

CHAPTER ONE

Background:

The Communicative Language Teaching (CLT) was developed in the mid of 1970s by the council of Europe. It was based on the social interaction theory which emphasizes the social nature of language and interaction.

Recent work in second and foreign language learning has the importance of the learner producing out-put to show that in take has taken place. This approach is often referred to as activity-based and commonly involves the use of the three types of activities (pair/group work, role play and project work) and competence.

1.1- The statement of the problem:

Many English language teachers in Sudanese basic schools often use grammar-translation method in their teaching English language as a foreign language. This method neither meets the spoken language needs nor the learner's needs to communicate in English language. In many schools there are some unspecialized teachers of language, who are not graduated in colleges of education. Some learners of English language in basic schools only need the language for comprehending skills and not for communicating ones. English is a communicative language; it seems that English language learners fail to take the maximum use of language to communicate. Also the learners are not motivated enough to use the language.

1.2. The Questions of the Study:

- 1- What are the difficulties facing English language teachers when using Communicative Language Teaching (CLT)?
- 2- What significance that Communicative Language Teaching (CLT) is given in teaching English language in Basic Schools?

1.3- The Hypotheses of the study:

- There are some difficulties that make English language teachers fail to use the Communicative Language Teaching (CLT) in teaching English language.
- Communicative Language Teaching (CLT) gives significance to teaching English Language in Basic Schools.

1.4- The objectives of the study:

This study aims to

-find out the difficulties facing English language teachers when using Communicative Language Teaching (CLT) in Basic School.

-find out the significance of Communicative Language Teaching (CLT) in teaching language which enables the learners to express themselves fluently.

-help building enthusiasm in teachers of English language to use Communicative Language Teaching (CLT) and its techniques.

1.5- The Significance of the study:

The importance of this study is to undertake objective needs to promote and develop the methodology of teaching English in basic schools; It is useful for both educators and language teachers in basic schools to know the appropriate methods and techniques of teaching English language there. It is vital that Communicative Language Teaching (CLT) and its techniques are widely used by teachers around the world and they are prove to be useful.

1.6- The Methodology of the study:

This researcher is a Descriptive- Analytical. The researcher will use a close-ended questionnaire as an instrument for his data collection.

1.7- The limits of the study:

Because of the time, money and the size of Omdurman locality, the study will not cover all teachers of English language in Omdurman locality Basic Schools. This study is limited to cover only a sample of English language teachers in twenty Basic Schools in Omdurman locality, Abu-Si'aed and AL Murada Sectors to investigate the difficulties of using Communicative Language Teaching (CLT). This study is conducted in 2014.