REVIEW OF LITERATURE

1. Wenden (1991) suggests that the term attitude contains three components: cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective part refers to the feeling and emotions that one has towards an object: the 'likes' or 'dislikes' and the 'with' or 'against'. Finally, the behavioral component refers to one's consistent actions or behavioral intentions towards the object.

2. Evdokia Karavas-Doukas (1996) studied 193 teacher attitudes using attitude scales to find out the discrepancy between teachers’ classroom practices and their attitudes which are neglected prior to a new approach introduction. The new approach will help teachers in transmitting information through Courses design and training about the new approach and persuade them of its effectiveness to do in classroom settings. The teacher beliefs should be articulated with teaching circumstances for potential contradictions to reveal the beliefs the prime focus of teacher training courses.

3. Lin and Warden (1998) conducted a study to analyze the results from a survey of 346 college-level English language learners in Taiwan, focusing on some causes that may have hindered English learning in the past for students participating in the survey and the students’ perspectives about English learning. The results showed that most of the students had either fear or unpleasant feelings about their past English learning experiences and those students of different majors had different perspectives about English learning.

4. Al-Quyadi (2000) inspected Sana'a University English majors’ motivation and attitudes towards learning English and found the students had a high level of both instrumental and integrative motivation towards the English language. With regard to their attitudes, the findings indicated that the students had positive attitudes towards the English language and the use of English in the Yemeni social and educational contexts.

5. Brown (2000) noted that the negative attitudes can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an understanding and appreciation of foreign culture, a fact that might be reflected in the process of learning the foreign language. Thus, It is believed that individuals with positive attitudes usually progress more rapidly in foreign language learning.
6. **Rani (2000)** notes that students’ attitudes towards learning might be developed through suggesting projects which give students experience in problem solving and by proposing problems that require the collection of evidence for forming conclusions.

7. **Gahin & Mayhill (2001)** showed two roadblocks in the application of CLT in Egypt. First are extrinsic barriers covering economic factors which include low wages, lack of resources, and large classes without adequate facilities; pressure from parents, students, principals, and supervisors cause teachers to sacrifice an ideal CLT syllabus? Second are intrinsic barriers covering cultural factors which include passive-student traditions, negative-to-group-work attitudes, and influences of colleagues, the ability of teachers, as well as inconsistencies between syllabus and exams also contribute to the intrinsic barriers.

8. **Dörnyei and Csizér (2002)** state a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. Thus, attitudes, ranging through negative, natural, and positive states, determine a student’s success or failure in his or her learning. This highlights the important role that a positive attitude towards the language being learned plays in learning a second language.

9. **Savignon and Wang (2003)** conducted a significant study in Taiwan, which was very similar to the present study in some aspects and revealed that EFL students had a preference for meaning-focused approach. Two surprising findings of their study were that both junior and senior high students held negative perceptions toward grammar-based English instruction and that they showed positive attitudes toward CFI.

10. **Qashoa (2006)** conducted a study to examine Dubai’s secondary school students’ instrumental and integrative motivation for learning English and recognizing the factors affecting learners’ motivation. Students have a higher degree of instrumentality than integrativeness.

11. **Al-Omrani (2008)** investigated perceptions and attitudes of Saudi ESL and EFL students towards native and non-native English-speaking teachers. The findings of this study indicated that both native and non-native English-speaking teachers offer advantages and disadvantages, as seen from the participants' perspective. The study shows that, while native English-speaking teachers are believed to be best in teaching oral skills, due to their language fluency and accuracy, non-native English-speaking instructors offer advantages associated with having being previous learners of English as a second or foreign language. This study indicates that native and
non-native English-speaking teachers can offer many advantages and that training programs can be more aware of areas that should be developed by the inclusion of both types of instructors.

12. **Momani (2009)** investigated Jordan’s secondary stage students’ attitudes towards learning English as a foreign language and their achievements in reading comprehension. The findings showed that the respondents had neutral positive attitudes towards learning English. Additionally, there was a strong correlation between the students’ attitudes towards learning English and their performance in reading comprehension.

13. **Hussein, Demirok and Uzunboylu (2009)** investigated undergraduate student's attitudes towards English language. To gather the data, the t-test technique was used. According to the results of the gathered information, there was no significant impact on the students’ attitudes towards English regarding their gender, nationality and the departments in which they study.

14. **Galloway (2011)** investigated Japanese university students’ attitudes towards English and English teachers in relation to their use of English as a lingua franca (ELF). English is seen as a language belonging to native English speakers and those students who want to learn native English. However, the results highlighted that a number of factors influence students’ attitudes. The findings also demonstrated that the study of Global English influenced students in a number of ways, including their motivation for learning English, attitudes towards varieties of English and attitudes towards English teachers.

15. **Mekhafi and Ramani (2011)** conducted a research to investigate EFL teachers’ attitudes towards using the communicative approach to the teaching of English in an EFL context. From the results of the questionnaires distributed to the participants of the study, it was found that 58 percent of them agreed that CLT produces fluent but inaccurate learners. So, CLT can follow methods like the direct method and audio lingual method in teaching grammar to focus on accuracy apart from fluency. However, concentrating on grammar and form in CLT can be different from the two mentioned methods in the way that grammar can be focused and practiced in real communication instead of practicing grammar repetitively in individualized sentences as practiced in audio lingual method.

16. **Ahmed, Yossatorn and Yossiri (2012)** investigated the students’ attitudes towards activities used in an EFL classroom in one Thai university. In classroom observations, EFL learners’ perceptions and satisfactions on their teacher using class activities were recorded in field-notes and questions related to EFL learners’ attitudes towards target language learning, based on
certain factors, including better teaching strategies, classroom activities and social environment, that can help reduce or change negative attitudes. This study found promising results concerning the students’ attitudes towards the teacher using activities. More than half of the participants regarded their teacher’s use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as the part of his teaching.

17. Ansary (2012) concluded it is difficult for CLT to be implemented in English teaching classrooms in Bangladesh. The main reason is lack of time and energy, the resources and emphasis on grammar-based examinations. Implementing CLT in Bangladesh was confronted many difficulties such as, the teacher, the students, the educational system, and CLT itself. Despite showing keen interest in change and being eager to use CLT in class, teachers are not hopeful about the complete adoption of CLT, and they think that only by overcoming these difficulties, they can benefit from CLT in their English classrooms.

18. Asassfeh, S.M., Khwaileh, F. M., Yousef M., Sabri, A. & Alshboul S.(2012) showed that association of students' preferences with Meaning-Oriented Instruction relatively higher. The pedagogical decisions associated with their learning must be guided by the real instructional communicative practices.

19. Ibnian (2012) examined the effect of using the group work technique to develop the attitudes of non-English major students at the World Islamic Sciences and Education University (WISE) towards learning English as a Foreign Language (EFL). The results revealed the effect of using the group work technique on developing the attitudes of non-English major students at W.I.S.E. University towards leaning EFL.

20. Mai Ngoc and Iwashita (2012) study, showed that learners and teachers held favorable attitudes towards CLT, but the section of teacher participants had more positive attitudes than learners for all the principles of CLT, except group and pair work. In Vietnam, many changes have been occurred during the last decades including the necessity of English as a foreign language and the acceptance of CLT. But despite great efforts on teachers’ education programs, the quality of English teaching and learning in Vietnam is not desirable, and still is a concern for many educators. The deficiencies that militate against the implementation of CLT in Vietnam are the academic curriculum, EFL context, less learner motivation, the size of the classroom, teachers’ low proficiency, and examinations which are based on grammar.
21. Jacqueline Norris-Holt (2012) investigated the attitudes of Japanese students towards the study of English and found both similarities and differences in the way in which junior and senior high school students responded. Of interest was the importance of studying both English grammar and conversation, without taking into consideration the focus of study for university entrance examinations. Both junior and senior high school students expressed overall agreement with these statements. Students were also found to respond similarly in regard to speaking English during their English class. In response to this statement, both groups displayed overall disagreement, with a total of 89.4% of students indicating that they make few verbalizations in English.

22. Abidin, Mohammadi and Alzwari (2012) stated regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, overall negative attitudes towards learning English. In the demographic profile, there were statistically significant attitudinal differences in regards to gender and field of study.

23. Alkaff (2013) conducted a study to explore the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, and showed that most students have a positive attitude towards learning English and that they try to improve their English knowledge and use, even though there are many demands on their time and few opportunities to practice their English.

24. Tahaineh and Daana (2013) investigated the two most important social psychological variables: the motivation orientations (instrumental & integrative) of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community. The findings show the subjects’ greater support of instrumental reasons for learning the English language, including utilitarian and academic reasons. However, regarding the integrative reasons, the results provide evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation, whereas their attitudes towards the target language community and its members were generally found to be highly positive.

25. Wang (2013) examined that most participants are not against the presence of NESTs as their teaching partners, although they see qualification as the key criterion in recruiting NESTs. Although the participants believe that team teaching with NESTs is beneficial to English learners, they are concerned about unequal partnerships and communication problems with
NESTs. The results suggest that teacher educators need to take greater responsibilities to engage pre-service teachers in team teaching to support pre-service teachers’ professional lives.

26. Behera, A.K. (2013) in his research ‘ELT in India: An Analysis’ state that mostly this Communicative approach is practiced in the institutes that belong to the third category above but the ripple created is gradually reaching the ELT classroom. The most significant impact of this approach is its sensitivity to learner needs and responses. This sensitivity is what has been lacking in the academic aspect of ELT in India

27. Bui, Q. T. T. & Intaraprasert, C. (2013) show that the positive attitude students having higher frequency considerably than negative attitude towards speaking English. Therefore, teachers should pay more attention to the students of positive attitude are attended personally regarding different CSs and effective use of them.

28. Ahmed, S. (2013) show that learners in Communicative Language Teaching or CLT chiefly aims at achieving communicative competence, and seem to bypass grammatical competence as noticed in the context of Bangladeshi learners. But, theoretically grammatical competence or the practice of grammar is not enemy of achieving communicative competence other than it facilitates the goal of CLT or communicative competence.

29. Renukadevi. (2014) concludes that without listening skills, language learning is impossible. This is because there is no communication where there is no human interaction. Also, listening is crucial not only in language learning but also for learning other subjects.

30. Breshneh, A. H. & Riasati, M. J. (2014) states that CLT activities are more difficult to design and implement and place greater burden on EFL teachers. Not only the implementation, but also the assessment of this method seems to be difficult for EFL teachers who are usually used to clear-cut assessment procedures.

31. Ashari, N. & Zarrin, N. (2014) stated due to the eluding nature of CLT which is defined differently by different people one cannot claim to come to an absolute conclusion about the problems associated with using CLT in EFL contexts. Furthermore, there are two other factors that have determining roles within the Iranian society; culture and religion.

32. Al Azri, R.H. & Al-Rashdi, M. H. (2014) state that using authentic materials in teaching English to EFL learners is “more effective than using non-authentic materials. The latter is and will surely be the researchers’ conviction of the vital role that such authentic materials have, and
will play for an effective, practical learning process that must happen in every teachers’ classroom.

33. **Zangoie and Derakhshan (2014)** evaluate 108 EFL teachers and their preferences of corrective feedback, and their attitudes toward CLT. Findings showed that different teachers chose different kinds of CF. those whose CLT scores are high prefer to employ Elicitation, Metalinguistic CF, and Repetition, and teachers with low CLT, prefer to use Translation, Recasts, and Explicit types of CF.

34. **Berivan Mohammed Ahmed Abdullah (2015)** explores within a Kurdistan university in the Kurdish context the perceptions of English learners of the use of CLT. The three research questions are answered to address the aim. The majority of the students have favorable positive attitude towards CLT approach with the use of authentic materials in class and through reducing class size, training of teachers, providing of authentic materials and changing the examination system the various constraints and challenges occurs can be removed while implementing the CLT in Kurdistan are faced by teachers and students in English classes.

35. **Hussein Islam Abdullah &ParilahMohd Shah (2015)** states students’ beliefs, perceptions and attitudes towards English language learning are need to be identified based on the constructs of grammar and communication in particular during the learning process in the classroom. As a unique study, the learners preferred for both aspects of grammar and communication at the same time instead of either grammar or communication which are quite essential elements of learning a foreign language. Communicative language teaching and Structural Approach are variant approaches having own characteristics and structures. Like to speak is a feature of communication and to speak correctly and accurately with grammar rules will lead them two different teaching approaches. Therefore the teachers cannot expect the students may not be able to prefer these two approaches at the same time and teacher also must not expect from students because some students can prefer the CLT or SA. But the combination of these two approaches should be a good teaching practice in the classroom.

36. **Muhammad U. Farooq (2015)** suggested that despite showing keen interest in change and being eager to implement CLT, they are not optimistic about the complete adoption of CLT due to the problems and challenges they face in the classroom, like overcrowded classes, non-availability of AV aids, students’ low level of proficiency, time constraints, etc. They believe
that only by overcoming the difficulties, and by establishing more favorable conditions for the implementation of CLT, they can truly benefit from CLT in their classrooms.

37. Parichart Toomnan, & Channarong Intaraprasert (2015) explored the communication strategy with the employment and discussing the relationship between students’ attitude and the use of communication strategy towards speaking English. The author advises that by creating relaxing and safe classroom stimulation and encouragement of the students, especially those who hold negative attitude by the teachers with the hierarchy theory of Maslow’s for student’s motivation and continuous use of Communicative Strategies.

38. Dr. Fang Li (2015) concludes that Learning by doing is not a newborn thing. It has been widely used in the studies of economics and the practice of economic activities though it was initiated in education. Since, the experiment of teaching and learning of English by doing by the author has been appreciated by the subject classes.

39. Derakhshan, A. & Torabi, M. (2015) states that instead of grammatical competence, communicative competence is more valuable means to develop the ability to communicate with fellow beings. There is great emphasis EFL teachers’ attitudes towards Communicative Language Teaching and teachers’ reasons behind their attitudes and CLT implementation.

40. Fatuma A. Abdulkader (2016) investigated teachers’ perceptions of the appropriateness of the communicative language teaching (CLT) approach as EFI in the context of Saudi. They are leaning to use Arabic to memorize and translate into English and not using the CLT approach entirely in their classes due to reasons, like teaching hours, number of students in class, misunderstanding of CLT or lack of an adequate knowledge etc. The author emphasized teachers’ awareness of the CLT principles should be increased through more practical training and develop various communicative practices in the classroom to enhance learners’ ability.