

## EFL Teachers' Perception and Implementation of the Speaking Communicative Activities at (Luminus and Advance) English Training Centers in Basra: A Study in Applied Linguistics

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**Abstract:-** *The purpose of this study is to investigate the perception of the speaking communicative activities (henceforth, SCA) held by EFL teachers in two English training centers in Basra: Luminus Language Solutions (henceforth, LLS) and Advance (henceforth, ATC) and their implementation of these activities. The SCA include different activities such as (information gap, role-play, interview, problem-solving, games, simulations, etc. The sample consisted of 23 EFL teachers from both centers: 11 EFL teachers from LLS and 12 EFL teachers from ATC English training centers. The main method of data collection used for this quantitative study in applied linguistics comprised a questionnaire for EFL teachers in both training centers.*

*The research reveals that there are differences between EFL teachers in both centers in terms of their perception and implementation of the SCA. EFL teachers at LLS are found as more perceivers and implementers of these activities. It has been found out that EFL teachers at Advance English training center perceive and implement the SCA marginally, whereas EFL teachers at LLS perceive these activities moderately and implement them frequently. However, none of the teachers in both training centers had clear perception of the SCA. The results of this study also point out a small degree of correspondence between EFL teachers' perception and their implementation of the SCA. Nonetheless, many discrepancies between EFL teachers' perception and implementation are discovered. In general, the range of the SCA perception held by EFL teachers at Advance English training center is between limited to none, while their implementation of the SCA ranges between minimal to none. The perception of the SCA held by their counterparts at LLS ranged from moderate to none, whereas their implementation of the SCA ranged from frequent to minimal.*

**Keywords: Applied Linguistics, Speaking Communicative Activities, English Training, Basra**

### 1. Introduction

Various activities are performed by English as a foreign language (henceforth, EFL) teachers in the communicative classroom mainly to improve the four language skills (reading, writing, listening and speaking). The SCA including (information gap, role-play, interview, problem solving, games, simulations, etc.) help students have more chance to talk to lots of classmates without a fear of making mistakes. The aim of using these activities is to enhance students' communicative competence (Ying, 2010:3). Generally, the SCA are 'fluency-based' (cited in Al-Twairish, 2009:44), which encourage meaningful and purposeful interaction between students, where they bridge an information gap, ask for or give real information, find out about the opinions of the other students, etc. For a successful implementation of the SCA, the classroom must be student-centered and the activities must be "interactive, authentic, purposive, and contextualized" (Richards & Rodgers, 1982:163).

#### 1. The communicative and non-communicative activities in communicative language teaching

The SCA are designed to provoke spoken communication between students or between a

teacher and student. Students are involved in the activities that give them both the desire to communicate and a purpose that involves them in a varied use of language (Harmer, 1991:51). In CA, students must have a desire to communicate, and there must be some communicative purposes to their communication. Of course, their attention will focus on the content of what they are saying rather than the form. They will use a wide variety of language, and the teacher will not interfere by telling students they have made mistakes. For non-communicative activities, there will be no desire to communicate, nor will students have a communicative purpose. Ss are involved in repetition or substitution drills so that they can be motivated by the need to attain accuracy, not by a desire to achieve a communicative objective. In these activities, the emphasis will be on the form of the language, not the content (Ngan, 2013:13). Harmer (1991:122) divides the CA into eight categories.

The above activities encourage students' spontaneous speaking and they do not depend on their age or level. Harmer (2007:70) classifies six characteristics of the CA in comparison with their non-communicative counterparts as follows:

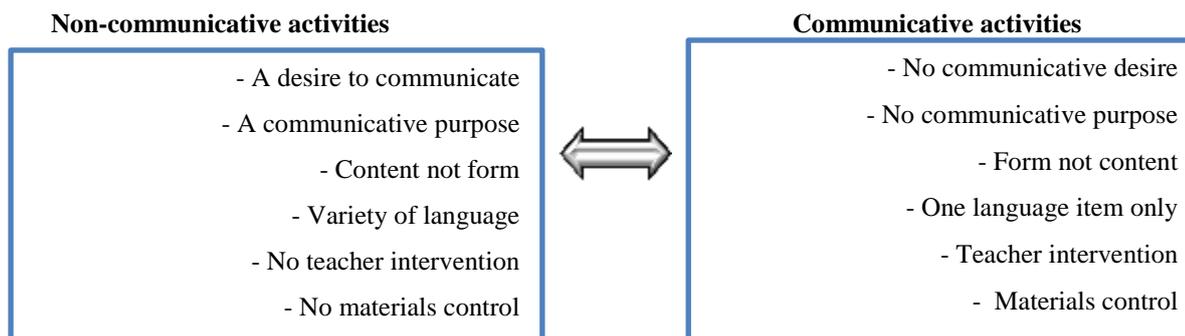


Figure (1) Communicative and non-communicative activities

### 3. The speaking communicative activities in communicative language teaching

People communicate when one of them has information (opinions, ideas, instructions, etc.) that another does not have. The aim of CA in class is to get students to use the language they are learning to interact in realistic and meaningful ways. They are usually involved in exchanges of information or opinion (Scrivener, 2005:152). Thus in this kind of activities the focus is on encouraging and enabling communication, rather than on accuracy of

linguistic forms that students produce. The SCA (e.g., information gap, role-plays, problem solving, games, etc.) are the activities that focus on using language. They are based on students' needs and interactions. By using these activities, students will have the opportunity to interact and practice the target language meaningfully in real situation. Students take part in the activities and the teacher provides the structures and vocabulary that is needed to understand the content (Mustapha and Yahaya, 2012:791). Hossen (2008) declares that:

*...The success of CLT largely depends on the teaching procedures and the communicative activities. If the teachers do not introduce the appropriate activities in the classroom, students will not benefited from the CLT approach rather they will feel bored and uncomfortable. The teachers should be aware of these activities before entering the classroom (18).*

### 4. Samples of the speaking communicative activities

Hayriye Kayi (2006) in her article, *Teaching speaking: activities to promote speaking in a second language*, infers that there are thirteen activities to promote speaking. They include the following:

#### a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that teachers set the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

#### b. Role play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the students such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night".

#### c. Simulations

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he/she brings a microphone to sing and so on.

#### d. Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

#### e. Brain storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristic of brainstorming is that the

students are not criticized for their ideas so students will be open to sharing new ideas.

#### **f. Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

#### **g. Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and 'introduce' his or her partner to the class.

#### **h. Story completion**

For this activity, the teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Ss can add new characters, events, descriptions and so on.

#### **i. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

#### **j. Playing cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? or What is the easiest way of earning money? or What do you think about lottery? etc.

#### **k. Picture narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

#### **l. Picture describing**

For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of students as well as their public speaking skills.

#### **m. Find the differences**

For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities or differences in the pictures.

In conclusion, real SCA are instances of real-life communication based on a genuine information gap. They are helpful to enhance students' communicative competence. Ts need to recognize the above essential features to make the activity as communicative as possible. In this way, students have the chance to understand and experience the meaning of language in natural conversations, which is the real aim of using the SCA in a CLT approach.

### **5. Methodology**

#### **5.1 Instrument**

The main method of data collection used for this quantitative study in applied linguistics comprised a questionnaire that investigates EFL teachers' perception and implementation of the SCA in two English training centers in Basra: LLS and ATC. The questionnaire has been tested for its validity and reliability. It has been administered empirically to five teachers who teach the New Cutting Edge English course for the pre-intermediate level and they haven't been included in the selected sample of teachers. Data collected were analyzed statistically through frequencies, percentages means and standard deviations. The teachers' questionnaire consisted of twenty-one statements distributed in three parts. The first part is concerned with the teachers' background information. The second part is concerned with the teachers' perception of the SCA. The third part is concerned with EFL teachers' implementation of the SCA. It consists of ten items.

#### **5.2 Participants**

The sample consisted of 23 EFL teachers from both centers: 11 EFL teachers from LLS and 12 EFL teachers from ATC English training centers

**5.3 Data analysis**

**5.3.1 The perception of the SCA elements by the EFL teachers' at ATC and LLS**

**5.3.1.A EFL teachers' perception of the SCA elements at ATC**

Table (1) illustrates that the EFL teachers at ATC had relatively limited perception of the SCA (M=1.149, SD=0.677). There were 30.2% and 37.8% of the teachers who had clear and limited perception of the SCA, respectively; while, 27.2% of the teachers had no perception of the SCA, accordingly. However, they had relatively moderate perception of some SCA elements. The five elements the teachers had moderate perception of were: authenticity of the SCA (M=1.25, SD=0.866), pair and group work (M=1.083,

SD=0.288), teacher roles (M=1.250, SD=0.621), accuracy vs. fluency (M=1.083, SD=0.288) and students use their mother tongue (M=1.250, SD=0.753). The elements the teachers had limited SCA perception of were: student-centeredness (M=1.50, SD=0.674) and the implicitness of the grammar-based teaching (M=1.16, SD=0.834). The three elements EFL teachers at ATC had no SCA perception of were: communicative and non-communicative activities (M=0.666, SD=0.887), providing feedback (M=0.916, SD=0.900) and linguistic competence and communicative competence (M=0.833, SD=0.717). Only one element was perceived clearly by EFL teachers ATC: error correction (M=1.75, SD=0.621).

**Table (1) EFL teachers' perception of the SCA elements at ATC (N=12)**

SCA perception variables	N	F			%			M	SD
		0	1	2	0	1	2		
Authenticity of the SCA	12	3	6	3	25	50	25	1.25	0.866
Communicative and non-communicative activities	12	7	2	3	58.3	16.6	25	0.666	0.887
Error correction	12	4	3	5	33.3	25	41.6	1.750	0.621
Pair and group work	12	2	9	1	25	16.6	8.3	1.083	0.288
Teacher roles	12	1	7	4	8.3	58.3	33.3	1.250	0.621
Providing feedback	12	5	3	4	41.6	25	33.3	0.916	0.900
Linguistic competence and communicative competence	12	4	6	2	33.3	50	16.6	0.833	0.717
Accuracy vs. fluency	12	2	6	4	16.6	50	33.3	1.083	0.288
Student-centeredness	12	2	6	4	16.6	50	33.3	1.500	0.674
Students use of their mother tongue	12	2	5	5	16.6	41.6	41.6	1.250	0.753
Implicitness of grammar-based teaching	12	3	4	5	25	33.3	41.6	1.166	0.834
<b>Total</b>	12	35	57	40	27.2	37.8	30.2	1.149	0.677

From table (1), the percentage of EFL teachers' perception of each element of the SCA at ATC was as follows: for authenticity of the SCA, 25% of the teachers had clear SCA perception, whereas 25% had no perception and 50% had limited perception of the SCA. Regarding communicative and non-communicative activities, 25% had clear perception of the SCA, whereas 58.3% and 16.6% had no and limited perception of the SCA. For error correction, 41.6% and 25% had clear and limited perception and 3.3% had and no perception of the SCA.

For pair and group work 8.3% had clear perception of the SCA, whereas 16.6% and 25% had limited and no perception of the SCA. For teacher roles, those who had no perception of the SCA and limited perception of the SCA account for 8.3% and 58.3%, respectively, whereas 33.3% had clear perception of the SCA. As to providing feedback, 33.3% had clear perception of the SCA, whereas 41.6% and 25% had no and limited perception of the SCA, respectively. Concerning linguistic competence and communicative competence, 16.6 % had clear perception of the SCA, whereas 33.3% and 50% had no and limited

perception of the SCA, respectively. For accuracy vs. fluency, 50% had limited perception of the SCA, whereas 33.3% had clear perception of the SCA, and only 16.6% had no perception of the SCA.

Regarding student-centeredness, 33.3% had clear perception of the SCA while 50% and 16.6% had limited and no perception of the SCA. As to students use their mother tongue, 41.6% had clear perception of the SCA, whereas 41.6% and 16.6% had limited and no perception of the SCA, respectively. For the implicitness of grammar-based teaching, 33.3% had limited perception of the SCA, whereas 25% and 41.6% had no and clear perception of the SCA, respectively.

### 5.3.1.B EFL teachers' perception of the SCA elements at LLS

Table (2) illustrates that the EFL teachers at LLS had a moderate perception in comparison with

their counterparts (M=1.294, SD=0.593). There were 60.3% and 9.09% of the teachers who had clear and limited perception of the SCA, respectively; while, 23.9% of the teachers had no perception of the SCA. EFL teachers at LLS had clear perception of six SCA elements: authenticity of the SCA (M=1.91, SD=0.302), pair and group work (M=1.90, SD=0.301), providing feedback (M=2.00, SD=0.000), linguistic competence and communicative competence (M=1.81, SD=0.404), accuracy vs. fluency (M=1.54, SD=0.820) and student-centeredness (M=1.45, SD=0.934). The two elements that teachers at LLS had similar values and moderate perception of are: communicative and non-communicative activities (M=1.36, SD=0.924) and teacher roles (M=1.36, SD=0.924). The other three elements that teachers at LLS had no perception of are: error correction (M=0.272, SD=0.646), students use their mother tongue (M=0.272, SD=0.467), implicitness of grammar-based teaching (M=0.363, SD=0.809).

Table (2) EFL teachers' perception of the SCA elements at LLS (N=11)

SCA perception variables	N	F			%			M	SD
		0	1	2	0	1	2		
Authenticity of the SCA	11	0	1	10	0	9.09	90.9	1.91	0.302
Communicative and non-communicative activities	11	3	1	7	27.2	9.09	63.6	1.36	0.924
Error correction	11	9	1	1	9	9.09	9.09	0.272	0.646
Pair and group work	11	0	1	10	0	9.09	90.9	1.90	0.301
Teacher roles	11	3	1	7	27.2	9.09	63.6	1.36	0.924
Providing feedback	11	0	0	11	0	0	100	2.00	0.000
Linguistic competence and communicative competence	11	0	2	9	0	18.1	81.81	1.81	0.404
Accuracy vs. fluency	11	2	1	8	18.1	9.09	72.7	1.54	0.820
Student-centeredness	11	3	0	8	27.2	0	72.7	1.45	0.934
Students use of their mother tongue	11	8	3	0	72.7	27.27	0	0.272	0.467
Implicitness of grammar-based teaching	11	9	0	2	81.8	0	18.1	0.363	0.809
<b>Total</b>	11	37	11	73	23.9	9.09	60.3	1.294	0.593

From table (2), the percentage of EFL teachers' perception of each element of the SCA at LLS was as follows: for authenticity of the SCA, 90.9% of the teachers had clear perception of the SCA, whereas 9.09% and none had limited and no perception of the SCA. Regarding communicative and non-communicative activities, 63.6% had clear

perception of the SCA, whereas 9.09% and 27.2% had limited and no perception of the SCA. For error correction, 9.09% and 9.09% had clear and limited perception of the SCA, whereas 9% had no perception of the SCA. For pair and group work 90.9% had clear perception of the SCA, whereas 9.09% and 0% had limited and no perception of the

SCA. For teacher roles, those who had limited and no perception of the SCA account for 9.09% and 27.2%, respectively, whereas 63.6% had clear perception of the SCA. As to providing feedback, 100% had clear perception of the SCA, whereas none had limited and no perception of the SCA, respectively. Concerning linguistic competence and communicative competence, 81.8% had clear perception of the SCA, whereas 18.1% and none had limited and no perception of the SCA, respectively. For accuracy vs. fluency, 18.1% had no perception of the SCA, whereas 72.7% had clear perception of the SCA, and only 9.09% had limited perception of the SCA.

Regarding student-centeredness, 72.7% had clear perception of the SCA while none had limited perception of the SCA, and 27.2% had no perception of the SCA. As to students use their mother tongue, none had clear perception of the SCA, whereas 27.2% and 72.7% had limited and no perception of the SCA, respectively. For the implicitness of grammar-based teaching, 18.1% had clear perception of the SCA, whereas 81.8% and none had no perception of the SCA and none had limited perception of the SCA, respectively.

### 5.3.2 EFL teachers' implementation of the SCA at ATC and LLS

#### 5.3.2.A EFL teachers' implementation of the SCA at ATC

Table (3) shows that the EFL teachers at ATC implemented the SCA minimally (M=1.039, SD =0.729). There were 22.8% of the EFL teachers at ATC who implemented the SCA frequently while 40.2% implemented the SCA minimally. In addition, 20.1% of the teachers never implemented the SCA. Nine variables were implemented minimally: assigning time for the SCA and teachers' interruption, which were implemented minimally, were similar (M=1.16, SD=0.717). Their practices regarding the error correction and motivation, which were implemented minimally also, were similar (M=1.08, SD=0.792). Their practices regarding teachers' control and students' reluctance, which were implemented minimally, were similar (M=1.00, SD=0.738). Other reported variables of minimal implementation included: teachers' feedback (M=1.25, SD=0.621), STT and TTT (M=0.916, SD=0.792), students' culture (M=0.916, SD=0.668). None of the teachers was reported to implement one element: the effectiveness of the SCA (M=0.833, SD=0.717).

Table (3) EFL teachers' implementation of the SCA at ATC (N=12)

SCA implementation variables	N	F			%			M	SD
		0	1	2	0	1	2		
The effectiveness of the SCA	12	4	6	2	33.3	50	16.6	0.833	0.717
Teachers' control	12	3	6	3	25	50	25	1.00	0.738
Teachers' feedback	12	1	7	4	8.3	58.3	33.3	1.25	0.621
Assigning time for the SCA	12	2	6	4	16.6	50	33.3	1.16	0.717
Teachers' interruption	12	2	6	4	16.6	50	33.3	1.16	0.717
Error correction	12	3	5	4	25	41.6	33.3	1.08	0.792
STT and TTT	12	4	5	3	33.3	41.6	25	0.916	0.792
Motivation	12	3	5	4	25	41.6	33.3	1.08	0.792
Students' reluctance	12	4	6	2	33.3	50	16.6	1.00	0.738
Students' culture	12	3	6	3	25	50	25	0.916	0.668
<b>Total</b>	12	29	58	33	20.1	40.2	22.8	1.039	0.729

The EFL Ts at ATC practiced none of the SCA elements frequently. Their implementation of the SCA ranged between almost minimal to none. There were 16.6% of the EFL teachers at ATC who frequently

who frequently implemented the SCA in terms of the effective use of these activities while 50% of the teachers reported minimal implementation. In addition, 33.3% of the EFL teachers at ATC never

implemented the SCA. Regarding teachers' control, there were 25% of the EFL teachers at ATC who frequently implemented this variable while 50% of them reported a minimal implementation. Besides, 25% of them never implemented this variable. In terms of teachers' feedback, there were 33.3% of the EFL teachers at ATC who frequently implemented this variable while 58.3% of the teachers were reported to implement that

minimally. Moreover, 8.3% of them never implemented this variable. There were 33.3% of the EFL teachers at ATC who frequently implemented the SCA as to assigning time for the SCA while 50% of the teachers were reported to implement this variable minimally. Furthermore, 16.6% of them never implemented CLT in this respect. Regarding teachers' interruption, 33.3% of the EFL teachers at ATC reported that they frequently implemented this variable while 50% of the teachers were reported to implement that minimally. In addition, 16.6% of them never implemented this variable.

For error correction, 33.3% of the EFL teachers at ATC frequently implemented this variable while 41.6% of the teachers were reported to implement this variable minimally. Additionally, 25% of them never implemented this variable. In terms of STT vs. TTT, there were 25% of the EFL teachers at ATC who frequently implemented this variable while 41.6% of the teachers were reported to implement that minimally. Furthermore, 33.3% of them never implemented this variable. Regarding motivation, there were 33.3% of the EFL teachers who frequently implemented this variable while 41.6% of the teachers were reported to implement that minimally. Moreover, 25% of them never implemented this variable. For student' reluctance, there were 16.6% of the EFL teachers who frequently implemented this variable while 50% of the teachers were reported to implement this variable minimally. Moreover, 33.3% of them

never implemented this variable. With regard to students' culture, 25% of the EFL teachers at ATC frequently implemented this variable while 50% of the teachers were reported to implement this variable minimally. Additionally, 25% of them never implemented this variable in this respect.

### 5.3.2.B EFL teachers' implementation of the SCA at LLS

Table (4) shows that EFL teachers at LLS implemented the SCA frequently (M=1.505, SD=0.698). There were 51.7% of the EFL teachers at LLS who implemented the SCA frequently while 11.1% implemented the SCA minimally. In addition, 15.4% of the teachers never implemented the SCA.

In terms of frequent implementation, the EFL teachers at LLS implemented five elements frequently: the effectiveness of the SCA (M=1.72, SD=0.646), teachers' feedback (M=2.00, SD=0.000), assigning time for the SCA (M=1.72, SD=.467) STT and TTT (M=1.72, SD=0.646) and students' culture (M=1.72, SD=0.646). Nonetheless, their implementation of three elements was reported to be moderate: teachers' control (M=1.09, SD=1.04), teachers' interruption (M=1.36, SD=0.924) and error correction (M=1.45, SD=0.820). The other two elements were implemented minimally: motivation (M=1.00, SD=0.894) and students' reluctance to participate in the SCA (M=1.27, SD=0.904).

**Table (4) EFL teachers' implementation of the SCA at LLS (N=11)**

In general, the EFL teachers at LLS practiced the SCA elements frequently. Their implementation of the

SCA implementation variables	N	F			%			M	SD
		0	1	2	0	1	2		
The effectiveness of the SCA	11	0	1	10	0	9.09	90.9	1.72	0.646
Teachers' control	11	5	0	6	41.6	0	66.6	1.09	1.04
Teachers' feedback	11	0	0	11	0	0	100	2.00	0.000
Assigning time for the SCA	11	0	3	8	0	25	66.6	1.72	0.467
Teachers' interruption	11	3	1	7	25	9.09	63.6	1.36	0.924
Error correction	11	2	2	7	18.1	18.1	63.6	1.45	0.820
STT and TTT	11	1	1	9	9.09	9.09	75	1.72	0.646
Motivation	11	4	3	4	33.3	25	33.3	1.00	0.894
Students' reluctance	11	3	2	6	25	18.1	50	1.27	0.904
Students' culture	11	1	1	9	9.09	9.09	75	1.72	0.646
Total	11	20	14	76	18.1	12.7	69.9	1.505	0.698

SCA ranged between frequent to minimal implementation.

There were 90.9% of the EFL teacher at LLS who frequently implemented the SCA in terms of the effective use of these activities while 9.09% of the teachers

reported minimal implementation. In addition, none of the EFL teachers at LLS implemented this variable. Regarding teachers' control, there were 66.6% of the

EFL teachers at LLS who frequently implemented this variable while none of them reported minimal implementation of this variable. Similarly, none of them implemented this variable. In terms of teachers' feedback, there were 100% of the EFL teachers at LLS who frequently implemented this variable while none of them were reported to implement this variable minimally. Similarly, none of them implemented this variable. There were 66.6% of the EFL teachers at LLS who frequently implemented the SCA as to assigning time for the SCA while 25% of the teachers were reported to implement this variable minimally. Furthermore, none of them implemented this variable. Regarding teachers' interruption, 63.6% of the EFL teachers at LLS were reported to implement this variable frequently while 9.09% of the teachers were reported to implement that minimally. In addition, 25% of them never implemented this variable. For error correction, 63.6% of the EFL teachers at LLS frequently implemented this variable while 18.1% of the teachers were reported to implement this variable minimally. Additionally, 18.1% of them never implemented this

**5.4.1 Comparison of EFL teachers' level of perception and implementation of the SCA at ATC and LLS**

**5.4.1.A Comparison of EFL teachers' level of SCA perception at ATC and LLS**

From table (5), the results from the second section of the questionnaire investigating EFL teachers' perception in the two training centers did not reveal any correspondence of SCA elements. On the contrary, all results are contradicted except for one element. EFL teachers at ATC overall perception of the SCA is rather

variable. In terms of STT vs. TTT, there were 75% of the EFL teachers at LLS who frequently implemented this variable while 9.09% of the teachers were reported to implement that minimally. Furthermore, 9.09% of them never implemented this variable. Regarding motivation, there were 33.3% of the EFL teachers at LLS who frequently implemented this variable while 25% of the teachers were reported to implement that minimally. Moreover, 33.3% of them never implemented this variable. For student' reluctance, there were 50% of the EFL teachers at LLS who frequently implemented this variable

while 18.1% of the teachers were reported to implement this variable minimally. Moreover, 25% of them never implemented this variable. With regard to students' culture, 75% of the EFL teachers at LLS frequently implemented this variable while 9.09% of the teachers were reported to implement this variable minimally. Additionally, 9.09% of them never implemented this variable in this respect.

**5.4 Discussion**

limited (M=1.149) whereas EFL teachers' perception of the SCA elements at LLS ranged between clear to no perception of the SCA.

The results of the questionnaire reveal that EFL teachers at LLS tended to have a greater scope of the SCA perception than EFL teachers at ATC. The only element that both EFL teachers have the same correspondent result, which was moderate, was teacher role. The reported result for this element by EFL teachers at ATC was (M=1.25, SD=0.621) and the reported result EFL teachers at LLS was (M=1.36, SD=0.924).

**Table (5) Comparison of EFL teachers' level of SCA perception at ATC and LL**

Perception of the SCA variables	Level of SCA perception at ATC				Level of SCA perception at LLS			
	Non e	Limi ted	Clea r	M	Non e	Limi ted	Clea r	M
Authenticity of the SCA	25	50	25	1.25	0	9.09	90.90	1.91
Communicative and non-communicative activities	58.3	16.6	25	0.666	27.27	9.09	63.63	1.36
Error correction	33.3	25	41.6	1.750	9	9.09	9.09	0.272
Pair and group work	25	16.6	8.3	1.083	0	9.09	90.90	1.90
Teacher roles	8.3	58.3	33.3	1.25	27.27	9.09	63.63	1.36
Providing feedback	41.6	25	33.3	0.916	0	0	100	2.00
Linguistic competence and communicative competence	33.3	50	16.6	0.833	0	18.18	81.81	1.818
Accuracy vs. fluency	16.6	50	33.3	1.08	18.18	9.09	72.72	1.54
Student-centeredness	16.6	50	33.3	1.50	27.27	0	72.72	1.45
Students use of their mother tongue	16.6	41.6	41.6	1.25	72.72	27.27	0	0.272
Implicitness of grammar-based teaching	25	33.3	41.6	1.16	81.81	0	18.18	0.363
Total	27.23	37.85	30.26	1.158	23.95	9.09	60.32	1.295

**5.4.1.B Comparison of EFL teachers' level of SCA implementation at ATC and LLS**

From table (6), the results from the third section of the questionnaire investigating EFL teachers' implementation in the two training centers didn't reveal a high degree of correspondence of SCA

elements except for two of them: motivation and students' reluctance to participate. Whereas EFL teachers implemented the SCA frequently with respect to the effectiveness of the SCA, teachers' control during the SCA teachers' feedback during and after the SCA, assigning time for the SCA, teachers' interruption, error correction, STT and TTT and students' culture, the minimal SCA implementation of motivation variable by the EFL teachers at ATC corresponded to the minimal

implementation of this variable by EFL teachers at LLS. The former reported implementation accounted for (M=1.08, SD=0.792) and the latter accounted for (M=1.00, SD=0.894). The other element that both EFL teachers had implemented minimally, which is students' reluctance, accounted for (M=1.00, SD=0.738) by EFL teachers at ATC and accounted for (M=1.27, SD=0.904) by EFL teachers at LLS.

**Table (6) Comparison of EFL teachers' level of implementation of the SCA at ATC and LLS**

Level of SCA implementation	Level of SCA implementation At ATC				Level of SCA implementation at LLS			
	None	Minimal	Frequent	M	None	Minimal	Frequent	M
The effectiveness of the SCA	33.3	50	16.6	0.833	9.09	9.09	75	1.72
Teachers' control	25	50	25	1.00	41.6	0	66.66	1.09
Teachers' feedback	8.3	58.3	33.3	1.25	0	0	100	2.00
Assigning time for the SCA	16.6	50	33.3	1.16	0	25	66.66	1.72
Teachers' interruption	16.6	50	33.3	1.16	25	9.09	63.63	1.36
Error correction	25	41.6	33.3	1.08	18.18	18.18	63.63	1.45
STT and TTT	33.3	41.6	25	0.916	9.09	9.09	75	1.72
Motivation	25	41.6	33.3	1.08	33.3	25	33.33	1.00
Students' reluctance	33.3	50	16.6	1.00	25	18.18	50	1.27
Students' culture	25	50	25	0.916	9.09	9.09	75	1.72

From tables (3) and (4), the results from the third section of the questionnaire reveal a lot of contradictions arose between EFL teachers at ATC and LLS. A small degree of correspondence between both EFL teachers' implementation of the SCA at ATC and LLS arose as well. However, LLS EFL teachers' overall implementation of the SCA was frequent (M=1.72) and ATC EFL teachers' overall implementation of the SCA implementation of the SCA was minimal (M=0.916). EFL teachers' implementation of the SCA elements at LLS ranged between frequent to minimal while EFL teachers' implementation of the SCA elements at ATC ranged between minimal to none.

The two sections of the questionnaire results reveal that EFL teachers at LLS perceived the SCA clearly and implemented the SCA frequently in comparison with their counterpart whose SCA perception is relatively limited and their SCA implementation is minimal.

**5.4.1.C EFL teachers' SCA variations and correspondences at ATC and LLS**

Overall, EFL teachers at LLS obtained better perception of the SCA (M=1.295) and more frequent implementation of the SCA (M=1.72) than their counterparts at ATC (M=1.158, M=0.916). Apparently, for all the 21 SCA variables, LLS EFL teachers' perception of the SCA ranged between clear to moderate whereas ATC EFL teachers' perception ranged from moderate to none. Similarly, LLS EFL teachers' levels of SCA implementation went further than those of their counterparts at ATC. LLS EFL teachers reported a range of SCA implementation between frequent and minimal while ATC EFL teachers' levels of implementation ranged between minimal to none.

For the authenticity of the SCA, EFL teachers at ATC attained moderate perception of the SCA (M=1.25), whereas their counterpart EFL teachers at LLS attained no perception of this variable (M=1.91). As to communicative and non-communicative activities EFL teachers at ATC

attained no perception of this variable (M=0.666), whereas their counterpart EFL teachers at LLS attained moderate perception of this variable (M=1.36). Regarding error correction, ATC EFL teachers' perception of this variable is clear (M=1.75), whereas their counterparts at LLS attained no perception (M=0.272). Concerning pair and group work, ATC EFL teachers' perception of was moderate (M=1.75), whereas their counterparts at LLS attained clear perception (M=1.90). As to teacher roles, EFL teachers' perception of this variable was moderate for both EFL teachers, ATC EFL teachers' perception of this variable was (M=1.25), whereas the perception of their counterparts at LLS was (M=1.36). For providing feedback, EFL teachers at ATC attained no perception (M=0.916) whereas EFL teachers at LLS obtained clear perception (M=2.00). Regarding linguistic competence and communicative competence, EFL teachers at ATC

attained no perception (M=0.833), whereas EFL teachers at LLS obtained clear perception (M=1.81). For accuracy vs. fluency, EFL teachers at ATC attained moderate perception (M=1.08) while EFL teachers at LLS attained clear perception (M=1.54). Regarding student-centeredness, ATC EFL teachers' perception fell within the limited category (M=1.50), whereas EFL teachers at LLS asserted clear perception (M=1.45). As for students' use of their mother tongue, EFL teachers perception at ATC was moderate (M=1.25) while EFL teachers at LLS had no perception of this variable (M=0.272). Concerning the implicitness of the grammar-based teaching, EFL teachers at ATC attained limited perception (M=1.16), whereas the EFL teachers at LLS had no perception for this variable (M=0.363). Table (7) below highlights EFL teachers' level of SCA perception variations and correspondences at ATC and LLS.

**Table (7) EFL teachers' level of SCA perception variations and correspondences at ATC and LLS (N=23)**

SCA perception variables	Level of SCA perception	
	EFL teachers at ATC M	EFL teachers at LLS M
Authenticity of the SCA	1.25	1.91
Communicative and non-communicative activities	0.666	1.36
Error correction	1.750	0.272
Pair and group work	1.083	1.90
Teacher roles	1.25	1.36
Providing feedback	0.916	2.00
Linguistic competence and communicative competence	0.833	1.818
Accuracy vs. fluency	1.08	1.54
Student-centeredness	1.50	1.45
Students use of their mother tongue	1.25	0.272
Implicitness of grammar-based teaching	1.16	0.363
Total	1.158	1.295

As to the effectiveness of the SCA, the level of SCA implementation by EFL teachers at ATC was none (M=0.833) while EFL teachers implementation at LLS was frequent (M=1.72). For teachers' control, EFL teachers at ATC attained minimal level (M=1.00) while LLS EFL teachers implementation for this variable was moderate (M=1.09). For teachers' feedback, the level of SCA implementation held by EFL teachers at ATC was minimal (M=1.25), whereas EFL teachers at LLS asserted frequent level (M=2.00) for this variable. As to assigning time for the SCA, the implementation level by the EFL teachers at ATC

was minimal (M=1.16), whereas EFL teachers at LLS asserted frequent level of implementation (M=1.72) for this variable. Regarding teachers' interruption, the level of SCA implementation held by EFL teachers at ATC was minimal (M=1.16), whereas EFL teachers at LLS asserted moderate level (M=1.36).

For error correction, EFL teachers at ATC implementation was minimal (M=1.08), whereas EFL teachers at LLS asserted moderate level (M=1.45). Concerning STT and TTT, EFL teachers at ATC implementation level was minimal

(M=0.916) while EFL teachers at LLS implementation level was frequent (M=1.72). As to the motivation variable, the level of SCA implementation by both EFL teachers at ATC and LLS was minimal. ATC EFL teachers implementation level was (M=1.08) and LLS EFL teachers implementation level was (M=1.00). For students' reluctance, the level of SCA implementation for both EFL teachers at ATC and LLS was minimal. ATC EFL teachers

implementation level was (M=1.00) and LLS EFL teachers implementation level was (M=1.27). Regarding students' culture, the level of SCA implementation for EFL teachers at ATC was minimal (M=0.916) while EFL teachers at LLS implementation level was frequent (M=1.72). Table (8) below highlights EFL teachers' level of SCA implementation variations and correspondences at ATC and LLS.

**Table (8) EFL teachers' level of SCA implementation variations and correspondences at ATC and LLS (N=23)**

SCA Implementation variables	Level of SCA implementation	
	EFL teachers at ATC M	EFL teachers at LLS M
The effectiveness of the SCA	0.833	1.72
Teachers' control	1.00	1.09
Teachers' feedback	1.25	2.00
Assigning time for the SCA	1.16	1.72
Teachers' interruption	1.16	1.36
Error correction	1.08	1.45
STT and TTT	0.916	1.72
Motivation	1.08	1.00
Students' reluctance	1.00	1.27
Students' culture	0.916	1.72
Total	0.916	1.72

### 5.5 Summary

The results of the study of perception and implementation of the SCA from the questionnaires conducted on EFL teachers at LLS and ATC revealed that, in general, EFL teachers at ATC had limited perception of the SCA and accordingly practice them minimally. On the other hand, EFL teachers at LLS perceived the SCA moderately, and accordingly they practiced the SCA frequently. Apparently, there is a total correspondence between the perception and implementation of the SCA by the EFL teachers at ATC; their perception, which was limited accounted for (M=1.194) and their implementation, which was minimal accounted for (M=1.039). Similarly, there high level of correspondence between the perception and implementation of the SCA by the EFL teachers at

LLS; their perception, which was moderate accounted for (M=1.294) and their implementation, which was frequent accounted for (M=1.505).

However, a small correspondence between ATC and LLS EFL teachers emerged with some SCA elements on both levels of perception and implementation of the SCA. Overall, the perception of the SCA held by EFL teachers' at ATC was limited in contrast with moderate perception on the part of their counterparts at LLS. The implementation of the SCA reported by the EFL teachers at ATC was minimal compared to frequent implementation attained by EFL teachers at LLS. The following chapter draws on these results and their implications, and provides recommendations for enhanced implementation as well as suggestions for further studies.

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