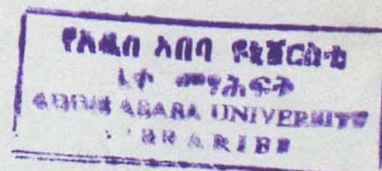


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE COMMUNICATIVE LANGUAGE
TEACHING IN SELECTED SECOND CYCLE
PRIMARY SCHOOLS IN EAST SHOA ZONE**

BY

ENDALKACHEW WOLDE MARIAM



**JUNE, 2006
ADDIS ABABA**

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SCHOOL OF GRADUATE STUDIES**

**THE COMMUNICATIVE LANGUAGE
TEACHING IN SELECTED SECOND CYCLE
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**A Thesis Submitted to the School of Graduate Studies
Addis Ababa University
In partial Fulfillment of the Requirement for the Degree of
Masters of Arts in Curriculum and Instruction**

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Approval of the Board of Examination

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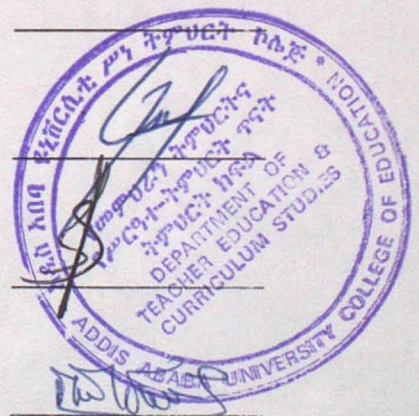
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Alimu

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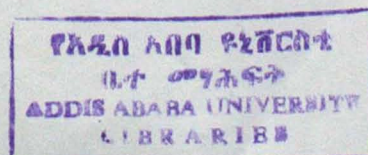
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LIST OF ACRONYMS

CLT:	Communicative Language Teaching.
ELT:	English Language Teaching.
EMPDA:	Educational Materials Production and Distribution Agency.
^{ICDR} ICRD:	Institute ^{for} of Curriculum Development and Research.
TTI:	Teacher Training Institute.

List of Appendices

- Appendix I: Student's Questionnaire (in Amharic)
- Appendix II: Student's Questionnaire (in Afan Oromo)
- Appendix III: English Teacher's Questionnaire.
- Appendix IV: Teacher's Questionnaire.
- Appendix V: Administrative Personnel Questionnaire.
- Appendix VI: Interviews to English Teachers.
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ABSTRACT

This study was carried out to examine the application of communicative language teaching in the selected second cycle primary schools in East Shoa.

A descriptive survey method was employed to carryout this study since it is more appropriate to reveal current problems. The subject of the study included 180 students, 90 teachers, 9 principals and 9 vice principals from the 9 selected second cycle primary schools in East Shoa. They were selected using multi-stage cluster, purposive and simple random sampling techniques.

The data was gathered through questionnaires, interview and classroom observation. The questionnaires were used to explore students, teachers and school administrators beliefs, attitudes, reported classroom practices, as well as constraints, with respect to communicative approach. The interview and classroom observation supplemented the data obtained through the questionnaires. Percentages, mean value, rating scales were used to analyze the collected data.

The results of the study revealed that communicative language teaching was not implemented in the majority of the primary schools selected for the study, as reported by students, teachers and school administrators. It was found that majority of English teachers have limited experiences of the communicative language teaching methodology.

Besides, some factors such as interference of mother tongue, large class size, failures of the learners to use the language outside the classroom, the low proficiency of the learners in the English language were a series hindrance to their use of CLT. It was also found that eight of the ten observed teachers failed to teach communicatively, as a result of their teaching methodology was traditional type or teacher-centered.



The conclusions to be drawn from the result of the study is that teachers limited knowledge and experiences about communicative approach and factors indicated in the study were found to be major factors that hindered the application of communicative language teaching in the second cycle primary schools.

On the basis of the findings, it was recommended that in order for primary school English teachers to use CLT successfully, they should be given courses, seminars and orientation on the principles & theories of communicative language teaching methodology. Besides, the role of school administrators and teachers to overcome different constraints is a crucial factor for the success of the communicative approach in primary schools.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1. INTRODUCTION

1.1 Background of the Study

Teaching a language is a challenging task which requires great effort for its successful realization. In supporting this, Richards . states that:

Language teaching is a complex issue, encompassing socio-cultural, linguistic, psycho linguistic, as well as curricular and instructional dimensions. Planning a successful language program involves consideration of factors that go beyond the mere content and presentation of teaching materials. A large number of individual factors contribute to the dynamics of the teaching-learning process and provide reference points in discussions of language teaching theory and practice. (1985: 11)

For many years, the methods of language teaching were traditional with emphasis on mastery of grammar rules. As Lightbown indicates, "The traditional instruction... is one where the language is being taught to a group of second or foreign language learners. In this case, the focus is on the language itself, rather than on information which is carried by the language. The teacher's goal is to see to it that students learn the vocabulary and grammatical rules of the target language." (1993: 70) As the method gave emphasis to the structure of the language, students were not encouraged to use the language for communication purpose. In Brumfit and K. Johnson, Eds (1979), Johnson, pointed out that, "...much of the very considerable momentum of present day language teaching may be seen as a response to a problem which teachers have been aware of for a long time. It is the problem of the students who may be structurally competent, but who can not communicate appropriately." (1979: 192)

In recent years, there has been a major change concerning language teaching. As Girma (2003: 103) states, "There has been a major change of emphasis from concentrating on developing only grammatical competence to presenting the language in such way that learners also master communicative competence. It is generally believed that there must be a balance between grammatical accuracy and communicative effectiveness (Littlewood, 1981), between use and usage (Widdowson, 1978)". Thus, this methodological change has made communicative language teaching as a paramount importance in language teaching.

Similarly, different measures were taken in Ethiopia in order to make the country's educational system in line with the needs of its society. As a result, a new Education and Training Policy was issued in 1994. Following this change, the ministry of Education has prepared new English language textbooks for primary and secondary schools. According to the new syllabus, "The curriculum guide for grade 1-4 is designed to develop the communicative ability of the students. It requires the students to use the English that they learn to say, read and write thing that are both true and meaningful for them. All four skills listening, speaking, reading and writing are developed simultaneously. Teachers are also expected to emphasize the communicative use of English by using English themselves in the classroom at the appropriate level of difficulty for their students (MOE, 2004). Besides, the syllabus for grade 5-8 are designed to develop the communicative ability of all students, building on the skills they have acquired in grade 1-4. To this end, activities have been suggested in discrete skill areas that will be appropriate to the level of students (MOE, 2003).

In Ethiopia, English is taught as a subject beginning from grade one and a medium of instruction in senior secondary schools and in higher education institution. This shows that English plays a decisive role in the teaching-learning process. Therefore, students should be encouraged to use the language effectively in order to cope with the problems they face in their learning.

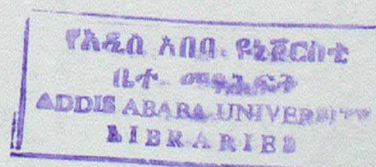
From his own teaching experiences and observations, the researcher's believes that students at primary schools could hardly express themselves in English orally. The

probable reason for this is that most students face difficulty to use English as a means of communication. This inability of students to use English in primary schools has an adverse effect on their future schooling. Consequently, students don't comprehend concepts and principles of different subjects they learn, when they enroll to senior secondary schools. In elaborating this statement, Melesse Bedane (1992: 2), cited the study of Stoddart which indicates the inadequacy of the English possessed by the vast majority of students at all levels in senior secondary schools of Ethiopia for the purpose of learning other subjects through it. Stoddart (1986:6) states:

Students do not possess sufficient English even to understand what they hear from their teachers or read their textbooks, let alone to participate actively through their own speaking and writing... in such a situation it is no longer appropriate to call English a medium of instruction rather it has become a medium of obstruction.

Furthermore, several studies have demonstrated that, the quality of education could also be affected by the problems related to language. Teshome Demisse (1998: 263), elaborate this idea by quoting the work of others, "There is some dissatisfaction with the present quality of education in general, and decline in quality of English in particular (Tewolde, 1988; Dejene, 1990), notwithstanding the increasing demand for English. Although documented evidence is hard to come by, "Some people believe that the general decline in the quality of education is attributed, directly or indirectly, to the unsatisfactory performance of students in English" (Teshome, 1995: 6).

The factors stated above have initiated the researcher to explore some characteristics of communicative language teaching. This study is, therefore, designed to investigate the status of communicative language teaching in selected second cycle primary schools in East Shoa zone.



1.2 The Statement of the Problem

A communicative approach to language teaching opens up a wider perspective on language. In particular, it makes us to consider language not only in terms of its structure, but also in terms of the communication function that it performs. In other words, this means not only to look at forms, but also at what people do with the form when they want to communicate. In supporting this idea, Nuru (2001: 294) cited the work of Sunderland, and stated the following points.

... although the traditional approach to foreign language teaching, with its emphasis on grammar and translation, resembled the teaching of other subjects in many respects, more recent approach are characterized by their tendency to put less emphasis on the transmission of knowledge about the language and by the greater stress they place on the need to use the language for communication. Thus, one feature of modern foreign language classrooms is that they provide learners with greater opportunity for oral interaction in the target language as a means of developing their speaking skills. (Sunderland, 1996)

One of the most striking characteristics of English language teaching... in the past few years has been its pre-occupation with language rather than teaching. We have recently been interested much more in what should be taught than in how. With few exceptions research workers and course writers have focused their attention on the content of the language programme rather than the ways in which this content should be taught. Notional syllabuses are widely debated and discussed: communicative methodology is still largely unexplored. (Morrow, 1981: 59)

Furthermore, Morrow states the issues related to the method as follows: "After all, it might be argued, activities such as role play are now much used. What are they if not communicative? The answer of course is that role play may or may not be communicative, but it is in itself merely an isolated activity. A consistent methodology is more than just a collection of activities or techniques. It requires an underlying set of principles in the light of which specific procedures, activities or techniques can be evaluated, related and applied."(1981: 59)

Communicative language teaching aims at acquiring communicative competence in the process of using the language to accomplish a purposeful task. This approach claims that students should not only know the rules of the language but also they have to use the language. In supporting this statement, Haileom states that,

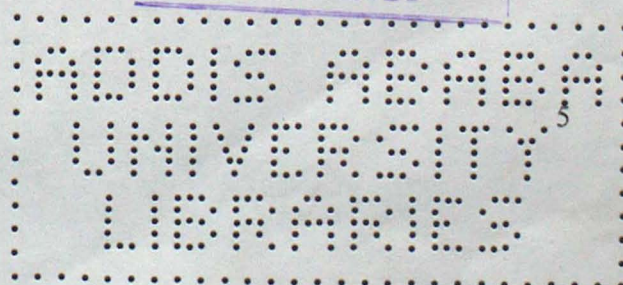
"...communicative approach to the teaching of English... would be of great help. The presentation of structural forms devoid of their context of use is in transferable to real life situation. It is further felt that the use of appropriate methodology and approach in the teaching of English can drastically reduce our current illiteracy in the language, which is putting the educational standard of our country at stake" (1986: 78).

From this perspective, this study tries to answer the following basic questions.

1. Are the teaching –learning procedures which the teachers apply to present the language to the learners appropriate in terms of communicative approach?
2. Do the activities and tasks the teacher use help the learners to develop their communicative abilities?
3. What is the status of the implementation of communicative language teaching in second cycle primary schools?
4. What are the major factors that affect the application of communicative language teaching in second cycle primary schools in East Shoa?

1.3 Objectives of the Study

The purpose of the study is to explore how communicative language teaching is used in the selected second cycle primary schools in East Shoa zone.



The major objectives of the study include:

1. To examine problems that influences the application of communicative approach in language teaching and learning in second cycle primary schools.
2. To show important principles of communicative approach used in the teaching of English language in second cycle primary schools.
3. To come up with strategies that would help second cycle primary schools teachers to create situation that promote effective communication in the class.

1.4 Significance of the Study

1. Based on the existing literature on the subject, the study seeks to contribute to better theoretical understanding on the role of communicative approach in language teaching.
2. The findings of this study will provide a better understanding and awareness on the current status of communicative language teaching in primary schools.
3. The findings and recommendations of this study will provide some information on how to improve the implementation of communicative language teaching in primary schools.
4. Moreover, it is hoped that this endeavor might give interested researcher a new impetus for further deeper research related to this study.

1.5 Delimitation of the study

To carry out any research work it is important to delimit the study to a manageable size. Although the problems could be observed at all educational levels and in all regions and zones, this study is limited to the selected second cycle primary schools of East shoa zone. Among the nine woredas in east shoa zone, the study is limited to only three woredas (Lome, Adama, Boset). Out of the 42 second cycle primary schools found in these woredas only nine schools (Mojo.No1, Adama Boset, Mojo No.3, Bofa, Doni, Marmarsa, Wonji No.2, Tede, Kuruftu) were included in the study.

1.6 Limitation of the study

Since this study has not been conducted on national scale, the finding which would have been the basis for fair generalizations are not supposed to be free from some limitation which are likely to appear from the same study. In fact, the basis taken into consideration for not undertaking a nation wide based research was due to time constraints and unmanageability of the size and number of primary schools.

The next restriction of the study, up to the researcher best knowledge, is shortage of materials which are based on exhaustive research work on this topic in Ethiopian context; the researcher has been forced to rely on foreign sources.

The last encounter is that some of the respondents found not willing to fill out and return the questionnaires on the expected time. In general, despite all these limitations, the study was plainly managed and completed.

1.7 Operational Definitions of Terms

1. **Approach** - defines those assumptions, beliefs and theories about the nature of language learning that operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms. (Richards, 1985:20).
2. **Communicative skills** - refer to those skills which are defined with reference to the manner and mode in which the language system is realized as use. (Widdowson, 1978:67).
3. **Communicative task** - a piece of class room work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. (Nunan, 1989: 10)
4. **Learning styles** - are the ways in which learners perceive or 'take in' information. (Temechegn, 2001:12)
5. **Linguistic skills** - are those skills which are defined with reference to medium (speaking, hearing, composing and comprehending). They refer to

the way in which the language system is manifested, or recognized to be manifested, as usage. (Widdowson, 1978:67).

6. **Procedures** - refers to the actual moment to moment techniques, practices and behaviors that operate in teaching a language according to a particular method. (Richard & Rodgers, 1986:26)
7. **Role** - refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. (Nunan 1989:79)
8. **Simulations** - are simplified patterns of human interactions or social processes where the players participate in roles (Davison and Gordon, 1978:55)

1.8 Organization of the Study

This study is organized into five chapters. The first chapter deals with problem and its approach, the second chapter comprises the review of related literature. The third chapter includes the research design and methodology, where as the fourth chapter contains the analysis and interpretation of data. Finally, the fifth chapter treats summary of the major findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Historical Development of Communicative Language Teaching

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio lingual and grammar- translation methods of foreign language instruction.

Until 1960's situational language teaching represented the major British approach to language teaching. According to Ricahrd & Rogers, "This method had lost its position, when Chomsky demonstrated the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language-the creativity and uniqueness of individual sentences. At the same time British applied linguists also emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching-that was the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structure." (1986:64)

Since the mid 1970's the scope of communicative language teaching has expanded. As Richard and Rogers(1986:66) indicates, "Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication."

Littlewood (1981:1) states, "One of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language." As Richards & Rogers pointed out, "For some, communicative language teaching means, little more than an integration of grammatical and functional teaching. For others, it means using procedures where

learner work in pairs or groups employing available language resources in problem solving tasks." (1986:66).

From the above discussion, one can infer that, it is important to combine functional view of language with the traditional structural view, in order to achieve a more complete communicative perspective. This trend enables teachers to give a fuller account of what students have to learn in order to use language as a means of communication.

2.2 Theory of Language in communicative Approach

The communicative approach in language teaching starts from a theory of language as communication. According to Atkins et al., "Language is viewed not a system of grammar, but as a system for expressing meaning interactively. The term communicative or interactive refers to the ability to use language effectively and appropriately. It contrasts with the belief that only a knowledge of grammar is needed in order to produce and understand correct sentences. The argument is that knowledge of the language by itself does not guarantee effective use of the language, since there are other non-linguistic variables which affect the choice of language forms in real life communication. Thus interactive ability or communicative competence is viewed as involving both knowledge of grammar and knowledge of the context and settings in which the communication takes place." (1995:151)

According to communicative approach, communicative competence is emphasized as the goals of language teaching. To indicate what involves in communicative competence, Canale and Swain (1980) cited in Richard and Rogers (1986:71) identified the four dimension of communicative competence:

- **Grammatical competence:-** refers to what Chomsky calls linguistic-competence..., it is the domain of grammatical and lexical capacity.
- **Socio-linguistic competence:-** refers to an-understanding of social context in which communication takes place, including role relationship, the shared

information of the participants, and the communicative purpose for their interaction.

- **Discourse competence:-** refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.
- **Strategic competence:-** refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

✓ The theoretical assumption about language which serves as the basis for the interactive approach and meaning based instruction are stated by Atkins et.a., as follows:

- Language is a system for expressing meaning.
- The primary function of language is interaction/ communication.
- The structure of language reflects its communication/ interactive uses.
- While grammar remains important, the key aspects of language are not its grammatical and structural features but categories of communicative meaning e.g. functions/ purposes for which language is used. (1995:151)

From the theoretical assumptions indicated above, one can recognize that the primary purpose of language is for communication. Thus, the approach gives more emphasis to language functions over forms.

2.3 Theory of Language Learning

The learning theory behind the communicative approach, emphasize that language learning takes place in the process of communication. With regard to this, Richards & Rogers (1986:72) indicate three principles, "one such element might be described as the communicative principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle. Language that is meaningful to the learner supports the learning process."

In supporting the principles stated above, Atkins et.al., (1995:151) suggested that, "It is assumed that language which is used in context to perform activities with some real communicative purpose will assist learning. This emphasizes the need to recreate in the class room, as far as possible, the process of real-life communication. So that, practice of forms of the target language can takes place within a genuine communicative framework. Thus a key element of the learning theory is the task principle. The focus of classroom activity should therefore be on the completion of meaningful tasks which students might actually want to perform in English, rather than on practice in manipulating language forms out of context."

In explaining the advantages of linking language learning to activity, Candlin (1981:51) states as, "The importance of the communicative approach to language teaching and learning derives in great part from the opportunity it offers of linking language learning to everyday life and interests of learners and their future communicative needs. The main objectives of communicative language teaching is to enable the learner to do and perform activities and tasks in the foreign language. Furthermore, Candlin (1981:52) added that, "... learning and using the foreign language as communication ought to be authenticated within the classroom. Learners should begin to learn how to get across their basic classroom needs in English, making use of the language of classroom discourse. Being able to ask for information in English, to give information and help in English, to ask for offer, agree with and reject opinions and reasons, all contribute to a growing capacity to communicate."

According to the communicative view, language learning is characterized as a process of developing the learner's ability to do things with the language. The ultimate goal of language learning concentrates on the development of communication skills.

2.4 Communicative Language Teaching Approach

The communicative approach is different from the traditional method of language teaching. The former gives consideration to teaching use of English, which focus on

functional elements of language, whereas the latter concentrate on grammar rules. Therefore, communicative approach advocates on the use of English rather than on the usage of English. In strengthening this idea, Widdowson indicated as:

When language teachers select structures and vocabulary for their courses they select those items of usage which they judge to be most effective for teaching the underlying rules of the language system. Usage, then, is one aspect of performance, that aspect which makes evident the content to which the language user demonstrates his knowledge of linguistic rules. Use is another aspect of performance which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication. (1978:3).

From the discussion stated above, it seems that the goal of language teaching is to well acquaint the learners with the use and usage of language system that would help them to use English as a means of communication.

✓ One more dimension CLT is, "It is learner centered and experience-based view" of second language teaching (Richards and Rogers, 1986:69). This view demonstrates that individual learners possess unique interests, needs, and goals that should be reflected in the design of instructional methods. Thus teachers are to develop material based on the needs of the particular class.

According to Larsen Freeman (1986:132), the most obvious characteristics of CLT is that, "Almost everything that is done with the communication intent in communicative approach students often carry out activities in small groups. Because the small groups simulate natural conversational settings more closely than any other mode of classroom organization, it will combine most effectively all aspects of communication, learning and human interaction, (Brumfit, 1984:78). The communicative approach favours interactions among small number of students in order to maximize the time each student has to learn to negotiate meaning. Therefore, teachers select learning activities according to how well they engage the learners in meaningful and authentic language use rather than in the merely mechanical practice of language patterns.

The communicative approaches can be distinguished from traditional approaches to language pedagogy in a number of ways. Regarding this, Nunan (1988) quoted the work of Quinn (1984) and reveals the characteristics of traditional and communicative approaches in the following table.

Traditional approaches	Communicative approaches
1. Focus in learning: Focus is on the language as a structured system of grammatical patterns.	Focus is on communication.
2. How language items are selected: This is done on linguistic criteria alone.	This is done on the basis of what language items the learner needs to know in order to get thing done.
3. How language items are sequenced: This is determined on linguistic grounds.	This is determined on other grounds, with the emphasis on content, meaning and interest.
4. Degree of coverage: The aim is to cover the 'whole picture' of language structure by systematic linear progression.	The aim is to cover, in any particular phase, only what the learner needs and see as important.
5. View of language: A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.	The variety of language is accepted, and seen as determined by the character of particular communicative contexts.
6. Type of language used: Tends to be formal and bookish.	Genuine everyday language is emphasized.

7. What is regarded as a criterion of success: Aims are to have students produce formally correct sentences.	Aim is to have students communicate effectively and in a manner appropriate to the context they are working in.
8. Which language skills are emphasized: Reading and writing.	Spoken interactions are regarded as at least as important as reading and writing.
9. Teacher/student roles: Tends to be teacher-centered.	Is student-centered.
10. Attitude to errors: In correct utterances are seen as deviations from the norms of standard grammar.	Partially correct and incomplete utterances are seen as such rather than just 'wrong'.
11. Similarity/dissimilarity to natural language learning: Reverse the natural language learning process by concentrating on the form of utterances rather than on the content.	Resembles the natural language learning process in that the content of the utterance is emphasized rather than the form.

(1988:26-28) 1

The communicative Language teaching enables learners to use the language to perform meaningful classroom exercises. In communicative approaches learners concentrate not only on grammar rules, but also strive to develop the ability to use them. Regarding the communicative approaches, Brumfit (1986:88-89) has identified the following characteristics:

- (1) Concentration on use and appropriacy rather than simply on language form. (i.e., meaning as well as grammar)
- (2) a tendency to favour fluency-focused rather than simply accuracy focused activities;

- (3) an attention to communication tasks to be achieved through the language rather than simply exercises on the language;
- (4) an emphasis on student initiative and interaction, rather than simply on teacher-centered direction;
- (5) A sensitivity to learners' differences rather than a 'lock step' approach (in which all students proceed through the same materials at the same pace);
- (6) an awareness of variation in language use rather than simply attention to the language.

In addition, Brumfit (1986:90) pointed out the main advantages of communicative approach as follows:

- (1) they are more likely to produce the four kinds of competence than more purely language centered approaches.
- (2) they are more immediately relevant since they offer the learner the opportunity of using the language for his own purposes earlier than do other approaches;
- (3) to this extent they are more motivating, and students are likely to put more effort into them;
- (4) they are less wasteful of time and effort than approaches which attempt to teach the whole language system, since they teach only what is relevant and necessary;
- (5) in the long term they equip the learners with the appropriate skills for tackling the language in the real world, since the approach is based on a close approximation to such uses;

In general, the communicative approach of language teaching create suitable conditions for learners to use the language for communication

2.4.1 Principles of Communicative Approach

Different approaches are always based on certain principles. In the case of communicative approach, Brumifit (1986:92-93) identified the following set of principles that helps to promote communicative competence.

- (1) Learners learn both consciously and with effort, and unconsciously without effort. The textbook would need to offer scope for both kinds of learning.
- (2) Teaching can be accuracy or fluency-focused. We held that fluency (in which the emphasis is on open-ended communication activities taking place in real-time) was more likely to promote learning than accuracy.
- (3) Error to be a normal part of language learning. Much correction is wasteful of time, and unproductive to boot.
- (4) Language processing proceeds from top-down, not from bottom-up. Meanings are first apprehended as 'wholes' and only later analyzed into parts-if necessary.
- (5) The tasks were not to be designed with a particular structural or functional category in mind. Rather they would be chosen for their communicational relevance in the framework of the whole activity.
- (6) Communicative tasks were superior to linguistic exercises in prompting learning.
- (7) To mirror real communication, we would need to integrate the major language skills. Listening, speaking etc. would not therefore be taught in watertight compartments. Instead they would be integral to any given task.
- (8) The greater responsibility given to learners, the more effective their learning would be. We therefore left much scope for independent work, in a framework of a supporting peer group.
- (9) Motivation would be increased through problem solving activities, which would engage both the cognitive and the affective resources of the learners.
- (10) Both analytical and creative thinking should be given scope in the activities and task.
- (11) Language used in the classroom should be immediately relevant and inherent in the task, rather than learnt for some eventual and hypothetical later use. (often referred to as transfer)

More over, Brumfit et.al., (1994:144-145) also indicated the fundamental principles of communicative approach to language teaching as follows:

- (1) It is a principle of communicative approaches to ELT (English Language Teaching) that task-based activities enhance learning. In language learning, task-based activities are those which stimulate effective use of language but involve no conscious analysis of language.
- (2) The interactive principle is also central to communicative approaches to ELT.
- (3) A third important principle of communicative methodology is that the teaching situation must be learner-centered. Learners' needs both as future language users and active language learners should be the chief criterion for assessing how appropriate syllabus and methods are.

Another prominent author who pointed out the basic principles of communicative English Teaching is Candlin (1981:20-21). According to him, the following are basic principles:

- Learners recognize and know the aims and objectives of all exercises and activities in which they are involved.
- Classroom 'work' is aimed at the situational and contextualized use of particular language.
- The active involvement of all learners according to their knowledge, ability and skills implies breaking down and differentiating activities so that, in a real sense the simplest such activity is also the most important.
- Teaching and learning is observable and transparent in that all the context of spoken and imagined activities are presented and made real to the learner through pictures, sketches, diagrams and other representations.
- Content and Methodology depend on the previous age-determined and socially determined knowledge of the learner.

In the classroom learners acquire techniques for learning, making certain, practising and working. These important learning goals are prerequisites for

the development in learners of self-sufficiency, security, cooperation and initiative.

- The communicative teaching of English is marked by an atmosphere of using and working with the target language and the target culture.
- Teaching and learning is marked by variety and differentiated modes and means of learning so that all learners have opportunities for introducing, developing and maintaining ideas.

From the discussion indicated above, one can infer that, communicative language teaching provides different principles through which teachers can help learners to go beyond the mastery of the structure to the point where they can use language to communicate meanings in real situations.

2.4.2 Content Selection & Organization

A communicative approach to the content of a course does not exclude the use of structural criteria for selection and sequencing. It is obvious that mastery of the structural system is still the basic requirement for using language to communicate one's own meaning. However, a communicative approach encourages us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learners will have to make of the language.

Based on the information stated above, LittleWood (1981:79-81) have identified four different ways of organizing the content.

(1) Functional-structural Organization

Without actually abandoning structural grading of the language that is taught, a course may be organized into units based on important communicative functions. In a functional structural form of organization, the teacher can re-cycle functions, each time with more complex language to suit the learners' developing linguistic competence. For example, 'asking directions' might first be expressed by 'where is

the station, please? later by can you tell me the way to the station, please? and later still by 'Excuse me, I wonder if you could direct me to the station? By this time, of course, the learners must also be made aware of the social meaning of alternative form.

(2) Functional Organization

This is the form of organization adopted by Function of English. Each teaching unit is based on a group of communicative functions (e.g. 'offering, asking permission, giving reasons')

Each function is represented by a range of linguistic forms, chosen on the ground of their communicative usefulness and social appropriacy rather than for their structural make-up.

(3) Notional Organization

Another possibility with more advanced learners is to organize units around the 'notions' that learners should be able to express. The units could be based on different ways of expressing causal relationships or quantity.

(4) Topic Based Organization

Another aspect of communicative language use which can provide a framework for the course is the topic that learners need to be prepared to deal with. The teacher can take an important areas of meaning such as sport or politics and within this area, he can present useful language and engage the learners in a variety of practice activities.

On the other hand, Louis Alexander in Morrow and Johnson Eds. (1981) have indicated the following four models:

- (a) **A purely functional model:** i.e., an attempt to teach language functions in some kind of order. This model can be used at the pre-course level of

'survival' where the concern is simply to provide the student with a repertoire of useful phrases.

- (b) **A structural /functional model:** i.e., an attempt to interpret the conventional structural progression in functional terms.
- (c) **A Functional/ structural model:** i.e., an attempt to teach a function followed by an investigation of the grammatical content of its exponents.
- (d) **'Thematic Areas:** i.e., topical, functional or notional themes of a very general nature which are basic aspects of everyday life and social communication.

(1981: 16-17)

2.4.3 The 'Four Skills' in Communicative Language Teaching

The aim of language teaching is mostly explained with reference to the four language skills, that is listening, speaking, reading and writing. According to Larsen Freeman (1986:134), "students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer."

Speaking

Speaking is important in our daily communication. Because of this, teachers need to give due emphasis to this skill in language teaching in order to develop learners skills for effective classroom interactions.

As Morrow (1981:70) indicted, "A communicative approach to speaking emphasizes the use of language above the level of sentence. Structural approaches, on the other hand, are concerned with the production of grammatically accurate sentences." Furthermore, he added that, "In communicative approach the interaction which take place in the classroom are necessary prerequisites for a communicative operation. The focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usage." (1981:71)

Roger Scott in Morrow & Johnson Eds. (1981) stated some of the strategies needed for teaching speaking in a communicative way.

(1) *Stating your objectives*

In the case of teaching speaking communicatively the teacher's job is to put across what operation the students are going to learn.

(2) *Contextualization*

contextualization is the means by which the meaning of language item is made clear. From the communicative point of view, an item only takes on meaning as a result of the total context in which it is used and an item without context in this sense cannot properly be said to have meaning at all. So language is contextualized in terms of who is speaking to whom, where and why.

(3) *Practice and transfer*

It is a feature of communicative methodology that practice follows quickly upon presentation. It may start with choral repetition by the students of the language presented and then move into individual responses directed by the teacher. (1981:72-75)

Listening

Listening is an important mental process that helps people to identify the intended message of the speaker and give meaning to it. In line with this, Atkins et-al., (1995:106) pointed out that, "effective listening involves listening for purpose. That is we do not listen merely to practice language skills. We listen for social purposes or to transfer or exchange information."

According to Rixon (1986:4), "If our students do not learn to listen effectively, they will be unable to take part in oral communication." Further more, Rixon added that, "By learning to listen, we mean that we want our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to respond to it." (1986:4)

The present trend of teaching listening skills gives an emphasis on creating active learning contexts where the learner is engaged in purposeful activity. In supporting this, Brumfit et. al., (1994:164) mentioned as, "It is only when teachers direct the children's attention to the purpose of the listening task beforehand and provide a suitable frame work for providing access to the spoken message that they can be said to be teaching listening."

LittleWood (1981:68-74) classified listening activities in to three kinds:

(1) Performing Physical Tasks

Through the activities, the learner is alerted to look for specific meaning, related to a task which he must perform. This encourages him to listen selectively, extracting only information which is relevant to the task.

Some of the activities include:

a) Identification and selection

The learner has a set of picture. He must listen to a description or dialogue, and select the picture(s) which the spoken text refers to.

b) Sequencing.

Learners must now identify successive pictures that are described, in order to place them in their correct sequence.

c) Drawing and constructing

Learners are asked to listen to a description or discussion, and draw the scene/ or plan of a house, etc) which is described or referred to.

(2) Transferring Information

In the activities included under this heading, learners extract relevant information from the text in order to transfer it to some other form, such as a table, chart or diagram. This structures and motivates the listening activity. It also creates expectation as to what meanings will occur in the spoken text, thus helping the learner to gain access to these meanings.

(3) *Reformulation and Evaluating Information*

The teacher may now decide to give learners a more global task, oriented towards the text as a whole. For example, a natural development of the information-transfer activities discussed above is that learners should be asked to reformulate the important content in their own words, in the form of notes or a summary. Alternatively, learners may be required to evaluate the information contained in the spoken text.

In general, to prepare learners for the kinds of listening that are needed in the classroom, teachers must develop a greater awareness of the kinds of listening demand they make on their pupils and set up a learning environment which makes easier the learner's task of meeting these demands.

Reading

The education of a child is imperfect, unless he is equipped with the ability to read, to interpret and to understand properly the contents of a reading material. Thus reading should be given the key place in the total plan of teaching English as a foreign language.

According to Ronald in Morrow & Johnson Eds. (1981) indicate, "Reading is carried out for a purpose other than reading the language itself. Just as we read messages in order to be able to do something else, so too the student who is learning a foreign language should be less concerned with the language than with the messages it is used to communicate. That is, his interest will be in use rather than usage, with function rather than form. He wishes to do something with language other than simply learn it." (1981:87-88)

In order to help students to become good readers in English and develop their reading skills, it is essential to provide them with appropriate reading texts which fit their interests.

To integrate reading experiences with developing language control, reading should be continually linked with purposeful communication, oral and written. To be successful in meeting this challenge, the teacher should:

- (a) provide students with meaningful tasks associated with reading,
- (b) develop activities that encourage students to communicate without making graphic or oral demands beyond their competence in the new language,
- (c) give students, nevertheless, freedom to experiment with the language they possess, and
- (d) create a classroom environment in which students feel free to express the ideas that have been stimulated by their reading. (Rivers, 1987:81)

Writing

Writing has an instrumental value in schools. It is a means of preserving the knowledge which the learner has gained. It serves as a check on his forgetting useful items of knowledge or ideas.

Communicative writing practices deal with the conveying of information content. If we are to practice true conveying of information in the classroom, we need to find a way of simulating the real life situation; where a writer writes something for a reader who does not know that something already, and who learns it by means of the written communication.

According to Johnson (1981:98), two principles could be identified in the teaching of writing. These are the information gap and Jigsaw principle. We create information gaps in the classroom by giving student 1 information which we withhold from student 2. Communication as the 'bridging of the information's gap' takes place when student 1 passes this information to student 2. The 'Jigsaw principle' streamlines the operation by allowing all students to be both producers and receivers. Thus we give student 1 some information and student 2 other information. student 1

writes for student 2 while student 2 is writing for student 1. They then exchange information to complete the 'Jigsaw'.

Besides, Harmer (1991:139-146) classified different written communicative activities as follows:

- (1) **Relaying instruction:** an activity in which one group of students has information for the performance of a task, and they have to get another group to perform the same task by giving them written instruction.
- (2) **Writing reports and advertisement:** These are activities in which students write new reports or advertisements.
- (3) **Co-operative writing:** these are activities where students actually write things together, where the process of co-operation is as important as the actual fact of the writing itself.
- (4) **Exchanging Letters:** It is always of getting students to exchange letters with each other. Particularly with the more realistic tasks students have a good chance to practice real written communication.

In general, the four language skills are not treated separately. This is because, language introduced and practiced in one skill area (for example, speaking) is reinforced through practice in another (for e.g. writing). Therefore, integration of all skills is a means of providing natural contexts for language use.

2.4.4 The Place of Grammar in Communicative Language Teaching

The aim for teaching grammar for communication is to help the learners make the leap from controlled practice of language to effective use of grammar in communication. In strengthen this, Little Wood (1992:15) emphasize as, "... the ability to make choices within the grammatical system is an essential pre-requisite to using language for communication. It is therefore not a question of ignoring grammar but of conducting a careful analysis of its function in enabling speakers to communicate meanings."

According to Atkins et. al., (1995:85), teachers should use a range of grammar tasks as:

- a) Presentations of particular language items in context, in which students' attention is drawn to the meanings and forms of the items, followed by opportunities for students to practice the language items in context in order to help them discover how grammar works.

- b) Grammar-for-communication task, which:
 - Should involve students in working out the solutions other than the teacher explaining them.
 - Should be awareness-raising. They should assist learners in developing awareness of grammatical choice, i.e. how grammar works convey meaningful communication.
 - Should provide students with the capacity to make appropriate choices in a given contexts.

- c) Tasks involving students in real language use, formulating their own meanings in contexts over which they have considerable control, and in so doing, drawing on grammar as on going resource.

Furthermore, Atkins et. al., (1995:86) states that, "If we are to teach grammar for communication, it seems important to provide a more balanced approach." Accordingly, they suggested the following points:

- a) Genuine, clear contexts and situations in which new language can be presented and application of rules can be demonstrated through interesting practice activities.

- b) Tasks that will help students to develop awareness of rules of use inductively.

- c) Some explicit information about how the elements of the grammar system work.

- d) An emphasis on how the grammar is creating meaning and how a change in a grammatical form changes meaning.
- e) Opportunities for students to use language for genuine communication purposes. (1995:86)

Most modern language textbooks include at least some grammar exercises designed to allow students to use grammar in interactive situations. Regarding this, Rivers (1987:57-58) identified five qualities of good interactive oral grammar exercises:

- (1) They should be communicative.
Interactive exercises should be integrated into group activities, such as, group games, dialogues, and other forms of role-play that encourage communication between students or between the teacher and students.
- (2) They should be Meaningful.
Interactive exercise should fully engage the students' minds and imaginations.
- (3) They should provide a limited choice.
It should provide students with a limited choice of possible answers in order to allow them to focus their full attention on the meaning of activity.
- (4) They should be expressive.
- (5) They should be integrated with other kinds of exercises.

In general, the ability of the learners to create grammatical correct structures in language do not necessarily enable the learners to use the language to carryout various real world tasks. Consequently, students use grammar for real language use in communicative activities for achieving communicative purpose.

2.4.5 Teacher's Role in Communicative Language Teaching

The role of the teacher in communicative Language Teaching is quite different from traditional teaching methods. In the traditional classroom, the teacher is in charge

and controls the learning. In communicative Language Teaching the teacher serves as more of a facilitator, allowing students to be in charge of their own learning. The teacher sets exercises and gives direction to the class, but the students, do much more speaking than in a traditional classroom. This responsibility to participate can often lead to an increased sense of confidence in using the language.

Littlewood (1981:92) indicates, "The teacher is a facilitator of his students' learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a "co-communicator" - engaging in the communicative activity along with the students."

From the above discussion, one can recognize that, the teacher's role is less dominant than in a teacher centered method. Students are seen as more responsible manager of their own learning. The teacher is the initiator of different activities in the class. He establishes situations that prompt communication among students. According to Breen and Candlin (1980), cited by Nunan (1989:87), "The teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner." Moreover, Richard and Rogers (1986:77) reveals other roles assumed for teachers as "need analyst, counselor, and group process manager."

Furthermore, two alternatives can be identified:

- The teacher can function as an on looker, having set up pair or group work; or
- The teacher can act as a partner in much the same way as does the parent in first language acquisition. (Ellis Rod, 1982:76)

In general, the job of the teacher is to facilitate, manage or supervise activities which are implemented in the classroom.



2.5 Interactive Approaches to Language Teaching

2.5.1 Types of Teaching and Learning Activities

Activities are selected on the basis of their likely contribution to the development of learners' communicative skills e.g. interactive skills in speaking and listening, ability to read and write for a purpose etc. rather than formal correctness. (Atkins et. al., 1995:152). Furthermore, they identified two main principles inherent in communicative activities. These are:

- (a) The 'gap' principle - Activities with an information gap believed to enhance the development of fluency by creating the condition of unexpectedness where neither learner knows what the other will say next.
- (b) The task principle: students should use language in order to perform a task or achieve an objective. Such an objective gives students a purpose which naturally leads them to concentrate their attention on the content of what is being said rather than that on the language form. (1995:152)

Communicative activities are class room task that indicate what learners should do with the in put information they are exposed to in a given lesson.

Communicative lessons are guided by procedures or techniques. These techniques are divided into three phases. The first phase is an introductory section which is designed to provide in put information about the new language. The second part is the practice phase. In this section, learners get wide opportunity to practice the new material. The next one is the "follow up phase". Its purpose is to strengthen the domain of the content material that has been discussed in the previous two phases. Normal et. al., (1986:5) states these techniques as follows, "The language teaching process can be divided into a number of phases; first the new language is introduced ... then students practice it and finally there is some from of "follow-up". Hence, the three phases of language teaching procedures have their own specific purposes that complement each other and are applied in sequential order mentioned above.

Communicative language teaching uses any activity that engages learners in authentic communication. According to Richards & Rogers (1986:76) indicate, "The range of exercises type and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction." Moreover, students use the language a great deal through communication activities such as games, role plays, and problem-solving tasks. (Larsen Freeman, 1986:132, Nunan David, 1988: 78, Brumfit & et.al., 1994:7).

Different writers quoted the work of scholars in order to show some examples of communicative activities. These attempts take many forms. Wright (1976) achieves it by showing out of focus slides which the students attempt to identify; Byrne (1978) provides incomplete plans and diagrams which students have to complete by asking for information. All Wright (1977) places a screen between students and gets one to place objects in a certain pattern. This pattern is then communicated to the student behind the screen. Geddes and Sturtridge (1979) develop 'Jig-saw' listening in which students listen to different taped materials and then communicate their contents to others in the class. (Richards and Rogers, 1986:76, Brumfit and Johnson, 1979:201).

In communicative approach, learners are given opportunities for language use in the classroom. According to Yalden (1987:133), "The chief techniques now being employed are communication tasks and games, simulations and role-play. In the former, there are two basic principles: information gap among the learners themselves, and a reason for bridging the gap. In the latter, real-life situations are simulated and the learners assigned specific roles to play and goals to reach."

From the above discussion, we can infer that:

- Communicative approach involves the students in meaningful and realistic communicative activities.
- Many of the activities necessitate-students to work in pairs or small groups.

Generally, these activities produce a valuable learning environment in which students can help each other. Thus in this way the students will become more confident and competent in using the language.

Little Wood (1981) as it is cited in Bygate (1987:61), classified two major categories of language learning exercises, namely pre-communicative and communicative activities. In pre-communicative activities, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provide the learners with the opportunity to practice them separately. The learners are thus being trained in the part skills of communication than practicing the total skills to be acquired. Communicative tasks, on the other hand, require the learner to 'integrate his pre-communicative knowledge and skills' in to the full activity of communicating meaning, providing what Little Wood calls 'whole-task practice'.

Little Wood's pre-communicative activities consist of structural and quasi-communicative activities. The structural activities consist of structural exercises, focusing on the grammatical system and on ways in which linguistic items can be combined. The 'quasi-communicative activities' are intended to help the learner relate forms and structure to three typical kind of sentence meaning.

1. Communicative function - for instance, how to use interrogatives in order to ask questions, to make suggestions, requests, or invitation, how to apologize or complain.
2. Specific meaning - for example the use of language to convey real information, real facts, or the students' real opinions.
3. Social context: for instance polite conversation, planning outing, exchanging opinions, making and accepting invitation. (Bygate, 1987:62)

Similarly, Little Wood's communicative activities are sub-divided into two kinds 'functional communication' and 'social interaction activities'. The functional communication activities are sets of activities intended to practice interactive skills. In these tasks, 'learners have to overcome an information gap or solve problem', so that they are working' towards a definite 'solution or decision', that is, towards a

single right answer. Social interaction activities, on the other hand, involve exploiting simulation and role-playing. (Bygate, 1987:63)

Furthermore, Richards & Rogers cited Little Wood (1981) in order to demonstrate some examples of functional and social interaction activities. Accordingly, "Functional communication activities include such tasks as learners comparing set of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or pictures; how to complete a map; following directions; and solving problems from shared clues. On the other hand, social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, improvisations, and debates." (1986:76)

Based on the above discussion, communicative activities can be classified into four groups:

(a) Communication Games

Games are one of the activities used to help learners develop their ability of oral communication skill. It is the most important activity in involving learners with the opportunity to use the language effectively. According to Rixon (1981:82), "communication games, in particular, can be used in their own right as away of increasing students' fluency and confidence. Students are often free to choose games they would like to try from a selection offered, either on the shelves of a student resources center, or more simple when the teacher brings a number of different games in to class. The language used in a communication game need not be restricted to a few structures..."

Bygate cited the work of Rixon and Byrne in order to show some examples of communication games. These include a set of sample activities which teachers can adapt for specific situations. Some are described in terms of the actions which the participants have to perform in order to complete the tasks. For example:

Describe and Draw
Describe and Arrange
Find the Difference
Ask the Right Question

In 'Describe and Draw' activities, one student describes a picture, and the other(s) draw it. In 'Describe and Arrange', one student describes a structure made of rods, match sticks or simple objects and the other(s) reconstruct it without seeing the original. This can take the form of a sequence of instructions. For 'Find the Difference', two students each have a picture, one slightly different from the other. Without seeing each other's pictures, they must winkle out the differences. 'Ask the Right Question' is an activity in which a student takes a card on which a word is printed. He or she has to elicit just that word from the others by asking as few questions as possible. (1987:78)

All the activities indicated above demonstrate a feature of great value in the communicative classroom. They create conditions for learners to improve their language skills.

In order to carry out language games teachers need to plan the way of playing it, monitor the performance of the students by deciding who is right, giving points for correct answers. In supporting this, Byrne (1986:105) suggested the following guidelines for teachers in order to implement fluency focused games effectively.

- (a) Select the appropriate game.
- (b) Explain the game carefully.
- (c) Provide adequate Rehearsal.
- (d) Monitor the students performance.
- (e) Provide feedback.
- (f) Keep a record.

(b) Information Gap Activities

In real life, communication takes place between two (or more) people, one of whom knows something that is unknown to the other(s). The purpose of the communication is to bridge this information gap. (Johnson & Morrow, 1981:62)

Furthermore, Johnson & Morrow added that, "The concept of information gap seems to be one of the most fundamental in the whole area of communicative teaching. Any exercise or procedure which claims to engage the students in communication should be considered in the light of it, and one of the main jobs for the teacher can be seen as setting up situations where information gap exist and motivating students to bridge them in appropriate ways."(1981:62)

As many linguists proved, the process of conveying information involves the existence of doubt. We can only tell a piece of information to someone if they do not already know it. Thus, information can be received only when there is doubt.

In explaining this idea, Brumfit, and Johnson (1979:201) state as, "It is the absence of this element of doubt in much language teaching which makes it non-communicative. The conventional techniques of 'commentary' (telling a story from pictures, retelling it after the teacher, describing actions taking place in the classroom) provide useful structural practice but do not involve communication. Such practice fails in two ways. Firstly it does not generally capture student interest, and this may well be a significant factor contributing to the unpopularity of foreign languages in school curricula-one recipe for boredom being the repetition of the known to the knower. But equally it fails to involve the processes by which interaction takes place. These processes depend crucially on the existence of an information gap."

Based on the discussion stated above, Brumfit and Johnson (1979:201) comments about the information gap as, "the attempt to create information gaps in the classroom, thereby producing communication viewed as the bridging of the gap, has characterized much recent communicative methodology."

Legutke and Thomas (1991:95) reveal that, "What is of real value in this essentially simple classroom procedure is that it promotes a form of communication that takes place independently of the teacher." Further more, they added that, "... the ability to work independently and effectively in the communicative classroom relies very much on how far learners are able to share relevant information and negotiate procedures and outcomes." (1991:96)

Thus, information gap activity stimulates the learners to practice sharing information and negotiating its meaning. Similarly, it has a great influence in promoting real communication in the classroom.

(C) Simulation

The other important type of oral activity which can be used in the classroom is the simulation. According to Byrne (1986:125), "Simulation is a classroom activity which involves learners in discussing a problem within a particular setting." In line with this, Davison and Gordon (1978) cited in Klipper (1984:121), "Simulation are simplified patterns for human interactions or social processes where the players participate in roles."

Furthermore, Jones (1982:9) indicates that "To emphasize communication skills is to emphasize language in use, not for its own sake, but to achieve a functional purpose. Simulations provide the participants with the mutual need to communicate. The need is inherent in the activity; it is not a teacher-directed need."

According to Bambrough (1994:15), "The role and the accomplishment of task in simulation activities provides students with the intrinsic motivation which has a role in making students to have reason to talk." Simulation generally divide into three phases; firstly, a stage for giving the participants necessary information; secondly, the problem-solving discussions; and thirdly, follow-up work. (Bygate,1987:81). Therefore, it will be advantages to use simulation activities to promote communicative competence and develop fluency.

(d) Role Play

According to Little Wood (1981:49), role play is a technique by which learners are asked to imagine themselves in a situation which could occur outside the classroom.

Similarly, Atkins et. al., (1995:35) defines role play as, "away of bringing situations from real life into the classroom." As to them, "when we do role play, we ask our students to imagine a role, a situation and a purpose or purposes and act them out." In line with this, Ladouse, (1987:7) reveal that, "role play is one of a whole gamut of communicative techniques which develops students language fluency, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it, but also the sharing between teacher and student of the responsibility for the learning process."

Different scholars have suggested that role play has some advantages over many other similar classroom activities. For instance, Larsen-Freeman (1986:137) indicates that, "Role-play are very important in the communicative approach because they give students an opportunity to practice communicating in different social contexts and in different social roles." Similarly, Brumfit et. al., (1994:135) reveals that, "The principle behind role play is clear; providing children with the chance to use language in specific situations (the shop, the doctor's etc.) that prepares them for using it in a wider context than the classroom. Furthermore, children naturally adopt different roles in their play and these classroom activities imitate natural learning processes."

In order to have effective role play activities, we have to choose the situation according to the "level", "need" and "interest" of the students. (Livingstone, 1983:38). More over, Byrne (1986:118) reveals that, "... role play involves the learners on a personal level, and the more choice we allow them to create their own roles ..., the less risk there will be of forcing roles on them which they are reluctant or unable to fulfill. "

In short, among classroom activities, role play has great value as suitable vehicle to use in communicative approach to language teaching.

According to Lightbown, (1993:72-73) the communicative language teaching classrooms have the following characteristics:

- There is a limited amount of error correction and meaning is emphasized over form.
- Input is simplified and made comprehensible by the use of contextual clues, rather than through the presentation of one grammatical item at a time, in a sequence of simple to complex.
- In a communicative classroom, learners have considerable exposure to the second language speech of other learners.
- Variety of discourse types are provided as input.
- There is little pressure to perform high levels of accuracy.

In general, communicative classroom learning involve learners whose goal is learning the language itself, but the teaching emphasizes speaking and listening, reading and writing for communication and language use, rather than learning about the language.

2.5.2 The Organization and Management of the Teaching and Learning Process

The application of communication Language Teaching becomes effective when teachers organize classroom activities based on the learners' knowledge and experiences. It is these activities which activate the learners to engage in real communicative interactions.

In order carry out effective teaching-learning process in the class, Brumfit (1986:89) suggested the following guidelines:

- (1) **Teachers' role will change:-** They will need to set up tasks and activities in which the learners play the major overt role. It is then their job to monitor these activities and to modify and adjust them as time goes by.
- (2) **The learners' roles will change correspondingly:-** They will no longer find it is enough to follow the lesson passively, but will need to involve themselves as real people in the activities they are asked to undertake both inside and outside the classroom. This gives them at one and the same time more freedom - and more responsibility.

- (3) The teaching materials will need to reflect the wide range of uses of the language. Almost inevitably there will be a preponderance of authentic over simplified materials.
- (4) The techniques applied to these materials will be task-oriented rather than exercise-centered. It will be common to find students listening to or reading for information which they then discuss before formulating decisions or solutions in spoken or written form.
- (5) The classroom procedures adopted will favour interaction among students. There will be an emphasis on work in pairs and small groups. Much work may be founded on the exchange of information between groups.

Bygate (1987) as it is cited by Nunan (1989:30) suggests that, "...in particular, learners need to develop skills in the management of interaction. The management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite some one else to speak, how to keep a conversation going, when and how to terminate the conversation and so on."

Communicative activities in modern English language teaching serve the purpose of enabling learners to develop their communicative abilities. Thus, different types of exercises and tasks that can be practiced in the class supposed to be effective when the learner makes use of the product of these exercises in actual communication. Accordingly, teachers should have to organize tasks & exercises that are relevant to the full achievement of communicative goals. In supporting this, Candlin (1981:20) states the following distinctions:

- Exercises and Tasks to PREPARE for Communication.
Introducing related vocabulary items (by association / analogy); practicing structural patterns for reading, writing, comprehension.

- Exercises and Tasks that DEVELOP Communication.

An extended piece of discourse is divided into section / sequences, which are then worked through with learners and finally reassembled into a whole or several wholes.

- Exercises and Tasks that SIMULATE Communication.

Simulations can either involve following some 'action-plan' or require learners to make appropriate selections from a range of available language forms.

- Exercises and Tasks that ARE Communicative in themselves.

Classroom discourse in English between learner and teacher and among learners, requests for explanations, giving of opinions, all fit into this category.

In general, teachers should have to organize the teaching-learning process that enables learners to use the language to perform meaningful class room exercises.

2.5.3 The Role of Instructional Materials in Communicative Approach

A wide variety of materials have been used to support communicative approaches to language teaching. The advocates of communicative Language Teaching view materials as away of influencing the quality of classroom interaction and language use. According to Larsen Freeman (1986:135-136), "... adherents of the communicative approach advocate the use of authentic language materials. The use of authentic materials with a lower level class is to use realia that do not contain a lot of language, but about which a lot of discussion could be generated. Menus in the target language are an example; time tables are another."

Rogers & Richard (1986:79-80) have identified three kinds of materials currently used in communicative language teaching:-

(1) Text-Base Materials

There are numerous textbooks designed to direct and support communicative language teaching. Their tables of contents some times suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts.

(2) Task-Based Material

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support communicative Language Teaching classes. These typically are in the form of one-of-a kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

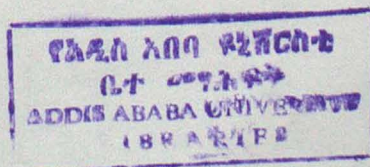
(3) Realia

Many proponents of communicative Language Teaching have advocated the use of "authentic", "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and news papers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, and charts.

Effective teaching is made practical when there is a wide use of instructional materials. The availability of different kinds of instructional materials facilitates the teaching-learning process. Each instructional material has its own contribution to make a change in the learner's behaviour.

Further more, teaching children with the help of audio-visual aids results in effective teaching, because it provides excellent opportunities for increasing their acquisition of language. In supporting this idea, Candlin, N (1981:53) indicate that, "If the purpose of English teaching is to enable the language learner to understand communication in all its modes as away of priming his own utterances, it is not longer sufficient only to reproduce written texts in a course book. We have to bring in audio-visual means of communication so that all the learner's interpretative and expressive abilities can be developed."

The objectives of using various instructional materials is to create good teaching-learning atmosphere in the class. This can be achieved to a certain extent, if the instructional materials are properly selected to meet the specific objectives of a given lesson. In supporting this, Nunan (1988:99) demonstrate that, "... a range of materials which can be exploited in a variety of ways is more useful than a



comprehensive package. As the focus will be on assisting learners to do in class what they will need to be able to do outside, the materials should reflect the outside world. In other words, they should have a degree of authenticity. This authenticity should relate to the text sources as well as to students activities and tasks. The materials should also foster independent learning by raising the consciousness of the learners and making them more aware of the learning process."

In general, teachers should have to select instructional materials on the basis of learners interests, background knowledge and experiences. Materials of this type have great role of promoting communicative language use.

2.5.4 Interactions as a Key to Teaching Language for Communication

Interaction plays a great role in the teaching of English. Interaction means the exchange of ideas, using spoken English, between teacher and learners and among the learners themselves. Classroom interaction is effective, when the teacher provide learning experiences that will help the children to use spoken English for real communication.

In elaborating the idea stated above, Rivers (1987:9) indicate that, "Real interaction in the classroom required the teacher to step out of the limelight, to cede a full role to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate." Moreover, she demonstrated that, "Because interactive language teaching means elicitation of willing student participation and initiative, it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness, and sensitivity to the feeling of others. When a teacher demonstrates these qualities, students lose their fear of embarrassment and are willing to try to express themselves."(1987:10)

Thus, what ever promotes student participation in a relaxed and enthusiastic atmosphere stimulates the interaction that is essential to successful language-learning.

According to Brumfit et.al., (1994:129) there are four main arguments for encouraging informal interaction in English as part of the language teaching process.

- (1) Children learn language best in situations where their attention is focused on meaning rather than on language. The younger the learners the more they will benefit from the experience of hearing the target language in appropriate situations.
- (2) Since the main purpose of teaching English is so that our students will be able to use the language in real situation, we must at some stage provide the opportunities for appropriate practice.
- (3) Meaning is communicated directly in informal settings. Unfamiliar vocabulary is more easily understood when the objects under discussion are present in the surroundings and the speaker's emotions and attitudes are more clearly identified with real experiences.
- (4) Children naturally seek and need human interaction. We demonstrate to the children that English is a means of communication in the same way that their mother tongue is a means of communication; that the context, the child's knowledge of the world, the child's natural curiosity, and such factors as feature and facial expression can all help in the process of communicating in English.

From the discussion one can infer that, communicative interaction gives learners more opportunities to express their own views, opinions in the classroom. It also helps them to integrate the foreign language with their own personality and thus to feel more emotionally secure with it. Besides, the emphasis on communicative interaction provides great chance for cooperative relationships to emerge among learners and between teacher and learners.

2.6 Factors that Influence Communicative Language Teaching

There are various factors that affect the process of language teaching and learning. This paper tries to show some of the major factors that hinder the practical application of communicative language teaching.

(a) Individual Differences

The students' in a given classroom come from different linguistic, economic and cultural background. As a result of these variations, bring with them different needs and interests in to the class room. Thus, they give different meaning and values on each learning experiences. In supporting this, Brumfit (1986:91-91) reveals that, "The fact of individual differences is now widely recognized. Individuals may differ in a bewildering number of ways; in learning style, in level of motivation, in stage of cognitive development, in intelligence, in stage and rate of learning, in level of energy, in psychological disposition, etc. And yet the overwhelming majority of language learning is done in classes where individuals are put together to be taught the same things, at the same pace and in the same way."

From the above discussion, one can infer that, unless the teacher give careful consideration to the individual need and their capabilities for learning, the existence of individual differences in the classroom may have an adverse effect on the communicative language teaching and learning process.

(b) Teaching Methodology

The methods by which students are taught have some effect on their learning. The traditional approaches to language teaching were primarily depending on the structure of the language. It didn't consider the functions of language for communicative purpose. The goals of learners in such instruction are often to pass an examination rather than to use the language for daily communicative interaction. In explaining this, Atkins et al., (1995:150) states that, "The traditional approach implies a teacher dominated class where a "say this but don't say that" kind of instruction dominates. One of the main responsibilities for the teacher is therefore believed to be correct students' errors and provide explanation of correct grammar rules and word meanings. The task of the student is seen to be to receive knowledge transmitted by the teacher, memorize and reproduce it. It is inevitable that in such situation many students will feel-reluctant to participate because of fear of making mistakes and being laughed at by peers."

From the information stated above, it seems that most of the teachers in primary schools are said to use the traditional method of language teaching. This in turn becomes one of the factors that contributed to the failure of students in using the language for communication. With regard to the methods of language teaching in the past, Atkins et. al., (1995:208) further indicate that, "our experience in Ethiopia, show us that an exclusively grammar-based approach to teaching does not guarantee that students develop high levels of accuracy and linguistic knowledge. In fact, it is often very difficult to determine what such learners know about the target language, as the classroom emphasis on accuracy usually results in student who are inhibited and will not 'take chances' in using their knowledge for communication."

(c) Textbooks

In the process of language teaching, teachers mostly depend on the textbooks designed for this particular purpose. Hence; the effectiveness of the teaching learning process can be determined by the contents of the textbooks prepared at different grade level. According to Brumfit (1984:114), "Language-teaching class rooms, especially in foreign language situations, are not designed to make it easy for teachers to operate with an emphasis on use rather than usage; and the traditional emphasis of many educational systems will draw teachers toward a more or less meaningless manipulation for the linguistic code, heavily dependent on the textbooks which happen to be provided."

This tradition is widely implemented in different countries. There is no comment to really on the textbooks, but the degree and the quality of the textbooks would matter a lot. In addition to textbooks teacher's creativity to different situations has its own influence on the quality of language teaching-learning process.

Furthermore, in order to demonstrate the barriers to communicative language teaching, Yonas Adaye (2003:28-29) quoted the studies of different scholars like Burnaby and Sun (1989) report that teachers in China found CLT difficult to use. The constraints cited include the context of the wider curriculum, traditional teaching method, low status of teachers who teach communicative rather than analytical skills and English teachers' deficiencies in oral English and Socio-linguistic and strategic

competences. Anderson's study of CLT in China (1993) reported such obstacles as a lack of properly trained teachers, a lack of appropriate texts and materials, students' not being accustomed to CLT, and difficulties in evaluating students Via CLT. In the same vein, Ellis (1996) carried out similar studies in China and arrived at very similar conclusions. Besides, in studies of CLT outside Asia, Valdes and Johnes (1991) report difficulties. The difficulties include teacher's lack of proficiency in English, their traditional attitudes toward language teaching, the lack of authentic materials in a non-English speaking environment, the need to re-design the evaluation system, and the need to adapt textbooks to meet the needs of communicative classes.

In short, factors stated above, limit the application of communicative language teaching in primary schools.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Methods and Procedures of the Study

The purpose of this study was to assess the status of the application of communicative language teaching methods in government selected second cycle primary schools in East Shoa. The method utilized in this research was the descriptive survey method.

Descriptive survey method was employed because it is most appropriate to gather extensive information required in this study. This study was mainly a quantitative one, which was supplemented with some qualitative aspects. To this effect, the researcher employed the following procedures to determine the sample population and to collect and analyse the secured data.

3.2 The Sources of Data

The main sources of data for this study were students, teachers, vice principals and principals of randomly selected nine second cycle primary schools in East Shoa zone.

3.3 Sample Population and Techniques

In East Shoa Zone there are nine woredas. From these, the valuable information for this study was collected from three (33.3%) randomly selected woredas. In these three woredas, there are 42 second cycle primary schools. Out of these schools, nine second cycle primary schools (21% of the total second cycle primary schools) were randomly selected as a source of information. The names of the schools involved were, Mojo No. 1, Adama Boset, Mojo No. 3, Bofa, Doni, Marmarsa, Wonji No.2, Tede, Kuruftu.

Regarding teacher respondents, out of the total teachers assigned to teach in the selected nine second cycle primary schools for the academic year 2005/6 (male 134, female 81, total 215 teachers), 90 teachers (male 57, Female 33), that is 41.86% of the total population were included in the study using purposive sampling procedure.

According to statistical information obtained from the selected second--cycle primary schools, a total of 7061 (male 3899, female 3162) were enrolled in grade 5-8. As this number is too large, the use of multi-stage cluster sampling techniques is necessary (Koul, 1996:116). Accordingly, 20 students from each school was selected by using multi-stage cluster sampling. Hence, a total of 180 students (male 90, female 90) were included in the study.

Moreover, the principals and vice principals of the sample schools, who were eighteen in number were also included in the study.

In general, the necessary information for this study was collected from 288 respondents. The total number of respondents, sample schools and woredas included in the following table.

Sample Woredas	Sample Number of Schools	Sample Number of Students from each School	Sample Number of Teachers from Each School	Number of Principals	Number of Vice Principals
Lume	3	60	30	3	3
Adama	3	60	30	3	3
Boset	3	60	30	3	3
Total	9	180	90	9	9

3.4 Instruments of Data Collection

In examining the extent of the application of communicative language teaching method, relevant literature were assessed to get from what has been done in relation to the problem. The data for the study were collected by using three data

instruments of data collection, namely questionnaire, classroom observation & interview.

3.4.1 Questionnaire

Three types of questionnaires were prepared to gather the necessary information from the respondents. The questionnaires were consisted of items developed in relation to issues, practices and problems that hinder the implementation of communicative approach.

The questionnaire consisted of:

- 1) Questions for English teachers, subject teachers, vice directors and directors of sample schools.
 - (a) Items on respondents' personal data, that is, sex, years in teaching, qualification and subject he/she teach.
 - (b) Items that focus on the assessment of the practice of communicative language teaching.
 - (c) Items designed to measure English teachers understanding about concepts of communicative approach.
 - (d) Items prepared to measure teachers, principals, vice principals attitude regarding different variables that influence/affect the implementation of communicative approach in second cycle primary schools.
- 2) Students questionnaire consisted of:
 - (a) Items on respondent's personal data.
 - (b) Items that focus on language activities practiced in the class.
 - (c) Items prepared to assess student's knowledge about language learning.

At first the student questionnaire was prepared in English. But to make it clear and easy it was translated in to Amharic and Afan Oromo. The questionnaire has been translated in to these languages in order to help the students understand the items thoroughly, so that they could provide accurate information.

3.4.2 Interview

In order to strengthen the responses made by the respondents through questionnaires, it was believed by the researcher to conduct an interview with the selected English teachers from the sample schools for the purpose of this study. Besides, the purpose of the interview session tended to further understand the English teachers attitudes, towards the communicative language teaching approach.

Accordingly, six English teachers (that is four male and two female) were randomly selected from three schools. Finally the structured interview was conducted at the sample schools, based on the schedule arranged for this purpose.

The interview session lasted about 20-30 minutes in a question and answer manner and the responses of the interviewees were note down.

Before the interview, the teachers were briefed about the nature of the interview.

3.4.3 Classroom Observation

Observation is the process in which one or more persons observe what is occurring in some real life situations. Observation method appears to be very valuable instruments in a wide range of research studies. According to Sowell (1966:216) "The actual use of a curriculum is ascertained best through class observation." With the help of observation check list (prepared) by the investigator) the actual classroom - language teaching-learning process were observed. The checklist was prepared with a two-point scale (yes, no) to indicate the existence or absence of some selected implementation variables.

Based on the comments given by the advisor and other educational expert, those items which were too general and ambiguous were refined for the final use. Finally, in each five selected sample schools, two teachers were observed twice in his classroom, with aim to get adequate information during observation and to strengthen the plausibility of the observation results.

3.5 Data Collection Procedure

The draft questionnaires were given to two teachers of Adama teachers college (who have MA degree) and one English teacher currently teaching in Wonji Senior Secondary School for comment. After the comments, it was duplicated and then was pilot-tested on 20 teachers and 30 students, on two primary second cycle schools in Adama special zone. These schools were Dejene Sime and Adama Boset. Based on the pilot study results, four items from students and 2 items from the teacher's questionnaires were eliminated and some others were modified.

Finally, the improved questionnaires were distributed to the respondents, with the necessary explanation on how to complete it.

In general, a total of two hundred eighty-eight questionnaires were distributed to randomly selected respondents from nine-second-cycle primary schools. From the distributed questionnaires, one teacher, one vice principal and three students didn't return the questionnaires. Finally, two hundred eighty three respondents, that is, nine principals, eight vice principals, eighty-nine teachers, and one hundred and seventy seven students filled and returned the questionnaires. (That is 99.2%).

3.6 Methods of Data Analysis

In this section the data collected through questionnaires, interviews and classroom observation were followed by analysis and interpretation to provide answers to the questions set in the study. To analyze and interpret the data, percentage, rating scale, and mean value were used.

CHAPTER FOUR

4. Analysis and Interpretation of Data

As stated in the previous chapters, the main objective of this study is to explore the appropriate implementation of the communicative language teaching in the second cycle primary schools in East Shoa.

In order to achieve this objective, the basic questions (see, page 5-6) stated earlier need to be answered. Accordingly, data collected by means of questionnaires, classroom observation and interviews were analysed.

4.1 Background Information of the Respondents

Table I. Background Information of Teachers and School Administrators

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
1	SEX				
	a) Male	16	94.1	57	64
	b) Female	1	5.9	32	36
	Total	17	100	89	100
2	Age				
	a) 20-25	1	5.9	16	17.9
	b) 26-30	4	23.5	15	16.9
	c) 31-35	9	52.9	22	24.7
	d) 36 and above	3	17.6	36	40.4
	Total	17	100	89	100
3.	Service				
	a) 1-5	-	-	18	20.2
	b) 6-10	5	29.4	7	7.9

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
	c) 11-15	1	5.9	25	28.1
	d) 16-20	6	35.3	11	12.4
	e) 21 and above	5	29.4	28	31.4
	Total	17	100	89	100
4.	Qualification				
	a) Diploma	12	70.6	68	76.4
	b) TTI graduate	5	29.4	21	23.6
	c) Any other	-	-	-	-
	Total	17	100	89	100

As item in table 1 indicates, 16(94.1%) administrative personnel were males, and 1(5.9%) was female. Out of these respondents, 1(5.9%) was between twenty to twenty five years of age, where as 4 (23/5%) of them were between the age of twenty six to thirty. Moreover, 9(52.9%) of them were between the age of thirty one to thirty five and 3 (17.6%) of them were above thirty six years.

As regards to the years of services, 5 (29.4%) administrative personnel have six to ten years of services and 1 (5.9%) has served between eleven to fifteen years. According to the responses, it was also indicated that 6 (35.3%) of the respondents have served between sixteen to twenty years, and 5 (29.4%) have served above twenty one years.

The second groups of respondents were teachers. Among the total respondents, 57 (64%) were males; where as 32 (36%) were females. About 16(17.9%) were between twenty to twenty five years of age, while 15 (16.9%) were between twenty six to thirty. Those between thirty one to thirty five years of age were 22 (24.7%), whereas 36 of them (40.4%) were above thirty six years of age. Regarding the work experience of teachers, 18 (20.2%) of them have served between one to five years and 7 (7.9%) of them between six to ten years. Responses also show that 25(28.1%) of the respondents have served between eleven to fifteen years, where

as 11 (12.4%) of them have served between sixteen to twenty years. The remaining, 28 (31.4%) of them have rendered services more than twenty one years.

With respect to qualification, 12 (70.6%) of administrative personnel and 68 (76.4%) of teachers have diploma. The rest, 5 (29.4%) of the administrators and 21 (23.6%) of teachers have a TTI certificate.

Table II. Some Characteristics of Students

No.	Item	Students	
		No	%
1.	Sex		
	a) Male	88	49.7
	b) Female	89	50.3
	Total	177	100
2.	Age		
	a) 10-12	17	9.6
	b) 13-15	110	62.1
	c) 16-18	50	28.2
	d) above 18	-	-
	Total	177	100
3.	Grade Level		
	a) 5	35	19.8
	b) 6	38	21.4
	c) 7	49	27.7
	d) 8	55	31.1
	Total	177	100

The third groups of respondents were students. About 88 (49.7%) were males, and 89(50.3%) were females. From these respondents, 17 (9.6%) were between ten to twelve years of age, where as 110 (62.1%) of them were between thirteen to fifteen years of age. In addition, 50(28.2%) of them were between sixteen to eighteen

years of age. With respect to their grade level, 35 (19.8%) of them were grade five students, and 38(21.4%) of them were grade six students. The remaining 49 (27.7%) and 55 (31.1%) of them were grade seven and eight students respectively.

4.2 Analysis of Students' Questionnaire

The students were provided with a questionnaire which contained sixteen questions. It was designed to examine students' knowledge and attitude towards the English language learning. Accordingly, their responses were analyzed as follows.

Table III. Students' Responses Regarding the English Language

No.	Item	Respondents Students	
		No	%
1.	Do you like English subject?		
	a) Yes	168	94.9
	b) No	9	5.1
	Total	177	100
2.	Do you find the English language easy?		
	a) Yes	59	33.3
	b) No	118	66.7
	Total	177	100
3.	Which English language skills is most difficult for you?		
	a) Speaking	123	69.5
	b) Listening	24	13.6
	c) Writing	22	12.4
	d) Reading	8	4.5
	Total	177	100
4.	To what extent do you have interest and motivation to learn English		
	a) High	130	73.4
	b) Medium	40	22.6
	c) Low	7	3.9
	Total	177	100

As table three, item 1 indicates, 168 (94.9%) of the students responded yes, where as 9(5.1%) of them replied no. From the responses given one can recognize that majority of the learners favoured the English language positively.

With regard to item two, 59 (33.3%) of them replied yes, and 118 (66.7%) of them said no. From these responses one can infer that English is difficult for them in comparison to other subjects.

In table three, item 3, concerning language skill which is difficult for them, 123 (69.5%) of them replied speaking, 24(13.6%) said listening, where as 22 (12.4%), 8 (4.5%) of them responded writing and reading respectively. As the students responses reveals majority of them indicated speaking skills as the most difficult skills in the process of language learning. Several studies have demonstrated that speaking is the most important skills that enhance the learner's communicative competence.

As Candlin (1981:80) indicates, "The purpose of classroom foreign language teaching, is to enable the learner via a variety of exercises to react to different types of text, and then gradually to enable him to express his own ideas and opinions in the foreign language."

From the response, one can conclude that learners didn't favour speaking skills positively. Therefore, teachers need to give due emphasis to this skills in language teaching in order to develop learners skills for effective classroom interaction.

Table IV. Students Views Regarding Activities in their English Class

No.	Item	Students Respondents	
		No	%
1.	which of the following activities do you often do in your English classes?		
	a) Reading the textbook	70	39.5
	b) Speaking in English	20	11.3
	c) Writing (copying notes)	37	20.9
	d) Listening to the teacher	50	28.2
	Total	177	100
2.	How often does your teacher organize group or pair work for communicative activities in the language class?		
	a) Always	27	15.3
	b) Sometimes	31	17.5
	c) Rarely	99	55.9
	d) Not at all	20	11.3
	Total	177	100
3.	How often do you get involved in communicative task in groups and pairs?		
	a) Always	24	13.6
	b) Sometimes	36	20.3
	c) Rarely	100	56.5
	d) Not at all	17	9.6
	Total	177	100
4.	Is the different activity organized in the class motivate you to speak in English?		
	a) Yes	58	32.8
	b) No	119	67.2
	Total	177	100
5.	For what communicative situations & tasks do you wish to learn English		
	a) Understanding the radio and television	61	34.5
	b) Reading news paper	40	22.6
	c) Talking to friends	46	25.9
	d) Writing letters	30	16.9
	e) Others	-	-
	Total	177	100

As table IV shows, 39.5% of the class activity covered by learners reading the textbook, where as 20.9% and 28.2% were taken up by writing (copying notes) and listening to the teacher. These three activities covered 88.6% of the class activities. The rest 11.3% was only left to speaking activities.

From the information indicated above, one can recognize that learners didn't get opportunities to practice speaking skills effectively. This implies that unless learners have access to different activities equally, the effective implementation of language teaching in general and communicative approach in particular, would have been in doubt.

In response to item two, teachers effectiveness in organizing group and pair works, 27 (15.3%) of them responded always, 31 (17.5%) of them replied sometimes. The rest 99 (55.9%), and 20(11.3%) of them responded rarely and not at all respectively. Group work has many advantages for learners to practice the language. In supporting this, Brumfit (1984:78), "group work enable us to produce fluency activity, it must be an important part of a communicative methodology. Because the small group simulates natural conversational setting more closely than any other mode of classroom organization."

From the responses made, teachers didn't organize group & pair works frequently in the class. Thus, language teaching which does not supported by such type of classroom organization, could not achieve its objectives successfully.

As it can be seen from item three, the involvement of learners in groups & pair work, 24(13.6%) of them responded always, 36(20.3%) of them replied sometimes. More over, 100 (56.5%) of them responded rarely, where as 17 (9.6%) of them replied not at all.

From the data it can be observed that activities related to group and pair work were rarely practiced in language classrooms of schools and grades under discussion.

Therefore, teachers have to facilitate favourable conditions for pair & group works by designing appropriate activities using the communicative approach.

It item 4, 58(32.8%) of the respondents replied yes, where as 119 (67.2%) of them said no. From this item, it was observed that majority of the activities didn't invite the learners to use the language for communication. Hence, unless activities are designed that involves the learners for oral communication; it seems a great challenge for learners to develop their communicative competence.

In item 5, students were asked for what purpose they wish to learn English, 61(34.5%) of them replied for understanding the radio and television, where as 40 (22.6%) of them responded for reading news paper. In addition, 46(25.9%) of them responded for talking to friends, and 30 (16.9%) of them replied for writing letters.

From the above responses, one can infer that language as a means of communication fulfills a number of important functions.

Table V. Students' Response with Regard to Teaching-Learning Process

No.	Item	Students Respondents	
		No	%
1.	Do you fully understand what your English teacher is talking about in class?		
	a) Yes	63	35.6
	b) No	114	64.4
	Total	177	100
2.	If you don't understand, do you fear your teacher to ask?		
	a) Yes	81	71.1
	b) No	33	28.9
	Total	114	100
3.	Does your English teacher use other additional materials other than the textbook?		
	a) Yes	49	27.7
	b) No	128	72.3
	Total	177	100

No.	Item	Students Respondents	
		No	%
4.	The availability of instructional materials in your school is		
	a) High	29	16.4
	b) Medium	45	25.4
	c) Low	103	58.2
	Total	177	100
5.	Is there any relation to what you are learning in class with your daily activity?		
	a) Yes	67	37.9
	b) No	110	62.1
	Total	177	100

As regards to their understanding, table V, item one reveals that, 63 (35.6%) of them responded that they do understand what their teachers speak in English, where as 114 (64.4%) of them responded negatively. According to the majority of the responses indicates, students find difficult to understand what teacher teach or speak in English.

In response to item two, 81(71.1%) of them replied yes, and 33 (28.9%) of them responded no. As the responses indicate, majority of the respondents feared their teachers to ask questions. Regarding this, Brumfit et.al., (1994:137) comment on, "Unless children are taught how to respond politely in English when they don't understand, their reaction will usually be puzzled silence."

As it was observed from the responses, the interaction between the teacher and the learner was found to be low. Hence, teachers should have to motivate learners something to say, a question to ask, greeting to give etc. that encourage them to be confident to use the language for communication.

In response to item three, with respect to teachers uses of additional materials, 49(27.7%) of them responded yes, where as 128(72.3%) of them replied no. As the responses shows, it can be observed that teachers mostly depend only on the textbooks rather than supported with supplementary materials. In commenting on

this, Brumfit (1984:114), "Traditional emphasis of many educational systems will draw teachers towards a more or less meaningless manipulation of the linguistic code heavily dependent on the textbooks."

In general, basing teaching on textbook is good, but teachers' creativity to the situation is needed in order to make the language teaching process lively.

In table v, item four shows, the extent to which instructional materials are available, 29(16.4%) of them responded high, where as 45(25.4%) of them replied medium. The remaining 103 (58.2) of them indicated as low.

According to the information stated above, there was scarcity of instructional materials in the schools under discussion.

The objective of using various instructional materials is to create good teaching-learning atmosphere in the class. In describing the nature of instructional materials, Nunan (1988:98), "materials are the tangible manifestations of the curriculum in action. They are, in fact, Omnipresent in the language classroom, and it is difficult to imaging a class without books, pictures, filmstrips, realia, and so on. "

Thus, shortages of instructional materials have an adverse effect in the process of language instruction.

In response to item five, 67(37.9%) of the respondents replied yes, where as 110 (62.1%) of them responded no. As the responses shows, majority of the respondents indicates, the relevance of their classroom learning with their daily activities as unsatisfactory. Thus, teachers should have to create a situation that links classroom language instruction with learner's daily activities.



Table VI. Response on Learners Activities outside Classroom

No.	Item	Students Respondents	
		No	%
1.	Do you spend time trying to improve your English outside of class?		
	a) Yes	53	29.9
	b) No	124	70.1
	Total	177	100
2.	If your response to item, No.1, is "yes", which of the following do you do in English?		
	a) Reading news paper and magazines	5	9.4
	b) Reading grammar books	23	43.4
	c) Listening to the radio and television	17	32.1
	d) Speaking with friends	8	15.1
	Total	53	100

As table VI, item one, with regard to learners initiation to improve their English outside of class, 53 (29.9%) of them responded yes, where as 124(70.1%) of them replied no.

in response to item two, 5(9.4%) of them replied as they read newspaper and magazines, where as 23 (43.4%) of them responded as they read grammar books. Furthermore, 17 (32.1%) of them indicated as they listen to the radio and television, and 8 (15.1%) of them responded as they speak with their friends, in order to improve their language ability.

From the responses made, if those learners really strive in different ways to cope up with their language difficulties; they can make progress in the process of developing their language skills.

4.3 Analysis of the Responses of Teachers, Vice Principals and Principals

4.3.1 Training of Teachers and School Administrators

The changes of attitudes and new skills of teachers are the results of workshops, seminars and in-service programs. Different types of training and orientation particularly those that focused on pedagogical skills are very determinants for teacher's mastery of teaching methodology.

Table VII. Response on Training of Teachers and Administrative Personnel

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
1	Have you participated in any orientation/workshop regarding the new curriculum materials?				
	a) Yes	16	94.1	65	73.1
	b) No	1	5.9	24	26.9
	Total	17	100	89	100
2	If your response to item no.1 is "Yes", how much did it help you in teaching?				
	a) Very much	6	37.5	19	29.2
	b) Much	4	25	17	26.2
	c) Average	3	18.7	22	33.8
	d) Little	3	18.7	7	10.8
	Total	16	100	65	100
3.	Have you taken any communicative instructional courses?				
	a) Yes	5	29.4	27	30.3
	b) No	12	70.6	62	69.7
	Total	17	100	89	100

As table VII, item one indicates, regarding their participation in workshop, 16 (94.1%) of the administrative personnel and 65(73.1%) of the teachers responded yes, where as 1 (5.9%) and 24 (26.9%) of them replied no respectively.

With respect to the advantage they gained from the training, 26(55.4%) of teachers, and 10 (62.5%) of administrative personnel found the orientation just useful (responded very much and much), where as 7 (10.8%) teachers and 3 (18.7%) administrative personnel indicated as less useful (i.e. responded little).

In item 3, respondents were asked if they have taken communicative instructional course. As the response indicated, 5(29.4%) of administrative personnel and 27 (30.3%) of teachers said that they had taken course related to this approach. The rest 12 (70.6%) of administrative personnel and 62(69.7%) of teachers replied no.

From the data, one can recognize that, majority of the respondents didn't take communicative instruction course and they were not acquainted with different skills and knowledge regarding the approach. Furthermore, the interview responses also confirmed that as majority of teachers didn't take courses or training, which was directly related to communicative approach.

Therefore, workshops, seminars etc. should be conducted to orient English teachers on communicative language teaching methodology that would enable them to practice the approach effectively in their schools.

4.3.2 Language Learning

In different teaching methods, the purpose of language learning can vary. Regarding this, Light-Bown (1993:73) indicates as, "Audio-lingual teaching is based on the behaviourists theory of learning which place emphasis on forming habits and practicing grammatical structure in isolation. The communicative approach, in contrast, is based on innatist and interactionst theories of language learning and emphasizes the communication of meaning."

According to communicative approach, the ultimate goal of language learning concentrates on the development of communication skills.

Table VIII. Response on Students Language Learning

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
1	Do you think that your students have the ability to communicate in English to each other?				
	a) Yes	4	23.5	20	22.5
	b) No	13	76.5	69	77.5
	Total	17	100	89	100
2	Which of the four language skills learners favoured most?				
	a) Reading	7	41.2	30	33.7
	b) Listening	5	29.4	25	28.1
	c) speaking	3	17.6	21	23.6
	d) Writing	2	11.8	13	14.6
	Total	17	100	89	100
3.	Which one of the language skills is the most difficult for learners?				
	a) Speaking	16	94.1	62	69.7
	b) Reading	-	-	7	7.9
	c) Listening	-	-	9	10.1
	d) Writing	1	5.9	11	12.3
	Total	17	100	89	100
4.	Students motivation and interest in language learning is				
	a) High	4	23.5	20	22.5
	b) Medium	10	58.8	43	48.3
	c) Low	3	17.6	26	29.2
	Total	17	100	89	100

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
5.	Students are reluctant to actively participate in pair or group work because of				
	a) fear of making mistakes	9	52.9	53	59.6
	b) low proficiency in English to convey or receive message	6	35.3	27	30.3
	c) Unwilling to discuss ideas	2	11.8	9	10.1
	Total	17	100	89	100
6.	How often do you encourage your students to use the English language in and outside the classroom?				
	a) Always	5	29.4	16	17.9
	b) Sometimes	3	17.6	28	31.5
	c) Rarely	6	35.3	36	40.4
	d) Not at all	3	17.6	9	10.1
	Total	17	100	89	100

Table VIII, item one shows that, 4 (23.5%) of the administrative personnel, and 20(22.5) of teachers responded yes, where as 13 (76.5), and 69(77.5%) of teachers replied no. From the responses made it can be concluded that majority of the learners didn't have adequate ability to communicate in English to each other.

Regarding the problem, Brumfit, (1979:117) comment on, "... especially students in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use, in normal communication, whether in spoken or the written mode."

In reference to item two, language skills learners favoured most, 7 (41.2%) of administrative personnel and 30(33.7%) of teachers replied reading, where as 5 (29.4%), 25(28.1%) of them responded the listening skills respectively. In addition, 3(17.6%) of administrative personnel and 21 (23.6%) of teachers replied speaking skills, where as 2(11.8%) of administrative personnel 13(14.6%) of teachers responded writing.

From the responses made, one can recognize that learners preferred different language skills. But, in the actual practice, language skills are integrated and interdependent process. Skills in one mode are often correlated with skills in another. Thus, students should have the opportunity to build their skills in all language processes.

In item three, with regard to the most difficult skill, 16(94.1%) of administrative personnel, 62(69.7%) of teachers responded speaking, where as 7(7.9%) of teachers responded the reading skills. Moreover, 9(10.1%) of teachers replied the listening skills, and 1(5.9%) of administrative personnel, 11(12.3%) of teachers said the writing skills.

As traditional approach of language teaching dominates, students were not encouraged to speak in the classroom. Consequently, they feel shy to speak and lack confidence as far as speaking skills of the language is concerned. That is why speaking skills seems difficult for the learners.

In order to alleviate this problem, teachers should have to organize different communicative activities, and give more chance to the students to talk and practice the language.

In item 4, regarding the motivation of the learners, 4(23.5%) of administrative personnel, and 20 (22.5%) of teachers indicated students motivation is high, where as 10 (58.8%) and 43(48.3%) of them replied medium respectively. In addition, 3(17.6%) of administrative personnel, and 26 (29.2%) of teachers indicated that their motivation is low.

Regarding motivation, Little Wood (1992:55) indicates, "In language learning, motivation derives first and foremost from the need to communicate with other." Therefore, teachers should have to increase learners' motivation in order to achieve desired goals.

In response to item 5, the reasons for learners not to participate in group work, 9(52.9%) of administrative personnel, and 53(59.6%) of teachers said that it is fear of making mistakes, whereas 6(35.3%) of administrative personnel and 27(30.3%) of teachers responded the low proficiency in English to convey or receive message. Moreover, 2(11.8%), 9(10.1%) of them responded respectively the unwillingness to discuss ideas.

From the above data, it is clear to realize that students are reluctant to actively participate in group & pair work, because they feel shy to speak, particularly being committed mistakes in front of their friends in the classroom. Moreover, the low proficiency of the language is also a contributing factor for the problem.

As indicated in item6, 5(29.4%) of administrative personnel, 16(17.9%) of teachers responded always, where as 3(17.6%), 28 (31.5%) of them responded sometimes respectively. The others 6(35.3%) of administrative personnel, and 36(40.4%) of teachers replied rarely, where as 3 (17.6%) of administrative personnel and 9(10.1%) of teachers replied not at all.

From the responses it was observed that majority of the respondents didn't support the learners to use the language in and outside the classroom.

4.3.3 The Role of Instructional Materials

According to Amare(1999:53), "Instructional materials relate to all forms of materials with which students and teachers interact for the purpose of learning and teaching. They are the instruments with which a teacher teach and from which students learn. Teaching with out instructional materials boils down to teaching without technology." The degree to which teacher utilize teaching materials has become one of the challenge in the field of education. This is because teaching materials have its own

role in the effectiveness of teaching-learning process. Consequently, assessing the extent to which teachers utilize teaching materials during instruction becomes crucial.

Table IX. The Availability of Instructional Materials & Other Resources

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
1	The extent to which instructional materials for language teaching and learning is available in your school				
	a) Abundantly	1	5.9	2	2.2
	b) To some extent	15	88.2	71	79.8
	c) Not at all	1	5.9	16	17.9
	Total	17	100	89	100
2	Is the class rooms, desks, chairs etc in your school suitable for the teaching-learning process?				
	a) Yes	6	35.3	38	42.7
	b) No	11	64.7	51	57.3
	Total	17	100	89	100

In responding to the availability of instructional materials in item one, 1(5.9%) of the administrative personnel, 2(2.2%) of teachers replied abundantly, where as 15(88.2%), 71 (79.8%) of them responded to some extent respectively. Besides, 1(5.9%) of administrative personnel, and 16(17.9%) of teachers said not at all. As shown in the table, the responses pointed out that the availability of instructional materials in the schools as non-satisfactory.

Regarding item two, 6(35.3%) of administrative personnel, and 38(42.7%) of teachers responded yes, where as 11(64.7%) of the administrative personnel, and 51(57.3%) of teachers replied no. From the responses, it was observed that classroom and other materials in those schools are not conducive to implement the teaching-learning process effectively.

4.3.4 The Practice of Language Instruction

For many years, the methods of teaching the language were traditional with emphasis on the mastery of grammar rules. As a result of this, students were not encouraged to speak the language in the classroom.

The current approach of language teaching is different from the traditional approach. According to Brumfit (1979:122). "There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of the language, in order to show, the student how the language system is used to express scientific facts and concepts."

According to the communicative approach, the role of the teacher is to facilitate the teaching-learning process effectively, which enables the learners to acquire language skills & use the language appropriately in every situation.

Table X. Responses Regarding Language Instruction

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
1	Communicative activities should be employed in English class frequently:				
	a) Strongly agree	4	23.5	15	16.9
	b) Agree	6	35.3	29	32.6
	c) Disagree	7	41.2	45	50.5
	Total	17	100	89	100

No.	Items	Respondents			
		Administrative Personnel		Teachers	
		No	%	No	%
2	Do you think the purpose of language teaching is to develop the communicative proficiency of students?				
	a) Yes	6	35.3	34	38.2
	b) No	11	64.7	55	61.8
	Total	17	100	89	100
3	The language instructional method widely used was:				
	a) Teacher-centred	9	52.9	47	52.8
	b) Learner-centred	3	17.6	16	17.9
	c) Both	5	29.4	26	29.2
	Total	17	100	89	100

In table X, item one shows, with regard to the application of communicative activities frequently, 4(23.5%) of administrative personnel, 15(16.9%) of teachers strongly agree on the ideas, where as 6(35.3%) of administrative personnel, 29(32.6%) of teachers agree on the practice of communicative activities frequently. The remaining 7(41.2%) of administrative personnel, and 45(50.5%) of teachers didn't support the implementation of communicative activities frequently.

As one can realize from the responses made, majority of the respondents didn't accept the idea. Moreover, the application of communicative activities frequently considered as impractical as it was reported by teachers during the interview. They mentioned factors they thought prevented them from using communicative activities effectively. They indicated constraints as students' low English proficiency, lack of motivation for communicative competence, and unwillingness to participate in class activities. Further more, large class size, the background of the students were the impediments to implement communicative approach as it was intended to be.

According to the information in item two indicates, 6(35.3%) of the administrative personnel, and 34 (38.2%) of teachers believe that the purpose of language teaching is to develop the communicative proficiency of students. The remaining 11(64.7%) of administrative personnel, and 55(61.8%) of teachers were found to be against the idea.

As item three reveals, with respect to instructional method widely used in the language classrooms, 9(52.9%) of the administrative personnel, 47(52.8%) of teachers replied teacher-centred method, where as 3 (17.6%) of administrative personnel, 16(17.9%) of teachers responded learner-centred-method. The remaining (29.4%) of administrative personnel, and 26(29.2%) of teachers replied as both methods were used in the language classrooms.

From this information one can see that, the instruction widely used in language classrooms was found to be teacher-centred. In language classrooms where teacher dominates, the communicative aspect of language teaching is completely ignored. If teachers remain to practice the traditional method of teaching, students don't have any opportunity to practice the language for communicative purpose. Consequently, students are unable to use the language appropriately in real-life situations.

From this one can realize that, in order to promote communicative approach, learner centre method seems more acceptable than teacher dominated instruction.

4.3.5 The Application of communicative Activities in Language Classrooms

One way of creating context for language use in the classroom, is providing the learners with interactive or communicative activities. Such activities as information gap, problem solving, role play, language games are known to involve the learner in communication similar to the real life situation.

When the learners engage in such activities to discuss, to share information in pairs and group they get the opportunity to practice the use of language.

The organization of communicative activities requires a careful consideration by the teacher. Regarding this, Yalden (1987:134), "communicative activities can certainly be a problem in early stages of language teaching, as the teacher must be able to get the description of the situation or task across to the learner."

Thus, the practice of communicative activities enables the learners to be more confident and competent in using the language.

English Language Teachers Responses

Table XI. Response about communicative Activities

No.	Item	Teacher Respondents	
		No	%
1.	Do you engage your students in communicative activities?		
	a) Yes	11	39.3
	b) No	17	60.7
	Total	28	100
2.	If your response to item No."1" is "Yes", how often do you carry out communicative activities like role-plays, games, simulation etc.		
	a) Always	2	18.1
	b) Sometimes	3	27.3
	c) Rarely	6	54.5
	d) Not at all	-	-
	Total	11	100
3.	Do you think the text book has adequate communicative activities that enhance learners' communicative skills?		
	a) Yes	8	28.6
	b) No	20	71.4
	Total	28	100
4.	If your response for item No.3 is "No", do you employ communicative activities other than the ones in the textbook?		
	a) Yes, usually	2	10
	b) Yes, sometimes	4	20
	c) No	14	70
	Total	20	100

No.	Item	Teacher Respondents	
		No	%
5.	How often do you organize pair or group work for communicative skill activities in the language class?		
	a) Always	5	17.9
	b) Sometimes	8	28.6
	c) Rarely	15	53.5
	d) Not at all	-	-
	Total	28	100

As item one indicates, 11(39.3%) of the respondents replied yes, where as 17(60.7%) of them responded "no".

From the responses, it was observed that majority of them didn't involve the learners in the communicative activities. From this one conclude that, the teaching techniques practiced in the class, didn't give opportunities for learners to practice the language effectively.

With regard to item two, 2(18.1%) of them responded always, where as 3 (27.3%) of them replied sometimes. The remaining 6(54.5%) of them said rarely.

From the responses, one can realize that majority of the respondents didn't frequently used communicative activities in the language classrooms.

As some of the teachers during interview and classroom observation indicated, its application is not simple as it seems. Further, they said that it is difficult to control and manage, to give communicative tasks to large class size that we encounter in our schools.

In response to item three, 8 (28.6%) of them replied yes, where as 20 (71.4%) of the respondent said no. From the responses, one can recognize that the textbooks at each grade level don't have adequate communicative activities that enhance learners' communicative skills.

Moreover, the interviewed teachers also confirmed as the textbooks don't contain adequate communicative activities. Therefore, teachers should not only restrict to textbook activities, but they have to use other activities that promote communicative approach in language classroom.

According to the responses made in item four, 2(10%) of them responded yes, usually, and 4(20%) of them replied yes, sometimes. The remaining 14(70%) of the respondents said no. As the responses revealed, majority of the respondents relied on the textbooks. The reason for this is that, it requires more preparation in devising suitable activities and teachers creativity in order to create communicative situation in the classroom. Hence, teachers may tend to avoid the strain of organizing different activities by simply resorting to the routine tasks of the textbook.

In response to item 5, 5(17.9%) of the respondents said always, where as 8(28.6%) of them replied sometimes. The rest 15(53.5%) of them responded rarely.

From the researcher teaching experiences and observation made, it is difficult to believe the responses of teachers who said that they use pair & group works always. but, if those teachers really use as they responded to the questionnaire, it can in fact be viewed as some what an encouraging progress.

As the responses revealed, majority of the teachers didn't mostly use pair and group works for communicative skill activities. The interviewed teachers also reported that, involving learners in pair and group activities are the most important technique for increasing learners participation in the class. As they explained, however, the actual practice of pair and group work for the application of communicative approach seems difficult, because of large class size and poor language ability of students.

4.3.6 Analysis of Teachers Understanding about Communicative Approach

Scoring was made by assigning values of 5,4,3,2 and 1 for strongly agree, agree, undecided, disagree and strongly disagree respectively, for positive statements (i.e. statement 1,3,4,5,8,10) that reflect a favourable attitude. Thus a score of five means the most favourable attitude towards the communicative approach, and a score of

one means an attitude which is least favourable. For those negative statements (i.e. 2,6,7,9), scoring was done simply by assigning the above points in the reverse order. Frequency counting was used to analyse data and the results are reported in percentage and weighted mean.

Table XII. Views of English Teachers about Language-Teaching and Learning

- Statement 1: Teaching should focus on fluency rather than accuracy.
 Statement 2: Language is best learned by learning grammar.
 Statement 3: The teacher should encourage the students to learn by themselves.
 Statement 4: The teacher should spend a lot of time on role play, game, group work and pair work.
 Statement 5: The lesson should focus mainly on speaking skills.
 Statement 6: The teacher should not correct the students' mistakes at all.
 Statement 7: The teacher should be the centre of knowledge transmission.
 Statement 8: Language tasks should be meaningful and purposeful.
 Statement 9: The students should not be exposed to authentic language and materials all the time.
 Statement 10: Communicative language teaching is an effective approach for your students.

Statement Number	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Σ of V	Weighted Mean \bar{X}
	F	%	F	%	F	%	F	%	F	%		
1	1	3.57	4	14.28	-	-	16	57.14	7	25	60	2.14
2	11	39.28	9	32.14	3	10.71	5	17.85	-	-	58	2.07
3	4	14.28	7	25	1	3.57	15	53.57	1	3.57	82	2.92
4	1	3.57	6	21.42	2	7.14	17	60.71	2	7.14	71	2.53
5	5	17.85	5	17.85	2	7.14	6	21.42	10	35.71	73	2.60
6	1	3.57	2	7.14	-	-	15	53.57	10	35.71	115	4.10
7	12	42.85	9	32.14	2	7.14	2	7.14	3	10.71	59	2.10
8	14	50	5	17.85	1	3.57	1	3.57	7	25	102	3.64
9	12	42.85	8	28.57	1	3.57	4	14.28	3	10.71	62	2.21
10	7	25	5	17.85	1	3.57	11	39.28	4	14.28	84	3.00

As table XII, item one indicates, "Teaching should focus on fluency rather than accuracy", was indicated. About 17.85% of the respondents strongly agreed and agreed on the statement, whereas 82.14% of them disagreed and strongly disagreed respectively. And the mean value was 2.14. From the response one can realize that teachers mostly favoured accuracy over fluency.

But, the communicative approach gives more emphasis to fluency. In supporting this, Brumfit (1979:189), "... that language teaching needs to concentrate far more on the concept of 'fluency' in order to restore a genuine-Educational perspective to its aim."

Regarding item 2, which reads, "Language is best learned by learning grammar: was indicated. About 71.42% of the respondents strongly agreed and agreed on the statement, where as 17.85% of them disagreed on the statement. And the mean value was 2.07. From this response, one can conclude that, teachers were inclined to the traditional approach of language teaching, which mostly gives more emphasis to grammar. In explaining the problems related to grammar-based approach to teaching, Atkins et.al., (1995:208), "... it does not guarantee that students develop high level of accuracy and linguistic knowledge. In fact, it is often very difficult to determine what such learners know about the target language, as classroom emphasis on accuracy usually results in students who are inhibited and will not take chance in using their knowledge for communication."

In table XII, in item 3 a statement which says, "The teacher should encourage students to learn by themselves through struggling to communicate" was indicated. About 39.28% of the respondents have strongly agreed and agreed on the issue, where as 57.14% of them disagreed and strongly disagreed on the statement. And the mean value was 2.92. As the response indicated majority of the teachers didn't believe in an inductive approach through struggling to communicate.

Regarding item 4 which reads, "The teacher should spend a lot of time on role-play, game, group work etc." About 24.99% of the respondents strongly agreed and agreed on this idea, where as 67.85% of them disagreed and strongly disagreed on

the statement. And the mean value was 2.53. Thus, teachers negatively perceived the teacher spending a lot of time on role-play, games, group work etc.

As item 5 indicates, "The lesson should focus mainly on speaking skills" was indicated. About 35.7% of the respondents strongly agreed and agreed respectively on the statement, where as 57.13% of them disagreed and strongly disagreed on this issue. And the mean value was 2.60. From the response made, majority of them didn't favour the idea of giving more emphasis to speaking skills. Consequently, these trends have its own influence on the effective application of communicative approach in language classrooms.

Regarding item 6 which reads, "The teacher should not correct the students mistakes at all" was indicated. About 10.71% of the respondents strongly agreed and agreed on the statement, whereas 89.28% of them disagreed and strongly disagreed on the issue. And the mean value was 4.10. From the response it can be realized that, most of the teachers didn't accept the concept that ignored the role of teachers in correcting student errors. Sometimes correcting students error is essential. In supporting this idea, Atkins et.al., (1995:209), "As to errors, the balanced approach assumes that it is sometimes necessary to draw students' attention to their errors. For example, teachers should not hesitate to correct persistent errors as well as errors that occur generally and arise because learners have the same mother tongue background."

In table XII, in items 7 a statement which says, "The teacher should be the centre of knowledge transmission" was indicated. About 74.99% of the respondents strongly agreed and agreed on this issue; where as 17.85% of them disagreed and strongly disagreed on the statement.

From the response one can infer that, teachers are considered as a source of knowledge, where learners are passive receivers of knowledge. This is what traditional approach of teaching method advocates. In explaining this Atkins et.al., 1995:150), "The task of the student is seen to be to receive knowledge transmitted by the teacher, memorize and reproduce it.' On the other hand, communicative

approach emphasize that, learning is a process of creative construction and involves trial and error. As Larsen Freeman (1986:131) indicates, "... the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning." This basic concept of communicative approach was misunderstood by majority of the respondents and the mean value for this item was 2.10 which are between agreed and undecided.

Regarding item 8 which reads, "Language tasks should be meaningful and purposeful" was indicated. About 67.85% of the respondents strongly agreed and agreed respectively, where as 28.57% of them disagreed and strongly disagreed on the statement. And the mean value was 3.64. From this response, one can realize that, majority of the teachers positively perceived the concept of language tasks should be meaningful and purposeful.

Item 9 which reads, "The students should not be exposed to authentic language and materials all the time" was indicated. About 71.42% of the respondents strongly agreed and agreed on the statement where as 24.99% of them disagreed and strongly disagreed respectively. And the mean value was 2.21, which is between agree and undecided.

From the response it was observed that, majority of teachers negatively perceived the use of authentic language and materials all the time. But, authentic materials may help the learners in different ways. In supporting this, Rivers (1987:45), "using authentic materials... allows students to experience early in their study the rewards of learning a language. Students who work with authentic materials have an interest in the language that is based on what they know it can do for them. Students who were previously unwilling to master the forms of the language come to realize the benefits of further language acquisition."

Regarding item 10 which reads, "Communicative language teaching is an effective approach for your students" was indicated. About (42.85%) of the respondents strongly agreed and agreed on this concept, whereas 53.56% of them disagreed and strongly disagreed on the statement. From the response made, it can be realized

that majority of teachers did not accept the effectiveness of communicative approach.

In general, one can conclude that, teachers limited experience of the communicative language teaching methodology in terms of theory as well as its practical application, have an adverse effect on the application of communicative approach in elementary schools.

Table XIII. Response on the principles of Communicative Approach

No.	Item	Teacher Respondents	
		No	%
1.	The principle of communicative approach of language teaching give more emphasis to:		
	a) Grammar	8	28.6
	b) Fluency	10	35.7
	c) Authentic and meaningful communication	3	10.7
	d) Accuracy	5	17.9
	e) Both form & meaning of the language	2	7.1
	Total	28	100
2.	What should be the role of the teacher in communicative class rooms?		
	a) Facilitators of the communicative process	13	46.4
	b) Correcting students' errors	6	21.4
	c) Monitoring the learning activities	9	32.1
	d) Others	-	-
	Total	28	100
3.	Who do you think should talk a lot in the communicative language class?		
	a) The teacher	13	46.4
	b) The students	5	17.9
	c) Both equally	10	35.7
	Total	28	100

As shown in table XIII, item one reveals, 8(28.6%) of them responded that communicative approach gives emphasis to grammar, whereas 10(35.7%) of them replied fluency. Similarly, 3(10.7%) of the respondents indicated authentic and

meaningful communication, and 5(17.9%) of them said accuracy. The remaining 2(7.1%) of them replied both form and meaning of the language.

From the responses made, it was observed that, 53.5% of the respondents indicated the appropriate emphasis considered by the communicative approach, whereas 46.5% of the respondents believe that grammar and accuracy of the language as the most important in the principles of communicative approach.

From this one can infer that, some teachers don't have adequate knowledge and skills regarding communicative approach. Thus, unless teachers are well acquainted with the principles of the approach, it is difficult to expect its effective implementation in language classrooms.

In response to item two, 13(46.4%) of the respondents replied teacher's role as a facilitator, whereas 6(21.4%) of them said teacher's role as correcting student errors. The remaining 9(32.1%) of them responded teacher's role as monitoring the learning activities.

From the information given, one can realize that majority of the respondents indicated that teachers as a facilitator of the communicative process in the language classrooms. But, the actual practice observed during classroom observation was found to be the opposite of their questionnaire responses.

With regard to item 3, 13 (46.4%) of them responded the teacher's talk, where as 5(17.9%) of them replied the students talk. The remaining 10(35.7%) of them indicated both of them equally.

As responses shown, majority of the respondents gave emphasis to teacher's talk, which is contrary to the principle of communicative approach. Moreover, the classroom observation also revealed as majority of the language instruction time was dominated by the teacher's talk, where students were restricted to questions and answers only.

4.3.7 Analysis of Teachers Views with Respect to Interaction

Table XIV: Teachers Response on Interaction

No.	Item	Teacher Respondents	
		No	%
1.	Interactive language learning, where students do tasks in groups, is important for developing proficiency in English.		
	a) Strongly agree	9	32.1
	b) Agree	15	53.5
	c) Disagree	4	14.3
	Total	28	100
2.	Did you use interaction as a technique of teaching?		
	a) Yes	16	57.1
	b) No	12	42.9
	Total	28	100
3.	If you used interaction as a technique of teaching, what is the importance?		
	a) Encourage cooperative learning	8	50.0
	b) Hide the weakness of students	2	12.5
	c) The teacher will be free from teaching	1	6.3
	d) Encourage learning through one's own effort	5	31.2
	Total	16	100

As the data in table XIV, item one indicates, 9(32.1%) of them replied strongly agree, where as 15(53.5%) of them responded agree. The rest 4 (14.3%) of them replied disagree.

In response to item two, 16(57.1%) of the respondents responded that they used interaction as a technique of teaching, and 12 (42.9%) of them responded "no".

As the data in item three shows, 8 (50%) of the respondents replied that interaction as a technique of teaching encourages co-operative learning, where as 2 (12.5%) of them said that interaction hides the weakness of students. Similarly, 1(6.3%) of them responded that interaction as a technique will make the teacher free from

teaching, where as the remaining 5(31.2%) of them replied that interaction as a technique of teaching encourage learning through one's own effort.

From the responses it was observed that, majority of the respondents theoretically know the importance of interaction as a technique of teaching; however, the actual practice of this technique was not seen in the majority of the observed classes.

Regarding interaction, Rivers (1987:9), "For the genuine interaction language learning requires, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs-not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing. Teacher-directed and dominated classrooms cannot, by their nature, be interactive classrooms, and this is what language teachers need to learn."

From the discussion stated above, one can realize that, what ever promotes student participation in a relaxed and enthusiastic atmosphere stimulates the interaction that is essential to successful language learning.

4.3.8 An Assessment on the Contribution of School Administrators to the Implementation of Communicative Approach

Table XV. Response on Communication and Support Provided by School Administrator

No.	Item	Teacher Respondents	
		No	%
1.	The extent to which the principals and vice principals discuss with English teachers on issues related to the implementation of communicative language teaching is:		
	a) Frequently	2	7.1
	b) Occasionally	5	17.9
	c) Rarely	8	28.6
	d) Not at all	13	46.4
	Total	28	100
2.	The number of time the directors and vice directors evaluate English teachers in their classrooms within a semester:-		
	a) Once	15	53.5
	b) Twice	7	25
	c) Three times	1	3.6
	d) Four times	-	-
	e) Not at all	5	17.9
	Total	28	100
3.	The support provided by the school directors & vice directors to the implementation of communicative language teaching:-		
	a) High	1	3.6
	b) Medium	10	35.7
	c) Low	17	60.7
	Total	28	100

As indicated in Table XV, item 1 shows, with regard to discussion made between administrative personnel and teachers, 2(7.1%) of them replied frequently, where as 5(17.9%) of them responded occasionally. Similarly, 8 (28.6%) of the respondents responded rarely, and 13(46.4%) of them replied not at all.

From this information one can see that, the discussion made between the school administration and English teachers regarding issues related to the implementation of communicative language teaching was found to be low.

From the data, it can be observed that the school administration and English teachers didn't hold a sufficient number of joint meetings to exchange ideas and information, to discuss language instructional problems. Therefore, regular discussion should be carried out between the school administration and English teaches in order to facilitate the effectiveness of language teaching.

It item 2, with regard to evaluating English teachers in their classrooms, 15 (53.5%) of the respondent responded once, whereas 7 (25%) of them responded twice in a semester. Besides, 1(3.6%) of the respondents said three times in a semester, and 5(17.9%) of them replied not at all.

According to the responses made, majority of the respondents indicated that the evaluation was carried only once in a semester.

Since, the teaching-learning process needs continuous follow-up and evaluation; one can infer that the effectiveness of evaluation practiced in those elementary schools are found to be doubtful.

As Table XV, item three reveals with respect to the support provided by the school administration to the English teachers, 1(3.6%) of the respondent responded high, and 10(35.7%) of the respondents replied medium. The remaining 17 (60.7%) of them said low.

As the responses shows, majority of the respondents indicated that, the support provided by the school administration to the implementation of communicative approach was found to be low. Consequently, there is no doubt that the failure of the school principals and vice principals in giving the necessary support for the English teachers will have an adverse effect on the implementation of communicative approach.

4.4.9 Factors that Influence the Application of Communicative Language Teaching

Table XVI. Response on Factors that influence the Implementation of Communicative

N = 106

No.	Items	Very High		High		Average		Low		Very Low		ΣV of	Weighted Mean \bar{X}
		No.	%	No.	%	No.	%	No.	%	No.	%		
1	Teachers variables												
1.1	Traditional Grammar focused teaching	17	16	18	16.9	29	27.4	25	23.6	17	16	311	2.93
1.2	Teachers' competence in oral communication	11	10.4	15	14.2	44	41.5	27	25.5	9	8.4	310	2.92
1.3	Motivation and attitudes	13	12.3	30	28.3	37	34.9	23	21.7	3	2.8	345	3.25
1.4	Previous knowledge & experience	17	16	26	24.5	41	38.7	20	18.7	2	1.9	354	3.33
1.5	Status and training of teachers	19	17.9	21	19.8	31	29.2	29	27.4	6	5.7	336	3.16
2.	Text books												
2.1	Appropriateness of the contents to the maturity level of pupils	18	16.9	25	23.6	37	34.9	18	16.9	8	7.5	345	3.25
2.2	Clarity and simplicity of the language used in the text books	17	16	31	29.2	33	31.1	18	16.9	7	6.6	357	3.31
2.3	Relevance of the contents to the communicative purpose of the language	15	14.2	25	23.6	32	30.2	26	24.5	8	7.5	331	3.12
2.4	Have activities which are appropriate to the communicative goals	14	13.2	24	22.6	31	29.2	29	27.4	8	7.5	325	3.06
3.	Student Variables												
3.1	Proficiency in the English language	3	2.8	6	5.7	28	26.4	47	44.3	22	20.8	239	2.25
3.2	Previous language learning and experiences	11	10.4	16	15.1	27	25.5	43	40.6	9	8.4	295	2.78

No.	Items	Very High		High		Average		Low		Very Low		ΣV of	Weighted Mean \bar{X}
		No.	%	No.	%	No.	%	No.	%	No.	%		
3.3	Attitude and motivation for developing their communicative competence	13	12.3	17	16	44	41.5	26	24.5	6	5.7	323	3.04
3.4	Socio-cultural background	12	11.3	17	16	24	22.6	42	39.6	11	10.4	295	2.78
3.5	Failure to use the language outside classroom	34	32.1	31	29.2	19	17.9	13	12.3	9	8.4	386	3.64
3.6	Interference of mother tongue	46	43.4	26	24.5	18	16.9	9	8.4	7	6.6	413	3.89
3.7	Learning style	14	13.2	32	30.1	42	39.6	14	13.2	4	3.8	356	3.35
4	Other Variables												
4.1	Large class size	37	34.9	33	31.1	19	17.9	13	12.3	4	3.8	404	3.81
4.2	the administrative support offered to the teacher	9	8.4	16	15.1	34	32.1	42	39.6	5	4.7	300	2.83
4.3	Physical resources available, both general (classroom space etc) and pedagogical/visual aids, textbooks etc.	10	9.4	13	12.3	28	26.4	44	41.5	11	10.4	285	2.68
4.4	Time is limited	18	16.9	36	33.9	38	35.8	12	11.3	2	1.9	374	3.52

As table XVI item 1.1 reveals, with regard to the influence of traditional grammar focused teaching, 35 (16% + 16.9%=32.9%) of them indicated as very high and high, where as 29(27.4%) of the respondents said average. The remaining 25(23.6%) and 17(16%) of them responded low and very low respectively. As item 1.2 reveals, about teachers ability in oral communication, 26(10.4% + 14.2% = 24.6%) of them responded as very high and high, while 44(41.5%) of them replied as average. Furthermore, 27(25.5%) and 9(8.4%) of them responded low and very low respectively. Concerning motivation and attitude of teachers, 43 (12.3% + 28.3% = 40.6%) of them indicated as very high and high, whereas 37 (34.9%) of them replied as average. The remaining 23(21.7%) and 3(2.8%) of the respondents responded low and very low respectively. As it is presented in item 1.4, with regard to previous knowledge and experiences of teachers, 43(16% + 24.5% = 40.5%) of them replied as very high and high, where as 41(38.7%) of the respondents responded average. Moreover, 20 (18.7%) and 2(1.9%) of them replied as low and very low respectively. Regarding the status and training of teachers, 40 (17.9% + 19.8 = 37.7%) of them responded as very high and high, where as 31(29.2%) of the respondents replied average. The remaining 29(27.4%) and 6 (5.7%) of them indicated as low and very low.

In item 2.1 with response to the appropriateness of the contents of the text, 43(16.9% + 23.6%=40.5%) of them responded as very high and high, whereas 37 (34.9%) of the respondents replied as average. The remaining 18 (16.9%) and 8 (7.5%) of them responded as low and very low respectively. Regarding the clarity and simplicity of the language used in the textbook, 48 (16% + 29.2% = 45.2%) of them replied very high and high, where as 33(31.1%) of them indicated as average. In addition, 18 (16.9%) replied low, and 7 (6.6%) of them responded as very low. With respect to the relevance of the contents, 40 (14.2% + 23.6% = 37.8%) of them indicated as very high and high, where as 32 (30.2%) of the respondents responded as average. The remaining 26(24.5%) and 8 (7.5%) of the respondents replied as low and very low respectively. As item 2.4 reveals, the appropriateness of activities in text with respect to communicative goals, 38 (13.2% + 22.6% = 35.8%) of them replied as very high and high, where as 31(29.2%) of them responded average.

Moreover, 29(27.4%) and 8(7.5%) of the respondents indicated as low and very low respectively.

As table XVI, item 3.1 reveals with respect to learners proficiency in the language, 9(2.8% + 5.7% = 8.5%) of them indicated as very high and high, where as 28(26.4%) of the respondents replied as average. Furthermore, 47(44.3%) and 22(20.8%) of them responded as low and very low respectively. Similarly, with respect to students previous language learning and experiences, 27 (10.4% + 15.1% = 25.5%) of them replied as very high and high, where as 27(25.5%) of them indicated as average. The remaining 43 (40.6%) and 9(8.4%) of them responded as low and very low respectively. As it is presented in item 3.3, concerning learners attitude and motivation, 30 (12.3% + 16%=28.3%) of them indicated as very high and high, where as 44(41.5%) of them said average. Besides, 26(24.5%) of them replied low, and 6(5.7%) of the respondents responded very low. In connection to the socio-cultural background of the learners, 29(11.3% +16%=27.3%) of them replied as very high and high, 24(22.6%) of them said average. The rest 42 (39.6%) and 11(10.4%) of the respondents responded as low and very low respectively.

Regarding the failure of the learners to use the language outside classroom, 65 (32.1% + 29.2% = 61.3%) of them indicated as very high and high, where as 19(17.9%) of them replied average. The remaining 13(12.3%) and 9(8.4%) of them responded as low and very low respectively. As item 3.6 indicates with regard to the influence of mother tongue in language learning, 72 (43.4% + 24.5%=67.9%) of them replied as very high and high, whereas 18 (16.9%) of the respondents indicated as average. Moreover, 9(8.4%) of them said low, and 7 (6.6%) of the respondents replied very low. As item 3.7 shows about learning style, 46(13.2% + 30.1% = 43.3%) of them indicated as very high and high, whereas 42 (39.6%) of them replied as average. The remaining 14(13.2%), and 4(3.8%) of them responded low and very low respectively.

As table XVI, item 4.1 shows regarding the influence of large class-size, 70 (34.9% + 31.1% = 66%) of them responded as very high and high, where as 19 (17.9%) of the respondents replied average. Besides, 13 (12.3%) of them said low, and 4 (3.8%) of

them indicated as very low. With respect to support offered to the teacher, 25 (8.4% + 15.1% = 23.5%) of them indicated as very high and high, where as 34(32.1%) of them replied as average. The remaining 42(39.6%) and 5 (4.7) of them responded as low and very low respectively. As item 4.3 indicates about the availability of resources, 23 (9.4% +12.3%=21.7%) of them replied as very high and high, where as 28(26.4%) of them indicated as average. Moreover, 44(41.5%) and 11(10.4%) of them responded as low and very low respectively. In connection to time factor, 54(16.9% + 33.9% = 50.8%) of them indicated as very high and high, where as 38(35.8%) of them said average. The remaining 12 (11.3%) and 2(1.9%) of the respondents responded as low and very low respectively.

From the response made, one can generalize that, the top three factors that influence the application of communicative approach with the highest scores were the interference of mother tongue (67.9%), large class size (66%), and failure of the learners to use the language outside the classroom (61.3%). On the other hand, with items refers to 3.1, 3.2, 3.4 and 4.3, as the statements are positive, the results of the findings shows the reverses score points. As a result of this, proficiency of the learners in the English language (3.1) with 65.1, physical resources available (4.3) with 51.9%, socio-cultural background (3.4) with 50%, and the previous language learning experiences (3.2) with 49%, were found to be with the lowest mean value, that is 2.25, 2.68, 2.78, 2.78 respectively. Similarly, those factors have great influence on the proper implementation of language instruction efficiently.

Furthermore, the interviewed English teachers also confirmed similar factors that influence the application of communicative approach in the language classrooms. Thus, they reported the following constraints as:

- ♦ Large class size.
- ♦ Students resistance to class participation.
- ♦ Students low English proficiency.
- ♦ Lack of training in teaching English communicatively.
- ♦ Scarcity of language text books.
- ♦ Traditional methods of language teaching.
- ♦ Shortage of instructional materials.

- ♦ Poor background of learners in English.
- ♦ Students lack of exposure to the language outside the classroom.
- ♦ Lack of professional support etc...

4.4 Results of Teachers' Interview

In order to strengthen the ideas forwarded by teachers, vice principals, and principals through questionnaires, it was believed by the researcher to conduct an interview with English teachers for the purpose of this study. Accordingly, six English teachers were randomly selected from three schools, to express their ideas regarding the application of communicative language teaching in their schools.

Table XVII. Background of Interview Participants

No	Participants	Sex	Age	Qualification	Teaching Experience
1	A	F	32	12+2	17
2	B	M	51	12+2	30
3	C	F	33	12+2	14
4	D	M	45	12+2	23
5	E	M	43	12+2	23
6	F	M	37	12+2	16

As the above table reveals, informants who participated in the interview have 14 to 30 years of teaching experiences in the profession. With regard to their qualification, they all have diploma.

Views of Informants about Communicative Approach

1. Do you think that the way you have been taught can affect your present styles of teaching/ If yes, how?

All the informants reported that the traditional approach of teaching method they passed through, have an influence in their present styles of teaching. One of the informants (participant B) explained the reason as; my experience of learning the language was through grammar-translation method, so I was usually comfortable with teaching grammar, instead of teaching other language skills.

Another informant (participant F) stated that, as I believed that my previous teachers teaching methodology was absolute and correct, I preferred sometimes to use their styles of teaching. The remaining informants also gave similar reasons regarding the issues.

2. What did you find most helpful in learning the English language?

According to one informant teacher (participant A), the most important factor in learning a language is the student's motivation and interest. Furthermore, she added that, by organizing pair and group works, by giving different tasks to the learners, it is possible to develop students language skills.

The other informant (participant C) mentioned that, the most helpful method of language learning is making the approach the student centred. Moreover, another informant (participant E) said that, the most important part of learning English as a second language is learning the vocabulary. If learners know the meaning of words in the text, they gradually develop their speaking & writing skills. The remaining teachers also gave a similar exposition with TA, TC, TE.

3. Is the English grammar learnt more efficiently through a focus on form or meaning?

Four of the informants (A,C,D,F) reported that, English grammar is learnt more efficiently through a focus on meaning. Two of the informants (B,E) said that, a focus on form is more important than meaning in learning grammar

The choice of a focus on form or meaning depends on the way the teacher present grammar. If the aim is to teach grammatical structure, the role of the instruction focus is on the form. But, if the purpose of teaching grammar is to promote communication, the instruction focus is on meaning.

In general, the effectiveness of teaching and learning grammar requires both form and meaning. In supporting this, Atkins et.al., (1995:84), "... good grammar teaching probably requires both grammatical explanation of form and meaning by the teacher, and task focusing on getting students to work out by themselves how grammar is used for communication."

4. What feelings have you observed from your learners when engaged in communicative activities?

As one informant (participant B) indicated, learners feel fear and lack confidence to speak in front of their classmate friends. Some of them hide themselves not to be asked by the teacher. The other informant (participant D) said that, learners feel shy or ashamed, tensioned, when engaged in communicative activities.

The teachers also reported that because of their lack of language proficiency, students are afraid of making mistakes and were worried that they would be laughed at by their peers.

With regard to the remaining interview questions (see appendix VI, Interview questions), the ideas reported by the informants were analyzed together with the questionnaire responses given by teachers and administrative personnel.

4.5 Classroom Observation Result

Since, the study focus on the practice of the communicative language teaching, classroom observation was taken as the instrument of data collection. As a result,

every effort was made to devise a systematic mechanism that would enable the researcher together the information relevant and adequate for the study.

Table XVIII Classroom Observation Checklist

No.	Implementation Variables	Yes		No		Total Class Session Observed
		No	%	No	%	
1	The teacher uses explanation most of the time	16	80	4	20	20
2	Teachers organize pair and group work for different activities	6	30	14	70	20
3	Teachers carry out activities like role play, games, simulations etc.	4	20	16	80	20
4	Learners involved in communicative tasks in pair and group works	4	20	16	80	20
5	The teacher motivate the learners to participate in different activities	8	40	12	60	20
6	Learners get opportunity to use the language for communicative purpose	4	20	16	80	20
7	The teacher make the learners to interact with each other	4	20	16	80	20
8	Learners asks questions	3	15	17	85	20

The observational data presented in table XVIII, item 1 reveals the actual classroom instructional performance of the teachers. As it can be seen during observation, 80% of the teaching-learning process was dominated by teacher's explanation of the lesson. It was rare occasions when students were allowed to speak, their responses were either repetition of what the teacher had said or were responses elicited with reference to the text book material. From this we can realizes that, English language classes were found to be dominated by the teacher led whole class mode of instruction. This mode of instruction by it self was realized to be less interactive, because half of them class time was used for explanation, lecture and discussion given by the teachers.

As table XVIII, item 2 reveals, in the 30% of the observed sessions, teachers organized their students in pairs and small groups. But in majority of the observed class (70%) teachers didn't utilize this type of classroom organization. Discussion in groups and pairs was not observed in the majority of the classes.

In more than half of the observed classes, individual students were seen giving answers mostly reading from their exercises books and sometimes by referring to their textbooks. Thus in most cases students were not observed being given chance to express their ideas and views in English.

Regarding the practices of role play, games, simulation in language classrooms, in the majority of the observed class (i.e., 80%), teachers didn't carryout activities like role play, games and other. They resort only to activities in the textbook. But, the actual practices of these activities were observed in two schools. The one was in Adama Boset Elementary School by one female English teacher, and the other was in Kuruftu Primary School by the male teacher. These two teachers, organized communicative activities engaged the learners to use the language for communicative purpose.

Similarly, as item 4 shows, from the total observed classes, 20% were seen where students were involved in communicative tasks. However, in majority of the observed classes (80%). learners were not involved in such types of tasks, they were observed in doing exercises from their textbooks.

The observational data presented in table XVIII, item 5 reveals, in the 40% of the class sessions, teachers were observed in encouraging and motivating the learners to engage in different class activities. On the other hand, teachers in most class sessions (60%) failed to motivate the learners to participate in different activities.

Regarding learners use of language for communication (i.e., item 6), out of the observed 20 sessions, it was recorded that in 20% of the sessions, students had an opportunity to use the language for communicative purpose, where as in 80% of the

sessions, learners didn't get chance to practice the language for their communicative needs.

With respect to classroom interaction (i.e. item 7), in 20% of the observed sessions, teachers created a situation where learners interacted with each other. But, in 80% of the observed sessions, teachers didn't create such type of situation as it was observed. As it can be seen during observation, in most cases the interaction created during different activities, were solely between the teacher and whole class, between the teacher and individual student.

As the classroom observation in item 8 indicates, only in the 15% of the observed sessions that learners were engaged in asking questions during the lesson. But, in the majority of the observed sessions (85%), learners were mostly listen to teachers explanations and only respond to questions when they were asked by the teachers.

In general, the following common practices were observed in the majority of the observed class.

- ♦ Teachers ordered student to read the passage turn by turn.
- ♦ The teachers writing exercises and students copying from the blackboard.
- ♦ Students doing exercises.
- ♦ Students responding to teachers questions by referring to their exercise books or text books.
- ♦ Saying words, phrases in chorus after the teacher.

As the classroom observation reveals, majority of classes were dominated by the teacher-centred method of instruction. Such teaching methods were recognized to be deficient in enabling the learners to use the language creatively. Therefore, the classroom language teaching methodology should include the learning activities that encourage the learners to use the language for real communication.

CHAPTER FIVE

This chapter deals with the summary of the findings, conclusions and recommendations.

5.1 Summary of the Findings

The study deals with an assessment of the application of communicative language teaching in the selected second cycle primary schools in East Shoa. In order to conduct this study all the necessary data and information were collected from school administrators, teachers and students through questionnaires, interview and classroom observation designed for this purpose.

A descriptive survey method was used to carry out this study, since it is more appropriate to secure current information on the implementation of communicative language teaching in second cycle primary schools. In addition, a review of related literature was used to secure additional information on the subject under study.

Based on the study, the following major findings are drawn.

1. As the results of the findings revealed, the three language skills, (i.e. reading, writing, listening) covered 88.6% of the class activities, where as 11.3% was given to speaking activities. Since most of the activities tended to non-speaking activities, learners didn't get opportunities to practice speaking skills effectively.
2. As teachers response (77.5%) confirmed, majority of the learners didn't have adequate ability to communicate in English to each other.
3. The findings indicated that, majority of teachers (69.7%) didn't take communicative courses. Thus, they were not acquainted with different skills and knowledge regarding the communicative approach.
4. It was found out that the instructional materials available in the sample schools were not satisfactory to promote effective instruction.

5. As the response of teachers (52.8%) and school administrators (52.9%) confirmed, the instruction widely used in language classroom was found to be teacher-centred.
6. The findings of the study have demonstrated that majority of the language teachers have limited experience of the communicative language teaching methodology in terms of theory as well as its practical application.
7. As the study revealed, there was no continuous follow up and evaluation of teachers performance in schools.
8. The support provided by the school administrators to language teachers for the application of communicative approach was found to be low.
9. The other point considered in this study was classroom organization. The main purpose was to explore as to whether pair and group works are applied in the classroom. Consequently, the majority of the English teachers response in the questionnaires (53.4%) said that they rarely used pair and group works for promoting communicative skill activities in the language classrooms. Moreover, the result of the classroom observation also confirmed that, learners involved in communicative tasks in pair and groups was found applied only in 20% of the observed classes.
10. As the findings of the study indicated, the factors that influence the application of communicative approach with the highest score were the interference of mother tongue (67%), large class-size (66%) and failures of the learners to use the language outside the classroom (61.3%). Moreover, the result also revealed, the proficiency of the learners in the English language, physical resources available, socio-cultural background and the learners previous language learning experiences were also factors that influence the proper implementation of communicative approach effectively.



5.2 Conclusions

On the basis of the responses obtained from the respondents and on personal observation of teaching-learning process in classrooms of the sample schools, some general conclusions have been drawn.

The effectiveness of any language curriculum is largely determined by the application of proper methodology. The appropriateness of the methodology, in turn, is interpreted in terms of the course goals and objectives it adheres to. As it has been indicated in the introductory chapter, the English syllabus for grade 5-8 is designed to develop the communicative ability of the students. This is possible only when the classroom methodology is geared towards this objective.

However, the class room methodology which the English teachers of grade 5-8 in the sample schools implement seems to be incompatible with the general objectives of the English syllabus designed for second cycle primary schools.

1. As it can be recognized from the findings of the study, the methodology most teachers used was the traditional type. In such type of language teaching, the teacher's aim of teaching the language is simply to finish the textbook and to prepare the students for tests & examination. They don't give chance for individual learner to participate. Most of the time the learners are listeners. From this we can deduce that, such type of language teaching method was recognized to be insignificant in helping the learners to use the language for real communication.
2. In light of the findings of this study, one can infer that English teachers who are currently teaching in second-cycle primary schools, should be provided with sufficient training, support and guidance, with out which the implementation of communicative approach is unthinkable. The importance of providing an adequate orientation is that teachers may get the opportunity to understand the theoretical and practical implication of the approach.

3. As the result of the study indicated, the teaching of speaking skills was neglected. Due to this, most of the students of grade 5-8 failed to communicate in English. In considering this, the problem may be solved by applying the communicative method, which gives better opportunities for learners to use the language.
4. In a communicative approach, learning a language to use is to be facilitated by focusing to the interests and needs of the learners. That is to say, encouraging the learners to use the language on topics related to their every day life and experiences in schools and outside of it, which is very useful for the learners as it highly motivates them. On the other hand, teaching the rules of the language without relating to its use in a certain situation has been assured to be less motivated the learners to develop their language skills. Hence, learning a language could be more facilitated in communicative way rather than the traditional or structural one.
5. The goal of Education in our present age can not be simply to transmit to the students a certain amount of knowledge and leave it at that. We must provide the students with the opportunity to develop their individual talents and personalities. Particularly, the application of communicative language teaching gives more chance to the students to talk and practice the language in a relaxed and encouraging mood. Through communicative activities, students get more opportunities to interact among themselves and with their teacher. Thus, the method promotes effective teaching and motivates learners to participate in classroom discussions.

Therefore, one way to achieve this objective is to put into practice the theory of "communicative approach" in the language classrooms.

5.3 Recommendations

Based on the result of the findings, the researcher forwarded the following recommendations.

1. In order to get competent language teachers, college of teachers education should give emphasis to theories and principles of communicative language teaching approach. Moreover, language teachers who are currently teaching English should be helped and encouraged to develop their skills through in-service courses, seminars and orientation on communicative language teaching.
2. Teachers in the second-cycle primary schools should make use of group and pair works frequently, in order to encourage the learners to develop their confidence to use the language and develop their fluency.
3. Language teachers should be encouraged to use supplementary materials and teaching aids, which improve the students' participation in the teaching-learning process.
4. The four macro-skills of language (reading, writing, listening and speaking) should be given relatively equal opportunity and they should be integrated.
5. The teaching-learning process should be student-centred, which consider the participation, interest and understanding level of the learners.
6. As the study revealed, most of the teachers were complaining about large class size as a major factor that affect/influence the application of communicative activities in the language classrooms. But, language teaching in large classes is a common phenomenon in many developing countries, including Ethiopia. Hence, teachers should have to use different methods and techniques, how to manage large classes for the successful realization of communicative approach.

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APPENDICES

4. በእንግሊዝኛ ቋንቋ ክፍለ ጊዜ የትኛውን ድርጊት ብዙውን ጊዜ ታክናውናለህ/ሽ /መልስህ/ሽ ከአንድ በላይ ሊሆን ይችላል/

- ሀ. መጽሐፍን ማንበብ
- ለ. በእንግሊዝኛ መናገር
- ሐ. መጻፍ ናት መገልበጥ
- መ. በእንግሊዝኛ ማዳመጥ

5. እንግሊዝኛን ለመማር የምትፈልገው ለየትኛው ሁኔታና ክንውን ነው ? መልስህ/ሽ ከአንድ በላይ ሊሆን ይተላል

- ሀ. በሬዲዮና በቴሌቪዥን የሚተላለፉትን መልዕክቶችን ለመረዳት
- ለ. ጋዜጣዎችን ለማንበብ
- ሐ. ከጓደኞቼ ጋር ለመነጋገር
- መ. ደብዳቤዎችን ለመጽፍ
- ሠ. ሌላ ግለጽ

6. ምን ያህል በእንግሊዝኛ ቋንቋ ክፍለ ጊዜ መምህርህ/ሽ የቡድንና የጥንድ ሥራዎችን በቋንቋ የመግባባት ተግባር ላይ ያውላል ?

- ሀ. ሁልጊዜ
- ለ. አብዛኛውን ጊዜ
- ሐ. አንዳንድ ጊዜ
- መ. በጭራሽ

7. በክፍል ውስጥ ምን ያህል በቋንቋ የመግባባት ተግባር ላይ በቡድንና በጥንድ ትኩረት/ሰላሳ/ያለሽ ?

- ሀ. ሁልጊዜ
- ለ. አብዛኛውን ጊዜ
- ሐ. አንዳንድ ጊዜ
- መ. በጭራሽ

8. በክፍል ውስጥ የእንግሊዝኛ መምህርህ/ሽ የሚናገርውን በሚገባ ትረዳለህ/ትረጃ ያለሽን ?

- ሀ. አዎን
- ለ. አይደለም

9. በክፍል ውስጥ የሚሰጠውን ትምህርት ካልተረዳህ መምህሩን ያልገባህን ጥያቄ ለመጠየቅ የመፍራት ስሜት ይታይብሃልን ?

- ሀ. አዎን
- ለ. አይደለም

10. ከክፍል ትምህርት ውጪ የራስህን የእንግሊዝኛ ቋንቋ ለማሻሻል የምታደርገው/ገው ጥረት አለን ?

- ሀ. አዎን
- ለ. አይደለም

11. በ10ኛው ተ.ቁ ላይ ለተጠቀሰው ጥያቄ መልስህ/ሽ “ አዎን “ ከሆነ ከሚከተሉት ውስጥ የትኛውን ትጠቀማለህ/ያለሽ ? / መልሱ ከአንድ በላይ ሊሆን ይችላል /

- ሀ. ጋዜጣዎችና መጽሔቶችን በማንበብ

ለ. የሰዎሰው መጽሕፍትን በማንበብ

ሐ. ሬዲዮንና ቲቪዎችን አዳምጣለሁ

መ. ከጓደኞቼ ጋር በመነጋገር

ሠ. ሌላ ካለ ግለጽ/ጩ _____

12. በክፍል ውስጥ የምትማረው ትምህርት በዕለቱ ከምታከናውነው ተግባር ጋር ግንኙነት አለብህ ?

ሀ. አለው ለ. የለውም

13. በክፍል ውስጥ በየጊዜው የሚሠሩት የተለያዩ ክንውኖች በእንግሊዝኛ እንድትናገር የሚያነቃቁ ናቸውን ?

ሀ. አዎን ለ. አይደለም

14. በት/ቤታችሁ የቋንቋ ችሎታ ለማዳበር የሚያገለግሉ የትምህርት መረጃ መሣሪያዎች በበቂ ሁኔታ መገኛት

ሀ. ከፍተኛ ለ. መካከለኛ

ሐ. ዝቅተኛ

15. የእንግሊዝኛ መምህርህ/ሽ ከመማሪያ መጽሕፍ ውጪ ተጨማሪ የትምህርት መረጃ መማሪያዎችን ይጠቀማል ?

ሀ. አዎን ለ. አይደለም

16. የእንግሊዝኛን ቋንቋ ለመማር ያለህ/ሽ ፍላጎትና መነቃቀት

ሀ. ከፍተኛ ለ. መካከለኛ

ሐ. ዝቅተኛ

Appendix II

Yuunivarsitii Adis Ababaa

Barnoota Barsiisoota fi kutaa qo'anno sirna Barnoota

Adis Ababaa

Gaffilee Barattootaan guutaman

Gaffileen kun maneen barnoota sadarka 1ffaa marsaa 2ffaa tti argamaan keessatti akkaata gosti barnoota Ingiliffa itti keenamuu madaaluf kan qopha'eedha. Gaaffiileen kennaman sirriidha yookaan sirrii mitii hin jechiisuu. Kanaafuuati/ishi gaaffii gaafatamtuuf deebii mataa keetii kennuu dandeessaa.

Qorataan deebii amansiisaa ati kenniteef duraan dursee sii galateeffataa.

Qajeeliffamaa tokkooffaa :- Iddo banaa armaan gadii kennaman keessatti odd effannoo mata ketii kenni maqaa barreessuun hin barbachiiisuu

1. maqaa mana barnoota _____
2. Kutaa fi daree _____
3. Umrii _____
4. Saala : Dhiita Dhaala

Qajeeliffamaa lammaffa : Gaffilee armaan gadiitti kennamaniif fillannoowwaan kennamaan keessaa deebii sirrii jetuu sanduuqa kennamee keessatti mallattoo " X " godhii (ka'ii)

1. Barnoota Ingiliffaa ni jallataa ?
A. Eyyeen B. Mitii
2. Akkamataa keetitii siif barnoonii Ingiliffaa salphaadha ?
A. Eyyeen B. Mitii

A. Eyyeen

B. Mitii

3. Kutaalee barnoota dandeetti afaan Ingiliffaa afuran keessa kamituu siif baay'ee cimmaadha ?

A. Dubbachuu

B. Dhaggeeffachu

C. Barreessuu

D. Dubbisuu

4. Wayitii barnootaafaan Ingiliffaa yeroo baay'ee gochaa gosaa akkamii kutaa keessatti rawwataa (deebii tokko ol deebisuun ni danda'amaa)

A. Kitaaba dubbisuu

B. afaan Ingiliffatii dubbachuu

C. Barreessuu (Yaadanno garagalichuu

D. Ingiliffaa dhageeffachuu

5. Ingiliffaa barachuun wantii sii barbachiisuuf gochaa fi haala kamiif ?

A. Ergaateliviziyinaafi Reediyoodhaan darbaan hubbachuu fi

B. Barrulee adda adda dubbisuuf

C. Hiriyyootaa koo waliin dubbachuu

D. Xalayyalee adda adda barreessuuf

E. Kani biro yoo jiraatee ibsi _____

6. Hangaami tokka waytii barnoota affaan Ingiliffaa barsiisaa/tuun kee Gochaalee gareefi cimdiin afaanichaan walii galuu ilaalichisee hojii irra olichaa

A. Yeroo maraa

B. Yeroo baay'ee

C. Yeroo topkkoo tokko

D. gonkumahuu

7. Kutaa keessatti hangamii tokka afaanichaan waliigaluuf hojii garee fi cimdii keessatti hirimmaata ?

A. Yeroo maraa

B. Yeroo baay'ee

C. Yeroo tokka takka

D. Gonkumahuu

8. Kutaa keessatti barsiisaan ingiliffaa kee waan dubbatuu sirritti hubbata ?
- A. Eyyeen B. Lakkii
9. Kutaa keessatti barnoota kennamuu yoo hin hubbanee barsisaa kee gafii gaffachuuf haalii soda / salaffannoo/ sitti ni mula'ataa
- A. Eyyeen B. Lakki
10. Barnoota kutaan alatti dandeetti Ingiliffa mataa keetti foyyeessuuf shakkalii gootu ni qabda ?
- A. Eyyeen B. Lakkii
11. Gafii " 10 " irratti tuqaamee / eeramee / deebiin kee eyyeen yoo ta'ee kanneen itti anaan keessaa isaa kamitti fayyadamitaa ?
- A. Baruu fi kitaabilee dubbisuun
- B. Kitaaba seel- luugaa dubbisuun
- C. Hiriyyoota koo wajjiin dubbachuun
- D. Kan biro yoojiraate ibsi _____
12. Barnootni kutaa keessatti barattu gochaa yeroo maraa rawwatu wajjiin qunnamtii qaba ?
- A. Qabaa B. Hin qabuu
13. Yeroo baayee kutaa keessatti gochooni gargaara rawwatamaan Ingiliffa akka dubbatuu kani nama sissi'eessaani dha ?
- A. Eyyeen B. Lakki
14. Mana barnoota keessanittii dandeeti afaani dagaagifachuuf meeshaalee deegarsaa barnoota fayyadaan haala qubsa ta'een argamuissa ?

A. Olaanaa

B. Gidugalleessan

15. Barsiisaan Ingiliffaa keessaan kitaaba qajeelichaa barsiisatiin alaatti dabaalataan meeshaalee deegarsaa barnoota biroon ni fayyadamaa ?

A. Eyyeen

B. Lakki

16. Feedhii fi sissii'aaii ni barnoota Ingiliffa barachuuf ati qabdu.

A. olaana

B. gidugalleessaa

C. Gadi'aana

Appendix III

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF TEACHER EDUCATION
AND CURRICULM STUDIES
ADDIS ABABA

A questionnaire to be filled by English Teachers of second cycle primary schools.

The following questionnaires are formulated based on the assessment of the practice of communicative language teaching in second cycle primary schools.

Please feel free while filling this questionnaire for it has no negative effect towards any body. Stick your response as much as possible to reality that is being done in your school. Be sure that your responses will be used only for academic purpose and kept confidential.

Please read the instruction and each item carefully to be accurate in your response. Check at the end that you have attempted all the questions. After completing the questionnaire, you are requested to return it to the concerned individual

Thank you in advance,
For your kind cooperation.



PART ONE

I. BACKGROUND INFORMATION

Instruction:- Please indicate your answer by marking an 'X' in the appropriate box or writing where it is necessary in the space provided.

1. Name of your Zone _____
2. Name of your Woreda _____
3. Name of your School _____
4. Sex: Male Female
5. Age:
 - a) 20 - 25
 - b) 26 - 30
 - c) 31-35
 - d) 36 and above
6. Qualification
 - a) TTI Graduate
 - b) College Diploma
 - c) Other (specify) _____
7. Your field of study
 - a) Major _____
 - b) Minor _____
8. Total years of service as a teacher
 - a) 1 - 5 years
 - b) 6 - 10 years
 - c) 11 - 15 years
 - d) 16 = 20 years
 - e) 21 and above years

PART TWO:

Direction: Please put a "√"mark in the appropriate box that corresponds to your choice or write the information needed in brief when every necessary.

1. Have you participated in any orientation workshop regarding the new curriculum materials of the subject you teach?
 - a) yes
 - b) No
2. If your response to item No. 1 is "yes", how much did it help you in teaching?
 - a) very much
 - b) much
 - c) average
 - d) little
3. If your response to item No. 1 is "No", what problems did you face in teaching the subject?
 - a) application of varied teaching methods and techniques
 - b) selection and application of appropriate teaching aids
 - c) updating my self with the subject matter of the grade level
 - d) I don't have any problem

e) If any other, please list _____

4. Have you taken any communicative instructional courses?

a) Yes b) No

5. The average number of students in your class is:

a) 20 - 40 c) 61 - 80

b) 41 - 60 d) above 80

6. Do you engage your students in communicative activities?

a) Yes b) No

7. If your response to item No. "6" is "Yes". How often do you carry out communicative activities like role plays, games, simulation etc?

a) always b) sometimes

c) rarely d) not at all

8. Do you think the text book has adequate communicative activities that enhance learners' communicative skills?

a) Yes b) No

9. If your response for item No. 8 is "No", do you employ communicative activities other than the ones in the text book?

a) yes, usually b) yes, sometimes c) No

10. Communicative activities should be employed in English class frequently:

a) strongly agree b) agree c) disagree

11. How often do you organize pair or group work for communicative skill activities in the language class?

a) always b) sometimes

c) rarely d) not at all

12. Do you think that your students have the ability to communicate in English to each other?

a) Yes b) No

13. How often do you encourage your students to use the English language in and out side the class room?

a) always b) sometimes c) rarely d) Not at all

14. Who do you think should talk a lot in the communicative language class?

a) the teacher b) the students c) both equally

15. What should be the role of the teacher in communicative classrooms?

(your answer can be more than one)

a) facilitators of the communicative process

b) correcting students' errors

c) monitoring the learning activities

e) and other)specify) _____

-
16. There is a belief that communicative activities in the classroom create a context which support learning
a) strongly agree b) agree c) disagree
17. Do you think the purpose of language teaching is to develop the communicative proficiency of students?
a) Yes b) No
18. Which of the four language skills learners favored most?
a) reading b) listening c) speaking d) writing
19. Which one of the language skills is the most difficult for learners?
a) speaking b) reading c) listening d) writing
20. Did you use interaction as a technique of teaching?
a) Yes b) No
21. Interactive language learning, where students do tasks in groups, is important for developing proficiency in English
a) strongly agree b) agree c) disagree
22. If you used interaction as a technique of teaching, what is the importance? (your response can be more than one)
a) encourage cooperative learning
b) hide the weakness of students
c) the teacher will be free from teaching
d) encourage learning through one's own effort
e) others(specify) _____
-
23. Your students' motivation and interest in language learning is
a) high b) average c) low
24. Are there problems related to classroom to practice communicative approach?
a) Yes b) No c) uncertain
25. Students are reluctant to actively participate in pair or group work because of:
(your answer can be more than one)
a) fear of making mistakes
b) low proficiency in English to convey or receive message
c) unwilling to discuss issues
d) others (specify) _____
-
26. The extent to which instructional materials for language is available in the school
a) abundantly b) to some extent c) not at all
27. The principle of communicative approach of language teaching gives more emphasis to (your answer can be more than one)
a) grammar b) fluency
c) authentic and meaningful communication

- d) accuracy
e) both form and meaning of the language

28. The language instructional method widely used was

- a) teacher-centered b) learned centered c) both

29. The extent to which the principals and vice-principals discuss with English teachers on issues related to the implementation of communicative language teaching is

- a) frequently b) occasionally
c) rarely d) Not at all

30. The number of time the director and vice director supervise English teachers in their class rooms within a semester:

- a) once b) twice c) three times
d) four times e) None at all

31. The support provided by the school director and vice director to the implementation of communicative language teaching

- a) high b) medium c) low

32. Do you practice in staff training (sharing experience) in your school?

- a) Yes b) No

33. To what extent do the class size, time allotted and other factors prohibit you from carrying out communicative activities effectively?

34. What do you suggest to improve learners communicative skills?

PART THREE

Instruction: The following questionnaire refers to the concepts of communicative language teaching. Please read carefully each item, and mark an 'X' under your appropriate response in the column provided, using the following rating scales.

- Strongly Agree (SA)
- Agree (A)
- Undecided (U)
- Disagree (D)
- Strongly disagree (SD)

No.	Items	SA	A	U	D	SD
1	Teaching should focus on fluency rather than accuracy.					
2	Language is best learned by learning grammar					
3	The teacher should encourage the students to learn by themselves through struggling to communicate.					
4	The teacher should spend a lot of time on role play/games/group work and pair work instead of explicit teaching structures.					
5	The lesson should focus mainly on speaking skills					
6	The teacher should not correct the students mistakes at all.					
7	The teacher should be the center of knowledge transmission.					
8	Language tasks should be meaningful and purposeful.					
9	The students should not be exposed to authentic language and material all the time.					
10	Communicative language teaching is an effective approach for your students.					

PART FOUR

Instruction: please indicate to what extent the following factors influence the application of communicative language teaching in your school. Please mark an "X" in column, which corresponds to your choice by using the following five rating scales:

- Very high = 5
- High = 4
- Average = 3
- Low = 2
- Very low = 1

No	Items	5	4	3	2	1
1	Teachers Variables					
	1.1 Traditional grammar focused teaching.					
	1.2 Teachers' competence in oral communication.					
	1.3 Motivation and attitudes.					
	1.4 Previous knowledge and experience.					
2.	Text Books					
	2.1 Appropriateness of the contents to the maturity level of pupils.					
	2.2 Clarity and simplicity of the language used in the textbook.					
	2.3 Relevance of the contents to the communicative purposes of the language.					
	2.4 Have activities, which are appropriate to the communicative goals.					
3	Student variables					
	3.1 Proficiency in the English language.					
	3.2 Previous language learning and experience.					
	3.3 Attitude and motivation for development their communicative.					
	3.4 Socio-cultural background.					
	3.5 Failure to use the language outside classroom.					
	3.6 Interference of mother tongue.					
3.7 Learning styles.						
4	Other Variables					
	4.1 Large class size.					
	4.2 The administrative support offered to the teacher.					
	4.3 Physical resources available, both general (class room space etc.) and pedagogical (visual aids, text books etc).					
	4.4 Time is limited.					

Appendix IV

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF TEACHER EDUCATION
AND CURRICULM STUDIES
ADDIS ABABA

A questionnaire to be filled by Teachers of second cycle primary schools.

The following questionnaires are formulated based on the assessment of the practice of communicative language teaching in second cycle primary schools.

Please feel free while filling this questionnaire for it has no negative effect towards any body. Stick your response as much as possible to reality that is being done in your school. Be sure that your responses will be used only for academic purpose and kept confidential.

Please read the instruction and each item carefully to be accurate in your response. Check at the end that you have attempted all the questions. After completing the questionnaire, you are requested to return it to the concerned individual

Thank you in advance,
For your kind cooperation.

Part One

I. Back ground Information

Instruction: Please indicate your answer by marking an "X" in the appropriate box or writing where it is necessary in the space provided.

1. Name of your Zone _____
2. Name of your Woreda _____
3. Name of your School _____
4. Sex: Male Female
5. Age
 - a. 20 – 25
 - b. 26 – 30
 - c. 31 – 35
 - d. 36 and above
6. Qualification
 - a. TTI Graduate
 - b. College Diploma
 - c. Other specify _____
7. Your field of study
 - a. Major _____
 - b. Minor _____
8. Total years of service as a teacher
 - a. 1 – 5 years
 - b. 6 – 10 years
 - c. 11 – 15 years
 - d. 16 – 20 years
 - e. 21 and above years

Part – Two

Direction: Please put a "✓" mark in the appropriate box that corresponds to your choice or write the information needed in brief where ever necessary.

1. Have you participated in any orientation /work shop regarding the new curriculum materials?
 - a. Yes
 - b. No

2. If your response to item No. / is "Yes" how much did it help you in teaching?
- a. Very much b. Much c. Average
- d. Little
3. Have you taken any communicative instructional courses?
- a. Yes b. No
4. The average number of students in each class is:-
- a. 20 – 40 b. 60 – 80
- c. 41 – 60 d. above 80
5. Communicative activities should be employed in English class frequently.
- a. Strongly agree b. Agree
- c. Disagree
6. Do you think that your students have the ability to communicate in English to each other?
- a. Yes b. No
7. How often do you encourage your students to use the English language in and out side the classroom?
- a. Always b. Sometimes
- c. Rarely d. Not at all
8. Do you think the purpose of language teaching is to develop the communicative proficiency of students?
- a. Yes b. No
9. Which of the four language skills learners favoured most?
- a. Reading b. Listening
- c. Speaking d. Writing

17. Do you practice in staff training (sharing experience) in your school?

a. Yes

b. No

18. To what extent do class size, time allotted and other factors affect you from carrying out the teaching process effectively?

19. What do you suggest to improve learners language communicative skills?

PART THREE

Instruction: please indicate to what extent the following factors influence the application of communicative language teaching in your school. Please mark an "X" in column, which corresponds to your choice by using the following five rating scales:

- Very high = 5
- High = 4
- Average = 3
- Low = 2
- Very low = 1

No	Items	5	4	3	2	1
1	Teachers Variables					
	1.1 Traditional grammar focused teaching.					
	1.2 Teachers' competence in oral communication.					
	1.3 Motivation and attitudes.					
	1.4 Previous knowledge and experience.					
2.	1.5 Status and training of teachers.					
	Text Books					
	2.1 Appropriateness of the contents to the maturity level of pupils.					
	2.2 Clarity and simplicity of the language used in the textbook.					
	2.3 Relevance of the contents to the communicative purposes of the language.					
3	2.4 Have activities, which are appropriate to the communicative goals.					
	Student variables					
	3.1 Proficiency in the English language.					
	3.2 Previous language learning and experience.					
	3.3 Attitude and motivation for development their communicative.					
	3.4 Socio-cultural background.					
	3.5 Failure to use the language outside classroom.					
4	3.6 Interference of mother tongue.					
	3.7 Learning styles.					
	Other Variables					
	4.1 Large class size.					
	4.2 The administrative support offered to the teacher.					
	4.3 Physical resources available, both general (class room space etc.) and pedagogical (visual aids, text books etc).					
	4.4 Time is limited.					

Appendix V

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF TEACHER EDUCATION
AND CURRICULM STUDIES
ADDIS ABABA

**A questionnaire to be filled by Administrative personnel
of second cycle primary schools.**

The following questionnaires are formulated based on the assessment of the practice of communicative language teaching in second cycle primary schools.

Please feel free while filling this questionnaire for it has no negative effect towards any body. Stick your response as much as possible to reality that is being done in your school. Be sure that your responses will be used only for academic purpose and kept confidential.

Please read the instruction and each item carefully to be accurate in your response. Check at the end that you have attempted all the questions. After completing the questionnaire, you are requested to return it to the concerned individual

Thank you in advance,
For your kind cooperation.

Part One

1. BACK GROUND INFORMATION

Instruction: Please indicate your answer by marking an 'X' in the appropriate box or writing where it is necessary in the space provided.

1. Name of your Zone _____
2. Name of your Woreda _____
3. Name of your School _____
4. Sex: Male Female
5. Age
 - a) 20 – 25
 - b) 26 – 30
 - c) 31 – 35
 - d) 36 and above
6. Qualification
 - a) TTI Graduate
 - b) College Diploma
 - c) other (specify) _____
7. Your field of study
 - a) Major _____
 - b) Minor _____
8. Total years of service as a teacher
 - a) 1 – 5 years
 - b) 6 – 10 years
 - c) 11 – 15 years
 - d) 16 – 20 years
9. Total years of service as principal/vice principal
 - a) 1 – 3 years
 - b) 4 – 6 years
 - c) 7 – 9 years
 - d) 10 and above e years
10. Your present position in this school other than teaching:-
 - a) Department head
 - b) Unit leader
 - c) Vice principal
 - d) principal

Part Two

Direction:- please put a "✓" mark in the appropriate box that corresponds to your choice or write the information needed in brief when ever necessary.

1. Have you participated in any orientation / workshop regarding the new curriculum materials?
 - a) Yes
 - b) No

2. If your response to item No. / is "Yes" how much did it help you in teaching?
- a. Very much b. Much c. Average
- d. Little
3. Have you taken any communicative instructional courses?
- a. Yes b. No
4. The average number of students in each class is:-
- a. 20 – 40 b. 60 – 80
- c. 41 – 60 d. above 80
5. Communicative activities should be employed in English class frequently.
- a. Strongly agree b. Agree
- c. Disagree
6. Do you think that your students have the ability to communicate in English to each other?
- a. Yes b. No
7. How often do you encourage your students to use the English language in and out side the classroom?
- a. Always b. Sometimes
- c. Rarely d. Not at all
8. Do you think the purpose of language teaching is to develop the communicative proficiency of students?
- a. Yes b. No
9. Which of the four language skills learners favoured most?
- a. Reading b. Listening
- c. Speaking d. Writing

10. Which one of the language skills is the most difficult for learners?

- a. Speaking b. Reading
c. Listening d. Writing

11. Students motivation and interest in language learning is:

- a. High b. Average c. Low

12. Students are reluctant to actively participate in pair or group work because of:

(Your answer can be more than one.)

- a. Fear of making mistakes
b. Low proficiency in English to convey or receive message.
c. Unwilling to discuss ideas.
d. Others (specify) _____

13. The extent to which instructional material for language teaching and learning is:-
available in your school:-

- a. Abundantly b. To some extent c. Not at all

14. The language instructional method widely used was:-

- a. Teacher centered b. learner centered
c. Both

15. Is the classrooms, desks, chairs etc. in your school suitable for the teaching and learning process?

- a. Yes b. No

16. The number of time the directors and vice directors supervise teachers in their classrooms within a semester.

- a. Once b. Twice c. Three times
d. Four times e. None at all

17. Do you practice in staff training (sharing experience) in your school?

a. Yes

b. No

18. To what extent do class size, time allotted and other factors affect you from carrying out the teaching process effectively?

19. What do you suggest to improve learners language communicative skills?

PART THREE

Instruction: please indicate to what extent the following factors influence the application of communicative language teaching in your school. Please mark an "X" in column, which corresponds to your choice by using the following five rating scales:

- Very high = 5
- High = 4
- Average = 3
- Low = 2
- Very low = 1

No	Items	5	4	3	2	1
1	Teachers Variables					
	1.1 Traditional grammar focused teaching.					
	1.2 Teachers' competence in oral communication.					
	1.3 Motivation and attitudes.					
	1.4 Previous knowledge and experience.					
	1.5 Status and training of teachers.					
2.	Text Books					
	2.1 Appropriateness of the contents to the maturity level of pupils.					
	2.2 Clarity and simplicity of the language used in the textbook.					
	2.3 Relevance of the contents to the communicative purposes of the language.					
	2.4 Have activities, which are appropriate to the communicative goals.					
3	Student variables					
	3.1 Proficiency in the English language.					
	3.2 Previous language learning and experience.					
	3.3 Attitude and motivation for development their communicative.					
	3.4 Socio-cultural background.					
	3.5 Failure to use the language outside classroom.					
	3.6 Interference of mother tongue.					
	3.7 Learning styles.					
4	Other Variables					
	4.1 Large class size.					
	4.2 The administrative support offered to the teacher.					
	4.3 Physical resources available, both general (class room space etc.) and pedagogical (visual aids, text books etc).					
	4.4 Time is limited.					

Appendix VI

Interviews to English Teachers

Basic Guiding Sample Interview Question

1. Do you think that the way you have been taught can affect your present styles of teaching method? If yes, how?
2. Have you ever had training in communicative language teaching? How long?
3. How frequently did you use communicative approach in language teaching?
4. What did you find most helpful in learning the English language?
5. Is English grammar learnt more efficiently through a focus on form or a focus on meaning?
6. Do the activities in the textbook encourage the personal involvement of the learners in the learning process?
7. What feelings have you observed from your learners when engaged in communicative activities?
8. What techniques do you use to make learners actively participate in the classroom?
9. From your experience in primary school, What factors do you think facilitate or hinder the application of communicative approach in language teaching?

Appendix VII

Classroom Observation Checklist

No	Implementation Variables	Yes		No		Total Class sessions observed
		No	%	No	%	
1	The teacher uses explanation most of the time.					
2	Teachers organize pair and group work for different activities.					
3	Teachers carry out activities like role play, games, simulation etc.					
4	Learners involved in communicative tasks in pair and group works.					
5	The teacher motivates the learners to participate in different activities.					
6	Learners get opportunity to use the language for communicative purpose.					
7	The teacher makes the learners to interact with each other.					
8	Learners ask questions.					