

## **Abstract**

This study aims to identify the extent to which Sudanese EFL teachers at secondary school level apply CLT in their teaching of grammar, and the identification of the difficulties and challenges they face in the implementation of CLT practices in teaching grammar in Sudanese contexts. The study is composed of five chapters. Chapter one is an introductory chapter which illustrates the theoretical frame work of the study. Chapter two shows the review of the literature and the previous studies. Chapter three shows the methodology of the study. Chapter four shows the data analysis and chapter five shows the findings, implications suggestions and recommendations of the study.

Amixed method research design was used as a methodology of data collection. Participants of this study were thirty nine teachers to fill in the questionnaire, five teachers were observed by the researcher in their classrooms and six interviewee were interviewed by the researcher, moreover fifty nine students at 3<sup>rd</sup> grade secondary school level were observed by the researcher to study the effect of communicative language teaching in their comprehension to grammatical item . the study has reached the conclusion that teachers neglect using CLT as a teaching methodology , moreover there are some difficulties related to the teachers that hinder them from using this method as well as learners difficulties that

hinder them from learning via this method . However, the study has made recommendations to update the SPINE series to be more communicative syllabus as well as changing the EFL environment in Sudan to be suitable for the application of CLT and finally the availability of authentic materials.