

CHAPTER FOUR

Data Analysis and Discussion

4-1. Introduction:

This chapter was devoted to the analysis and discussion of the study finding collected by using questionnaire administered to a sample of 40 English language teachers in Omdurman Locality in Basic Schools, to investigate difficulties of using Communicative Language Teaching in Basic School.

4-2. Discussion of Results:

The questionnaire administered to the respondent teachers of English language, their responses were discussed as follow:

1- I have been trained to use communicative language teaching.

Response	Frequency	Percentage
I strongly agree	2	5%
I agree	27	67%
neutral	5	12%
disagree	3	8%
I strongly disagree	3	8%
Total	40	100%

Table4

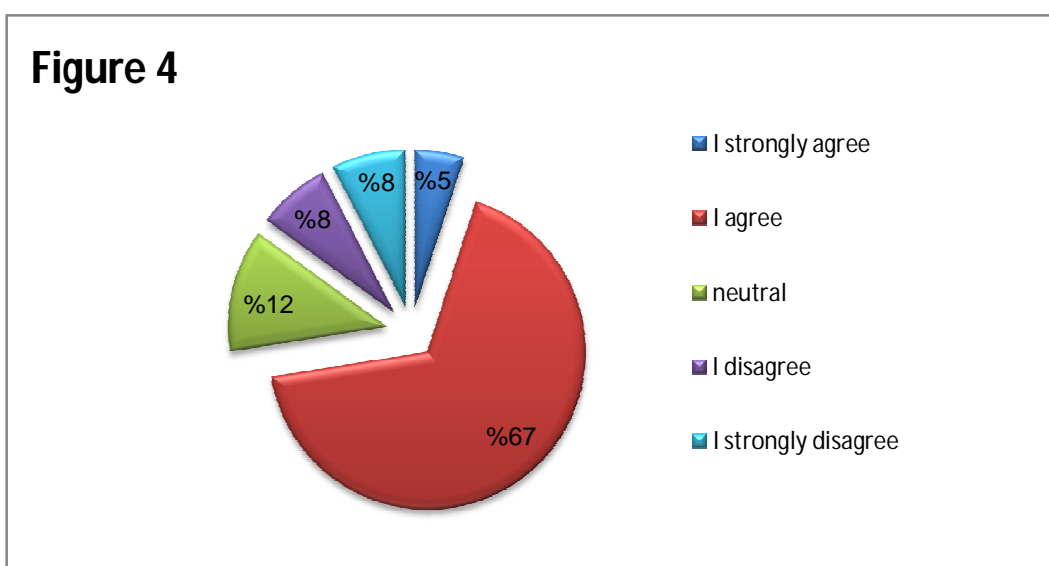


Table (4) and figure (4) show that the majority of responses range from strongly agree to agree, with frequency (2-27) with percentage (5% - 67%) of the respondent teachers said that they had been trained to use communicative language teaching while 5 respondent teacher with 12% responded neutral, when the responses with disagree and strongly disagree balanced with frequency (3 -3) with percentage of (8% - 8%).

The majority agree with the above statement, because there was training programme of English Language Teaching last year and this programme covered big number of teachers in Khartoum state and other state as well.

2- I use communicative language teaching in teaching English language as a foreign language.

Response	Frequency	Percentage
I strongly agree	4	10%
I agree	26	65%
neutral	2	5%
I disagree	3	7%
I strongly disagree	5	13%
Total	40	100%

Table5

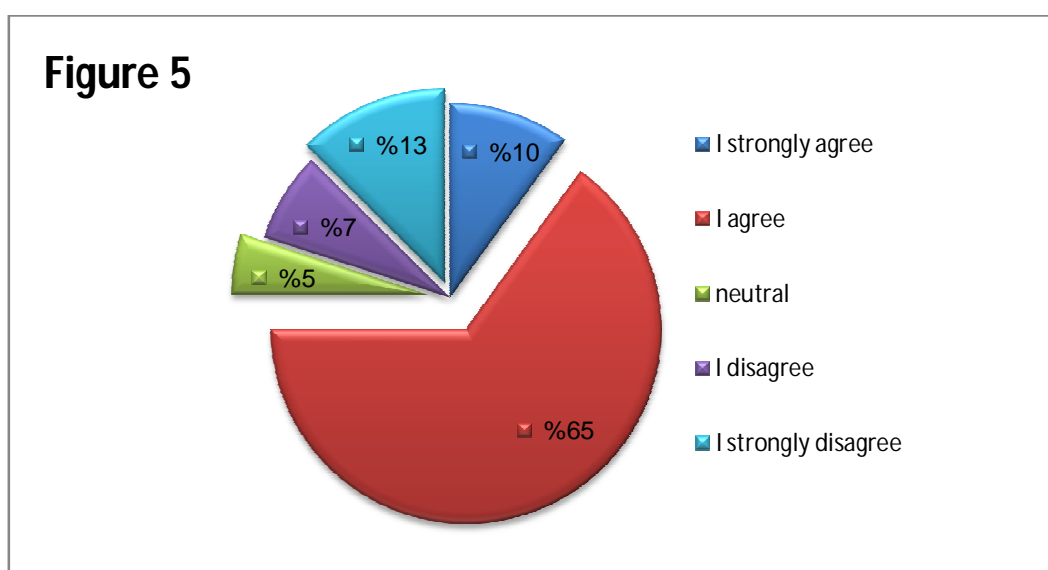


Table (5) and figure (5) show that the majority of responses range from strongly agree to agree, with frequency (4 - 26) with percentage (10% - 65%) of the respondent teachers said that they used communicative language teaching in teaching English language as a foreign language while (2) respondent teachers with (5%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (3 -5) with percentage of (7% - 13%).

The majority agree with the above statement, because most of teachers are adult and they have been trained recently for using new techniques of teaching.

3- I find problems with communicative language teaching in practice.

Response	Frequency	Percentage
I strongly agree	4	10%
I agree	15	37%
neutral	7	18%
I disagree	12	30%
I strongly disagree	2	5%
Total	40	100%

Table6

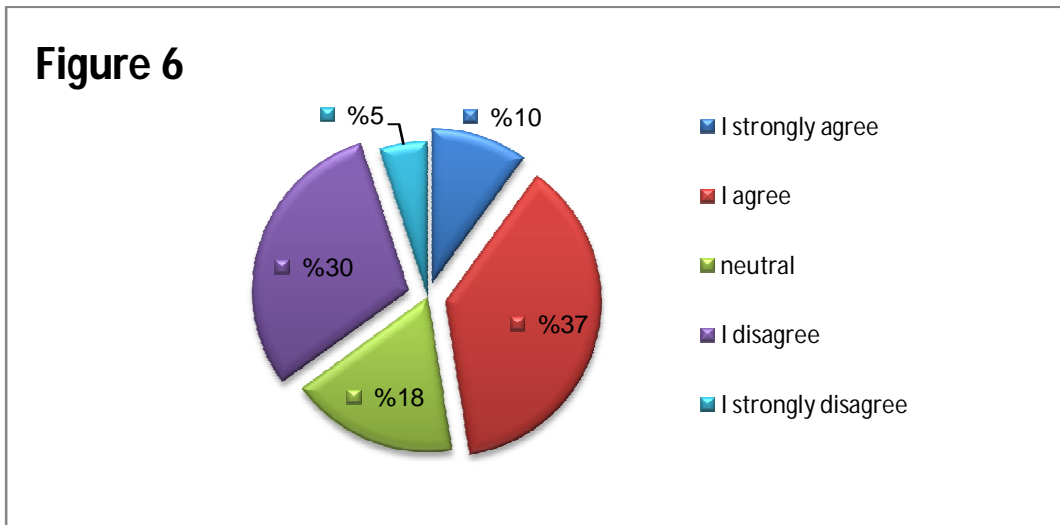


Table (6) and figure (6) show that the majority of responses range from strongly agree to agree, with frequency (4 - 15) with percentage (10% - 37%) of the respondent teachers said that they found problems with communicative language teaching in practice. While (7) respondent teachers with (18%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (12 -2) with percentage of (30% - 5%).

The majority agree with the above statement, because they teach in different schools and they have different ability.

4- Communicative language teaching is not suitable to teach English in basic school.

Response	Frequency	Percentage
I strongly agree	3	7%
I agree	4	10%
neutral	5	12%
I disagree	17	43%
I strongly disagree	11	28%
Total	40	100%

Table7

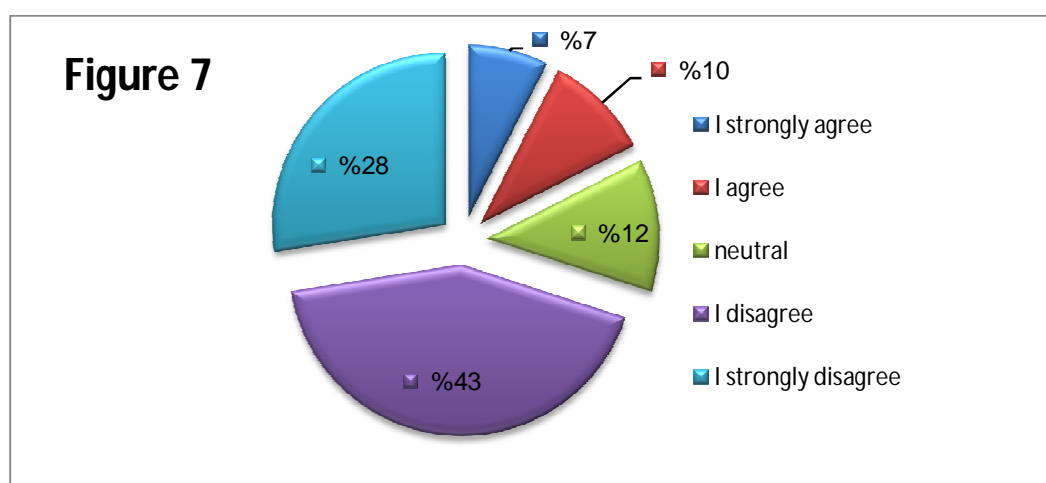


Table (7) and figure (7) show that the majority of responses range from disagree and strongly disagree, with frequency (17 – 11) with percentage (43% - 28%) of the respondent teachers refused to say that Communicative language teaching is not suitable to teach English in basic school. While (5) respondent teachers with (12%) responded neutral, when the responses with agree and strongly agree ranged with frequency (3 -4) with percentage of (7% - 10%).

The majority disagree with the above statement, because they believe that basic schools are the right situations for applying Communicative Language Teaching. It is clear that new English syllabuses are built depending on Communicative Language Teaching.

- 1- The spine series does not develop communicative competence in our students.

Response	Frequency	Percentage
I strongly agree	8	20%
I agree	9	22%
neutral	2	5%
I disagree	13	33%
I strongly disagree	8	20%
Total	40	100%

Table8

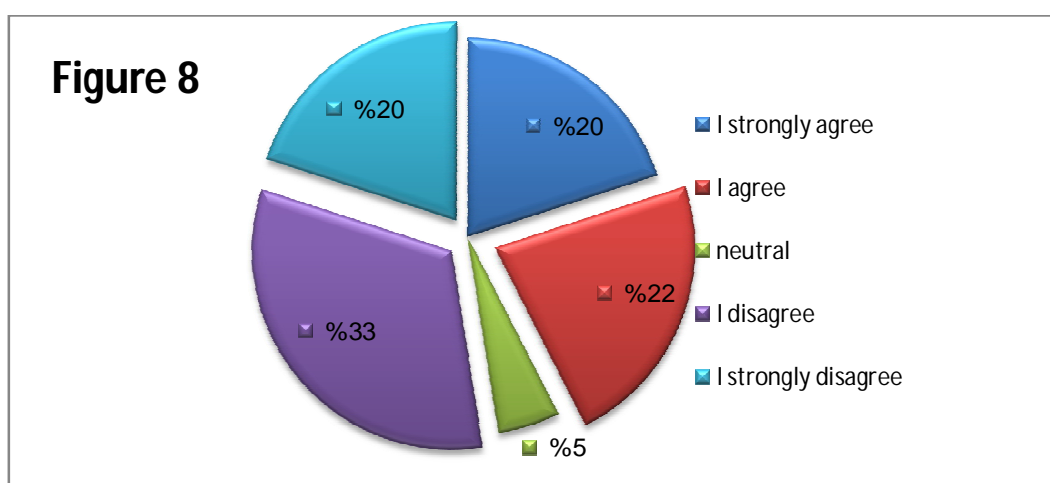


Table (8) and figure (8) show that the majority of responses range from disagree and strongly disagree, with frequency (13 – 8) with percentage (33% - 20%) of the respondent teachers refused to say that The spine series does not develop communicative competence in our students. While (2) respondent teachers with (5%)responded neutral, when the responses with agree and strongly agree ranged with frequency (8 – 9) with percentage of (20% - 22%).

The majority disagree with the above statement, because Spine series itself designed to be taught using Communicative Language Teaching, but many teachers are not trained to do so.

- 2- The communicative language teaching is useful to teach English language in basic schools.

Response	Frequency	Percentage
I strongly agree	16	40%
I agree	17	42%
neutral	4	10%
I disagree	1	3%
I strongly disagree	2	5%
Total	40	100%

Table9

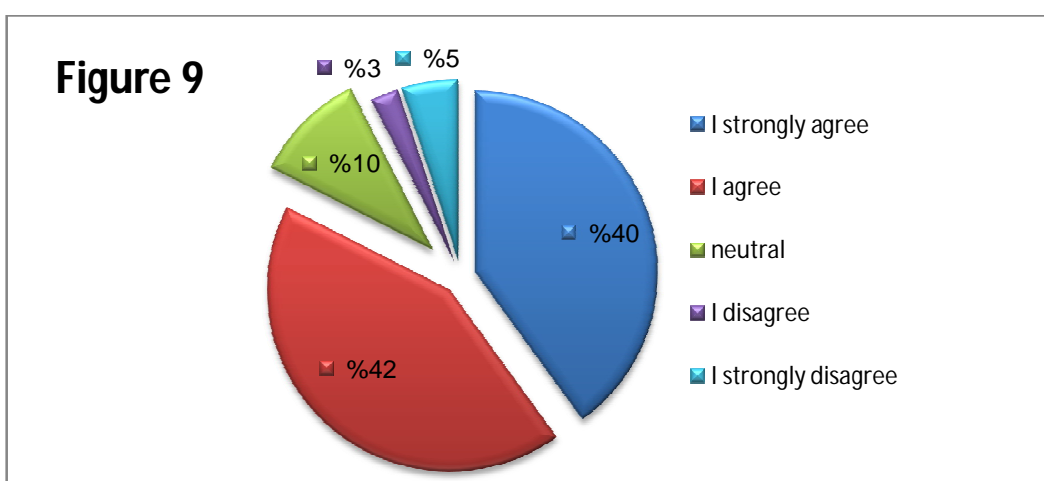


Table (9) and figure (9) show that the majority of responses range from strongly agree to agree, with frequency (16 - 17) with percentage (40% - 42%) of the respondent teachers said that the communicative language teaching is useful to teach English language in basic schools. while (4) respondent teachers with (10%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (1 - 2) with percentage of (3% - 5%).

The majority agree with the above statement, because the usefulness of Communicative Language Teaching is worldwide.

7- There are difficulties in using communicative techniques in teaching English in basic schools.

Response	Frequency	Percentage
I strongly agree	14	35%
I agree	15	37%
neutral	2	5%
I disagree	9	23%
I strongly disagree	0	0%
Total	40	100%

Table10

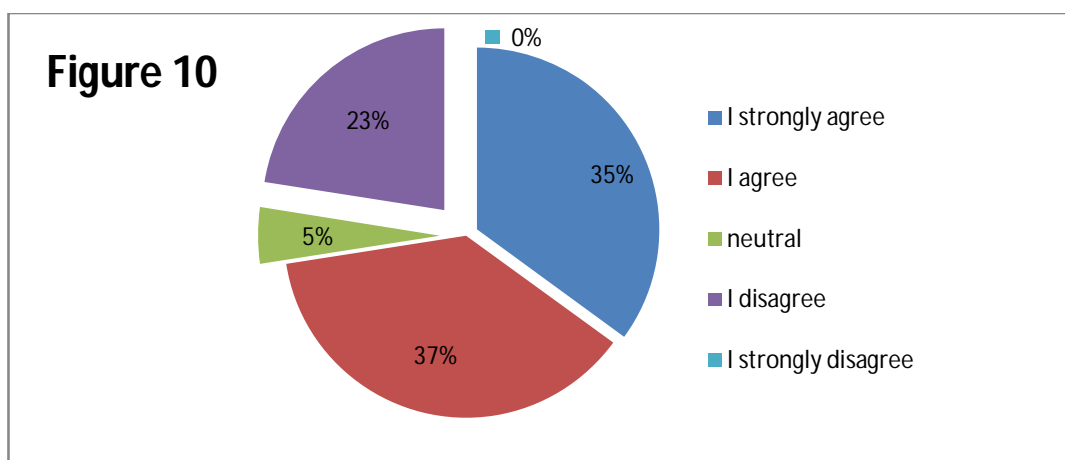


Table (10) and figure (10) show that the majority of responses range from strongly agree to agree, with frequency (14 – 15) with percentage (35% - 37%) of the respondent teachers said that there are difficulties in using communicative techniques in teaching English in basic schools. While (2) respondent teachers with (5%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (9 -0) with percentage of (23% - 0%).

The majority agree with the above statement, it is due to many reasons: the lack of materials needed to perform a lesson, the little time of teachers devoted to preparation and the weak roles of supervision

3- There are difficulties in using communicative language teaching in teaching English in basic schools:

a. A syllabus.

Table 11a.

Response	Frequency	Percentage
I strongly agree	5	12%
I agree	17	42%
neutral	13	33%
I disagree	5	13%
I strongly disagree	0	0%
Total	40	100%

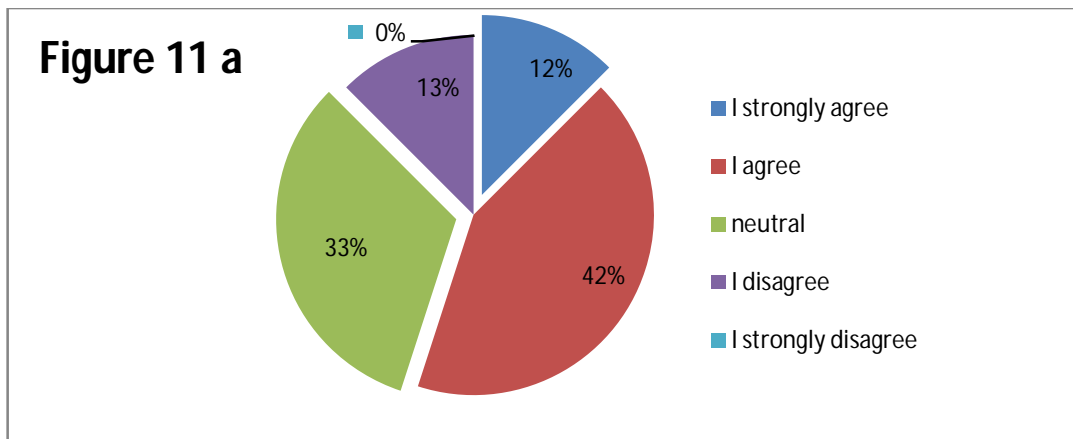


Table (11a) and figure (11a) show that the majority of responses range from strongly agree to agree, with frequency (5 - 17) with percentage (12% - 42%) of the respondent teachers said that there are difficulties in using communicative language teaching in teaching English in basic schools due to syllabus. while (13) respondent teachers with (33%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (5 -0) with percentage of (13% - 0%).

The majority agree with the above statement, because they think the Spine has no value comparing with new courses.

b- Large classes.

Table 11b.

Response	Frequency	Percentage
I strongly agree	17	42%
I agree	17	42%
neutral	2	5%
I disagree	3	8%
I strongly disagree	1	3%
Total	40	100%

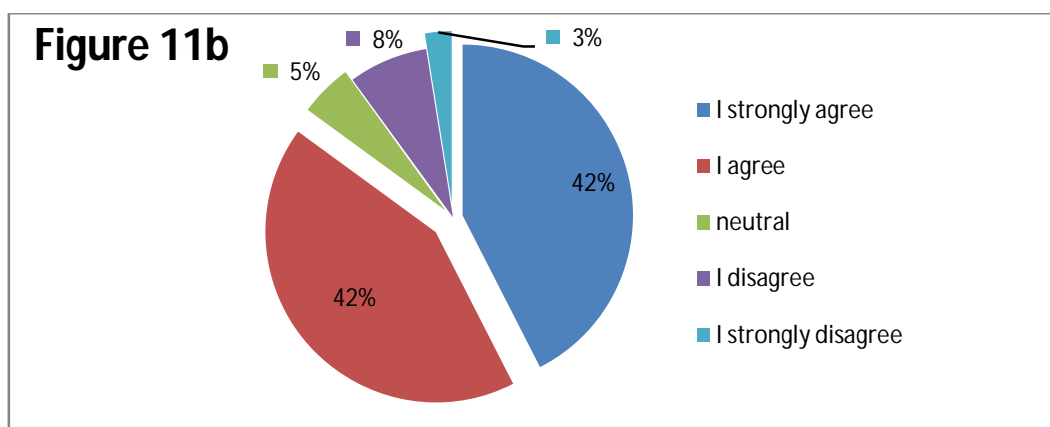


Table (11b) and figure (11b) show that the majority of responses range from strongly agree to agree, with frequency (17- 17) with percentage (42% - 42%) of the respondent teachers said that there are difficulties in using communicative language teaching in teaching English in basic schools due to large classes. while (2) respondent teachers with (5%)responded neutral, when the responses with disagree and strongly disagree ranged with frequency (3 -1) with percentage of (8% - 3%).

The large value of agreement is due just the reality that describes our educational situation.

c- Short time.

table11c

Response	Frequency	Percentage
I strongly agree	8	20%
I agree	11	27%
neutral	7	17%
I disagree	13	33%
I strongly disagree	1	3%
Total	40	100%

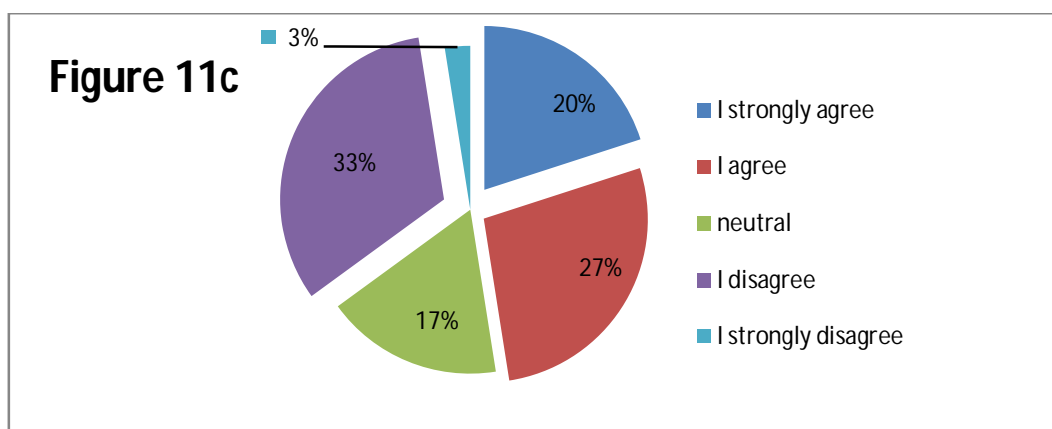


Table (11c) and figure (11c) indicate that the responses make some kind of balance as (8) responses represent (20%) of the respondent teachers strongly agree, (11) represent (27%) agree on the statement (there are difficulties in using communicative language teaching in teaching English in basic schools due to short time). while (7) respondent teachers with (17%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (13 -1) with percentage of (35% - 3%).

The majority agree with the above statement, in fact, basic schools are so crowded that it even affects the monitoring of all pupils let alone using approach which needs long time for each one.

9- The Spine books do not attract pupils' attention.

Table 12

Response	Frequency	Percentage
I strongly agree	10	25%
I agree	16	40%
neutral	2	5%
I disagree	12	30%
I strongly disagree	0	0%
Total	40	100%

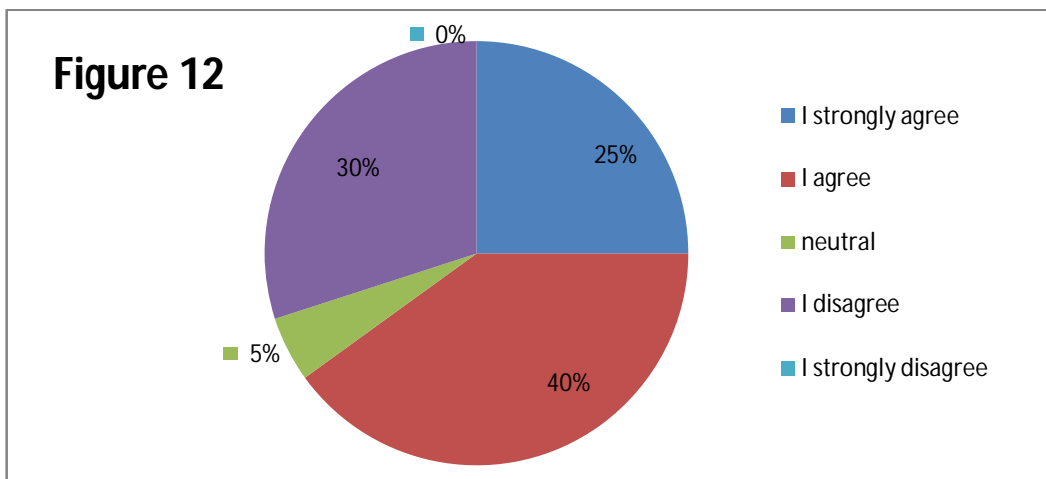


Table (12) and figure (12) show that the majority of responses range from strongly agree to agree, with frequency (10 - 16) with percentage (25% - 40%) of the respondent teachers said that The Spine books do not attract pupils' attention. while (2) respondent teachers with (5%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (12 - 0) with percentage of (30% - 0%).

The balance in views seems to occur because of the different of schools.

10- Some teachers do not communicate in English, while they are teaching.

Table 13

Response	Frequency	Percentage
I strongly agree	12	30%
I agree	20	50%
neutral	3	7%
I disagree	4	10%
I strongly disagree	1	3%
Total	40	100%

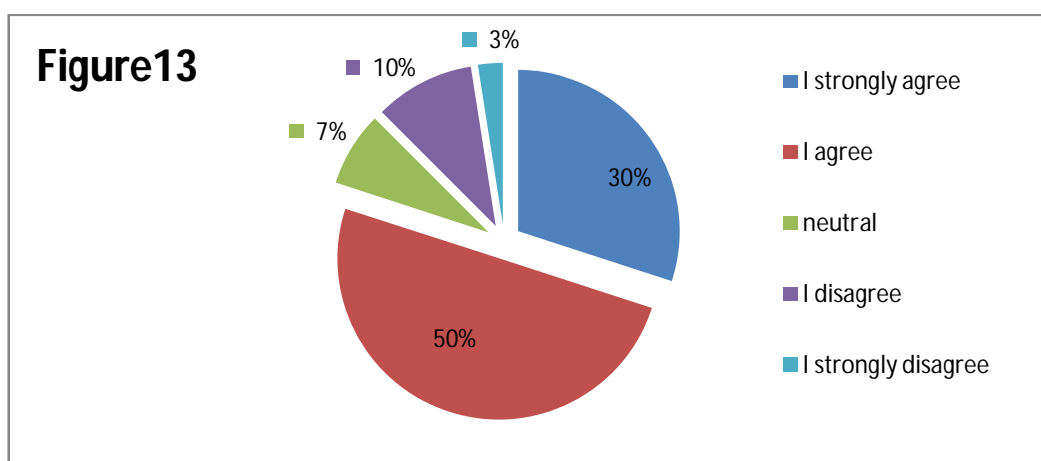


Table (13) and figure (13) show that the majority of responses range from strongly agree to agree, with frequency (12 - 20) with percentage (30% - 50%) of the respondent teachers confirmed that some teachers do not communicate in English, while they are teaching. while (3) respondent teachers with (7%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (4 - 1) with percentage of (10% - 3%).

From my experience as a teacher, I notice that English teachers rarely speak in English with each other and they use native language inside the classroom.

11- Some pupils do not know why they study English.

Table 14

Response	Frequency	Percentage
I strongly agree	7	17%
I agree	23	58%
neutral	4	10%
I disagree	6	15%
I strongly disagree	0	0%
Total	40	100%

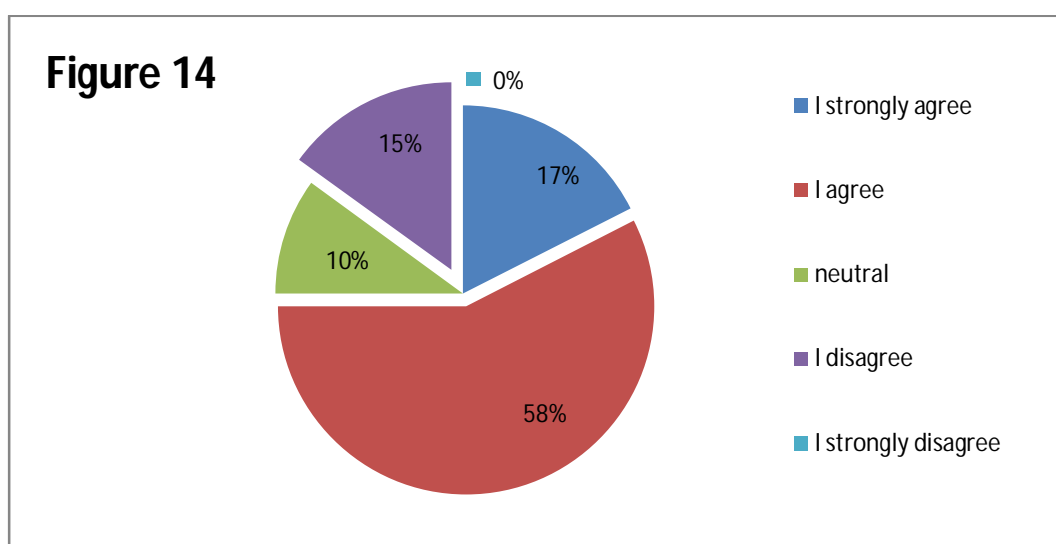


Table (14) and figure (14) show that the majority of responses range from strongly agree to agree, with frequency (7 - 23) with percentage (17% - 58%) of the respondent teachers said that The Some pupils do not know why they study English. while (4) respondent teachers with (10%)responded neutral, when the responses with disagree and strongly disagree ranged with frequency (6 -0) with percentage of (15% - 0%).

The majority agree with the above statement, because learners today are different of those of yesterday as there are many things occupied them.

12- Some teachers are not specialized in English language nor graduated in college of education.

Table 15

Response	Frequency	Percentage
I strongly agree	8	20%
I agree	23	57%
neutral	3	7%
I disagree	3	8%
I strongly disagree	3	8%
Total	40	100%

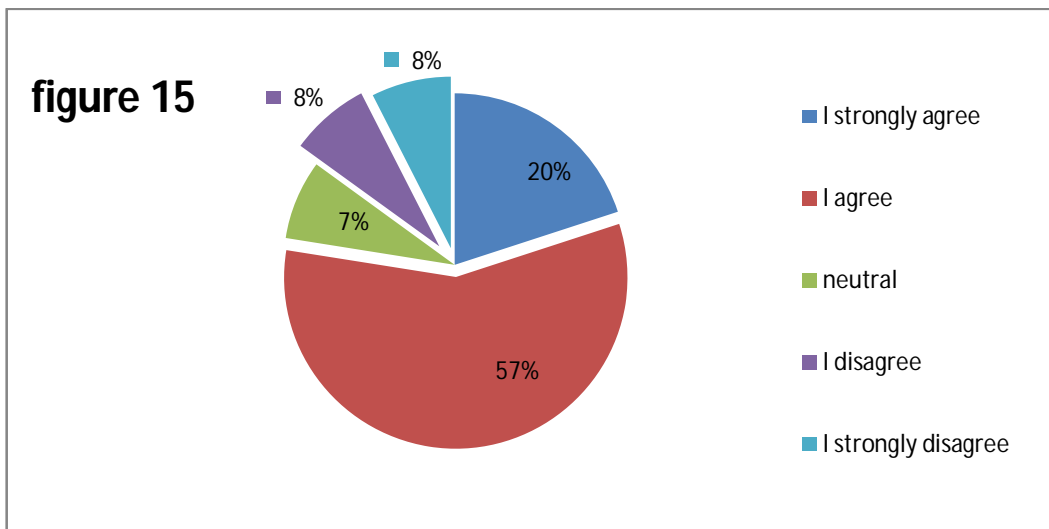


Table (15) and figure (15) above state that the majority of responses range from strongly agree to agree, with frequency (8 - 23) with percentage (20% - 57%) of the respondent teachers assure that some teachers are not specialized in English language nor graduated in college of education. while (3) respondent teachers with (7%) responded neutral, when the responses with disagree and strongly disagree come with the same frequency (3 -3) with percentage of (8% - 8%).

They support the statement, because they just describe the reality.

13- What communicative techniques do you focus on when conduct a lesson.

a- Role-play.

Table 16a

Response	Frequency	Percentage
I strongly agree	11	27%
I agree	14	35%
neutral	14	35%
I disagree	0	0%
I strongly disagree	1	3%
Total	40	%100

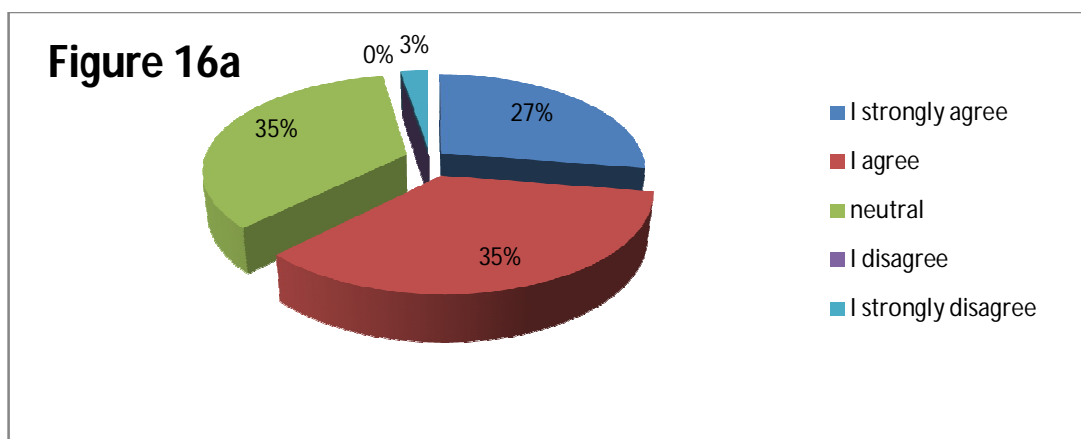


Table (16a) and figure (16a) above indicate that the majority of responses range from strongly agree to agree, with frequency (11 – 14) with percentage (27% - 35%) of the respondent teachers assure that they use communicative techniques and focus on role-play when conducting a lesson. While (14) respondent teachers with (35%)responded neutral, the responses with disagree and strongly disagree have frequency (0 -3) with percentage of (0% - 8%).

Role-play is considered one face of CLT, so using it is linked directly with CLT, because it gives teachers a chance to see the development of their learners.

b- Problem solving.

Table 16b

Response	Frequency	Percentage
I strongly agree	14	35%
I agree	17	42%
neutral	6	15%
I disagree	3	8%
I strongly disagree	0	0%
Total	40	100%

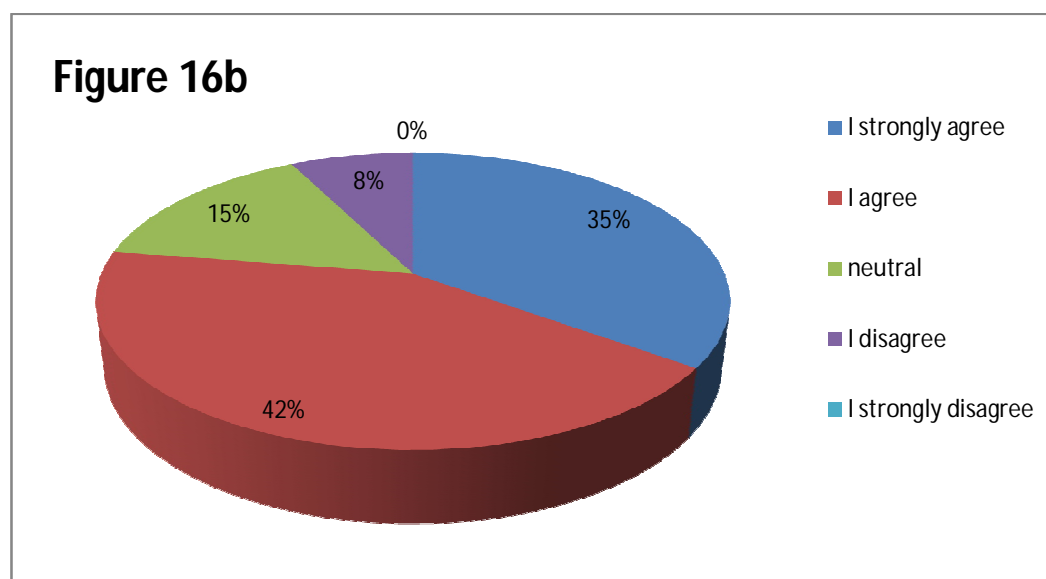


Table (16b) and figure (16b) show that the majority of responses range from strongly agree to agree, with frequency (14 - 17) with percentage (35% -42%) of the respondent teachers confirmed that they use communicative techniques and focus on problem solving, when conducting a lesson, while they are teaching. while (6) respondent teachers with (15%)responded neutral, when the responses with disagree and strongly disagree ranged with frequency (8 - 0) with percentage of (20% - 3%).

They use communicative techniques and focus on problem solving when conducting a lesson, while they are teaching. I think the responses to this point are against the opinion because it is difficult if not impossible for pupils to act.

c- Language games.

Table 16c

Response	Frequency	Percentage
I strongly agree	15	37%
I agree	14	35%
neutral	8	20%
I disagree	3	8%
I strongly disagree	0	0%
Total	40	100%

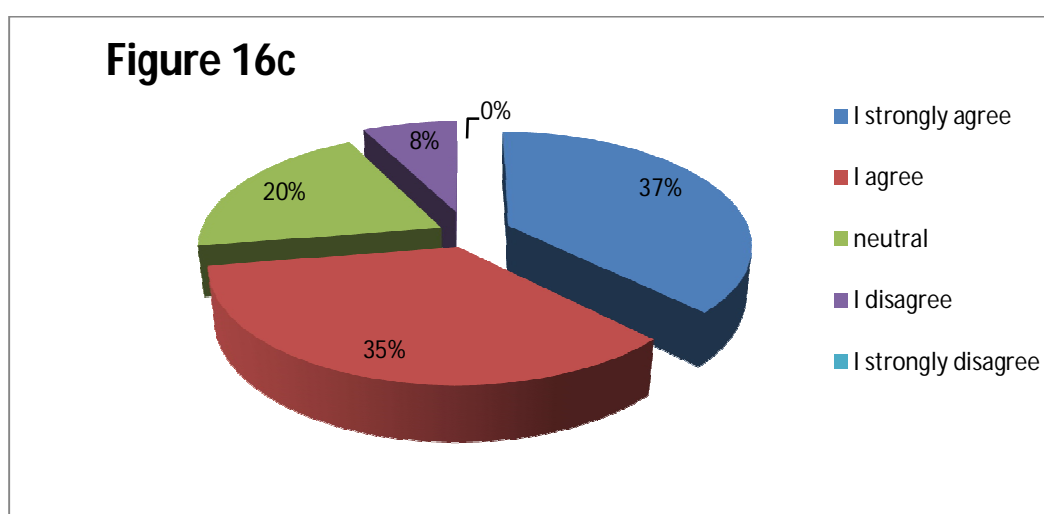


Table (16c) and figure (16c) show that the majority of responses range from strongly agree to agree, with frequency (15 - 14) with percentage (37% - 35%) of the respondent teachers confirmed that they use communicative techniques and focus on Language games when conducting a lesson, while they are teaching. while (8) respondent teachers with (20%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (3 - 0) with percentage of (8% - 0%).

Language games are connected with new technology the teachers want to keep pace and to make teaching funny.

d- Pair and group work.

Table 16d

Response	Frequency	Percentage
I strongly agree	16	40%
I agree	22	55%
neutral	2	5%
I disagree	0	0%
I strongly disagree	0	0%
Total	40	100%

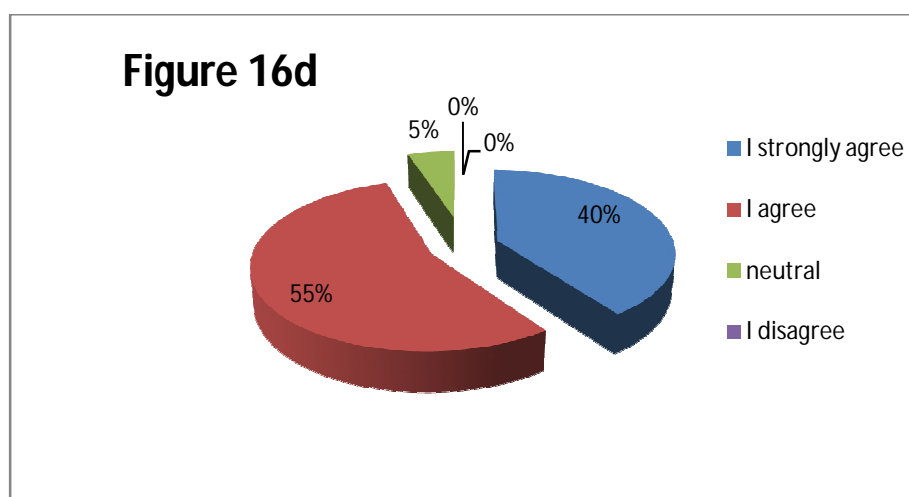


Table (16d) and figure (16d) show that the majority of responses range from strongly agree to agree, with frequency (16 - 22) with percentage (40% - 55%) of the respondent teachers confirmed that they use communicative techniques and focus on Pair and group work when conducting a lesson, while they are teaching. while (2) respondent teachers with (5%) responded neutral, when the responses with disagree and strongly disagree have the same frequency (0 - 0) with percentage of (0% - 0%).

Pair and group work prove themselves good ways of stating Communicative Language Teaching: it is not easy to deny this fact.

e- Group discussion.

Table 16e

Response	Frequency	Percentage
I strongly agree	2	5%
I agree	25	62%
neutral	6	15%
I disagree	6	15%
I strongly disagree	1	3%
Total	40	100%

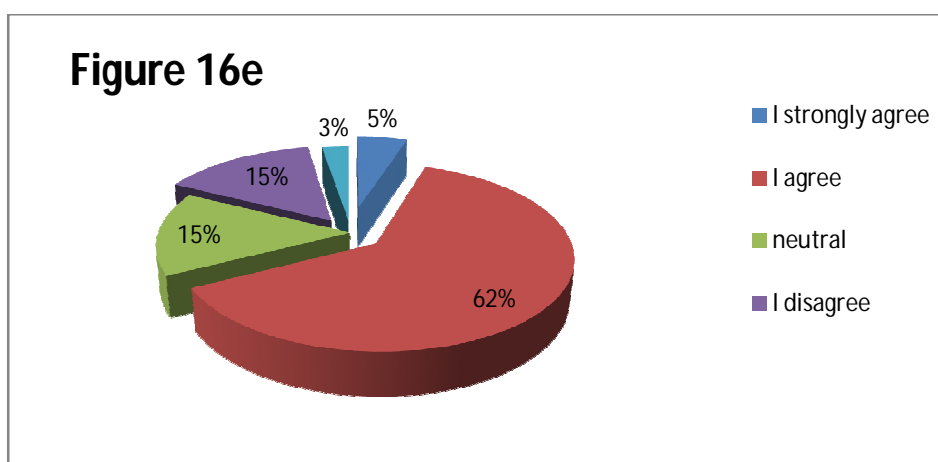


Table (16e) and figure (16e) show that the majority of responses range from strongly agree to agree, with frequency (2 - 25) with percentage (5% - 62%) of the respondent teachers confirmed that they use communicative techniques and focus on group discussion , when conducting a lesson, while they are teaching. while (6) respondent teachers with (15%)responded neutral, when the responses with disagree and strongly disagree ranged with frequency (6 - 1) with percentage of (15% - 3%).

The majority agree with the use of group discussion, because it represents the idea Communicative Language Techniques devoted to develop fluency and to show their competence.

f- Dialogue.

Table 16f

Response	Frequency	Percentage
I strongly agree	15	37%
I agree	21	53%
neutral	4	10%
I disagree	0	0%
I strongly disagree	0	0%
Total	40	100%

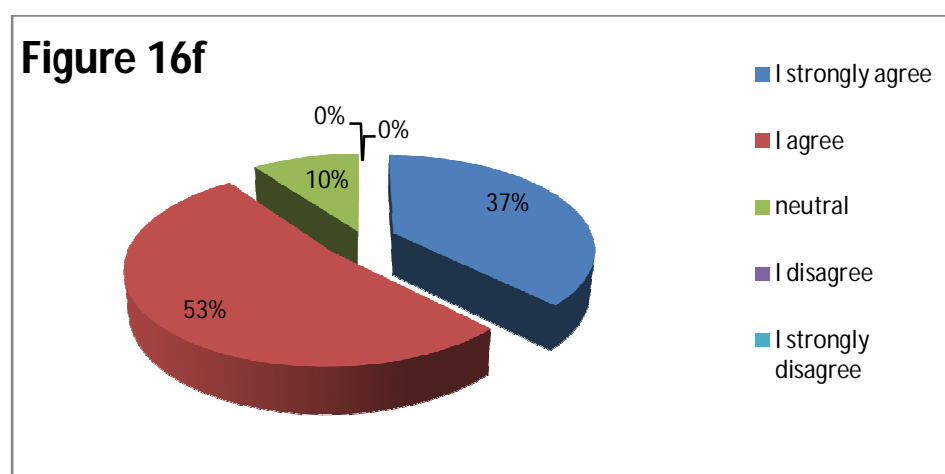


Table (16f) and figure (16f) show that the majority of responses range from strongly agree to agree, with frequency (15 – 21) with percentage (37% - 53%) of the respondent teachers confirmed that they use communicative techniques and focus on Dialogue, when conducting a lesson, while they are teaching. While (4) respondent teachers with (10%) responded neutral, when the responses with disagree and strongly disagree have the same frequency (0 – 0) with percentage of (0% - 0%).

Dialogues are the most of Communicative Language Teaching's techniques available in the Spine syllabus. So the respondents are familiar with them.

g- Story telling.

Table 16g

Response	Frequency	Percentage
I strongly agree	2	5%
I agree	26	65%
neutral	7	17%
I disagree	5	13%
I strongly disagree	0	0%
Total	40	100%

Figure 16g

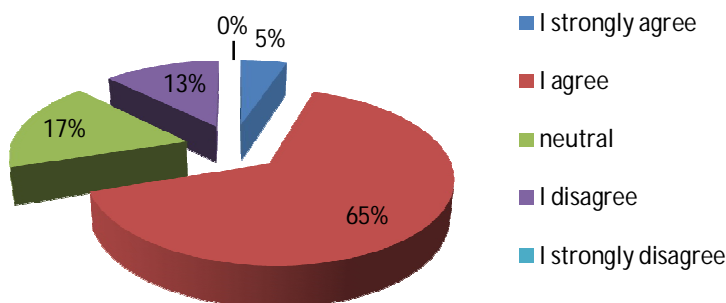


Table (16g) and figure (16g) show that the majority of responses range from strongly agree to agree, with frequency (2 - 26) with percentage (5% - 65%) of the respondent teachers confirmed that they use communicative techniques and focus on story telling, when conducting a lesson, while they are teaching. While (7) respondent teachers with (17%) responded neutral, when the responses with disagree and strongly disagree ranged with frequency (5 - 0) with percentage of (13% - 0%).

Although story telling is one of Communicative Language Teaching techniques. It reminds teachers the way by which people things done retelling the verbal culture.

h- Gap activities.

Table 16h

Response	Frequency	Percentage
I strongly agree	12	30%
I agree	13	32%
neutral	12	30%
I disagree	2	5%
I strongly disagree	1	3%
Total	40	100%

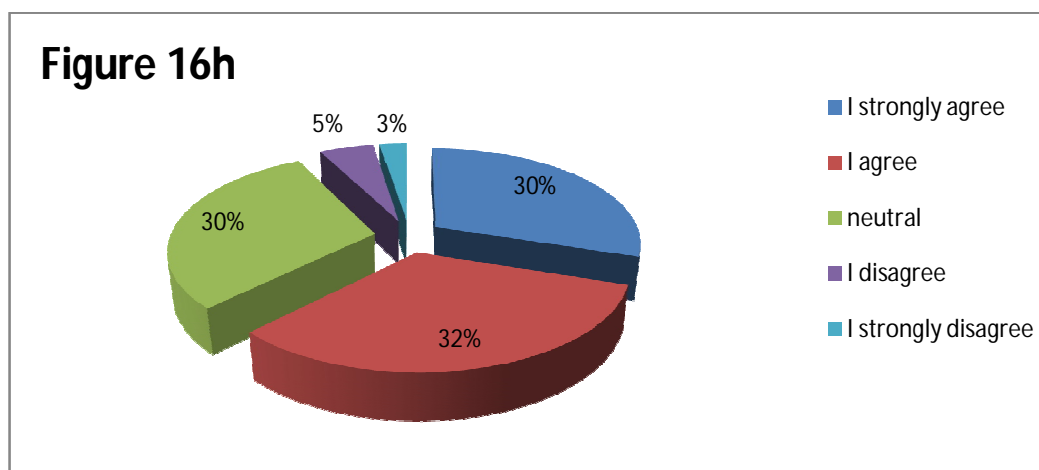


Table (16h) and figure (16h) show that the majority of responses range from strongly agree to agree, with frequency (12 - 13) with percentage (30% - 32%) of the respondent teachers confirmed that they use communicative techniques and focus on Gap activities, when conducting a lesson, while they are teaching. while (12) respondent teachers with (30%)responded neutral, when the responses with disagree and strongly disagree ranged with frequency (2 - 1) with percentage of (5% - 3%).

The majority agree with the use of gap activities, because this technique encourages both strong and weak pupils to participate in the course of the lesson.

4-3. Discussion of the Research Hypotheses:

In accordance with the results of the study. The research hypotheses can be discussed as follow:

- There are some difficulties that make English language teachers fail to use the Communicative Language Teaching (CLT) in teaching English language. (47%) of the respondent teachers said that they found problems with communicative language teaching in practice. (72%) of the respondent teachers said that there are difficulties in using communicative techniques in teaching English in basic schools and for different reasons: (53%) due to syllabus, (84%) due to large classes and (47%) due to short time. Also (77%) of the respondent teachers assured that some teachers are not specialized in English language nor graduated in college of education.
- Communicative Language Teaching (CLT) gives significance to teach English language in Basic Schools: (75%) of the respondent teachers said that they used communicative language teaching. (71%) of the respondent teachers refused to say that Communicative language teaching is not suitable to teach English in basic school. (82%) of the respondent teachers said that the communicative language teaching is useful to teach English language in basic schools.