



UNDERGRADUATE RESEARCH PROJECT

# **Challenges Facing Kurdish Secondary Sunrise Teachers to Implement Communicative Approach to Teach Sunrise**

Submitted to the Salahaddin University College of Education-  
Department of English

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### **Certification**

I certify that this study was prepared by students (Huda Ali Fage Ahmad and Rwaida Ali Ahmad ) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

Signature

Lecture .

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## Abstract

Teachers face number of challenges in implementing communicative language teaching in teaching sunrise course book in secondary schools in Kurdistan. These challenges also hinder the process of teaching and learning foreign language. Commonly the challenges include lack of the CLT training by teachers, having large classes size, lack of financial support by the Government, less time requirement to appropriate teaching lesson and the grammar based examination which have negative impact on the students. This study show that characteristics of The teacher who acts as a facilitator in setting up communicative activities and as an Advisor or guide during the activities. Also investigates the factors which challenge the implementation of teaching approach. In this qualitative and quantities data was collected through teachers interview and questionnaire form. The findings indicate that the CLT is not implemented here as it is in theory. It shows that classrooms are still teacher centered, learners are not engaged enough, and fluency is still out of concern and classroom activities are not communicative. The implementation has been challenged by several factors included :power of exam, students low English proficiency, lack of facilities to support CLT, classroom environment. The study also provides a range of practical recommendations for the authorities and Teachers of secondary educational institutions, ministry, educators and policy-makers to Further improve implementation of CLT and to help ensure the success in implementing This approach in Kurdistan.

**Keywords :**Challenges , Teachers , Communicative language teaching , Teaching approach, Foreign language

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## Section One

### 1.1. Introduction

It has been noticed that the goal of most of the methods is to make the students able to communicate in the target language, but in the 1970s, the educators tried to find out whether they were going to meet the goal of the students in the right way or not. It had been observed that students were able to produce the sentences accurately in a lesson, but when it came to communicating in the target language, they failed to do so. It made clear to the observer that to make the students able to communicate in the target language, it required more than mastering only the linguistic structures. It had been accepted by the educators that to be able to communicate in the target language, communicative competence is required with linguistic competence. There had been a shift from the linguistic structure centred approach to communicative approach in the late 1970s and early 1980. Freeman and Anderson (2011, 115). CLT is an approach to teach a foreign or second language which emphasizes communicative competence. It also emphasizes interaction as a means to teach the language. Communicative Language Teaching replaced the Situation Language Teaching which had been used to teach English as a second or foreign language. It had been considered as the major British approach. The focus of the SLT approach was on teaching the basic structures of language. but in the 1960s, the educators realized that language taught on the basis of situational learning would have been of no use. carried out from the utterances was more required as it expressed the intentions of the speaker or writer. In the mid-1970s, the scope of Communicative Language Teaching has extended. Both American and British proponents now see it as an approach that aims to make communicative competence the goal of language teaching and develop a procedure for the teaching of four

language skill that acknowledges the interdependence of language and communication .Richards & Rodgers(1986,66).

## **1.2. Aims of the research**

This study aims to observe and describe how EFL teachers in high school teach Sunrise when teaching it through communicative approach. Challenges regarding the aim of the book, regarding the school's infrastructure, methodology, number of students, teachers' preparation through using questionnaire This project also suggest solutions to face these challenges. Hence , the study's central issue might be implicitly stated as the degree to which student teachers use the CLT technique when instructing Sunrise.It describes the student teachers' actions while instructing Sunrise, the study is a qualitative one. The study's results demonstrated that Kurdish English language instructors primarily emphasize grammar and vocabulary learning rather than meaningful communication in their classroom practices.

## **1.3. Problem of the study**

Most of the teachers expressed that implementing CLT in the classroom requires several prerequisites to support the teaching process such as facilities, active students and qualified teachers. The aim of the research also find the challenges by some tools like questionnaire and interviewing questions.These challenges are discussed below in the order of their importance according to the students. These challenges may affect the extent to which the aims of the book are achieved.



## **1.4. The Significance**

The results of this research will advance our understanding of communicative language teaching in general and in public schools in Kurdistan in particular. The results of this study will help teachers overcome the difficulties they are currently facing when teaching languages and will offer better suggestions for how they may adopt the CLT approach and enhance their instruction.

## **1.5. Research questions :**

1. What are the challenges that teachers face in implementing CLT in classrooms Secondary level?
2. What are the teachers' attitude toward these challenges?

## Section Two

### 2.1. Literature review

At the beginning of 1970s communicative approach was introduced by British and American scholars to enhance the communicative skills used in languages . Ever since, the challenges facing the approach has been researched in several different countries around the world across different educational institutions. “The results revealed that the teachers were confronted with various challenges relating to teachers, students, education system, and CLT. The important findings included lack of CLT training, problems in accessing CLT resources, low-proficiency of students, lack of motivation among students, examination system and instruments to assess communicative competence of the students”. The researchers identified many challenges facing the implementation of the communicative teaching method which included problems caused by the teachers, difficulties coming from the students, pitfalls created by the educational system, and hurdles caused by the CLT approach itself. In addition to that, a study from Bangladesh on problems facing CLT revealed that teachers face difficulties in class rooms when implementing CLT and some of them included teacher’s unwillingness to adopt a new system, and receiving inadequate training, lack of interest among learners(Rahman, Karim, 2015)