

## **Dedication**

This study is dedicated firstly, to my small family father, mother, wife, brothers, sisters, and my son Osman. Secondly, to my big family NAVAL FORCES.



## **Acknowledgments**

On this special occasion, first I would like to thank Allah, the Almighty, for blessing and leading me to complete this study.

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## **Table of Contents**

|       |  |      |
|-------|--|------|
|       | Dedication                                     | I    |
|       | Acknowledgments                                | II   |
|       | Table of contents                              | III  |
|       | Abstract (English Version)                     | VII  |
|       | Abstract (Arabic Version)                      | VIII |
|       | <b>Chapter One</b><br><b>Introduction</b>      |      |
| 1.1   | Background                                     | 1    |
| 1.2   | Rationale for the study                        | 2    |
| 1.3   | The Study                                      | 3    |
| 1.4   | Aims of the Study                              | 4    |
| 1.5   | Research Questions                             | 4    |
| 1.6   | Research Hypothesis                            | 4    |
| 1.7   | Significance of the study                      | 5    |
| 1.8   | Research Methodology                           | 5    |
| 1.9   | Organization of the Study                      | 6    |
|       | <b>Chapter Two</b><br><b>Literature Review</b> |      |
| 2.1   | Introduction                                   | 7    |
| 2.2   | Curriculum and Curriculum Development          | 8    |
| 2.2.1 | Theory and Practice                            | 8    |
| 2.2.2 | Curriculum as a syllabus to be transmitted     | 9    |
| 2.2.3 | Curriculum as Product                          | 10   |
| 2.2.4 | Curriculum as Process                          | 12   |
| 2.2.5 | Curriculum as Praxis                           | 15   |

|         |   |    |
|---------|---|----|
| 2.3     | Curriculum development                          | 17 |
| 2.3.1   | Curriculum Change                               | 22 |
| 2.4     | Methods and Approach of teaching English        | 25 |
| 2.4.1   | The Substitution Method                         | 26 |
| 2.4.1.1 | Advantages of The Substitution Method           | 26 |
| 2.4.1.2 | Disadvantages of The Substitution Method        | 26 |
| 2.4.2   | The Bilingual Method                            | 27 |
| 2.4.2.1 | Advantages of The Bilingual Method              | 27 |
| 2.4.3   | The Play-way Method                             | 28 |
| 2.4.3.1 | Some forms of The Play-way Method               | 28 |
| 2.4.3.2 | Advantages of The Play-way Method               | 28 |
| 2.4.3.3 | Disadvantages of The Play-way Method            | 28 |
| 2.4.4   | The Dr. West's Method                           | 29 |
| 2.4.4.1 | Advantages of The Dr. West's Method             | 29 |
| 2.4.4.2 | Disadvantages of The Dr. West's Method          | 29 |
| 2.4.5   | The Reading Method                              | 29 |
| 2.4.5.1 | Advantages of The Reading Method                | 30 |
| 2.4.5.2 | Disadvantages of The Reading Method             | 30 |
| 2.4.6   | The Grammar Translation Method                  | 30 |
| 2.4.6.1 | Advantages of The Grammar Translation Method    | 31 |
| 2.4.6.2 | Disadvantages of The Grammar Translation Method | 31 |
| 2.4.7   | The Direct Method                               | 31 |
| 2.4.7.1 | Advantages of The Direct Method                 | 32 |
| 2.4.7.2 | Disadvantages of The Direct Method              | 32 |
| 2.4.8   | The Structural Approach                         | 33 |
| 2.4.8.1 | Advantages of The Structural Approach           | 34 |
| 2.4.8.2 | Disadvantages of The Structural Approach        | 34 |
| 2.4.9   | The Situational Approach                        | 34 |

|          |  |    |
|----------|--|----|
| 2.4.9.1  | Advantages of The Situational Approach           | 35 |
| 2.4.9.2  | Disadvantages of The Situational Approach        | 35 |
| 2.4.10   | The Audio Lingual Approach                       | 35 |
| 2.4.10.1 | Advantages of The Audio Lingual Approach         | 36 |
| 2.4.10.2 | Disadvantages of The Audio Lingual Approach      | 36 |
| 2.4.11   | The Communicative Approach                       | 37 |
| 2.4.11.1 | Advantages of The Communicative Approach         | 37 |
| 2.4.11.2 | Disadvantages of The Communicative Approach      | 38 |
| 2.4.12   | The Natural Approach                             | 38 |
| 2.4.12.1 | Advantages of The Natural Approach               | 39 |
| 2.4.12.2 | Disadvantages of The Natural Approach            | 39 |
| 2.4.13   | The Lexical Approach                             | 39 |
| 2.5      | Communicative Language Teaching                  | 40 |
| 2.5.1    | Definition of CLT                                | 40 |
| 2.5.2    | Communicative Competence                         | 43 |
| 2.5.3    | Communication Gap                                | 47 |
| 2.5.4    | Message and Form                                 | 49 |
| 2.5.5    | Student Centeredness and the role of the Teacher | 51 |
| 2.5.6    | Contextualization and the role of context        | 54 |
| 2.5.7    | Authenticity                                     | 55 |
| 2.5.8    | Integration of Skills                            | 57 |
| 2.5.9    | Culture  | 59 |
| 2.5.10   | Motivation                                       | 64 |
| 2.5.11   | Tasks and Activities                             | 66 |
| 2.6      | Criticism of CLT                                 | 68 |
| 2.7      | The Check List                                   | 73 |
| 2.8      | Summary  | 81 |
|          | <b>Chapter Three</b>                             |    |

| <b>Research Methodology and Procedure</b>         |  |     |
|---|--|-----|
| 3.1   | Introduction   | 84  |
| 3.2   | Phenomenography                                      | 86  |
| 3.2.1   | Objectives of phenomenography                        | 87  |
| 3.2.2   | Outcome Space  | 89  |
| 3.3   | Research Method                                      | 90  |
| 3.4   | Teachers Questionnaire                               | 91  |
| 3.4.1   | Construction of teachers' Questionnaire              | 91  |
| 3.4.2   | Validity and reliability of teachers' Questionnaire  | 94  |
| 3.4.3   | Piloting the teachers' Questionnaire                 | 95  |
| 3.5   | Inspectors' Questionnaire                            | 96  |
| 3.5.1   | Construction of Inspectors' Questionnaire            | 98  |
| 3.6   | Semi-structural Interview                            | 99  |
| 3.7   | Validity and Reliability of the tools                | 101 |
| 3.8   | Summary  | 102 |
| <b>Chapter Four</b>                               |  |     |
| <b>Data Presentation, Analysis and Discussion</b> |  |     |
| 4.1   | Introduction   | 104 |
| 4.2   | Analysis of the Data obtained from the Questionnaire | 105 |
| 4.3   | Teachers' Conceptions and Misconceptions of the CLT  | 107 |
| 4.3.1   | Conceptions  | 111 |
| 4.3.1.1   | Communication and Interaction                        | 112 |
| 4.3.1.2   | Student-Centred Learning                             | 112 |
| 4.3.1.3   | Cooperative Learning                                 | 113 |
| 4.3.2   | Misconceptions                                       | 113 |
| 4.3.2.1   | A New Way of Teaching                                | 114 |
| 4.3.2.2   | Lack of Discipline                                   | 114 |
| 4.3.2.3   | An Approach which Cannot be Implemented              | 115 |

|     |  |     |
|-----|--|-----|
| 4.4 | Data analysis of Inspectors' Questionnaire                               | 141 |
| 4.5 | Summary of Chapter Four  | 149 |
|     | <b>Chapter Five</b><br><b>Findings, Recommendations, and Suggestions</b> |     |
| 5.1 | Introduction   | 150 |
| 5.2 | Findings   | 150 |
| 5.3 | The Recommendations  | 156 |
| 5.4 | Suggestions  | 157 |
| 5.5 | Summary  | 157 |
|     | Bibliography   | 159 |
|     | Appendix (A)   | 165 |
|     | Appendix (B)   | 170 |
|     | Appendix (C)   | 172 |

## **ABSTRACT**

This phenomenographical investigation explores conceptions of the communicative Language Teaching (CLT) held by a sample of Port Sudan Town English teachers in relation to their implementation of English language curriculum in secondary schools. A mixed approach employing quantitative (survey questionnaire) and qualitative (semi-structure interview) research methods were used for data collection during the first phase of this research. The Statistical Package of Social Sciences (SPSS) programme was used for analyzing the quantitative data. The researcher found many conceptions and misconceptions of CLT held by the teachers, the difficulties that facing learning/teaching process, in addition to the possibility of implementing such methods in Sudanese context . This study is significant because it adds to the literature new insights about EFL teachers' conceptions and practices of the CLT as a Western teaching methodology for Teaching EFL in developing countries and challenges the argument of considering this approach inappropriate in these contexts. The findings of this study also have potential implications for school reform, EFL teacher education, training, and developing the role of language inspectors. Research recommendations include providing schools with teaching facilities and learning resources for students' independent learning as a significant factor for promoting the successful implementation of the CLT, the time that was given to the ELT in Port Sudan secondary schools must be increased, and the use of authentic materials which enable students to interact with the real language and pupils would feel that they are learning a target language as it is used outside the classroom.

## المستخلص

هدفت هذه الدراسة الى التحقق من مدى فهم واستيعاب معلمي ومعلمات المدارس الثانوية بمدينة بورتسودان لمفهوم تعلم اللغة الانجليزية عبر اسلوب الاستخدام المباشر للغة باستخدام طرق معينة كلعب الادوار والعمل الجماعي والتفاعل داخل قاعات الدروس فيما يسمى ب (CLT) , ومدى إمكانية تطبيق هذا الأسلوب خلال المنهج الدراسي الحالي لمادة اللغة الانجليزية بالمدارس الثانوية . قام الباحث بدراسة مستفيضة لكل ما يتعلق بموضوع البحث من مواضيع اكااديمية مرتبطة ب (CLT) . اتبع الباحث المنهج التحليلي للظواهر (PHENEMENOGRAPHY) وهو يختلف عن مناهج التحليل النوعي او الكمي بانه يبحث في مفهوم معين لدى مجموعة من الناس وليس من قبل افراد , اتبع الباحث اسلوب مزدوج (كمي و نوعي) بتوجيه استبيان الى عينة من معلمي ومعلمات اللغة الإنجليزية بالمدارس الثانوية بمدينة بورتسودان في الجزء الاول من البحث إضافة الى مقابلات اختيارية لزيادة الإيضاح . في الجزء الثاني استخدم الباحث استبيان للموجهين التربويين لمعلمي مادة اللغة الانجليزية بمدينة بورتسودان . تم تحليل البيانات بواسطة البرنامج الاحصائي (SPSS) .

تم التطرق خلال البحث للعديد من المفاهيم الصحيحة والأخرى الخاطئة عن (CLT) من قبل المعلمين والمعلمات والمعوقات التي تواجه العملية التعليمية إضافة الى إمكانية تطبيق هذا الاسلوب في المدارس السودانية . وتأتي اهمية هذه الدراسة كإضافة جديدة في مجال تعليم اللغة الإنجليزية الفت الضوء على فهم وتطبيق اسلوب (CLT) كأسلوب غربي لتعليم اللغة الإنجليزية وإستخدامه في الدول النامية وهل هو ملائم لطبيعة هذه الدول . نتائج هذه الدراسة اكدت على جملة من الإصلاحات الضرورية فيما يتعلق بالمدارس الثانوية بمدينة بورتسودان واساليب التعليم فيها , إضافة الى اهمية تاهيل وتدريب المعلمين , والتأكيد على عظم دور الموجه التربوي في دعم وتطوير العملية التعليمية . إشتملت اهم التوصيات على تنويد المدارس الثانوية بالمساعدات التعليمية والمراجع العلمية كعامل هام لتعزيز التطبيق الصحيح لإسلوب (CLT) علاوة على اهمية زيادة الزمن المخصص لتدريس اللغة الإنجليزية بالإضافة لإستخدام المواد الدراسية والمناهج ذات المصادر الموثوقة مما يمكن التلاميذ من تعلم واستخدام اللغة بكفاءة خارج قاعات الدراسة.