Implementing Communicative Language Teaching Method In

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The Implementation of Communicative Language Teaching in Primary Schools

The book presents high-quality research papers presented at the 1st AUE International research conference, AUEIRC 2017, organized by the American University in the Emirates, Dubai, held on November 15th-16th, 2017. The book is broadly divided into three sections: Creative Business and Social Innovation, Creative Industries and Social Innovation, Education and Social Innovation. The areas covered under these sections are credit risk assessment and vector machine-based data analytics, entry mode choice for MNE, risk exposure, liquidity and bank performance, modern and traditional asset allocation models, bitcoin price volatility estimation models, digital currencies, cooperative classification system for credit scoring, trade-off between FDI, GDP and unemployment, sustainable management in the development of SMEs, smart art for smart cities, smart city services and quality of life, effective drivers of organizational agility, enterprise product management, DEA modeling with fuzzy uncertainty, optimization model for
stochastic cooperative games, social media advertisement and marketing, social identification, brand image and customer satisfaction, social media and disaster management, corporate e-learning system, learning analytics, socially innovating international education, integration of applied linguistics and business communication in education, cognitive skills in multimedia, creative pedagogies in fashion design education, on-line summative assessment and academic performance, cloud concept and multimedia-based learning in higher education, hybrid alliances and security risks, industry and corporate security significance, legal regulation and governance. The papers in this book present high-quality original research work, findings and practical development experiences, and solutions for a sustainable future.

**Principles and Practices of Teaching English as an International Language**

The current educational system in South Korea does not meet students' needs in English. Currently, the national curriculum of English in South Korea has an objective of building communicative competence. However, the reality of the English classroom objective is to achieve high scores on examinations. There seem to be many factors in Korean education's failure to develop learners' communicative competence. Under the assumption that teachers can play a critical role in bringing about changes in given conditions, this project aims to address English teaching methods, which is possible to be changed by teachers' efforts. Recognizing that Grammar-Translation Method or Audio-lingual Method are not efficient for improving students' communicative competence in English, it is the author's hope that this project will contribute to improving students' communicative competence by implementing Communicative Language Teaching (CLT) effectively. Purpose of Project: The purpose of this project is to design English lesson plans, using a current English textbook that help teachers conduct their lessons using classroom activities that are focused on genuine communication. Also, this project is designed to create
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lesson plans with a current textbook by using active, meaningful and engaging CLT-based activities to assist middle school students to effectively acquire four skills of English for communication such as listening, speaking, reading and writing. Project Description: This project is based on Communicative Language Teaching (CLT) that was analyzed and synthesized from the relevant literature. The results were then applied to developing lesson plans alongside a current English textbook. The aim is that the lesson plans will have useful techniques or activities, which are based on CLT. This project will support middle school English teachers in South Korea to conduct communicative and interactive lessons with their current textbook. Furthermore, this project will assist students to acquire English by participating in active, meaningful and engaging activities and besides interacting with their teacher and classmates daily in class.

New Trends in Foreign Language Teaching

This book is about how to teach English as a second language and how second language students learn. With Communicative Language Teaching (CLT) at its centre, it takes a practical approach to second language teaching backed up by clearly explained theory. Presenting eight essential principles across twelve chapters, the book covers Learner Autonomy, Social Learning, Integrated Curriculum, Meaning, Diversity, Thinking Skills, Alternative Assessment and Teacher Co-learning, and shows how technology and reflective teaching can be used to support and enhance these essentials in the classroom. Combining theory and practice, Essentials for Successful English Language Teaching explains how these principles interweave and support each other within the CLT paradigm, demonstrating why they are best implemented as a whole, rather than one at a time. Now revised and brought fully up to date, this new edition includes: - A brand new chapter covering technology and cooperation in teaching practice and how they support CLT-based activities - Vignettes for each essential principle to consolidate theory and
demonstrate best practice - Updated real world examples, drawing on teaching experiences from North America, Africa and Asia.

Taking a 'big picture' view that assumes no prior knowledge of linguistics or language education, Essentials for Successful English Language Teaching is an energising and fun guide for language practitioners.

**Creative Business and Social Innovations for a Sustainable Future**

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts.

**Rwandan University EFL Teachers’ Perceived Difficulties in Implementing Communicative Language Teaching (CLT)**

‘This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate
the challenges posed by such curriculum changes. This volume includes eleven stories from teachers based across every continent, providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly (if erroneously) viewed as mostly responsible for its implementation success or failure. The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes, and how they might better support teachers’ attempts to achieve curriculum goals. Edited and authored by leading experts in the field, this ground-breaking collection will be of interest to students and scholars of English language teaching, teacher education, curriculum change and education policy.”

**Communicative Language Teaching in Different Countries**

Language teaching approaches, methods and procedures are constantly undergoing reassessment. New ideas keep emerging as the growing complexity of the means of communication and the opportunities created by technology put language skills to new uses. In addition, the political, social and economic impact of globalisation, the new demands of the labour market that result from it, the pursuit of competitiveness, the challenges of intercultural communication and the diversification of culture have opened new perspectives on the central role that foreign languages have come to play in the development of contemporary societies. This book provides an insight into the latest developments in the field and discusses the new trends in foreign language teaching in four major areas, namely methods and approaches, teacher training, innovation in the classroom, and evaluation and assessment.

**Second Language Teacher Education**

This landmark volume provides a broad-based, comprehensive,
state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook’s international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

**Implementation of Communicative Language Teaching Across Six Foreign Languages**

The introduction of communicative competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. Contexts of Competence: Social and
Cultural Considerations in Communicative Language Teaching explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

**Essentials for Successful English Language Teaching**

How do we teach English Language Learners (ELLs) and how do our ELLs learn? This book answers those questions. "Essentials For Successful English Language Teaching" is about how we teach English Language Learners (ELLs) and how our ELLs learn. Farrell and Jacobs encourage those involved in teaching English to develop, maintain and rediscover the reasons that led them to take up the profession. They focus on the essentials in teaching the English language that teachers can implement in their instruction so that their students can excel in their learning: encourage learner autonomy; emphasize the social nature of learning; develop curricular integration, focus on meaning; celebrate diversity; expand thinking skills; utilize alternative assessment, and, promote English language teachers as co-learners along with their students. These essentials are best implemented as a whole, rather than one at a time and so they are interwoven with each other to encourage a holistic teaching approach. Highly accessible, each chapter comes with case studies and a range of activities to encourage the reader to put each of the essentials into practice. This reflective and engaging book will be invaluable to postgraduate students of TESOL and applied linguistics, and in-service language teachers.

**Essentials for Successful English Language Teaching**

The purpose of this qualitative multicase study was to examine how
college foreign language instructors implement communicative language teaching (CLT) to teach beginner-level classes across six foreign languages: Arabic, Chinese, French, German, Russian, and Spanish. Multiple data collection methods were used to gather the data: one electronic survey, 48 classroom observations, document analysis, and a semi-structured interview with each participant. Findings revealed that the instructors' implementation of CLT was limited as a few CLT features occurred across the six classes, including providing positive feedback and accepting students' errors. Only two instructors (Chinese and German) used the target language extensively and used visual aids to support students' comprehension. There were several factors that hindered the instructors' ability to implement CLT: lack of teaching preparation and experience, lack of teaching freedom, the predominance of structure-based activities in the textbooks, the instructor's domination of the classroom communication and interaction, the instructor's explanation of language rules explicitly, and the classroom layouts. The findings also revealed that language differences played a role in implementing CLT. Five language instructors (Arabic, French, German, Russian, and Spanish) reported that it was challenging to implement CLT when teaching inflections in these highly inflected languages. By contrast, the Chinese instructor reported that the simplicity of Chinese grammar helped her engage students in communicative activities. The Chinese instructor's concern was teaching pronunciation and to what extent her implementation of CLT was effective in giving students feedback on their pronunciation errors.

The implications of this study point to the need for strategies and techniques, such as using visual aids and follow-up questions to maximize the use of the target language and enhance the implementation of CLT in the classroom. There is a need for research on helping novice instructors critically evaluate and implement the best practices of CLT and for more studies like this one in which CLT is examined across languages.
Beyond Training examines the nature of second language teacher development and how teachers' practices are influenced by their beliefs and principles. It seeks to move discussion of language teacher development beyond the level of "training," which reflects a technical view of specific teaching practices. Instead, it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker. The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques, but in an exploration of the knowledge, beliefs, and attitudes that underly their teaching practices.

Models of Mentoring in Language Teacher Education

It is apparent that Communicative Language Teaching (CLT) is one of the common approaches worldwide. It has been advocated by a number of linguists, methodologists and English teachers as one of the effective and successful English language teaching approaches. This book focuses on this approach and its applicability in general and Kurdistan Region-Iraq in particular. This approach concentrates mainly on communicative competence rather than grammatical competence. Many teachers try to use this approach in their teaching but fail to apply it utterly. This book also explores and undertakes the difficulties that preclude teachers in implementing this approach with some suggestions to bar these difficulties.

Intelligent Data Communication Technologies and Internet of Things

Teaching of Poetry by Communicative Language Teaching (CLT)

The education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By
bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher education in practice. Second Language Teacher Education: International Perspectives is an essential professional resource for practicing and prospective second language teacher educators around the world.

Moving beyond Technicism in English-Language Teacher Education

This new edition surveys the major approaches and methods in language teaching.

FROM COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE VOCABULARY ACHIEVEMENT: A Collection of Writings

English remains an important resource, especially in formally colonised countries where it is spoken as second language. English is the official language in Zimbabwe, while all other indigenous languages remain national languages. English is the medium of instruction from the fourth year at primary school level up to tertiary education in all subjects except indigenous languages. English is a prerequisite to secure employment and placement at training colleges. In spite of the fact that more lessons are allocated for the teaching of English than any other subject at primary school level, the pass rate remains the lowest. There is a common observation in Zimbabwe that primary school learners are not proficient in English. Furthermore, the use of Communicative
Language Teaching (CLT) is fraught with problems. However, there seems to be a dearth of studies on the implementation of CLT specifically in primary schools where the crossover from mother tongue to English takes place. This study seeks to contribute to the body of research by examining how primary school teachers implement CLT in primary schools in the Harare Metropolitan Province of Zimbabwe. The study is located in an interpretive paradigm and follows a qualitative approach. The qualitative research draws from a single case study design to examine how primary school teachers in Zimbabwe implement CLT. Purposive sampling was used to select five participants from five primary schools to provide a deeper understanding of how CLT was implemented. Data were collected through non-participant observations and semi-structured interviews to determine teachers’ perceptions of CLT. Document analysis was used to review teachers’ scheme-cum-plans and to determine the kind of activities and mediation tools that teachers use to implement CLT. The study established that CLT was not implemented effectively in the selected primary schools. Although CLT is partially implemented in Zimbabwean primary schools, teaching is still characterised by traditional methods of language teaching. This study revealed that teachers did not have adequate knowledge of CLT and as a result were not aware that they should use socio-culturally related topics, activities and learning aids to implement CLT in their English lessons. The teachers themselves were not proficient in English since it was their second language (L2). The study also revealed that there was a lack of material resources to implement CLT. Based on the findings of the study and reviewed literature a model is proposed for implementing CLT in primary schools that may result in learners becoming communicatively competent users of English.

Artificial Intelligence for Knowledge Management

This book critically examines current ELT practices vis-à-vis the use of English as an international lingua franca. It bridges the gap between theoretical discussion and the practical concerns of teaching English as an international language, and presents diverse approaches for preparing competent users of English in international contexts.

English Teachers' Perceptions Toward the Effectiveness of Using Communicative Language Teaching (CLT) in Teaching Grammar at Al Ain Public Schools

This study seeks to examine which aspects of Communicative Language Teaching adult Karen English language learners value and how they describe their experience of three typical CLT activities. The engagement of CLT methods with culture in general and Karen culture in particular is considered. Twelve Karen intermediate level participants completed a 25 question Karen-language values assessment, as well as three questionnaires based on communicative activities they experienced in their classroom. While participants indicated strong agreement with CLT values of collaborative and functional learning, they remain eager for a strong teacher role in the classroom and active error correction not emphasized in CLT. The findings of this study suggest that while CLT remains an effective and valuable instructional framework for these learners, consideration must be given to the cultural and teaching/learning values of learners to ensure effective learning and prevent cultural mismatch from
unnecessarily demotivating learners.

The Implementation of Communicative Language Teaching (CLT) in an English Department in a Lao Higher Educational Institution

This collection is comprised of papers submitted to the 3rd International Online Language Conference (IOLC) held in September 2010. IOLC 2010 was a two-day conference which aimed to provide a forum for academics, practitioners, experts and students to debate current international issues and challenges in the broad area of language learning and teaching. This annual world-renowned conference takes place over the internet, allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing CO2 emissions. All submitted papers went through a double blind review process before a decision was made. This was to ensure the quality level of the conference is kept high.

Lingua et Linguistica 1.1

Technology Implementation in Second Language Teaching and Translation Studies

In Indonesia, where English is regarded as foreign language, the teaching of this subject at most schools are still focused on the mastery of grammar and vocabulary. Moreover, the teaching and learning process is still using teacher-centered approach. Although, there are four skills - listening, speaking, reading and writing - should be covered in the teaching of this subject but the fact some teachers are still reluctant teaching speaking into practice. Therefore there is no improvement for both students who learn and teachers who teach and its application in the real world situation. What students learn only what is printed on the books and practice it in front of the class. The main problem usually comes from both
teachers and students that they are non-active speaking speakers. But this can be solved by using Communicative Language Teaching. Since the use of technology such as video, television, audiotapes, the internet, computer soft, etc., can come to aid of such teachers and yang students. Using Communicative Language Teaching (CLT) will Help students to use the target language in an authentic and meaningful way.

**English as a Foreign Language in Saudi Arabia**

Scientific Essay from the year 2011 in the subject Speech Science / Linguistics, grade: C, University of Leicester, course: MA TESOL and Applied Linguistics - Second language teaching and learning, language: English, abstract: This paper will review through the aims of communicative teaching, examining the roles of both the teacher and the learner as well as the significant traits of the communicative classroom. It will examine the recent changes in educational policy within Korea looking at its move towards communicative language teaching and the impact which this has had on the traditional Korean classroom. It will briefly look at how communicative language teaching and the Korean Confucius mindset relate. Finally it will examine the difficulties that teachers face when implementing a communicative approach and the implications that this approach will have.

**Interpreting Communicative Language Teaching**

Arguing technicism fixates on methods and techniques at the expense of larger social issues in education, this book advocates a critical and liberal approach to teacher education through examples from the author’s studies with critical teacher education within the limiting space of Turkey’s standardized technicist teacher education curricula.

**Frontiers of Language and Teaching: Proceedings of the 2010 International Online Language Conference (IOLC)**
Implementing Communicative Language Teaching Method In 2010)

In the history of language teaching, certain methods such as Audio-lingual, Grammar Translation, Suggestopedia and Total Physical Response have come into view. All these methods have been widely and extensively discussed and evaluated by researchers and scholars. Each of them has their own focus, weak points as well as strong points and they are based on a theory. In other words, methods are developed based on theories such as behaviourism, structuralism, constructivism and universal grammar. Communicative Language Teaching (CLT) is no exception with this regard. Now a day, the CLT method, which is originated in Britain, is widely used in English as Second Language (ESL) classrooms around the world. CLT is recognized as powerful theoretical model in ELT by many linguists and language teachers as a useful approach to language teaching.

Approaches and Methods in Language Teaching

CLT has been widely explored and studied by many researchers in the field of English language teaching. There have been many studies conducted on the use of CLT in EFL settings. However, there are only few studies in number that specifically deal with CLT and its implementation in the Turkish context. Hence, this study was designed to investigate the Turkish EFL teachers9 understanding of English teaching, predominantly the difficulties and challenges they face in the implementation of CLT practices in the Turkish context. This study first presents an overview of English language teaching in Turkey, and then investigates the definition and principles of CLT which is followed by a brief history of CLT. In addition, a review of existing literature related to communicative competence, as well as how it functions in CLT is presented.
Furthermore, this study examines the impact of ESL vs. EFL contexts on the implementation of CLT methodology. A mixed methods research design was used for this research. Participants for this study were sixty-one Turkish teachers of English teaching at primary and secondary levels. The main modes of data collection consisted of online questionnaire and semi-structured and informal interviews. The results show that Turkish EFL teachers, whilst aware of the achievements, observe many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself. The results suggest that despite showing keen interest in change and being eager to identify with CLT, Turkish teachers are not rather optimistic about the complete adoption of CLT, and thus feel that only by overcoming the difficulties from those four sources, and by establishing more favorable conditions for the implementation of CLT can teachers truly benefit from CLT in their English classrooms.

**The Use of Communicative Language Teaching (CLT): Turkish EFL Teachers' Perceived Difficulties in Implementing CLT in Turkey**

English as a Foreign Language in Saudi Arabia: New Insights into Teaching and Learning English offers a detailed discussion of key aspects of teaching and learning English in the Saudi context and offers a comprehensive overview of related research authored or co-authored by Saudi researchers. It provides readers with an understanding of the unique cultural, linguistic, and historical context of English in Saudi Arabia—with a focus on the principal factors that may influence successful teaching and learning of English in this country. Uniquely, the book looks separately at issues pertaining to in-country English learning and learners, and those pertaining to in-country English teaching and teachers. The volume also explores issues concerning Saudi learners and teachers in overseas contexts. Lastly, the book touches on the
Read PDF Implementing Communicative Language Teaching Method In future of English as a Foreign Language and TESOL in Saudi Arabia and its implications for the field.

Handbook of Research in Second Language Teaching and Learning

This monograph mainly focuses on the idea that language teaching in higher education involves making use of new approaches and technology. It identifies the key determinants of the materials needed to improve language teaching on the basis of the actual experimental research included in the respective contributions. Thanks to its unique perspective, the book offers a distinctive approach to addressing empirical research on second language teaching, translator training and technology. As universities are some of the best arenas for analyzing teaching techniques for various subjects, higher education teachers can use this book to thoroughly prepare for the application of pilot studies and learn more about students' responses to new teaching and translation techniques. An enlightening guide for scholars and students with an academic interest in acquiring the basic principles of language teaching and translation, this book mainly provides actual cases in which the implementation of technology was useful to second language teachers and translation trainers. As the authors are experienced scholars, readers will not only come to understand how to use new teaching strategies, but also discover that the proposals described in each chapter can be useful to any level of second language training for teachers and translators.

Implementing Communicative Language Teaching with Adult Karen Learners

How to Implement Communicative Language Teaching Effectively for Korean Middle School Learners to Acquire Four Skills of English for Communication
This book features a selection of extended papers presented at the 6th IFIP WG 12.6 International Workshop on Artificial Intelligence for Knowledge Management, AI4KM 2018, held in Stockholm, Sweden, in July 2018, in the framework of the International Joint Conference on Artificial Intelligence, IJCAI 2018. The 11 revised and extended papers were carefully reviewed and selected for inclusion in this volume. They present new research and innovative aspects in the field of knowledge management such as machine learning, knowledge models, KM and Web, knowledge capturing and learning, and KM and AI intersections.

The Pedagogy and Practice of Western-trained Chinese English Language Teachers

This book solicits the innovative research ideas and solutions for almost all the intelligent data intensive theories and application domains. The proliferation of various mobile and wireless communication networks has paved the way to foster a high demand for intelligent data processing and communication technologies. The potential of data in wireless mobile networks is enormous, and it constitutes to improve the communication capabilities profoundly. As the networking and communication applications are becoming more intensive, the management of data resources and its flow between various storage and computing resources are posing significant research challenges to both ICT and data science community. The general scope of this book covers the design, architecture, modeling, software, infrastructure and applications of intelligent communication architectures and systems for big data or data-intensive applications. In particular, this book reports the novel and recent research works on big data, mobile and wireless networks, artificial intelligence, machine learning, social network mining, intelligent computing technologies, image analysis, robotics and autonomous systems, data security and privacy.

The Push towards Communicative Language Teaching and its Impact on the Korean Classroom
This book documents the efforts of Scottish comprehensive school teachers implementing a communicative approach in the early years of secondary schools.

**Contexts of Competence**

This book is about teacher agency and leadership, but it is also an experiment in shifting the balance of power in research and writing. It is about making accessible the process of academic publishing in a way that capitalizes on the knowledge of people in diverse contexts and with novice eyes and is an experiment in sharing academic writing between master teachers and doctoral students. It is also a book on the power of action research and the belief we have as teacher educators about the transformative power of teachers in their own classrooms. Pairing master teachers from ten countries who were part of the Teaching Excellence and Achievement Program with graduate students, this book provides a framework to decolonize research practices in an effort to re-envision research methodologies on a global scale. The book also provides a tangible way to see how research processes support local transformation, and direct engagement of those at the margins to play a greater role in the production of scholarly knowledge. The cross-national scope of this book, with authors working in classrooms in countries as diverse as Turkey, Chile, and Bangladesh coupled work of novice US-based scholars to engage in the conceptualizing, researching, data analysis and writing of chapters speaks to the importance of new voices in the field of research. Additionally, the combination of teacher research projects in the classroom juxtaposed with chapters that speak to the process of teacher research in a global context provides both theoretical and empirical foundations for teacher research.

**Handbook of Foreign Language Communication and Learning**

The emergence of English as a global language, along with
technological innovations and the growing need for learner autonomy, is changing language teaching rapidly and profoundly. With these changes come new demands and challenges for teaching education programs. This authoritative collection of writings highlights some of the best work being done today in the United States and abroad to make communicative competence an attainable goal. The contributors examine what has come to be known as communicative language teaching, or CLT, from the perspectives of teachers and teacher educators. The book documents current reform initiatives in Japan, the United States, Hong Kong, Taiwan, and continental Europe to provide a global perspective on language teaching for communicative competence. Four major themes recur throughout the volume: the multifaceted nature of language teaching; the highly contextualized nature of CLT; the futility of defining a “native speaker” in the postcolonial, postmodern world; and the overwhelming influence of high-stakes tests on language teaching. The book is a useful and valuable tool for language teachers, teacher educators, and policymakers.

Implementing Communicative Language Teaching Method in Saudi Arabia

Though diverse, the Arab world boasts a unique culture and native language, both of which are unlike those found in English-speaking countries. Perhaps due to the nature of these differences, Arab-Western relations have been described as existing on one of the world’s great cultural fault-lines. Debate about the potential effects, both positive and negative, of English-medium education and the learning of English in the region’s schools and universities is one expression of this. Even as debate continues, issues of politics, culture, social mobility, and identity are played out in the English language classrooms of the Arab world on a daily basis. The current volume explores some of the concerns related to the place of English and English-medium education in the Arab world. It examines issues of the relationship between English, Arabic, cultural identity and power in the region within a historical and
Implementing Communicative Language Teaching Method In contemporary framework; the experiences of learners from Arabic-medium secondary schools adjusting to English-medium colleges; and the challenges and potential rewards of promoting student-centered classrooms and technology in traditionally teacher-centered environments. These issues are explored from the perspectives of teachers, students, researchers and other stakeholders in Oman, Saudi Arabia, the UAE, and Sudan.

**Experiments in Agency**

This study investigates English teachers' perceptions toward the effectiveness of using Communicative Language Teaching (CLT) in teaching grammar at Al Ain public schools. This study was conducted using a questionnaire to collect the required data from the participants (n=180) regarding their perceptions toward the effectiveness of using CLT in teaching grammar. The results of this study revealed that English teachers at Al Ain public schools perceived CLT as an effective approach in teaching grammar (m=3.83). The results have also shown that the participants prefer using communicative activities in teaching grammar when using CLT (m=3.69). As for the challenges, the teachers indicated that students' low English proficiency especially in grammar, large classes, and heavy teaching load are among the most common challenges that they face. These results provide schools and other education authorities with the required information that they need about the effectiveness of CLT in teaching grammar in terms of three key areas: teachers' perceptions toward the effectiveness of this approach in teaching grammar, the activities that English teachers prefer to use, and the challenges that they face in CLT implementation. Finally, this study was conducted at Al Ain public schools, United Arab Emirates; however, more studies are still required in other contexts to further investigate this approach and its effectiveness from different perspectives.

**Beyond Training**
Providing an East-West flow of language teaching knowledge and know-how to balance prevailing Western-centric perspectives, this book is an in-depth investigation of the impact of Western-based language teacher education on the pedagogy and practice of Chinese English language teachers who received their training in Western institutions or those that emphasize Western-based teaching approaches. A significant and growing number of these teachers will influence millions of language learners in China over the next decades. The Pedagogy and Practice of Western-trained Chinese English Language Teachers: Forefronts Chinese teachers’ voices and experiences in the context of their workplaces and classrooms Connects and balances theory and practice using a sociocultural lens Discusses the Chinese government’s policies on the training of teachers and analyzes them in terms of their impact on both American and Chinese higher education institutions This is a must read book for anyone interested in learning theory adopted from a Western perspective and applied within an Asian setting.

International Perspectives on Teachers Living with Curriculum Change

Communicative Language Teaching (CLT) is a teaching approach which was first introduced in the late 1960s in the US and UK and shifted the focus of language teaching from language awareness to language use and function. CLT aims to make students communicatively competent in terms not only of linguistic, but also socio-linguistic and strategic competence. CLT is seen as one of the approaches which can help learners develop their skills, knowledge, and abilities for effective communication, resulting in its worldwide application in different contexts. However, from the outset, there was no clear agreement about its principles and techniques, and teachers faced problems in describing and applying it. Consequently, CLT has been broadly examined and investigated in different teaching contexts, especially EFL settings. However, there are only a few studies which explore the appropriacy and cultural components of this approach in
international contexts. This study was therefore designed to explore upper-secondary school teacher and student attitudes and beliefs towards: (1) the implementation of CLT and their English classes and (2) the inclusion of cultural and intercultural aspects in the principles of CLT and as a result their English classes, with a focus on the development of Intercultural Communicative Competence (ICC), as determined by current foreign language teaching policy in many countries.

**An Exploration to the Communicative Language Teaching Approach**

This thesis examines Rwandan University EFL teachers’ perceived difficulties in implementing Communicative Language Teaching (CLT). The data were collected using an online survey questionnaire that was completed by 16 teachers. The results indicated that participants faced several challenges including overly large classes, students’ lack of opportunities to use English outside the classroom, the students’ tendency to always use their L1 in pair and group work, students’ passive learning style and dependence on the teacher, students’ low proficiency level in English, insufficient time allotted to English, and teachers’ little time to develop CLT materials mainly due to a large number of students taught and heavy workloads. In addition to these problematic issues that were generally rated as important problems (each with a mean rating of at least 3.50 out of 5), the study showed that the issues of English not being given the same value as other subjects and a lack of teaching facilities, equipment, and materials were also challenging at some universities. Based on the study findings and the participants’ suggestions, the Government of Rwanda, the Ministry of Education, and colleges should 1) train enough teachers of English and provide regular in-service training opportunities to practicing teachers, 2) avail enough language teaching facilities, equipment, and materials, 3) promote the use of CLT from early levels of education, and 4) reduce the number of students in language classes. Teachers can also use various strategies to
minimize different problematic issues encountered in the implementation of CLT.

**Issues in English Education in the Arab World**

This volume examines the theoretical and practical issues related to mentoring/peer mentoring as a support and development strategy for both pre-service and in-service language teachers, and thereby offers a practical and empirical introduction to the field. A stimulating and thorough examination of mentoring and peer mentoring, integrating theory and practice as applied in language teacher education in an Asian specific context. The author discusses findings from a variety of qualitative and quantitative research studies in the light of previous research and in the context of teacher learning theories. Teachers, teacher educators, teacher trainers, supervisory coordinators and administrators will find practical advice, while the volume will be a valuable source of research information for researchers in teacher education and EFL teacher education, in particular for those who wish to employ mentoring or peer mentoring as an approach to teachers’ professional development.

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