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g Communi  
cative  
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How do we teach  
English Language  
Learners (ELLs)

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and how do our  
ELLs learn? This  
book answers  
those questions.

"Essentials For  
Successful English  
Language  
Teaching" is about  
how we teach  
English Language  
Learners (ELLs)  
and how our ELLs

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learn. Farrell and Jacobs encourage those involved in teaching English to develop, maintain and rediscover the reasons that led them to take up the profession.

They focus on the essentials in teaching the

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English language  
that teachers can  
implement in their  
instruction so that  
their students can  
excel in their  
learning:  
encourage learner  
autonomy;  
emphasize the  
social nature of  
learning; develop

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curricular  
Language  
integration, focus  
Teaching Method  
on meaning;  
In  
celebrate diversity;  
expand thinking  
skills; utilize  
alternative  
assessment, and,  
promote English  
language teachers  
as co-learners  
along with their

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students. These essentials are best implemented as a whole, rather than one at a time and so they are interwoven with each other to encourage a holistic teaching approach. Highly accessible, each

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chapter comes with case studies and a range of activities to encourage the reader to put each of the essentials into practice. This reflective and engaging book will be invaluable to postgraduate

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students of TESOL  
and applied  
linguistics, and in-  
service language  
teachers.

English remains an  
important  
resource,  
especially in  
formally colonised  
countries where it  
is spoken as



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second language.

English is the  
official language in  
Zimbabwe, while  
all other

indigenous  
languages remain  
national  
languages. English  
is the medium of  
instruction from the  
fourth year at

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primary school  
Language  
level up to tertiary  
Teaching Method  
education in all  
In  
subjects except  
indigenous  
languages. English  
is a prerequisite to  
secure  
employment and  
placement at  
training colleges.  
In spite of the fact

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that more lessons are allocated for the teaching of English than any other subject at primary school level, the pass rate remains the lowest. There is a common observation in Zimbabwe that

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primary school  
learners are not  
proficient in  
English.

Furthermore, the  
use of

Communicative  
Language

Teaching (CLT) is  
fraught with  
problems.

However, there

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seems to be a dearth of studies on the implementation of CLT a 22 0 – specifically in primary schools where the crossover from mother tongue to English takes place. This study

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seeks to contribute  
to the body of  
research by  
examining how  
primary school  
teachers  
implement CLT in  
primary schools in  
the Harare  
Metropolitan  
Province of  
Zimbabwe. The

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study is located in  
an interpretive  
paradigm and  
follows a  
qualitative  
approach. The  
qualitative  
research draws  
from a single case  
study design to  
examine how  
primary school

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teachers in  
Language  
Zimbabwe  
Teaching Method  
implement CLT.

Purposive  
sampling was used  
to select five  
participants from  
five primary  
schools to provide  
a deeper  
understanding of  
how CLT was



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implemented. Data  
were collected  
through non-  
participant  
observations and  
semi-structured  
interviews to  
determine  
teachersa` 22 4 Ø  
perceptions of  
CLT. Document  
analysis was used

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to review

teachersa ì 22

4

Ø

scheme-cum-plans

and to determine

the kind of

activities and

mediation tools

that teachers use

to implement CLT.

The study

established that

CLT was not

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implemented  
effectively in the  
selected primary  
schools. Although  
CLT is partially  
implemented in  
Zimbabwean  
primary schools,  
teaching is still  
characterised by  
traditional methods  
of language

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teaching. This study revealed that teachers did not have adequate knowledge of CLT and as a result were not aware that they should use socio-culturally related topics, activities and learning aids to

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implement CLT in their English lessons. The teachers themselves were not proficient in English since it was their second language (L2). The study also revealed that there was a lack of

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material resources  
to implement CLT.  
Based on the  
findings of the  
study and  
reviewed literature  
a model is  
proposed for  
implementing CLT  
in primary schools  
that may result in  
learners becoming

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In  
communicatively  
competent users  
of English.

Implementing and  
Researching  
Technological  
Innovation in  
Language  
Teaching takes a  
case study  
approach to  
investigate the

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In  
integration of the  
interactive  
whiteboard (IWB)  
into the teaching of  
English as a  
Foreign Language  
(EFL) in French  
schools. The study  
highlights the  
advantages of  
collaborative  
action research for



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stimulating and  
Language  
supporting  
Teaching Method  
In  
language teachers  
in innovative  
experimentation,  
and seeks to  
enhance our  
understanding of  
the challenges and  
opportunities  
inherent in this  
process. Utilising a

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framework which  
can inform further  
research into  
innovative  
practices with  
other interactive  
technologies, this  
book offers a  
research design  
and instruments  
suitable for  
assessing

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classroom  
Language  
Teaching Method  
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adoption of the  
IWB. In this way,  
the study provides  
insights into  
general processes  
of technological  
innovation in  
language teaching  
and learning which  
is of relevance to  
further research

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and teacher  
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development in  
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today's new  
In  
learning  
environments.

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in Saudi Arabia:  
New Insights into  
Teaching and  
Learning English  
offers a detailed

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In  
discussion of key  
aspects of  
teaching and  
learning English in  
the Saudi context  
and offers a  
comprehensive  
overview of related  
research authored  
or co-authored by  
Saudi researchers.  
It provides readers

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with an  
Language  
understanding of  
Teaching Method  
In  
the unique cultural,  
linguistic, and  
historical context  
of English in Saudi  
Arabia—with a  
focus on the  
principal factors  
that may influence  
successful  
teaching and

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learning of English  
in this country.

Uniquely, the book  
looks separately at  
issues pertaining  
to in-country

English learning  
and learners, and  
those pertaining to  
in-country English  
teaching and  
teachers. The

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volume also  
explores issues  
concerning Saudi  
learners and  
teachers in  
overseas contexts.

Lastly, the book  
touches on the  
future of English  
as a Foreign  
Language and  
TESOL in Saudi



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Arabia and its  
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implications for the  
Teaching Method  
field.

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Linguistica 1.1

The

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Teaching (CLT) in  
an English

Department in a

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communicative  
language teaching  
CLT  
An Exploration to  
the  
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Language  
Teaching  
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Approaches and  
Methods in  
Language  
Teaching  
Perspectives on  
Language Teacher  
Education

*Arguing technicism  
fixates on methods  
and techniques at the  
expense of larger  
social issues in  
education, this book*

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It  
advocates a critical  
and liberal approach  
to teacher education  
through examples  
from the author's  
studies with critical  
teacher education  
within the limiting  
space of Turkey's  
standardized  
technicist teacher  
education curricula.  
The book presents  
high-quality research

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papers presented at  
the 1st AUE  
International research  
conference, AUEIRC  
2017, organized by  
the American  
University in the  
Emirates, Dubai, held  
on November  
15th-16th, 2017. The  
book is broadly  
divided into three  
sections: Creative  
Business and Social

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Innovation, Creative  
Industries and Social  
Innovation, Education  
and Social Innovation.  
The areas covered  
under these sections  
are credit risk  
assessment and  
vector machine-based  
data analytics, entry  
mode choice for MNE,  
risk exposure, liquidity  
and bank  
performance, modern

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and traditional asset  
allocation models,  
bitcoin price volatility  
estimation models,  
digital currencies,  
cooperative  
classification system  
for credit scoring,  
trade-off between FDI,  
GDP and  
unemployment,  
sustainable  
management in the  
development of

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services and quality of  
life, effective drivers of  
organizational agility,  
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management, DEA  
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uncertainty,  
optimization model for  
stochastic cooperative  
games, social media  
advertisement and  
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and business  
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Communicative  
aus dem Jahr 2019 im  
Fachbereich Anglistik  
- Sonstiges, Note: 3,

Sprache: Deutsch,  
Abstract: In present  
study researcher has  
chosen Lewis Carroll's  
"You are old, Father  
William" to teach  
language for  
communicative  
purposes. In the  
history of language  
teaching, certain

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methods such as  
Audio-lingual,  
Grammar Translation,  
Suggestopedia and  
Total Physical  
Response have come  
into view. All these  
methods have been  
widely and extensively  
discussed and  
evaluated by  
researchers and  
scholars. Each of  
them has their own

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*focus, weak points as well as strong points and they are based on a theory. In other words, methods are developed based on theories such as behaviourism, structuralism, constructivism and universal grammar.*

*Communicative  
Language Teaching  
(CLT) is no exception*

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*with this regard. Now a day, the CLT method, which is originated in Britain, is widely used in English as Second Language (ESL) classrooms around the world. CLT is recognized as powerful theoretical model in ELT by many linguists and language teachers as a useful approach to language*

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*CLT has been widely explored and studied by many researchers in the field of English language teaching. There have been many studies conducted on the use of CLT in EFL settings. However, there are only few studies in number that specifically deal with*



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*CLT and its  
implementation in the  
Turkish context.*

*Hence, this study was  
designed to  
investigate the Turkish  
EFL teachers'09  
understanding of  
English teaching,  
predominantly the  
difficulties and  
challenges they face  
in the implementation  
of CLT practices in*

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the Turkish context.  
Language  
Teaching Method  
This study first  
presents an overview  
of English language  
teaching in Turkey,  
and then investigates  
the definition and  
principles of CLT  
which is followed by a  
brief history of CLT. In  
addition, a review of  
existing literature  
related to  
communicative

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Language  
Teaching Method

*competence, as well  
as how it functions in  
CLT is presented.*

*Furthermore, this  
study examines the  
impact of ESL vs. EFL  
contexts on the  
implementation of  
CLT methodology. A  
mixed methods  
research design was  
used for this research.  
Participants for this  
study were sixty-one*

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*Turkish teachers of English teaching at primary and secondary levels. The main modes of data collection consisted of online questionnaire and semi-structured and informal interviews. The results show that Turkish EFL teachers, whilst aware of the achievements, observe many*

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Language

*difficulties in  
implementing CLT in  
their classrooms.*

*These difficulties stem  
from four directions,  
namely, the teacher,  
the students, the  
educational system,  
and CLT itself. The  
results suggest that  
despite showing keen  
interest in change and  
being eager to identify  
with CLT, Turkish*

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*teachers are not  
rather optimistic about  
the complete adoption  
of CLT, and thus feel  
that only by  
overcoming the  
difficulties from those  
four sources, and by  
establishing more  
favorable conditions  
for the implementation  
of CLT can teachers  
truly benefit from CLT  
in their English*

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classrooms.

*Proceedings of the 1st  
American University in  
the Emirates*

*International Research  
Conference—Dubai,  
UAE 2017*

*New Insights into  
Teaching and  
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*The Use of  
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Method in Saudi  
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*A Thesis Presented to  
the Division of  
Graduate and  
Continuing Education  
Worcester State  
University in Partial  
Fulfillment of the  
Requirements for the*



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This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second

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language teaching and  
learning. All authors are  
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sections: Social  
Contexts in Research on  
Second Language  
Teaching and Learning  
Second Language  
Research Methods

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prominent areas of  
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Handbook's  
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Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

The education of second language teachers takes place across diverse contexts, levels,

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III

settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an

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international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher

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Perspectives is an essential professional resource for practicing and prospective second language teacher educators around the world.

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in language teaching.  
Scientific Essay from  
the year 2011 in the  
subject Speech Science /  
Linguistics, grade: C,  
University of Leicester,  
course: MA TESOL and  
Applied Linguistics -  
Second language  
teaching and learning,  
language: English,  
abstract: This paper will  
review through the aims  
of communicative

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teaching, examining the roles of both the teacher and the learner as well as the significant traits of the communicative classroom. It will examine the recent changes in educational policy within Korea looking at its move towards communicative language teaching and the impact which this has had on the

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communicative

traditional Korean  
classroom. It will briefly  
look at how  
language teaching and  
the Korean Confucius  
mindset relate. Finally it  
will examine the  
difficulties that teachers  
face when implementing  
a communicative  
approach and the  
implications that this  
approach will have.

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Cultural Awareness in  
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Sweden

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VOCABULARY

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Collection of Writings

This book is about how to teach English as a second language and how second language students learn. With Communicative Language Teaching (CLT) at its centre, it takes a practical

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approach to second  
language teaching  
backed up by clearly  
explained theory.

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essential principles  
across twelve  
chapters, the book  
covers Learner  
Autonomy, Social  
Learning, Integrated  
Curriculum,  
Meaning, Diversity,

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Thinking Skills,  
Alternative  
Teaching Method  
Assessment and

Teacher Co-  
learning, and shows  
how technology and  
reflective teaching  
can be used to  
support and  
enhance these  
essentials in the  
classroom.

Combining theory



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and practice,  
Essentials for  
Successful English

Language Teaching  
explains how these  
principles  
interweave and  
support each other  
within the CLT  
paradigm,  
demonstrating why  
they are best  
implemented as a

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whole, rather than one at a time. Now revised and brought fully up to date, this new edition includes: - A brand new chapter covering technology and cooperation in teaching practice and how they support CLT-based activities - Vignettes

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for each essential principle to consolidate theory and demonstrate best practice - Updated real world examples, drawing on teaching experiences from North America, Africa and Asia Taking a 'big picture' view that assumes

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no prior knowledge  
of linguistics or  
language education,  
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is an energising and  
fun guide for  
language  
practitioners.

This book solicits  
the innovative  
research ideas and

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solutions for almost  
all the intelligent  
data intensive

theories and  
application domains.  
The proliferation of  
various mobile and  
wireless  
communication  
networks has paved  
way to foster a high  
demand for  
intelligent data

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processing and communication technologies. The potential of data in wireless mobile networks is enormous, and it constitutes to improve the communication capabilities profoundly. As the networking and

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communication applications are becoming more intensive, the management of data resources and its flow between various storage and computing resources are posing significant research challenges to both ICT and data

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science community.

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of this book covers

the design,  
architecture,  
modeling, software,  
infrastructure and  
applications of  
intelligent  
communication  
architectures and  
systems for big data  
or data-intensive



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applications. In particular, this book reports the novel and recent research works on big data, mobile and wireless networks, artificial intelligence, machine learning, social network mining, intelligent computing technologies, image

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analysis, robotics  
and autonomous  
systems, data  
security and privacy.

It is apparent that  
Communicative  
Language Teaching  
(CLT) is one of the  
common  
approaches  
worldwide. It has  
been advocated by  
a number of

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Linguistics,  
Methodologists and  
English teachers as  
one of the effective  
and successful  
English language  
teaching  
approaches. This  
book focuses on this  
approach and its  
applicability in  
general and  
Kurdistan Region-

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Iraq in particular.

This approach  
concentrates mainly  
on communicative  
competence rather  
than grammatical  
competence. Many  
teachers try to use  
this approach in  
their teaching but  
fail to apply it utterly.  
This book also  
explores and

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undertakes the difficulties that preclude teachers in implementing this approach with some suggestions to bar these difficulties.

This book explores Chinese EFL teachers'

understanding of English teaching, particularly the

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difficulties they encountered in their attempts to adopt Communicative Language Teaching (CLT) in the Chinese context. It is found that while cognizant of their achievements, they generally found problems in English teaching in China,

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and reportedly had a range of difficulties in implementing CLT in their classrooms. Although interested in change and eager to identify with CLT, they were not optimistic about overcoming the difficulties and thus felt there would be

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only limited use of CLT in their teaching. It was argued that these difficulties were largely due to the fact that CLT, as a methodology developed in the West, was laden with Western cultural values, which were very



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different from dominant Chinese cultural values. In order to facilitate the incorporation of a communicative component into traditional teaching methods, changes must be made in teachers' understanding of language learning,

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Teaching Methods  
In  
teaching and  
curricula in teacher  
education programs,  
and a theoretical  
framework worked  
out to guide the  
process of  
introducing teaching  
methods into  
different contexts.

Proceedings of  
ICICI 2020  
Rwandan University

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EFL Teachers'  
Language  
Teaching Method

Perceived  
Difficulties in  
Implementing  
Communicative  
Language Teaching  
(CLT)

The Push Towards  
Communicative  
Language Teaching  
and Its Impact on  
the Korean  
Classroom

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Moving beyond  
Technicism in  
English-Language  
Teacher Education  
Challenges Faced  
by Formative Year  
Teachers in State  
Schools

Communicative  
Language Teaching  
in Practice

This study

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investigates English  
teachers' perceptions  
toward the  
effectiveness of  
using  
Communicative  
Language Teaching  
(CLT) in teaching  
grammar at Al Ain  
public schools. This  
study was conducted  
using a questionnaire

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to collect the required data from the participants (n=180) regarding their perceptions toward the effectiveness of using CLT in teaching grammar. The results of this study revealed that English teachers at

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Al Ain public schools perceived CLT as an effective approach in teaching grammar ( $m= 3.83$ ). The results have also shown that the participants prefer using communicative activities in teaching grammar when using

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CLT ( $m=3.69$ ). As for the challenges, the teachers indicated that students' low English proficiency especially in grammar, large classes, and heavy teaching load are among the most common challenges



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that they face. These results provide schools and other education authorities with the required information that they need about the effectiveness of CLT in teaching grammar in terms of three key areas: teachers' perceptions toward

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the effectiveness of this approach in teaching grammar, the activities that English teachers prefer to use, and the challenges that they face in CLT implementation.

Finally, this study was conducted at Al Ain public schools,

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Communicative  
United Arab  
Emirates; however,  
more studies are still  
required in other  
contexts to further  
investigate this  
approach and its  
effectiveness from  
different  
perspectives.

This volume focuses  
on how far the

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policies, principles  
and practices of  
foreign language  
teaching and  
learning are, or can  
be, informed by  
theoretical  
considerations and  
empirical findings  
from the linguistic  
disciplines. Part I  
deals with the nature

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of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken

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into account in  
designing the foreign  
language subject and  
the various  
approaches to  
pedagogy that have  
been proposed. Part  
V finally addresses  
questions concerning  
assessment of  
learner proficiency  
and the evaluation of

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In  
courses designed to  
promote it. Key  
features: provides a  
state-of-the-art  
description of  
different areas in the  
context of foreign  
language  
communication and  
learning presents a  
critical appraisal of  
the relevance of the

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field offers  
solutions to everyday  
language-related  
problems with

contributions from  
renowned experts

As one of the most  
popular language  
teaching approaches  
established in ESL  
(English as a Second  
Language) countries,



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Communicative  
the Communicative  
Language Teaching  
Teaching Method  
(CLT) has  
In  
encountered many  
challenges when  
introduced and  
implemented in EFL  
(English as a  
Foreign Language)  
contexts, as  
demonstrated by a  
review of

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in

approximately 50  
previous works  
pertaining to CLT  
and various facets of  
its application in  
EFL countries and in  
China's EFL  
contexts in  
particular. Questions  
have arisen  
concerning whether  
CLT should be

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enacted in China's  
EFL classrooms.

Teaching Method  
In  
Employing narrative  
inquiry, this  
dissertation  
investigates the  
English as a second  
language practices of  
four participants  
from China in the  
U.S., in the hope of  
shedding some light

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on whether China's  
English language  
teachers should  
enact CLT or not.

Focusing on  
exploring and  
addressing the  
communicative  
difficulties  
encountered by the  
participants in the  
U.S., this narrative

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inquiry presents how  
inadequate  
command of English  
skills especially  
communicative  
competence affects  
the participants'  
academic learning  
and non-academic  
aspects of life. The  
lack of English  
communicative

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competence is identified as one of the biggest barriers preventing them from achieving a greater academic success and integrating into the American life. It is clearly shown that China's traditional English language

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teaching methods  
Language  
characterized by  
Teaching Method  
grammatical  
In  
analysis, translation,  
and intensive  
reading contributes  
to anything but  
students'  
communicative  
competence. The  
participants'  
perceived need for

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communicative  
Language  
competence  
Teaching Method  
In  
explicitly underlines  
a vital call for  
enacting the  
Communicative  
Language Teaching  
approach in China's  
EFL classrooms.  
While gaining  
valuable insights  
regarding how to



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Language  
Teaching Method  
In

improve China's  
English language  
teaching from the  
perspective of  
Chinese students in  
the U.S., this  
narrative inquiry  
provides important  
implications for the  
educational  
institutions in the  
host countries in an

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Language  
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endeavor to help  
international  
students become  
more linguistically  
proficient as well as  
socio-culturally  
empowered.

Although this  
research is  
conducted with  
Chinese participants  
targeted at China's

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contexts, it has the potential to transcend national boundaries and spark global concerns, as "it opens the door for researchers in other nations to begin to explore a similar phenomenon in their national contexts" (Clandinin

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& Hamilton, 2010,  
p. 1115).

Studienarbeit aus  
dem Jahr 2007 im  
Fachbereich  
Englisch -  
Pädagogik, Didaktik,  
Sprachwissenschaft,  
Note: 13, Johann  
Wolfgang Goethe-  
Universität Frankfurt  
am Main (Institut für

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Language  
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In

England- und  
Amerikastudien),  
Veranstaltung: The  
Secret Formula,  
Sprache: Deutsch,  
Abstract: Nowadays  
it is necessary to be  
able to speak  
english, because this  
language is getting  
more and more  
important and it is

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the basis of international communication. So pupils have to learn as early as possible to have a strong command of this language and to use it effectively.

Communicative language teaching (CLT) emphasizes

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In  
communicative  
skills and wants  
communicative  
practise at the centre  
of classroom  
learning. According  
to Savignon,  
communicative  
competence is the  
central theoretical  
concept of CLT  
(2004). She defines

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this competence with  
the terms of  
expressions,  
interpretation and  
negociation of  
meaning. Hedge  
says that it is  
important for CLT to  
encourage pupils to  
communicate their  
needs, ideas and  
opinions and also



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that they are able to operate effectively in the real world (2000:44-45). She writes that in the communicative language classroom pupils have to learn to use that language in certain settings and authentic situations.

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According to both authors, CLT helps to develop certain communicative skills and to come to terms with the language without any grave problems of expressing thoughts, wishes, opinions, etc. The language learner has

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to indentify him with that language so that he can apply his knowledge without any fear and uncertainty. And it is important that the teacher applies grammar based exercises as an integral part of real live tasks. Otherwise

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the learners could get bored, deterred or even overtaxed with grammatical units.

Hedge claims too, that a teachers intervention to correct should be as minimal as possible (2000:58). We can integrate grammatical units in

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Language  
Teaching Method  
In  
activities where  
learners are  
supposed to talk  
about their next  
holiday plans and  
therefore they need  
to use several f"  
English as a Foreign  
Language in Saudi  
Arabia  
Second Language  
Teacher Education

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Intelligent Data  
Language  
Communication  
Technologies and  
Internet of Things

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with Adult Karen  
Learners  
Teacher Perspectives  
on Communicative  
Language Teaching

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in Ukraine  
Language  
The Use of  
Teaching Method  
Communicative  
Language Teaching  
(CLT): Turkish EFL  
Teachers' Perceived  
Difficulties in  
Implementing CLT  
in Turkey  
**Communicative  
Language**

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Teaching Method  
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**Teaching (CLT)  
is a teaching  
approach which  
was first  
introduced in  
the late 1960s  
in the US and  
UK and shifted  
the focus of  
language  
teaching from  
language**



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Communicative  
Language  
Teaching Method  
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**awareness to  
language use  
and function.**

**CLT aims to  
make students  
communicatively  
competent in  
terms not only  
of linguistic, but  
also socio-  
linguistic and  
strategic**

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Communicative  
**competence.**  
Language  
Teaching Method  
In  
**CLT is seen as  
one of the  
approaches  
which can help  
learners  
develop their  
skills,  
knowledge, and  
abilities for  
effective  
communication,**

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Communicative  
Language  
Teaching Method  
In  
**resulting in its  
worldwide  
application in  
different  
contexts.**

**However, from  
the outset,  
there was no  
clear agreement  
about its  
principles and  
techniques, and**

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Communicative  
Language  
Teaching Method  
In

**teachers faced  
problems in  
describing and  
applying it.**

**Consequently,  
CLT has been  
broadly  
examined and  
investigated in  
different  
teaching  
contexts,**

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Communicative  
Language  
Teaching Method  
In

**especially EFL  
settings.  
However, there  
are only a few  
studies which  
explore the  
appropriacy and  
cultural  
components of  
this approach in  
international  
contexts. This**

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Communicative  
Language  
Teaching Method  
In

**study was  
therefore  
designed to  
explore upper-  
secondary  
school teacher  
and student  
attitudes and  
beliefs towards:  
(1) the  
implementation  
of CLT and their**

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Communicative  
Language  
Teaching Method  
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**English classes  
and (2) the  
inclusion of  
cultural and  
intercultural  
aspects in the  
principles of CLT  
and as a result  
their English  
classes, with a  
focus on the  
development of**

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Communicative  
Language  
Teaching Method  
In

**Intercultural  
Communicative  
Competence**

**(ICC), as  
determined by  
current foreign  
language  
teaching policy  
in many  
countries.  
This book  
documents the**



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Communicative  
Language  
Teaching Method  
In

**efforts of  
Scottish  
comprehensive  
school teachers  
implementing a  
communicative  
approach in the  
early years of  
secondary  
schools.**

**This monograph  
mainly focuses**

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Communicative  
Language  
Teaching Method  
In

**on the idea that  
language  
teaching in  
higher  
education  
involves making  
use of new  
approaches and  
technology. It  
identifies the  
key  
determinants of**

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Language  
Teaching Method  
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**the materials  
needed to  
improve  
language  
teaching on the  
basis of the  
actual  
experimental  
research  
included in the  
respective  
contributions.**

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Communicative  
Language

**Thanks to its  
unique  
perspective, the  
book offers a  
distinctive  
approach to  
addressing  
empirical  
research on  
second  
language  
teaching,**

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Communicative  
**translator  
training and  
technology. As  
universities are  
some of the  
best arenas for  
analyzing  
teaching  
techniques for  
various  
subjects, higher  
education**

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**teachers can  
use this book to  
thoroughly  
prepare for the  
application of  
pilot studies  
and learn more  
about students'  
responses to  
new teaching  
and translation  
techniques. An**

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Language  
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**enlightening  
guide for  
scholars and  
students with  
an academic  
interest in  
acquiring the  
basic principles  
of language  
teaching and  
translation, this  
book mainly**

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**provides actual  
cases in which  
the  
implementation  
of technology  
was useful to  
second  
language  
teachers and  
translation  
trainers. As the  
authors are**



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Teaching Method  
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**experienced  
scholars,  
readers will not  
only come to  
understand how  
to use new  
teaching  
strategies, but  
also discover  
that the  
proposals  
described in**

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Language  
Teaching Method  
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**each chapter  
can be useful to  
any level of  
second  
language  
training for  
teachers and  
translators.  
Beyond Training  
examines the  
nature of  
second**

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**language**  
**teacher**  
**development**  
**and how**  
**teachers'**  
**practices are**  
**influenced by**  
**their beliefs and**  
**principles. It**  
**seeks to move**  
**discussion of**  
**language**

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Communicative  
**teacher**  
Language  
**development**  
Teaching Method  
In  
**beyond the level**  
**of "training,"**  
**which reflects a**  
**technical view**  
**of specific**  
**teaching**  
**practices.**  
**Instead, it takes**  
**a more holistic**  
**approach to**

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Communicative  
**teacher**  
Language  
**development**  
Teaching Method  
**built on the**  
In  
**notion of the**  
**teacher as**  
**critical and**  
**reflective**  
**thinker. The**  
**argument**  
**pursued**  
**throughout is**  
**that teacher**

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Language  
Teaching Method  
In

**education needs  
to engage  
teachers not  
merely in the  
mastery of  
techniques, but  
in an  
exploration of  
the knowledge,  
beliefs, and  
attitudes that  
underly their**

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teaching  
practices.  
How to Teach  
Grammar Using  
a  
Communicative  
Language  
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Approach  
How to  
Implement  
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**Language  
Teaching  
Effectively for  
Korean Middle  
School Learners  
to Acquire Four  
Skills of English  
for  
Communication  
A Narrative  
Inquiry Into  
Chinese**



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Language  
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**Students'  
English-using  
Experience in  
the U.S.**

**The Case of  
Interactive  
Whiteboards for  
EFL in French  
Schools  
The Clt  
Strategies In  
Teaching**

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Language  
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**English In A  
Tanzanian  
Secondary  
School  
International  
Perspectives**

In Indonesia, where English is regarded as foreign language, the teaching of this subject at most schools are still

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focused on the mastery of grammar and vocabulary.

Moreover, the teaching and learning process is still using teacher-centered approach. Although, there are four skills - listening, speaking, reading and writing - should be covered in the teaching of this

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subject but the fact some teachers are still reluctant teaching speaking into practice. Therefore there is no improvement for both students who learn and teachers who teach and its application in the real world situation. What students learn only what is printed on the

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Language  
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In  
books and practice it  
in front of the class.  
The main problem  
usually comes from  
both teachers and  
students that they are  
non-active speaking  
speakers. But this can  
be solved by using  
Communicative  
Language Teaching.  
Since the use of  
technology such as

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Language  
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video, television,  
audiotapes, the  
internet, computer  
soft, etc., can come to  
aid of such teachers  
and yang students.

Using Communicative  
Language Teaching  
(CLT) will Help  
students to use the  
target language in an  
authentic and  
meaningful way

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The current educational system in South Korea does not meet students' needs in English. Currently, the national curriculum of English in South Korea has an objective of building communicative competence.

However, the reality of the English

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classroom objective is to achieve high scores on examinations.

There seem to be many factors in Korean education's failure to develop learners' communicative competence. Under the assumption that teachers can play a critical role in



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Language

bringing about  
changes in given  
conditions, this project  
aims to address  
English teaching  
methods, which is  
possible to be changed  
by teachers' efforts.

Recognizing that  
Grammar-Translation  
Method or Audio-  
lingual Method are not  
efficient for

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Language  
Teaching Method

improving students'  
communicative  
competence in  
English, it is the  
author's hope that this  
project will contribute  
to improving students'  
communicative  
competence by  
implementing  
Communicative  
Language Teaching  
(CLT) effectively.

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Purpose of Project:

The purpose of this project is to design English lesson plans, using a current English textbook that help teachers conduct their lessons using classroom activities that are focused on genuine communication. Also, this project is

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designed to create  
lesson plans with a  
current textbook by  
using active,  
meaningful and  
engaging CLT-based  
activities to assist  
middle school  
students to effectively  
acquire four skills of  
English for  
communication such  
as listening, speaking,

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reading and writing.

**Project Description:**

This project is based on Communicative Language Teaching (CLT) that was analyzed and synthesized from the relevant literature. The results were then applied to developing lesson plans alongside a current English

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textbook. The aim is that the lesson plans will have useful techniques or activities, which are based on CLT. This project will support middle school English teachers in South Korea to conduct communicative and interactive lessons with their current

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textbook.

Furthermore, this  
project will assist  
students to acquire  
English by  
participating in active,  
meaningful and  
engaging activities  
and besides  
interacting with their  
teacher and classmates  
daily in class.

The purpose of this

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In

qualitative multicase  
study was to examine  
how college foreign  
language instructors  
implement  
communicative  
language teaching  
(CLT) to teach  
beginner-level classes  
across six foreign  
languages: Arabic,  
Chinese, French,  
German, Russian, and



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Spanish. Multiple data collection methods were used to gather the data: one electronic survey, 48 classroom observations, document analysis, and a semi-structured interview with each participant. Findings revealed that the instructors'

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implementation of CLT was limited as a few CLT features occurred across the six classes, including providing positive feedback and accepting students' errors. Only two instructors (Chinese and German) used the target language extensively and used

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visual aids to support  
students'  
comprehension. There  
were several factors  
that hindered the  
instructors' ability to  
implement CLT: lack  
of teaching  
preparation and  
experience, lack of  
teaching freedom, the  
predominance of  
structure-based

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activities in the textbooks, the instructor's domination of the classroom communication and interaction, the instructor's explanation of language rules explicitly, and the classroom layouts.

The findings also

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revealed that language differences played a role in implementing CLT. Five language instructors (Arabic, French, German, Russian, and Spanish) reported that it was challenging to implement CLT when teaching inflections in these highly inflected languages. By

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contrast, the Chinese instructor reported that the simplicity of Chinese grammar helped her engage students in communicative activities. The Chinese instructor's concern was teaching pronunciation and to what extent her implementation of

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CLT was effective in giving students feedback on their pronunciation errors.

The implications of this study point to the need for strategies and techniques, such as using visual aids and follow-up questions to maximize the use of the target language and enhance the

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implementation of  
CLT in the classroom.

There is a need for  
research on helping  
novice instructors  
critically evaluate and  
implement the best  
practices of CLT and  
for more studies like  
this one in which CLT  
is examined across  
languages.

The strategies for



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teaching English have undergone various changes due to the gradual changes in the approaches that underpin language learning. This study sought to investigate how teachers of English in a Tanzanian secondary school use various strategies to help

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learners develop communicative competence in English. The literature reveals that the teaching of English in Tanzania is encumbered by many challenges. The study confirmed that both teachers and students face challenges that impede the use of

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more effective.  
strategies in  
developing language  
competence. Such  
challenges include  
learners' language  
background,  
inadequate teaching  
and learning resources  
and teachers' lack of  
knowledge and skills  
in using CLT  
methodology, coupled

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with poor teacher  
training among other  
challenges. In

addition, the findings  
established that  
though the teachers of  
English endeavor to  
use a variety of  
strategies, there is a  
need to improve the  
way these strategies  
are used so as to  
develop

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communicative  
language competence  
in learners. The study  
recommends that  
teachers of English  
should employ more  
interactive CLT  
strategies that would  
enhance  
communicative  
language competence  
in learners.

Should English

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The introduction of  
communicative

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competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve



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as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with

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the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. Contexts of Competence: Social and Cultural Considerations in Communicative

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Teaching explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a

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framework for  
consideration of  
various contexts of  
language learning and  
use and to guide the  
implementation and  
development of  
models of  
communicative  
language teaching that  
are responsive to the  
context-specific needs  
of learners.

This study seeks to

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In  
Language Teaching  
adult Karen English  
language learners  
value and how they  
describe their  
experience of three  
typical CLT activities.  
The engagement of  
CLT methods with  
culture in general and  
Karen culture in

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particular is considered. Twelve Karen intermediate level participants completed a 25 question Karen-language values assessment, as well as three questionnaires based on communicative activities they experienced in their classroom. While

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participants indicated strong agreement with CLT values of collaborative and functional learning, they remain eager for a strong teacher role in the classroom and active error correction not emphasized in CLT. The findings of this study suggest that while CLT remains an effective and valuable

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framework for these  
Learners, consideration  
must be given to the  
cultural and  
teaching/learning  
values of learners to  
ensure effective  
learning and prevent  
cultural mismatch from  
unnecessarily  
demotivating learners.  
This study examined  
the relationship



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between teaching practices and communicative competence. The hypothesis was: Using a balanced approach of communicative language teaching will increase communicative competence. The participants consisted of two intact classes of Spanish 1. One call

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was taught using  
primarily grammar  
instruction and

activities that focused  
on explicit grammar  
instruction. The other  
class was taught using  
a balanced approach  
of communicative  
language teaching. ...

The results indicated  
that through focusing  
on grammar features  
as well as using

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communicative activities that are functional and meaningful, learners were as communicatively competent as if they were taught using an explicit grammar approach.

This thesis examines Rwandan University EFL teachers' perceived difficulties in

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implementing  
Communicative  
Language Teaching  
(CLT). The data were collected using an online survey questionnaire that was completed by 16 teachers. The results indicated that participants faced several challenges including overly large classes, students' lack

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of opportunities to use English outside the classroom, the students' tendency to always use their L1 in pair and group work, students' passive learning style and dependence on the teacher, students' low proficiency level in English, insufficient time allotted to English, and teachers'

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little time to develop CLT materials mainly due to a large number of students taught and heavy workloads. In addition to these problematic issues that were generally rated as important problems (each with a mean rating of at least 3.50 out of 5), the study showed that the issues of English not

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being given the same value as other subjects and a lack of teaching facilities, equipment, and materials were also challenging at some universities. Based on the study findings and the participants' suggestions, the Government of Rwanda, the Ministry of Education, and

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colleges should 1) train enough teachers of English and provide regular in-service training opportunities to practicing teachers, 2) avail enough language teaching facilities, equipment, and materials, 3) promote the use of CLT from early levels of education, and 4) reduce the number of



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students in language  
classes. Teachers can  
also use various  
strategies to minimize  
different problematic  
issues encountered in  
the implementation of  
CLT.

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