

DIFFICULTIES ENCOUNTERED BY EL TEACHERS IN IMPLEMENTING COMMUNICATIVE APPROACH IN YEMENI SCHOOLS.

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Abstract: The present study aimed to identify the difficulties that hinder EL teachers from using Communicative Approach (CA) in Yemeni schools and also aimed to present some suggestions and recommendations for overcoming these difficulties. Besides, this study is based on responding to the following questions:

1. What are the perceived difficulties of EL teachers in implementing the CA, in relation to some factors?
2. Are there significant variables in perception of the above difficulties between EFL teachers with regard the gender, teaching experience, and qualification?

The study was conducted in the schools of Al-Nadirah. Data collected from schools was analyzed. The questionnaire was the instrument used to collect data from sample schools. Finally, the significant results were concluded by the researcher as follows:

1. The majority (82.3%) of the study participants reported that they were not trained to implement the Communicative Approach in teaching English in Yemeni schools.
2. Large number (65.7%) of the study subjects confined that the implementation of Communicative Approach requires too much time for preparation.
3. A great number (73.6%) of the study sample members ascertained that students lack motivation to work on their communicative competence.
4. Less than a half (48%) of the participants rejected the proposition, which says: "Teachers lack classroom management".

Background of the Problem

The Communicative Approach came into practice in the 1970s as a reaction to the mechanical drills devoid of meaning in the structural classes. Moreover, there has been a widespread criticism against the structural method that six years of learning English in structural classes, learners fail to use English in real situations. Therefore, the Communicative Approach suggests better techniques of teaching EFL that help English teachers in teaching EL easily and attract students to learn the target language eagerly and use it fluently.

In addition, since the beginning of teaching English language in Yemen until the 1990s, the methods of teaching have focused on the grammatical rules and neglected the use of the target language in different situations, this has led to graduate learners who could not use English language fluently. Therefore, during the last twelve years, the specialists of ELT had stressed the significance of providing learners with facilities (according to the facilities of the Ministry of Education) needed in order to communicate successfully with native speakers of

English. This means, more attention was given to enable learners to use the target language more fluently in daily life situations.

This approach, however, came as a reaction to the Grammar-Translation Method which focuses on the structural form of the language which failed to equip the learners with the required skills of communication.

Also, Yemeni educators had realized that the old syllabus; grammatical syllabus (**English for Yemen**) did not help in developing learners' competence, so they had advised Ministry of Education to adopt the "**Crescent English Course for Yemen**", which is based on the CA.

In the new curriculum, the aim of EL is to develop the learners communicative competence in English language through meaningful communicative activities, exercises and drills. CA is an approach that aims to accomplish: (a) making competence the objective of language teaching (b) developing procedures for teaching the four language skills and their sub-skills that acknowledge the interdependence of language and communication (Reichards and Rogers, 1986).

Littlewood (1981) suggests that the methodology of the CA consists of two main points, they are as follows:

- a. Pre-communicative activities, in which the teacher isolates specific elements of skill or knowledge that composes communicative ability, and provides the learners with opportunities to practice them separately. The learners, in their role, are being trained in using the skills of communication.
- b. Communicative activities, in which the learners have activated and integrated their pre-communicative knowledge and skills, in order to use them for the communication.

However, learners learn to use language in different situations, to perform various tasks and to use language for interaction with other people. Moreover, CA is characterized by focusing on meaningful tasks rather than per se. Thus, teachers should select learning activities according to how they engage the learners in meaningful and authentic language situations rather than in only mechanical practice of language patterns.

Also, another characteristic of CA is its learner – centered view of foreign language teaching (Littlewood, 1981, Savignon, 1991). The last ten years have been characterized by raising dissatisfaction with many aspects of CA. Consequently, many researchers called for reforms and suggested changes (Larsen-Freeman, 1990, Widdowson, 1990; Scarcella and Oxford, 1992). However, most of such dissatisfaction focused on two major problems which are the linguistic base of CA and the pedagogical treatment of linguistic forms in CA (Celce-Murcia and et al, 1997).

Significance of the Study

The study is very important for the following reasons:

1. Scarcity of research that investigates the difficulties that hinder implementing CA in Yemeni schools;

2. The participants of the study are the teachers who always suffer from these difficulties that hamper them from implementing communicative approach successfully;
3. The present study provides Ministry of Education with suggestions and recommendations for improving the teaching of English language communicatively in the Yemeni classrooms.

The Objectives of the Study

This study aims at:

1. Identifying the difficulties which hinder EL teachers from using communicative approach in Yemeni schools;
2. Surveying the previous studies that are related to the present study;
3. Presenting some suggestions and recommendations for overcoming the difficulties that hamper EL teachers from using CA in Yemeni schools.

The Questions of the Study

The present study discusses the current practice of Communicative Approach in Yemeni schools, and the difficulties encountered while implementing it in the classroom, the study seeks to respond to the following questions:

1. What are the perceived difficulties of EL teachers in implementing the CA, in relation to some factors such as the status of EFL teachers, the features of the Communicative Approach, the learners' attitudes towards CA and the educational administration?
2. Are there significant variables in perception of the above difficulties between EFL teachers with regard to gender, teaching experience, and qualification?

The Limitations of the Study

This study was limited to the following points:

1. The difficulties that hinder EFL teachers from implementing the CA in Yemeni schools.
2. The study was conducted in the schools of Al-Nadirah and Saddah Districts in March 2007.

Difficulties of Implementing the Communicative Approach

The implementation of CA application in Yemen has encountered many difficulties. These difficulties are due to the current situation of ELT and learning in Yemeni schools as well as to the approach itself. Besides, there are some other difficulties such as teachers' low proficiency, traditional attitudes towards teaching English language, lack of appropriate CA materials, lack of oral CA tests in the teachers' Book, lack of support from the administration to teachers in order to implement the target approach and unfamiliarity with CA.

Medges (1986) reports that communicative classroom demands a teacher of unusual abilities, together with sustained energy and education. He also points out that CA puts a heavy burden on the shoulders of English non-native teachers. Consequently, they differ in the extent to which they master the four main skills. EFL teachers in Yemen are non-native speakers of English language, so most of them lack the ability to speak English fluently. Also, the low level of teacher preparation and language learning may reflect this deficiency. Some EFL teachers

are not familiar with CA. So, they used to use the classical methods, and it is difficult for them to adjust to radical changes. Also, schools' facilities do not aid English teachers' use of Communicative Approach in their classes.

In addition, teachers' lack of cultural knowledge is another difficulty that affects the use of CA in Yemeni schools. Thus, it is so hard to shift to CA since there are many obstacles, one of which is the teachers' limited knowledge of the target culture. Furthermore, the teachers encounter difficulties if they are unable to respond to questions relating to the target culture or language as such questions arise from interactions in the classes. Of course, this forces many EFL teachers in Yemen to use inappropriate methods of teaching.

The examination system in Yemen is still traditional, therefore, it has a powerful effect on moving towards CA because teachers believe that using CA requires a change in examination system. This change may cause learners to fail in the examination. Ng and Tang (1997: 97) state "teachers see their primary goal in teaching as to prepare students for public examination". However, preparing learners for examinations, teachers believe that they should follow strictly the prescribed timetable, for adapting to suit various abilities in the skills developing process. Also, they believe that there is no time for conducting language activities in the classroom.

Meanwhile, Van Lier (1988) discovered the main shortcomings of CA as inherent in the approach itself. He believes that it is a collection of principles that are loosely combined together, offering the learners little or no direction. This leads EL teachers to provide a class with a syllabus on the first day that is never implemented.

Instead of giving learners opportunities to practice language for the sake of language, this makes learners would benefit more if they know specifically in each class what language they are practicing and in what context. Therefore, it is useful to prepare achievable goals on a daily basis and help learners to be aware of how they are to accomplish the target goals.

Finally, the technological facilities are also a serious problem in Yemeni schools. Most of the Yemeni schools do not have the primary technological facilities, which encourage EL teachers to implement the Communicative Approach.

Review of Literature

In the present study the previous literature is divided into two sections, the first one is the previous studies and the second section is the related literature, they are as follows:

The Previous Studies:

Several studies highlighted the major difficulties encountered by EFL teachers in implementing CA in the classroom. Fun (1998) has conducted a study on teachers' attitudes towards CLT in Hong Kong. The main purpose of the study was to investigate whether the principles of CLT had been implemented to English language teaching, and to identify the problems hampering the implementation of CLT in the classroom. Similarly, the researcher examined whether teachers' background affects their teaching beliefs and implementing of the Communicative Approach to language teaching. In order to achieve these objectives, the researcher designed a questionnaire and conducted an interview to collect the needed data from

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the study sample, which was 114 EFL teachers who are teaching in 12 secondary schools.

The results of the study showed that EFL teachers in general favored CLT in theory, but in practice they used more traditional approaches because of the constraints on its implementation in the classroom. They preferred to be flexible in adopting approaches. Furthermore, the result revealed that teachers' backgrounds, which include teachers with English degrees and teaching in high schools, had an important influence on the frequency of using CLT in English classes. The study concluded that policy makers should revise the current English curriculum and evaluate the suitability of CLT for language teaching in Hong Kong.

Mei, (1995) conducted a study in Japan. A sample of EL teachers was asked to explain the essence of the CLT approach. The responses showed an incomplete understanding of the basic principles of CLT. The lack of clear understanding translated into doubts the effectiveness of the approach itself.

In Vietnam, Ellis, (1994) conducted a study in order to identify the class size, grammar-based examination and lack of exposure to authentic language as problems in using CLT. The researcher found that the class size is not suitable for implementing CLT. The study also found that examination system is grammar-based which contradicts with implementing CLT. Finally, the study concluded that there is a lack of exposure to authentic language. These problems, of course, are barriers, which prevent EF teachers from implementing CLT in the classroom.

In South Africa, many efforts were made in order to foster a Communicative Approach to the teaching of English in KwaZulu, were met with reluctance by teachers and learners to adopt the decentralized ways of interacting associated with CLT (Chick, 1996).

In Pakistan, Shamin (1996) concentrates on learners resistance as a barrier to her attempt to present the Communicative Approach in the ELT classroom.

Related Literature

The advent of the Communicative Approach presented a real challenge for colleges of education and schools because its implementation requires appropriate trained and experienced EF teachers, learning facilities in classroom, small classes, authentic materials, specific listening and speaking tests and so on.

Bose (2002:44-45) states the following features of the Communicative Approach:

1. Meaning is more important than form of the language and learners are helped to understand meaning while learning English, which the help of aids, contexts or the mother tongue.
2. All the four language skills are paid attention to, in fact an integration of all the skills is encouraged. Communicative skills are paid attention, in addition to the language skills.
3. Learner's mother tongue is used when necessary, in order to enable learners to understand.
4. Grammar is not taught directly but learners are encouraged to learn grammar rules while learning.
5. Learners are engaged in tasks involving communication with peers or

teachers and they learn the language while engaging themselves in such communicative tasks.

6. Classroom activities are designed to be challenging enough to the learners so that they will engage their minds.
7. Mere mechanical practice through drills is discouraged, as it does not involve the learners in the real sense.
8. Materials use in the classes are authentic in nature so that learner is using them in the classes will find it easy to use English for similar activities outside the classes.

On the other hand, the teacher who uses Communicative Approach should play various roles, though he is considered a facilitator of learning, they are as follows:

1. As general overseer of his learners' learning, he must aim to arrange the activities so as form a coherent progression, leading towards greater communicative ability.
2. As classroom manager, he is responsible of classifying activities into "lessons" and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on his own role within each activity.
3. In many activities, he may perform the familiar role of language teacher: he will present new language, exercise direct control over the learners' performance, evaluate and correct it and so on.
4. In others, he will not intervene after initiating the proceedings, but will allow learning to take place through independent activity. This will frequently be a communicative activity.
5. While such independent activity is progress, he may act as consultant or adviser, helping where necessary. He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
6. He will sometimes wish to participate in an activity as "co-communicator" with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves (Little wood, 1981, Larsen-Freeman, 1986).

Development of communicative skills can only take place, if learners have the required motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and value as individuals.

However, the teacher is helped by several important aspects of the activities, some of them are as follows:

1. The teacher's role in the learning/teaching process is recognized as less dominant. More emphasis is placed on the learner's contribution through independent learning.
2. The emphasis on communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners.
3. Communicative interaction gives learners more opportunities to express their own individuality in the classroom. It also helps them to integrate the foreign

language with their own personality and thus to feel more emotionally secure with it.

4. These points are reinforced by the large number of activities where the class is divided into small groups or pairs, which interact independently of the teacher.
5. The teacher's role as "co-communicator" places him on an equal basis with the learners. This helps to break down tension and barriers between them.
6. Learners are not being constantly corrected. Errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skills (Larsen-Freeman, 1986: 131-132).

Communicative activities are classroom exercises, drills and tasks, that help learners to use the language in real life. Some examples are as follows:

1. Learners listen to authentic language for real life purposes. For example, the learners might listen to a recording of an airport announcement.
2. Learners talk to each other as they might be in real life with an English speaker.
3. Learners use reading skills such as those needed in finding information, or the main point from a newspaper article.
4. Learners express themselves in writing in realistic situations and for realistic purposes. For example, writing a postcard to a friend (Grand, 1987: 37-43).

The Communicative Approach in Crescent English for Yemen:

This series focuses on the main language skills and sub-skills of the English language, for example, in Pupil's Book 4 includes the main four language skills and some of the sub-skills, which have the following objectives:

1. Listening: The language activities which develop this skill aim at developing:

- a. Correct pronunciation and intonation.
- b. The skill of listening for gist, namely for general meaning of the whole text.
- c. Listening for specific information.

2. Speaking: It aims to:

- a. provide opportunities for all learners to use the language in various situations.
- b. Develop in learners the confidence to use the language outside the classroom.

3. Reading: It aims to develop the following reading skills and techniques:

- a. Predicting the content of the text.
- b. Reading for gist (skimming).
- c. Reading a text for specific information (scanning).
- d. Reading for detailed understanding (intensive reading).

4. Writing : It aims to:

- a. reinforce learners understanding of sentence syntax.
- b. reinforce the structures that have been learnt previously.
- c. develop learner's ability to write continuous text.

The lessons in PBs 4,5 and 6 and the activities in WBs 4,5 and 6 have been written keeping the above objectives in mind. The activities are selected to cover

and perform these objectives (O'Neill, and Snow (1996:11-14). In short, by way of concluding remarks, the researcher wants to point out that the importance of Communicative Approach to teaching believes in cognitive psychology. Cognitive lays more emphasis on learners' involvement and growth. It is here "Lerner involvement" that the activities in a textbook play a central role.

Activities throw a challenge and invite the learner to participate willingly. they build up a pressure for them to communicate. Thus any textbook based on Communicative Approach pays more attention to the designing of "activities" which are very central to the textbook.

As it has been pointed out learners learn by doing and learn to communicate by communicating in the language. The activities play a big role in this, they motivate the learners to take them as a challenge and involve themselves in the learning process. Crescent English Course for Yemen adopts Communicative Approach and provides activities such as choral repetition and picture of word and copying exercises in preparation for using English language in oral conversations and dialogues. As the course develops learners to become more familiar with the mechanics of the language. They are expected to do more and more emphasis on skill development and activities to become more varied and more task-based by doing. The learners can actively participate in the learning process. Thus, the researcher could observe that activities for Communicative Approach are very helpful and they make the class very communicative.

The Methodology of the Study

The present study adopted the descriptive and analytical method, which analyzes and criticizes the target difficulties.

Sample of the Study

It consists of 114 EL teachers who are teaching in the Basic Education and Secondary Schools in Al-Nadirah and Saddah Districts.

The Instrument of the Study

The instrument used for this study is a questionnaire based on review of related literature. The questionnaire was designed in a way that makes it as short as possible in order to encourage completion and return. It consists of two parts. The first part of the questionnaire consists of the following items: Items 1-6 focus on the personal data, while item seven asked respondents to write the difficulties of using CA that were not mentioned in the second section of the questionnaire and the last item No. 8 demanded the sample members of the study to write suggestions that will help the Ministry of Education to overcome the difficulties that hinder EF teachers from using the Communicative Approach in Yemeni schools. The second part of questionnaire consists of 35 items, which represent four components, they are as follows:

1. Status of EL teachers consisting of items 1-11.
2. Status of CA, consisting of items 12-19.
3. Learners' attitudes towards CA, consisting if items 20-25.
4. Educational administration, consisting of 26-35.

The Validity and Reliability of the Questionnaire

Face Validity:

Four Professors who are specialized in curricula and methods of teaching reviewed the questionnaire. Feedback was used to clarify some statements, words, as well as the addition of items one, twelve, and thirty four in the first part as suggested by two reviewers.

Validity of Internal Consistency:

The Person Correlation co-efficient was used to examine the internal consistency of the items of the questionnaire. Responses of a small group (26 subjects) was were included in determining the correlation coefficients of these items. The results revealed that the correlation coefficients for the items 1 through 35 in part one were $r = 76,81, 69,82, 91, 72, 67,89, 77, 86, 93, 67, 96, 59, 74, 87, 84, 78, 77, 82, 76, 62, 81, 83, 76, 91, 87,88, 76, 67, 95, 68, 76, 88$ and 73 respectively. All these correlation coefficients were significant at the .01 level.

Reliability:

Responses of 26 subjects of the study were analyzed to examine the items of the questionnaire applicable to a reliability test. The Cronbach alpha was used as a statistical method to examine the reliability of the items of the questionnaire.

The reliability value was $\text{Alpha} = .87$.

Analysis and Discussion of Data

Frequency distributions and percentages of individual responses to the items introduced in the questionnaires are tabulated. There are five scale values for every item; strongly agree = 5, agree = 4, uncertain = 3, disagree = 2, and strongly disagree = 1. The mean and standard deviation of the responses to every item in the questionnaire are based on the scale from 5 to 1 which considers all responses individually. The mean value and standard deviation are used to indicate the existence or nil existence of difficulties of the responses with a particular item. However, the questionnaire of the study consists of two sections, section No. one confines to personal data of the study participants. Data of the study participants are very significant because they through lights on the study participants' experiences and so on.

Table No. (1) The Distribution of the Study Sample Members According to the Age:

| No. | Age | F. | % |
|-----|----------------|----|------|
| 1 | Under 25 years | 8 | 7.8 |
| 2 | 25- 30 | 61 | 59.9 |
| 3 | 31- 35 | 28 | 27.6 |
| 4 | 36- 40 | 5 | 4.9 |
| 6 | 46- 50 | - | - |
| 7 | Over 50 years | - | - |

As indicates in the table above, the majority of the study sample's age emphasized in the range No.2. Range No. two (59.9%) extends between 25 and 30 years. This means more than half of the study participants who responded to the study questionnaire are young and new teachers. The range, which came after range

2 is range 3. Its percentage was 27.6. Those teachers represent less than a quarter of the study sample. Their range of ages is between 31 and 35 years. This range also shows that those teachers are still young, but have experience in teaching English more than teachers who are in range 2. Eight teachers who are in range 1 are new graduates because their age is less than twenty- five years. Their percentage was 7.8. The last range is No. 4 which its members were only 5 teachers who represent 4.9 percent of the study sample. Their ages were between 36 and 40 years. Those teachers have a good experience in teaching EL. However, as shown in the table, ranges 6 and 7 are empty. Therefore, We conclude that the majority of EL Yemeni teachers who teach at Yemeni schools are new. This indicates that their experience in teaching English is meager.

Table No. (2) The Distribution of the Study Sample Members According to the Sex:

| Sex | F | % |
|---------|----|------|
| Males | 77 | 75.5 |
| Females | 25 | 24.5 |

Table No.2, highlights the type of sex of EL teachers who responded to the study questionnaire. The table indicates that 77(75.5%) of the study participants were males. While less than quarter (24.5%) was females. This illustrates that girls' enrolment is late because they live in rural areas.

Table No. (3) The Distribution of the Study Sample Members According to the Qualification:

| No. | Qualification | F | % |
|-----|---|----|------|
| 1 | Institute Degree(2 years after secondary degree) | - | - |
| 2 | B.A | 93 | 91.2 |
| 3 | B. S. | 5 | 4.9 |
| 4 | M.A. | 4 | 3.9 |
| 5 | Others | - | - |

Table No. 3, reveals that there is no one of the study participants who holds less than Bachelor and Master Degree. Therefore, we can see in the same table that the majority 93(91.2%) of the sample respondents of the study hold B.A. in English. This means, this big number of the sample is specialized in teaching English. This means, they have a good background of teaching English. On the contrary, only 5(4.9%) of the study subjects who hold B.Sc.. This meager number of the teachers who were teaching English in Al- Nadirah and Saddah areas in academic year 2005/2006 despite the qualified and specialized teachers of English, there are some non-specialists in teaching English. According to the researcher's knowledge that there are many ELT teachers who graduated from Colleges of Education waiting for vacant posts. At the same time, 4(3.9%) of the study participants hold M.A.. The researcher was surprised to find such teachers of English in rural schools, though they can find chance in urban schools.

Table No. (4) The Distribution of the Study Sample Members in the Light of Major Specialization:

| Major Specialization | F | % |
|----------------------------------|----|------|
| English | 30 | 29.4 |
| English and Diploma in Education | 4 | 3.9 |
| English and Education | 66 | 64.7 |
| Others | 2 | 2 |

By looking at table above, we find that the majority 66(64.7%) of the study participants had studied English as a major specialization and education courses were coincidentally learned. As 29.4 percent of the same sample members had studied English as a major specialization in Faculties of Arts. On the other hand, only 3.9 percent of the study subjects had studied English as a major specialization in Faculties of Arts first and then got diploma in education from Colleges of Education. The last group which is meager 2 percent of the study sample had not studied English. They had Bachelors in various specializations. It is observed from the obtained data that only two teachers practice the teaching English without any kind of qualification in this field. This conflicts with 5 teachers (see table No.3) who claimed that they have B.Sc..

Table No. (5) The Distribution of the Study Sample Members According to In – service Training:

| No. | In-service Training | F | % |
|-----|---------------------|----|------|
| 1 | Yes | 34 | 33.3 |
| 2 | No | 68 | 66.7 |

Table No.5 demonstrates that majority 68 (64.7%) of EL teachers lacking any kind of in-service training. This is probably due to the influence of the Ministry of Education towards teachers' training in the field. While 34(33.3%) of the same sample ascertained that they had attended some sessions in-service training. This confirms that Ministry of Education may train EL teachers according to inclusive plan including EL teachers in the country.

Table No. (6) The Distribution of the Study Sample Members According to Teaching Experiences:

| No. | Teaching Experiences | F | % |
|-----|---|----|------|
| A1 | Number of years as a Basic Education E teacher(one year). | 7 | 6.9 |
| A2 | Two | 17 | 16.7 |
| A3 | Three | 20 | 19.6 |
| A4 | Four | 16 | 15.9 |
| A5 | Five | 7 | 6.9 |
| A6 | Six | 6 | 5.9 |
| A7 | Seven | 2 | 2 |
| A8 | Eight | 4 | 3.9 |

| | | | |
|-----|--|----|------|
| A9 | Nine | 1 | 1 |
| A10 | Ten | 1 | 1 |
| B1 | Number of years as a secondary English teacher(one year) | 7 | 6.9 |
| B2 | Two | 9 | 8.8 |
| B3 | Three | 20 | 19.6 |
| B4 | Four | 17 | 16.7 |
| B5 | Five | 5 | 4.9 |
| B6 | Six | 9 | 8.8 |
| B7 | Seven | 4 | 3.9 |
| B8 | Eight | 3 | 2.9 |

The above table indicates that groups A- 20 (19.6%) of the study participants have three years teaching experience. This group of teachers is considered as new teachers. On the other hand, the teachers who have good teaching experience in the Basic Education schools are new. This means, EL teachers teach English at the Basic Education stage for three or four years and then they are shifted into secondary schools.

With regard to groups Bs, we find group B3 has few years teaching experience that represents 20 (19.6%) of the study sample. Coincidentally, this group consents with group- A3 which was teaching in the Basic Education schools. It is observed that EL teachers who are teaching English at secondary stage and have good teaching experience were few.

By and large, most of EL Yemeni teachers are new because the majority of the study sample members has three or four years teaching experience at both the Basic Education and Secondary stages.

Section two summarizes the difficulties that hinder EL teachers to implement CA. However, the difficulties of implementing the Communicative Approach in the Yemeni classrooms are categorized into four pivots in the light of there sources:

1. Status of EL (1-12 difficulties) 2. Status of CA (13-19 difficulties) 3. Learners' attitudes towards CA (20- 25 difficulties) and 4. Educational administration (26-35 difficulties).

Notie: The following abbreviations are use in tables:

Abbreviations :S. agree= strongly agree, S. disagree =strongly disagree, M= mean and S. D. = standard deviation.

Table No.(7): The Difficulties Related to Status of ELT at Yemeni Schools:

| Difficulties | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | M | S. D |
|---|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| 1 Teachers lack enough ability in listening to speakers. | 18 | 17.6 | 33 | 32.4 | 12 | 11.8 | 25 | 24.5 | 14 | 13.7 | 3.16 | 1.35 |
| 2 Teachers lack enough ability in speaking English. | 17 | 16.7 | 33 | 32.4 | 8 | 7.8 | 25 | 24.5 | 19 | 18.6 | 3.04 | 1.41 |
| 3 Few opportunities for training in communicative approach. | 30 | 29.4 | 54 | 52.9 | 7 | 6.9 | 4 | 3.9 | 7 | 6.9 | 4.00 | 0.90 |
| 4 Difficulty in correcting learners' speaking. | 14 | 13.7 | 33 | 32.4 | 17 | 16.7 | 27 | 26.5 | 11 | 10.7 | 3.12 | 1.25 |
| 5 Teachers' lack of lesson planning competence in English. | 10 | 9.9 | 21 | 20.6 | 18 | 17.6 | 35 | 34.3 | 18 | 17.6 | 2.71 | 1.26 |
| 6 Teacher's | 1 | 10.8 | 35 | 34.3 | 22 | 21.6 | 27 | 26.5 | 7 | 6.8 | 3.01 | 1.14 |

| | | | | | | | | | | | | | |
|----|--|----|------|----|------|----|------|----|------|----|------|------|------|
| | traditional attitudes towards foreign language teaching. | 1 | | | | | | | | | | | |
| 7 | Teachers are not familiar with communicative approach. | 10 | 9.8 | 35 | 34.3 | 15 | 14.7 | 31 | 30.4 | 11 | 10.8 | 3.01 | 1.22 |
| 8 | Teachers having little time to write communicative materials. | 26 | 25.5 | 37 | 36.3 | 18 | 17.6 | 17 | 16.7 | 4 | 3.9 | 3.63 | 1.15 |
| 9 | Difficulty in correcting learners' written exercises. | 9 | 8.8 | 23 | 22.5 | 15 | 14.7 | 36 | 35.3 | 19 | 18.6 | 2.68 | 1.26 |
| 10 | Lack of time for evaluating learner's performance in listening and speaking. | 25 | 24.5 | 42 | 41.2 | 6 | 5.9 | 19 | 18.6 | 10 | 9.8 | 3.52 | 1.31 |
| 11 | Teachers' limited knowledge of the target culture. | 16 | 15.7 | 40 | 39.2 | 24 | 23.5 | 15 | 14.7 | 7 | 6.9 | 3.42 | 1.13 |

| | | | | | | | | | | | | | |
|----|---|--------|------|----|------|----|------|----|------|---|-----|------|------|
| 12 | CA is more appropriate for ESL than EFL learners. | 1 2 | 11.8 | 39 | 38.3 | 35 | 34.3 | 13 | 12.7 | 3 | 2.9 | 3.43 | 0.94 |
|----|---|--------|------|----|------|----|------|----|------|---|-----|------|------|

The responses obtained from the study sample were tabulated as percentages, means and standard deviations.

Item No.1, received $M= 3.16$ which indicates that the study members showed that they were uncertain of English teachers' lack of listening to speakers ability that may not help them in implementing CA while teaching English at schools. On the other hand, 33 (32.4%) of the study sample members, the highest percentage, agreed that EL teachers have not enough ability in listening to speakers; therefore, they cannot implement CA in teaching English at schools. At the same time, 24.5 percent of the study subjects refused the same idea. The std. deviation was 1.35. This means, the deviation of the item data was small.

With respect to *item No.2*, the same percentage (32.4%) of the study participants agreed that EL teachers have not enough competence in speaking English that helps them to use CA in teaching English at Yemeni schools, while 24.5 percent of the sample members did not agree with the target notion. The mean of item 2 was 3.04. This means, the study sample members showed that they do not assert from the target item hindering EL teachers from implementing CA while teaching. On the other hand, the std. deviation was 1.41. This means that the deviation of the same item was not large.

In *item No.3*, more than half of the study sample members 54 (52.9%) selected "agree", in addition to 29.4 percent of the same sample chose "strongly agree". By and large, the majority (82.3%) of the study respondents reported that the opportunities for training EL teachers in Communicative Approach were few, this means, most of EL teachers cannot use CA because they are not trained in implementing it at schools. The same item got $M= 4.00$, which indicates that the study sample members admitted that the Ministry of Education did not train EL teachers to use CA in teaching English at Yemeni schools. On the other hand, the std. deviation was .90. This indicates that data of the target item was more consistent. Regarding *item No. 4*, 32.4 percent of the respondents claimed that the EL teachers face difficulties when they correct learners' speaking because there are no technological facilities which help them to correct students' speaking. It seems that the classrooms in Yemeni schools are overcrowded. On the contrary, 26.5 percent of the study participants rejected the same notion. The mean of the target item was 3.12. This shows that the study sample members are not aware of the difficulties in correcting learners' speaking. As in table No.7 the std. deviation was 1.25. This indicates that the divergence was not big. This shows that the item data was compatible. In *item No. 5*, the highest percentage (34.3%) of study participants refused the notion which says " Teachers lack lesson planning competence in English". On the other hand, 20.6 percent of the study clients agreed with the idea. This means that EL teachers who graduated from Faculties of Arts do not have

competence to write detailed lesson plans as they did not study methods of teaching. The mean of the same item was 2.71. This indicates that the clients of the study incline that they are not sure of the existence of any difficulties confronting some EL teachers in preparing lesson plans. The std. deviation was 1.26. This explains that the data of the item was consistent. As in table No.7, *item No. 6* got 34.3 percent as 35 of the study sample members admitted that EL teachers' attitudes towards foreign language teaching were traditional. While 26.5 percent of the same sample members rejected the same notion. The mean of the target item was 3.16. This demonstrates that the study respondents were uncertain that the EL teachers' attitudes towards the foreign language teaching were positive or negative. But the std. deviation of the data of the item was 1.14. This indicates that the item data was compatible. In *item No. 7*, 34.3 percent of the participants reported that EL teachers are not familiar with CA, this means, many teachers of English, in Yemen, cannot implement CA in their classes because they have no idea about it. On the contrary, 30.4 percent of the same sample members are of the opinion that they can use CA in their classes because they know how to implement it. The mean of this item was 3.01, therefore, it points out to the sample members that the EL teachers face difficulties in using CA at Yemeni schools. At the same time, the std. deviation was 1.22, it shows that the data of the target item was compatible. In respect to *item 8*, about a quarter (36.3%) of the study participants consented that EL teachers have little time in order to prepare CA materials. In reality, Ministry of Education had already prepared fixed curricula for all students who study English in Republic of Yemen. In addition to the previous percentage of the study clients, 25.5 percent of the same sample strongly agreed with the same notion. However, more than half (61.8%) of the study respondents admitted that EL teachers have little time to prepare CA materials. This indicates that EL teachers using CA are always busy as its use requires various tasks and activities. On the other hand, the mean of the target item was 3.63. Here, the study participants recognized that they encounter difficulties when they implement CA at schools. Furthermore, the std. deviation was 1.15. This shows that data of the item was consistent. *Item No. 9*, in table No.7 reveals the highest percentage which is 35.3 of the study participants. Those participants rejected the same idea which says: "Difficulty in correcting learners' written exercises". These teachers reported that they do not encounter any difficulty when they correct students' written exercises. On the contrary, 22.5 percent of the same sample confirmed that they encounter a difficulty in correcting students' works. The mean of the item No.,9 was 2.68. It indicates that the EL teachers face difficulties while using CA at schools. At the same time, the std. deviation of the item data was 1.26. Therefore, the data of this item was compatible. With regard to *item No. 10*, 42(41.2%) of the study participants agreed with the notion, "EL teachers have not sufficient time for evaluating students' performance in listening and speaking." This means, the insufficiency of time was a difficulty faces EL teachers in using CA successfully at school. In addition to that, 24.5 percent of the study participants also strongly agreed with the same idea. However, the majority of study participants claimed that the lack of time for evaluating students' performance in listening and speaking hampers the EL teachers from exploiting CA in Schools. The mean of this item, 3.52, indicates that the sample members recognize that EL

teachers face difficulties while using CA in teaching English. The std. deviation of the target item was 1.31. This illustrates that the data of the item was to a large extent consistent. In *Item No.11*, 40 (39.2%) of the participants agreed with the notion; "Teachers' limited knowledge of the target culture". As mentioned earlier, EL teachers have no background of English culture. On the contrary, 24 (23.5%) of the same sample members showed that they are not sure that EL teachers have a good idea of the English culture. The mean of this item was 3.42. Therefore, the participants incline that EL teachers face difficulties in teaching English because they do not have a good knowledge of English culture. It is well-known that teachers can not teach any language apart from its culture. The mean of item No.11, 3.42, demonstrates that EL teachers encounter difficulties when they teach English using CA. At the same time, std. deviation was 1.13. This shows that the range data of the item was compatible. In *item No. 12*, 39 (38.3%) of the participants are convinced that CA is appropriate for teaching English at schools, while 35(34.3%) of the study participants showed that they are uncertain if CA is suitable or not for teaching English at Yemeni schools. The mean of this item, 3.43, confirms that EL teachers face difficulties which hinder them from exploiting CA successfully at schools. The std. deviation was .94. This proves that the data of item No.12 was suitable. According to Holiday (1994), many EFL teachers around the world are unsure about the appropriateness of CA to the conditions prevalent in their classrooms. Of course, this is true in the case of EL teachers in Yemen who are experiencing difficulties in CA implementation, which they feel they must adopt to keep pace with developments, but it does not seem to suit the nature of their classrooms.

Table No.(8): The Difficulties Related to Status of CA at Yemeni Schools:

| No | Difficulties | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | M | Std. dev |
|----|---|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|------|----------|
| | | F | % | F | % | F | % | F | % | F | % | | |
| 13 | In CA, language functions are not graded like the structures of language. | 4 | 3.9 | 29 | 28.5 | 36 | 35.3 | 24 | 23.5 | 9 | 8.8 | 2.95 | 1.02 |
| 14 | Group work often not used in CA for fear of noisy classes. | 14 | 13.7 | 34 | 33.4 | 3 | 2.9 | 37 | 36.3 | 14 | 13.7 | 2.97 | 1.35 |

| | | | | | | | | | | | | | |
|--------|--|--------|----------|--------|----------|--------|----------|--------|----------|--------|--------------|----------|----------|
| 1 5 | CA requires too much preparation time. | 1 7 | 16. 7 | 5 0 | 49 | 1 6 | 15. 7 | 1 7 | 16. 7 | 2 | 2 | 3.6 2 | 1.0 2 |
| 1 6 | Lack of appropriate CA texts and authentic materials. | 1 1 | 10. 8 | 3 1 | 30. 4 | 3 3 | 32. 4 | 2 5 | 24. 4 | 2 | 2 | 3.2 4 | 1.0 1 |
| 1 7 | Lack of oral CA texts in the teacher's book | 2 1 | 20. 2 | 4 6 | 45. 1 | 1 2 | 11. 8 | 1 8 | 17. 6 | 5 | 4. 9 | 3.5 9 | 1.1 5 |
| 1 8 | CA disregards of grammatical form will guarantee breakdown in communication. | 9 | 8.9 | 2 0 | 19. 6 | 3 4 | 33. 3 | 3 0 | 29. 4 | 9 | 8. 8 | 2.9 0 | 1.0 9 |
| 1 9 | CA curriculum places heavy demands on learners. | 1 2 | 11. 8 | 1 5 | 14. 8 | 4 4 | 43. 4 | 1 4 | 13. 7 | 1 7 | 1 6. 7 | 3 | 1.1 9 |

As in table No. 8, about a quarter, 36 (35.3%), of the study respondents reacted to *item No. 13* negatively whereas they reported that they do not know whether language functions are graded or not like the structures of language in the light of CA. On the other hand, less than quarter 29 (28.5%) of the participants agreed with the proposition "In CA, language functions are not graded like the structures of language". The mean of this item was 2.95. This confirms that the participants are not sure whether EL teachers face difficulties when they use CA in teaching English or not. The std. deviation was 1.02. This demonstrates that the data of the target item was compatible. In *item No. 14*, the sample members were divided into two similar groups. The first group, 37

(36.3%), did not agree with the proposal that says: "Group work is not often used in CA because it causes disturbance for other classes. The mean of the item was 2.97. This confirms hypothesis that EL teachers face difficulties while using CA in teaching English. The std. deviation of this item was 1.35. The std. deviation of this item was 1.35. This shows the compatibility of the item data.

Item No. 15 shows significant findings which is that about half (49%) of the participants stated that CA use requires too much preparation time. The mean of this

item was 3.62. This indicates that EL teachers encounter difficulties when they implement CA in teaching English at Yemeni schools. Another important point is that std. deviation, 1.02, shows the consistency of the data. Less than quarter (32.4%) of the participants showed that they are uncertain whether CA texts and authentic materials are appropriate or not, whereas 31(30.4%) of the sample members put the blame on the lack of appropriate CA texts and authentic materials. According to the mean of the *item No.16*; 3.24, EL teachers confront difficulties while using CA in teaching English at schools. At the same time, std. deviation; 1.02, shows that the data was compatible. With regard to *item17*, a slightly less than half (45.1%) of the respondents agreed with the notion. In addition to 20.2 percent of the respondents strongly agreed with the same idea which says: "Lack of oral CA texts in teacher's book". This illustrates that more than half (65.3%) of the participants claimed that the teacher's book does include sufficient oral texts although oral skills are the skeleton of CA. The mean of the item was 3.59 to confirm that EL teachers face difficulties when they implement CA in teaching English. Furthermore, the std. deviation;1.15 shows the consistence of the data. Going through *item No. 18*,we find that less than quarter (29.4%) of the sample members do not believe that CA disregard of grammatical form will guarantee breakdown in communication whereas 34 (33.3%) of the participants stated that they do not know if CA disregard of grammatical form will guarantee breakdown in communication. Respondents who selected "uncertain" indicate that they did not study CA at university. The mean of this item; 2.90 shows that the participants did not confirm if EL teachers confront difficulties when they implement CA in English teaching. From the std. deviation of this item; 1.09 we conclude that data is suitable. *The last item in table No.8*, tells us that more than quarter 32(31.3%) of the respondents refused the notion while 26.percent stated that CA curriculum places heavy demands on learners. The mean of this item; 3.00 generally indicates that the participants are not sure that EL teachers confront difficulties or not when they implement CA in teaching English at Yemeni schools. Std. deviation of the item;1.19 is a proof of the compatibility of data. By and large, the data shows that participants are of the idea that EL teachers encounter difficulties while using CA in teaching English at Yemeni schools. From the data above and its analysis we come to the conclusion that CA curriculum is appropriate for Yemeni students.

Table No.(9): The Difficulties Related to Learners' Attitudes Towards CA:

| No. | Difficulties | Strongly agree | | Agree | | Uncertain | | Disagree | | Strongly disagree | | M | Std dev |
|-----|--|----------------|------|-------|------|-----------|------|----------|------|-------------------|-----|------|---------|
| | | F | % | F | % | F | % | F | % | F | % | | |
| 20 | Learners low English proficiency | 39 | 38.3 | 26 | 25.5 | 18 | 17.6 | 15 | 14.7 | 4 | 3.9 | 3.79 | 1.21 |
| 21 | Learners' lack of exposure authentic English. | 18 | 17.6 | 41 | 40.3 | 26 | 25.5 | 14 | 13.7 | 3 | 2.9 | 3.56 | 1.03 |
| 22 | Learners are not accustomed to CA. | 25 | 24.5 | 36 | 35.4 | 14 | 13.7 | 18 | 17.6 | 9 | 8.8 | 3.49 | 1.28 |
| 23 | Learners lack of motivation to work on their communicative competence. | 33 | 32.4 | 42 | 41.2 | 11 | 10.8 | 11 | 10.7 | 5 | 4.9 | 3.85 | 1.14 |
| 24 | Learners not willing to express their opinions for fear of offending others. | 15 | 14.7 | 41 | 40.2 | 23 | 22.5 | 16 | 15.7 | 7 | 6.9 | 3.40 | 1.13 |
| 25 | Learners not willing to express their opinions for fear of offending others. | 25 | 24.5 | 35 | 34.3 | 17 | 16.7 | 19 | 18.6 | 6 | 5.9 | 3.53 | 1.22 |

The table above indicates that 65(63.8%) of the respondents reported that learners' less English proficiency is an obstacle that hinders EL teachers from implementing CA because the use of CA successfully depends on the students' proficiency in

English language. The mean of this item was 3.79. This mean confirms that EL teachers suffer from this obstacle while using CA. The suitability of the data is indicated in the std. deviation of this item; 1.21. However, a quick look to responses of items 21, 22, 23, 24 and 25 respectively, we find the reactions of the study participants admitted that these items are considered as difficulties hampering the EL teachers from using CA in teaching English successfully. Consequently, EL teachers' dissatisfaction is evident in the majority of participants successively (63.8%), (57.9%), (59.9%), (73.6%), (54.9%) and (58.8%) which negatively expressed the students' level. They mentioned number of factors that influence CA implementation. These factors confine to learners' weak proficiency, lack of exposure to authentic materials, lack of motivation to work on the communicative English, lack of willingness to express their opinions for fear of making mistakes, offending others and their passive style of learning.

Table No. (10) Demonstrates Difficulties Related to Educational Administration:

| N o. | Difficulti es | S. agree | | Agree | | Uncerta in | | Disagre e | | S. disagre e | | M | St d. De v |
|---------|--|----------|------|-------|------|---------------|------|--------------|------|--------------------|------|------|---------------------|
| | | F | % | F | % | F | % | F | % | F | % | | |
| 26 | Focusing on structure s. in making exam papers. | 20 | 19.6 | 35 | 34.3 | 16 | 15.7 | 27 | 26.5 | 4 | 3.9 | 3.39 | 1.19 |
| 27 | Lack of support from administr ation. | 43 | 42.2 | 32 | 31.4 | 14 | 13.7 | 13 | 12.7 | - | - | 4.03 | 1.04 |
| 28 | Insuffici ent funding to obtain resources for CA. | 22 | 21.6 | 38 | 37.3 | 24 | 23.5 | 14 | 13.7 | 4 | 3.9 | 3.59 | 1.09 |
| 29 | Lack of support from fellow teachers of English. | 18 | 17.6 | 38 | 37.3 | 22 | 21.6 | 19 | 18.6 | 5 | 4.9 | 3.44 | 1.13 |
| 30 | Lack of support from English supervis ors. | 29 | 28.7 | 37 | 36.6 | 11 | 10.6 | 19 | 18.8 | 5 | 4.9 | 3.65 | 1.22 |
| 31 | Teacher' s lack of classroom manage ment. | 16 | 15.7 | 26 | 25.5 | 11 | 10.8 | 30 | 29.4 | 19 | 18.6 | 2.90 | 1.39 |

| | | | | | | | | | | | | | |
|----|--|----|------|----|------|----|------|----|------|----|------|------|------|
| 32 | Large-sized classes. | 30 | 29.4 | 32 | 31.4 | 15 | 14.7 | 8 | 7.8 | 17 | 16.7 | 3.49 | 1.42 |
| 33 | Headmasters are interested in scores learners get in exam. | 20 | 19.6 | 34 | 33.3 | 21 | 20.6 | 14 | 13.7 | 13 | 12.7 | 3.33 | 1.29 |
| 34 | Using CA requires technological facilities which are not available in the schools. | 31 | 30.4 | 34 | 33.3 | 15 | 14.7 | 16 | 15.7 | 5 | 4.9 | 3.90 | 2.43 |
| 35 | Teachers had not studied CA in the College of Education. | 18 | 17.6 | 29 | 28.5 | 10 | 9.8 | 23 | 22.5 | 22 | 21.6 | 2.98 | 1.45 |

More specifically reviewing *item No. 26*, we find that around 35 (34.3%) of the study participants agreed with the composition. In addition to 20 (19.6%) of the participants strongly agreed with the same item. By and large, more than half (53.9%) of the respondents admitted that EL teachers feel that to concentrate on structures while using CA in teaching English, is of great significance in EL syllabus design. Williams (1994) is of the opinion that the inability of communicative EL teaching alone to promote high levels accuracy in learners is now clear. Therefore, learning English in Yemen needs some efforts, as it is a foreign language. Thus, this indicates that the methods of teaching English in Yemeni context may be valid to some extent.

As in the table above, the mean of *item No. 26* was 3.39. It shows that the study participants are not sure whether there are difficulties which hinder EL teachers from using CA in teaching English successfully or not. Std. deviation of the item was 1.19 to indicate how consistent is the data.

In table No.10, we find the responses to items 27, 28, 29, 30, 32, 33, 34 and 35 were negative as they got the highest percentages; (73.6%, 58.9%, 54.9%, 65.3%, 60.8%, 52.9%, 63.7% and 46.1%) respectively. This shows that implementation CA is negatively influenced by many factors. These factors include lack of support from administration, insufficient funding to obtain resources for CA, lack of support from colleagues, lack of support from English advisors, small classrooms, lack of necessary technological facilities. The deviation of data of items in table No. 10 were consistent except item No. 34 because its std. deviation was more than 2. Generally, the means of the target items ascertained that the study respondents reported that EL teachers face difficulties when they implement CA. However, these results show general dissatisfaction with implementing CA in the classrooms. It is generally acknowledged that although EL teachers are aware of the importance of communicative competence, students do not respond well to CA. Consequently, teachers have to shift to the classical methods of teaching.

Suggestions Proposed by the Participants:

- The Ministry of Education should provide schools with needed audio-visual aids that help English teachers implement CA in classrooms successfully.
- The Ministry of Education should start teaching English at level four of the Basic Education Stage.
- The Ministry of Education should organize intensive and regular workshops on teaching English, emphasizing communicative skills.
- The Ministry of Education should broadcast various English programs on T.V. and Radio weekly.
- Selection of English advisors should be based on strict scientific criteria.
- English teachers should be trained in implementing CA during vacation.
- Selection of English advisors should be based on their teaching experiences and their understanding of current curricula and methods of teaching which are in use.
- English advisors must visit English teachers, at least once a month for the sake of developing teachers' performance and evaluating their achievements precisely.

Difficulties Mentioned by the Participants that EL Teachers Face in Using CA:

- Students are not encouraged in order to speak English in real life.
- English textbooks are not brought to schools at the beginning of the new academic year.
- The present classrooms are inappropriate environment for implementing CA.
- Some exercises in workbooks do not help English teachers in using CA.
- Teaching English does not encourage students use English in their society.

The Results

Based on the analysis of the study data, the researcher came out with the following results:

1. Majority (82.3%) of the participants reported that they were not well-trained in implementing Communicative Approach in teaching English in Yemeni schools.

2. Great number (65.7%) of the participants confirmed that implementing Communicative Approach requires too much preparation time.
3. Great number (65.3%) of the participants claimed that there is lack of oral drills in the teacher's book.
4. Great number (73.6%) of the participants ascertained that students lack motivation to use English in their communication.
5. More than half (54.9%) of the participants asserted that students do not show willingness to express their opinions for fear of committing mistakes.
6. Less than half (48 %) of participants rejected the proposition, which says: "Teachers lack classroom management".
7. Great number (73.6%) of participants reported that leadership of Ministry of Education and administration of schools do not support implementation of CA in teaching English in Yemeni schools.
8. Great number (63.7%) of the participants are of the opinion that using CA requires technological facilities, which are not available in Yemeni schools.
9. More than half (58.9%) of participants who are teaching in the Basic Education are new graduates, while (52 %) teaching in secondary schools are new graduates too.
10. The great number (66.7%) of the participants claimed that they did not attend any in-service training session.

Recommendations and Suggestions:

Based on the results of the study, the following recommendations and suggestions can be drawn:

1. The Ministry of Education should prepare overall plan for training EL teachers in implementing CA in teaching English successfully.
2. The Ministry of Education should provide schools with the needed appropriate technological facilities that help EL teachers to use CA successfully.
3. Current English teacher's book should be revised in order to check whether it includes sufficient oral texts or not because some members of the sample complained that there is shortage in oral texts in the mentioned book.
4. Students should be motivated by their parents, educational authorities and teachers to use English in their communication.
5. More research has to be conducted in other cities which face similar problems in using CA.
6. A comparative study should be done on the difficulties and problems of using CA in teaching English in rural and urban areas.

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