THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING IN TEACHING READING COMPREHENSION IN LIBYAN PREPARATORY SCHOOLS

ZENB ABUBAKR IBRAHIM
(4120176)

FACULTY OF MAJOR LANGUAGE STUDIES
UNIVERSITI SAINS ISLAM MALAYSIA
USIM

THESIS SUBMITTED IN FULFILLMENT FOR THE DEGREE OF DOCTOR OF PHILOSOPHY ENGLISH LANGUAGE STUDIES

APRIL 2018
DECLARATION OF THESIS AND COPYRIGHT

I hereby declare that the work in this thesis/project paper is my own except for quotations and summaries which have been duly acknowledged.

I acknowledge that Universiti Sains Islam Malaysia reserves the right as follows:

1. The thesis/postgraduate project paper is the property of Universiti Sains Islam Malaysia.

2. The library of Universiti Sains Islam Malaysia has the right to publish my thesis/postgraduate project paper as online open access (full text) and make copies for the purpose of research or teaching and learning only.

Date: April 2018

Signature:

Name: Zenb Abubakr Ibrahim

Matric No: 4120176

Address: Permai Puteri Apartment

Pp1:13-13 13D. Taman Dato Ahmed Razali

68000 Ampang, Selangor.
Zenb Abubakr Ibrahim (4120176), she was born on 29th January 1977. She is under passport number CNK585PF. She is an English language lecturer at Faculty of Science and Arts, Elmerghb University. She is currently residing at Permai Puteri Appartment, 68000 Ampang, Selangor Malaysia. She previously was a student of Tripoli University and obtained a Master of English language. She is at present a Ph.D. student of USIM majoring in English Studies.
ACKNOWLEDGEMENTS

Apart from my efforts, the success of any project depends largely on the encouragement and guidelines of many others. I take this opportunity to express my gratitude to the people who have been instrumental in the successful completion of this project. I would like to show my greatest appreciation to all my fellow students, lecturers and staffs at the University Sains Islam Malaysia, and most especially thanks for my supervisors (Ramiaida Darmi) and (Suraini Mohd Ali). I can’t say thank you enough for their tremendous support and help. Without their encouragement and guidance this project would not have materialized.

Regards to my family for providing the much-needed moral support and accepting my Being away from home functions throughout the period of study. I am grateful for their Constant support and help. I also extend my appreciation to the respondents who accorded me the opportunity to collect data from their premises without a problem. The support received from all the respondents who contributed was vital for the success of the project. Most important of all I extend my most gratitude to the almighty God for providing me with the strength and all the resource I required in making this journey a success.
ABSTRACT

Communicative language teaching has been widely investigated and studied in the field of English language teaching. This study investigated teachers' views on the implementation of communicative language teaching in teaching reading comprehension among teachers in preparatory schools in Tarhuna. The study sought to investigate teachers' understanding of CLT features and its implementation to teach reading comprehension. This study also investigated the different teachers' teaching experience on the major difficulties on the implementation of CLT to teach reading comprehension. A mixed methodology triangulation research design was employed where data were collected using survey, observation and later interview. The questionnaires were administered to 230 teachers in the preparatory schools in Tarhuna. Ten teachers were observed in their classrooms and interviewed. The findings of the survey showed English teachers' views and perceptions were generally positive towards the implementation of CLT in the teaching of reading comprehension. Teachers' positive views towards CLT features revealed that they understand the basic features of CLT. Also, teachers agree that they face similar difficulties (past studies) in the implementation of CLT to teach reading. Teachers revealed that they understand that teachers, students, curriculum, educational system, CLT and socio-cultural contexts were identified as responsible for limiting the success of the teachers' attempts to implement this approach. The finding also indicated that teachers did not fulfil all CLT activities in teaching reading comprehension. The traditional education and beliefs by the efficiency of the principal role of the teachers made it difficult to teachers and students to accept and successfully implement CLT. The current study concluded that Libyan teachers have a knowledge by the efficiency of CLT in teaching reading but they provided limited practices. Besides that, the findings revealed that the effect of teachers' experience is significant towards CLT difficulties, students and curriculum difficulties. This study is significant because it adds to the literature new insights about EFL teachers' views and practices of the CLT in teaching reading comprehension as western educational structural in non-western sitting. Also, it provides invaluable information to the teachers' implementation process of CLT and invaluable facts that can be used for the revision and improvement to the teachers' way of teaching reading comprehension.
ABSTRAK

لقد تمت دراسة الطريقة التواصلية في تدريس مادة القراءة الاستيعوبية على نطاق واسع في مجال تدريس اللغة الإنجليزية. أما هذا البحث فإنه يناقش وجهات نظر المعلمين لتنفيذ تدريس اللغة التواصلية في المدارس الإعدادية في ترهونة. تسعى هذه الدراسة إلى استقصاء فهم المعلمين لميزات هذه الطريقة وكيفية تنفيذها لتدريس القراءة الاستيعوبية. هذا البحث يتناول أيضاً اختلاف سنوات خبرة المعلمين المختلفة على الصعوبات الكبيرة التي تواجه تنفيذ هذه الظاهرة، حيث يتم مختلط، وتم جمع البيانات باستخدام المسح والملاحظة والمقابلات. تم توزيع الاستبيانات على 230 معلم في المدارس الإعدادية في ترهونة، وتمت ملاحظة عشرة معلمين أثناء الدروس ثم أجريت معهم مقابلات. أظهرت نتائج المسح وجهات نظر مدرسي اللغة الإنجليزية، وكانت تصوراتهم إيجابية عموما نحو تنفيذ هذه الطريقة في تدريس مادة القراءة الاستيعوبية. وقد كشفت وجهات نظر المعلمين الإيجابية نحو خصائص هذه الطريقة أهميتها الأساسية. وكانت وجهات نظر المعلمين أيضاً إيجابية نحو الصعوبات الرئيسية التي يواجهونها في تنفيذ هذه الطريقة لتعليم القراءة؛ الأمر الذي يكشف فهمهم أن النظام التعليمي والطلاب والطريقة التواصلية في تدريس مادة القراءة الاستيعوبية والسياسات التعليمية جميعها مسؤولة عن الحد من نجاح محاولات المعلمين لتنفيذ هذا النهج. وأشارت النتيجة أيضا أن المعلمين يقومون بتنفيذ بعض أنواع الأنشطة الخاصة بالطريقة التواصلية في تدريس مادة القراءة الاستيعوبية. لقد أدى التعليم التقليدي والاعتقاد بالدور الرئيسي للمعلم في العملية التعليمية إلى صعوبة قبول المعلمين والطلاب لهذه الطريقة، وبالتالي صعوبة تطبيقها. وقد خلصت هذه الدراسة إلى أن المعلم الليبي لديه معرفة بالطريقة التواصلية، ولكن لا يتم تطبيقها على الوجه الأكمل. بالإضافة إلى ذلك، كشفت النتائج أن خبرة المعلم تؤثر في الصعوبات التي تواجه هذه الطريقة في الطلاب وفي صعوبة المناهج الدراسية. وتعتبر هذه الدراسة مهمة لفهمنا تضيف رؤى جديدة بشأن وجهات نظر معلم اللغة ولخص كذلك تنفيذ الطريقة التواصلية في تدريس مادة القراءة الاستيعوبية كهكليمة تعليمية غربية في مجتمع مغاير. كما أننا نوفر معلومات قيمة عن عملية تنفيذ هذه الطريقة من قبل المعلمين وتقديم حقائق هامة يمكن استخدامها لتفتيح وتحسين طرق تعلم القراءة الاستيعوبية.
# LIST OF CONTENTS

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION OF THESIS AND COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>BIODATA OF AUTHOR</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT (Arabic)</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>Xiii</td>
</tr>
</tbody>
</table>

## CHAPTER ONE: INTRODUCTION

1.1 Introduction                                                        1
1.2 English in Libya                                                   2
1.3 Background of the Study                                            4
   1.2.1 The Educational System in Libya since The 1990                5
   1.2.2 Basic Education in Libya (Primary and Preparatory)            6
1.4 The Characteristics of Libyan Educational Culture               7
1.5 Teaching English Language in Libya Preparatory School            10
1.6 New Trends of English as a Foreign Language in Libya             12
1.7 Libyan English Language Learners and Reading Comprehension Skill 14
1.8 Statement of the Problem                                          17
1.9 Research Objective                                                22
1.10 Research questions                                               22
1.11 Hypothesis of the Study                                          23
1.12 Significance of the Study                                        23
1.13 Definition of Terms                                              25
   1.13.1 Reading Comprehension                                         25
   1.13.2 Communicative Approach                                        25
   1.13.3 Communicative Language Teaching                               26
   1.13.4 Preparatory School                                            26
1.13 Summary                                                           27

## CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction                                                        28
2.2 Humanistic Education                                               28
   2.2.1 Teacher-centered versus Learner-Centered Approach in teaching process 30
   2.2.2 Facilitation                                                   39
2.3 Democratic Education                                               38
   2.3.1 Habermas in Model of Speech Situation                          41
2.4 Types English as a Foreign Language (EFL) in Libya                43
<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>2.6</td>
</tr>
<tr>
<td>2.7</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.8</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.9</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.10</td>
</tr>
<tr>
<td>2.11</td>
</tr>
<tr>
<td>2.12</td>
</tr>
<tr>
<td>2.13</td>
</tr>
<tr>
<td>2.14</td>
</tr>
</tbody>
</table>

**CHAPTER THREE: METHODOLOGY**

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
</tr>
<tr>
<td>3.2</td>
</tr>
<tr>
<td>3.3</td>
</tr>
<tr>
<td>3.4</td>
</tr>
<tr>
<td>3.5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.7</td>
</tr>
<tr>
<td>3.8</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.9</td>
</tr>
<tr>
<td>3.10</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
TEACHING CLT

4.1 Introduction

4.2 Teachers’ views on implementation of CLT in teaching reading comprehension
   4.2.1 Teachers’ Views of Communicative Language Teaching (CLT) 150
   4.2.2 Teachers’ Views of their Roles as Teachers 157
   4.2.3 Teachers’ Views of Reading through text and Meaning 162
   4.2.4 Teachers’ Views of Knowledge and Experience in the teaching. Of. Reading Comprehension 165
   4.2.5 Teachers’ views of students' attitude towards reading comprehension 169
   4.2.6 Teachers’ Views of Students’ Vocabulary and Pronunciation 174

4.3 The major difficulties Libyan teachers faced in implementing CLT teaching reading comprehension in Libyan preparatory schools
   4.3.1 Difficulties Related to the Teacher 179
   4.3.2 Difficulties Related to Students 187
   4.3.3 Difficulties Related to the Curriculum 194
   4.3.4 Difficulties Related to the Education System 199
   4.3.5 Difficulties Related to the Communicative Language Teaching (CLT) 207
   4.3.6 Difficulties Related to the Sociocultural Context 211

4.4 Conclusion 215

CHAPTER FIVE: IMPLEMENTATION OF CLT ACTIVITIES AND THE IMPACT OF DIFFERENT TEACHING EXPERIENCE ON THE MAJOR DIFFICULTIES

5.1 Introduction 216

5.2 The types of activities that Libyan teachers apply in communicative language teaching (CLT) and how do them implement these types of activities to teach reading comprehension.
   5.2.1 Classroom teaching methodology 217
   5.2.2 The Implementationof CLT Activities in Reding Compreh- ension 238
   5.2.3 Teachers’ knowledge 253

5.3 Testing the main research hypothesis: Impact of different teaching experience on the major difficulties resulting from implementing CLT
   5.3.1 The major difficulties that Libyan teachers face in implementing CLT to teach reading comprehension according to their different teaching experience 257

5.4 Conclusion 266
CHAPTER SIX: DISCUSSION AND INTERPRETATION

6.1 Introduction 268

6.2 Teachers' understanding of CLT features and its implementation to teach reading comprehension
   6.2.1 Areas of understanding 269
   6.2.2 Area of misconceptions 282

6.3 Difficulties in CLT Implementation to teach reading comprehension
   6.3.1 Difficulties faced by teachers 294
   6.3.2 Difficulties faced by students 299
   6.3.3 Mismatch in the curriculum 304
   6.3.4 Lack of support of the educational system 306
   6.3.5 Difficulties with CLT implementation 314

6.4 Types of CLT activities to teach reading comprehension in the classroom 322
   6.4.1 Before you read phase 323
   6.4.2 While you read phase 325
   6.4.3 After you read phase 327

6.5 Differences of teaching experience on the difficulties in CLT implementation
   6.5.1 Significance differences 335
   6.5.2 Non-significant differences 336

6.6 Conclusion 337

CHAPTER SEVEN: CONCLUSION

7.1 Introduction 338

7.2 Summary of the Study 338

7.3 The Main Results 348

7.4 Limitations of the Study 350

7.5 Contribution and Implication of the Study 352
   7.5.1 Methodological implication 352
   7.5.2 Theoretical implication 355

7.6 Recommendations of Future Research 357

7.7 Conclusion 358
   Reference 348
   Appendix 370
### LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1:</td>
<td>New Educational Structure in Libya.</td>
<td>4</td>
</tr>
<tr>
<td>Table 3.1:</td>
<td>Research procedures</td>
<td>112</td>
</tr>
<tr>
<td>Table 3.2:</td>
<td>Summary of Participant Selection According to the Instruments</td>
<td>114</td>
</tr>
<tr>
<td>Table 3.3:</td>
<td>The Demographic characteristics of the study sample</td>
<td>115</td>
</tr>
<tr>
<td>Table 3.4:</td>
<td>Instrument Reliability Analysis: Reliability Statistics.</td>
<td>119</td>
</tr>
<tr>
<td>Table 3.5:</td>
<td>Qualitative and quantitative instruments.</td>
<td>122</td>
</tr>
<tr>
<td>Table 3.6:</td>
<td>Instrument Reliability Analysis: Reliability Statistics.</td>
<td>136</td>
</tr>
<tr>
<td>Table 3.7:</td>
<td>The Observation Schedule for the Observed Teachers</td>
<td>137</td>
</tr>
<tr>
<td>Table 3.8:</td>
<td>The Interview Schedule for the Interviewed Teachers</td>
<td>141</td>
</tr>
<tr>
<td>Table 4.1:</td>
<td>Teachers' views towards communicative language teaching (CLT)</td>
<td>150</td>
</tr>
<tr>
<td>Table 4.2:</td>
<td>The respondents' views on role of a teacher.</td>
<td>158</td>
</tr>
<tr>
<td>Table 4.3:</td>
<td>Teachers' views on reading through text and meaning.</td>
<td>163</td>
</tr>
<tr>
<td>Table 4.4:</td>
<td>Teachers' views of knowledge and experience to teach reading comprehension</td>
<td>166</td>
</tr>
<tr>
<td>Table 4.5:</td>
<td>Teachers' views towards students' attitude in reading comprehension</td>
<td>170</td>
</tr>
<tr>
<td>Table 4.6:</td>
<td>Teachers' views of students' vocabulary and pronunciation.</td>
<td>175</td>
</tr>
<tr>
<td>Table 4.7:</td>
<td>Difficulties related to the teachers.</td>
<td>180</td>
</tr>
<tr>
<td>Table 4.8:</td>
<td>Difficulties related to the student.</td>
<td>188</td>
</tr>
<tr>
<td>Table 4.9:</td>
<td>Difficulties related to the curriculum.</td>
<td>195</td>
</tr>
<tr>
<td>Table 4.10:</td>
<td>Difficulties related to the educational system.</td>
<td>199</td>
</tr>
<tr>
<td>Table 4.11:</td>
<td>Difficulties related to the communicative language teaching.</td>
<td>207</td>
</tr>
<tr>
<td>Table 4.12:</td>
<td>Difficulties related to socio-cultural context.</td>
<td>211</td>
</tr>
<tr>
<td>Table 5.1:</td>
<td>Difficulties related to the teachers.</td>
<td>258</td>
</tr>
<tr>
<td>Table 5.2:</td>
<td>Difficulties related to the students.</td>
<td>259</td>
</tr>
<tr>
<td>Table 5.3:</td>
<td>The mean difference of teaching experience and the results of LSD</td>
<td>260</td>
</tr>
<tr>
<td>Table 5.4:</td>
<td>Difficulties related to the curriculum.</td>
<td>261</td>
</tr>
<tr>
<td>Table 5.5:</td>
<td>Difficulties related to the educational system.</td>
<td>263</td>
</tr>
<tr>
<td>Table 5.6:</td>
<td>Difficulties related to the communicative language teaching (CLT).</td>
<td>264</td>
</tr>
<tr>
<td>Table 5.7:</td>
<td>Difficulties related to the socio-cultural context.</td>
<td>264</td>
</tr>
<tr>
<td>FIGURES</td>
<td>LIST OF FIGURES</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>Research design.</td>
<td>109</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Teachers ‘view of communicative language teaching (CLT).</td>
<td>152</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Teachers ‘view of their roles as teacher.</td>
<td>159</td>
</tr>
<tr>
<td>Figure 4.3</td>
<td>Teachers ‘view of reading through text and meaning.</td>
<td>163</td>
</tr>
<tr>
<td>Figure 4.4</td>
<td>Teachers ‘view of knowledge and experience to teach reading comprehension.</td>
<td>167</td>
</tr>
<tr>
<td>Figure 4.5</td>
<td>Teachers ‘view of students ‘attitude reading comprehension.</td>
<td>171</td>
</tr>
<tr>
<td>Figure 4.6</td>
<td>Teachers' views of students' vocabulary and pronunciation.</td>
<td>177</td>
</tr>
<tr>
<td>Figure 4.7</td>
<td>Difficulties related to the teachers.</td>
<td>182</td>
</tr>
<tr>
<td>Figure 4.8</td>
<td>Difficulties related to the students.</td>
<td>190</td>
</tr>
<tr>
<td>Figure 4.9</td>
<td>Difficulties related to the curriculum.</td>
<td>197</td>
</tr>
<tr>
<td>Figure 4.10</td>
<td>Difficulties related to the educational system.</td>
<td>202</td>
</tr>
<tr>
<td>Figure 4.11</td>
<td>Difficulties related to the communicative language teaching.</td>
<td>208</td>
</tr>
<tr>
<td>Figure 4.12</td>
<td>Difficulties related to the socio-cultural context.</td>
<td>214</td>
</tr>
<tr>
<td>Figure 5.1</td>
<td>Methods of teaching in the classroom.</td>
<td>218</td>
</tr>
<tr>
<td>Figure 5.2</td>
<td>The activities of grammar Translation Method in teaching reading.</td>
<td>219</td>
</tr>
<tr>
<td>Figure 5.3</td>
<td>The activities of Audio lingual method in teaching reading.</td>
<td>225</td>
</tr>
<tr>
<td>Figure 5.4</td>
<td>The activities of teacher- centered Approach Method in Teaching reading.</td>
<td>227</td>
</tr>
<tr>
<td>Figure 5.5</td>
<td>The activities of communicative language teaching.</td>
<td>232</td>
</tr>
<tr>
<td>Figure 5.6</td>
<td>The implementation of CLT in teaching reading.</td>
<td>238</td>
</tr>
<tr>
<td>Figure 5.7</td>
<td>The activities of before you read activity.</td>
<td>239</td>
</tr>
<tr>
<td>Figure 5.8</td>
<td>The activities of while you read activity.</td>
<td>246</td>
</tr>
<tr>
<td>Figure 5.9</td>
<td>The activities of after you read activity.</td>
<td>252</td>
</tr>
<tr>
<td>Figure 6.1</td>
<td>Area of understanding of implementing CLT</td>
<td>269</td>
</tr>
<tr>
<td>Figure 6.2</td>
<td>Area of misunderstanding of CLT and its implementation</td>
<td>283</td>
</tr>
<tr>
<td>Figure 6.3</td>
<td>Difficulties faced by teachers</td>
<td>294</td>
</tr>
<tr>
<td>Figure 6.4</td>
<td>Difficulties faced by students</td>
<td>299</td>
</tr>
<tr>
<td>Figure 6.5</td>
<td>A mismatch in the curriculum</td>
<td>304</td>
</tr>
<tr>
<td>Figure 6.6</td>
<td>Lack in the support in the educational system</td>
<td>307</td>
</tr>
<tr>
<td>Figure 6.7</td>
<td>Difficulties with CLT implementation</td>
<td>315</td>
</tr>
</tbody>
</table>
REFERENCE


Ahmad Saeed, 2013. Applying communicative approach in teaching English as a foreign language: a case study of Pakistan. Institute of International & Comparative Education, Northeast Normal University, China Faculty of Education, Northeast Normal University, China ISSN: 1697-7467


Almoghani, M. 2003. Students' perceptions of motivation in English language teaching in Libya. Unpublished PhD, University of Durham


Aqel, f. 2006 "Using the mother tongue (Arabic language") in EFL Journal of Educational Sciences University of Qatar 3.53.


Doherty, C., & Singh, P. 2005. How the West is done: simulating western pedagogy in a curriculum for Asian international students. In P. Ninnes & M. Hellsten (Eds.), Internationalizing higher education (pp. 53-73). Hong Kong: comparative education research centre, the University of Hong Kong.


Ghuma, M.A.Moh. 2011. The Transferability of Reading Strategies between L1 (Arabic) and L2 (English), Durham theses, Durham University.


Gorsuch, G. J. 2000. EFL educational policies and educational cultures: Influences on teacher’s approval of communicative activities. TESOL Quarterly, 34(4), 675-710.


Irmaawi, Noer Doddy Irmaawi 2012. "Communicative Approach: An Alternative Method Used in Improving Students’ Academic Reading Achievement".


Nunan, D. 2003. The impact of English as a global language on educational policies


Rana Naeem Akhtar, 2014. *An Experimental Study Using Communicative Language Teaching Method (CLTM) At Higher Secondary Level to Enhance Students' Reading Comprehension Skills* 1 NICE Research Journal 2014 Vol., 7 ISSN: 2219-


Ria Handyman, (N.D). Teaching Reading Comprehension Using Communicative approach at the sixth grade students of sdn 1 Pangheotan kab. bandung barat


Rogers, C., 1969. Freedom to learn.1st Ed. USA; Charles E. Merrill Publishing Company.


Shamin, F. 1996. Learner resistance to innovation in classroom methodology. In H. Selected papers from the Eighteenth Annual Conversation of TESOL, Houston T.


Youssif Zaghwan Omar, 2014, Perceptions of selected Libyan English as a foreign language teacher regarding teaching of English in Libya. Doctorate of Philosophy the Faculty of the Graduate School at the University of Missouri–Columbia.


Zekariya, O. 2010. The Use of communicative language teaching (CLT): Turkish EFL teacher perceived difficulties in implementing CLT in Turkey. Published MA. Illinois University.


