The Influence of Psychological Factors in Implementing the Adapted Communicative Approach to Teach English Language in Khoms/Libya
(The case Study of Libyan High Schools in Khoms)

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Abstract: Adapting the communicative approach means modifying its principles to fit the learners' needs and goals. There are some factors affect the implementation of the adapted communicative approach to teach the English language in Libya. For example, psychological factors that affect its implementation. However, it is important to note that these factors should not be seen as obstacles or barriers to the implementation of the communicative approach. Rather, they should be respected, and the practitioners are supposed to adapt not to adopt the communicative approach, interpret learning principles, and modify the approach to develop their approach to fit the target learners' needs and goals. This study was aimed at explaining how psychological factors affect the implementation of the adapted Communicative Approach (CA) to teach English language in Libyan high schools in Khoms. This study employed a qualitative research design by involving 6 students from different gender-based high schools in Khoms city/Libya. They were asked to fill in a questionnaire to give deep explanations to how the implementation of the adapted CA psychologically influenced. The findings of this study reveals that students have had positive attitudes towards learning English and they are motivated by teachers, students do not feel shy of making mistakes and they participate in the classroom, and they prefer the student-centered classroom approach.

INTRODUCTION

English is known as the main language for international communication (De Vera & De Vera, 2018). Thus, it is the most widely spoken language which is used for many specific purposes, and the effective use of methods of teaching and learning especially Communicative Language Teaching (CLT) would help in facilitating student language learning (Ansarey, 2012). In regards to English language teaching, the communicative approach starts from a theory of language as communication; the goal of language teaching is to develop what is referred to as "communicative competence." Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. Scholars have contrasted perspectives about the Communicative Approach, in which some argued that the Communicative Approach in language teaching starts from the theory of language as communication; therefore, the goal of language teaching is to develop the communicative competence, while others' perspective of the Communicative Approach is a communicatively viewed and the theory of competence that the linguistic theory is concerned with an ideal speaker-listener in a homogeneous speech community that considers not only the communication but also the grammatical structures of the language.

The communicative approach is implemented widely in EFL contexts over the globe. However, in some contexts, the communicative approach is adopted and implemented as it is following the principles of the approach precisely. On the other hand, some contexts adapt the communicative approach and modify it to meet the learners' needs starting from the point that the communicative approach has no restriction of what activities to use in the classroom as long as it serves the end of the communication (Richards & Schmidt, 2013). However, there are some factors affect the implementation of the adapted communicative approach to teach the English language in Libya. For example, psychological factors that affect its implementation. However, it is important to note that these factors should not be seen as obstacles or barriers to the implementation of the communicative approach. Rather, they should be respected, and the practitioners are supposed to adapt not to adopt the communicative approach, interpret learning principles, and modify the approach to develop their approach that can fit the target learners' needs and goals.

Appropriate language learning strategies can lead to higher achievement, more self-confidence on the part of the learners, and greater autonomy (Hussein 2018). Hence, language learning strategies ought to be made the focal points for language related researches as they do not only reflect the transition from teacher-centered to learner-centered, they also have concurred by the principal objective of the teaching-learning process which is successful learning.

BACKGROUND OF THE STUDY

This study was conducted to investigate the influence of psychological factors to the implementation of the adapted communicative approach to teach English language in Libyan

high schools. With this objective of being a part of this dynamic global village of today, the Libyan government has also adopted a policy to introduce the education of the English language in schools for Libyan children so that they emerge as successful global citizens. Though the efforts started as early as "1940s after the end of the World War II under the British administration in the northern part of Libya" (Mohsen, 2014), it lacked a systemic approach at the beginning. The successive governments adopted a well-planned policy to introduce English language education from the school level; however, it also suffered various setbacks due to various political reasons. Though Libya is an oil-rich country and has adequate financial resources, English language education in the country has not been as efficient and productive as expected. Partly, it may be because of the western sanctions the country had to go through for a long period and partly because of the mismanagement and lack of well-designed, result-oriented policy to achieve the aims and objectives of the English language education (Pathan & Marayi, 2016).

The education policy in Libya aims at developing the school curriculum through updating its objectives and teaching methods. In essence, the current government's policy is to improve the performance and qualification of teachers, educators, and inspectors through training courses and programs (General People's Committee of Education, 2008). The Libyan government has adopted a good policy on education for developing skills of learning like 'skills of analysis', 'conclusion and construction of wide knowledge, for decision-making and scientific solutions to solve problems faced by the educators in the learning process (General People's Committee of Education, 2008).

Regarding the psychological obstacles; several studies investigated the psychological obstacles that face learners/teachers in learning/teaching English as a foreign language. The studies reveal that psychological problems involve not only students but also teachers; less-confidence, speech anxiety, and low self-esteem are almost common problems in the classroom and occur to both teachers and students (Occhipinti, 2009; Juhana, 2012; Ariyanti, 2016; Arifin, 2017; Manipuspika, 2018; Al-Khotaba et al. 2019). Those studies are conducted in the Asian context where the psychological and socio-cultural factors differ from the context in Africa, especially in the Libyan context with no reference to whether the schools where the studies took place are mixed gender or non-mixed gender schools. The findings of the current study will reveal different factors that differ from the common factors in the Asian context. However, one recent study of (Alsowat, 2016), who conducted his study about anxiety as one of the most important psychological factors, he has found out that Saudi English major students had a moderate level of anxiety. Worrying about the consequences of failing was the highest provoking cause of students' anxiety. In addition, number of previous studies argue that the main psycholinguistic factors affect foreign language learning are anxiety (Elmenfi & Gaibani, 2016; Rafada, & Madini, 2017; Pérez, 2018), lack of motivation (Al-Qahtani, 2018; Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018; Gearing & Roger, 2019; Fukuda, Sakata, Pope, 2019) and low self-confidence (Al-Khoudary, 2017; Bai & Yuan, 2018). Cited in (Al-Khotaba et al. 2019).

A study about foreign language classroom anxiety; Horwitz et al. (1986) claim that foreign language anxiety is a complex process as it is difficult to be described in all its components. Their study was considered by some researchers as one of the most reliable guidelines in the psycholinguistic area (Campbell & Ortiz, 1991; Aida, 1994; Campbell, 1999; Onwuegbuzie, Bailey & Daley, 1999 and Alsowat, 2016). Horwitz et al. (1986) Identify three related types of anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

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METHODOLOGY

As discussed above, the nature of this investigation was interpretive and it aimed to understand the influence of psychological factors on the implementation of the adapted CA to teach the English language in Libyan high schools especially in the city of Khoms.

This research is purely qualitative and applies all the qualitative features as the researchers have investigated a social phenomenon by interpreting, describing, and analyzing individuals' views and perspectives in natural settings. The views of the participants in this research were their responses to the psychological open ended questionnaire to figure out the influence of the psychological factors on the implementation of the adapted CA to teach the English language in Libyan high schools. Savin-Baden and Howell-Major (2013) point out, "Qualitative researchers tend to examine phenomena in their natural settings, often striving to interpret these phenomena in context"; the context in which the researchers investigated the influence of the psychological factors on the implementation of the adapted CA is Libyan high schools.

To investigate the influence of the psychological factors on the implementation of the adapted CA is Libyan high schools, the researchers involved six students from different gender-based high schools (2 students from a male high school, 2 students from a female high school, and 2 students from a mixed-gender high school) they were marked with (S1 for student 1, S2 for student 2 and so on…). The choice of gender-based high schools was due to the assumption that students from different gender-based high schools would have different psychological influence to the implementation of the adapted communicative approach.

The researchers collected data by using a Google form open-ended questionnaire to ask the participants to describe their ideas and short answers to the questions related to the psychological factors that would influence the implementation of the adapted communicative approach in their high schools.

There are 4 sections with 9 total questions must be completed by the participants, the first section contains 2 questions related to the psychological attitude, the second section contains 2 questions related to the psychological motivation, the third section contains 3 questions related to the psychological class anxiety, and the last section contains 2 questions related to the psychological test anxiety.

The questionnaire items have been created based on the principles of the communicative approach as well as based on some previous studies (Abu-Munshar 2016; Hussein, 2018).

The purpose of data analysis is to bring meaning, structure, and order to the data (Marshall & Rossman, 2014). Interpretation requires an acute awareness of the data, concentration, as well as openness to subtle undercurrents of social life; the researchers began with the data analysis stage. The questionnaires were analyzed qualitatively in which an analytical deductive strategy was adopted to analyze the influence of the psychological factors to the implementation of the adapted communicative approach to teach English language in Libyan high schools. The researchers read through all the responses gathered from the completed questionnaires to analyze the psychological factors to the implementation of the adapted communicative approach to teach English language in Libyan high schools.

FINDINGS AND DISCUSSION

Regarding the psychological factors that may influence the implementation of the adapted communicative approach to teach the English language in Libyan high schools in Khoms city,

there were two questions related to *psychological attitude*, the other two related to *psychological motivation*, three related to *psychological class anxiety,* and the last two related to *psychological test anxiety*. The 9 questions were answered briefly and copied directly without any changes in the structure.

Findings from Questionnaire

In responding to the first question related to psychological factors that influence the implementation of the adapted communicative approach to teach the English language in Libyan high schools especially the attitude factor as shown below in Table 1, students from different high schools have answered similarly as agreeing that their point of view towards the English language is good/positive "*good*" and "*English language is very important*" are examples of the students' answers.

Table 1: What is your point of view about the English language? (Psychological attitude)

Question 1	S1	S2	S1	S2	S1	S2
What is your point of view about English language?	English language it's a tool used to communicate with others, not just an education.	It's the first language in all over the world, and I advise	Good.	English language is very important.	I think it's important and good for my and others to learn it because we are gonna need it in college and our life.	It's important to learn.
	Male high school		Female high school		Mixed-gender high school	

In the question shown in Table 2, students were asked about their point of view about the communicative activities rather than the English language itself. However, similar to question 1, students have agreed that they have a good point of view about the communicative activities in which S1 from make high school answered "***Refresh your memory and acquire more of knowledge***", while S1 from mixed-gender high school added: "***It's good but I think will be different if we are in school it's better than online classes***" which means that some students prefer to study at school rather than online as many schools have started online classes since the beginning of the pandemic situation of Covid-19. On the other hand, S2 from female high school answered "***Communicative activities are one of the motivational strategies encourages and helps learners to learn English language.***" In which S2 linked the communicative activities to the motivational strategies used to motivate the student to use the target language.

Table 2: what is your point of view about communicative activities? (Psychological attitude)

Question 2	S1	S2	S1	S2	S1	S2
What is your point of view about communicative activities?	Refresh your memory and acquire more of knowledge.	It's one of the ways to learn a language.	Very interesting.	Communicative activities are one of the motivational strategies encourages and helps learners to learn English language.	It's good but I think will be different if we are in school it's better than online classes.	Not bad.
	Male high school		Female high school		Mixed-gender high school	

In the section related to the motivational factor in Table 3, students were asked "***what are the motivational factors provided by teachers and school to you?***" and there were some subjective and objective answers as students from making high school mentioned that the teacher's motivation is conveyed in how to give the knowledge easily to the students and encourage them by praising them and show their interest in their level. On the other hand S2 from a female high

school mentioned some factors that support a student and motivated him/her and those factors were: "*1) the quality of teaching 2) teacher's attitude 3) students' participation in class 4) students' competitiveness 5) the fear of course failure 6) high grades 7) the interest in learning the course.*

Table 3: what are the motivational factors provided by teachers and school to you? (Psychological motivation)

Question 3	S1	S2	S1	S2	S1	S2
What are the motivational factors provided by teachers and school to you?	How the teacher convey the information or ideas to the students.	They encourage me with their words and show mw their interest in me.	Interesting if English.	The factors are: 1) the quality of teaching 2) teacher's attitude 3) students' participation in class 4) students' competitiveness 5) the fear of course failure 6) high grades 7) the interest in learning the course.	They encourage me with their words and show me their interest in me.	More marks.
	Male high school		Female high school		Mixed-gender high school	

Following the same factor of motivation, students were asked whether they have taken English classes seriously or not, all the participants said that they take English classes seriously except students from male high schools who answered "*Actually not seriously*", "*Actually no*" as shown in Table 4 below.

Table 4: Do you take English classes seriously? (Psychological motivation)

Question 4	S1	S2	S1	S2	S1	S2
Do you take English classes seriously?	**Actually not seriously.**	**Actually no.**	**Yes I do.**	**Of course I take it seriously if no I can't learn English very well.**	**Of course.**	**Yes sure.**
	Male high school		Female high school		Mixed-gender high school	

Anxiety is an important psychological factor which influences the implementation of the adapted CA to teach the English language in Libyan high schools. Anxiety is firstly presented to the students in Table 5 related to class anxiety, "*do you all participate all the time inside the classroom?*" all the students answered that they do participate all the time except S2 from male high school who answered "*not really*" and S1 from female high school who answered "*same time*" which can be considered as a negative answer due to misunderstanding the question.

Table 5: Do you participate all the time inside the classroom? (Psychological class anxiety)

Question 5	S1	S2	S1	S2	S1	S2
Do you participate all the time inside the classroom?	Yes.	Not really.	Same time.	Yes I do that with my classmates.	Yes even if I answer wrong.	Almost.
	Male high school		Female high school		Mixed-gender high school	

Classroom anxiety has been represented again in Table 6 in which students were asked: "*do you feel shy to speak in English in front of others?*" some students agreed that they do feel shy

to use English in front of others, S2 from male high school answered "*yes, sure*" and "*yes I do*" was the answer from S1 female high school. On the other hand, S1 from male high school said "*no, but sometimes confused which words should I choose according to the discourse*" while S1 from mixed-gender high school answered "*no, I think it's good to I know my mistakes when I speak*" which means that S1 learns from the mistakes committed to using English language and learns from them.

Table 6: Do you feel shy to speak in English in front of others? (Psychological class anxiety)

Question 6	S1	S2	S1	S2	S1	S2
Do you feel shy to speak in English in front of others?	No, but sometimes confused which words should I choose according to discourse.	Yes, sure.	Yes I do.	Never I can care about it.	No I think it's good to I know my mistakes when I speak.	Sometimes, but I speak anyway.
	Male high school		Female high school		Mixed-gender high school	

For the third time, classroom anxiety is represented in Table 7: "*which one is more interesting, student-centered or teacher-centered classroom? Why?*" only two students answered that a student-centered classroom is more interesting than teacher-centered while the rest of the students agreed more than teacher-centered classroom is more interesting. S2 participant from female high school added "***Teacher-centered approach is more interesting because the classroom remains orderly. Students are quiet and you (teacher) retain full control of the classroom and its activities…***" which means that S2 suggests that in their case (high school students) they prefer that the classroom is controlled by the teacher and the students are silent till the teacher asks them to participate or answer a question.

Table 7: which one is more interesting, student-centered, or teacher-centered classroom? Why? (Psychological class anxiety)

Question 7	S1	S2	S1	S2	S1	S2
Which one is more interesting, student-centered or teacher-centered classroom? Why?	Student centered, because to develop himself and learns more from the teacher.	Teacher, because in junior high school the teacher should communicate the basic and information of English language to students to make them love the lesson and interesting to learn more about English.	Teacher.	Teacher-centered approach is more interesting because the classroom remains orderly. Students are quiet and you (teacher) retain full control of the classroom and its activities. Because students learn on their own, they learn independence and make their own decisions.	Student-centered. Because we're in the last year, and we just need more attention from the teachers.	Teacher-centered, because not all students can participate good.
	Male high school		Female high school		Mixed-gender high school	

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Test Anxiety was the last psychological factor which influence the implementation of the CA to teach the English language in Libyan high schools represented in the questionnaire. Previous studies have considered test anxiety as one of the important factors that affect the class participation of the students in the context of English language teaching and learning. The question addressed to the students was: "*Are you afraid of the tests and exams?*" three participants answered by *agreeing* that they were afraid of tests and exams, while two of the students S2 from male high schools added, "*depend on the knowledge from the lesson*" which means if the student's prior knowledge from the lesson was high, it would be reflected in the test/exam and the student would feel comfortable and not afraid of making the test/exam.

Table 8: Are you afraid of the tests and exams? (Psychological test anxiety)

Question 8	S1	S2	S1	S2	S1	S2
Are you afraid of the tests and exams?	Sometimes.	Depend on the knowledge from the lessons.	It's depend to the situation.	Yes sometimes if not ready.	Everyone are afraid but we need to study hard it's okay if we make mistakes we can learn from it.	Yes I am.
	Male high school		Female high school		Mixed-gender high school	

The last question related to the psychological factors that influence the implementation of the communicative approach to teach English in Libyan high schools was concerned about the test anxiety represented in Table 9: "*during the class, do you concentrate on the communicative competence or about what might come in the exam?*" Only two participants' answers were concentrating more on communicative competence rather than what might come in the exam. On the other hand, two participants S2 from male high school and S1 from female high school said that they concentrated on what might come in the exam rather than the communicative competence. However, S1 from male high school and S1 from mixed-gender high school answered that they concentrate on both; the latter added "***Both of them I just need to know everything is gonna be in my sike.***" which means that both of them would support him/her in acquiring the communicative competence as well as answering the test/exam questions.

Table 9: during the class, do you concentrate on communicative competence or about what might come in the exam? (Psychological test anxiety)

Question 9	S1	S2	S1	S2	S1	S2
During the class, do you concentrate on the communicative competence or about what might come in the exam?	Not all the time, sometimes.	Exam.	What might come in the exam.	I concentrate on the communicative competence often.	Both of them I just need to know everything is gonna be in my sike.	Communicative competence, because I try to benefit as much as possible.
	Male high school		Female high school		Mixed-gender high school	

The psychological attitude of the students from different gender-based high schools was measured by asking them two direct questions about their point of view towards the English language in general and the communicative activities in specific.

In responding about their point of view towards the English language, they have had answered similarly by agreeing that their point of view towards the English language is good/positive "*good*" and "*English language is very important*" are examples of the students' answers. While they have agreed that they have a good point of view about the communicative activities in which S1 from make high school answered "***Refresh your memory and acquire more of knowledge***", while S1 from mixed-gender high school added: "***It's good but I think will be different if we are in school it's better than online classes***" which means that some students prefer to study at school rather than online as many schools have started online classes since the beginning of the pandemic situation of Covid-19. On the other hand, S2 from female high school answered "***Communicative activities are one of the motivational strategies encourages and helps learners to learn English language.***" In which S2 linked the communicative activities to the motivational strategies used to motivate the student to use the target language. To conclude, students have a positive attitude towards learning the English language and the communicative activities on the contrary to previous studies (Mirdehghan, Hoseini, Navab & Mahmoodi, 2011; Jones, 2007; Alharthi, 2016) which have found that students of EFL classes do not enjoy participating in communicative activities and have negative attitudes towards them. However, it supports several studies in which students from different gender-based high schools have had positive attitude towards the use of English language (Alkaff, 2013; Al-Mubireek, 2020; Ali-Oliemat, 2019).

There were two questions concerning motivational factor, students were asked "***what are the motivational factors provided by teachers and school to you?***" and "*do you take English classes seriously?*" there were some subjective and objective answers to both of the questions above, findings from the former say that students mentioned that the teacher's motivation is conveyed in how to give the knowledge easily to the students and encourage them by praising them and show their interest in their level. On the other hand findings from female high school mentioned some factors that support a student and motivated him/her and those factors were: "***1) the quality of teaching 2) teacher's attitude 3) students' participation in class 4) students' competitiveness 5) the fear of course failure 6) high grades 7) the interest in learning the course.***" the answers to the latter showed that students from female and mixed-gender high schools do take English classes seriously which contradicts with the recent study concerning the logistic problems that face teachers in implementing the communicative language teaching approach in high schools in Palestine, Abu-Munshar (2016) revealed that teachers were unable to implement the approach correctly due to the difficulties that they face, one of them related to the student's lack of motivation to develop their communicative competence.

Findings from three questions related to *psychological class anxiety* showed that most of the participants *participate* in the classroom and they *do not feel shy when speaking English in front of others* and lastly, only two students preferred a *student-centered classroom* rather than a *teacher-centered classroom*. On the other hand, students who preferred a *teacher-centered classroom* to a *student-centered classroom* claimed that in the former teacher will control the class better while in the latter the class will be noisy since all of the students will participate and speak loudly which makes him/her do not understand the lesson well. However, one recent study conducted about one of the psychological factors, namely, anxiety Alsowat (2016) found out that Saudi English major students had a moderate level of anxiety namely, class anxiety and worrying about the consequences which are similar to the findings of the current study in which most of the students were afraid about failing exams. Thus, most Libyan

high school students are affected by *psychological test anxiety* which is considered as one of the most important psychological factors that influence the implementation of the adapted CA to teach the English language in Libyan high schools. It is considered as one of the important factors that affect the level of students in the context of English language teaching and learning. Students agreed that they are *afraid of tests and exams* and most of the participants agreed that *they concentrate on what might come in the exam rather than concentrating on communicative competence*.

The agreement of English language teachers that psychological factors influence the implementation of the adapted CA in Libyan high schools especially when considering the students as shy to speak in English inside the classroom supports the findings of Elashhab (2020) in which some Saudi Arabian students feel shy to speak English and work in groups. However, some of the respondents have highlighted the test/exam anxiety as a main factor influence the implementation of the adapted CA, which means that some students are afraid of the exams rather than being shy supports the claim of Yassi (2020) who has found that learners are getting more confident in using English orally inside the classroom.

CONCLUSION AND RECOMMENDATION

This study is aimed at explaining the psychological factors which influence the implementation of the adapted communicative approach to teach English. After conducting the study and explaining the psychological factors, it could be concluded that psychological factors influence the implementation of the adapted communicative approach to teach English in Libyan high schools. The psychological factors in this study were divided into *attitude*, *motivation*, and *anxiety*. Students have had positive attitudes towards learning the English language and the communicative activities, the students are motivated by teachers and they concentrate on the communicative competence rather than what might come in the exam. Other conclusions about the class anxiety were students do not feel shy to make mistakes and participate in the classroom and they prefer a student-centered classroom; some of them preferred teacher-centered approach because they want the teacher to control the class and keep it not a noisy class to participate more and understand the lesson well.

Although the present study did not really go into detail (the influence of gender-based high schools to the implementation of the adapted CA) further studies should be conducted to explain how gender-based classrooms influence the implementation of the adapted communicative approach to teach English language in high schools.

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