

**T.C.  
ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**PROBLEMS FACED BY TURKISH EFL TEACHERS'  
IMPLEMENTING COMMUNICATIVE LANGUAGE (CLT) IN  
THEIR CLASSES**

**MASTER'S THESIS**

**Simge TANYER CEKIRDEKCI**

**Department of English Language Teaching  
English Language Teaching Program**

**AUGUST, 2023**



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English Language Teaching Program**

**Thesis Advisor: Asst. Prof. Dr. Ayşe Betül TOPLU**

**AUGUST, 2023**

**APPROVAL PAGE**

## **DECLARATION**

I hereby declare with respect that the study “Problems Faced By Turkish Efl Teachers’ Implementing Communicative Language (Clt) In Their Classes”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (07/08/2023)

Simge TANYER CEKIRDEKCI

## **FOREWORD**

I would like to express my gratitude to my thesis advisor Asst. Prof. Dr. Ayşe Betül TOPLU for her endless patience and support during my study.

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August, 2023

Simge TANYER CEKIRDEKCI

# **PROBLEMS FACED BY TURKISH EFL TEACHERS' IMPLEMENTING COMMUNICATIVE LANGUAGE (CLT) IN THEIR CLASSES**

## **ABSTRACT**

The current study starts by presenting an overview of English Teaching Methods and the History of English Teaching in Turkey starting from 1839 till 2023 and specifically CLT's related terms and terminology such as detailed definition, objectives, principles, components etc. in order to understand CLT's exact place in the Turkish context. The purpose of this study is to investigate the attitudes of EFL teachers towards CLT and to understand what difficulties they face while implementing CLT in their classes, and whether these difficulties can be overcome and if yes, how?

A mixed method research design was used for this study and a total of 30 Turkish-origin EFL teachers, currently working in private schools in Turkey, took part in the study and the data were collected through an online questionnaire and a semi-structured interview which was conducted with 5 of these questionnaire participants. The data collection tool was adapted from Ozsevik (2010). The responses to the questionnaire and the interview were subjected to descriptive and thematic analysis. The results showed that participants have a positive attitude towards CLT. Participants described the difficulties while implementing CLT as; teachers' lack of proficiency in spoken English as a teacher related difficulty, students' passive style of learning as a student related difficulty, grammar-based examinations as a difficulty related to the educational system, and lack of effective and efficient instruments to assess communicative competence as a CLT related difficulty. Another aim of this study was to find out how these difficulties can be overcome, and the results showed that the ways to overcome these difficulties are changing the education system, increasing the students' motivation, incorporating CLT contents into exams, getting support from school administration for teachers, and giving supportive feedback to the students.

**Keywords:** Communicative Language Teaching (CLT), EFL Teachers, Problems, Difficulties



# **TÜRK UYRUKLU İNGİLİZCE ÖĞRETMENLERİNİN İLETİŞİMSEL DİL ÖĞRETİM YÖNTEMİNİ (CLT) SINIF İÇİNDE UYGULARKEN KARŞILAŞTIKLARI ZORLUKLAR**

## **ÖZET**

Bu çalışma Türk müfredatında İletişimsel Dil Öğretim (CLT) yönteminin tam yerini anlamak için İngilizce Öğretim Methodları ve Türkiye’de 1839’dan 2023’e kadar İngilizce Öğretiminin tarihine ve özellikle İletişimsel Dil Öğretimi’nin (CLT) ayrıntılı tanımı, amaçları, ilkeleri, bileşenleri v.b. gibi ilgili terim ve terminolojisine genel bir bakış sunarak başlamaktadır. Bu çalışmanın temel amacı, İngilizce Öğretmenlerinin CLT’ye yönelik tutumlarını araştırmak ve CLT’yi sınıflarında uygularken karşılaştıkları zorlukları ve bu zorlukların üstesinden gelinip gelinemeyeceğini ve bu zorlukların nasıl aşılacağını araştırmaktır.

Bu araştırma için karma yöntem araştırma tasarımı kullanılmıştır. Çalışmaya Türkiye’de özel okullarda görev yapan Türk kökenli toplam 30 İngilizce öğretmeni katılmış ve veriler, Özşevik (2010)’ten uyarlanan çevrimiçi bir anket ve bu anketin katılımcılarının içinden 5 tanesiyle de yapılan yarı-yapılandırılmış görüşme aracılığıyla toplanmıştır. Ankete ve röportaja verilen yanıtlar betimsel ve tematik analize tabi tutulmuştur. Sonuçlar katılımcıların CLT’ye karşı olumlu bir tutuma sahip olduğunu göstermiştir. Katılımcılar CLT’yi uygularken karşılaştıkları güçlükleri tanımlarken; öğretmenlerin İngilizce konuşma yeterliliğinin olmamasını öğretmen kaynaklı bir zorluk olarak, öğrencilerin pasif öğrenme tarzına sahip olmasını öğrenci kaynaklı bir zorluk olarak, gramer temelli sınavları eğitim sistemi kaynaklı bir zorluk olarak, etkili ve verimli araçların eksikliğinin CLT kullanımını olumsuz etkilemesini ise CLT ile ilgili bir zorluk olarak ifade etmişlerdir. Bu çalışmanın bir diğer amacı da bu zorlukların nasıl aşılabileceğini bulmaktır ve sonuçlar, bu zorlukların üstesinden gelmenin yollarının eğitim sistemini değiştirmek, öğrencilerin motivasyonunu arttırmak, CLT içeriklerini sınavlara dahil etmek, okul yönetiminden öğretmenler için destek almak ve öğrencilere destekleyici dönütler

verilmesi olduđunu göstermiřtir.

**Anahtar Kelimeler:** İletiřimsel Dil Öğretimi (CLT), İngilizce Öğretmenleri, Problemler, Zorluklar.

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## **ABBREVIATIONS**

- BA** : Bachelor of Arts
- BOED:** The Board of Education and Discipline
- CLT** : Communicative Language Teaching
- EFL** : English as a Foreign Language
- ELT** : English Language Teaching
- ESL** : English as a Second Language
- EU** : European Union
- M. Ed.:** Master of Education
- MA** : Master of Arts
- MONE:** Ministry of National Education
- NATO:** North Atlantic Treaty Organization
- PhD** : Doctorate Degree
- TPR** : Total Physical Response

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## **I. INTRODUCTION**

### **A. Background to the Study**

Communicative Language Teaching (CLT) was initially suggested in England in the 1970s and has since become one of the most extensively employed methodologies in numerous EFL contexts in Turkey and across the world. Nevertheless, very few studies have been carried out in the field to analyze CLT applications in EFL environments up to this point. Richards&Rodgers (1986) state that “CLT is a language teaching approach that aims to develop communicative competence” (Richards & Rodgers, 1986; cited in Nishino, 2009, p. 10).

### **B. Statement of the Problem**

According to previous studies (Bal, 2006; Rashid 2018; Şeker, 2010) only a small percentage of instructors agree that English should be taught through CLT. However, in reality this cannot be exactly and actually applied due to the Turkish curriculum limitations against CLT, though the updated curriculum by MONE supports CLT and the updates were done according to the CLT principles. Ozsevik (2010) said that CLT cannot be properly implemented in Turkish schools. According to several studies, EFL instructors have favorable attitudes of CLT in foreign language education, but they are unable to implement CLT effectively in the classroom.

### **C. Purpose of the Study**

According to the previous researches (Bal, 2006; Rashid 2018; Şeker, 2010), it can be said that CLT cannot be applied in EFL classrooms as it needs to be. For this reason, the primary purpose of this study is to determine the difficulties that Turkish EFL teachers face, to understand why they cannot implement CLT correctly in their classes.

#### **D. Research Questions**

The current research intends to address the following research questions:

1. What are the general attitudes of EFL teachers towards CLT?
2. What are the difficulties that Turkish EFL teachers face while implementing CLT?
3. Can these difficulties be overcome? And how?

This study hypothesizes the following statements:

1. Most of the EFL teachers have positive attitudes towards CLT.
2. The most common difficulty for an EFL teacher to implement CLT is the current education system in Turkish context.
3. These difficulties can be overcome by increasing the teacher trainings towards CLT and raising the awareness of EFL teachers about CLT for the correct implementation.

## **II. LITERATURE REVIEW**

### **A. Introduction**

A literature review is doing research, reading, analyzing, assessing, and summarizing academic literature (usually journals and papers) on a certain subject (Auraria Library, 2023).

English Language Teaching Methods will be mentioned in the first section of this chapter as a background to the present study. In the second section, the history of English Teaching in Turkey will be mentioned to understand the CLT's place. In the third section, CLT will be specifically analyzed.

### **B. An Overview to the English Language Teaching Methods**

To understand the emergence of CLT, it is necessary to briefly review the history of the most popular traditional English teaching methods that are still used today to teach the language, as well as communicative language teaching, which is the subject of this research.

#### **1. Grammar Translation Method (Indirect Method)**

The Grammar Translation Method, which is also known as The Classical Method, was first used between the 1840s and 1940s to teach Latin and Greek Languages and some of the characteristics of the Grammar Translation Method are being widely used in most foreign language classes across the world today.

Some characteristic principles of this method are;

- By translating, the teacher provides the intended word or phrase in both the target language and the mother language.
- Grammar is the main objective of language teaching.
- The primary emphasis is on reading and writing. Listening and speaking

get no attention.

- Bilingual word lists and dictionaries are used to teach vocabulary, and words are memorized prior to the reading text.
- Word is the fundamental unit of language instruction and practice.
- By presenting and studying grammar principles, which are subsequently exercised via translation activities, grammar is taught deductively (Patel&Praveen, 2008).

## **2. Direct Method**

The Direct Method was developed as a response to the Grammar Translation Method in the 1900s. The Direct Method's central idea was that second language learning should be similar to first language acquisition. This method is also known as the Reform Method or the Natural Method.

The Direct Method uses the same method as how children learn their native language.

Some characteristic principles of this method are;

- The target language is utilized entirely in the classroom.
- Only everyday vocabulary and sentences are taught.
- Grammar is taught inductively.
- Concrete vocabulary is taught via demonstration, objects, and images, whereas abstract vocabulary is taught through the association of ideas.
- Listening and speech comprehension are taught.
- The importance of correct pronunciation and grammar is highlighted.
- The unit of teaching is sentence (Richards & Rogers, 2001).

The Berlitz schools of today still comply with the following rules for teaching spoken language,

- “Never translate: demonstrate”
- “Never explain: act”
- “Never make a speech: ask questions”

- “Never imitate mistakes: correct”
- “Never speak with single words: use sentences”
- “Never speak too much: make students speak much”
- “Never use the book: use your lesson plan”
- “Never jump around: follow your plan”
- “Never go too fast: keep the pace of the student”
- “Never speak too slowly: speak normally”
- “Never speak too quickly: speak naturally”
- “Never speak too loudly: speak naturally”
- “Never be impatient: take it easy”

(Titone, 1968; cited in Richards & Rodgers, 2001, p. 12).

### **3. Audio-Lingual Method**

The Audio-Lingual Method was firstly used in American Schools for second language acquisition around the 1950s. This paradigm saw language as a tool for social communication and saw writing as a technique for recording spoken language that arose later, based on behavior psychology beliefs. Owing to its lack of speaking abilities, the Audio-Lingual Method adopted many of the Direct Method's beliefs and procedures.

Some basic principles of this method are;

- Conversations are used to introduce the new content.
- Structures are taught one at a time in a sequential order. Drills are used to teach structural patterns.
- Grammar is taught inductively, with little or no grammatical explication.
- Listening, speaking, reading, and writing are all taught sequentially.
- The vocabulary is extremely constrained and is taught contextually.
- Recordings, and visual aids are often used.
- At the beginning of the course, there is a considerably long pre-reading stage.

- The value of perfect native-like pronunciation cannot be overstated (Larsen-Freeman & Anderson, 2011).

#### **4. Silent Way**

Caleb Gattegno (1972) developed The Silent Way as a technique of language teaching. It is founded on the notion that the instructor should remain as quiet as possible in the classroom, while encouraging the students to create as many words as possible.

This technique starts out by using a set of colored wooden rods and vocal orders in order to accomplish the following goals and objectives:

- To avoid using colloquial expressions.
- To generate basic linguistic circumstances under the entire control of the instructor.
- To allow the instructor to focus on what the pupils say and how they say it, focusing their attention on variances in pronunciation and word flow (Larsen-Freeman & Anderson, 2011).

#### **5. Suggestopedia**

Georgi Lozanov, a Bulgarian psychiatrist-educator invented Suggestopedia, also known as Desuggestopedia. Suggestopedia is a collection of learning suggestions based on Suggestology, which Lozanov (1978) describes as a “science . . . concerned with the systematic study of the irrational and/or nonconscious influences” that human beings are constantly responding to (Lozanov, 1978; cited in Richards & Rodgers, 2001, p. 12).

Some key principles are;

- Learning takes place in a setting that is as pleasant as possible, with soft cushioned sitting and subdued lighting.
- The presence of posters and decorations containing the target language and varied grammatical information in the learning area encourages "peripheral" learning.
- In the classroom, the instructor has total authority.

- To become more "suggestible," students are urged to act like children, go on "mental journeys with the instructor," and take on new roles and names in the target language.
- Baroque music is played quietly in the background to promote mental relaxation and the ability to absorb and remember new information throughout the session.
- Students are guided via extensive dialogs in the target language, which are accompanied by translations into the students' L1.
- Errors are permitted, with the focus on substance rather than structure. Grammar and vocabulary are provided and addressed by the instructor, but they are not dwelled on.
- Homework consists of pupils re-reading the dialog they are learning twice a day, once before bed and once before waking up (Richards & Rogers, 2001).

## **6. Natural Approach**

In 1977, Tracy Terrell, a teacher of Spanish in California, outlined "a proposal for a 'new' philosophy of language teaching which is called the Natural Approach" (Terrell, 1977 / 1982, p. 121). The Natural Approach is designed to help beginner students become intermediates. The Natural Approach declines previous language-teaching approaches.

The Natural Approach aims to improve communication abilities and the main principles are:

- The Natural Approach aims to improve communication skills.
- Production comes after comprehension.
- The acquisition process is crucial.
- The Natural Approach aims to lower the affective filter. (Krashen & Terrell, 1998).

## **7. Total Physical Response**

Total Physical Response (TPR) is a technique for teaching language that is based on the synchronization of speech and movement; it aims to teach language via physical (motor) activity (Richards & Rogers, 2001).

Some basic principles of TPR are listed below:

- Actions may often communicate meaning in the target language. The learner's reaction activates memory.
- Before speaking, students' comprehension of the target language should be built.
- Students may learn one component of the language quickly at first by moving their body.
- The imperative is a strong language tool that allows teachers to guide student conduct.
- It is critical that students feel accomplished. Learning is aided by feelings of achievement and low anxiety.
- Fun makes learning a language more effective.
- It is preferable to stress spoken language over written language (Larsen-Freeman & Anderson, 2011).

### **C. History of English Teaching in Turkey**

Turkish is the official language and medium of instruction in Turkey, while in all Turkish schools, English is the sole foreign language needed at all levels of schooling. Turkey is located as a bridge between Europe and Asia. 3% of the country is in Europe, whereas 97% of the country is in Asia. Due to its geopolitical importance, Turkey plays a vital role in transmitting Western culture, making English learning very necessary in order to develop worldwide relationships with other parts of the world. Turkey joined the North Atlantic Treaty Organization (NATO) in 1952 and is still in the process of negotiating to join the European Union (EU) with full membership expectation (Sarıçoban & Sarıçoban 2012). Under these circumstances, teaching English as a foreign language in Turkish schools has



practically become a requirement.

Table 1. Chronological Change in Priorities Given to Foreign Languages in Turkey Order

Order	Pre 1773	1773-1923	1923-1950	1950-1980	After 1980s
1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3	Turkish	French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

Source: (Demircan, 1988; cited in Doğançay-Aktuna, 1998).

Table 1 displays the importance of foreign languages in Turkey, and it can be obviously seen that English has become the most popular taught language in Turkey as a foreign language after joining to Nato in 1952.

The education system in Turkey can be analyzed in three periods.

### 1. Pre-Republican Period in Turkey (1839 – 1923)

Foreign Language Education was initially incorporated in the Turkish curriculum in the 1880s, whereas English language was first introduced to the Turkish curriculum during the Tanzimat Period, owing to Westernization initiatives in the Turkish Education System (Kırkgöz, 2005). The first schools to open after the declaration of "Tanzimat Fermanı" were French, German, English, Italian, and American schools (Demircan, 1988). French was the first foreign language taught in the Ottoman Empire. French was the most important language of the century and because of this reason, it was the first language used in diplomacy, philosophy and science.

### 2. Republican and Post-Republican Period in Turkey (1923-1997)

Following the foundation of the Turkish Republic, modernization movements provided tighter links and a greater demand for communication with Europe and the United States of America, accelerating the country's need for ELT. English took supremacy over French, which had previously been favoured as the language of diplomacy, science, and art (Kırkgöz, 2007).

On March 3rd, 1924, the "Unification of Education" reform was implemented. Muslim theological schools were closed as a result of this reform, and modern schools were established. (Demirel, 2010).

Table 2. Foreign Languages Taught in Turkey after the establishment of the Republic.

	1924	1927	1935	1941	1950	1960
German	✓	✓	✓	✓	✓	✓
French	✓	✓	✓	✓	✓	✓
English	✓	✓	✓	✓	✓	✓
Italian	✓	✓	✓	✓	✓	✓
Latin	X	X	X	✓	✓	X
Arabic	✓	✓	X	X	✓	✓
Persian	✓	X	X	X	✓	✓

Source: Demir, Hilal, Özel Okullarda Yabancı Dil Öğretiminin Tarihi ve Günümüzdeki Yeri, <http://ingilish.com/hd6.htm>, 05.06.2010

Table 2 shows the foreign languages taught in Turkey after the establishment of the Republic. Arabic and Persian, which were taught in Ottoman Empire schools as foreign languages, were substituted by Western languages such as German, French, and English.

Following the arrangements for foreign language, particularly English, teaching in the 1940s, foreign language teaching was brought up at the National Education Summit, the most senior level of meetings organized every four years by The Board of Education and Discipline (BOED) and that addresses education-related issues at the national level. Foreign language training was not a priority during the early decades of the Republic since illiteracy was a major concern. The BOED only developed a foreign language education strategy in 1988 (Ozşevik, 2010).

Students in the Turkish education system were expected to finish a five-year primary school and then freely went to a six-year secondary education from 1923 until 1997. Secondary school was divided into three years of middle school and three years of high school. High school aimed to prepare students for university.

Since the mid-1980s, globalization trends have steadily permeated Turkey via the English language (Robins, 1996). As English has grown in importance, the number of schools offering English-medium teaching has increased considerably

since the mid-1980s. According to Ministry of National Education (MONE) records, there were 193 English-medium secondary schools (103 private, 90 state-owned) in the 1987-1988 academic year. The number of private secondary schools has increased to 717 by the 2006-2007 academic year, including 415 Anatolian high schools (MONE, 2008).

MONE indicated some attempts in 1997 to modify Turkey's ELT practice. The reform was titled "The Ministry of Education Development Project," and it intended to promote excellent English instruction in both public and private schools across the country. The fundamental goal of this project was to increase the length of compulsory elementary education from 5 to 8 years. As a consequence, elementary education then included a three-year middle school curriculum. Another MONE innovation was the use of English beginning in fourth grade. English was formerly exclusively taught in middle school. This innovation's main purpose was to expose children to English for a longer amount of time than before in order for them to learn it more efficiently (MONE, 2001).

The MONE defines the following goals for the redesigned English curriculum for fourth and fifth grades:

- Raise students' knowledge of a foreign language
- Promote a favorable attitude toward studying English;
- Increase students' interest and enthusiasm in studying English.
- Create classroom circumstances in the form of games so that students may have fun while learning English.
- Establish conversations and relevant contextualized learning activities (Kocaoluk&Kocaoluk, 2001; cited in Ozsevik, 2010).

Secondary level English education, according to the curriculum published in 1997, attempts to improve learners' basic communication skills via the synthesis of the four competences, so that learners can communicate successfully in the target language (MONE, 2001). With the 1997 curriculum, the Communicative Approach was implemented in Turkish history under this framework (Hunutlu, 2011).

### **3. Current English Teaching Curriculum in Turkey (1997-2023)**

After 1997, one of the innovations was to change the teacher-centered teaching model to a student-centered teaching model in 2005, in order to adapt and reflect the European Union (EU) standards in the Turkish Education System (OECD 2005, cited in Yeni Palabiyik, 2021).

Another significant change in the Turkish education system occurred in 2012, when the "4+4+4" education reform increased obligatory schooling from 8 to 12 years. With this innovation, the education system is divided into three parts: four years of elementary school, four years of lower secondary education, and four years of upper secondary education (MONE, 2012b, cited in Yeni Palabiyik, 2021).

English is currently obligatory in both elementary and secondary schools in Turkey. Beginning in second grade, English is taught in public schools. The MONE requires two hours of English instruction in primary grades 4 and 5. Five to six hours of English instruction per week is suggested for grades 6 through 8. Students in grade 9 get 10 hours of English teaching per week in secondary schools. Students in the tenth, eleventh, and twelfth grades should get four English sessions each week, regardless of whether they attend Anatolian or normal state schools.

The majority of private schools increase the quantity of English sessions they provide. Many private schools begin teaching English three hours per week in Kindergarten, and the same concentration is used throughout the grade levels to assist pupils to learn the target language far quicker than students in public schools.

The new curriculum provides a thorough theoretical foundation and explains the reasoning behind pedagogical choices across a range of areas, such as course selection, curriculum design, assessment and evaluation, the teacher's role, how children acquire languages differently than adults, and other topics are covered as well. The most recent curriculum seems to be the most comprehensive and extensive yet. The current English curriculum, like the 1997 curriculum, emphasizes the need of meaningful communication in learning English more effectively (Hunutlu, 2011).

## **D. Communicative Language Teaching (CLT)**

Because of its favorable impact on strengthening learners' capacity to speak, the Communicative Approach has been one of the main techniques in the area of language acquisition since the 1970s (Petkutė, 2010). Tarone and Yule (1989) note that “there has been a change of emphasis from presenting language as a set of forms (grammatical, phonological, lexical) which have to be learned and practiced, to presenting language as a functional system which is used to fulfil a range of communicative purposes.” (p.17) As Nunan (1991, p. 25) stated, “the basic principle underlying all Communicative Approaches is that learners must learn not only to make grammatically correct, propositional statements about the experimental world but must also develop the ability to use language to get things done”. Communicative language teaching may be thought of as a set of ideas regarding the goals of language education, how students learn a language, the kind of classroom activities that most successfully aid learning, and the roles of both teachers and pupils in the classroom environment (Richards, 2006).

In this section, the Communicative Language Teaching method will be thoroughly examined.

### **1. Definition of Communicative Language Teaching**

Communicative Language Teaching can be briefly described as “as an approach of teaching a second or a foreign language that focuses on learners’ interaction, whether as the means or the ultimate goal of learning a target language.” (Gustiani, 2012, p.17).

Communicative Language Teaching (CLT) is a learner-focused, meaning-based approach to language teaching in which fluency is valued above correctness, *i.e.*, the Communicative Approach prioritizes comprehending and generating messages over teaching and correcting language forms (Spada, 2007). Communicative Language Teaching is a method that emphasizes the need of students to communicate outside the classroom. This concern is reflected in the choice of language content and resources, with a focus on role play, pair and group work, and so on (TEFL glossary, 2002).

## **2. Characteristics of Communicative Language Teaching**

One of the fundamental characteristics of CLT is the focus on learning to communicate in the target language by means of interaction. CLT is an approach which incorporates the actual literature into the learning environment and emphasizes proper pronunciation. CLT also considers mistakes as inevitable occurrences in the development of communication abilities. Furthermore, CLT allows students to focus not just on language, but also on the process of learning itself, and it enhances the student's own observations as key contributors to classroom learning.

A concentration on speaking in the target language via interaction, incorporating relevant literature into the learning environment the possibility for learners to focus not only on language but also on the learning management process, an expansion of the learner's own experiences as important contributions to classroom learning and an effort to connect language learning in the classroom with language activities outside of the classroom are some of the characteristics of CLT (Nunan, 1991).

## **3. Principles of Communicative Language Teaching**

The primary concept behind this technique is to learn how to utilize the language. Human existence revolves on communication. Humans use communication to express themselves orally. Natural language acquisition is the foundation of the communicative technique. It is real and authentic when a student learns a language spontaneously. Another aspect of this method is the improvement of communication skills. This method is built on four sub-skills. Listening, speaking, reading, and writing are the four sub-skills that should be systematically developed in pupils. It develops learning activities by combining active and passive skills.

Brown (2001) provides the six principles listed below when explaining the basic concepts of CLT.

- Classroom objectives are centered on all aspects of communication competence (grammatical, discourse, functional, sociolinguistic, and strategic). Objectives must include the organizational and pragmatic components of language.
- Language methods are intended to engage students in pragmatic, real-world,

functional language use for meaningful purposes. The major focus is not on organizational language forms, but rather on language qualities that enable learners to attain those objectives.

- Fluency and accuracy are seen as complementary traits that support communication strategies. In order to keep learners really interested in language use, fluency may have to take priority over correctness at times.
- Students in a communicative class must ultimately use language outside of the classroom, both productively and receptively. As a result, classroom activities must prepare students for communication in various circumstances.
- The teacher's function is that of a facilitator and guide, not that of an all-knowing bestower of information. As a result, students are encouraged to create meaning via actual verbal contact with others.

#### **4. Objectives of Communicative Language Teaching**

According to Arora (2012) the objectives of communicative language teaching are; to use language as a means of expression, to develop communicative competence among learners, to enable the learners to create meanings rather than devoting extra attention to grammatical structures, to enable the learners to give stress to the meanings and functions of the language, to use language as a means of expressing values and judgements to express the functions that best meet their own communication needs.

#### **5. Why is CLT Preferable to the Other Methods?**

The primary goal of all language teaching methods is to provide learners opportunities to acquire the target language. However, for some methods, language refers to grammar and vocabulary, but for others language refers to an abstract collection of semantic and lexical properties. For instance, one of these approaches, the Structural Approach, offers learners with just one component of communication that makes students just to memorize but not to participate and act. The aim is for students to create grammatically accurate sentences. The classes are focused on the teachers as the authoritative figure in the classroom. There is no tolerance for errors, and reading and writing are prioritized more than speaking and listening. Students are therefore robbed of the capacity to utilize the language for its intended function,

named as communication.

Conversely, Communicative Language Teaching addresses language not just in terms of its structure, but also in terms of the communication roles that it performs. It integrates the functional and structural views of language in order to comprehend and express information in context. The Communicative Approach further demonstrates that composing grammatically correct phrases is insufficient for meaningful communication, since communication occurs when we utilize sentences to conduct a number of various speech actions in social communicative circumstances. The Communicative Approach places a greater focus on developing communicative competence, which was not present in the previous methods. It allows students to convey their personalities, opinions, and experiences via the use of the target language. The learner's role is active and participatory, not passive and isolated. The main purpose is for students to be able to utilize the language appropriately. Teachers that employ Communicative Language Teaching prefer to adopt a distinct teaching technique. Guided activities used in the classroom include pair work, in which two students talk to each other, and group work, in which a group of students attempts to complete a communicative task. Furthermore, games, interviews, and other activities with communication gaps are increasingly being utilized. This changes the teachers' role, as they attempt to manage their whole class on their own (Aydin, 2003).

## 6. Components of Communicative Language Ability

This section briefly examines the components of communicative language ability, which include grammatical competence, strategic competence, discourse competence, and sociolinguistic competence.

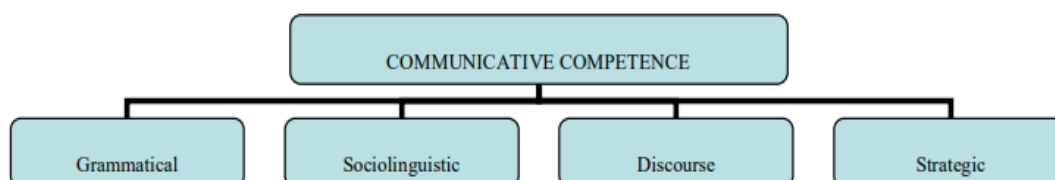


Figure 1. Components of Communicative Language Ability

Source (Canale-Swain, 1980).

Figure 1 above shows the components of Communicative Language Ability.



#### D.6.a. Grammatical Competence

Grammatical competence is a subconscious understanding of grammar that enables a speaker to use and understand language. It encompasses the capability to acquire knowledge of morphology, syntax, semantics, and other related topics. Chomsky claims that “Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance” (Chomsky, 2015, p.1).

##### **a. Strategic Competence**

The word "strategic competence" refers to learners' capacity to employ different communication techniques effectively in order to bridge the knowledge gap that occurs between them. The techniques are the ways through which students cope with possible communication errors that could arise from either “limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication” (Canale & Swain, 1980, p. 10).

##### **b. Discourse Competence**

Discourse competence can be defined as the mastery of the language that enables learners to communicate in a variety of contexts. The ability to go beyond one- or two-word responses and into coherent and cohesive statements is an essential component of discourse competence. This concept is best exemplified by Canale and Swain (1980), Savignon (1985), Qing (1990) and Brown (2000). Discourse competence has been described by all of them as an organizational aspect of language that exists above the sentence level. The ability to string together multiple sentences into longer stretches of communication constitutes this skill.

##### **c. Sociolinguistic Competence**

Sociolinguistic competence refers to the ability to use and respond to language in an appropriate manner, taking into consideration the context, the subject, and the relationships between those who are communicating. Lyster (1994) defines the concept of sociolinguistic competence as the “capacity to recognize and produce

socially appropriate speech in context” (p. 263-287).

## **7. Previous Studies on Teachers’ Attitudes Towards CLT**

It is obvious that English cannot be taught without a communicative perspective as in today’s world communication is a fundamental tool. This viewpoint leads us to believe that the genuine communicative language actors are the teachers themselves.

Bal (2006) studied with 20 English instructors from five different public schools in Adana, Turkey. According to the findings of the research, what instructors said about CLT opposed what they did in class. Despite being aware of CLT approach, all participants employed GTM in their courses. The participants noted that their lack of CLT implementation was due to a variety of issues. According to the findings, 70% of participants believed that CLT asks too much from the instructor. 100% of participants complained about their overburdened work schedules, and 85% said they didn't have time to plan CLT activities. Furthermore, 75% reported that the schools lacked adequate office equipment. Another difficulty was that 60% of the participants worked in a classroom with 45 or more children.

Chang and Goswami (2011) performed a research to evaluate the variables that favor or impede CLT adoption in Taiwanese schools. The study's participants were eight instructors from two institutions in southern Taiwan. Face-to-face semi-structured interviews (45-60 minutes) were used to gather data. Participants in this qualitative research stated that teacher-related elements such as professional training and instructors' efforts are important in supporting CLT adoption in Taiwanese English classrooms. Participants noted that obstacles impeding CLT adoption included instructors' lack of knowledge and skills concerning CLT and its application, as well as insufficient teacher training.

As a conclusion, as understood from the resarches done in previous years what teachers thought about CLT was not in line with their classroom practices.

## **8. Conclusion**

The desire for communicative, intentional, and appropriate language usage in real-world contexts pushes communicative language instruction. To meet these objectives, it establishes its framework by drawing on a diverse range of perspectives

and methodologies. As a result, instructors should make no excuses for implementing CLT by properly preparing tasks and activities for the targeted classes. The flexibility of CLT is the method that will give way to instructors and learners regardless of the circumstances.

### III. METHODOLOGY

The fundamental purpose of this research is to examine the Turkish EFL instructors' perspectives regarding CLT and to analyze what difficulties they face while applying CLT methodology and its techniques in their classes. Additionally, it is also investigated whether these difficulties can be overcome and how these difficulties can be overcome.

A mixed-method approach was utilized to assess the challenges encountered by Turkish EFL instructors when adopting Communicative Language Teaching (CLT) in their classrooms and to find answers to the research questions proposed in Chapter I. Dörnyei (2007) states that “the main attraction of mixed methods research has been the fact that by using both qualitative and quantitative approaches, researchers can bring out the best of both paradigms, thereby combining quantitative and qualitative research strengths” (p. 45).

#### A. Participants

The participants of this study are 30 EFL teachers of Turkish origin, and they work at various levels in different private schools in Turkey. They have an academic degree of BA, MA or M. Ed.

The detailed general profile of these participants is shown below in Table 3.

Table 3. General Profile of the Participants

Participants' General Information	Turkish EFL Teachers
Gender	
Male	9
Female	21
Age	
21-29	18
30-39	7
40-49	5
50 or more	0
Educational Background	

Table 3. (con) General Profile of the Participants

Participants' General Information	Turkish EFL Teachers
B.A.	24
B. Ed.	1
M.A.	2
M. Ed.	3
Teaching Experience	
0-1	4
1-5	15
5-10	4
10+	7

9 of the participants are male, while 21 of them are female, and their ages vary between 21 and 49. 24 of them have B.A. degrees, 1 of them has a B. Ed. degree, 2 of them have M.A. degrees and 3 of them have M. Ed degrees. All the participants have undergraduate or graduate degrees from various universities of Turkey and their departments were all related to language teaching; ELT, English Literature or Translation. The participants have a teaching experience from 1 year to 22 years, and all participants took part in this study on a voluntary basis.

## **B. Instruments**

A 32 question-survey by Ozsevik (2010) is adapted for the quantitative part of this study (Appendix I) and a semi-structured interview of 20 questions is used for the qualitative part of this study (Appendix II).

The questionnaire was distributed via Google Docs, and the interviews were conducted face-to-face and in English. The participants of the interview were selected among the participants of the questionnaire on a voluntary basis.

## **C. Data Collection Procedure**

All ethical procedures were properly followed while gathering data for this research. The questionnaire was accessible to participants through Google Docs during the study's execution. At the beginning of the questionnaire, a form for informed consent (Appendix III) was used. After signing the informed consent forms electronically, the questionnaire takes 10-15 minutes to complete and the online questionnaire was accessible to the participants between September 2022 and December 2022.

In addition to the questionnaire, 5 of the participants were requested to participate in a semi-structured interview. To ensure the accuracy of the information gathered, all interviews were videotaped and transcribed for qualitative data analysis. The transcriptions of the interviews were kept in the researcher's password-protected personal computer.

#### **D. Data Analysis**

The data analysis of the questionnaire was done by using descriptive statistical analysis, while the data analysis of the semi-structured interviews were done by using the thematic analysis.

## IV. RESULTS

This chapter highlights the results based on the questionnaire and interview responses of the participants. This section will be examined in four parts based on the analysis gathered from both the questionnaire and the interview: the demograph, educational and vocational information of the participants, participants' EFL teaching methods and attitudes towards CLT, challenges about CLT methodology as teacher-related difficulties, student-related difficulties, CLT related difficulties, and difficulties due to the Turkish educational system, and finally the ways to overcome these difficulties.

### A. Demographic, Educational and Vocational Information of the Participants

The participants of this research are 30 Turkish origin EFL teachers and for the first part some open-ended questions were asked to them related to their demograph, educational and vocational information. The answers given to this part of the questionnaire were analyzed by using descriptive analysis.

The age and gender distributions of the participants are shown in Figure 2 and Figure 3 below.

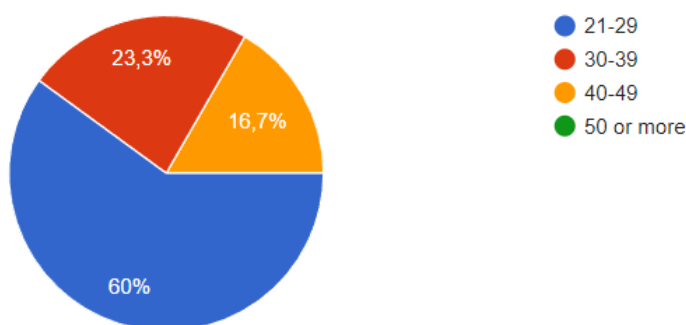


Figure 2. Age Distribution of the participants

60% of the participants are aged between 21-29 years, 23.3% of the participants are aged between 30-39 years, and 16.7% of the participants are aged between 40-49 years.

Regarding the gender distribution of the participants:

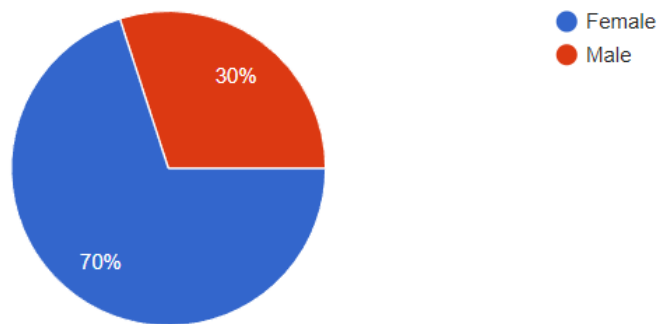


Figure 3. Gender Distribution of the participants.

70% of the participants are females, whereas 30% of the participants are males.

The educational background of the participants is shown in Figure 4 below.

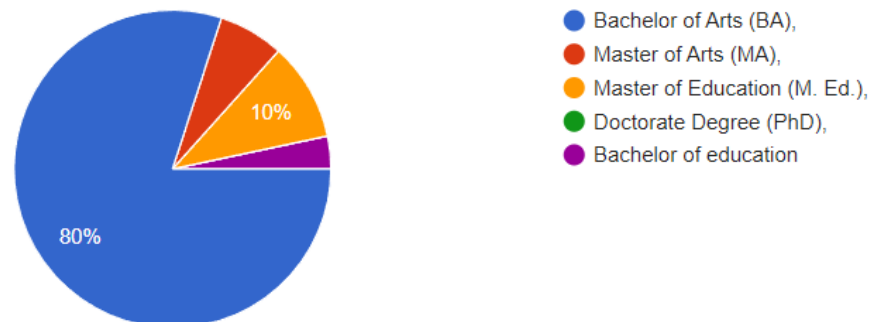


Figure 4. Educational background of the participants

Figure 4 shows that, 80% of the participants had BA degree, 6.7% of the participants had MA degree, 10% of the participants had M. Ed. degree and 3.3% of the participants had a Bachelor of education degree.

Another variable, the years of the teachers' experience is shown in Figure 5 is shown below:



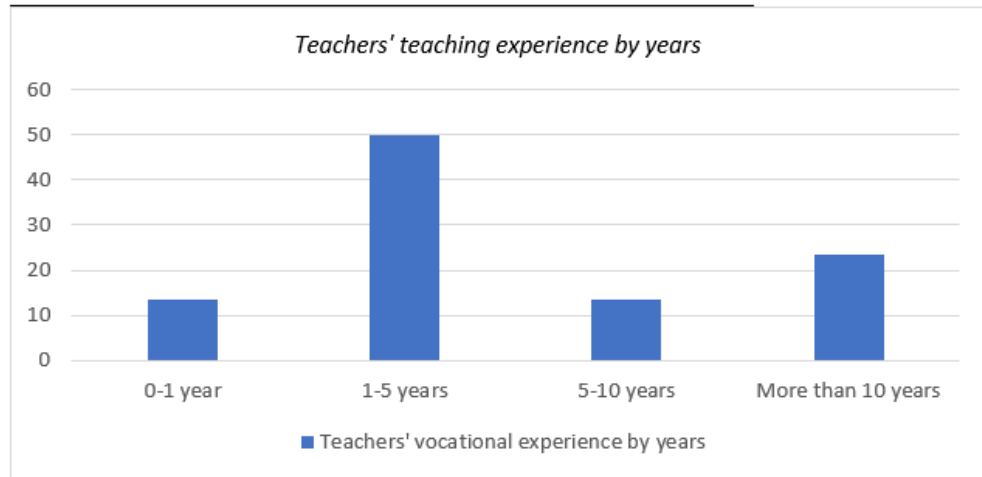


Figure5. Teachers' teaching experience by years

13.3% of the participants have an experience of 0-1 year, 50% of the participants have an experience of 1-5 years, 13.3% of the participants have an experience of 5-10 years, and 23.3% of the participants have an experience of more than 10 years,

The school setting of the participants is shown below in Figure 6.

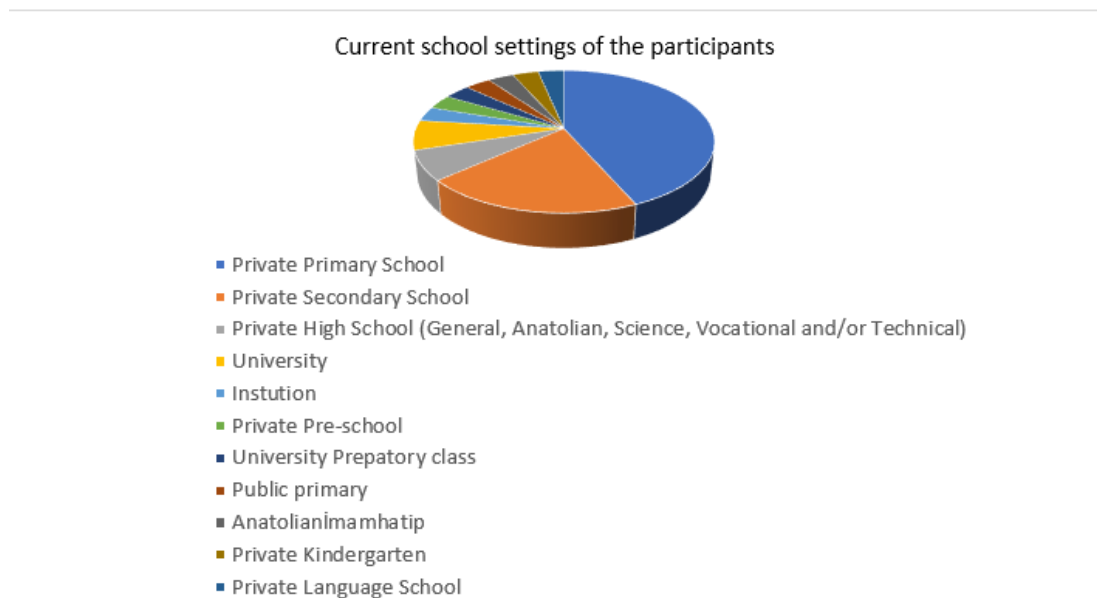


Figure 6. Current school settings of the participants

According to the Figure 6, 43.3% of the participants are currently working for private primary school, 20% of the participants are currently working for private secondary school, 6.7% of the participants are currently working for private high school, 6.7% of the participants are currently working for university, 3.3% of the

participants are currently working for institution, 3.3% of the participants are currently working for private pre-school, 3.3% of the participants are currently working for university preparatory class, 3.3% of the participants are currently working for public primary school, 3.3% of the participants are currently working for Anatolian İmamhatip High School, 3.3% of the participants are currently working for private kindergarten, and 3.3% of the participants are currently working for private language school.

Figure 7 below shows how many hours do the teachers have classes in a week.

Teaching hours on a weekly basis

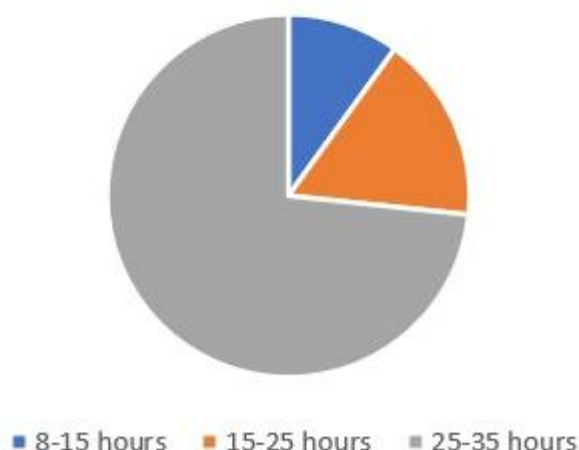


Figure 7. Teaching hours on a weekly basis

10% of the participants have classes between 8-15 hours, 16.67% of the participants have classes between 15-25 hours, and 73.3% of the participants have classes between 25-35 hours.

## **B. Teachers' Language Teaching Methods and Their Attitudes Towards CLT**

Over the years, there are variety of ELT methods that teachers had used and have still been using in their classes. Although our study subject is specifically focused on CLT, it will be beneficial to examine what other approaches the participants used and are using when teaching English.

The participants were asked what teaching approaches they had used particularly to teach English in their classrooms. In the questionnaire, there was a

likert scale for each approach and the answers of the participants are shown below in Figure 8.

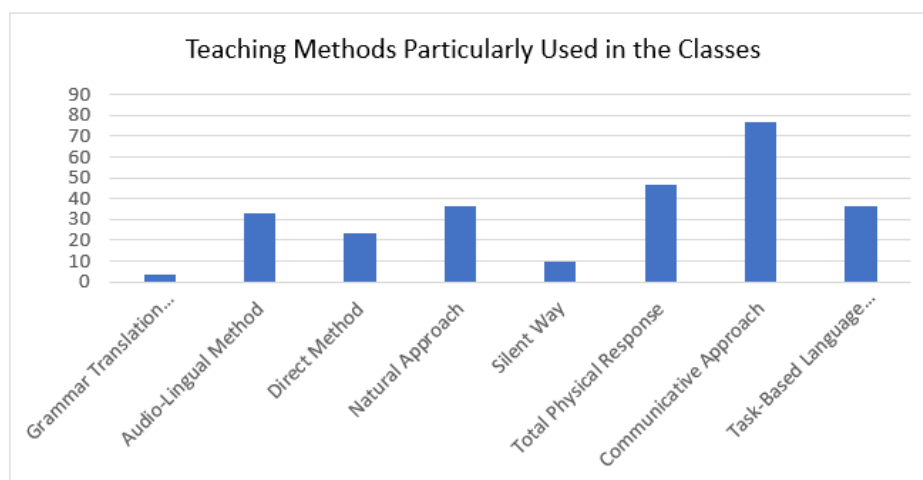


Figure 8. Teaching Methods Particularly Used in the Classes

Figure 8 shows Grammar Translation Method is always utilized by 3.3 percent of instructors, Audio-Lingual Method is always being used by 33.3% of the teachers, Direct Method is always being used by 23.3% of the teachers, Natural Approach is always being used 36.67% of the teachers, Silent Way is always being used by 10% of the teachers, Total Physical Response is always being used by 46.67% of the teachers, Communicative Approach is always being used by 76.67% of the teachers, and finally Task-Based Language Teaching is always being used by 36.67% of the teachers.

When asked whether they had attempted CLT in their classrooms, 94% of the participants said they had, whereas 6% said they had not. When it is also asked why the participants like to use CLT in their classes, there were various reasons for the participants to use CLT, such as “CLT is a methodology that lets learners speak in the target language, and learning the target language with role-plays, collaborative tasks, games and interactive activities, and problem-solving tasks is something enjoyable for the students while learning”. According to the answers given to the questionnaire related to this question, most of the participants use CLT as it is easy to learn, it is a useful language learning method and it is effective.

According to the interview results, in response to how the interviewees feel about using CLT in their classroom, Participant 3 revealed the following

information:

“I’m really positive about it. I think it helps a lot. It gives students a kind of natural way of learning, so it remains with them when the lesson is over. Because they discover things, and they do it themselves, so they learn it better” (Participant 3, May 11, 2023).

Participant 5 conveyed her feelings in the same manner as Participant 3:

“I think CLT is a great approach to engage and support the students, so I enjoy creating lessons with CLT” (Participant 5, May 12, 2023).

According to the data collected from the interviewees responses related to their attitude towards CLT, 60% of the participants think that students like and want speaking, 40% of participants believe that CLT is highly helpful to students' communication abilities. All these findings show that teachers have a positive attitude towards using CLT. For this reason, we can conclude that CLT should be adapted to Turkish Curriculum.

### C. Challenges and Difficulties About CLT

This section will be presented under five sub-headings.

#### 1. Teacher-Related Difficulties and Challenges

Teacher-Related Difficulties and Challenges are shown below in Figure 9.

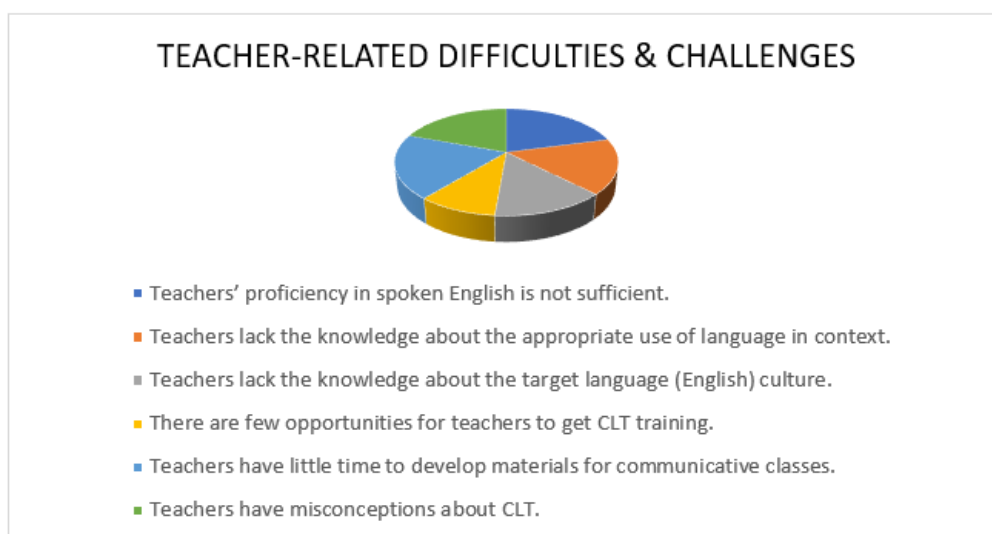


Figure 9. Teacher Related Difficulties and Challenges

According to the data gathered from Figure 9, 50% of the participants think, as a major problem, that teachers' proficiency in spoken English is not sufficient. 46.7% of the participants think that teachers do not have enough time to create resources for communicative lessons. Again 46.7% of the participants think that teachers have misconceptions about CLT, 40% of the participants think that teachers lack expertise on how to use language appropriately in context, 33.3% of the participants think that teachers are unfamiliar with the culture of the target language (English), and 23.3% of the participants think that there are few possibilities for CLT training for teachers.

## 2. Student-Related Difficulties and Challenges

Student-Related Difficulties and Challenges are shown below in Figure 10.

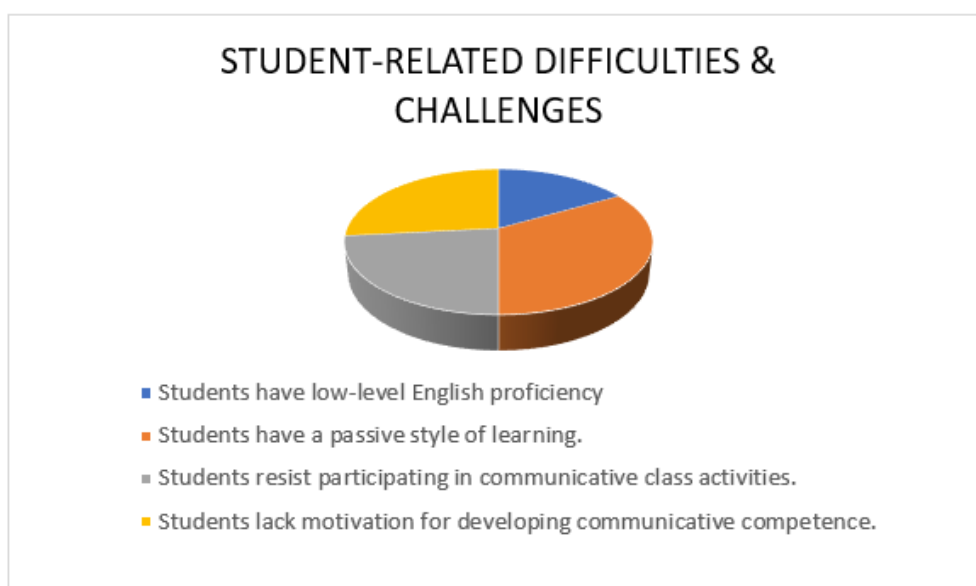


Figure 10. Student-Related Difficulties and Challenges

According to the data gathered from Figure 10, 66.7% of the participants think, as a major problem, that students have a passive style of learning. 53.3% of the participants think that students lack motivation for developing communicative competence, 46.7% of the participants think that students are reluctant to participate in communicative class activities, 33.3% of the participants think that teachers lack expertise on how to use language appropriately in context., 33.3% of the participants think that students have an inadequate grasp of the English language.

### 3. Difficulties and Challenges Related to the Educational System

Difficulties and challenges related to the educational system are shown below in Figure 11

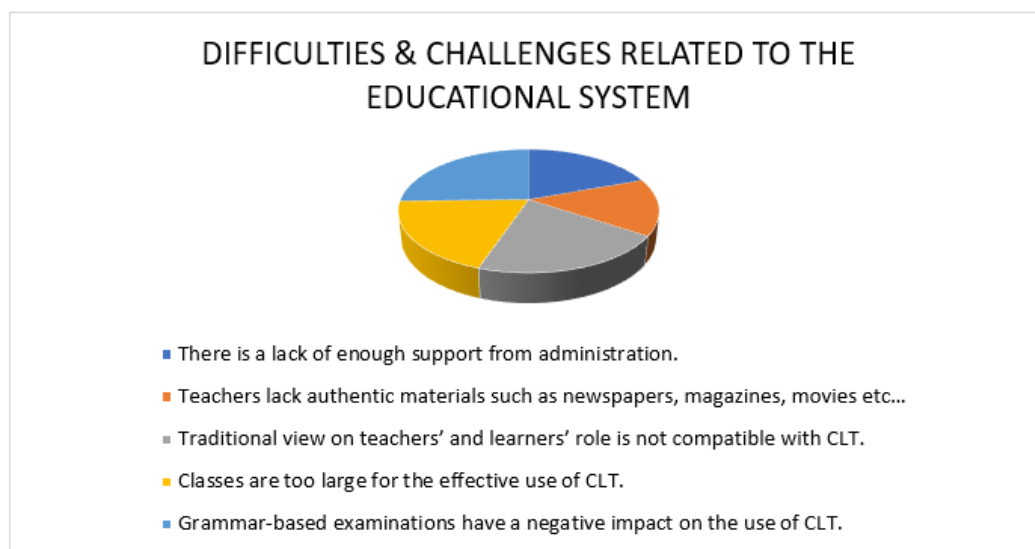


Figure 11. Difficulties and Challenges Related to the Educational System

According to the data gathered from Figure 11, 56.7% of the participants think that grammar-based exams have a detrimental influence on CLT usage, which is a major challenge and difficulty that is related to educational system. 46.7% of the participants think that the traditional views on the roles of instructors and students are incompatible with CLT, which is another major challenge for the educational system. 43.3% of the participants think that there is a lack of enough support from administration, 43.3% of the participants think that classes are too large for the effective use of CLT, and 33.3% of the participants think that teachers lack real resources such as newspapers, publications, and movies, among other things.

#### 4. Difficulties and Challenges

CLT-Related Difficulties and Challenges are shown below in Figure 12.

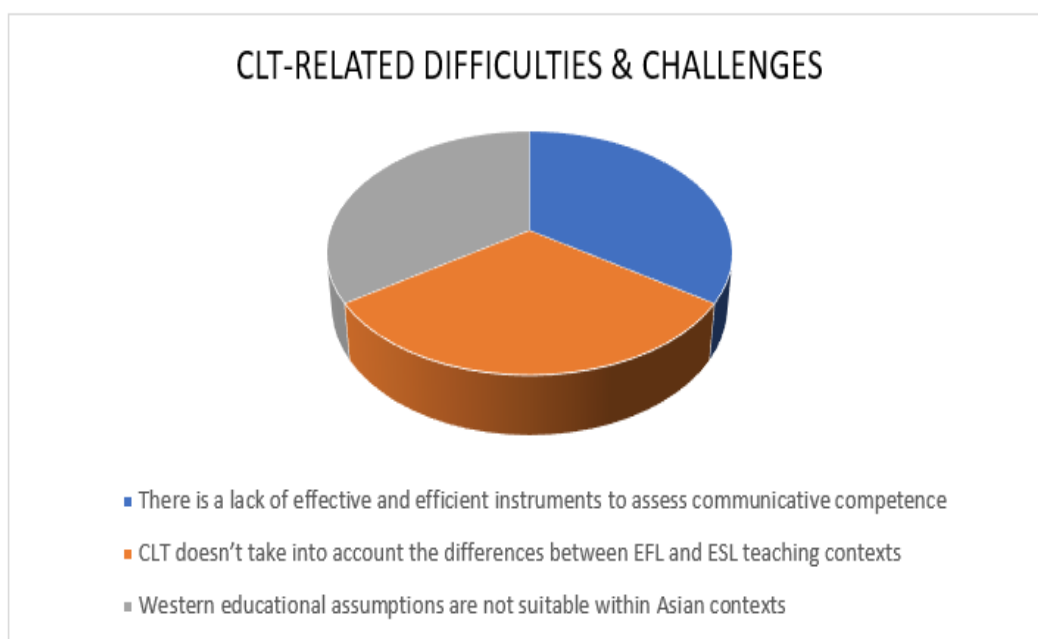


Figure 12. CLT-Related Difficulties and Challenges

According to the data gathered from Figure 12, 36.7% of the participants think as a major problem that there is a lack of useful and efficient tools for assessing communication skills, again 36.7% of the participants think as a major problem that Western educational principles do not work in Asian contexts, and 33.3% of the participants think as a major problem that CLT ignores the distinctions between EFL and ESL teaching contexts.

#### 5. Data Collected from Open-Ended Questions of Questionnaire and from the Interview

When it was asked to the participants about the challenges they faced with CLT, their responses were shown in below Table 4 according to the information compiled from both the questionnaire (open-ended question) and from the interview.

Table 4. Teachers' Challenges While Implementing CLT

Responses Compiled From	Participant's Name	Participants' Answer	Classification of the Problem
Questionnaire	A	Motivational Problems	Student-Based
Questionnaire	B	English is not learner's L1	Other
Questionnaire	C	No problem while implementing CLT	
Questionnaire	D	No problem while implementing CLT	
Questionnaire	E	Lack of educational materials	Systematical problem
Questionnaire	F	Instructors teach grammar in CLT	Teacher-Based
Questionnaire	G	No problem while implementing CLT	
Questionnaire	H	Workload	Teacher-Based
Questionnaire	I	No problem while implementing CLT	
Questionnaire	J	Classroom Management	Teacher-Based
Questionnaire	K	Lack of real-life usage of the target language	Student-Based
Questionnaire	L	No exposure to the target language	Student-Based
Questionnaire	M	Lack of motivation	Student-Based
Questionnaire	N	No problem while implementing CLT	
Questionnaire	O	Lack of knowledge related to the field	Teacher-Based
Questionnaire	P	Learners suppose that they need to know grammar rules	Student-Based
Questionnaire	Q	Systematical issues	Systematical problem
Questionnaire	R	No problem while implementing CLT	
Questionnaire	S	Lack of knowledge related to the field	Teacher-Based
Questionnaire	T	No problem while implementing CLT	
Questionnaire	U	No problem while implementing CLT	
Questionnaire	V	Systematical issues	Systematical problem
Questionnaire	W	Classroom Population	Systematical problem
Questionnaire	X	No problem while implementing CLT	
Questionnaire	Y	Lack of motivation	Student-Based
Questionnaire	Z	Insist on traditional way of teaching	Teacher-Based
	A1	Lack of motivation	Student-Based
Questionnaire	B1	No problem while implementing CLT	
Questionnaire	C1	Time and curriculum restrictions	Systematical problem
Questionnaire	D1	No problem while implementing CLT	
Interview	#1	Exam-based education system	Systematical problem
Interview	#2	Exam-based education system	Systematical problem
Interview	#3	Lack of motivation	Student-Based
Interview	#4	Classroom Management	Teacher-Based
Interview	#5	Exam-based education system	Systematical problem

According to the data gathered from Table 4, distribution of the problems faced by EFL teachers while implementing CLT in their classes is shown below in



Figure 13.

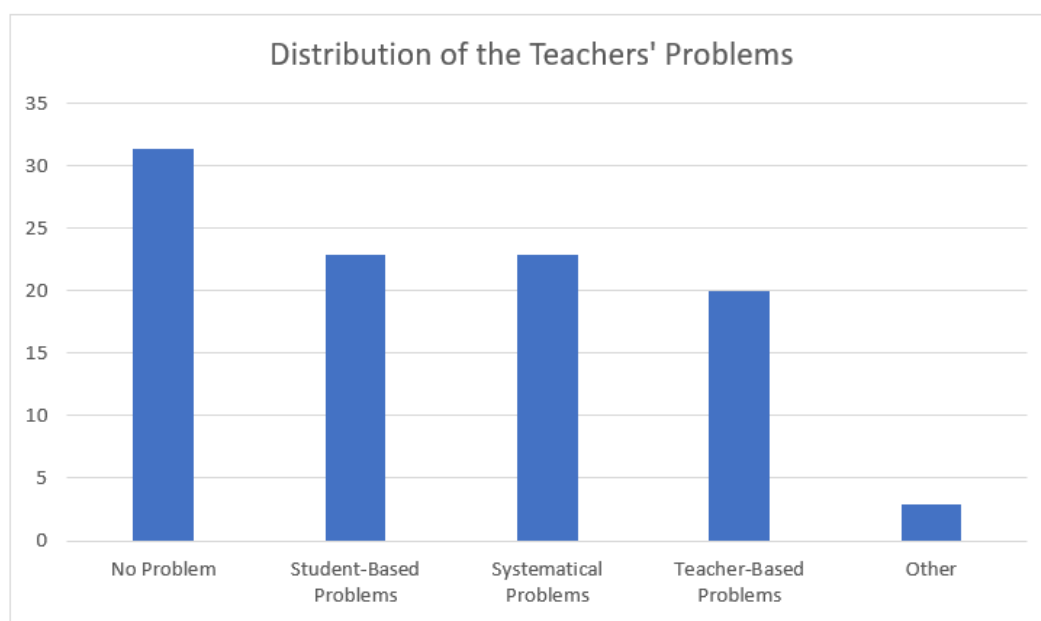


Figure 13. Problems Faced by EFL Teachers While Implementing CLT in Their Classes

Figure 13 shows that 31.43% of the teachers have no problems while implementing CLT, 22.86% think that the challenges are system-based whereas 22.86% think the challenges are student-based. On the other hand, 20% thinks that the challenges are teacher-based. 2.86% of the teachers think that challenges belong to other reasons.

All these collected data helps us find an answer to our first research question related to the difficulties that Turkish EFL teachers face while implementing CLT. The findings show that one of the major obstacles that Turkish EFL teachers face while implementing CLT is that if a teacher's proficiency in spoken English is not sufficient, students will have a passive style of learning, grammar-based tests will reduce the use of CLT, and there will be a shortage of appropriate and efficient tools to measure communicative skills.

#### **D. How to Overcome the Difficulties and Challenges for the Correct Implementation of CLT?**

The final research question in this study was whether and to what degree these problems might be solved. In order to find an answer to this research question,

the interviewees were asked how to overcome these difficulties and their answers were noted below.

Participant #1: “These difficulties can be overcome by changing the education system and students’ motivation. We can increase the number of native speakers to increase the quality of the input. People don't know how to prepare and employ CLT based items” (Participant 1, May 9, 2023).

Participant #2: “To overcome this challenge, teachers can align CLT principles with the curriculum requirements and demonstrate the benefits of communicative competence in language exams. They can incorporate exam style tasks that still promote communication, such as role plays and debates” (Participant 2, May 10, 2023).

Participant #3: “Well it's not fully yes, fully no... I can say that some of them should be locally solved, some of them should be nation-wide. I think teachers and educators should be given more say in the matter by the Ministry of Education, and they should come up with a plan. If you have a plan, I think it can be solved” (Participant 3, May 11, 2023).

Participant #4: “This is beyond the teacher. Afterward, the teacher does whatever is needed but if the management doesn't support the teacher, we can't do. We can't change many things. If the student always distracts the lesson and interferes the teacher and if the teacher can't do anything about this, the school management should do something about it. If there is no support for the teacher, this can't be solved” (Participant 4, May 11, 2023).

Participant #5: “Practicing different interactions through games, selecting personalized tests for students, providing feedback in a supportive manner, assigning speaking based language learning activities. I mean also the digital tools” (Participant 5, May 12, 2023).

Under these circumstances, it can be said that the ways to overcome these difficulties are changing the education system, increasing the students’ motivation, incorporating CLT tasks into exams, getting support from school administration to the teachers, giving supportive feedback to the students can be some of the solutions to overcome these difficulties.

## V. DISCUSSION

The primary goal of this research was to explore Turkish EFL instructors' views towards CLT and to identify the challenges they confront while using CLT methodology and practices in their classes. Furthermore, it was studied if these challenges can be addressed and how they may be overcome. Accordingly, to compare the findings of the research questions, it is crucial to mention them again in this section.

The first research question was; “What are the attitudes of EFL teachers towards CLT?” and the findings showed that all the participants and the interviewees have positive attitudes towards CLT. The second research question was; “What are the difficulties that Turkish EFL teachers face while implementing CLT?” Results revealed from the questionnaire and the interview showed that one of the main problems that limit EFL teachers implementing CLT effectively is the current education system and the current EFL context, which overlaps with the related hypothesis. Finally, the third research question was; whether these difficulties can be overcome and to what extent?

Teachers had positive attitudes towards CLT according to some previous researchers such as Bal (2006) and Ozsevik (2010). According to the findings of the current study, it was also obvious that teachers have positive attitudes towards CLT. Knowing that there is a positive attitude towards CLT, a committee needs to be held by MONE to analyze the current textbooks and the current lesson paces of EFL classes in order to integrate or change, if needed, the textbooks and make the lesson pacing compatible to the CLT curriculum.

Challenges and difficulties about CLT were analyzed under 4 sections in the previous chapter. These were teacher related difficulties and challenges, student related difficulties and challenges, difficulties and challenges related to the educational system and CLT related difficulties and challenges. According to the teacher related difficulties and challenges, it was found that the major challenge was the teacher's lack of proficiency in spoken English. The reason for this is the fact that

the people who are graduated from departments other than English Language Teaching can become English Teachers.

Regarding the student related difficulties and challenges, the major challenge was students' passive style of learning. As the education system of EFL in the Turkish context is not compatible with CLT, students get used to use their receptive skills while learning. For this reason, the EFL context should allow to use productive skills in order to use communicative competence.

Finally, the last challenge was, there is a lack of useful and efficient tools for assessing communicative competence and this was a CLT related challenge. While mentioning the teachers' attitudes towards CLT, it was proposed that CLT based textbooks should be integrated into the EFL classes. This solution will absolutely help to have efficient tools and materials for the correct implementation of CLT as well.

According to the results related to the second research question, grammar-based tests have a detrimental influence on CLT adoption, which is directly related to changing the education system. Another outcome was that the conventional perspective of the roles of instructors and students is incompatible with CLT technique, which is also connected to the educational system. Another finding was that there is a lack of support from administration, and that is also related to the educational system.

For the correct implementation of CLT, teachers should use authentic materials such as newspapers, restaurant menus, recipes, maps, reports and instructional materials to give the feeling of a real-life environment in class while implementing CLT.

## **VI. CONCLUSION**

This last chapter will discuss the study's implications and limitations, as well as future research proposals.

### **A. Implications of the Study**

According to the research, various obstacles make proper CLT implementation in EFL classrooms in Turkey challenging.

One of the main reasons as a teacher-related difficulty was that, teachers' spoken English competence is insufficient. As an implication of the study for this case, teachers should attend speaking workshops for the active use of spoken English in order to improve their communication skills.

Another major reason for student-related difficulties was that students learn passively. As an implication of the study for this case, more interactive communicative based activities should be integrated into the lesson pacing to make students use the target language actively in class.

Another main reason as an education system challenge was that, grammar-based exams have a detrimental influence on CLT use. As an implication of the study for this case, examinations should be adapted more to CLT rather than grammar-based questions.

Finally, one more main reason for CLT related difficulty was that, a lack of effective and efficient instruments to assess communicative competence. As an implication of the study for this case, in-class materials that are compatible with grammar-based examinations, more CLT integrated instruments and materials should be used in class.

### **B. Limitations of the Study**

Some limitations should be noted for this study. Both for the questionnaire

and the interviews, only the EFL teachers who are actively working in private schools and are of Turkish origin were recruited. There were only 30 participants who took the questionnaire, and 5 participants who took the interview. If there were more participants, the results would be more accurate. Despite its limitations, the present study should provide some insight to language instructors, and the work is expected to be useful for future research in the subject.

### **C. Suggestions for Further Research**

As mentioned in the current study, it became clear that many key concerns remained unresolved, which might serve as research questions for future studies. As further research recommendations, some of these questions are offered below.

1. What are students' expectations on CLT in a Turkish EFL context?
2. Does the year of experience affect the EFL teacher to correctly implement CLT?
3. Does the choice of textbook have a relation to the correct implementation of CLT?

All these questions may assist EFL teachers with an in-depth knowledge of CLT from an academic and institutional point of view.

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## **APPENDICES**

**Appendix A:** Survey Form

**Appendix B:** Interview Questions

## Appendix A: Survey Form

Dear Participant,

This survey study is conducted at Istanbul Aydın University, Department of English Language Teaching, English Language Teaching Master's Program, in order to determine the “Problems Faced by Turkish EFL Teachers, Implementing Communicative Language Teaching (CLT) In Their Classes.”

It is prepared for the field research of my thesis and carried out under the supervision of Asst. Prof. Dr. Ayşe Betül TOPLU. The results obtained in the research will be analyzed by paying attention to scientific ethical rules. Your answers to the survey questions will only be used for scientific research purposes and will not be shared with third parties. Your sincere answers to all of the questions are of great importance in achieving the purpose of the research.

This survey is composed of four parts. Part I asks for personal information. Part II asks for information about your school and the classes you are teaching. Part III asks questions pertaining to English teaching methods, and Part IV asks for your opinions with regard to the perceived difficulties in implementing CLT as a methodology. It will take you 10-15 minutes to complete the questionnaire. There is no correct or best response to the questions. Please answer them based on your thinking at this time.

Thank you for your contribution and I wish you success in your studies.

Simge TANYER CEKRDEKCI

Istanbul Aydın University

English Language Teaching Department

English Language Teaching Program

Graduate Student

## **Part I- Personal Information**

1. What is your nationality?

2. What is your age?

3. What is your gender?

4. What is the highest academic degree you earned?

5. Which university and department did you graduate from?

(Please do not miss to write both your **university** and **department.**)

6. How many years have you been teaching English?

7. Have you ever studied/worked in an English-speaking country?

8. If yes, where, when, and how long did you study/work?

(If your answer is NO to question 7, please just write a letter or a character to this question.)

9. Have you ever taken a test of English (such as TOEFL, KPDS, IELTS)?

10. If yes, which test was it and what was your score?

(If your answer is NO to question 9, please just write a letter or a character to this question.)

## **Part II – School Information**

11. What type of setting is your school located at?

- Urban
- Rural

12. Are you working for a public or private school?

(P.S. We're investigating the problems that Turkish EFL Teachers who work in private schools face. For this reason, if you are working in a public school, please leave the page. Thank you for your understanding.)

- Public School
- Private School

13. What type of school are you working for?

- Private Primary School
- Private Secondary School
- Private High School (General, Anatolian, Science, Vocational and/or Technical)

14. What grade(s) do you teach?

15. How many classes do you teach in general?

16. How many hours of class do you teach a week?

17. What is the average number of students in your class?

- Less than 10
- 10-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41 or more

**Part III – Questions pertaining to language teaching methodology, particularly CLT**

18. What teaching methods are you implementing in your classes? (Please specify how frequently you are using a particular method.)

	Always	Often	Sometimes	Rarely	Never
Grammar Translation Method					
Audio Lingual Method					
Direct Method					
Natural Approach					
Silent Way					
Total Physical Response					
Communicative Approach					
Task Based Language Teaching					



19. What methods did you experience as a language learner? (Please specify the degree to which you experienced a particular method.)

	Always	Often	Sometimes	Rarely	Never
Grammar Translation Method					
Audio Lingual Method					
Direct Method					
Natural Approach					
Silent Way					
Total Physical Response					
Communicative Approach					
Task Based Language Teaching					

20. Have you tried Communicative Language Teaching (CLT) in your classes?

- Yes
- No

21. Why did you or why didn't you try CLT?

22. If you have tried CLT, how did you like using it in your classroom?

(If you haven't tried CLT, please just write a letter or a character to this question.)

23. Have you ever participated in any kinds of programs such as workshops, special training programs devoted to CLT?

- Yes
- No

24. If yes, when, where and how long?

(If your answer is NO to question 23, please just write a letter or a character to this question.)

25. How did you benefit from the program? What did you learn from it? (If you answered "yes" to question 23)

(If your answer is NO to question 23, please just write a letter or a character to this question.)

26. How do you define CLT in your own words?

27. What is involved in CLT methodology in your view? (Please tick one in each line.)

	True	Not True	Don't Know
CLT is a student/learner-centered approach.			
CLT emphasizes fluency over accuracy.			
CLT emphasizes communication in a second language (L2)			
CLT relies heavily on speaking and listening skills.			
CLT requires teachers to have a high proficiency in English.			
CLT involves only group work or pair work.			
CLT requires higher knowledge of the target language culture.			
CLT involves no grammar teaching.			
CLT involves teaching speaking only.			
CLT is basically an ESL methodology, not EFL.			

**Part IV – Questions pertaining to perceived difficulties / challenges in adopting CLT**

The following are some difficulties that other EFL teachers encountered in adopting CLT. Did you come across these difficulties or do you think they might be difficulties for you in implementing CLT in Turkey?

Please indicate how big an issue these challenges are by circling the following response scale:

4 = Major challenge

3 = Challenge

2 = Mild challenge

1 = Not a challenge at all

**28. TEACHER-RELATED DIFFICULTIES & CHALLENGES**

i. Teachers' proficiency in spoken English is not sufficient.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

ii. Teachers lack the knowledge about the appropriate use of language in context.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iii. Teachers lack the knowledge about the target language (English) culture.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iv. There are few opportunities for teachers to get CLT training.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

v. Teachers have little time to develop materials for communicative classes.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

vi. Teachers have misconceptions about CLT.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

## 29. STUDENT-RELATED DIFFICULTIES & CHALLENGES

i. Students have low-level English proficiency.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

ii. Students have a passive style of learning.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iii. Students resist participating in communicative class activities.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iv. Students lack motivation for developing communicative competence.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

### 30. DIFFICULTIES & CHALLENGES RELATED TO EDUCATIONAL SYSTEM

i. There is a lack of enough support from administration.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

ii. Teachers lack authentic materials such as newspapers, magazines, movies etc.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iii. Traditional view on teachers' and learners' role is not compatible with CLT.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iv. Classes are too large for the effective use of CLT.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

v. Grammar-based examinations have a negative impact on the use of CLT.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

### 31. CLT-RELATED DIFFICULTIES & CHALLENGES

i. There is a lack of effective and efficient instruments to assess communicative competence.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

ii. CLT doesn't take into account the differences between EFL and ESL teaching contexts.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

iii. Western educational assumptions are not suitable within Asian contexts.

4 = Major Challenge	3 = Challenge	2 = Mild Challenge	1 = Not a Challenge at all

32. Please list any other potential problems and difficulties you might encounter in adopting CLT in Turkey.

End of questionnaire!

Thank you very much for your contribution!

## **Appendix B: Interview Questions**

General Instructions: This interview is principally composed of open-ended questions addressing the various issues related to the Communicative Language Teaching (CLT), and the use of it in English as a Foreign Language (EFL) contexts, particularly in Turkey. The participating teachers will be asked to review the questions briefly before the interview. The interviewer can ask some additional questions based on the responses given by the particular interviewee on the previously posted online questionnaire. Moreover, some further questions may emerge in the course of the interview depending on the interviewee's responses to the interview questions. It will be made clear to all participants that they have all the rights not to answer any question(s) that they feel uncomfortable with.

### Questions:

1. Tell me about yourself. How did you become an EFL teacher? Why did you choose this profession?
2. When and where were you trained as an English teacher?
3. Which school are you working for? (Private vs. Public., Urban vs. Rural, Primary vs. Secondary etc.)
4. What problems are there inherent in English teaching in Turkey?
5. What problems are there in your own teaching or classroom?
6. What do you think CLT is? Define it in your own words.
7. How do you define communicative competence?
8. How do you feel about using CLT in your classroom?
9. What can CLT contribute to English teaching in Turkey?
10. Do you feel that CLT fails to address issues specific to EFL environments? Explain your views.
11. What is your attitude towards CLT?
12. Do you think it's possible to adapt the theories and methodology of CLT



into an EFL classroom? How would you accomplish that? How feasible is CLT in Turkey?

13. In your opinion how do students like CLT activities?

14. Do you feel that teachers in Turkey are encouraged to use CLT?

15. What are some of the difficulties you have faced personally when attempting CLT in your classroom?

16. Do you think those difficulties can be overcome? If yes how and to what extent?

17. Do you feel that students in Turkey would benefit from CLT?

18. Are you given opportunities for retraining and for workshops?

19. What teaching method(s) did you experience as a learner?

20. Do you have suggestions for improving EFL teaching at secondary (or primary) level in Turkey? If so, what are they?

## **RESUME**

**Name Surname:**

### **Education**

- Istanbul Aydin University, Turkey – master’s degree

MBA (Master of Business administration)

- AOU, Saudi Arabia – bachelor’s degree

Bachelor of ENGLISH language and literature

### **Work Experience**

- Maximum Group – Real estate call center

Sep 2022 – Present

Follow through with all customer applications as assigned by the manager and clarify information received from clients and provided an alternative solution if necessary.

- Remax – Real estate agent

Oct 2021 – Sep 2022

Prepare documents such as representation contracts, purchase agreements, closing statements, leases, and deeds.

- TPS – Finance Manager

Nov 2019 – Oct 2021

Managing customer’s companies general accounting system with legal and financial papers with all expenses and incomes, specially cost accounting.

- AOU – Refugee students administration

Mar 2014 – Jan 2018

Refugee community education and development program.

**Languages**

English, Turkish

**Skills**

- Having knowledge and experience working with Microsoft programmes and CRM system.
- Working under pressure and stress
- A good team player and Communication skills
- Interpersonal and negotiation skill