop the ability to communicate with other global citizens; 15% of the respondents stated that it increases the chances of getting a good job and another 10% of them that its goal is to help students to communicate either for academic or cultural purposes, while the rest said that because it is the language of international communication.

In response to Question 2 - How often do you communicate with students in English? – 50% of the respondents said that they communicate in English all the time, whereas 30% answered that they communicate in English most of the time or often; and the rest said that they try to communicate every time students have a speaking task or at speaking parts of the lesson.

In response to Question 3 - To what extent do you encourage meaning over accuracy? - the participants' views were different. 30% of the respondents said that accuracy is important, as long as the meaning of the sentence or the paragraph is not messed up; 5% of them stated that they encourage students to use short sentences till they could be able to use the longer ones; another 5% expressed that they ask students to always write down notes from reading of different texts so they can use their notes in speaking; 10% of the participants agreed that communication is important but the message delivered by the students should be clear and accurate, another 5% of them said that they encourage meaning quite a lot, while the rest said that they do it sometimes. The interview findings showed that students do not have a clear understanding of CLT as in their responses they highlighted the importance of accuracy over meaning which does not lie with the CLT principles as according to Richards (2006) CLT focusses on the development of fluency, because “fluency is natural language use occurring when a speaker engages in meaningful interaction and

maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p. 14).

In response to Question 4 - How often do the students communicate with each other in English? 17% of the respondents' answers were almost every day during the time they are in class; 43% of them stated that they encourage students to communicate in English often; 27% said often, unless they don't understand something, while the rest of the respondents were that they need to clarify the meaning of a sentence or a text in their native language or they communicate in English almost every day during English class.

In response to Question 5 - How often do students practice using English in realistic situations? – 14% of the participants responses were often during English lesson; 13% of them said mostly in the dialogues; 27% of the respondents answered sometimes and 17% said when given the opportunity, while the rest said not very often or whenever possible.

In response to Question 6 - How often do students participate in tasks that involve either transferring knowledge, sharing knowledge, or negotiating knowledge? participants responses varied; 3% of them said that they encourage meaning quite a lot; 5% of the respondents answered mostly all the time; 10% of them stated that most of the times they interact with each other sharing information, doing role plays and playing games with new words; 10% said while working in pairs or groups; 30% answered not often, while the rest said rarely,

In response to Question 7 - How important is explicit error correction? – 30% of the respondents expressed that it is very important; 10% said that it is important because they learn from their mistakes and the correction helps students to correct the errors the next time; 17% of them answered that it is important in written language, but it is a little bit difficult to use while in conversation; 7% of the participants expressed that as the result of understanding their errors, students are more able to correct them in the future, so explicit error correction is important, while the rest said that it is necessary or by correcting their errors the learners memorize them and won't repeat them next time. Once more, interview findings revealed that the respondents lacked an understanding of CLT principles because CLT provides opportunities for language learners to experiment with language structures and as Richards (2006) emphasizes teachers should be

tolerant with the errors of all learners while speaking English because when they make those errors, they learn how to build up their communicative competence.

In response to Question 8 - How often do students use authentic materials such as newspapers, magazines, English news on the radio or English news on TV? teachers' responses varied. However, 37% of the respondents expressed that they use them rarely as authentic materials are scarce in our school; 20% said that students mostly use materials from the internet when they have to do different projects; 7% answered they practice English very rarely, mainly during English classes so I think the course book is sufficient for them to use; 13% said that as often as they are asked to, but they do it at home because we don't have the possibility to do it in class, while the rest said that it is hard for students to find these materials as the school does not provide English books or English resources in its library.

In response to Question 9 - What methods do you think are most commonly used in Albanian high school English lessons? - the interviewed teachers revealed various methods and approaches used in English classrooms. 33% of them said that the most common methods in teaching English currently used in our school are mainly traditional ones, sometimes we try to use modern methods too; 5% of the respondents stated that most common method used are the audio-lingual method, that situational language teaching, or oral approach, and sometimes task-based language learning; another 5% answered that traditional methods combined sometimes with more modern methods, while the rest of them said direct method or grammar-translation method.

The responses to Question 10 - Do you think it can be possible to combine English language teaching with developing other skills such as critical and creative thinking? - focus mainly on positive answers; 33% of the respondents answered yes, it is possible to combine both of them; 5% of them said that this combination helps students improve their speaking skills; another 5% agreed that an important task of English language is to enhance critical thinking in learners; while the rest of the responses were such as Yes in this way we will have a good communication and more open mindedness or Yes, we need to make situations as authentic as possible inside the classroom.

In response to Question 11- How important a language skill is it to be able to maintain communication despite having limitations in one's knowledge? – 66% of the respondents stated

that this is very important considering that practice is essential; 3% said that students must be self-confident in what they have already learned and never hesitate to express themselves, while the rest answered that it is quite important.

Finally, in response to the last question 12 - How important is it for students to get a chance to experiment with and try out the language they learn? – 70% of the participants agreed on the opinion that this is the most important thing because they learn in an effective way, while the rest stated that it is very important because it benefits students or the final approach of a language is speaking it, or simply, It is very important.

The following presentation of the data is arranged according to research question 4: What are the major difficulties that Albanian EFL teachers encounter in their attempts to adopt CLT in the Albanian context?

Notwithstanding the fact that a large number of the teachers emphasized that they were aware of the term CLT and had a favorable view toward this approach that emphasizes exchange of information, participants identified some significant obstacles and problems in implementing CLT, such as reading comprehension and grammar-based assessments; a lack of efficient and effective evaluation methods; overcrowded classrooms; insufficient time to prepare materials before classes.

Table 49 summarizes the interview data regarding the difficulties and challenges in implementing CLT in Albanian context, which will be discussed item per item.

Table 50 Difficulties and challenges in implementing CLT

| Items | Not difficult | Somehow difficult | Moderate | Difficult | Very difficult | Total |
|---|---------------|-------------------|----------|-----------|----------------|-------|
| Reading comprehension and grammar-based examinations | 27 | 17 | 17 | 40 | 0 | 100 |
| Lack of efficient and effective assessment methods | 0 | 27 | 33 | 40 | 0 | 100 |
| Large class sizes | 0 | 10 | 20 | 53 | 17 | 100 |
| Lack of preparation time between classes to prepare materials | 3 | 20 | 37 | 40 | 0 | 100 |
| Students' resistance to class participation | 30 | 20 | 50 | 0 | 0 | 100 |

| | | | | | | |
|--|----|----|----|----|----|-----|
| Students' learning style | 13 | 27 | 40 | 20 | 0 | 100 |
| Teachers' confidence in speaking English | 57 | 20 | 13 | 10 | 0 | 100 |
| Teachers' English proficiency | 60 | 20 | 10 | 10 | 0 | 100 |
| Inappropriate curriculum | 10 | 10 | 30 | 37 | 23 | 100 |
| Low-quality of classroom materials | 0 | 0 | 33 | 57 | 10 | 100 |
| Students' English Communicative proficiency | 5 | 0 | 60 | 35 | 0 | 100 |
| Students' lack of motivation to work on their communicative competence | 10 | 0 | 53 | 37 | 0 | 100 |
| Lack of teachers' training | 0 | 20 | 23 | 33 | 24 | 100 |

40% of the respondents indicated that reading comprehension in their classes and the grammar-based examination system known as “Matura Shtetërore” was a major problem. On the other hand, lack of efficient and effective assessment methods is considered difficult by 40% and moderately difficult by another 33%. The reason for this is because English questions on exams are primarily used to measure students’ grammar and vocabulary understanding as well as their writing, whereas listening and speaking is not assessed in those multiple-choice assessments. Furthermore, according to 17% of teachers surveyed, large class sizes make it very difficult to implement this method while for another 53% it is difficult whereas for the rest the level of difficulty is considered moderate or somehow difficult. According to the Ministry of Education, Sport and Youth, MoESY (2019) the minimum number of students in a class has to be 30 and the maximum 35. This makes it hard for them to use group work activities. Moreover, students do not get individualized attention by the teachers, and teachers do not practice differentiation in their teaching, which results to students’ misbehavior and classroom management issues.

Lack of preparation time between classes to prepare materials is accepted as difficult only by 40% of the respondents, while for the rest represented by 37% and for another 20% it is considered as moderate or somehow difficult. It is noteworthy to mention that 50% of the interviewed teachers are of the opinion that, Students' resistance to class participation present has a moderate level of

difficulty in implementing CLT, and this can be explained by their experience in the teaching process as well as the number of years in teaching English.

In the interview, 20% of the respondents identified students' learning style as a difficulty in implementing the CLT approach in their classroom, whereas the rest of the respondents, more specifically by 40% considered it as moderately difficult, while for the rest it was somehow difficult or not difficult at all.

Regarding teachers' confidence in speaking English and teachers' English proficiency different views have been expressed about this issue; for example, it is noteworthy to mention that 10% of the respondents considered this fact an obstacle to implementing this approach. The majority of them by 60% didn't consider it as an obstacle at all while the rest viewed it as somehow difficult or moderately difficult. Malderez & Wedell (2007) pointed out that teachers are the most important factor in the successful implementation of a teaching approach.

The interview findings revealed that advanced level of proficiency would enable teachers to use the target language fluently and confidently in the classroom, to serve as good language models for the students and help them to give appropriate feedback on students.

Inappropriate curriculum is identified as a considerable obstacle by the teachers to implement the CLT approach. 60% of the respondents considered this obstacle as either very difficult or as difficult, whereas 30% of them viewed as moderately difficult, while 20% of the participants thought that inappropriate curriculum is somehow difficult or not difficult at all for implementing the CLT approach. It is noteworthy to mention that the school curriculum should be designed in a way that promotes the CLT approach. Given that the CLT approach focuses on and improves not just reading comprehension skills as well as writing, but also learners' ability to listen and speak, English course content should be centered on the improvement of the students' four macro skill which are reading, speaking, writing, and listening, since communication integrates all those skills. According to Brown (2007) one of the four interconnected characteristics of CLT is focusing on all of the components of communicative competence and not just grammatical or linguistic competence, because by focusing on the communicative potential of language, students would arrive at a degree of language autonomy.

Low-quality of classroom materials is undoubtedly considered to present a considerable level of difficulty and be even very difficult by 67%, while the rest viewed it as moderately difficult.

According to UNICEF (2017), "Spending in the education sector in Albania amounts to 3.1% of GDP, as a combination of mostly public and some private financing. This is below the regional average, and significantly less than the OECD average of about 6.3%" (p. 17). If spending and investment in the area of education increased, it would bring significant long-term benefits in improvement of the learning-teaching process.

In the interview, 35% of the participants expressed their concern about Students' English communicative proficiency, considering this obstacle as difficult in implementing CLT approach, while the rest considered it as moderate difficult. Despite the fact the students start learning English as a second language in the 3rd grade, they still struggle and have poor communicative abilities.

Regarding the item Students' lack of motivation to work on their communicative competence, 37% of the respondents indicated that this obstacle is difficult in implementing this approach, while the rest either considered it as moderate difficult or not difficult at all. It is noteworthy to mention that even though in Students' questionnaire, they emphasized that English is very important for them, and They want to learn English because they want to be able to communicate, most of the students lacked the motivation to communicate in their classroom. Taking into consideration that English is part of the "Matura Shtetërore" examination system, they want to focus more on exam questions, rather than on communicative competence.

Finally, training of teaching staff is cited as a key aspect in supporting CLT adoption by participants interviewed. 60% of the participants reported lack of teachers' professional training a main problem. According to their opinion, lack of enough training in CLT led to a difficulty in implementing this approach in their classrooms. The rest of the participants, more precisely 40% of them, recognized the lack of professional training a moderate or a mild hindrance.

An important part of this teacher's interview is their reflection on the main problems and challenges teachers encounter in their daily work during the teaching process while they try to adopt CLT in their ELT classroom. When asked - Please, list 3 potential problems and difficulties you might

encounter in adopting CLT in your English Language teaching classroom-, the participants expressed different viewpoints which are found in the table below (Table 50).

According to the teachers' comments, the majority of respondents felt that this approach, although enhancing students' motivation, needs a lot of work on both the teacher's and students' parts. The respondents consider implementing CLT a challenge due to difficulties related to classroom management or lack of specific and necessary equipment in teaching English with modern and efficient methods, and which make students' learning more interesting and promote overall academic progress as well as their communicative skills. Also, the lack of teachers' professional training makes CLT difficult to implement, just as the large number of students in the classroom or the limited class time in this subject. Moreover, an obstacle which reflects the clear influence of the English language examination is the teachers' focus more on grammar and reading comprehension rather than on students' communicative skills.

Table 51 Some potential problems and difficulties in adopting CLT in ELT classroom

| No | Some potential problems and difficulties while adopting CLT in ELT classroom |
|----|---|
| 1 | class management |
| 2 | lack of teachers training in CLT |
| 3 | lack of visual aids, authentic materials |
| 4 | textbooks are not appropriate for using CLT |
| 5 | students' exams focus |
| 6 | students' lack of attention in class and their low motivation |
| 7 | students don't practice English outside the classroom for conversational purposes |
| 8 | traditional methods used by the teachers |
| 9 | large size classes |
| 10 | not enough training for a good implementation of CLT in the classroom |
| 11 | lack of equipment (whiteboards, cd players, computers) |
| 12 | class organized according "Matura Shtetërore" examination system |
| 13 | requires a lot of work both on the teacher and students' part despite increasing their motivation |
| 14 | limited class time |
| 15 | teachers are more focused on teaching grammar and practice reading comprehension due to final exams |

Teachers were also asked about suggestions which can support the future implementation of CLT in English Language Teaching, and once more, the participants expressed different viewpoints which are found on the table below (Table 51). Their emphasis is mainly on improving the current examination system of " Matura Shtetërore ", improving the English curriculum and also being updated with more recent teaching methods which are more effective for improving students' communicative skills as well as the whole learning-teaching process.

Regarding other suggestions made by the interviewed teachers for the effective implementation of CLT, the respondents have listed other opinions such as increasing professional training, to prepare teachers to better implement the CLT principles in the classroom including online platforms trainings, which are needed as a result of current conditions in response to issues the sphere of education is going through related to the suspension of face-to-face classes at every level.

Teachers' suggestions also include enhancing students' motivations by using more communicative interaction, reduce teachers' workload so they can focus more on class preparation and a better delivery of the lesson, or reducing class size which is seen as one of the obstacles to practicing CLT as it is considered difficult for teachers to give attention to every student as it is more difficult to monitor classroom activities in larger classes than smaller classes.

Furthermore, teachers suggested changes in English curriculum by including listening and speaking through practices and providing facilities for teachers. It is noteworthy to mention, based on teachers' interview, that despite the proposals of the MoESY to introduce more oral exercises in the Albanian schools, still those proposals are not fully fulfilled, because much work is required in including listening and speaking in our curriculum.

Table 52 Suggestions which can support the future implementation of CLT in ELT classrooms

| No | Some suggestions which can support the future implementation of CLT in EELT classrooms |
|----|---|
| 1 | developing tools and equipment for communicative competence |
| 2 | change of examination system |
| 3 | reduce class sizes |
| 4 | increase professional training to be updated with recent teaching methods including online platforms |
| 5 | reduce teachers' workload so they can focus more on class preparation and a better delivery of the lesson |

| | |
|----|---|
| 6 | provide teacher trainings which are not theory but rather practice |
| 7 | enhance students' motivations by using more communicative interaction |
| 8 | changes in English curriculum by including listening and speaking through practices and provide facilities for teachers |
| 9 | modifying the traditional grammar-based examinations and assess listening and speaking equally |
| 10 | encourage students to strike up the conversations |
| 11 | provide teaching classroom resources and teaching aids such as computers, OHP, CD players, language labs, authentic materials |
| 12 | Integrate technology to spice up lessons and increase student engagement |
| 13 | introduce more oral exercises and role plays |

4.2.2. Conclusion

In this section, an account of teachers' interviews on teaching English using the CLT Approach is given, as well as the major problems and difficulties in implementing CLT in ELT classrooms,

The results of the study revealed that the majority of the teacher participants show a good level of understanding of the CLT principles, emphasizing it as an approach that places more importance on fluency rather than accuracy. They demonstrated a positive attitude towards this approach by putting emphasis on the fact that the goal of learning English is for students to be able to communicate. Despite expressing positive opinions towards the implementation of CLT in ELT classrooms, the findings showed that teachers face many challenges, and a lack of equipment such as whiteboards, OHPs, CD players, computers, classes organized according to the "Matura Shtetërore" examination system, the lack of preparation time, not enough professional training or limited class time make it difficult and challenging for teachers to adopt CLT in ELT classroom.

The findings also revealed that students' exams focus, their lack of attention in class, their low motivation as well as their lack of practice in English outside the classroom for conversational purposes create difficulty in responding to the CLT principles.

In addition, Albanian schools lack visual aids and authentic materials such as projectors, computers, CD players which help in delivering a lesson according to the principles of CLT. Finally, the respondents pointed out that they are more focused on teaching grammar and practice reading comprehension due to final exams which take place at the end of high school. It is noteworthy to

mention that teachers find it difficult to focus on communication when their students have to pass the final English test of “Matura Shtetërore” having to answer questions related to grammar, vocabulary, and reading comprehension. Moreover, participants interviewed identify training of teachers an essential tool in enhancing the establishment of CLT in English classes. Given the final analysis made by the Directorate of Education, after the exam results are published, in order to compare students’ internal and national external exams’ scores, a lot of pressure is put on the teachers for students’ underperformance in those exams.

In the next section, the findings of classroom observation as well as the answer to the last research question, 5 - Is the CLT approach used in the classroom and, if so, how? – will be presented.

4.3. Classroom Observations

The purpose of classroom observation, as the last qualitative data collection instrument in this study is mainly to supplement the findings of data collected through survey questionnaires and teachers interviews by providing responses not dealt with in the quantitative and qualitative data.

The use of this data collection instrument helped find out if the CLT approach is used in the classroom by teachers. Moreover, this data collection is chosen because it is thought as effective with the aim to explore classroom practices used by English language teachers.

The following presentation of the data is arranged according to research question 5: Is the CLT approach used in the classroom and, if so, how?

Classroom observations were carried out with 5 teachers from high schools in Tirana and Durrës who have taught English as a Foreign Language for more than 5 years. After having obtained the approval from the School Principal and from the teachers observed, an observation checklist was used to collect data. The classroom observation checklist investigates CLT use in ELT classrooms as well as teachers and student’s role and behavior, activities and materials used in the classroom and the teaching-learning process according to CLT principles.

4.3.1. Analysis of the Findings from Classroom Observations

The data collected for this study comes from classroom observations of 5 High School teachers as well as their teaching practices. The observations were according to the observation checklist as

well as from notes taken during the observation procedure about teacher instruction as well as her practices and also about teacher-students interaction during the teaching-learning process. Despite the differences in the types of lessons they taught and teaching materials they used, it is worth mentioning that all participants were extremely similar in the way they gave instructions as well as in their procedures. When they gave instructions, their focus was on the structure of the language and the grammar too. In addition, they followed the textbook very carefully. Students were controlled by the teacher; they followed all the exercises of the text as well as all the questions related to the text. Furthermore, the instructions the teacher gave were according to the textbook students used in class, which emphasizes the teachers rely heavily on teaching materials.

4.3.1.1. Classroom Observation 1

The first observation is of grade 11 students on a topic of grammar about Future Continuous and Future Perfect. The topic is about using vocabulary related to teenage food camps and recognizing and using future continuous and future perfect. The classroom consists of two rows of students where three students sit in each desk. The students are part of a private school in Durrës and the total number is 22 students. The teacher V.P has a Degree in English Language Teaching from the University of Durres and has five years of experience. The textbook called 'Focus' is designed by Pearson and approved by the Ministry of Education Sport and Youth in Albania.

When I entered the class, I sat at the back of the classroom because the class was teacher fronted. As soon as the teacher entered the classroom, she greeted them in their first language and the students greeted back in their first language too. After taking attendance, she started checking their homework assigned in the previous lesson. It is noteworthy to mention that it a was a speaking exercise (Ex. 7 Word Store 4E, Collocations) supposed to be completed in pairs with discussion of collocations with a partner. But the teacher assigned it as a homework assignment, checked if it was completed or not and then asked 6 different students to read the completed sentences. After this activity, the teacher asked the students to open their book to page 54 and then look at the photo and read the advert silently. Then she asked students "Have you ever been in a camp and if not where you would like to go"? Students answered "No, we have never been in a camp", but a male student raised his hand and said "I would love to go to a summer camp in England to practice

English. But due to the Covid19 pandemic situation I couldn't go this year but I'm hoping to go, hopefully next year". Another female student raised her hand and said, "I would like to go to a summer camp that "Harry Fultz" Institute organizes in Tirana. It is about robotics and seeing that I love IT I would like to go there next year. It has other activities as well for example learning English, practicing different kinds of sports like basketball and, tennis.". The teacher replied "ok, thank you, very good" and then asked them to read the advert on page 54 and answer the questions 1-3. Students elicited different ideas about Cook Camp, not all the class participated as some of the students raised their hands, but the teacher chose certain students. Some of them had difficulty in expressing their ideas and made some mistakes, and the teacher corrected those mistakes instantly, for example a female student said, "I like to go in the cook camp because I am fond to cook". The teacher interrupted her and instantly corrected "We say – I would like to go to Cook Camp as I am fond of cooking, and I would like to learn how to make new dishes". The student did not continue further with her idea. Regarding the question "Which dishes would you like to learn how to make?" the students started talking among each other in their first language about some traditional dishes and the class was a little bit difficult to manage for the teacher. Then she told them to settle down in their first language and asked them to continue with the next exercise. Some of them started using their phones, and the teacher "threatened" to collect them if they were not put away.

For the next activity, the teacher asked the students to read the grammar focus box and explained to them the use of future continuous and future perfect using, as well, a grammar focus on page 120, at the end of the book. She explained on the board the rules about the grammar points and illustrated them with a few examples. She asked them to write down in their notebooks the examples given by her and at the end she asked students to give her some extra examples of their own choice using Future Continuous (will + be + v-ing) and Future Perfect (will + have + pp of the verb). Then she continued with the next exercise where students had to choose the correct options between two verb tenses which she explained. She gave them some time to finish the exercises and asked them to read aloud. If not chosen correctly, she asked the other students to read the right choice. For the next activity the teacher asked students to work with Ex. 4 and write their schedule for the next day using future continuous. She did not go around the class to check students' work, but she checked their understanding upon the completion of the exercise by asking three of them,

randomly, to read aloud for the class. For the next exercise, ex.5, students were supposed to work in pairs, but the teacher decided to complete this exercise as a whole class activity, and she asked students to ask classmates about their schedule for tomorrow, based on what they have written down in ex. 4. She controlled the classroom by choosing students to ask and answer. The exercise was repeated by a couple of students. It is noteworthy to mention that despite the fact that the classroom was not overcrowded, not a lot of students participated in answering the teacher's questions or the teacher did not ask them to participate. The last activity was planned to be completed within the class time, but the class time was not sufficient to finish it because the bell rang, and she pointed out "We will read ex. 6 next time". The exercise was to write about things students will or won't have done by the end of the day using the prompts given in the text.

At the end she assigned the homework and told them "If you have any question about what I explained in this lesson, we will go over it the next class". She said goodbye to them in English, and she went out of the class.

4.3.1.2. Classroom Observation 2

The second observation is of grade 12 students which is the last year of high school. The lesson was on a topic of reading comprehension about travelling called "Around the Globe". There were three magazine articles in the student book. The topic is about using vocabulary related to travelling and practicing some travel-related adjective-noun collocations. The classroom consists of six rows of students where two students sit in each desk. The students are part of a private school in Tirana and the total number is 19 students. The teacher E.D has a Degree in English Language Teaching from the University of Tirana and has nine years of teaching experience. The textbook called 'Traveller' is designed by Macmillan Publisher and is approved by the Ministry of Education Sport and Youth in Albania.

When I entered the class, I sat at the back of the classroom because the class was teacher fronted. As soon as the teacher entered the classroom, she greeted them in their first language and the students greeted back in their first language too. After taking attendance, she started checking their homework assigned in the previous lesson. The teacher did not collect their homework, but she just made sure everyone had completed them and she asked 3 students to read their homework which

was an essay about “When choosing which career to pursue, what should be taken into consideration?” It was noteworthy to mention that students read their essay and the teacher did not give any feedback on the structure, if there were topic sentences in the beginning of each paragraph or whether the essay was well concluded or not, or whether it contained the correct linking words or phrases.

After this activity, the teacher asked the students to open their books to page 35 and give their opinions on 3 questions “Do you like travelling? Why/Why not?; What is the difference between a tourist and a traveller?; In your opinion, what are the most significant aspects of culture in a society?” Three students chosen by the teacher answered the questions. In one particular situation, when a female students mispronounced the word “significant” the teacher interrupted the student and asked her the right pronunciation after listening to the right pronunciation made by the teacher. The teacher thanked the students and carried on with the next activity.

For the next activity, the teacher asked the students to turn in their books to the next page and list the benefits of travelling given in ex.1, placing them in order of importance beginning with the most important one. It is worth mentioning that only one student answered the question without justifying his opinion, rather, just reading it aloud. Then she asked 3 other students to read the 3 articles aloud. At the end of each article the teacher asked students about the new words encountered in the text. They mention some of them and the teacher explained most of the words by translating into their first language. After reading aloud, the students are asked to answer the reading comprehension questions at the end of each text followed by the next exercise of guessing the meaning of unknown words. It is noteworthy to mention that despite the fact that the classroom was not overcrowded, not a lot of students participated in answering the teacher’s questions or the teacher did not ask them to participate. What is to be emphasized is that the teacher followed all the exercises of the textbook one by one, but she skipped one exercise. This exercise is on speaking where students had to discuss and express freely their opinions about the texts “Which of the three texts did you like the most? Why?”. It is also worth noting that due to the fact that the class observed is the last year of high school, the teacher was more focused on exam-oriented questions such as reading comprehension and grammar exercises rather than on speaking and listening.

Regarding the last activity planned for this lesson, the teacher asked the students to work individually on vocabulary. They had to complete a given table in their textbook with some travel-related adjective-noun collocations. Upon completion students were asked to read their work. The teacher gave students some time to finish their work without moving around and checking on their work. After finishing this exercise, the teacher chose one student to read the exercise aloud. Except the given example regarding the exercise by just one student addressed by the teacher, no further example was asked.

At the end of the lesson the teacher assigned the homework in the workbook. She said goodbye to them in English, and she went out of the class.

4.3.1.3. Classroom Observation 3

The third observation is of grade 11 students. The lesson was a speaking test practice similar to International Speaking Tests. The practice test featured a general explanation of the test structure as well as a number of sample test questions and answers. Students were given the option of timing themselves as they completed each component of the practice test in order to better prepare for the real test. The classroom consists of two rows of students where one student sits in each desk. However, it is worthy to mention that the desks were close to each other and formed a line of 4 students in order for them to communicate and work in groups. The students are part of a private school in Tirana and the total number is 16 students. The teacher G.B has a Bachelor's Degree in English Language Teaching from the University of Tirana and a Master's Degree in Teaching English as a Second Language as well as a PhD in English Language Teaching from an English University in England. She has eight years of experience in English Language Teaching. The textbook called 'Objective Advanced' is designed by Cambridge University Press and is approved by the Ministry of Education Sport and Youth in Albania. It is noteworthy to mention that the teacher due to her educational background has a different English Teaching approach and she integrates the four macro skills emphasized by the linguists, and her lessons planning, and delivery were not exam oriented. What needs to be specified is that the school that I went to for this classroom observation is not an international school but a private one which follows the program approved by the Ministry

of Education Sport and Youth and the subjects are all delivered in Albanian apart from the foreign languages.

The observation procedure was the same as the other observations; I entered the class and I sat at the back of the classroom because the class was teacher fronted. As soon as the teacher entered the classroom, she greeted them in English and the students greeted her back in English. After taking attendance, she started collecting their homework assigned in the previous lesson. Their homework was a written review of a book, a film, a play, or a restaurant. She reminded them that the format, the language used, the structure of their writing as well as the paragraphing will be assessed in their review. She told them that feedback will be shared in the following lesson.

The teacher started her lesson with a starter activity to grab the students' attention at the very start of the lesson. She wrote on the board: "In 3 minutes write as many feeling adjectives as come to mind". She timed and then asked them to read aloud. As the students shared all the adjectives they have written down, she wrote on the board all adjectives. Then she told them "Choose from the list of the adjectives on the board to describe how a candidate might feel about a Speaking Test" The students started giving their opinions about this topic. The teacher did not interrupt students when they made mistakes, however at the end of their sentences she repeated their sentences correcting their errors. She showed in her teaching that she delivered the lesson according to the CLT principles, focusing on fluency rather than accuracy by tolerating the learners' errors as long as the meaning was not compromised.

For the next activity, the teacher explained the task. She said "You are going to improvise a real FCE test practice in groups of three, one being examiner and the others the candidates. You are going to complete 4 parts of the test without a break, to make your practice as realistic as possible. After each part you are going to change roles so that everyone gets the chance to practice. You have approximately 11-14 minutes to complete this test. When you finalize all 4 parts the examiners are going to give feedback based on the exam advice you have on the worksheet". The teacher spread out the worksheets and students started working. Once more, the teacher demonstrated that her teaching techniques followed the CLT practice. She did not only follow the textbook the students use in class, but she used other instructional materials "as a way of influencing the quality of classroom interaction and language use" (Richards & Rodgers, 1986, p. 79).

She moved around the groups and listened briefly to how they were doing. It is worth noting that the role of the teacher in the classroom was closer to the role of a monitor and a facilitator between all participants in the classroom, and if students needed her, she was there to help them. When they finished the exercise, the teacher asked for feedback from each student who had the role of the examiner.

At the end of the lesson, as a plenary, the teacher asked about the key points students discussed during their practice as well as the advice they have to keep in mind during a speaking test. Students raised their hands and shared their notes they took during the speaking practice. She thanked and said goodbye to the students in the target language wishing them to have a good rest of the day. The lesson took 45 minutes, and the teacher was able to conclude her lesson on time.

4.3.1.4. Classroom Observation 4

The fourth observation is of grade 12 students which is the last year of high school. The lesson was on a topic of reading comprehension. The classroom consists of three rows of students where two students sit in each desk. The students are part of a private school in Durrës and the total number is 21 students. The teacher N.G has a Degree in English Language Teaching from University of Tirana and has fifteen years of teaching experience. The textbook called 'Life' is designed by National Geographic Learning and is approved by the Ministry of Education Sport and Youth in Albania. However, the teacher decided to use the textbook 'Towards Matura' designed by Filara Botime Shkollore, an Albanian publishing house, designed especially for the Matura by an Albanian Publisher and approved by the Ministry of Education Sport and Youth which consists of only exercises about grammar and reading comprehension texts similar to the final exam.

When I entered the class, I sat at the back of the classroom because the class was teacher fronted. As soon as the teacher entered the classroom, she greeted them in the target language and the students greeted back in the target language too. After taking attendance, she started checking their homework assigned in the previous lesson about finding the main idea in each paragraph. She asked four students to read their homework and she thanked them. After this activity, the teacher asked the students to open their Matura Book and start reading a reading comprehension text about Cold war. The teacher was too focused on the Matura Exam. As Broughton (2003) mentioned

teachers should “resist pressures which might make examinations dominate teaching” (p.165). Before the reading comprehension task, the teacher brainstormed ideas about the title of the text. After brainstorming, she also used the OHP by helping students with extra materials about the Cold war to attract their attention to make them clearer and more interested in doing the reading activity and understand it better. According to Nunan (1991) in a CLT classroom students should be engaged, motivated, and interested in performing the activities. After giving the students time to read the passage, the teachers asked the students about the meaning of the text and if they had any new words in it. They raised hands and mentioned some of the new words and the teacher asked help from the other students or in case they did not know the meaning of the words she explained by an example or by a synonym. After being clear on the new words, they worked on some comprehension questions, the teacher called some students to read their answers. At the end of each answer, she asked the rest of the students to correct if the answer was not the correct one. It is worth pointing out that even though students had the opportunity to share their ideas about cold war, they mainly talked about the information they read in the text as well as the specific terminology used in the text.

At the end of the lesson the teacher asked students to mention some things from the lesson they learned and assigned the homework by writing it on the board. She said goodbye to them in English, and she went out of the class.

4.3.1.5. Classroom Observation 5

The fifth observation is of grade 12 students which is the last year of high school. The lesson was on a topic of comprehension, language knowledge and grammar. The topic is about a painter who belongs to a movement called abstract expressionism. Students had to read the text and fill in the empty gaps with a word which best fits the gaps. Also, students practiced grammar by putting the verbs in the correct form, and finally students had to work on some synonyms by illustrating them with examples. The classroom consists of three rows of students where two students sit in each desk. The students are part of a private school in Durrës and the total number is 19 students. The teacher K.T has a Degree in English Language Teaching from University of Tirana and has 30 years

of teaching experience. The textbook called 'On Screen' is designed by Express Publishing and approved by the Ministry of Education Sport and Youth.

When I entered the class, as all in other observations, I sat at the back of the classroom because the class was teacher fronted. As soon as the teacher entered the classroom, she greeted them in the target language and the students greeted back in the target language too. After taking attendance, she started checking their homework assigned in the previous lesson about writing a pros and cons essay with the topic "Study abroad or study locally". She collected students' notebooks for later grading. The teacher could have chosen another method of correction for students' written work. As Broughton (2003) pointed out correction might not only come from the student himself or the teacher. According to him, the other students in the class can provide feedback on written work. This can be done by the better students to the weaker ones in pairs. Another option is group work. They can discuss in groups, one another's written work and, when necessary, propose better phrasing and alternate structures.

The teacher asked students to open their books to page 80 and after reading the text they had to fill in the gaps with the missing word. After giving students some time to read the text, she asked them about any new words, and they continued reading and filling in the empty gaps. It is worth mentioning that students did not have opportunity to share their ideas about the text. According to Freeman-Larsen (1986) one of the most striking features of the Communicative Approach is that practically everything is done with a communicative purpose.

For the next activity, students, in turns, had to continue with grammar exercises, by putting the verbs in the correct form and justifying their answers by explaining the verb tense rules. If the answers were not correct, the teacher asked other students to provide the right answer to the rest of the class. Taylor (2014) talked about "Teacher-Controlled Classroom activities" (p.175) where he emphasized that teachers decide what they will teach and, as a result, what the students will learn. He called that a "traditional method of delivering the education" (p.175) which is from the teacher to the student, using a pre-determined curriculum and textbook.

For the last activity, the teacher explained the task. She said "I have written some sentences on the board, and I have underlined some words in each sentence. You are going to work individually and

find a synonym for each of them as well as illustrate them with an example of your own. You have ten minutes time to complete the exercise”. The teacher went round the class checking and she observed that they were having some difficulties finding the synonyms, and, as a result the teacher started helping them by providing the examples and writing them on the board. Taylor (2014) emphasized that the aim of the Communicative Approach is to get learners to converse with one another while the teacher remains silent. Also, it encourages them to think critically. According to him, problem-solving tasks are used to facilitate communication. Johnson & Morrow (1981) talked about three characteristics of the Communicative Approach which are information gap, choice, and feedback. Taylor (2014) explained regarding choice that “if the exercises in the class are tightly controlled so that students can only answer something in one way, that is, they have no choice, and then true communication does not occur” (p.35).

At the end of the lesson the teacher asked students to mention three new words they have learned in this lesson and assigned the homework by writing it on the board. She said goodbye to them in English, and she went out of the class.

4.3.2. Discussions and results

The findings and results will focus on the main aspects of CLT such as teacher’s role, student’s behavior, activities, and materials used in the classroom as well as the teaching - learning process according to CLT principles as explained in the classroom observation checklist (see Appendix 3).

From my observation, it can be seen that in G. D’s class the students were more actively engaged in communicative activities than those in the rest of the classes observed. It looked like they enjoyed the communicative group activities in the class. Students felt good and enjoyed speaking English in small groups. G. D’s class was more communicative in nature than the other classes. The classroom observations revealed the weakness of the English teaching methods in Albanian schools. The findings also disagree with some of teacher interview responses; however, overall, it was encouraging to see that all teachers observed gave instructions in the target language, and as Larsen-Freeman (2000) emphasized, this showed that the target language is not just a subject of study, but also a means of communication in the classroom. It was motivating to sit in G. D’s class, whose observation revealed that students were engaged in communicative activities and the teacher

did not rely exclusively on students' textbook, but she used other teaching materials and she emphasized that choosing and using materials is important, especially in improving communication and student engagement in the activities. Moreover, students were engaged in group work and the teacher planned her lesson well in order to grab students' attention. According to Larsen-Freeman (2000) in CLT environment students' cooperative interactions are facilitated via communicative contact. It allows them to practice negotiating meaning with one another. In addition, she focused on fluency rather than accuracy as well as tolerated students' errors while they gave their opinion throughout the lesson. Finally, the teacher's role was a facilitator and a participant in the learning-teaching process which shows that the classroom is a student - centered one. As also emphasized by Breen and Candlin (1980) "the implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way" (p.110).

On the other hand, the other observations indicated that the teachers used only the prescribed textbooks and the whiteboards in their classrooms. They followed strictly all the exercises of the textbook without linking any of the exercises with the real-life situations. Moreover, every time students made mistakes, the teachers interrupted and corrected them which is contrary to the CLT principles. A lot of students were not active during the lessons, perhaps due to the way the activities were planned as well as because of teachers' motivation. The teachers focused mostly on grammar and vocabulary, which points out teachers' focus on form rather than fluency and communication, which is not correct according to CLT principles, because according to Doughty and Long (2003) CLT is a focus on form, which tends to teach grammar through communicative contexts. Furthermore, the teachers did not move around the class and acted as a controller dominating the classroom situation, which makes the classroom a teacher-centered one. The activities provided by the teachers did not leave students much choice with their answers, even though they might have been correct. Finally, the teachers often interrupted students to correct their mistakes and did not tolerate them even for their pronunciation.

Teacher's role and student's behavior

It seemed that almost all teachers, with the exception of G.B, lacked full understanding of CLT principles which caused unchallenging classes related to students' behaviors as well as their

attitudes. The findings revealed that the classes observed were mostly focused on explicit grammar teaching, reading comprehension, and book focus. Students, with the exception of G.B 's class, did not have opportunities to interact with one other in the target language. Furthermore, the data indicated that teachers planned their lessons addressing questions to students, whereas students were required to provide correct answers to the teacher. According to Breen and Candlin (1980) the teacher assumes different roles in a CLT classroom, such as that of a facilitator, a guide, an independent participant, an observer, and a researcher. Students, on the other hand, act like active participants in the classroom and should be given several communicative activities and opportunities for interaction and communication.

In the first observation, students, demonstrated some behavioral issues and caused an interruption of the lesson. Gardner (2001) pointed out that if the lesson was not interesting and not well-planned by the teacher, the learners will reflect it in their behaviour throughout the learning situation.

Moreover, Taylor (2014) pointed out that teacher's feedback is one of the characteristics of the Communicative Approach, because true communication is meaningful. So, if the teacher does not provide students feedback, it is not really communicative. The observations demonstrated that teachers did not provide feedback for students, but they only corrected their mistakes, or they agreed with them when the answers were correct. Taylor (2014) mentioned that when students use the language creatively and spontaneously, they can make errors and "constant correction is unnecessary and counter-productive" (p.36).

Activities and materials used in the classroom

Classroom observations indicated that teachers did not include various activities or materials in their classroom in order to encourage communication and interaction between the students. Apart from observation 3, all the other ones demonstrated that the teachers followed strictly not only student's textbook, but also all the exercises in it. Supplementary or authentic materials were not a priority for the teachers, so students did not have the chance to experience a communicative classroom, or communicative interactions. They were focused only on the final exam of "matura shtetërore" which was revealed also by the observation of N. G's class, who instead of using the

textbook “Life” designed by National Geographic Learning, decided to use the textbook “Towards Matura” designed by Filara Botime Shkollore, an Albanian publishing house, which consists of only exercises about grammar and reading comprehension texts similar to the final exam. It seemed that the only concern of the teachers is students’ final exam result rather than students’ abilities to communicate in English. If teachers were more careful in planning classroom activities, students would be more challenged, and the classroom would be more engaging. It was clear that all the teachers who were observed in this study did not succeed in doing that. According to Richards & Rodgers (1986) “practitioners of CLT view instructional materials as a way of influencing the quality of classroom interaction and language use as they have the primary role of promoting communicative language use” (p.79).

Additionally, learning grammar rules it is not real communication. According to Taylor (2014) communication must come from the “real world” and be relevant to the students’ lives. As a results. idioms as well as everyday or colloquial expressions that students would use in real life are an important and required aspect of the communication strategy. Students gain a greater knowledge of how native English speakers communicate when these are taught.

Teaching-learning process according to CLT principles

The findings demonstrated that teachers’ understanding of CLT principles was scarce. Almost all the classes observed were focused on grammar teaching, reading comprehension and text-related exercises and the teachers did not provide opportunities for students to communicate in the target language. Furthermore, errors were not tolerated by the teachers and there were no group or pair work activities planned and organized for the learning-teaching process. In addition, learners were not encouraged to correct each-other, and the classroom was dominated by the teacher which demonstrates a student-centered environment. The findings showed that the teaches have not yet moved beyond the traditional way of English Language teaching, they still plan their teaching towards reading rather than some communicative group discussions in class by choosing a text-related topic. Traditional language teaching in the classes observed was still dominant even though students had some speaking practice time, but this practice was directed by the teacher and focused either on grammar or text-related exercises. The teachers should be more conscious about the

benefits of students' interaction using communicative activities with their peers in class rather than reading out sentences. As a result, using more recent teaching methodology, specially CLT, can be more effective and helpful for the students, because if learners interact more with each other in a cooperative classroom environment, they can develop more fluency in language use. As Richards (2006) emphasized, the CLT approach is a movement away from traditional practices and a focus on pair work activities, role plays, group work activities and project work.

Furthermore, Taylor (2014) pointed out that the teacher, rather than being a participant, should be an observer. Students should be talking in small groups, utilizing the language on their own, practicing the sounds, figuring out sentence structure, making mistakes and learning from them.

Table 53 Teachers' observation checklist

| Classroom observation checklist | V.P. | E.D. | G.B. | N.G. | K.T. |
|---|------|------|------|------|------|
| Student centered environment | | | √ | | |
| Student participation is evident during class | | | √ | | |
| Teacher acts as negotiator | | | √ | | |
| Small group discussion | | | √ | | |
| Role-play activities | | | √ | | |
| Use of authentic material from the target language | | | | | |
| Textbooks used in the classroom are not grammar-based | | | √ | | |
| Target language is used during all class time | √ | √ | √ | √ | √ |
| Minimal use of native language during the class | √ | √ | √ | √ | √ |
| Directions for exercises and activities are given in TL | √ | √ | √ | √ | √ |
| Choral repetition and drills | | | | | |
| Oral expression of opinions by students | | | | | |
| Students give each other feedback | | | √ | | |
| Correction is minimal from teacher | | | √ | | |

| | | | | | |
|--|---|---|---|---|---|
| Tolerates learners' errors | | | √ | | |
| Teacher lectures to class | √ | √ | | √ | √ |
| Provides learners with activities that have to be carried out in pairs or groups | | | √ | | |
| Encourages learners to correct each other's errors | | | √ | | |
| Encourages learners to self-correct themselves | | | | | |
| Dominates classroom situations | √ | √ | | √ | √ |
| Monitors classroom situations | | | √ | | |

4.4. Conclusion

In this section, an account of classroom observations of five teachers has been given, who demonstrated the CLT use in their ELT classrooms related to their teaching methodology.

The results of the study demonstrated that despite teachers' positive answers and opinions during the teacher interview, towards the implementation of CLT as well as their good level of understanding of the CLT principles, in reality they showed lack of awareness of CLT principles as their teaching practice was either grammar or vocabulary focused. Four out of five teachers observed seemed unaware of how to use the CLT approach and did not include communicative activities in their teaching-learning process. It appeared that teachers believed that all speaking activities related to textbook exercises were communicative activities, but on the contrary, they showed that the classroom was a teacher-centered one and the students, chosen by the teachers, only answered the questions from the textbook without expressing freely their opinion.

Furthermore, the observations revealed that teachers, with one exception, were focused on preparing their students for the final exam of "Matura Shtetërore". This was even more emphasized by the fourth observation when the teacher instead of using the textbook "Life" designed by National Geographic Learning, decided to use the textbook "Towards Matura" designed by Filara Botime Shkollore, an Albanian publishing house, designed especially for the Matura and approved by the Ministry of Education Sport and Youth which consists of only exercises about grammar and

reading comprehension texts similar to the final exam, even though she used some extra materials with the help of OHP to attract students and make them more clear and interested in the topic.

Finally, it can be concluded that, even though the CLT was not used by all the teachers observed, this study reveals that CLT approach can promote students' communicative abilities and students consider it as an appropriate attitude towards an effective learning environment. The teacher G.B. did her best in providing students with extra materials in order for them to practice the target language, as well as give their opinions and be part of communicative interactions.

In the next chapter, limitations of the study, further implications, and conclusions will be presented.

CHAPTER 5

CONCLUSIONS

5.0 Introduction

Having good English communication skills is very important nowadays. A good communication skill is only achieved when we have an accurate command of the language. The aim of this study was to acknowledge CLT as an effective strategy that aids in the development of individuals' communicative ability. Moreover, this study explored the present situation concerning the implementation of CLT in Albanian High School context.

This chapter presents the research discussions and conclusions.

5.1 Discussions and Conclusions

This study investigates CLT in the EFL context of Albania as well as curriculum design problems and recommendations for effective implementation. Despite the fact that the communicative curriculum was introduced as a new attempt in the Albanian context, the findings revealed that CLT principles have yet to be fully implemented.

In order to examine the implementation of CLT in the Albanian context, different research methods were used in this study, first starting with students' questionnaire, then following with teachers' interview and finally ending with classroom observations. These data were collected in order to answer the following research questions:

- Is there a difference in the implementation of the CLT approach in public as opposed to private schools? Where are these difficulties most evident?
- Do the teaching techniques used in the classroom during the English learning process affect student attitudes towards English?
- Is the English Teaching curriculum ready to implement CLT to meet student needs and their level of English proficiency?

-
- What are the major difficulties that Albanian EFL teachers encounter in their attempts to adopt CLT in the Albanian context?
 - Is the CLT approach used in the classroom and, if so, how?

This study revealed that many teachers still find teacher-centered classroom effective in one way or another. The survey findings showed that although teachers in this study emphasized the use of communicative activities as more effective than formal grammatical competence, still they tend to use traditional approach in favour of CLT approach in their classrooms. Teachers accept CLT approach in theory but not in practice. Traditional methods do not help the students learn the language but on the other hand make them memorize mechanically. As a result, this does not allow students to express themselves freely. On the other hand, learning English for communicative purposes using CLT does not help the learners to focus on grammar rules but on those habits which will help them to communicate their thoughts freely. The findings revealed that students are not given enough exposure to the language. The teachers did not provide students authentic materials such as videos, websites, magazines, newspapers etc. Richards (2006) emphasizes that classroom materials which focus on communicative competence rather than grammatical competence enhance activities which combines accuracy and fluency activities, conversely, dialogs, grammar and pronunciation drills do not disappear, rather they appear as part of a sequence of those activities. Furthermore, teachers, should make greater use of small-group work, because pair and group work give learners more opportunities to practice the language and improve language fluency.

The results for Research question 1 showed that the greatest difficulties are observed in public schools due to different factors such as the large number of students in English language classes, classroom resources, students limited English proficiency, etc. The findings demonstrated that the difficulties in implementing CLT are most evident in public schools and this situation is different in private schools. The classroom observations revealed that the private schools have some teaching resources such as CDs and audio and visual aids and they are characterized by small class sizes with an average of 20 students. In these private schools, teachers have enough time to implement CLT activities in their classroom including group and pair work among students. According to Brown

(2007) teaching and setting have a mutual interaction and are both components which are linked together.

The findings for Research question 2 revealed that students have a strong motivation to learn English. For instance, some students mentioned that English should be used as a language of communication rather than just a school subject; others showed a strong opinion towards learning English since they want to learn English because they want to travel abroad and get to know new cultures, or they want to study in English speaking countries. The results showed that students are aware of the importance of English, and they mentioned that English will enable them to find a better job with better income or it will increase the possibility of employment in the international market. When asked about a successful technique in learning English, most of the students agreed on interaction and on the importance of using communicative activities in the classroom. Their responses demonstrated their desire to learn English in a communicative manner. As a result, these findings revealed that the teaching techniques used in the classroom affect students' attitude towards English because CLT is considered an approach which helps increase learners' motivation and taking into consideration that students feel more involvement in the communicative activities it results in students feeling more confident in practicing English.

Concerning Research question 3, whether the readiness of the curriculum to implement CLT to meet students' needs, the findings showed that the curriculum is ready in terms of meeting students' needs because the purpose of the English curriculum is to improve students' English skills. However, the results showed that the majority of the students agreed on the fact that games and other communicative activities should be used in class in order to encourage more communication between students, as well as it is emphasized the importance of listening skills in the classroom. It is clearly shown that some more work is required in including listening and speaking in our curriculum in order to increase students' English proficiency level as well as to meet their needs for good communication skills in English. In addition, the use of audio and visual aids as well as authentic materials and the use of projectors, computers, CD players which help in delivering a lesson according to the principles of CLT would contribute to the use of CLT during the teaching-learning process.

The results for Research question 4 revealed that students and teachers face a lot of difficulties during the English learning-teaching process which are mainly related to the lack of listening skills, lack of course books which have listening activities as well as CDs or OHP, lack of communicative activities in the classroom between them, deficiency in speaking English, lack of time for communicative activities, limited knowledge of English. Furthermore, low-quality of classroom materials is undoubtedly considered to create a considerable level of difficulty by the majority of teachers. Lack of activities which foster communication as well as the lack of group work activities are seen as key problems among them. Also, the findings showed that the current teaching methods used by the English teachers are not fully appreciated by students. In addition, the majority of students expressed their disapproval regarding too many grammar exercises used in their classes, as well as the lack of communication in English and lack of communicative activities in their classrooms. According to UNICEF (2017), "Spending in the education sector in Albania amounts to 3.1% of GDP, as a combination of mostly public and some private financing. This is below the regional average, and significantly less than the OECD average of about 6.3%" (p. 17). If spending and investment in the area of education increased, it would bring significant long-term benefits in improvement of the learning-teaching process.

The findings of Research question 5 demonstrated that the CLT approach can promote students' communicative abilities and students consider it as an appropriate attitude towards an effective learning environment. However, the results of the observations revealed that teachers were focused mostly on preparing their students for the final exam of "Matura Shtetërore" as well as they found it difficult moving away from the course book exercises and worksheets and they believed that all speaking activities related to textbook exercises were communicative activities. The survey findings showed that although teachers in this study emphasized the use of communicative activities as more effective than a focus on formal grammatical competence, still they tend to use traditional approaches instead of the CLT approach in their classrooms.

The findings were consistent with Harmer (2007) that when students want to express something, communicative activities might be a great way to do so. In other words, when learners want to use the language, they set a goal and establish communication. So, in a CLT classroom, all students need is the desire and the purpose to communicate.

CHAPTER 6

RECOMMENDATIONS AND LIMITATIONS

6.0 Introduction

This chapter presents the recommendations and limitations. Firstly, it begins with some recommendations, then it discusses some suggestions for future research, and finally, this chapter is concluded with some limitations and challenges faced during this study.

6.1 Recommendations

Although, few teachers resulted to have used more CLT approach techniques than the others in this study, one recommendation would be to ask teachers, apart from student's textbook to use other teaching materials and resources which give students possibilities to communicate and interact with one other. If teachers use authentic materials in the classrooms, they provide students with real-life examples of the language as well as teaching the culture of the language. Cultural materials expose students to a live language, which is something that a foreign language learner lacks. As a result, culture is a useful tool that motivates learners to speak and use the target language they are learning.

Another further recommendation would be for the MoESY to alter the "State Matura" examination system, which is designed only to test student's grammatical competence. If the MoESY changes the test from one that assess students' grammatical abilities to a test that assesses communicative abilities, English teachers would change their teaching approach. This is because teachers would like students to succeed in the exams and as a result would be willing to include more communicative activities for their students during their teaching practices.

Another further implication would be for the MoESY to implement an effective teacher training program which can help teachers stay updated on the latest teaching techniques and methods which need to be implemented in the classroom to improve students' communication skills. As Kyriacou (2007) emphasizes, the responsibility for improving and expanding teaching skills does not

rely only on teachers, but rather it is the school's responsibility as well as the agencies' outside the school to make sure that the professional development is facilitated for all the staff of the school. Because these are new techniques that play an important role in the teacher's job, and these training sessions are crucial in order to help students learn and create new teaching techniques which incite students' interest in the classroom as well as encourage their learning. As Larsen-Freeman (2000) emphasized, when students learn a new language, they must learn about how to communicate with that language or how to use the language properly. They are not just learning language structures, but more emphasis is being made on the practice, in other words communication.

Another further recommendaton could be for the MoESY to propose a program to improve the schools' infrastructure. The general infrastructure of the Albanian education system needs to be changed by improving current schools' condition. Classrooms should have internet access, modern technology as well as a language lab system which transforms a passive language class into an active speaking learning environment, where students practice good pronunciation as they provide real samples of the language. Moreover, classrooms should be equipped with computers and OHPs as well as other teaching aids which encourage students' motivation to learn the target language.

Reducing the class size in order to make it possible for teachers to implement the CLT approach would be another further recommendation. According to UNESCO (2017) "about 27% of classrooms in Albania had over 30 students in 2015-2016, and overcrowding is of particular concern in urban centres" (p. 24). Some teachers have reported class sizes exceeding the legal limit of 40 students. "In OECD countries, the average class size is about 21 and 23 for primary and lower secondary schools respectively" (OECD, 2018, p. 43). Larger classrooms tend to be disruptive, and group or pair work activities are more difficult to manage by teachers, as a result by reducing them, students are to perform better and can be more active participants in the classroom. Moreover, in a small class size teachers can identify the language strengths and weaknesses of their students more easily than in a large class size.

A final recommendation would be to implement a Professional Learning Community (PLC) approach in order to improve teachers' collaboration and their teaching and learning techniques, which results in improvement students' outcome. In that way teachers can work collaboratively with each

other in order to develop professionally which may result in improving their teaching and learning techniques through professional development and technical assistance. They could also implement peer-observation plans among schools which help teachers learn from one another's practices. In that way they can share their practices as well as build awareness about the impact of their own teaching by focusing on their own individual needs, but also learning from and giving feedback to peers. By taking a more active role in the learning-teaching process, teachers can contribute to the improvement and effectiveness of the instructional practice. The learning organization according to Senge (1990) is a place "where people constantly expand their capacity to create results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together" (p.3).

In conclusion, the education system is one of the most important fields in a society because it is the source of all other professions. Thus, the Albanian Ministry of Education should take the necessary steps to improve the teaching-learning quality of all subjects, and most particularly English in order to provide firstly, a good future for all Albanian students, secondly to relieve the strain on English teachers who encounter a variety of challenges in teaching the curriculum and putting its concepts into practice.

6.2 Limitations

There were few limitations that occurred with this study. The most important one was the Covid-19 pandemic situation. The academic system went through a statistically rare, but potentially fatal, crisis. The academic system was put under a lot of strain such as school closures, lockdowns, required quarantine periods. This unprecedented pandemic situation had an impact on all doctoral students all over the world as they were required to participate in this critical learning experience in the midst of a global crisis. All the change and uncertainty because of the pandemic situation interrupted motivation and the focus and produced a lot of challenges, including stress and anxiety. Moreover, access to resources, mental health challenges toward completing the work, and uncertainty of finances were some of the challenges experienced during this study.

Another limitation to consider was that certain research findings were generated from a relatively small size sample group. For instance, this study only included a relatively small number of teacher

participants for one of its qualitative data. There were only 30 teacher participants who were interviewed and 5 teachers whose classrooms were observed. Perhaps, the outcomes of the study would have differed if more EFL high school teachers participated in the study.

Additionally, classroom observations were carried out with only 5 teachers from private high schools in Tirana and Durrës. Covid-19 has made it difficult to do the research I have planned because observing more teachers from public schools and in other cities as well would have contributed to more accurate results. First, when I started the data collection, because of Covid-19 pandemic, I had to deliver some of the interviews online. Moreover, conducting observation was a challenge, because I carried out classroom observations only in private schools as due to the pandemic situation protocol it was not easy to get the permission from the Regional School Directorate Office to enter the school premises or access the spaces. Furthermore, although I explained to all the observed teachers my research aims and I was not there to assess their teaching style, my presence in the classroom influenced their teaching style as well as the students' responses.

Finally, because of Covid-19 pandemic restrictions, some of the questionnaires and interviews were delivered and completed online which impacted students' responses. Moreover, even in the cases when the questionnaires were delivered face to face, they were given to the teachers because the directors did not allow the researcher to enter the school premises due to Covid-19 restrictions, so if students had any difficulties in understanding the questions or a misunderstanding, the researcher was not there to clarify any point of the questionnaire which as a result might have impacted the respondents' responses.

6.3 Final conclusions

The primary goal of this study was to recognize the CLT as an efficient method that aids in the development of learners' communicative competence, as well as identifying a range of obstacles and difficulties in implementing CLT in the Albanian EFL context and making some useful recommendations for effective application of this approach in Albanian high schools. This was accomplished by examining students' preferences and their learning experience, along with their attitude and motivation towards learning English, their attitude towards application of traditional

teaching methods and the CLT approach and their attitude towards existing curricula of English language. Additional considerations were, students' perceived difficulties in implementing the CLT approach and the activities used in the CLT classroom together with teachers' understanding of CLT and their views of implementing CLT in their classroom, as well as the reasons why teachers use or avoid using CLT in their instruction by expressing their opinions regarding the CLT approach, and difficulties in its implementation in the classroom.

The analysis of the research findings revealed that the difficulties and challenges in implementation of CLT are interconnected. For instance, the students' answers showed that the difficulties during the English learning process depend on the lack of listening skills, lack of communicative activities in the classroom between them, lack of time for communicative activities, deficiency in speaking English as well as limited knowledge of English, which does not encourage them to be motivated and active in the classroom.

Additionally, teacher's interviews demonstrated that it is challenging to implement the CLT approach without being trained professionally or having large-size classes and a lack of teaching resources and facilities.

Finally, this study is hoped to help Albanian schools develop and improve their English teaching as well as CLT implementation in the Albanian curriculum in order for learners to master a good quality of accuracy and fluency. According to McKay (2002), English is the language of globalization, international communication, commerce, trade, tourism, the media and pop culture and there are various motives for studying it. As a result, the need for effective teaching methods is as great as it has ever been. To conclude, learning English should be a priority, according to Garton et al. (2011), in order to stay up with the century's fast-paced transformation.

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APPENDICES

APPENDIX 1

STUDENTS QUESTIONNAIRE

My name is Brisida Sefa, and I am pursuing a Doctoral Degree in English Language and Literature in the field of Teaching Methodology.

I am conducting research to explore different factors which affect the implementation of Communicative English Language Teaching (CLT) in Albania. I would like to invite you to take part in my research study. Please take time to read the following questions and thank you for completing the interview.

Attitude questionnaire about learning English through the Communicative Language Teaching Approach

I. GENERAL INFORMATION

Q.1 City/Village: _____ (1) (2)

Q.2 Name of the school that you are studying actually: _____

Q.3 Your school is: 1. Public School, 2. Private School (1) (2)

Q.4 You are studying in: 1. General High School, 2. Professional “oriented” High School (1) (2)

Q.5 Grade level: 1. Grade X, 2. Grade XI 3. Grade XII, 4. Grade XIII (1) (2) (3) (4)

Q.6 Gender: 1. Male, 2. Female (1) (2)

Q.7 Age: _____ years

P.8 What is your level of English? 1.Elementary, 2. Lower intermediate 3. Intermediate, 4. Upper intermediate, 5. Advanced (1) (2) (3) (4) (5)

P.9 Do you take tutoring English classes? 1.Yes , 2 No (1) (2)

P.10 If YES how many times a week _____/week

P.11 What is the reason for taking extra English classes? 1. Classes are not enough 2. Class is not efficient, 3. Other (specify)_____ (1) (2) (3)

II. STUDENTS' INTEREST IN LEARNING ENGLISH

Q.12 Please, give your opinion regarding your degree of agreement with the statements listed below.

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|--|--|
| 1 | I think learning English is very important in my life. | (1) (2) (3) (4) (5) |
| 2 | I want to use English to contact foreign speakers. | (1) (2) (3) (4) (5) |
| 3 | Three periods a week is enough to learn English | (1) (2) (3) (4) (5) |
| 4 | Forty-five minutes in three days a week is a sufficient time to learn English. | (1) (2) (3) (4) (5) |
| 5 | I communicate in the target language in a foreign language classroom | (1) (2) (3) (4) (5) |

III. ATTITUDES AND MOTIVATION TOWARDS ENGLISH LANGUAGE LEARNING

Q.13 Please, give your opinion regarding your degree of agreement with the statements listed below

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|--|--|
| 1 | I want to learn English because I want to be able to communicate with native English speakers | (1) (2) (3) (4) (5) |
| 2 | I want to learn English because I want to travel abroad and get to know new cultures | (1) (2) (3) (4) (5) |
| 3 | I want to learn English because I want to be able to study abroad | (1) (2) (3) (4) (5) |
| 4 | I want to have high grades in English subject as much as in my other subjects | (1) (2) (3) (4) (5) |
| 5 | I think an English speaker is socially more respected as he is considered a bilingual person | (1) (2) (3) (4) (5) |
| 6 | I think being able to communicate in English will enable me to find a better job with a better income | (1) (2) (3) (4) (5) |
| 7 | I want to learn English because I want to be able to read books in English as well as better understand my favorite movies and music | (1) (2) (3) (4) (5) |

| | | |
|---|--|---------------------|
| 8 | I think that an appropriate assessment and a fair grading system motivates me to learn English | (1) (2) (3) (4) (5) |
| 9 | Being able to be a competent communicator in English increases the possibility of employment in the international market | (1) (2) (3) (4) (5) |

IV. ATTITUDES TOWARDS THE APPLICATION OF TRADITIONAL ENGLISH TEACHING METHODS

Q.14 Please, give your opinion regarding your degree of agreement with the statements listed below

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|---|--|
| 1 | English teaching in my high school is grammar-focused | (1) (2) (3) (4) (5) |
| 2 | The language used in the classroom by my teachers is mostly Albanian | (1) (2) (3) (4) (5) |
| 3 | English Learning in my class is teacher-centered | (1) (2) (3) (4) (5) |
| 4 | The English textbooks I use now provide me with many opportunities to express myself. | (1) (2) (3) (4) (5) |
| 5 | I prefer following the English textbooks I use now to learning through struggling to communicate by myself. | (1) (2) (3) (4) (5) |
| 6 | Listening to recordings is seldom used in my classroom. | (1) (2) (3) (4) (5) |
| 7 | I prefer repetition after the teacher while learning English. | (1) (2) (3) (4) (5) |
| 8 | I prefer reading out loud different texts and exercises we complete in class | (1) (2) (3) (4) (5) |

V. STUDENTS' BELIEFS REGARDING EXISTING CURRICULA OF ENGLISH LANGUAGE

Q.15 Please, give your opinion regarding your degree of agreement with the statements listed below

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|--|--|
| 1 | The English textbooks I use now offer me much help in listening to native speakers | (1) (2) (3) (4) (5) |

| | | |
|---|--|---------------------|
| 2 | Structure is the focus of the English textbooks I use now. | (1) (2) (3) (4) (5) |
| 3 | The English textbooks I use now provide me with many opportunities to express myself. | (1) (2) (3) (4) (5) |
| 4 | Listening to recordings is seldom used in the traditional classroom. | (1) (2) (3) (4) (5) |
| 5 | The English textbooks I use now include all four language skills: reading, listening, writing, speaking | (1) (2) (3) (4) (5) |
| 6 | The English textbooks I use in class are mainly focused on reading comprehension and on writing | (1) (2) (3) (4) (5) |
| 7 | Grammar exercises have a lot of use in my English language class | (1) (2) (3) (4) (5) |
| 8 | The "Matura Shteterore" examination system is an obstacle to learning and using English for communication purpose | (1) (2) (3) (4) (5) |
| 9 | Authentic materials such as newspapers, magazines, brochures, movies, online articles etc. are part of our English class | (1) (2) (3) (4) (5) |

VI. STUDENTS' BELIEFS ABOUT THE ENGLISH LANGUAGE LEARNING PROCESS

Q.16 Please, give your opinion regarding your degree of agreement with the statements listed below

| No | Items | 1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always |
|----|---|--|
| 1 | The teacher gives me clear instructions when explaining a task | (1) (2) (3) (4) (5) |
| 2 | The teacher selects the appropriate material which fits my level of English | (1) (2) (3) (4) (5) |
| 3 | The teacher gives me an appropriate assessment and grades fairly in the English class | (1) (2) (3) (4) (5) |
| 4 | Effective foreign language learning depends on an effective foreign language teaching | (1) (2) (3) (4) (5) |
| 5 | My English teacher often creates an atmosphere for us to use English | (1) (2) (3) (4) (5) |
| 6 | The teacher corrects my mistakes when I speak | (1) (2) (3) (4) (5) |

| | | |
|---|--|---------------------|
| 7 | My English teacher provides us with a lot of opportunities for us to communicate with each other in English | (1) (2) (3) (4) (5) |
| 8 | In a speaking class we often change partners for group work activities | (1) (2) (3) (4) (5) |
| 9 | Changing partners and group work activities often increases my self-confidence to speak in the classroom and helps to improve my communicative language skills | (1) (2) (3) (4) (5) |

VII. ATTITUDES TOWARDS APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING

Q.17 Please, give your opinion regarding your degree of agreement with the statements listed below.

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|--|--|
| 1 | English is used as a language of communication rather than just a school subject | (1) (2) (3) (4) (5) |
| 2 | I am familiar in the classroom with communicative method | (1) (2) (3) (4) (5) |
| 3 | The Communicative approach is a student-centered method | (1) (2) (3) (4) (5) |
| 4 | The Communicative approach includes all four skills: speaking, listening, writing, and reading | (1) (2) (3) (4) (5) |
| 5 | The Communicative approach creates a more relaxed atmosphere in class | (1) (2) (3) (4) (5) |
| 6 | English teaching in my school is just explaining and practicing grammar rules | (1) (2) (3) (4) (5) |
| 7 | It is more important for me to be able to speak English than to write it | (1) (2) (3) (4) (5) |
| 8 | I enjoy speaking English in front of the class. | (1) (2) (3) (4) (5) |
| 9 | I prefer studying English in the classroom rather than in the language lab | (1) (2) (3) (4) (5) |
| 10 | I like the way I learn English now. | (1) (2) (3) (4) (5) |
| 11 | I always feel hesitant to ask questions in front of the class. | (1) (2) (3) (4) (5) |
| 12 | I practice speaking and listening in the classroom | (1) (2) (3) (4) (5) |

VIII. ATTITUDES TOWARDS ACTIVITIES IN A COMMUNICATIVE LANGUAGE TEACHING CLASSROOM

Q.18 Please, give your opinion regarding your degree of agreement with the statements listed below.

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|--|--|
| 1 | Working in pairs and small groups helps to improve my skills and increases my self-confidence | (1) (2) (3) (4) (5) |
| 2 | I enjoy learning English interacting with my classmates in group work activities | (1) (2) (3) (4) (5) |
| 3 | Group work activities make students have the courage and confidence to speak in the classroom. | (1) (2) (3) (4) (5) |
| 4 | Changing partners or group work in a speaking activity increases my communicative skills | (1) (2) (3) (4) (5) |
| 5 | Large class sizes are an obstacle to using Communicative activities | (1) (2) (3) (4) (5) |
| 6 | The class time is sufficient to use Communicative activities in class | (1) (2) (3) (4) (5) |
| 7 | The teacher uses authentic materials in class such as newspapers, magazines, brochures, articles, video etc. | (1) (2) (3) (4) (5) |
| 8 | The use of audio video material helps me to learn better English | (1) (2) (3) (4) (5) |

IX. DIFFICULTIES IN IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING IN AN ENGLISH LANGUAGE TEACHING CLASSROOM

Q.19 Please, give your opinion regarding your degree of agreement with the statements listed below.

| No | Items | 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree |
|----|--|--|
| 1 | Students in my class have limited English proficiency and they are not motivated to communicate in English | (1) (2) (3) (4) (5) |
| 2 | Students in my class are reluctant to participate in communicative activities | (1) (2) (3) (4) (5) |

| | | |
|---|--|---------------------|
| 3 | Classrooms have very few necessary resources (computer, OHP, CD player) to support the communicative activities | (1) (2) (3) (4) (5) |
| 4 | Classroom management is challenging when communicative activities are used by the teacher | (1) (2) (3) (4) (5) |
| 5 | The Coursebook is the only teaching material used by the teacher without being combined with alternative teaching material | (1) (2) (3) (4) (5) |
| 6 | Large class size is an obstacle to using Communicative activities | (1) (2) (3) (4) (5) |
| 7 | The class time of 45 minutes makes it difficult for the teacher to use communicative language teaching method in the English classroom | (1) (2) (3) (4) (5) |
| 8 | The “Matura Shteterore” examination system is an obstacle to learning and using English for communication purposes | (1) (2) (3) (4) (5) |

X. TEACHERS’ ROLE IN AN ENGLISH LANGUAGE CLASS

Q.20 Please, give your opinion regarding your degree of agreement with the statements listed below.

| | | |
|---|--|---------------------|
| 1 | It is difficult to implement a student -centered method in English Language classrooms. | (1) (2) (3) (4) (5) |
| 2 | Activities such as explanations, writing and examples are not the only role of the teachers | (1) (2) (3) (4) (5) |
| 3 | Tasks and activities should be negotiated and adapted to suit the students’ needs rather than imposed on them | (1) (2) (3) (4) (5) |
| 4 | Small group work can replace whole class and formal instruction | (1) (2) (3) (4) (5) |
| 5 | Group work activities have little use since it is very difficult for the teacher to monitor the students’ performance and prevent them from using their mother tongue. | (1) (2) (3) (4) (5) |
| 6 | Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively. | (1) (2) (3) (4) (5) |
| 7 | The teacher must supplement the textbook with other materials so as to satisfy the widely differing needs of the students. | (1) (2) (3) (4) (5) |

| | | |
|----|--|---------------------|
| 8 | The teacher takes part in classroom activities as a participant. | (1) (2) (3) (4) (5) |
| 9 | The teacher should be the monitor and facilitator of student learning. | (1) (2) (3) (4) (5) |
| 10 | Group work activities makes me have the courage and confidence to speak in the classroom. | (1) (2) (3) (4) (5) |
| 11 | Group work and pair work activities should be part of the English Language teaching | (1) (2) (3) (4) (5) |
| 12 | Group work and pair work partners should be changed often to enhance confidence in communication | (1) (2) (3) (4) (5) |

XI. QUESTIONS RELATED TO ENGLISH LANGUAGE LEARNING

Q.21 Please, give your opinion regarding the statements listed below.

1. What strategies does the teacher use in class for a reading comprehension exercise: 1) reading and translation 2) reading to understand the main idea 3) reading to develop critical thinking 4) other (specify) _____
(1) (2) (3) (4)

2. Is writing important in class: 1. Yes, 2 No (1) (2)

3. What form of writing does the teacher assign you in class: 1) diary/journal writing 2) writing an essay/reports/letter/emails etc. 3) a writing suggested by the text 4) other (specify) _____
(1) (2) (3) (4)

4. How is the listening skill designed in your class: 1) by only listening to the teacher, 2) by listening to different materials on the computer 3) by listening to the CDs (as a supplemental material) 4) it is not performed, or it is rarely performed
(1) (2) (3) (4)

5. How does the teacher explain the grammar in class: 1) by explaining the rules on the board (deductive) 2) by explaining the rules through the examples (inductive) 3) other (specify) _____
(1) (2) (3) (4)

6. Do you participate in games, role plays or other activities in your class: 1) yes 2) no 3) other (specify) _____
(1) (2) (3)

7. Do you think games and other activities should be used in class in order to encourage more communication between students: 1) yes 2) no 3) other (specify) _____ (1) (2) (3)

8. Are you able to start and end an entire conversation in English as you are able to do in Albanian: 1) yes 2) no 3) other (specify) _____ (1) (2) (3)

9. Do you think in Albanian or English to express your ideas: 1. Albanian 2. English (1) (2)

10. What kind of communicative activities are used in your class:

1. _____

2. _____

3. _____

11. Is English or American culture taught and considered along with the Albanian one: 1) yes 2)

no (1) (2)

12. According to your opinion what is to be changed in your classroom so you can be able to communicate effectively and confidently in English:

1. _____

2. _____

3. _____

Thank you!

APPENDIX 2

TEACHERS INTERVIEW

My name is Brisida Sefa, and I am pursuing a Doctoral Degree in English Language and Literature in the field of Teaching Methodology.

I am conducting research to explore different factors which affect the implementation of Communicative English Language Teaching (CLT) in Albania. I would like to invite you to take part in my research study. Please take time to read the following questions and thank you for completing the interview.

Interview about teaching English using the Communicative Language Teaching Approach

I. GENERAL INFORMATION

Q.1 City/Village: _____

Q.2 Gender: 1. Male, 2. Female (1) (2)

Q.3 Age: _____ years

Q.4 Name of the School that you are working actually: _____

Q.5 Your school is: 1. Public School, 2. Private School (1) (2)

Q.6 Number of years teaching English: _____ years

II. TEACHERS' ATTITUDE TOWARDS CLT

Q.7 Table 1 Please give your opinion on the following alternatives:

| No | Alternative | 1. Yes, 2.No, 3. I don't know |
|----|---|-------------------------------|
| 1 | Are you familiar with the term Communicative language teaching (CLT)? | (1) (2) (3) |
| 2 | (CLT) places more importance on fluency than accuracy | (1) (2) (3) |
| 3 | CLT can be used to teach grammar and vocabulary | (1) (2) (3) |
| 4 | CLT is teacher-centered | (1) (2) (3) |
| 5 | CLT tries to use authentic materials wherever possible | (1) (2) (3) |

| | | |
|---|---|-------------|
| 6 | Our curriculum is based more on grammar than communication | (1) (2) (3) |
| 7 | The “matura shteterore” examination system hinders you from using CLT in your classroom | (1) (2) (3) |

III. QUESTIONS RELATED TO ENGLISH LANGUAGE TEACHING METHODOLOGY, PARTICULARLY CLT

Q.8 Please answer the following questions:

1. What do you believe is the goal of learning English as a Foreign Language for your students?

2. How often do you communicate with the students in English?

3. To what extent do you encourage meaning over accuracy?

4. How often do the students communicate with each other in English?

5. How often do students practice using English in realistic situations?

6. How often do students participate in tasks that involve either transferring knowledge, sharing knowledge or negotiating knowledge? E.g. problem solving in pairs, information sharing, role plays or games?

7. How important is explicit error correction?

8. How often do students use authentic materials such as newspapers, magazines, English news on the radio or English news on TV?

9. What methods do you think are most commonly used in Albanian high school English lessons?

10. Do you think it can be possible to combine English language teaching with developing other skills such as critical and creative thinking?

11. How important a language skill is it to be able to maintain communication despite having limitations in one's knowledge?

12. How important is it for students to get a chance to experiment with and try out the language they learn?

IV. DIFFICULTIES AND CHALLENGES IN IMPLEMENTING CLT

Q.9 Please give your answers to the following alternatives regarding the difficulty to incorporate a communicative approach to language teaching in Albanian high schools.

| No | Alternative | 1. Not difficult, 2. Somehow difficult, 3. Moderate, 4. Difficult, 5. Very difficult |
|-----------|--|---|
| 1 | Reading comprehension and grammar-based examinations | (1) (2) (3) (4) (5) |
| 2 | Lack of efficient and effective assessment methods | (1) (2) (3) (4) (5) |
| 3 | Large class sizes | (1) (2) (3) (4) (5) |
| 4 | Lack of preparation time between classes to prepare materials | (1) (2) (3) (4) (5) |
| 5 | Students' resistance to class participation | (1) (2) (3) (4) (5) |
| 6 | Students' learning style | (1) (2) (3) (4) (5) |
| 7 | Teachers' confidence in speaking English | (1) (2) (3) (4) (5) |
| 8 | Teachers' English proficiency | (1) (2) (3) (4) (5) |
| 9 | Inappropriate curriculum | (1) (2) (3) (4) (5) |
| 10 | Low-quality of classroom materials | (1) (2) (3) (4) (5) |
| 11 | Students' English Communicative proficiency | (1) (2) (3) (4) (5) |
| 12 | Students' lack of motivation to work on their communicative competence | (1) (2) (3) (4) (5) |
| 13 | Lack of training | (1) (2) (3) (4) (5) |

Q.10 Please list 3 potential problems and difficulties you might encounter in adopting CLT in your English Language Teaching classroom

1. _____

2. _____

3. _____

Q.11 According to your experience, please provide 3 suggestions which can support the future implementation of CLT in English Language Teaching

1. _____

2. _____

3. _____

Thank you!

APPENDIX 3

CLASSROOM OBSERVATION

Checklist of CLT observable behavior, and activities in the classroom:

| | | |
|--|-----|----|
| Student centered environment | YES | NO |
| Student participation is evident during class | YES | NO |
| Teacher acts as negotiator | YES | NO |
| Small group discussion | YES | NO |
| Role-play activities | YES | NO |
| Use of authentic material from the target language | YES | NO |
| Textbooks used in the classroom are not grammar-based | YES | NO |
| Target language is used during all class time | YES | NO |
| Minimal use of native language during the class | YES | NO |
| Directions for exercises and activities are given in Target Language | YES | NO |
| Choral repetition and drills | YES | NO |
| Oral expression of opinions by students | YES | NO |
| Students give each other feedback | YES | NO |
| Correction is minimal from teacher | YES | NO |
| Tolerates learners' errors | YES | NO |
| Teacher lectures to class (Atlas teaching) | YES | NO |
| Provides learners with activities that have to be carried out in pairs or groups | YES | NO |
| Encourages learners to correct each other's errors | YES | NO |
| Encourages learners to self-correct themselves | YES | NO |
| Dominates classroom situations | YES | NO |
| Monitors classroom situations | YES | NO |

Note: _____

APPENDIX 4

TABLE 1 – NUMBER OF HIGH SCHOOL STUDENTS

The total number of public and private high school students

| Upper-Secondary education - Students Enrollment according to the Ministry of Education and Sport | | | |
|---|----------------------------------|----------------|----------------|
| City | Public | Private | Total |
| Tirane | 25375 | 4315 | 29690 |
| Durres | 8959 | 1503 | 10462 |
| Elbasan | 9100 | 373 | 9473 |
| Mallakaster | 841 | 188 | 1029 |
| Vlore | 5574 | 1157 | 6731 |
| Shkoder | 7279 | 1972 | 9251 |
| Kavaje | 2374 | 504 | 2878 |
| Total | 59502 | 10012 | 69514 |
| Total Students | Total Students Rural area | Public | Private |
| 140042 | 34115 | 125516 | 14526 |
| Upper-Secondary education - Number of High Schools based on type and location | | | |
| Total | Total - rural | Public | Private |
| 497 | 194 | 381 | 116 |

APPENDIX 5

TABLE 2 – TEACHERS’ INTERVIEW ANSWERS

Questions related to English Language Teaching Methodology, particularly CLT

| Q.1. What do you believe is the goal of learning English as a Foreign Language? | | |
|--|------------------|-------------------|
| Answers | Frequency | Percentage |
| being able to communicate | 6 | 20 |
| being able to comunicate | 1 | 3 |
| communicating and conveying messages in different fields of knowledge | 6 | 20 |
| communication in a new language, | 1 | 3 |
| Communication, Culture, studying | 1 | 3 |
| everyone has his individual goals based on the specific needs of learning english. One common goal may be developing the ability to communicate with other global citizens | 2 | 7 |
| Increase the chances of getting a good job. it is also the language of international communication | 1 | 3 |
| it is most widely spoken language. Gives access to more entertainment and more access travelind, and find a good job | 1 | 3 |
| it is the most widely spoken language, find a good job, more access in traveling, entertainment | 1 | 3 |
| the ability to communicate in english | 1 | 3 |
| The goal of learning english is to be able to comunicate in every situations | 1 | 3 |
| to be able to learn and use the language efficiently | 1 | 3 |

| | | |
|--|-----------|------------|
| to be able to understand and speak english in english speaking country | 1 | 3 |
| to communicate | 3 | 10 |
| to help students communicate either for academic or cultural purposes | 1 | 3 |
| to interact with native speakers, to boots achademic achivement, to gain social skills, to enrich personal experiences | 1 | 3 |
| to use english outside class | 1 | 3 |
| Total | 30 | 100 |

Q.2. How often do you communicate with the students in English?

| Answers | Frequency | Percentage |
|--|------------------|-------------------|
| 90% of time | 2 | 7 |
| all the time | 4 | 13 |
| all the time. The higher level of proficiency the more | 4 | 13 |
| Always | 3 | 10 |
| always , during each lesson | 2 | 7 |
| at speaking and reading parts of the lesson | 3 | 10 |
| everytime they have "speaking " exercises | 2 | 7 |
| I communicate everyday english with my students | 1 | 3 |
| most of the times. I try to do my best 70% of the hour | 1 | 3 |
| Often | 8 | 27 |
| Total | 30 | 100 |

Q.3.To what extent do you encourage meaning over accuracy?

| Answers | Frequency | Percentage |
|---|------------------|-------------------|
| 60% o time | 4 | 13 |
| accuracy is important, but not to mess up the meaning of a sentence, paragraph etc, I encourage the student to use short sentences till they could use the longer one | 4 | 13 |

| | | |
|--|------------------|-------------------|
| add more data and notes | 1 | 3 |
| always through reading, listening and practising | 1 | 3 |
| as long as accuracy does not obscure the meaning it is ok | 1 | 3 |
| extend of not distorting the meaning | 1 | 3 |
| extent of not distoring the meaning | 1 | 3 |
| I encourage meaning quaita a lot | 1 | 3 |
| It is important but not to mess up meaning of the sentence , paragraph etc, I encourage students ti use short sentences, till they could use longer ones | 1 | 3 |
| Often | 4 | 13 |
| often often | 2 | 7 |
| Sometimes | 8 | 27 |
| they should try to use the expressions they even if they are not used correctly | 1 | 3 |
| Total | 30 | 100 |
| Q.4. How often do the students communicate with each other in English? | | |
| Answers | Frequency | Percentage |
| all the time | 1 | 3 |
| Always | 1 | 3 |
| as long as students understand me | 1 | 3 |
| as long as the students understand me | 1 | 3 |
| in English classes and clubs | 4 | 13 |
| Not very often | 1 | 3 |
| Often | 8 | 27 |
| I encourage students often | 5 | 17 |
| They communicate in english almost everyday | 5 | 17 |
| very often with role play activities | 1 | 3 |
| Whenever there are speaking tasks or before a reading exerices | 1 | 3 |

| | | |
|--|------------------|-------------------|
| when the situation pops up | 1 | 3 |
| Total | 30 | 100 |
| Q.5. How often do students practice using English in realistic situations? | | |
| Answers | Frequency | Percent |
| almost every lessons | 2 | 7 |
| often in English lessons | 2 | 7 |
| mostly in the dialogues | 4 | 13 |
| not very often | 2 | 7 |
| Often | 5 | 17 |
| Sometimes | 8 | 27 |
| they practice english every day | 1 | 3 |
| very often | 1 | 3 |
| when given the opportunity | 3 | 10 |
| whenever the possibility. I always try to include topics from everyday situations | 2 | 7 |
| Total | 30 | 100 |
| Q.6. How often do students participate in tasks that involve either transferring knowledge, sharing knowledge or negotiating knowledge? | | |
| Answers | Frequency | Percentage |
| I encourage meaning quite a lot | 1 | 3 |
| Always | 2 | 7 |
| as often as they are asked to | 4 | 13 |
| Mosstly all the time | 2 | 7 |
| not often | 4 | 13 |
| Often | 6 | 20 |
| Sometimes | 5 | 17 |
| The most of the times they interact with each other sharing info, doing role plays and playing games with new words | 3 | 10 |
| they involve themselves good in pair work, group work | 2 | 7 |

| | | |
|--|------------------|-------------------|
| very often | 1 | 3 |
| Total | 30 | 100 |
| Q.7 How important is explicit error correction? | | |
| Answers | Frequency | Percentage |
| very important as long as it is done tactfully | 1 | 3 |
| as the result of understanding their errors, students are more able to correct them in the future, so I think it is important to explicit error correction | 2 | 7 |
| I think is important because we learn from our errors and this help students to correct the errors the next time. | 2 | 7 |
| Important | 5 | 17 |
| it is important if it is essential to the meaning of sentences | 1 | 3 |
| it is very important to correct students while speaking | 5 | 17 |
| somehow important | 1 | 3 |
| Sometimes | 1 | 3 |
| sometimes it is necessary | 1 | 3 |
| They communicate in english almost everyday | 1 | 3 |
| This is important in written language but it is a little bit difficult to use well in conversation | 1 | 3 |
| very important | 6 | 20 |
| very important as long as it is done tactfully | 1 | 3 |
| very important especiallly in writting | 1 | 3 |
| when it is related with the correct meaning of what are they saying | 1 | 3 |
| Total | 30 | 100 |
| Q.8. How often do students' use authentic materials such as newspapers, magazines,English news on the radio or English news on TV | | |
| Answers | Frequency | Percentage |
| 50% of the time | 1 | 3 |

| | | |
|---|-----------|------------|
| as often as they are asked to | 1 | 3 |
| I always make relations with news, magazines and the last info I take | 1 | 3 |
| not often | 8 | 27 |
| not often. However, I personally try to use extra materials in class | 2 | 7 |
| rarely, when the teacher assigns one | 4 | 13 |
| rarely, when the teacher assigns one | 1 | 3 |
| Sometimes | 5 | 17 |
| sometimes depending on the lesson | 2 | 7 |
| sometimes is important | 1 | 3 |
| students mostly use materials from internet | 2 | 7 |
| they practice english very rarely | 2 | 7 |
| Total | 30 | 100 |

Q.9. What methods do you think are most commonly used in Albanian high school English lessons?

| Answers | Frequency | Percentage |
|--|------------------|-------------------|
| audio lingual methods, direct methods, silent way | 1 | 3 |
| different methods including traditional ones | 1 | 3 |
| direct method and grammar , transpation method | 1 | 3 |
| direct methods, grammar, translation methods | 1 | 3 |
| every time they have an english lesson | 1 | 3 |
| Focus, Spark on screen | 1 | 3 |
| grammar method | 1 | 3 |
| grammar translation etc | 1 | 3 |
| Textbooks | 2 | 7 |
| The audio lingual method, communicative language approach, task based language learning. | 1 | 3 |
| the classroom method | 2 | 7 |
| traditional methods | 3 | 10 |

| | | |
|--|------------------|-------------------|
| traditional methods such as books, cd, blackboard and notebooks | 1 | 3 |
| traditional methods with sometimes modern methods | 1 | 3 |
| traditional methods, sometimes modern methods | 10 | 33 |
| we are trying to use student centered methods | 2 | 7 |
| Total | 30 | 100 |
| Q.10. Do you think it can be possible to combine English language teaching with developing other skills such as critical and creative thinking? | | |
| Answers | Frequency | Percentage |
| I think it could be done | 5 | 17 |
| it can be possible | 5 | 17 |
| it is possible to combine both of them. This is gona help students improve their speaking skills | 1 | 3 |
| it is very important | 1 | 3 |
| Surely an important task of english language is to enhance critical thinking in learnersthrough the assessment methods the teacher uses | 1 | 3 |
| Surely, an important task of english language teachers is to enhance critical thinking in learners through the assesment methods the teacher uses | 1 | 3 |
| Very important | 1 | 3 |
| Yes | 10 | 33 |
| yes in this way we will have a good communication and open mindeness | 1 | 3 |
| yes the texts are using help the students to think critically and creatively | 1 | 3 |
| yes, I do | 1 | 3 |
| yes, it is | 1 | 3 |
| Yes, we need to make situations as authentic as possible inside the classroom | 1 | 3 |
| Total | 30 | 100 |

| Q.11. How important a language skill is it to be able to maintain communication despite having limitations in one's knowledge? | | |
|---|------------------|-------------------|
| Answers | Frequency | Percentage |
| Important | 6 | 20 |
| it can be able | 3 | 10 |
| it is important | 4 | 13 |
| it is really important | 4 | 13 |
| not known | 1 | 3 |
| once or twice a month | 1 | 3 |
| practicing is essential | 2 | 7 |
| quite important | 2 | 7 |
| students must be self confident in what they have already learned and never hesitate to express themselves | 1 | 3 |
| the language skill is important to be developed naturally, so no to cause anxiety among students | 2 | 7 |
| very important | 4 | 13 |
| Total | 30 | 100 |
| Q.12. How important is it for students to get a chance to experiment with and try out the language they learn? | | |
| Answers | Frequency | Percentage |
| All the teachers should encourage the students to take risks, I think courage is the most important in learning a language | 2 | 7 |
| it is really important | 4 | 13 |
| it is very important | 4 | 13 |
| really important | 4 | 13 |
| This is most important thing because they learn in an effective way | 1 | 3 |
| very important | 1 | 3 |
| very important | 8 | 27 |
| very important because it is a benefit for students | 2 | 7 |

| | | |
|--|-----------|------------|
| very important because this is benifit for studying and it help us | 1 | 3 |
| very important, the final approach of a language is speaking it | 1 | 3 |
| very important. Yhe final approach of a language is speaking it | 2 | 7 |
| Total | 30 | 100 |