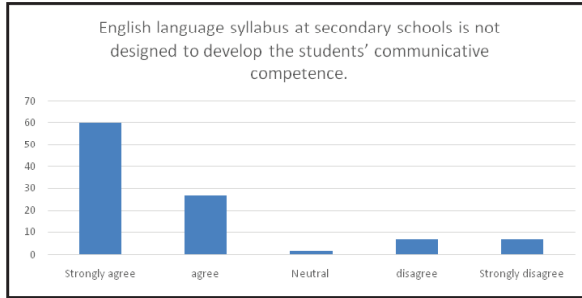


- 2- Number of students in classes should be reduced to accommodate the use of Communicative Language Teaching approach.
- 3- Classrooms should be well organized and prepared with authentic materials and aids.
- 4- Visual aids should be clearly stated and illustrated to the class.
- 5- The management should keep the communicative approach and its activities in focus while designing syllabus.

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5. Conclusion and Recommendations

This section will conclude this study with the main findings results, conclusion and recommendations. In this study the questionnaire is used as a tool for collecting the required data. The sample is taken randomly from English language supervisors from different schools in Wad-Madani town in Sudan. Statistical Package for Social Science (SPSS) is used for analyzing the data. Finally, the questionnaire was constructed from three dimensions with twelve items concerning various aspects of the study. Thus, the data was discussed analyzed and the main findings were carried.

5 - 1. The main findings:

- 1- Sudanese EFL teachers at secondary schools are not able to use Communicative Language Teaching to develop the students' communicative competence.
- 2- There are problems hindering using of Communicative Language Teaching in Sudanese secondary schools' classrooms: like
 - Large number of students in classrooms.
 - Lack of the authentic materials and aids.
- 3- English language syllabus at secondary schools is not designed to develop the students' communicative competence.

5 - 2. Conclusion:

This study is an attempt to shed the light about the difficulties and problems of teaching English language in secondary schools. The ultimate aim is to diagnose the difficulties and problems of using the Communicative Language Teaching approach by the EFL secondary school teachers in Wad-Madani Town Locality in Wad-Madani Town and to suggest some remedial procedures. The study came out with above mentioned findings, and in light of those findings the researcher recommended the followings:

- 1- EFL teachers at secondary schools should well trained in teaching methods in general and mainly in Communicative Language teaching especially, because it is the most suitable method in developing the students' communicative Competence.

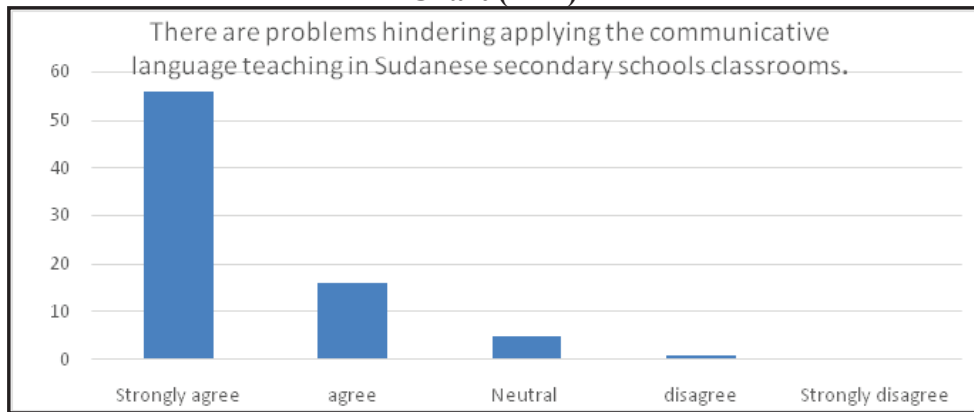
Table (4 - 3)

Statement	Strongly agree		agree		Neutral		disagree		disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The topics of English language syllabus based on the traditional methods of teaching.	10	67	3	20	0	0	1	7	1	7
The topics of the syllabus lack the communicative activities. e.g Role play, pair and group activities etc...	5	33	6	40	1	7	2	13	2	13
The syllabus does not cover all the language skills, mainly listening and speaking that develop the communicative competence of the students.	12	80	3	20	0	0	0	0	0	0
TOTAL	27	60%	12	27%	1	2%	3	7%	3	7%

According to the results in table (43-) and chart (487%) ,(3-) of the respondents to the questionnaire agree that English language syllabus at secondary schools is not designed to develop the students' communicative competence, because The topics of English language syllabus at secondary schools based on the traditional methods of teaching. Also this syllabus lacks the communicative activities that develop the students' communicative competence. In addition to that, the syllabus ignores totally two main skills of learning the language, listening and speaking.

Lack of authentic materials in the English classroom is a problem.	9	60	4	27	1	7	0	0	0	0
Teacher is responsible for providing conducive environment in which learner can communicate and grow.	11	73	3	20	1	7	0	0	0	0
TOATL	42	56%	12	16%	4	5%	1	1%	0	0%

Chart (4 - 2)

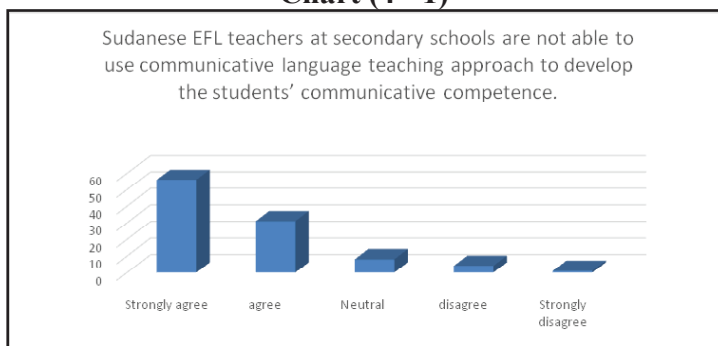


As stated in table (42-) and chart (472%),(2-) of the respondents to the questionnaire agree that, there are problems hindering applying the communicative language teaching in Sudanese secondary schools classrooms. Large classes, lack of the authentic materials and aids in English classroom are some types of these problems that contribute negatively in using the Communicative Language Teaching (CLT).

4 - 2 - 3 Hypothesis Three:

English language syllabus at secondary schools is not designed to develop the students' communicative competence.

Chart (4 - 1)



According to the results in table (4 - 1) and chart (487%),(1-) of the respondents to the questionnaire agree that Sudanese EFL teachers at secondary schools are not able to use communicative language teaching approach to develop the students' communicative competence, because they are not well trained in teaching methods, mainly they do not have sufficient knowledge of the Communicative Language Teaching approach (CLT). Also those teachers do not have the fluency when they speak the language inside the classrooms.

4 - 2 - 2 Hypothesis Two: There are problems hindering applying the communicative language teaching in Sudanese secondary schools classrooms.

Table (4 - 2)

Statement	Strongly agree		agree		Neutral		disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Communicative Language Teaching CLT cannot be applied in large classes.	12	80	2	13	0	0	1	7	0	0
Insufficient support to teachers of English in terms of teaching aids contributes negatively in using CLT.	10	67	3	20	2	13	0	0	0	0

Table (4 - 1)

Statement	Strongly agree		agree		Neutral		disagree		Strongly disagree	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Most of EFL teachers at secondary schools are not well trained in language teaching.	8	53	5	33	1	7	1	7	0	0
Most of EFL teachers at secondary schools do not have sufficient knowledge of teaching methods.	10	67	4	27	1	7	0	0	0	0
Most of EFL teachers have misconception about Communicative Language Teaching. CLT.	9	60	4	27	1	7	1	7	0	0
Most of EFL teachers do not have chances to be trained in Communicative Language Teaching CLT.	4	27	7	47	2	13	1	7	1	7
Teachers' deficiency in spoken English is a problem.	11	73	3	20	1	7	0	0	0	0
TOTAL	42	56%	23	31%	6	8%	3	4%	1	1%

to be supportive of Professional Development (PD) initiatives to improve CLT implementation of their universities. Finally the has concluded that , it is essential for the universities to arrange in-service Professional Development (PD) opportunities to sustainably support the teachers to improve their CLT implementation and ensure continuous and effective student learning.

3. Methodology

This section describes the methods used in approaching the problem in question. It includes description of the sample of the study and the tool used to collect data and the techniques used to analysis the data.

3 - 1. The Sample of the Study:

The researcher selected randomly 15 English Language supervisors at different schools with different genders and experiences. They were asked about EFL teaching and the methods used by those teachers when they teach.

3 - 2. The method and the tool of the study:

The researcher used a descriptive analytical methodology to conduct the study. Also a questionnaire that contains three axes with 12 items was used for collecting the data.

4. Data Analysis and Discussion

This section will present, analyze and discuss the results of the collected data using the supervisors` questionnaire. To analyze the data, the researcher used the statistical method. The study has been conducted on a random sample for EFL supervisors at secondary schools in big Wad-Madani locality in Wad-Madani town. The results of the questionnaire will be interpreted and discussed in details.

4 - 1. Results of the questionnaire:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N valid	15	15	15	15	15	15	15	15	15	15	15	15
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Median	1.00	2.00	1.50	1.00	1.00	4.00	2.00	2.00	1.50	4.00	2.00	1.50
Mode	1	2	1	1	1	4	1	2	1	4	1	1
Std. Deviation	.819	.845	.997	.736	.988	1.055	.841	1.015	.971	1.196	1.102	1.377

4 - 2. Testing the results of the questionnaire against the hypotheses

4 - 2 - 1. Hypothesis one:

Sudanese EFL teachers at secondary schools are not able to use communicative language teaching approach to develop the students' communicative competence.

classroom are not sufficient for motivating students.

3- Abdullah Coskun (Abant Izzet Baysal University, Bolu, Turkey) 2011 (*Investigation of the Application of Communicative Language Teaching in the English Language Classroom – A Case Study on Teachers' Attitudes in Turkey*) (published paper) *Journal of Linguistics and Language Teaching* Volume 2 Issue 1(2011).

This qualitative study aimed to reveal whether teachers' classroom practice overlap with their attitudes towards certain features of Communicative Language Teaching (CLT) such as pair and group-work activities, fluency and accuracy, error correction and the role of the teacher. For collecting the data, the researcher conducted an open-ended questionnaire with two teachers of English teaching a group of intermediate students to reveal their attitudes towards CLT, the researcher had observed each participating teacher's lesson for an hour during which they cover a speaking warm-up, a listening extract and grammar presentation with its practice. The findings have indicated that there is a discrepancy between teachers' classroom practices and the attitudes they expressed. The major challenges in the implementation of CLT from both teachers' perspective are found to be large class size, traditional grammar-based examinations and the little time available to prepare communicative materials.

4- A.G.Anto, F. Coenders and J. Voogt (Arba Minch University, Arba Minch Ethiopia) 2012 (*Assessing the Current Implementation of Communicative Language Teaching For English Language Teachers in Ethiopian Universities*). Published paper. *Journal, Staff and educational development international*, Volume 16, issue 1

The study has attempted to assess the Current Implementation of Communicative Language Teaching (CLT) in two Ethiopian Universities to identify professional development needs of English language teachers. Data were gathered through teachers' questionnaire, interviews, focusing group discussions, and classroom observation, and analyzed using both quantitative and qualitative methods. The study has found that a good number of teachers of the universities lack the appropriate professional preparations in CLT, particularly in-service training. Although the teachers' self-reports said that they have sufficient subject matter knowledge and pedagogical knowledge and skills of CLT, but data from department heads, student discussions, and classroom observations tend to contradict with the report of most teachers. Furthermore, the study suggests the management of the universities

learners' errors and of her/his own role in facilitating language learning". CLT emphasis on the processes of communication between learners according to this view the role of a teacher inside classroom as a teacher fronted instruction changed to facilitator.

(ibid, 1980) «the teacher has two main roles, the first role to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. If the two previous role of a teacher applied in the class room for learning teaching process, they could lead learners not merely to learn the language but also to enjoy learning it.

2 - 5. Previous Studies

1- *Musa, Fadil Mohammed, 2007, unpublished M.A study.*

The study tested two different methods in approaching ELT. The communicative – based method and the teacher fronted method through control and experimental groups. Two groups were used to collect the data, an experimental group taught by a language teaching communicative and activities such as presentation, role play and information gap discussion, were used during the lessons. Also a control group was thought using teacher fronted method of teaching the study concluded to the following results:

- There was a positive attitude towards learning English by communicative based method.
- Big numbers of students in one class have negative effects on communication.
- The students who were taught by communicative based method were more successful than those were taught by teacher fronted method.

2- *Nasur, Nahla Mohaned, 2008, unpublished MA study.*

The investigated the role of communicative approach and its techniques as they used inside the classroom. Also the study checked classroom interaction, teachers, competence and materials used in the classroom so as to see if they are appropriate to develop learners' communicative competence. The researcher recommended that teachers should be trained in the area of methodology. Visual aids should be clearly stated and illustrated to the class and the study concluded to the following finding:

- The current methods and instruments which are used in 2nd secondary schools do not base on the communicative approach.
- Class activities, techniques and procedures that teachers carried out in the

- 3- Group work: is a collaborative activity whose purpose is to foster communication in the target language, in a larger group setting.
- 4- Information gap: is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the target language.
- 5- Opinion sharing: is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.
- 6- Scavenger hunt: is a mingling activity that promotes open interaction between students.

Communicative activities give the students the opportunity to interact as equal partners. They don't just sit and react to stimuli. Interacting is far more stimulating than merely reacting. They provide the students with a great number of opportunities to develop positive relationships with other students and with the teacher. Communicative activities give the students a higher level of motivation to learn the language.

2 - 3. The role of learners

The role of the learners in communicative language teaching in the classroom has changed from listener to debater or negotiator.

Jack C. Richards (2006:9) asserts that "Learners now have to participate in classroom activities that based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning".

Breen and Candlin, (1980, p.110) describe the learners' role negotiator merges from and interacts with the role of joint negotiator with in the group in the class room procedures and activities which the group undertakes. This notion about learners' role inside a classroom is to exchange information between each other in a way that maintain their relation thoughtfully, and this can lead learners to a good class room interaction between each other rather than the teachers.

2 - 4. The role of the teachers

Jack C. Richards (2006:9) claims that "the teachers have to play the role of facilitator and monitor. 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 has to develop a different view of

9- Judicious use of native language is accepted where feasible.

11- Reading and writing can start from the first day, if desired.

13- Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).

15- Sequencing is determined by any Consideration of content, function of meaning which maintains interest.

17- Language is created by the individual often through trial and error.

19- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

21- Intrinsic motivation will spring from an interest in what is being communicated by the language.

10- Translation may be used where students need or benefit from it.

12- The target linguistic system will be learned best through the process of struggling to communicate.

14- Linguistic variation is a central concept in materials and methodology.

16- Teachers help learners in any way that motivates them to work with the language.

18- Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.

20 -The teacher cannot know exactly what language the students will use.

22- Contextualization is a basic premise.

2 - 2. Types of activities used in Communicative Language Teaching

Mitchell, Rosamond, (1988) states that “CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL”. The six activities listed and explained below are commonly used in CLT classrooms:

- 1- Role-play: Is an oral activity usually done in pairs, whose main goal is to develop students` communicative abilities in a certain setting, e.g the instructor sets the scene: where is the conversation taking place? (e.g, in a café, in a park, etc.).
- 2- Interview: is an oral activity done in pairs, whose main goal is to develop students` interpersonal skills in the target language, e.g the instructor gives each student the same set of questions to ask a partner and the Students take turns asking and answering the questions in pairs.

2. Literature Review:

2 - 0. Introduction:

Still there are many difficulties face teachers in the field of language teaching, although much efforts have been made to improve English Language Teaching process, this section addresses literature review and previous studies related to the topic in question.

2 - 1. Communicative language teaching:

According to Richards and Redgers (2001) "The communicative language teaching first emerged in 1970s due to the increase of immigration in Europe as well as the need for workers to communicate".

The CLT aims to prepare learners for long term goals to develop communicative competence rather than short term goals, the immediate classroom tasks. The communicative competence means to be able to use the language communicatively with people in a variety of setting and situation (Hymes, 1972: Richards 1992).

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

CLT is usually characterized as abroad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. One of most recognized of these list in Nuna's (1991) five features of CLT. The communicative approach must be based on responding to the students communicative need and interests. The approach should also be based on the language which the students will be in touch with in realistic situation. It has been cited in Jack c. Richards & Andtheodore s. Rodgers (1986: 67,68) that "the communicative language teaching has the following characteristics:

- 1- Meaning is paramount.
- 2- Dialogs, if used, center around communicative functions and are not normally memorized.
- 3- Language learning is learning to communicate.
- 4- Effective communication is sought.
- 5- Drilling may occur, but peripherally.
- 6- Comprehensible pronunciation is sought.
- 7- Any device which helps the learners is accepted - varying according to their age, interest, etc.
- 8- Attempts to communicate may be encouraged from the very beginning.

1 - 4. Objectives:

The aims of this study are:

1. To find out that are EFL teachers able to implement the communicative language teaching in their classrooms.
2. To find out the problems facing EFL teachers at secondary schools when applying the communicative language teaching CLT in their classrooms
3. To find out that whether the syllabus suits the communicative language teaching method or not.

1 - 5. Research questions:

The study will provide answers for the following questions:

1. To what extent Sudanese EFL teachers at secondary schools are able to use the communicative language teaching approach in developing Students communicative competence?
2. What are the problems facing EFL teachers at secondary schools when applying the communicative language teaching CLT in their classrooms?
3. To what extent the syllabus is designed to suit communicative language teaching method (CLT)?

1 - 6. Hypotheses:

1. Sudanese EFL teachers are not able to use communicative language teaching method to develop the students' communicative competence.
2. There are problems hindering applying the communicative language teaching in Sudanese secondary schools classrooms.
3. English language syllabus at secondary schools is not designed to develop the students' communicative competence.

1- 7. Methodology:

This study will adopt a descriptive analytical method. A questionnaire will be given to 15 of EFL supervisors in Wad-Medani locality, Wad-Medani Town as a tool for collecting data. After collecting and organizing the relevant data, Statistical Package for Social Science (SPSS) will be used for analyzing data. Based on the results and findings, some recommendations and suggestions will be stated.

1 - 8. Limitation of the study:

This study is limited to investigate the difficulties and problems face EFL Sudanese teachers in higher secondary schools in Wad-Madani Locality- Wad-Madani Town- Sudan in implementing the Communicative Language Teaching (CLT) in the Academic year 2017- 2018.

1 - 1. Introduction

Nunan, David (1991) states that “Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus”.

The CLT is a method which makes students use the target language a great deal through practicing and communicating meaningfully in different communicative activities such as group works, pair works, language games problem-solving by encouraging learners first to develop fluency. Communicative method is one of the most effective methods in achieving communicative competence.

English Language is taught as a foreign language in Sudan in secondary schools, so a teaching method like Communicative method will help mostly the students to communicate in the target language effectively.

From my teaching experiences in teaching English language at Sudanese secondary schools and later at universities, I have discovered that, most of the teachers have difficulty in teaching methods particular in Communicative Language Teaching approach. It's essential that English language teachers should focus on communicative competence rather than on more mastery of structures.

1 - 2. Statement of the problem:

It has been observed that most of the teachers at Sudanese secondary schools have inadequate ability in helping students to develop their communicative competence, because they do not have sufficient knowledge about teaching methods mainly the Communicative Language Teaching approach.

1 - 3. Significance of the study

This study will mainly investigate the difficulties and problems that face EFL Sudanese teachers at higher secondary schools in using communicative language teaching CLT in order to find solutions for these problems. The findings of this study might be of great help to do useful reforms in English language syllabus at secondary schools, also this study may help the decision makers to do a continuous training sessions for the EFL teachers at the secondary schools.

مستخلص الدراسة

تهدف هذه الدراسة إلى تشخيص الصعوبات والمشاكل التي تواجه المعلمين السودانيين للغة الانجليزية كلغة اجنبية في المدارس الثانوية في استخدام نهج الطريقة التواصلية في التدريس. وقد أجريت الدراسة في المدارس الثانوية في محلية ود مدني، الولاية الوسطية في السودان في فبراير من عام 2018. استخدم الاستبيان لعدد 15 من مشرفي اللغة الانجليزية بحولية ودمدني لجمع المعلومات للدراسة موضع السؤال. كما استخدم ايضا برنامج الحزم الاحصائية للدراسات الاجتماعية SPSS. اظهرت نتائج الدراسة ان هنالك صعوبات ومشكلات في فهم واستخدام الطريقة التواصلية في التدريس لدي الاساتذة. كما تشير النتائج ان ذلك يرجع لعدم التدريب الكافي لاغلب هؤلاء الاساتذة، وايضا لعدم معرفتهم بالطريقة التواصلية في التدريس. وعلي ضوء النتائج التي ذكرت يوصي الباحث بالتدريب الجيد لهؤلاء الاساتذة علي الطريقة التواصلية في التدريس. كما ايضا يجب الوضع في الاعتبار الطريقة التواصلية عند وضع المناهج.

Abstract

This study aims at investigating the difficulties and problems that EFL Sudanese teachers face at higher secondary schools in using Communicative Language Teaching approach CLT. The study was conducted in the higher Secondary Schools in Wad Madani Locality, the central state in Sudan in February 2018. A questionnaire was used for 15 EFL supervisors in Wad Madani, for collecting data about the topic under question, Statistical Package for Social Science (SPSS) was used for analyzing data. The findings have shown that the teachers face difficulties and problems in understanding and using the Communicative Language Teaching approach. The results show that, this is due to the lack of inadequate training for most of the EFL teachers, also because of their insufficient knowledge about Communicative Language Teaching CLT. In the light of the research findings, the researcher recommended that the EFL teachers at secondary schools should be well trained in using the Communicative Language Teaching approach in classrooms. The management also should keep the communicative approach in focus while designing syllabus.

**THE DIFFICULTIES IN USING THE COMMUNICATIVE
LANGUAGE TEACHING APPROACH BY SUDANESE EFL
TEACHERS IN SECONDARY SCHOOLS: DIAGNOSIS AND
REMEDY**

(A case Study of Higher secondary schools - Wad Madani Locality -Algezira State – Sudan)

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