

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTEMENT OF ENGLISH

FACTORS THAT HINDER THE IMPLEMENTATION OF  
COMMUNICATIVE LANGUAGE TEACHING: YABELO  
SECONDARY AND PREPARATORY SCHOOL IN FOCUS.



By

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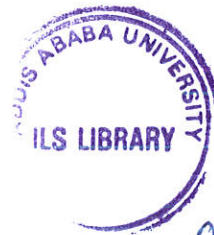
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## List of Acronyms

CLT- Communicative Language Teaching

ESL- English as Second Language

EFL- English as Foreign Language

## *Abstract*

*The purpose of this study was to find out the major factors that hinder the implementation of communicative language teaching. Yabelo senior secondary and preparatory school in focus. In due course of this study, 55 students and 4 teachers, totally 59 participants were participated. The 55 students selected through systematic sampling from five classes that randomly selected while the existing four teachers' enrolled through available sampling.*

*Instruments employed in this study included: Questionnaire, Observation checklist, and semi- structured interview. When questionnaire used as the main tool, observation and an interview were used to reflect the main points in questionnaire for the sake of validation and triangulation. In the analysis part, percentage and rating scale were used while data being analyzed. Accordingly the following findings were obtained, among the factors which hinder the implementation of communicative language teaching the following were series: Teachers' lack of the target language culture and CLT training; Students' low English proficiency and passive style of learning; Lack of enough administrative support and authentic materials as well as lack of effective and efficient instruments to assess communicative competence. Besides, it has proved that the teachers had the right concept about CLT but they fail to implement it practically. Consequently, they are practicing traditional language teaching methods and using only textbook as a teaching aids. On the other hand, students indicated that they are interested and that they perceived English as not difficult subject. With regard to the activities practiced at home, most students (62%) of students attested that they spent much time on reading textbook and revising exam papers.*

*In light to the findings, the following conclusions were drawn: There was gap between theory and practice; Materials other than textbook like tape recorder and video films need to be integrated in teaching program. The practice of principles of current communicative language and communicative competence which is central goal of CLT was given less emphasis.*

*At last, the following were recommended: providing adequate administrative support, preparing multitude of authentic materials, developing an efficient and effective instruments to assess communicative competence, preparing supplementary materials and inviting the experts to share experience and to give explanation about CLT.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

The origin of modern language education traced back to 17<sup>th</sup> century. Latin was the dominant language at the time before it was replaced by English, French and Spanish by the end of 16 century. The method that was used to teach Latin was called grammar translation method. In this method students were required to translate Latin into their own native language, which was the medium of instruction. Grammar was taught deductively (Wales, 2009)

It was in 19<sup>th</sup> and 20<sup>th</sup> centuries that innovations reforms in foreign language teaching began rapidly. Different and sometimes conflicting methods appeared at a time. But, their appearance brought improvement over the previous or contemporary methods (Wales, 2009). As a matter of fact, a wide variety of teaching methods such as direct method, situational language teaching, Audio-lingual method and communicative language teaching emerged.

Audio-lingual language teaching method was first practiced widely in United States in 1960s. However, with the changes in American linguistic theory in sixties, prominent linguist, Noam Chomsky, came up with innovative theory which contradicts theoretical assumption of Audiolingualism. Furthermore, the practitioners were dissatisfied with Audiolingualism for two reasons: first, students can't transfer the communicative skills acquired from Audiolingualism to real world communication; secondly some of its procedures are found to be boring and unsatisfying. This led to the decline of Audiolingualism in United States (Jack C and Rogers, 1991).

In 1960, while Audiolingualism was practiced in United States at the same time situational language teaching was practiced in Britain. In situational language teaching, language was taught by practicing structures in meaningful situation based activities. Accuracy was the center of focus for this method as that of Audiolingualism. Following the decline of Audiolingualism in the mid 1960, British applied linguists called into question the theoretical assumption of situational language teaching. As a result, they shifted their focus from accuracy to communicative competence. It's at this point in time that communicative language teaching was started (Ibid, 1991):

After the decline of situational language teaching in 1960, in Britain CLT assumed its position and continued to be a major approach of language teaching since 1970. Unlike the former methods which focus on forms of language CLT focuses on meaning. In relation to this Clark (1989:20) says, "The introduction of communicative methodology that has been described as revolutionary in its movement away from focus on the form of the language to a focus on its meaning potential." The central goal of CLT is to bring communicative competence. When we talk about communicative competence, we are talking about socio-cultural, linguistic and discourse knowledge of the learners. In other words, the learners should be able to use language for different purposes and functions. They should be able to use variety of language according to setting and how to produce and understand different types of text.

If we have said this much about the expansion of CLT all over the world, it will be useful to examine its particular effect on Ethiopian language teaching practice. Since Globalization is expanding and affecting every nation across the world more than ever, it's impossible to say Ethiopia is out of this circumstance. Consequently, the major approaches and methods which have been influential in language teaching have also been

affecting Ethiopia. Alemu (2004:18-19) has mentioned this influence as follows:

*Methodologies that have been influential in teaching second languages all over the world since 1920 have also influenced the practices of English language teaching in country since 1940. For example, listing contents (package) to be taught through drilling with focus on accuracy in the 1940s was clearly the influence of structuralism. Similarly, the recommendation of an oral approach with writing primarily to reinforce speech habits in 1960s was attributed to Audiolingualism, and prescription of learner-centered approach in 1990s was influence of CLT theories (18-19).*

Starting from the introduction of modern education in Ethiopia, during manlike II reign, we have been using English for almost one century. However, it's pressed on strongly when the new educational policy was implemented in 1994 by the current government (FEDRE). Now English is used as medium of instruction at secondary and tertiary levels when one student can't read, write, speak and listen in English, it's not difficult to guess problems he/she might faces. Therefore, equipping students with good knowledge and skills of English is mandatory, in order to make them competent. This will be realized if and only if we come up with appropriate language teaching methodology to the need of global communication.

## **1.2 Statement of the Problem**

Now a day, communicative language teaching is practicing widely more than ever before. But, still there are misconceptions about CLT implementation in classroom. Obviously, a CLT central goal is to bring communicative competence and it focuses on communication. However, several theorists and teachers perceive theoretical assumption of CLT wrongly. This led to the following misconceptions: CLT does not involve grammar teaching; it ignores language skills other than speaking; it's

manifested only through role plays and it requires native teachers (Thompson, 1996). Thompson (1996) argued that grammar is taught communicatively and that communication takes place not only through a speech but also through writing and reading. Hence, there are resistance to new methods like CLT Abbot (1987), states that the resistance comes from students who have certain learning style; parents who are distrustful to new educational ideas; officialdom who always discourage innovation; and these set of attitudes may have effect on the teachers and interrupt an attempt of trying out new way of teaching. Moreover, Deckert (1987:20) says, "The old notions of students about what goes on in classroom, of course not the only obstacle to communicative learning. Old notions are embedded in the pages of selected text books, classroom physical arrangement an administrative requirements." These show the problems that we might face when tried out CLT in classroom.

It is essential to consult local researches that have been done in related, topic. Accordingly, Yemane (2007) and Beyene (2008) focused on teachers and students' perceptions and practice of CLT. What they identified is how CLT is being practiced and perceived by teachers and students. At last in their conclusions part they indicated as there is gap between perception and practice. However, they didn't say any thing why students and teachers fail to practice CLT appropriately. None of them mentioned problems constrained implementation of CLT. Therefore, the researcher investigates over all problems that resist the implementation of CLT

### **1.3 Objectives of the Study**

#### ***General objective:***

The major objective of this study is investigating on the major factors that impede the implementation of communicative language teaching.

#### ***Specific Objectives:***

- To investigate teachers' perceptions related to implementation of CLT.
- To find out Students' perceptions about the subject (English).
- To assess whether the teaching methods being employed by the teachers meet the principles of CLT.
- To assess the teachers role in practicing communicative activities.

In due course of the research the following questions were answered:

1. What are the factors that hinder the implementation of communicative language teaching?
2. How do preparatory teachers perceive the practice of CLT?
3. Do the teachers assuming roles that meet principles of communicative language teaching?

### **1.4 Significance of the Study**

1. The findings of this study provide a better understanding and awareness on the current status of communicative language teaching in preparatory school.
2. This work tries to draw a better theoretical understanding about communicative language teaching via its literature review.
3. The finding and recommendation of this study give insight how to get better the implementation of communicative language teaching in the preparatory school.
4. Furthermore, it provides information for those researchers who would like to conduct further study on related topic.

## **1.5 Delimitation**

While we carry out our research, it's essential to limit it to a manageable size. Even though, the problems exist at all educational levels. This study is limited to preparatory school which is found in Yabello Woreda. It's one of the Woreda situated in Borena Zone.

## **1.6 Limitation**

In the attempt of conducting this research certain constraints have been discovered. Due to financial and time constraints the researcher imposed to conduct research on small sample size. Obviously the narrow the sample is the more research is exposed to problem of external validity (sample general ability). As a matter of fact, this research might have a problem related to external validity.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1 History of Communicative Language Teaching

The history of CLT is still controversial due to the lack of consensus on the major sources of changes that accounted for emergence of CLT. Brumfit and Johnson as mentioned in Bram and Mendez (2009:491) recommend three sources of change that play a great role for emergency of CLT:

- The **sociolinguistic changes** which pay special attention for language aspects such as ethnography of speaking, ethno methodology and anthropology. Hymes, Gumperz and Goffman were the prominent figures that accelerate the changes.
- The changes took place in **language philosophy** enables philosophers like Grice, Austin, and Searle to emphasis 'speech acts'.
- The changes took place in **linguistic** or due to Ross, Fillmore, and Lakoff reaction against Chomsky's centrality of syntax and their development of generative semantics and with Halliday, McIntosh and Stevens (1964) and crystal and Davy (1969) on discourse analysis.

In contrast, Savignon (1997:10) as cited in Bram and Mendez (2009:421), focus on changes took place in two areas; theoretical and practical. The theoretical changes emanated from the discussion in psychology, linguistics, and communication theory while the practical one is emanated from pedagogical need and concerns. According to him these two major changes cause the CLT to be happened.

The more comprehensive discussion was held by Stern (1992:11-13) as mentioned in Bram and Mendez (2009:491-492). He mentioned two scientific and three pedagogic sources:

- Numerous linguistic studies which were adopted in second language teaching; socio linguistic by Hymes and Labov, philosophical on the part of language philosophers such as Grice, Austin and Searle and purely linguistic like Firth's and Halliday's. The communicative approach originates among others, from the pedagogic proposals, on the basis of these purely linguistic sources, of Widdowson and Candlin in the United Kingdom.
- Most researches done in foreign language teaching concluded that a more flexible and individualized approach is required so that the learner build his/her competence in the foreign language independently and not necessarily according to the gradation of the syllabus.
- The Council of Europe modern language projects which focus on foreign language teaching according to learners' needs cause the emergence of CLT. Specially its attempts to design a situational, notional and functional syllabus with Van Ek, Alexander, and Wilkins.
- The emergence of a communicative curriculum that results from Canadian experiments of linguistic immersion in French.
- The humanistic approaches in the United States which advocate the role of human relationships in the teaching and learning process versus the previous all important and impersonal teacher-centered approaches (adapted from Bram and Mendez, 2009:491-492).

Though the experts in the field couldn't reach on consensus about the sources of communicative language teaching approach, CLT is evolving more than ever before in our time. Consequently, in many countries which used English either as foreign or second language has incorporated CLT with in their curriculum. Let us now consider the development that CLT has gone through and where it's now.

## **2.2 Communicative Language Teaching Trend**

In the last 50 years, many changes have been taken place in language teaching area especially in syllabus design and methodology in general. Richards (2006:6) divided these changes into three phases:

Phase 1: **Traditional approaches** (up to the late 1960)

Phase2: **Classic communicative language teaching** (late 1970to1990)

Phase 3: **Current communicative language teaching** (1990 to present)

Let us consider the last two phase since they are directly related with our topic of discussion.

### **2.2.1 Classic Communicative Language Teaching (1970s to 1990)**

In the 1970s, an opposition against traditional approaches likes audiolingualism and situational language teaching gain momentum. In traditional approach, grammatical competence was given priority and grammar was taught through repetitive practice and drilling. Moreover, the approach to the teaching of grammar was deductive. As the reaction against traditional approach spread all over the world, the centrality of grammatical competence was questioned. It was believed that in language learning and teaching not only the rules of language is necessary but also knowledge and skills to put that rules into use is paramount important. In relation to this Widdoson (1978:1) points:

*We may readily acknowledge that the ability to produce sentences is a crucial one in learning of a language. It's important to recognize, however, that it is not the only ability learners need to acquire. Some one knowing a language knows more than how to understand, speak, write and read sentences. He also knows how sentences are used to communicative effect.*

At last, the quest of teaching language communicatively enables the researcher in sociolinguistic field to come up with new concept which is called communicative competence. As we discussed so far, communicative competence embraces many aspects of language like where and how to use language appropriately and negotiate meaning effectively. Hence, the consensus was reached on to make communicative competence the goal of teaching. The next step that should be taken was designing syllabus and determining methodology which serve to this aim. It's at this time that CLT was developed as the method which helps to achieve the goal of reaching communicative competence. Then the experts on the field set the following points that should be reflected in syllabus in order to be able develop the learner's communicative competence:

1. The **purpose** for which the learner wishes to acquire the target language. For instance, using English for business purposes, in the hotel industry, or for travel.
2. The **setting** in which they will want to use the target language. For example, in an office on an airplane, or in a store.
3. The **socially defined role** the learners will assume in the target language, as well as the role of their interlocutors. For examples, as a traveler, as a salesperson talk to clients.
4. The **communicative events** in which the learners will participate: every day situation, vocational or professional situations, academic situations, and so on. For example, making telephone calls, engaging in casual conversation.

5. The **language functions** involved in those events, or what the learner will be able to do with the language. For example, making introduction, giving explanations or describing plans.
6. The **notions or concept involved** or what the learner need to be able to talk about. For example, leisure, finance, history and religion.
7. The skills involved in the “knitting together” of discourse: **discourse and rhetorical skills**. For example story telling, giving an effective business presentation.
8. The **varieties** of the target language that will be needed such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.
9. The **grammatical content** that will be needed.
10. The **lexical content** or vocabulary that will be needed. (Van Ek and Alexander) adapted from Richards (2006:10)

This initiate two major development in the 1970s and 1980s: proposal for a communicative syllabus and the ESP movement. The several new syllabuses that were introduced by advocates of CLT include: A skills-based syllabus, Functional and Notional syllabuses. Skill-based syllabus focus on the major four skills and macro-skills and skills are presented integratively in this syllabus. A functional syllabus is designed according to functions the learner should be able to carry out in English, such as expressing likes and dislikes, offering and accepting apologies etc. on the other hand notional syllabus organized based on content and notions a learner need to express. However, it was soon discovered that communicative syllabus had defect for they have not included all the relevant components of a language. To fill this gap new syllabus which is called Threshold syllabus was developed by Van Ek and Alexander (1980). This syllabus specifies topics, function, notions, situation, as well as grammar and vocabulary. (Richards 2006:11-12).

Moreover, ESP (English for specific purpose) movement is one of the remarkable phenomena which occurred in this phase. The pioneers of CLT understood that many learners needed English in order to use it in specific occupational or educational setting. It was discovered that teaching them specific kinds of language and communicative skills needed for particular roles (e.g. that of nurse, engineer, flight attendant, pilot etc). Soon ESP course began to be offered at Universities in order to address the language need of university students, nurses, engineers, restaurant staff, doctors etc (Richards, 2001:12).

### **2.2.2 Current Trends in Communicative Language Teaching**

Communicative approach has been implemented widely since 1990 due to its set of principles which reflect communicative competence as the goal of second and foreign language teaching. Current communicative language teaching rooted from different educational paradigms and traditions. As a result, there is no single or agreed upon set of practices that reflect communicative language teaching today. Rather current CLT refers to a set of generally agreed upon principles that can be implemented in various ways, based on teaching context, the age of the learners, their level, their learning goal and so on (Richards, 2006:23).

It is believed that the shift towards CLT as marking a paradigm shift in our thinking about teachers, learning and teaching. Jacobs and Farrell (2003) as cited in Richards (2006:25), identify the components of this shift as follows: move from teacher-centered instruction to learners-centered instruction; move from product-oriented to process-oriented instructions; shift from separate and decontextualize learning to social nature of learning; shift from devaluing individual differences to valuing individual differences; shift from a whole-to-part to a part-to-whole approach; shift from emphasis on forms to emphasis on meaning as well

as a shift from viewing learning as an end means to life-long process. This CLT paradigm shift led to eight major changes in approaches to language teaching. These include: learner autonomy, the social nature of learning, curricular integration, and focus on meaning, diversity thinking skills, alternative assessment and teacher as co-learners. (Richard 2006:25)

## **2.3 Communicative Competence**

We have raised through out our discussion that CLT main goal is communicative competence. And we have tried to explain it also to some extent but that is not the whole story about communicative competence it needs further elaboration. In order to be precise discussing various types of communicative competence is essential since its set as the goal of communicative language teaching. Therefore, under this topic we will discuss historical overview, definition and types of communicative competence respectively.

### **2.3.1 Historical Overview**

The scientific history of the concept of communicative competence started in the 1960s as an opposition against the so-called “linguistic competence” introduced by the structural linguist Noam Chomsky (1965). He based his linguistic theory on an ideal speaker-listener with perfect linguistic knowledge, which is believed to be unaltered by cognitive and situational factors during actual linguistic performance. However, philosopher Jürgen Habermas (1970) and the sociolinguist Dell Hymes (1972) argued that Chomsky’s concept could not serve as a relevant component in a theory of real-life communication. Habermas reveals his position as follows:

*Above all, communicative competence relates to an ideal speech situation in the same way that linguistic competence relates to the abstract system of linguistic rules. The dialogue constitutive universals at the same time generate and describe the form of intersubjectivity which makes mutuality of understanding possible. Communicative competence is defined by the ideal speaker's mastery of the dialogue constitutive universals irrespective of the actual restrictions under empirical conditions (Habermas 1970: 140-141 as quoted by Rickhi, Strohner, and Vorweg 2008:17).*

In contrast to Chomsky and Habermas, the sociolinguist Dell Hymes related his conception of communicative competence not only to theoretical, but also to practical needs. Consequently, he rejected the dichotomy of competence and performance. Instead, he looked upon the two concepts as two sides of a coin: Performance is the observable part, and competence is the inferred ability to produce the observed performance in the future. Hymes suggested that both competence and performance may be influenced by special cognitive and social factors, and that their interrelationship should be investigated with empirical methods. Instead of a dichotomy of competence/performance, Hymes (1972: 281) proposed that the following four questions should be asked for a comprehensive study of language and communication:

1. Whether (and to what degree) something is formally *possible*;
2. Whether (and to what degree) something is *feasible* in virtue of the means of implementation available;
3. Whether (and to what degree) something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to which degree) something is in fact done, actually *performed*, and what its doing entails.

Further an experts like John Wiemann (1977), and Spitzberg and Cupach (1984/1989) have contributed a great deal in the development of

a comprehensive notion of communicative competence. (Rickhiet, Strohner, and Vorweg 2008:17-20)

**Definition:** As mentioned above, Hyme's definition and proposition about communicative competence got wide acceptance. He emphasize that a theory of language should not incorporates only grammaticality but also acceptability. In doing so he introduced the social dimension of language which has been ignored by Chomsky. As a result, Hyme's definition of 'competence' includes both knowledge and ability for use. (Bram and Mendez 2009:493).

More comprehensive definition of Heyme's (1972:283) has been quoted by Bram and Mendez (2009) as follows:

*I should take competence as the most general term for the ability of a person [.....] competence is dependent upon both (tacit) knowledge and (ability) for use. Knowledge is distinct, then both from competence (as its part) and from systematic possibility to which its relation is an empirical matters. (Heymes, 1972:283).o*

As we can understand, from Heym's definition 'communicative competence', possesses two aspects: linguistic and cultural aspects of language. So, how can we measure individual communicative competence? This question led us to discussion on types of communicative competences. We can say someone is communicatively competent if and only if he/she exhibits the following.

**Linguistic competence:** knowledge of rules of morphology, syntax sentence-grammar, semantics and phonology.

**Sociolinguistic competence:** knowledge of how to use and respond to language appropriately in terms of setting, topic and relationships among the people communicating.

**Discourse competence:** knowledge of interpreting and constructing discourse (either spoken or written) cohesively and coherently. In short it concerns with know how of combining grammatical forms (cohesion) and

meanings (coherence) to achieves a unified spoken or written text in different genres.

**Strategic competence:** knowledge of recognizing and repairing communication breakdown, how to work around gaps in one's knowledge of the language and how to lean more bout the languages and in the context (Bram and Mendez, 2009:491).

## **2.4 Definition and Principles of Communicative Language Teaching**

### **2.4.1 Definition of Communicative Language Teaching**

Communicative language teaching is broad concepts which do not have single well framed definition. Advocators of communicative language teaching define it in various ways. For instance, Richards (2006) define communicative language teaching as one of the teaching methods which sets as its goal the teaching of communicative competence .Communicative competence includes the knowledge of how to use, vary, produce language and how to maintain communication without problems in one's language knowledge. Nunan's (1988) definition of CLT is a bit broader than Richards (2006). He puts it as follows;

*A major impetus to the development of learner- centered language teaching come with the advent of communicative language teaching. In fact, this is more a cluster of approaches than a single methodology, which grew out of the dissatisfaction with structuralism and the situational methods of the 1960s."*

As we can understand from the above definition CLT is not a single methodology rather it's a cluster of approaches. Richards (2006), has proved this proposition. Richards (2006), has introduced process-based and product-based CLT approaches as the extensions of CLT movement but which take different routes to realize the goals of communicative language teaching. Furthermore Van (2002:106) adds the following:

*There is no one communicative method, as most scholars of language teaching would concur. The Natural approach, Content-based language teaching, most application of learning across the curriculum, immersion, task-based instruction, and interactive learning are all examples of communicative language teaching however, all communicative approaches share some fundamental tenets.*

In brief we can understand from the above discussion that it is difficult to put Cleary stated definition of CLT. Therefore, it is essential to look at the principles of CLT and practice accordingly.

### **2.4.2 Principles of Communicative Language Teaching**

Even with regard to principles of CLT there are differences depending on the development that CLT passed through. That is, the principles that have been used in Classical CLT are different from current CLT practices. For example, In Classical CLT the following have been set as the principles of CLT:

- Make real communication the focus of language learning;
- Provide opportunity for learners to experiment and try out what they know;
- Be tolerant of learners' error as they indicate that the learner is building up his or her communicative competence;
- Provide opportunity for learners to develop both accuracy and fluency;
- Link the difference skills such as speaking, reading and listening, together, since they usually occur together in the real World;
- Let students induce or discover grammar rules. (adapted from Richards, 2006:13)

Furthermore, Atkins et al (1995) summarize the principles of CLT as follows:

- It gives due emphasis for meaning;

- Its main focus is on language use than language form;
- Students– student interaction is encouraged than teacher-centered learning;
- Language is taught integratively as they occur in real world.

However, through the course of time the problem was detected with these principles for they are not comprehensive. In current communicative language teaching principles are paid due attention. Richards (2006:23) says, "Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals and so on."

Therefore, the current principles of communicative language teaching include the following:

1. Language learning can be facilitated when learners involved in interaction and meaningful communication.
2. Effective classroom tasks and exercises provide opportunity for students to negotiate meaning, expand their language resource, notice how language is used, and participate in meaningful interpersonal exchange.
3. Meaningful communication comes from students processing content that is relevant, purposeful, interesting and engaging.
4. Communication is a holistic process which invites the use of several language skills or modalities.
5. Language can be facilitated both by activities that engage inductive and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process which includes creative use of language and trial and error.

7. Learner develop their own routes to language learning progress at different rates, and have different needs and motivation for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. Teacher assume the role of facilitator, who creates favorable classroom condition to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. Classroom is a community where learners learn through collaboration and sharing. (Richards,2006:23)

## **2.5 Communicative Activities**

Since the emergence of CLT, teachers and materials writers have been looking for ways of developing classroom activities which go inline with the principles of communicative language teaching. Thus unremitting effort is still continued up to present day. Therefore, under this topic we will discuss the extension of this effort like types of communicative activities, the purpose of communicative activities and their distinctive features.

### **2.5.1 Types of Communicative Activities**

Different material writers' and theorists categorize communicative activities in different ways. As a result, it's impossible to include all that division within this research due to the scope of study and time limit. Richards (2006) identify activities focus on fluency as communicative activity:

**Activities Focus on Fluency:** the central goal of CLT is to develop fluency in language use. Fluency is natural use of language. It will be happened when speakers involves in meaningful interaction and keep on going communication without problems in his communication competence. If fluency needs to be developed creating classroom activities which allowed students to negotiate meaning, use communication strategies, and work to avoid communication breakdown will help us to reach our goal. (Richards, 2006:14)

In order to differentiate fluency from accuracy raising points which reflects peculiar features of activities focus on fluency is essential for our discussion. Most of activities focusing on fluency possess the following features: They reflect natural use of language; focus on achieving communication; require meaningful use of language; produce language that may not be predictable and they seek to link language use to context (ibid: 14).

On the other hand Littlewood (1981) divided communicative activities into two main categories. These are:

**i) Functional Communication activities:** communicative activities which reflect functional aspects of communication can be devised. For instance, if there is a problem, that learners solve or information they will share, with what ever language at their disposal. That is, appropriateness and accuracy may not be considered in this case. The main aim of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. In this regard we call our learners successful if they cope with communicative demands of the immediate situation (Littlewood, 1981:20)

**ii) Social Interaction Activities:** It's also possible to devise communicative activities both for social as well as functional aspects of communication. Learners can convey the meaning effectively, but social

context in which interaction takes place needs to be considered. Due to the limitation of the classrooms, simulation and role-playing are serve best in order to create a wide variety of social situations and relationship. Success is now measured both in terms of functional effectiveness of the language and acceptability of the forms that are used.

According to Pauston and Bruder (1976:72-82) there are four basic types of activities in a variety of permutations for developing communicative competence: social formulas and dialogues, community-oriented task, problem solving activities and role play.

- i) Social formula and Dialogues:** It includes the set of speech encounter activities as greeting, partings, introductions, excuses compliments, hiding feeling etc. It is very hard to lie, to complain and to convince someone for a debate in another language and our students should be taught how to do this in an appropriate way.
- ii) Community-oriented Tasks:** Community-oriented tasks are sets of exercises which compel the student to interact with native speakers outside the classroom. It has two folds advantages: communicative participation in community will expose to real situation and collection of very relevant and needed information.
- iii) Problem-solving Activities:** In such activities students are presented with a problem and some alternative solutions from which they have to decide on one.
- iv) Role play:** Role plays are activities in which student is assigned a factitious role from which he has to manage some kind of behavior toward the other role characters in the activities. The format of a role play consists of three basic parts: the situation, the roles and useful expressions. The situation sets scene and the plot i.e., explains the situation and describes the task or action to be performed. The roles sections assign the roles, list of characters.

Useful expression contains the linguistic, primarily expressions, phrases and technical vocabulary.

### **2.5.2 Purpose of Communicative Activities**

Sometimes we should know what we are going to achieve through communicative activities in the classroom. This is essential because the purpose of activities that has been practiced in a classroom reflect the principles of methodology being employed at a time. Little wood (1981) recap the purpose of communicative activities as follows:

- i) **Providing 'whole-task practice'**:- he divided the practice into stages as training in the part-skills and practice in total skill. Therefore, the purpose of communicative activities is providing whole-task practices which suit the learners' level of ability.
- ii) **Improving motivation**:-most communicative activities encourage the learners' to take part in communication with others. This sustained their motivation if their prior conception of language is as a means of communication rather than as a structural system.
- iii) **Allowing natural learning**:-since they encourage the involvement of learners in using language for communication. As a result, we can say communicative activity is a part of learning.
- iv) **Creating supportive learning context**:-communicative activity encourages co-operation and positive relationship among learners and between learners and teachers. These co-operations and relationships create a favorable learning condition in classroom.

### **2.5.3 Distinctive Features of Communicative Activities**

In each language teaching methodologies either it be traditional or modern language teaching methods, all of them have their own features (patterns) in which classroom activities is developed depending on their consecutives principles and theories. In a typical lesson of situational

language teaching follows three phases which is called p-p-p cycle: presentation, practice and production.

**Presentation:** in this phase, the teacher presents new structure through conversation or short text. In addition, he explains the new structure and checks students' comprehension of it.

**Practice:** students practice new structure here in a controlled context, through drills.

**Production:** students practice producing new structures here in various contexts by using their own context or information (adapted from Richards, 2006:8).

This P.P.P lesson structure was used widely in language teaching materials and its modified form is being employed in some contemporary materials up to present day. However, it was criticized strongly by Skehan (1996:18) as mentioned in Richards (2006:8) as follows:

*The underlying theory for P.P.P approach has now been discredited. He belief that a precise focus on a particular form leads to learning and autoimmunization (the learners will learn what is taught in the order in which it is taught) no longer carries much credibility in linguistic or psychology).*

Furthermore, the Richards (2006:8) strengthen the proposition by saying the following:

*Under the influence of CLT theory, grammar-based methodologies such as P-P-P have given way to functional and skill-based teaching; and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work.*

In contrast to the P-P-P cycle, Richards (2006) recommends three different kinds of practices; mechanical, meaningful and communicative practice as distinctive features of CLT classroom activities. Let us see what would be performed in each practice phases.

**Mechanical practice;** is the phase in which students practice a language in controlled way without necessarily understanding the language they

are practicing. Types of activities that would be included in this phase include repetition and substitution drills (Richards, 2006:10).

**Meaningful practice**; is the phase in which students are allowed to make meaningful choices while carrying out practice. Still control is also provided at this phase.

**Communicative practice** ;is a phase in which students use language within a real communicative content where real information is exchanged, and where the language used is not total predictable. (Ibid)

#### **2.5.4 Roles of Teachers and Students in Communicative Activities**

The advent of CLT brought changes over many aspects of language teaching. As we have been discussed earlier with the coming of CLT many materials writers and teachers have strived to prepare materials and activities that meet principles of CLT. Moreover, Nunan (1988), has proved that the ration behind developing learner centered curriculum was the advent of CLT. As a matter of fact, several new types syllabus such as a skilled based syllabus, functional and notional syllabus were introduced by the advocates of CLT (Richards, 2006:11). Obviously, the roles of teachers and students also vary with innovation made in language learning and teaching area.

In the past language teaching methods like situational and Audio-lingual methods, teachers assume the role of controller where as students were passive recipients. In other words, students will do what teachers ordered them to do. If for instance, teacher order students to rehearse after him or her they will rehearse. The teacher intervention highly encouraged in structural approach such practice will hinder the development of students' communicative skills. Now, such practice has gone out of fashion, it does not work any more in modern language teaching.

As it has been raised above, students centered approach is highly encouraged in modern language teaching and learning. Thus why, innovation and reforms was needed in language teaching and learning. When we say student-student interaction favored in modern language teaching it does not mean that teacher intervention is completely ignored it's to mean that the teacher functions become less dominant than before. In typical communicative classroom teacher can offer advice or provide necessary language items and resolve disagreement on any points. In doing so he is assuming the role of advisor. During the activities, he facilitates and monitors students' performance. In some other activities, teacher act as 'co-communicator' – involving in communicative activity along with students. Students should also assume the following roles on their part: They should hold the belief that co-operative learning is important and they should participate in classroom activities; They should accustomed working in pairs and group with their peers and they should be also autonomous and responsible for their own learning,( Little wood, (1981), Freeman (1986) and Richards (2006).

## **2.6 Factors that Influence the Implementation of CLT**

There are a number of factors which influence foreign (second) language teaching and learning in general and language teaching methods in particular. Since people are resistance to change, it is not an essay task to made pedagogical innovation in language teaching area. Human beings always resist something which contrast his/her previous beliefs and practice because it is not easy to deny the familiar patterns of behavior implanted in him/her. Consequently, there might be several factors which influence the practice of CLT as it's one of the teaching methods which initiate innovation in language teaching area. In relation

to this, Brumfit (1980) has divided factors that influence language teaching methodology into two as: external and internal factors.

1. **External Factors:** includes both national and local situations which will directly affect language teaching-learning situation and indirectly influence on the personal characteristics of both teachers and students.

i) National situation (factors) relevant to language teaching will be:

- a) National educational aim (in general);
- b) National educational aims for language teaching;
- c) The nature of the social situation which causes particular languages to be taught.

ii) Those factors which significantly affect local situation whether through official policy decisions (or lack them) in relation to:

- a) size of class;
- b) degree of compulsion exercised over pupils choice of subject;
- c) amount of administrative support offered to the teacher (in the form of syllabuses, inspectorate consultation etc);
- d) physical resources available, both general (classroom, space, etc) and pedagogical (visual aids, text books, etc);
- e) freedom of maneuver allowed to the teacher (the extent to which textbooks and official syllabuses can be criticized; etc);

2. **Internal Factors** are related with psycho- social aspects of teachers and students.

i) Students psycho-social factors which influence their learning includes:

- a) Aptitude (or language learning)
- b) Attitude
- c) Motivation (afflation and achievement)
- d) Age
- e) Previous language learning experience

All of these will combine to form each student's standard and the combination of individual standards will of course form the class standard.

ii) Those factors associated with teachers are the following:

- a) aptitude
- b) attitude
- c) motivation
- d) age
- e) previous experience
- f) training
- g) use made of resources, training, etc
  - i. Methodology chosen
  - ii. Resource chosen
  - iii. Teaching techniques used (Adapted from Brumfit, 1980:130-132).

Several research studies have given evidence that learners' individual characteristics can influence their individual outcomes. Their beliefs, and experience, aptitude, motivation and their previous learning experience help them to understand their learning process and final results they obtain. For instance, sometimes students react to teacher's performance in variety of ways. They may react enthusiastically or they may reject it. This might be happened due to teacher's personality traits and types of tasks performed in classroom. Even if the teaching methodology being employed in classroom contrast their learning experience and beliefs they will resist. Girma (2005:58) consolidated this point as follows:

*For example, students who place greater value on traditional grammar exercises may be reluctant to accept communicatively oriented activities. In such circumstances, teachers can be forced to conform their classroom behavior to the expectations of their students, which may contradict the innovative material or methodology.*

On the other hand teachers' personality traits and beliefs can also affect the implementation of pedagogical innovations. Girma (2005) identified factors like teachers' beliefs, attitude professional experience and teachers' understanding of innovation as the factors which affect implementation of pedagogical innovations. In addition, Prabhu (1987:103, said "... quality of teaching in any classroom is dependent on the teacher's pedagogic perception, quite a part from his/her abilities and the teaching condition". Therefore, those factors drawn out by Brumfit (1980) for language teaching methodology will also applicable for communicative language teaching. So, it is fair generalization to take those factors as the factors that impedes the implementation of communicative language teaching.

Moreover, Li (1998), in his research conducted on Korean teachers' perceptions of implementation of CLT, has divided into four the difficulties encounter teacher as follows:

**1. Difficulties caused by teachers;**

- Deficiency in spoken English;
- Deficiency in strategic and socio-linguistic competence;
- Few opportunities for retaining in CLT;
- Misconception about CLT;
- Little time for practice and expertise in material development.

**2. Difficulties caused by students:**

- Low English proficiency;
- Little motivation for communicative competence;
- Resistance to class participation;

**3. Difficulties caused by CLT itself:**

- CLT's inadequate account of EFL teaching;
- Lack of effective and efficient assessment instrument

**4. Difficulties caused by the educational system:**

- large classes;

- grammar-base examination;
- insufficient funding;
- Lack of support. (adapted from Zekariya 2010:50-51)

Li (1998), proposition is directly related to Brumfit (1980) assumption, except the last point which specifically focus on CLT. In addition, Endalkachew (2006) has identified three things as the major factors which influence CLT. These includes; individual difference, teaching methodology and textbooks. In brief we can drawn conclusion that the factors that influence CLT evolve from these three sources: Educational systems, teachers and students as participants.

## **CHAPTER-THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research includes both more of quantitative source of data and less of qualitative source of data. It has combined both qualitative and quantitative method while data is being analyzed and collected. In analysis part numerical scale, figure and percentage followed by explanation were given. Eventually describe the major problems block the implementation of CLT. Therefore, it's rational to say this research is a typical descriptive of its type.

#### **3.2 Sample Population and Sampling Technique**

The sources of data were some of Yabelo preparatory school teachers and students. At present there are four English teachers that are assigned to grade 11 and 12 students in the school. All of the existing four teachers recruited for the research through available sampling. Among the ten total classes (i.e, grade 11 and 12), five classes were taken through random sampling. The average number of students in each class was 55 in number. From the sampled classes 20% (11) students were selected through systematic sampling. Totally 55 students and four teachers participated in this research.

#### **3.3 Instruments**

The main aim of this research was to investigate on the major factors that hinder the implementation of communicative language teaching. The relevant tools which seem to serve to this aim were observation, questionnaire and interview.

### 3.3.1 Observation

Observation is one of the way which aid to collect data about current language teaching methods .To strengthen this idea Seliger.H and Shoamy.E (1989:156) says,” Data about teacher’s knowledge of the subject matter and of current teaching methods can be collected by means of a test and/or observation (of actual lesson)” as we can comprehend from this, observation is one of tools which aid to gather data about the language teaching methods being implements by the teachers in classroom. In addition, using observation for collecting data was worthwhile because it allows examining phenomena at close range with many of the contextual variable present .However, we should care for two things: the closeness may introduce bias and the presences of the observer alter the behavior of the subject observed (Seliger.Hand Shoamy. E, 1989:163)

According to Seliger and Shoam (1989:163), observation can be varying in the explicitness .Based on this we can divide them into two: as structured observation and unstructured observation. Structured observation has high degree of explicitness, which the researcher pre-determined what to look for in observed context .Un structured observation (Open observation) has low explicitness and the data being recorded are broad and more general. Data gathered through structured observation will be in a form checklist, tallies, frequencies and rating while data gathered through open observation will be in form of impression, field notes, tapes or transcripts. Therefore, in this research the structured observation has been used and data has been gathered in a form of checklist in order to gain the high explicitness.

Regarding the contents of the classroom observation, it has four sections. These are Activities related section; Students behavior related section; Teachers role related section and Classroom set up related section. They

are organized and tabulated by using three alternatives: 'Yes', 'No' and 'Undecided'.

### **3.3.2 Questionnaire**

As Best .J and Kahn .J (2006) says there are two types of questions: closed form and open form. Closed form questions restrict the respondents by providing a chance of selecting one thing among many alternatives where as open form questions is unrestricted and the respondents can explain freely by using their own words. In order to get detail information both form of questions were included in questionnaire. The questionnaire was prepared for students of Grade 11 and 12.

The students' questionnaire has one part. Part-I asks for personal information, information related to students language proficiency and information related English language teaching methods. While students questionnaire prepared every efforts has been undertaken to use simple language and to avoid vague explanations.

### **3.3.3 Interview**

In addition to questionnaire, interview has been used to triangulate the data. The interview was prepared for four teachers who are at this time teaching grade 11 and 12 students. The interview was typically semi-structured interview which consists of specific and defined questions before hand, but at the same times it allows some elaboration in the questions and answers.

Regarding the contents, it reflects the main points that have been included in classroom observation. The interviews prepared for teachers has four different parts: part-I asks for personal information like age, gender and educational status; part-II seek information about school; part-III asks questions related to English language teaching method and

part-IV asks questions related factors that hinder the implementation of communicative language teaching. Particularly it devoted to asks about issues related to CLT and other language teaching methods.

### **3.4 Data Collection Procedure**

To ensure its validity the questionnaire, interviews and classroom observation were adapted from previous work done in the area. After it was adapted, it has been given to advisor to get comment on contents of each the tools.

At last, the refined questionnaires based on the comments given from the advisor were distributed to participants after necessary explanation was given on how to complete it.

In general, total of 55 questionnaires were distributed to 55 systematical selected students. All of the respondents that is 55 respondents filled and returned the questionnaires.

### **3.5 Method of Data Analysis**

The data collected through close ended questions and observation analyzed and interpreted quantitatively by using percentage, and rating scale while data collected through interview and open-ended questions analyzed qualitatively.

## **CHAPTER-FOUR**

### **4. DATA ANALYSIS AND INTERPRETATION**

Under this chapter an analysis and interpretation of the data that has been collected through Questionnaires, Interview and classroom observation were made.

#### **4.1 Teachers' Interview**

##### **4.1.1 Personal Information of Teachers**

Under this topic questions related to the personal information of teacher respondents' .Specifically information related to age, gender, and educational quality and teaching experience of the teacher respondents' were asked and the following points were summarized.

According to the responses provided by participants, half of the participants (2 participants out of total 4 participants) age lies between 21-39.The rests of the participants' ages lie 30-39 and 40-49 age ranges respectively. Among these only 1 respondent was rank highest (i.e. 40-49).

With regard to gender and educational quality all of the respondents were male and BA graduates. There was no Female English teacher at preparatory level in the school. In addition, all of the English teachers who were teaching grade 11 and grade 12 students qualified in BA degree.

In relation to their experience of teaching, majority of the respondents (i.e., 2 of them) had 7-12 years experience of teaching. The remaining 2 respondents had 3-5 and 5-7 years of teaching experience respectively. Among these half of the respondents had at least 12 years experience of

teaching and only 1 respondent had 3-5 years teaching experience, which is least relatively to other respondents.

#### **4.1.2 School Information**

In this part issue related to class size, grade level and the number of classes assigned for one teacher was discussed in detail.

Accordingly, 2 teachers have been teaching grade 11 and 1 teacher has been teaching grade 12 presently. Only one teacher was teaching both grade 11 and 12.

Moreover, one respondent confirmed that he has been teaching three classes. The rest of the respondents proved that they were teaching five classes. To discuss it in detail, the first respondent should get in three classes per a day and the rest should get in five classes each day.

Concerning the class size, two of the participants proved by their responses that the number of students per class ranges from 40-45, while the rest two participants indicated that the number of students per a class ranges from 55-60.

#### **4.1.3 Experience of Teachers using CLT and other Language Teaching Methods**

The questions which were analyzed and interpreted under this topic seek information about language teaching methods which they experience when they were students and their current practice as well. Moreover, an attempt has undertaken to explore whether CLT is being implemented in a class or not.

With regard to questions asked about language teaching methods they are using in a class presently. Two respondents replied as they use Audio-lingual method rarely in their classes. The remaining two

respondents confirmed that they never use Audio-lingual method in their classes. In contrast to this, they rather favored Communicative approach. Two participants responded that they always used communicative approach, while the rest two replied as they use it often. In correspondent to this, two of the respondents were using direct method sometimes .One respondent indicated that he use direct method rarely but one convinced that he never used it at all .In addition, two of the respondents witnessed that they used situational language teaching sometimes while one said always. Only one respondent indicated that he used situational language teaching often. Therefore, it's fair generalization to say that most of English teachers of grade 11 and 12 used communicative approach and situational language teaching in the classes frequently.

Concerning language teaching methods they experience as the language learners, three of them proved that they rarely experience audio-lingual method while one responded that he never use it at all. But, two of the participants indicated that they did experience communicative approach always .With subtle difference one replied as he experienced it often while one said sometimes. Again two of the respondents convinced that they experienced direct method often. Meanwhile two participants experienced it sometimes. When questions about situational language teaching methods asked, two of the respondents assured that they experienced it often and the rest two respondents indicated as they experience it sometimes.

#### **4.1.3.1 Using CLT in classes**

Regarding question related using CLT in a class and participating in workshop and training, all of the teachers were claiming as they have tried CLT in their classes' presently. Moreover, three participants assured that they have participated in training and workshops devoted to CLT.

Only one respondent convinced as he was not involved any training or workshops.

To push further and to get detail information, the following questions which seek information about CLT were asked. These are:

Why did you or why didn't you try CLT?

1. If you tried CLT, how did you like using it in your classes?
2. If you have participated in workshops and training devoted to CLT

When: \_\_\_\_\_

Where: \_\_\_\_\_

How long: \_\_\_\_\_

3. How did you benefit from the program? What did you learn from it?
4. How do you define communicative language teaching in your own words?

As answers for item 1, all respondents provided a variety of answers which revolve around the core points of CLT. For instance, one respondent designated that he used CLT because it placed a prominence on language fluency which is key point in language learning. He has also pointed out that it promotes collaborative language learning. Further another respondent indicated that he tried CLT because it helps his students to communicate in English on the topic related to their real life situation. The rest answered back as the textbook imposed them to implement CLT because most of the activities and exercises in textbook prepared to be done in groups and pair.

All of the participants replied optimistically to the item 2 and gave their own validation. The first respondent stressed that he used CLT because it enables the learners to practice and improve their communicative skill. Other respondent on his part responded as CLT make his students to practice fluency, which in turn help them to be fluent. The remaining

respondents confirmed that they like to use CLT because it brings students to the center of discussion.

With reference to items 3, three of the respondents demonstrated that they have participated in workshops and training except one respondent who missed the chance. As one respondent persuaded, he took four days training at Shashamane on January 2011. Whereas other respondent affirmed that he participated for 8 days workshops twice at the same place on January 2010 and 2011. The last respondent attested that he has participated on different workshops and training programs at Addis Ababa, Ambo and Woliso for about three months in 1994, 1996 and 1997 E.C respectively.

Those respondents who were participated on workshops and training offer information on what they benefited from the program. One respondent stressed that he has realized that most of discussion time should be taken up by students because the modern language teaching favored student-to-student interaction. The last two respondents indicated that they had learnt different teaching strategies and how to teach four major skills integratively.

In response to item 4, two of the respondents defined CLT as the language teaching which mainly focus on those points like fluency and student-to-student interaction. The rest of two respondents defined CLT as from the terminology that make up it. Since it says 'communicative' it's open to interpretations. As a result they put it as it focus on communication

#### **4.1.4 Questions Related to their Perception and Principles of CLT**

Here, the principles and some central points of CLT were asked. Besides an effort was employed to explore teachers' perception and understanding about CLT.

According to the information obtained, the teacher respondents have a right concept about CLT because they replied the conceptual questions appropriately. In brief they have identified what is involved and what is not involved in CLT. To further ensure their understanding let us analyze their responses using figures.

The items 1, 4,6,7,9 and 10 all talk about the concept of CLT. That is, each questions has included one concept which is belongs to CLT. The respondents also accepted them as they are the right concept of CLT. For instance, in response to item 1, four respondents selected as it's the concept of CLT but none of them oppose this idea. In response to item 4, two of the respondents said 'yes' but two of the respondents said 'No'. Items 6 and 7 were accepted by all of the respondents, none of them contest. The same true for items 9 and 10 most of the respondents (i'e, 3 of them) responded as it's the right concept, but only one respondent is against.

In contrast to those items deal with concept of CLT, items 2, 3, 5 and 8 raised question related to misconception of CLT. In response to item 2, three of the respondents missed it. For the response item 3, all of the respondents have realized that it's a misconception. In response to the item 5, three of the respondents have got that it's misconception but only one respondent missed that. At the same time, majority of the respondents identified that item 8 a misconception about CLT.

#### **4.1.4.1 Criteria of Communicative Activities**

In response questions related to criteria of communicative activities, most of the respondents selected the right answers for each point. At first hand items 1-6 deals with the criteria that reflect communicative activities. Accordingly, all of the respondents didn't miss any questions. This indicated that the respondents clearly know what communicative activities should possess. This is said on the basis of their responses. For instance, response to item 1, all respondents accepted that communicative activities seek to develop communicative competence. They have realized that linking real life situation to classroom activities, using authentic text and creating supportive learning context are the core points in preparing communicative activities.

#### **4.1.5 Questions related to Factors that Hinder Communicative Language Teaching**

Here, factors influences CLT were analyzed and interpreted in detail. They categorized into four sections as teacher-related, student-related, education system related and CLT-related factors.

##### **4.1.5.1 Teacher related factors**

As indicated in interviews attached in appendix, those points are perceived as teachers' related factors which hinder the implementation of CLT in classroom. The respondents have indicated to what extent those factors affect the implementation of CLT.

In response to item (1), which related to teacher's low proficiency in spoken language, majority of the respondent (i.e. two of them) replied as it's a challenge. When one respondent replied as its major challenge while another respondent indicated that it's mild challenge. We can deduce from this that teacher's low proficiency in spoken language is one of the problem which hamper the implementation of CLT.

In response to item (II), which related to teachers' lack of knowledge using language in appropriate context, half of the respondents indicated that it's a challenge. While half of them indicated that it's a mild challenge in general as we can understand from the responses given teachers' lack of knowledge about the appropriate use of language in context has its own contribution in practicing CLT in classroom.

With regard to item (III), which talks about teacher's lack of knowledge about target language culture, majority of the respondents (i.e. 3 of them) replied as it's the major challenge while only one respondent indicated as its challenge. One can easily conclude from the proposition above that teachers' lack of knowledge about the target language is the serious problem which blocks the implementation of CLT in classroom.

In response to item (IV), which says, there are a few opportunities for teachers to get CLT training. All of the respondents indicated together that it's the major challenge which hinders the implementation of CLT in classroom. This shows that the teachers have a few chance of participating in pedagogical invocation. Among those problems indicated above this one is toughest one. They all indicated that they have a few opportunities to participate in CLT training.

For the item (v), which talks about teachers' face shortage of time in developing materials for communicative classes, three of the respondents indicated its challenge while only one respondent replied as it's the major challenge. This reveals that the teachers don't have sufficient time to develop materials for communicative classes due to worked overload and other personal problems. Therefore, we can generalize that shortage of time for developing materials, is one of the main problem which affect the implementation of the CLT in classroom.

At last, in responses to item (VI), which seek information about teachers' misconception about CLT, two of the respondents replied as its mild challenge where as two of the respondents replied as it's not a challenge at all. This indicated that the teachers' misconception about CLT is not such serious problem in implementing CLT.

#### **4.1.5.2 Student related factors**

As indicated in interviews attached in appendix, around four points related student contribution in implementing CLT has been identified. Let us see together how respondents reacted to those points.

The item (I) talks about students' low-levels English proficiency, majority of the respondents (i.e. three of them) reacted as it's the major challenge in implementing CLT. Only one respondent indicated that it's a mild challenge. Therefore, it's promising to say that student's low proficiency in English affect negatively the implementation CLT. In response to item (II), which talks about students' passive style of learning, three of the respondents indicated as it's the major challenge in practicing CLT while one respondent indicated as its challenge. So, one conclude that students passive style of learning is one of the tough problem which facing teacher while they try to implement CLT in their classroom. In fact, CLT promote collaborative learning which contrast the passive style of learning.

With regard to item (III), which related to students resistance in communicative class activities, two respondents replied as its major challenge, while one respondent indicated that it's major challenge. The remaining one respondent replied as it's the mild challenges. So, we can say students' resistance to communicative class activities can affect the implementation of CLT to some extent.

In response to item (IV), which related to students lack of motivation for developing communicative competence, three of the respondents indicated that its challenge but one respondent professed as its mild challenge. Hence, we can say students' lack of motivation for developing communicative competence is one of the main problems which affect the implementation of CLT.

#### **4.1.5.3 Factors related to Educational system**

As indicated in interviews attached in appendix, round five points have been raised as problems related to the educational system. These problems are believed to be some of the factors which affect the implementation of CLT. Let see how the respondents indicated its particular effect in implementation of CLT.

For instance, item (I) talks about lack of adequate support from administration, in response to this item three of the respondents indicated as the major challenge but one respondent indicated that it's the challenge. So, we can conclude that lack of adequate support from administration is one of the huge problems in implementing CLT.

In response to item (II) which related to lack of authentic material like new paper, magazines, etc, majority of the respondents identified as it's the major challenge while one respondent identified as a challenge. Therefore, unavailability of authentic material in school is another huge problem next to the lack of support provided by administration bodies.

With regard to item (III), which says 'traditional view on teachers' and learners' role is not compatible with CLT', majority of the respondents that is, three of them replied as it's a challenge only one respondent indicated that it's mild challenge. Its fair generalization to say that the traditional view on teachers and learners' role and its incompatibility with CLT affect the implementation of CLT negatively to some extent.

For the item (IV) related to the class size, when two of the respondents identified as a challenge but the rest two respondents identified as a mild challenge. Therefore, problems related to class size is not such a profound problem as we discovered through out our analysis.

In correspondent to above response the respondents have already indicated that the grammar base examination does not have such a great impact in practicing CLT. To show in figure, two of the respondents replied as it's a challenge but two of the rest respondents confirmed that it's not a challenge at all.

#### **4.1.5.4 Factors related to CLT**

Those points mentioned in interview deals with the problems that teachers faced while they implemented CLT due to its complex and difficult nature .So, under this topic an attempt were made to identify problems associated with CLT itself. And we examined and interpreted the reaction of respondents whether they are experiencing those problems or not.

Accordingly, in response to item (I) which says 'There is lack of effective and efficient instrument to assess communicative competence'; two of the respondents indicated that as it's the major challenge. It's the upper hand from the respondents. The remaining, one respondent identified as it's a mild challenge. As a result, lack of effective and efficient instruments to assess communicative competence remain the major problem in implementing CLT.

In response to item (II) which says, CLT doesn't take into account the differences between EFL and ESL teaching context; three of the respondents indicated as it's not a challenge at all but one respondent indicated that it's a challenged. This might not be categorized among those huge problems.

With regard to response to item (iii), two of the respondents proved that it's a mild challenge. The remaining, one indicated that it's not a challenge at all.

## 4.2 Students' Questionnaire

An attempt has been made to gather data from students through questionnaire. Those students who participated in the research were grade 11 and 12 students. Therefore, under this topic we closely examine and analyze their responses and at last we drawn a plausible conclusion from their responses.

### 4.2.1 Personal Information

**Table 1: personal information**

Age	Responses	
	F	%
a. 15-18	10	18.18
b. 18-22	35	63.63
c. 22-27	5	9.09
d. 27-32	4	7.4
e. 35 or more	1	1.81
Total	55	100

As the table above shows 35(64%) respondents were found at optimum age level. Out of total respondents 18% of them were fall in 15-18 age ranges while 9% of the respondents fall in 22-27 age ranges. The remaining 7% and 2% of respondents were fall between 27-32 and 35 or more age ranges respectively. One can drawn conclusion from the above proposition that the majority of students are found at the right age level. It's clear that the age level of students below or above the optimum level has an effect on their memory status and motivation.

**Table 2: Students' Gender**

Gender	Responses	
	F	%
a. female	20	36.36
b. male	35	63.63
Total	50	100

With regard to gender ratio, 36% of respondents were females where as 64% of respondents were males. In order to avoid gender bias every necessary effort has been made to engage the females in this study. Due to various cultural and socio-cultural problems the numbers of females' participants remain less than the number of male participants.

#### 4.2.2 Exposure for Practicing English

Here the students were asked the extent they use English at the school and outside the school with their friends and family members. This is done because it's believed that the language practiced well if there is environmental support. That is, one should get a chance of communicating through a language with the surrounding community for a social purpose. Otherwise 40 minutes teaching language might not be enough to achieve language proficiency easily. Hence, these questions designed to check whether the students have an access to use English in a classroom or out side classroom.

**Table 3: Using English at home**

Frequency of using English at home	Responses	
	F	%
a. frequently	5	9.9
b. sometimes	6	10.9
c. seldom	30	54.54
d. very rarely	14	25.4
<b>Total</b>	<b>55</b>	<b>100</b>

As the table above indicates, 55% of the respondents provide that they used English at home seldom while 25% confirmed that they use it very rarely. Only 10% of respondents proved that they used English at home frequently. Remain 11% of respondents replied that they used it sometimes. In brief, more than half of the respondents denied when they asked whether they use English at home or not. This might be happened because of poor educational background of their family or the respondents own beliefs of using English only in school. What ever the reasons are the results above show that the students are not applying to their real life what they have learnt in the school. This indicates that the students lack socio-cultural competence. That is, the ability to use language in appropriate social context.

**Table 4: Using English in a class**

Frequency	Responses	
	F	%
a) Frequently	28	50.9
b) sometimes	22	40
c) seldom	8	14.5
d) very rarely	2	3.63
<b>Total</b>	<b>55</b>	<b>100</b>

In response to question related to exposure they have to use English in a class, 51% of respondents replied as they used frequently, 40% of respondents indicated that they used it sometimes. The rest, 15% of respondents replied as they use it seldom while the remaining 4% proved that they use it very rarely. We can infer from this that students have exposure to use English in a class. Meaning they used English to ask question and to give answer in class. However, as we saw in our earlier discussion the problem is not using English in a class and they don't

bother to use it outside the class. They don't use English at home with their family members; they don't use again to communicate with their friends and other social groups.

#### 4.2.3 Perceived Difficulties by Students in using English

**Table 5: Difficulty Level of Learning English**

Difficulties	Responses	
	F	%
a) very easy	4	7.2
b) easy	7	12.7
c) Moderate	33	60
d) Difficult	8	14.54
e) very difficult	3	5.4
<b>Total</b>	<b>55</b>	<b>100</b>

To assess the level of difficulty, the respondents have been asked how they found English either it's very easy or very difficult. Accordingly, 60% of participants responded that it is average (moderate) but 15% of respondents found it difficult and 13% of respondents labeled it as easy while 7% label it as very easy. Only 3% of respondents perceived it as very difficult. Therefore, the majority of respondents assured by their responses that they don't have a series problem in learning English.

#### 4.2.4 Language Proficiency

**Table 6: Language Proficiency**

Proficiency level	Responses	
	F	%
a) very good	4	7.2
b) good	9	16.36
c) average	29	52.72
d) poor	8	14.54
e) very poor	5	9.09
<b>Total</b>	<b>55</b>	<b>100</b>

For the sake of validation and triangulation students were asked to rank their language proficiency. However, 53% of respondents claim that their language proficiency were average while 16% claim that they had good language proficiency. The rest, 7% ranked as very good language proficiency but 15% of respondents indicated that they had poor language proficiency. Only 9% of respondents ranked as very poor. This assumption oppose the response given by their teachers their teachers confirmed that their students language proficiency was low. It's obvious that people do not like to blame themselves or they don't like to expose their defects.

#### 4.2.5 Materials used in Learning English

**Table 7: Materials used in Learning English**

Materials	Frequently		Sometimes		Seldom		Very rarely		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
a) Text books	34	61.8	14	25.4	5	9.0	2	3.6	-	-	55	100
b) Related course book	-	-	5	9.09	10	18.18	6	10.9	34	61.81	55	100
c) Recorded material on cassettes	-	-	5	9.09	9	16.36	13	23.63	28	50.9	55	100
d) Video	-	-	3	5.45	11	20	12	21.81	29	52.72	55	100
f) English by radio programs	-	-	4	7.27	13	23.63	11	20	37	67.27	55	100
E) English by TV Programs	-	-	6	10.9	7	12.72	12	21.81	30	54.54	55	100

The above table shows the material that has been used in a class in order to aid the teaching learning process. Around six teaching materials were appealed to the students and they required showing the extent they used it in a class. Consequently 62% of respondents indicated that they used text book frequently while 25% and 9% said sometimes and seldom respectively. Among these only 4% proved that they use it very rarely.

The next material was course book, for this 9% respondents indicated as they used it sometimes where as 18% replied as they used it seldom. The remaining 11% and 62% of the respondents assured that they used very rarely and they never used it all respectively. In responses to recorded material on cassettes, video, English by radio programs and English by TV programs, 51%, 53%, 67% and 55% of respondents confirmed that they never use those materials respectively. We can draw a conclusion that the material that is accustomed to be used in a class is only a textbook.

#### 4.2.6 Reasons for Learning English

**Table8: Reasons for Learning English**

Reasons	Responses	
	F	%
a) it's given as a subject and service as medium of instruction	6	10.9
b) to get good grades in national exams	35	63.63
c) I need English to communicate to other Ethiopians	4	7.22
d) to get job	10	18.18
e) it's an international language	-	-
<b>Total</b>	55	100

When students were required their justification for leaning English, most of the respondents, that is 64% of respondents out of the total respondents raised one point: That is, for the sake of grading good scores in national examine. Even if it's believed that language is used for the purpose of communication, only 7% respondents accepted this proposition. This shows that our students spent their time by finding the way how they score good result in national exam. Such practice has its own effect on mastering of a given language.

### 4.2.7 Learning Style Preferences

**Table 9: Learning Style preferences**

Preferences	Responses	
	F	%
a) I learn English best when teacher explains rules, meanings of words etc. and I do exercise following the given examples	32	58.18
b) I learn English best when I do activities myself and with my partners (e.g. in pairs/group) and the teachers gives me help.	23	41.81
<b>Total</b>	<b>55</b>	<b>100</b>

As indicated in the table above, 58% of the students need the explanation of their teacher. That is, they expect their teacher to explain rules, meaning of words and each and everything related to the topic and then gives them an exercise to do accordingly .42% respondents prefer to try first by their own and then with their partners. They expect teacher intervention when they need help. They would like to do every thing on their own. And they believed in collaborative learning. The former preference of learning is most probably a teacher-centered one. In this case, teacher is the center of discussion while students play little part in classroom discussion. Such practice now has gone out of fashion.it's also behaviorist typical practice of learning. However, the later one put student to the center of discussion and encourages self and collaborative learning. This is manifestation of the modern way of language teaching. However, our students' preference is still the traditional one.

## 4.2.8 Activities Practiced at Home

**Table 10: Activities Practiced at Home**

Activities	Frequently		Sometimes		Seldom		Very rarely		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
a) Reading English text books and revising your notes	38	69.09	11	20	6	10.9	-	-	-	-	55	100
b) Reading grammar books and doing the exercise	32	58.18	23	41.81	-	-	-	-	-	-		
c) Reading vocabulary development books and doing exercise	4	7.27	7	12.7	5	9.09	39	70.9	-	-	55	100
d) Reading books on reading skills development and doing exercise	2	3.63	3	5.45	8	14.54	42	76.36	-	-	55	100
e) Reading newspaper, magazines, fiction etc. in English	-	-	5	9.09	34	61.81	10	18.18	6	10.9	55	100
f) Revising previous exam papers	30	54.54	13	23.63	7	12.7	5	9.09	-	-	55	100
g) Listening to news in English on Radio, TV, etc	4	7.27	36	65.45	8	14.54	5	9.09	2	3.63	55	100
h. Watching films video etc. in English	33	60	8	14.54	8	14.54	6	10.9	-	-	55	100
i. Listen to material recorded on cassettes for practicing English	4	7.2	6	10.9	7	12.72	31	56.3	7	12.72	55	100
j. Speaking to friends, family members in English	7	12.7	30	54.54	13	23.63	5	9.09	-	-	55	100

Concerning the activities students do at home 69% of respondents indicated that they read and revise English text book frequently. At the same time 58% of respondents confirmed that they used grammar books frequently. This indicated that students gave due emphasis for reading textbooks and grammar books.

In response to reading vocabulary development books and books on reading skill, 71% of respondents affirmed that they use vocabulary development books very rarely on the other hand 76% of respondents assured that they read books on reading skills very rarely.

With regard to response related to reading news paper, magazine, fiction as well as revising previous exam paper, 62% of respondents confirmed that they read material like news paper and magazine seldom. In another

response 55% of participants affirmed as they revise exam paper frequently.

For questions which seek information about whether the students listening news in English on radio and watch films videos in English 65% participants indicated that they listen news in English some time while another 60% of participants replied as they watch videos in English frequently.

In another response connected to using recorded materials like cassettes and using English to communicate with friends and family members, 56% of respondents confirmed that they use cassettes for practicing English very rarely while 54% of participants indicated that they use English to communicate with friends and family members some times.

#### 4.2.9 Interest of learning English

Table 11: Interest of Learning English

Interest	Responses	
	F	%
Yes	39	70.9
No,	15	29.9
Total	55/4	100

With regard to motivation to learn English, 71% replied positively but 29% indicated that they don't have interest to learn English, what we can realized from this is that most of the students are interested in learning English due to numerous reasons. The motive behind might be scouring good result in national exam, as they said earlier. Or to be hired in NGO's in order to earn a better payment. We can raise this and that as reasons. However, what we have to be certain here is that our students ready to accommodate any thing in connection with learning English.

## 4.3 Results of Observation Checklist and Interview

### 4.3.1 Result of Observation Checklist

In order to observe what is going on in a classroom, observation checklist has been prepared. Using observational checklist was inevitable because it's only through classroom observation to access how teachers and students act as well as to observe classroom setting and types of activities being practiced in class.

**Table 12: Observation Checklist**

No.	List of items observed	Yes	No	Undecided	Total Sections
	A. Activities	3	1	-	4
1.	The activities are designed to the level of student understanding				
2.	The activities encourage the student to interact with each other in pairs/groups	2	2	-	4
3.	Activities promote communication	3	1	-	4
	B. Assessment of students' overall behavior during classroom observation	3	1		4
1.	The are motivated to use English in class				
2.	They are volunteer to communicate in English	2	1	1	4
3.	They work in pair/group using the target language	1	3	-	4
4.	They are co-operative in doing the given tasks	1	3		4
5.	They need their teacher to explain every thing	4	-	-	4
6.	They have low language proficiency	2	-	2	4
8.	They are willing to ask and answer questions	1	3	-	4
9.	They have confidence while they communicate in English	-	4	-	4
10.	They feel fear, a noxious and confused while they communities in English	2	1	1	4
	C. Assessment of activities (roles) related teachers performances during classroom observation				
1.	Introduces the lesson and clarifies the learning objectives				
2.	Arranges student in pairs/group for discussion	1	3	-	4
3.	Carries out the activities like role play, games, simulation etc.	-	4	-	4
4.	The teacher uses explanation most of the time	3	1	-	4
5.	Emphasizes on language rules (grammar)	3	1	-	4
6.	Gives immediate and direct correction	2	1	1	4
	D. Condition of classroom set up				4
1.	There are large number of students in a class	3	1		
2.	There is enough space for interaction in groups	2	1	1	4
3.	The desks and tables are easily movable to make groups	2	-	2	4

For the sake convenience the results of observation checklist categorized into four major topics, as prepared for observation, and analyzed accordingly.

### **Activities Related Observation Result**

Activities are designed to the level of student understanding and they also promote communication. This is what the observation result convinced. During the classroom observation, students have not been observed while they struggle to do the activities given to them. Further, the activities brought to class invites interaction .because most activities related to real life situation which burst discussion among students. With regard to points related to whether activities encourages group/ pair work or not. Every instruction of each activity in textbook instructs the students to do in pair/groups. So possibly, we can say yes it encourages students to interact in groups or pairs.

### **Observational Results Related to students overall behavior**

Since students are either victim or contributor of ill-implemented methods, an attempt was made to observe them from several dimensions. Concerning their state of mind related to motivation and attitude they had for English. Yes, they are motivated to speak with their ability they have at disposal. When the teachers ask question they tried to give answers. This shows not only their motivation but also their willingness (volunteerisms) to communicate in English. Therefore, we can say they are motivated and volunteer to use English. But, they are not confident and fluent enough while they communicate in English.

They were observed when they afraid to speak, even sometimes they utter words desperately. You will see some frustration on their face while they speak. In relation to fluency, it is possible to say they are not fluent enough. They were not able to express their ideas and opinions freely

except some outstanding students. In addition their over all language proficiency was low. During classroom observation, problems of pronunciation, and grammar were detected through out their speech. While observation is being undertaken only in one class that an attempt of organizing students in group /pairs was seen. In that class, as soon as the teacher ordered them to work in pair students stare at textbook and rush to answer back the question. They were not observed while they co-operatively do the activities. What can be realized from these is that they willing and interested in asking and answering questions.

### **Observation Result Related to Teachers Roles In classroom**

The implementation of variety language teaching methods in the classroom has its own impact on teaching-learning process. Therefore, assessing the teachers roles against some points related to CLT paramount important. During classroom observation teachers didn't completely do this: They didn't introduce the learning objectives; they didn't carries out activities like role play, games, simulation etc. With regard arranging students in pairs /groups only one teacher attempted that, rest three teachers didn't even attempt. In contrast, they were observed while they use explanation most of the time and stressed language rules throughout discussion. Moreover, they were observed while they gave immediate and direct correction.

### **Observation Result Related Classroom set up**

In fact, the number of students in each class was large but their numbers do not exceed 65. There is space for interaction because half of chairs in classroom are movable while the rest half connected. But, the problems with teachers and students, they are not accustomed to discuss ~~is~~ groups or pairs.

## CHAPTER FIVE

### 5. Summary of the Findings, Conclusions and Recommendations

#### 5.1 Summary of the Findings

The study deals with factors that hinder the implementation of communicative language teaching in Yabelo preparatory school. All necessary information related to the topic was gathered through questionnaires, interview and observation. Moreover, detail information was given in the literature review part about CLT to show its exact picture.

In general, the following findings have been summarized from the study.

1. As the findings of the study revealed, when teachers are required to identify the criteria of communicative activities they do accurately. We can be sure that they have the right theoretical concept about CLT from their responses they gave. They proved while they interviewed that they perceived CLT positively.
2. In relation to problems (factors) that hinder the implementation of CLT, teachers' lack of the target language culture and few opportunities to get CLT training was found as the major problems. Even if some of the teachers have got the training, there was a problem still. The training is either short term which is not enough to digest what they are trained for or it may not be directly related to CLT.
3. Nevertheless, the contributions of students for the implementation of CLT should not be underestimated for they are part of teaching-learning process. Students' low English proficiency and passive style of learning was hindrance for practicing CLT in classroom as revealed by this finding.

4. Among others, Lack of enough support from administration and lack of authentic materials make the implementation of CLT very difficult. Above all, lack of effective and efficient instruments to assess communicative competence makes the problem worse.
5. As the study indicated, most of the students (60%) perceived English as neither difficult nor easy. They found it as its difficulty level is average. Further, 71% of the students were interested in learning English. This indicated that the students have positive perception.
6. Among activities practiced at home, Reading English textbook and revising the exam paper took the major part. On the other hand, among the materials those were used in classroom only textbook was used dominantly. The majority of the students (62%) of students assured this through their response.
7. In most classrooms observed, teachers were dominant: they gave explanation most of the time and emphasized on language rules. Most of the teachers did not let students to discuss in groups. Students on the other hand, followed up the lecturing passively. They were not observed while they work co-operatively or collaboratively with their partners. This indicated that there is a gap between theory and practice.
8. The other point considered in this study was the classroom set up. Most of the tables in classrooms were fixed and there were large number of students in class.

56  
3/1  
22

## 5.2 Conclusions of the Study

The following conclusions were drawn from the study:

1. In light of the findings, though the teachers have the right concept about CLT, they fail to implement it practical. Theoretical they know the principles of CLT and the main points that need to be involved in communicative activities. When closely observed what they actually practicing in classroom still they are practicing traditional language teaching methods.
2. As the study indicated, for the major problems that block the implementation of CLT all (i.e. teachers, students and administrative bodies) were accountable. The teachers' are the part of the problems because of lack of knowledge about target language culture, and lack of CLT training .Students on their part, preferred traditional style of learning and they have deficiency in spoken language. Moreover, lack of administrative support and authentic materials exaggerate the problems. In reverse, if the school financially supported to buy and display authentic materials like magazine, newspaper, etc. and short term training arranged, it minimizes the problems.
3. As indicated in the findings, the material that was used in the classroom was only text book. Materials like tape recorder and Video films and programs like English by Radio or Television were not accustomed.
4. The study pointed out that the principles of communicative language teaching have been ignored practically. In current communicative language teaching teachers' roles were facilitators, co-learners but we couldn't see this in reality. Not only this but also the core points that make up CLT like learners autonomy, social nature of learning, focus on meaning and diversity of the thinking skills were not reflected in the teaching-learning process. If those

points have been mentioned in curriculum and syllabus we need to train our teachers to convert those theoretical perspectives into practical.

5. As it has been mentioned through out the study CLT is main goal is communicative competence. It's believed that communicative competence is attainable goal. If we choose CLT as method of language teaching we should attain its main goal. However, the findings showed that prominence placed on only linguistic competence (language rules).The other types of competences like socio-linguistic competence; discourse and strategic competence were not practiced. Our students need not only the knowledge of the language but also the ability to put that knowledge into practice. They need to know how to use and to respond to language appropriately in terms of setting and topic as well as how to recognize and repair communication breakdown.

### 5.3 Recommendations

1. An appropriate support should be provided by administrative bodies. The support might be in the form of financial or arranging specific training which devoted to CLT.
2. Multitude of authentic materials like tape recorder, video film and news paper need to be provided. For they facilitate the practice of communicative language teaching.
3. The teachers need to know how to prepare teaching activities communicatively. They need to know how to teach the four major skills and micro skills communicatively. For instance, how to teach grammar and vocabulary communicatively by integrating with the rest of the major skills.
4. The teachers should be able developed an efficient and effective instrument to assess students' communicative competence and following up its progress.
5. All concerned bodies should facilitate a condition to prepare supplementary materials which provide detail information about communicative activities in addition to textbook.
6. Administrator of the school in collaboration with Minister of Education should co-ordinate to invite experts in the fields to share his/her experience of using CLT and to suggest an alternative techniques in the absence of adequate teaching aids and supplementary materials.

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## Appendix-A

### Classroom Observation Checklist Information about the Class

Grade \_\_\_\_\_ section \_\_\_\_\_

Teacher: Male  Female

Time: \_\_\_\_\_

Date of observation: \_\_\_\_\_

List of Items to be Observed	Yes	No	Undecided
<b>A. Activities</b>			
1. The activities are designed to the level of student understanding			
2. The activities encourage the student to interact with each other in pairs or groups			
3. Activities promote communication			
<b>B. Assessment of students' overall behavior during the class room observation.</b>			
1. They are motivated to use English in a class			
2 They are volunteer to communicate in English			
3. They Work in pair/groups using the target language			
4. They are co-operative in doing given tasks			
5. They need their teacher to explain everything			
6. They have low proficiency in English			
7. They are fluent enough to express their ideas and opinion in English.			
8. They are willing and interested to ask and to give answer for questions			
9. They have confidence while they communicate in English			
10. They feel fear, anxiety and confused in the classroom while they communicate in English			
<b>C. Assessment of activities (roles) related to teachers performances during classroom observation</b>			
1. Introduces the lesson and clarifies the learning objectives			
2. Arranges student in pairs or groups for discussion			

3. Carries out the activities like role play, games, simulation etc.			
4. The teacher uses explanation most of the time			
5. Encourages his/her students to participate in groups or pair work			
6. Emphasizes on language rules (grammar)			
7. Gives immediate and direct correction			
8. Does not tolerate errors			
<b>D. The condition of the classroom set up</b>			
1. There are large number of students in a class			
2. There is enough space for interaction in groups			
3. The desks and tables are easily movable to make groups			

(Adapted from Nunan, 1989:134-137)

## Appendix-B

### TEACHERS' INTERVIEW QUESTIONS

#### ABOUT THE INTERVIEW:

This interview questions are designed for Yabello preparatory English teachers teaching in public school. It aims to explore the factors that hamper the Communicative Language Teaching (CLT) in the Yabello senior secondary and preparatory school.

This interview is composed of four parts. Part-I asks for personal information. Part-II asks for information about your school and the classes you are teaching. Part-III asks questions pertaining to English teaching methods, and Part-IV asks for your opinions with regard to the problems you encounter in implementing communicative language teaching (CLT) as a methodology. There is no correct or best response to the questions. Please answer them based on your opinions and ideas.

#### Part I- Personal Information

**Instruction:** Please answer the following questions by giving your genuine information and I then put it on the space provided by ticking “√” a mark in the box according to question asked.

1. What is your age?

a. 21-29

c. 40-49

b. 30-39

d. 50 or more

2. What is your gender?

a. Female

b. Male

3. What is your educational status?

a. Degree (BA)

b. Master (MA)

c. Diploma

d. TTI

e. Other \_\_\_\_\_

4. How many years have you been teaching English?

- a) 1-2                       b) 3-5   
c) 5-7                       d) 7-12   
e) 14 or more \_\_\_\_\_

## Part II-School Information

**Instruction:** Please answer the following questions by giving your genuine information and I then put it on the space provided by ticking "✓" a mark in the box according to question asked.

5. What grades are you teaching now?

- a. Grade 11                       b Grade 12                       c. Both

6. How many classes are you teaching this year?

- a) 1-2                       b) 3-5   
c) 5-9                       d) 7-9   
e) 10 or more \_\_\_\_\_

1. What is the average number of students in your class

- a. 40-45                       b. 60-65                       c. 70-75   
d. 80-85                       e. 90-95                       f. 95-100

## Part III-Questions Pertaining to Language Teaching Methodology

2. What teaching methods are you practicing in a class? (Please put "✓" mark for which corresponds to particular teaching methods.)

Language Teaching methods	Always	Often	Sometimes	Rarely	Never
Audio-lingual method					
Communicative approach					
Direct method					
Situational language teaching					

3. What methods did you experience as language learners?( please indicate the frequency of your experience or how you frequently experience a given methods by using “✓” mark)

Language Teaching methods	Always	Often	Sometimes	Rarely	Never
Audio-lingual method					
Communicative approach					
Direct method					
Situational language teaching					

4. Have you tried CLT in your classes?

a. Yes

b. No

5. Why did you or why didn't you try CLT?

\_\_\_\_\_

\_\_\_\_\_

6. If you tried CLT, how did you like using it in your classes? (If you haven't used it please pass this question)

\_\_\_\_\_

\_\_\_\_\_

7. Have you ever participated in any kinds of programs such as workshops, special training devoted to Communicative language teaching (CLT)?

a. Yes

b. No

8. If yes, when: \_\_\_\_\_

Where: \_\_\_\_\_

How long: \_\_\_\_\_

9. How did you benefit from the program? What did you learn from it?

\_\_\_\_\_

10. How do you define communicative language teaching (CLT) in your own words?

\_\_\_\_\_

\_\_\_\_\_

17. What is involved in communicative language teaching (CLT) in your own view?

(Please, indicate your view by placing "✓" mark under column corresponds to statement)

	Yes	No	don't know
i) Communicative language teaching encourages Student-student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Communicative language teaching encourages Teachers-centered approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Communicative language teaching ignores grammar teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Communicative language teaching emphasizes fluency over accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Communicative language teaching requires teacher, with high English Proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Communicative language teaching encourages language learning Process like trial and error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Group and pair work promote Communicative language teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii) Communicative language teaching involves only teaching of speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix) In Communicative language teaching the four Skills taught integartively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) Communicative language teaching encourages Collaborative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Below there are lists of criteria, which one do you think reflects communicative activities? (Please, indicate your agreement by putting "✓" mark under the column that corresponds to the criteria)

	Yes	No	don't know
i) Seek to develop communicative competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Create the need for communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Make use of topic that related to real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Allow students to personalize learning by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- applying what they have learnt to real life.
- v) Make use of authentic text which create interest
- vi) Create supportive learning context

**Part IV. Questions Pertaining to Factors that Influence Communicative Language Teaching**

The following are some of the factors that are encountered in implementing communicative language teaching (CLT). Did you come across these factors or do you think they might be problems for you in implementing communicative language teaching (CLT) in your school?

Please indicate how big these challenges by circling the following one of response scales:

4 = Major challenge

3 = Challenge

2 = Mild challenge

1 = Not a challenge at all

**19. TEACHER-RELATED FACTORS**

i. Teachers' proficiency in spoken English is not sufficient.

4                      3                      2                      1

ii. Teachers lack the knowledge about the appropriate use of language in context.

4                      3                      2                      1

iii. Teachers lack the knowledge about the target language (English) culture.

4                      3                      2                      1

iv. There are few opportunities for teachers to get communicative language teaching (CLT) training.

4                      3                      2                      1

v. Teachers have little time to develop materials for communicative classes.

4                      3                      2                      1

vi. Teachers have misconceptions about CLT

4            3            2            1

**20. STUDENT-RELATED FACTORS**

i. Students have low-level English proficiency.

4            3            2            1

ii. Students have a passive style of learning.

4            3            2            1

iii. Students resist participating in communicative class activities.

4            3            2            1

iv. Students lack motivation for developing communicative competence.

4            3            2            1

**21. FACTORS- RELATED TO EDUCATIONAL SYSTEM**

i. There is lack of enough support from administration.

4            3            2            1

ii. Teachers lack authentic materials such as newspapers, magazines, movies etc.

4            3            2            1

iii. Traditional view on teachers' and learners' role is not compatible with Communicative language teaching (CLT).

4            3            2            1

iv. Classes are too large for the effective use of communicative language teaching (CLT).

4            3            2            1

v. Grammar-based examinations have a negative impact on the use of Communicative language teaching.

4            3            2            1

**22. COMMUNICATIVE LANGUAGE TEACHING (CLT) -RELATED FACTORS**

i. There is a lack of effective and efficient instruments to assess Communicative competence.

4            3            2            1

ii. Communicative language teaching doesn't take into account differences between English as Foreign Language (EFL) and English as second Language (ESL) teaching contexts.

4                    3                    2                    1

iii. Western educational assumptions are not suitable within in Ethiopian Contexts.

4                    3                    2                    1

**23. Please list any other potential problem and difficulty you might encounter in implementing Communicative language teaching (CLT) in your school.** \_\_\_\_\_

---

(Adapted From Ozsevik 2010:137-143)

*The End of an Interview*

**Thank you Very much!!**

## Appendix-C

### STUDENTS' QUESTIONNAIRE

#### ABOUT THE SURVEY:

This survey questionnaire is designed for Yabello preparatory school students. This survey aims to explore the factors that hamper the Communicative Language Teaching (CLT) ~~in the~~ in Yabello senior secondary and preparatory school.

This survey is composed of two parts: Part I ask for personal information and questions related to language proficiency.

#### Part I

**Instruction:** Please answer the following questions by writing your genuine information on the space provided or by ticking "√" a mark in the box according to the questions asked.

1. What is your age?

- a. 15-18                       c. 22-27   
b. 18-22                       d. 27- 32   
e. 35 or more

2. What is your gender?

- a. Female                       b. Male

3. Which grades are you attending now?

- a. Grade 12                       b. Grade 11

4. How often do you use English at home to talk to your family members?

- a) Frequently   
b) Sometimes   
c) Seldom   
d) Very rarely

5. How often do you use English in a class to talk to your friends and teachers?

- a) Frequently
- b) Sometimes
- c) Seldom
- d) Very rarely

6. To what extent do you think English is easy or difficult for you to learn?

- a) very easy
- b) Easy
- c) Moderate
- d) Difficult
- e) Very difficult
- f) Very difficult

7. How do you rate your own proficiency to use English language proficiency?

- a) Very good
- b) Good
- c) Average
- d) Poor
- e) Very poor

8. How often do you use the following materials in the classroom to learn English? (Please put "√" mark in column corresponds to the statement)

Materials	Frequency				
	Frequently	sometimes	seldom	very Rarely	Not at all
a. Textbooks					
b. Related course book					
c. Recorded materials on cassettes					
d. Video					
e. English by radio programs					
f. English by TV programs					

9. Why do you think you should learn English?

- a. It is given as a subject and service as a medium of instruction
- b. To get good grades in national exams
- c. I need English to communicate to other Ethiopians
- d. To get job
- e. If any other please specify \_\_\_\_\_

10. When do you think you learn English best?

- a. When the teacher explains rules, meanings of words etc. and I do exercise following the given examples
- b. When I do activities myself and with my partners (e.g. in pairs/groups) and the teacher gives me help

11. How often do you do the following at home to improve your English language proficiency? (Please put "√" mark in column corresponds to the statement )

Activities	Frequency				
	frequently	Sometimes	Seldom	Very rarely	Not at all
a. Reading English text books and revise your notes					
b. Reading grammar books and doing the exercise					
c. Reading vocabulary development books and doing the exercise					
d. Reading books on reading skill development and doing exercise					
e. Reading newspapers, magazines, fiction etc. in English.					
f. Revising previous exam papers					
g. Listening to news in English on Radio, TV, etc.					
h. Watching films Videos etc. in English					
i. Listening to materials recorded on cassettes for practicing English					
j. Speaking to friends, family members in English					

12. Do you enjoy learning English?

Yes

No

12i) I enjoy learning English because \_\_\_\_\_

\_\_\_\_\_

12ii) I don't enjoy learning English because \_\_\_\_\_

\_\_\_\_\_

(Adapted from Alemu Hailu 2004:295-301)

*The End of Questionnaire*

**Thank you Very Much**

## Appendix-D

### INFORMED CONSENT FORM

You are invited to participate in a research study that investigates ~~the~~ on the factors that block the implementation of CLT practices in Yabello senior secondary and preparatory school.

This study is conducted by Molaling Birega, MA graduate student at the Department of English. You were selected as a possible participant in this study because some of you are English Teachers and some of you are Grade 11 and Grade 12 students in the school.

Please note that any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. There are no known physical, psychological, social, or legal risks in this study beyond those of ordinary life. Your participation in this study is strictly voluntary. There is no cost to you for participation in this project. Participation in this study will cost you only time and you will not receive money to participate. Your decision whether or not to participate will not affect your future relations with the University of Addis Ababa or with the investigators.

You are making a decision whether or not to participate. By checking YES option below, you indicate that you have read and understood the information provided above and have decided to participate. You may withdraw at any time after signing this form. Please would you mark (✓) in a box so that I will identify your position?

Yes, (I agree to participate.)

No, (I don't agree to participate.)

(Adapted From Ozsevik 2010:146)

## DECLARATION

This thesis is my original work and has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged.

Advisor

Tilahun Aseffa

Signature

[Signature]

Examiner – Internal

Assefa Zeru

Signature

[Signature]

Examiner – External

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Signature

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