



ADDIS ABABA UNIVERSITY

College of Education and Language Studies

Department of Foreign Languages and Literature

**An Investigation into the Constraints Affecting the Teaching and
Learning of Speaking through the Communicative Language
Teaching Approach: The Case of Grade 10 at Entoto
Amba Secondary School**

By

Mohammed Seman

Addis Ababa, Ethiopia

June, 2026



ADDIS ABABA UNIVERSITY

College of Education and Language Studies

Department of Foreign Languages and Literature

**An Investigation into the Constraints Affecting the Teaching and
Learning of Speaking through the Communicative Language
Teaching Approach: The Case of Grade 10 at Entoto
Amba Secondary School**

**By
Mohammed Seman**

Advisor: Abebe G/Tsadik (PhD)

**A Thesis Submitted to the Department of Foreign Languages and Literature
in Partial Fulfilment of the Requirements for the Degree of
Master of Arts in English Language Teaching (ELT)**

Addis Ababa, Ethiopia

June, 2026

ADDIS ABABA UNIVERSITY
College of Education and Language Studies
Department of Foreign Languages and Literature

**An Investigation into the Constraints Affecting the Teaching and
Learning of Speaking through the Communicative Language
Teaching Approach: The Case of Grade 10 at Entoto
Amba Secondary School**

By
Mohammed Seman

**A Thesis Submitted to the Department of Foreign Languages and Literature
in Partial Fulfilment of the Requirements for the Degree of
Master of Arts in English Language Teaching (ELT)**

Approved by Board of Examiners

Advisor: _____ Signature: _____ Date: _____

Internal Examiner: _____ Signature: _____ Date: _____

External Examiner: _____ Signature: _____ Date: _____

Table of Contents

Table of Contents.....	I
List of Abbreviations and Acronyms.....	V
Acknowledgments.....	VI
List of Tables	VII
Abstract	VIII
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	5
1.3 Research Questions	8
1.4 Objectives of the Study	8
1.4.1 General Objective:	8
1.4.2 Specific Objectives of the Study.....	9
1.5 Significance of the Study	9
1.6 Scope and Delimitation of the Study.....	9
1.7 Limitations of the Study.....	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	12
2.1 Introduction	12
2.2 Communicative Competence	12
2.3 Communicative Language Teaching (CLT)	13
2.4 Goals and Significance of CLT	13
2.5 Characteristics and Principles of Communicative Language Teaching.....	13
2.6 Classroom Activities in CLT.....	14
2.7 Teachers' Roles in CLT Classrooms.....	14
2.8 Students' Roles in CLT Classrooms	14
2.9 Speaking Skills: Concept and Importance	14
2.10 Teaching Speaking Skills via CLT.....	15
2.11 Goals, Advantages and Opportunities of Teaching Speaking via CLT	15
2.12 The Disparity between CLT Theory and Classroom Practice.....	15

2.13	Viewing Challenges as an Interconnected System.....	17
2.14	Conceptualizing Constraints as an Interdependent System.....	18
2.15	Psychological Factors: Anxiety, Confidence, and Motivation in Speaking.....	19
2.16	The Washback Effect of Exams on Speaking Instruction under CLT	20
2.17	Evaluating English Textbooks in Light of Communicative Language Teaching	21
2.18	Challenges Affecting Students' Participation and Speaking Performance	23
2.18.1	Highly Concentrated Classrooms	23
2.18.2	Lack of Teacher Training in Communicative Language Teaching	23
2.18.3	Scarcity of Teaching Resources.....	24
2.18.4	Socio-Cultural Reluctance	24
2.19	The Role of English Course Books	24
2.19.1	Speaking Activities in the Course Books.....	24
2.19.2	Limitation of Course Books in Overcoming Contextual Constraints	25
2.20	Teachers' Strategies for Promoting Communicative Speaking.....	25
2.20.1	Pair and Group Work	25
2.20.2	Task Refinement and Scaffolding.....	26
2.20.3	Utilization of Supplementary Materials.....	26
2.20.4	Building Motivation and Confidence in Students.....	26
2.21	Alignment of Constraints in Speaking Approaches with the Principles of CLT	26
2.22	Teachers' Practices in light of CLT Principles	27
2.23	Synthesis of Barriers: The Reciprocal Nature of CLT Constraints.....	27
2.24	Challenges, Classroom Practice and Teaching Materials as One Connected System ...	28
2.25	Summary of the Literature and Identification of Research Gaps	29
CHAPTER THREE: RESEARCH METHODOLOGY		31
3.1	Introduction	31
3.2	Research Design.....	31
3.3	Research Setting.....	32
3.4	Participants of the Study	33
3.5	Procedures of Data Collection.....	34
3.6	Instruments of Data Collection	34
3.6.1	Questionnaire	35

3.6.2	Semi-structured Interview.....	35
3.6.3	Classroom Observation.....	36
3.6.4	Content Analysis of Speaking Activities in the English Student Course Book.....	36
3.7	Sampling Techniques.....	37
3.8	Methods of Data Analysis.....	40
3.9	Ethical Considerations.....	41
3.10	Validity and Reliability of the Findings.....	41
CHAPTER FOUR: DISCUSSION OF RESULTS.....		43
4.1	Introduction.....	43
4.2	Analysis and Interpretation of Results Guided by Research Questions.....	43
4.2.1	Influence of Contextual Constraints in CLT Speaking Instruction.....	43
4.2.2	Instructional Approaches to Overcome Speaking Challenges.....	49
4.3	Alignment of Classroom Practice with CLT Principles.....	53
4.3.1	Classroom Observation Findings on CLT Implementation.....	56
4.3.2	Class Room Observation Findings on Teaching Materials and CLT Alignment ...	58
4.3.3	Teacher Perceptions on Pedagogical Strategies and CLT Alignment.....	59
4.4	How the Course Book Handles Persistent Constraints.....	60
4.4.1	Teachers’ Perceptions of the Speaking Activities in the Student Course Book	66
4.4.2	Analysis of the Content of the Grade 10 English Student Course book.....	67
4.4.3	Summary of Key Findings from the Content Analysis.....	75
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS		77
5.1	Introduction.....	77
5.2	Summary of Major Findings.....	77
5.2.1	Situational Barriers Influencing the Implementation of CLT.....	77
5.1.1	Teachers Strategies for Overcoming Contextual Challenges	79
5.1.2	Calibration of Classroom Experiences with the Principles of CLT.....	80
5.1.3	The Course Book’s Contribution to Addressing Major Constraints.....	80
5.1.4	Conclusions.....	81
5.2	Recommendations.....	82
APPENDICES		91
APPENDIX A.....		91

APPENDIX B	94
APPENDIX C	96
APPENDIX D	98

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

FLCA: Foreign Language Classroom Anxiety

SPSS: Statistical Package for Social Sciences

WTC: Willingness to Communicate

L1: First Language

Acknowledgments

First and foremost, my heartfelt appreciation goes to my supervisor, Dr. Abebe G/Tsadik, for his unwavering assistance, helpful guidance, and scholarly review during the course of this study. His constructive suggestions and motivation significantly contributed to the effective accomplishment of this thesis.

I also feel extremely thankful to Mrs. Senait Hailu, for her unreserved support throughout the data gathering procedure. Her assistance, commitment, and disposition to help me at every single phase of the research were crucial.

I would also like to extend my deepest gratitude to Dr. Tesfaye Abebe, an instructor at Debre Markos University, for his valuable review and comments on my thesis, giving me thoughtful and helpful feedback that helped enhance the rigor of this research.

Moreover, I am indebted to the Principal of Entoto Amba Secondary School, Mr. Girma Adem, for giving me consent to carry out my research in the school and for providing me with a conducive setting for data gathering.

Last but not least, I express my sincere appreciation to all individuals who, directly or indirectly, helped me to complete my research successfully.

I remain genuinely grateful for your instrumental support and cooperation.

List of Tables

Table No. and Title	Page
Table 3.1: Representative Distribution of Sample Size among Sections of Grade 10	39
Table 3.2: Sample Size Determination Summary for the Student Population.....	39
Table 4.1: Students' Responses to Situational Constraints in Speaking Instruction	43
Table 4.2: Students' Replies Regarding Teacher Assistance and Classroom Experience	49
Table 4.3: Students' Opinions about Speaking Tasks Designed for Communication	53
Table 4.4: Students' Evaluation of the Grade 10 English Student Course Book	60
Table 4.5: Students' Views on the Grade 10 English Textbook for Teaching Speaking Skills	62
Table 4.6: Evaluation of Speaking Tasks in the Grade 10 English Student Course Book	67
Table 4.7: Analysis of Assistance and Guidance Provided for Teachers	69
Table 4.8: Analysis of Resources Provided for Speaking Instruction	71
Table 4.9: Alignment of the Grade 10 English Textbook with CLT Principles	72
Table 4.10: Analysis of How the Course Book Overcomes Challenges	73

Abstract

This study investigated the pedagogical practices and constraints in teaching speaking through the Communicative Language Teaching approach at Entoto Amba Secondary School. A descriptive research design employing a mixed-methods approach was used. All Grade 10 English teachers were selected using total population sampling, whereas 200 Grade 10 students were selected using proportionate stratified sampling. Data were collected using questionnaires administered to students, semi-structured interviews with teachers, classroom observations, and Grade 10 English student textbook analysis. Quantitative data were analysed using SPSS (Version 27.0) to compute frequencies, percentages, and mean scores, while qualitative data were analysed thematically. The study found that overcrowded classrooms constrain the implementation of communicative speaking activities, resulting in reduced student participation and limited opportunities for meaningful oral interaction. This challenge was further compounded by limited access to learning materials, insufficient audio-visual resources, and the relatively short amount of time available for speaking practice. The study also revealed that speaking is not emphasized in classroom exams, leading teachers to prioritize grammar, vocabulary, and reading comprehension. Opportunities for practicing English outside the classroom were rare. Communicative speaking activities such as role plays, pair/group work, and real-life tasks were rarely applied, although teachers encouraged participation. In addition, students showed high levels of speaking anxiety and reduced confidence in speaking English. The analysis showed that the speaking activities in the Grade 10 English student course book focused more on language forms than on communicative use. It was also observed that the activities provided limited support for the gradual development of students' speaking skills. In conclusion, efforts to implement CLT in speaking instruction were outweighed by contextual and institutional challenges. The study recommends increasing the use of interactive speaking activities, providing supplementary materials to support speaking practice, enhancing teachers' classroom strategies through professional development, and incorporating regular speaking assessment tasks into classroom instruction.

Keywords: *Communicative Language Teaching, speaking skills, classroom constraints, teaching practices, course book evaluation, Ethiopian secondary schools*

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

English is the lingua franca of the world through which people across the globe interact in order to meet their communicative needs. It has become one of the most influential languages that dictate how the international community accesses education, employment, technology and global participation (Crystal, 2012). Nowadays, being proficient in spoken English is becoming one of the most crucial skills that a university graduate is required to acquire. Therefore, possessing the ability to effectively communicate in English opens the window to the world. The more one knows how to speak English, the better the opportunities one can obtain. Since the language is highly important, many countries in the world have incorporated it into their curricula. As a result, Ethiopia has reconciled itself with this global reality by adopting English as a school subject at the primary level and introducing it as the medium of instruction from secondary school onward. The Ministry of Education has enacted this policy with the assumption that students will regularly enhance adequate English competence to grasp academic content easily and prepare for higher education as well as the labour market. However, the practical experience in Ethiopian secondary schools shows that this assumption is barely fulfilled, particularly with regard to students' speaking skills. Many high school students lack the ability to express themselves in English and find it hard to speak spontaneously when required to hold conversations in different situations.

Despite many years of exposure to English, the vast majority of Ethiopian students reach secondary school with low confidence and proficiency in oral communication. In classroom practice, students usually exhibit an ability to understand grammatical structures or answer written questions, yet they have trouble expressing even simple ideas orally. Speaking requires students to create ideas, choose suitable vocabulary, implement grammatical knowledge, and verbalize thoughts expressively and properly in real time. In this sense, Ur (2012) described speaking as one of the most difficult language skills as it deals with the concurrent arrangement of several cognitive and linguistic processes.

As it has been evident from classroom observations, these necessities are even more magnified by the fact that students scarcely practice English beyond the school compound. Consequently, speaking English is often considered a high-risk job rather than a natural means of communication. By the same token, effective speaking and interaction go hand-in-hand. Oral communication is commonly characterized by features such as turn-taking, negotiating meaning, giving appropriate responses, and adapting language to different social contexts. In this regard, Harmer (2015) emphasizes that effective communication involves the meaningful use of language rather than the mere production of correct forms. These aspects are important in understanding what effective speaking performance entails in classroom contexts.

In reality, however, in many Ethiopian secondary school contexts, English language teaching is still largely characterized by teacher-centred instruction. In such classrooms, teachers tend to dominate classroom interaction by explaining grammar points, translating vocabulary, and providing model answers, while students mainly listen, take notes, and respond when prompted. Classroom interaction is often limited to short question–answer exchanges, choral repetition, and textbook-based exercises. Although speaking activities are included in the curriculum, they are frequently brief and highly controlled, offering limited opportunities for spontaneous communication. As a result, students have few chances to initiate talk, negotiate meaning, or engage in extended oral practice.

This situation is further reinforced by factors such as large class sizes, limited instructional time, and an exam-oriented focus, which together reduce the emphasis on communicative language use. Consequently, English lessons tend to prioritize accuracy and form over fluency and meaningful communication. Lessons are usually dominated by explanations, note-taking, and written activities, thereby leaving no room for authentic interaction. Even though such methods may underpin examination preparation, they seldom give students opportunities to exercise natural speech. As a result, students are likely to become passive listeners rather than active users of the language. In the Ethiopian context, there is a widely recognized gap between the objectives of the English language curriculum, which emphasize communicative competence, and actual classroom practices, which tend to focus more on form-focused instruction.

Research continuously emphasizes that students' oral communication remains poor in spite of prolonged experience with English instruction in the classroom. For example, Derara et al. (2022) indicate that students' oral proficiency is low because teachers rarely implement Communicative Language Teaching in English classrooms. They also point out that students have restricted access to genuine communication in English as lecturing mode is the dominant teaching method in many English classrooms in Ethiopia. These findings clearly mirror the actual classroom teaching experience, where teaching is taken to be writing notes on the blackboard, letting students take down the notes, and explaining the notes with examples.

In addition, classroom situations further limit students' desire to speak. Many learners are afraid of making mistakes, especially in front of their friends, and this fear is intensified in large and highly concentrated classrooms. Likewise, cultural norms that prioritize accuracy, silence, and respect for authority may inhibit students' willingness to respond or start conversations. Teachers, on the other hand, are expected to manage large classes, cover bulky syllabi, and get students ready for high-stakes national and university entrance examinations within limited instructional time. Moreover, students in Ethiopian secondary schools evidently remain passive, often due to the teacher-fronted way of teaching and lack of interest.

Communicative Language Teaching prioritizes meaningful communication and the utilization of language for real interaction rather than the memorization of disconnected grammatical structures. Accordingly, Littlewood (2004) points out that those communicative activities enable learners to emphasize meaning while progressively enhancing accuracy. As previous studies conducted in English classrooms indicate, activities like pair discussions, role-plays, and group works have the tendency to promote student engagement, even among learners who are generally unwilling to speak. In this regard, Bulbula et al. (2021) found that group work and peer discussions are among the most effective practical strategies for ensuring interactive learning in large classes, as they create multiple simultaneous "talk opportunities" that a whole-class format cannot provide. Hymes' (1972) concept of communicative competence, which puts forward that linguistic competence involves grammatical, socio-linguistic, discourse, and strategic competence, is the theoretical foundation of CLT.

This view is specifically relevant to Ethiopian learners, who often acquire basic grammatical knowledge but lack the competence to use English properly in everyday situations. The efficiency of communicative approaches is backed by research findings from corresponding educational contexts. For instance, Hiep (2007) discovered that learners' motivation and willingness to communicate increases when genuine interaction is emphasized. Similarly, Owu-Ewie (2017) reported developments in fluency and interactional ability in Ghanaian classrooms that applied communicative activities, while Kumaravadivelu (2006) emphasizes that CLT promotes learner autonomy and confidence.

In spite of its recognized advantages, CLT application in Ethiopia remains poor, even though it is officially suggested in the secondary school English curriculum. Many English teachers have knowledge of the principles of CLT; however, they find it hard to implement it under the actual classroom contexts. Large class sizes, insufficient teaching resources, fixed timetables, and exam-oriented evaluation systems often force teachers to depend on traditional, form-focused ways of teaching. The primary constraint is not lack of understanding, but rather the practical and institutional challenges that influence classroom practice. These challenges are clearly seen in everyday classroom practices in Ethiopian secondary school English classes.

Teachers are required to address a variety of proficiency levels while maintaining classroom order, and students remain extremely dependent on the teacher as their primary source of knowledge. Speaking activities, if incorporated, are often short and heavily controlled, thereby restricting their communicative benefit. Given such conditions, the improvement of oral communication becomes particularly inconsistent unless communicative strategies are purposefully and thoroughly included into classroom instruction. Against this background, finding out the constraints of teaching and learning speaking skills via the Communicative Language approach in Ethiopian secondary schools, which is the general objective of this research, is both fitting and essential. Investigating the implementation of CLT principles, the obstacles teachers face, and the factors affecting classroom interaction can provide valuable knowledge to English teachers and researchers. Ultimately, this research has the tendency to inform teacher training, curriculum implementation, and school-level support systems aimed at creating more engaging and communicatively resourceful English learning environments.

1.2 Statement of the Problem

Communicative Language Teaching (CLT) has become one of the most predominant methods in foreign language teaching internationally, especially in the teaching and learning of speaking skills, as it equips learners with the ability to communicate effectively and appropriately across a range of contexts, not only by expressing their personal opinions but also by developing essential interactional skills, including negotiating meaning, sharing information, and maintaining social communication.

It is considered the most effective language teaching approach compared to its counterparts such as grammar translation method, audio-lingualism and suggestopedia (Richards & Rodgers, 2001). CLT's major goal is to boost communicative skill—displayed by the competence to utilize language satisfactorily in real-life situations—by means of engagement, negotiation of meaning, and the emphasis of expressiveness as well as precision. For English teachers to develop the speaking skills of their students, it is essential that they employ a variety of approaches, including task-based language teaching, content-based instruction, information gap activities, role plays, and interactive group work, all of which emphasize meaningful communication and learner interaction. In this regard, Harmer (2003) states that the extent to which teachers make use of communicative approaches while teaching spoken English dictates how fast the students improve their oral communication.

Likewise, Nunan (2001) emphasizes that teaching speaking skills via CLT supports the process of constructing and sharing meaning in a variety of situations, and it is the most effective pedagogical strategy in second language instruction. Therefore, it is crucial that English language teachers understand the indispensable advantages of implementing Communicative Language Teaching in speaking lessons, as this involves using interactive, meaning-focused activities such as pair and group work, information gap tasks, role plays, and discussions that encourage learners to negotiate meaning, express ideas freely, and develop both fluency and communicative competence, ultimately enhancing their oral skills. Despite strong theoretical foundations from notable scholars like Richards and Rodgers (2014), who take CLT as a learner-centred, engagement-oriented approach, the real application of CLT in many Ethiopian secondary school English classrooms remains poor.

The constraints English language teachers encounter range from failure to provide sufficient inputs via CLT to learners' insecurity about practising the target language. In contrast to CLT's emphasis on communicative language use, some English teachers tend to place greater focus on grammar instruction rather than engaging students in communicative tasks. In such cases, grammar is often taught with the assumption that understanding language rules will support students' overall language development. In this approach, teachers focus on helping students learn fixed grammatical rules rather than enabling them to achieve specific communicative goals in real-life contexts. Despite the importance of speaking as a core language skill that necessitates the proper implementation of Communicative Language Teaching (CLT), English teachers frequently encounter various challenges that hinder the effective application of CLT in classroom instruction. These challenges typically include large class sizes, limited instructional time, insufficient teaching and learning resources, and students' low level of English proficiency, all of which restrict the effective use of interactive and communicative activities. Furthermore, the prevalence of examination-driven teaching practices, coupled with teachers' insufficient training in Communicative Language Teaching (CLT) methodology, reinforces the tendency to adopt traditional, grammar-oriented instructional methods at the expense of meaningful and sustained communicative interaction.

Empirical studies conducted in Ethiopia consistently show that several factors contribute to the poor implementation of CLT in teaching speaking in secondary schools. For instance, Meshesha Make and Aklilu Ejajo (2022) looked into the instructional challenges of teaching speaking skills via CLT. They employed mixed-methods study in Kindo Koysha Woreda secondary schools, gathering data from 31 English teachers using questionnaires, interviews, and classroom observations. They found out that speaking instruction was hampered by constraints emerging from students' low confidence and motivation, teachers' lack of training, and lack of authentic or supplementary resources. Similarly, Negewo et al. (2023) investigated the teaching of English speaking skills in Ethiopian secondary schools and found that students' oral proficiency was generally low. The study associated this situation with limited vocabulary knowledge and learners' lack of confidence in expressing their ideas in English. It further revealed that classroom practices provided limited support for the development of students' communicative competence.

Recently, Daba et al. (2022) investigated the status, challenges and prospects of Communicative Language Teaching in East Wollega Zone, using mixed-methods surveys through interviews, classroom observations and questionnaires. Their study indicated that the communicative approach was not frequently implemented. The findings suggested that classroom practice often involved activities such as note-taking and teacher explanations, with relatively limited student oral participation. The study also pointed out that the implementation of Communicative Language Teaching appeared to be influenced by the washback effect of exams. Bachore and Satenaw (2018) found that the teaching of speaking skills in Ethiopian secondary schools is impeded by large class sizes, teacher-fronted pedagogical methodologies, and inadequate chances for communicative oral practice.

A great deal of research conducted both within Ethiopia and internationally has recognized the major constraints limiting the effective use of the Communicative Language Teaching (CLT) method for improving English speaking skills—such as misalignment between assessment and CLT goals, large and over-crowded classrooms, inadequate and context-insensitive teacher training, low motivation and confidence at the learner level, lack of appropriate teaching learning resources and teachers’ low language proficiency and confidence.

However, while these studies have successfully diagnosed the challenges associated with implementing CLT, they have rarely attempted to rank or prioritize these challenges based on their relative urgency and severity. Besides, to the best of the researchers’ knowledge, previous studies have not sufficiently explored how English teachers manage the challenges of implementing Communicative Language Teaching, nor the extent to which student course books reflect CLT principles. Accordingly, this study seeks to address this gap by examining teachers’ strategies for coping with challenges in the implementation of CLT in classroom practice. Moreover, it investigates the degree to which the Grade 10 students’ textbook is well-matched with CLT fundamentals. By linking these two aspects—teachers’ classroom practices and course book evaluation—the research presents a more detailed comprehension of CLT application than the preceding studies.

The rationale for this study lies in its attempt to fill this gap by not only identifying the challenges associated with CLT implementation but also assessing the extent to which these constraints impede the effective teaching and of spoken English through CLT at Entoto Amba Secondary School, Addis Ababa. This school was selected for the study because it reflects typical conditions of Ethiopian public secondary schools. The researcher decided to conduct the study after noticing poor communicative competence in students of this school. Therefore, this research looked into the relationship between pedagogical approaches, student and teacher feedback, and contextual challenges. It aimed to come up with practical, context-based evidence. This evidence can help improve teacher support, material allocation, and policy interventions. The recommendations are specifically relevant to Entoto Amba Secondary School and, more broadly, Ethiopian secondary schools.

1.3 Research Questions

The following fundamental research questions were addressed by the study:

1. How do contextual constraints affect the implementation of Communicative Language Teaching in speaking classrooms at Entoto Amba Secondary School?
2. What pedagogical strategies do English teachers apply to overcome these constraints?
3. What interplay exists between actual classroom practices in teaching and learning speaking skills and the fundamental principles of CLT?
4. How does the Grade 10 English student textbook handle the persistent challenges associated with teaching and learning speaking skills via CLT?

1.4 Objectives of the Study

1.4.1 General Objective:

The general objective of this study is to look into the challenges of teaching and learning speaking through the Communicative Language Teaching approach at Entoto Amba Secondary School.

1.4.2 Specific Objectives of the Study

This study aims to:

1. Investigate how contextual constraints affect the implementation of Communicative Language Teaching in speaking classrooms at Entoto Amba Secondary School
2. Identify the pedagogical strategies English teachers use to overcome these constraints
3. Examine the association between existing classroom practices in teaching and learning speaking skills and the core principles of CLT
4. Analyse the extent to which the Grade 10 English student course book addresses the persistent challenges associated with teaching and learning speaking skills via CLT

1.5 Significance of the Study

There are a wide range of theoretical and practical rationales why this study is beneficial. Theoretically, it will play a great role in increasing the collection of research on the implementation of Communicative Language Teaching (CLT) in Ethiopian secondary schools by providing empirical information on the constraints with regard to teaching and learning speaking. In practical terms, this study will provide English teachers with thoughtful knowledge about how to implement CLT-based tasks, enhance student involvement, and develop students' oral proficiency. The findings of the study are also believed to have considerable implications for professional growth and teacher training, as they will identify areas where teachers may require more professional support, like classroom management, communicative activity generation, and student confidence development. The study is expected to provide research-based recommendations that syllabus designers, curriculum developers and educational policymakers may use to modify pedagogical structures, classroom teaching methodologies, and teaching resources in order to enhance oral proficiency within policy frameworks. Finally, the study can be used as a foundation for future studies on the implementation of CLT and the enhancement of students' oral communication in secondary schools in Ethiopia.

1.6 Scope and Delimitation of the Study

This research examined the challenges of teaching and learning speaking skills in light of the Communicative Language Teaching approach in English classrooms at Entoto Amba Secondary School, with Grade 10 in focus.

The study didn't include other secondary schools and grade levels for the sake of manageability and to ensure focused and reliable results. Besides, time and financial constraints limit the extension of the study to other secondary schools and grade levels. The research also investigated challenges English teachers encountered in the classroom during speaking lessons, and actual instructional experiences associated with CLT-oriented tasks. With exceptional emphasis given to tasks that have immediate relevance to speaking instruction, the research didn't focus on other language skills like listening, reading, or writing. Furthermore, the study involved only Grade 10 English teachers and Grade 10 students as its subjects.

Even though the study's focus on a single school guaranteed a deeper, context-specific analysis, it might limit the generalizability of the findings to all secondary schools in Ethiopia because of differences in classroom contexts, teacher expertise, and availability of teaching resources. The study's scope recognized the contextual constraints that might influence the results while allowing a more emphasized investigation into CLT application.

1.7 Limitations of the Study

A variety of limitations were acknowledged in the study. First of all, the study was partly based on students' self-reported data, which may have been distorted if participants overstated the extent to which they engaged in speaking activities or CLT exercises. Second, the frequency of classroom observations was restricted by time limitations and school timetable, which may have affected the depth of the data collected. Third, a number of practical challenges, such as large class sizes, low response rate, and bureaucratic processes needed to get administrative clearance, and constraints in scheduling data collection to fit teachers' schedules, placed additional challenges on the data collection phase. Constraints associated with printing and photocopying costs also influenced the number of questionnaires administered.

Furthermore, even though the sample size was originally decided using Yamane's sampling formula, which provided an intended sample of 269 students, only 200 students were selected for the final research due to logistical constraints such as time, finance and accessibility. This reduction in sample size may have slightly affected the representativeness of the sample and the precision of the quantitative findings.

Moreover, the results may not be fully applicable to other secondary schools in Ethiopia owing to the peculiar contextual factors at Entoto Amba Secondary School. However, by utilizing a mixed-methods approach that integrated questionnaires, interviews, classroom observations and content analysis to triangulate data, the study attempted to mitigate these limitations and enhance the credibility and trustworthiness of the findings.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of the literature related to the constraints of teaching and learning speaking via the Communicative Language Teaching (CLT) approach. The review covers essential areas like communicative competence, the theoretical foundations and principles of CLT, classroom tasks, the role of teachers and students, the theory and importance of speaking skills, and the challenges associated with teaching speaking skills through CLT. The objective is to offer an extensive understanding of the instructional foundations, practical implementations, and challenges of teaching and learning speaking via CLT in English language classrooms, the case of Grade 10 at Entoto Amba Secondary School.

2.2 Communicative Competence

Communicative competence is the basic concept that serves as the pillar of Communicative Language Teaching (CLT). Savignon (2018) defines communicative competence as the ability to use language meaningfully and expressively in authentic speaking contexts. According to his description, communicative competence involves the expression, interpretation, and co-construction of meaning among people who belong to similar or different speech communities. Communicative competence is concerned with both spoken and written forms of communication. It is dynamic in nature, and differs from one context to another. It serves as a demarcation between structural linguistic knowledge and actual language use, and is considered a socially constructed phenomenon that improves through communicative exchange and collaboration.

Contemporary definitions of communicative competence build on earlier perspectives by giving a special focus to students' meaningful engagement in communicative social interactions. For instance, Celce-Murcia (2014) describes communicative competence as the skill to use language in the real world. It encompasses various skills such as understanding the language, knowing the culture, organising ideas, using common expressions, interacting with others, and using strategies to communicate clearly. Likewise, the pioneering work of Michael Canale and Merrill Swain (1980) has been extensively restated in the modern study of applied linguistics. For example, Brown & Lee (2015) highlight the significance of using language meaningfully rather than emphasizing exclusively on structural accurateness.

As a result, communicative competence is comprehended as a complex concept that promotes speaking instruction by enhancing structural, sociolinguistic, discourse, and strategic skills in genuine speaking circumstances.

2.3 Communicative Language Teaching (CLT)

CLT is a method emphasizing the improvement of communicative competence as the ultimate objective of language teaching (Richards & Rodgers, 2001). Unlike old approaches that focus on structural accuracy, CLT prioritizes learner-centred instruction, fluency, and the competence to express thoughts in day-to-day situations. Brown (2000) portrays CLT as a broad method of language teaching that includes components from former methods to promote authentic communication rather than habitual repetition of linguistic structures. Lightbown and Spada (2013) point out that learning linguistic roles and communicative purposes is as important as understanding grammatical structures. Likewise, Littlewood (1981) states that CLT shifts the focus from memorizing grammatical structures to using language meaningfully in real-life contexts. CLT integrates authentic materials, hands-on activities, and interactive tasks to provide learners with chances to improve both fluency and accuracy.

2.4 Goals and Significance of CLT

The primary goal of CLT is to develop oral proficiency (Richards, 2006). This includes the capability to use language efficiently for various needs, to produce and understand diverse written scripts, and to maintain communication despite obstructions in understanding. The technique is crucial as it encourages genuine communication, integrates language skills, boosts self-confidence, and enables students to use their knowledge in meaningful ways (Richards, 2006).

2.5 Characteristics and Principles of Communicative Language Teaching

CLT is characterized by a stress on authentic language use, fluency and accuracy, problem-solving activities, and learner-oriented instruction (Brown, 2007; Richards & Rodgers, 2001). Teachers act as facilitators, resource providers, and co-communicators, while learners are engaged contributors in the course of their learning. Major assumptions of CLT include integrating practical and grammatical aspects of language, emphasizing meaning over form, and linking classroom activities with daily communication situations (Savignon, 2005; Oxford, 1990).

2.6 Classroom Activities in CLT

CLT incorporates various activities created to improve oral proficiency. Practical communicative tasks include comparing and contrasting images, sequencing actions, and information-gap activities (Richards, 2006). Communicative activities such as dialogues, role-plays, discussions, and dramatizations give emphasis to genuine language use in communicatively authentic contexts (Harmer, 2007). Pair and group work are crucial for promoting communication, co-construction of meaning, and independent learning (Richards & Rodgers, 2001).

2.7 Teachers' Roles in CLT Classrooms

Teachers in CLT classrooms play a number of roles, like facilitator, supporter, co-communicator, and arranger (Larsen-Freeman, 2000; Hedge, 2000; Breen & Candlin, 2001). They create opportunities for communication, manage classrooms, assist peer correction, and guide learners without dominating activities. Effective CLT approach requires teachers to adapt to satisfy learner desires, encourage independent learning, and act as monitors, directors, and co-communicators (Lamb, 1996; Hedge, 2000).

2.8 Students' Roles in CLT Classrooms

Students in CLT classrooms are active participants and autonomous speakers who make the most of their independence to negotiate meaning in the process of learning (Mercer & Dörnyei, 2020; Benson, 2021). Independent learners in the modern day are characterised by their ability to self-regulate, collaborate through peer-support, and take meaningful risk for the development of their communicative competence (Oxford, 2021). Furthermore, learners' active involvement in multidimensional pair and group work is crucial for developing cross-cultural communicative competence, sociolinguistic compliance, and emotional assurance required for authentic language use (Derakhshan et al., 2023; Richards & Rodgers, 2001).

2.9 Speaking Skills: Concept and Importance

Speaking is the spoken use of language with reference to psychological, bodily and auditory processes. It is a crucial communicative ability vital for expressing thoughts, exchanging information, and participating in social interactions (Efrizal, 2012; Gilakjani, 2016). Speaking skill enables students to communicate purposefully in different circumstances, and is a means to academic and real-life success. Despite this, speaking has commonly been underestimated in favour of grammar and vocabulary due to exam-driven pedagogical patterns (Ur, 2000).

2.10 Teaching Speaking Skills via CLT

CLT emphasizes the teaching of speaking through authentic communication rather than memorization of grammatical structures (Nunan, 2003; Harmer, 2000). The effective teaching of speaking involves working with intonation, pronunciation, diction, social conformity, organization of ideas and fluency. Classroom tasks need to allow learners to express their thoughts, co-construct meaning, and interact in genuine communicative contexts, thereby developing communicative competence.

2.11 Goals, Advantages and Opportunities of Teaching Speaking via CLT

The goals of CLT-focused speaking classes are to develop learners' ability to communicate appropriately, co-construct meaning, and take part in different interactive circumstances (Nunan, 2003). The advantages consist of better articulacy, accuracy, motivation, self-assurance, and opportunities for integrating skills in authentic tasks (McDonough & Shaw, 2013). Opportunities emanate from rich classroom materials, comfortable learning environments, socially communicative tasks, and activity-driven pedagogy such as dialogues, role-plays, and debates (Nunan, 2003).

2.12 The Disparity between CLT Theory and Classroom Practice

Scholars all over the world have long attempted to describe the gap between the underlying assumptions of Communicative Language Teaching (CLT) and what practically happens in classrooms. For instance, Littlewood (1984) differentiated between two forms of CLT: the "strong" form and the "weak" form.

As stated by him, the strong form inspires students to learn language through purposeful interaction, where interaction itself turns out to be the vital goal of learning. On the other hand, the weak form lets teachers teach grammar and vocabulary first and then give inadequate chances for speaking practice. Researches carried out for the last many years have revealed that the weak form of CLT is more frequently implemented in many countries. Teachers still monopolize most of the lesson and, allocate few minutes for speaking activities. Conversely, Littlewood's description was primarily abstract and did not completely think through classroom actualities in various classroom environments, especially in unindustrialized nations where overcrowded classes and inadequate materials influence application.

In the same way, Li (2001) examined the application of CLT in South Korea and presented the notion of “implementation tension.” This deals with circumstances in which teachers recognize and validate CLT assumptions but fail to implement them in real classrooms. While the teachers in his research understood that learners must interact actively with one another, classroom observations revealed that lessons continued to be mostly teacher-fronted, with pair work employed only intermittently. The research discovered a number of responsible reasons, such as large classes, assessment patterns that largely emphasized grammar, and teacher training systems that prioritized theory over classroom implementation. One shortcoming of the research, though, is that it depended greatly on teachers’ self-reports, which may not completely signify classroom actualities.

Similar results have also been documented in African classrooms. For instance, Barasa and Ong’ondo (2003) investigated into English instruction in Kenyan secondary schools and reported that even though teachers possessed favourable views toward CLT, large class sizes, absence of teaching resources, and assessment trends threatened the implementation of the communicative way of teaching. The study also found that most newly graduated teachers slowly shifted to grammar-oriented pedagogy, as such approaches were simpler to handle in challenging classroom situations. This discovery implies that teacher education alone may not be effective if school circumstances are not improved extensively.

Similarly, Maryslessor et al. (2014) found how constraints in CLT application usually affect one another. Their classroom observation revealed that large class sizes limited the employment of pair work, which in turn undermined personalised correction and made it hard for teachers to evaluate learners’ communicative improvement. Consequently, teachers relied heavily on written activities that were simpler to administer and assess. Despite the fact that the study thoroughly accounted for how classroom constraints are interrelated, it did not investigate how variations in material accessibility might have influenced these challenges. In Ethiopia, the same trend was identified. For example, Amare (1998) conducted one of the earliest researches in Ethiopia to examine the implementation of CLT, and found that secondary school English teachers had knowledge of communicative ways of teaching, but did not apply them regularly. His research employed primarily questionnaires, but did not incorporate thorough classroom observations.

Therefore, his findings may have lacked depth and richness, as the data captured only participants' reported perceptions rather than actual classroom practices. In a more recent study, Anto and Coenders (2019) looked into Ethiopian secondary school teachers' views and their applied methods of CLT, employing questionnaires and classroom observations. Their research revealed that teachers applied communicative approaches only occasionally even though they had positive attitudes toward them.

Collectively, the aforementioned findings imply that the disparity between CLT knowledge and classroom implementation is not confined to a particular region or educational context. The same limitations have been documented in many other countries, especially in learning environments where lack of teaching resources, large class sizes and exam-oriented instructions prevail. According to the findings, problems occur not simply because teachers lack the knowledge of CLT, but because classroom and institutional constraints make it difficult for them to implement it regularly. Therefore, the current study adds up to this body of research by investigating into how these constraints influence the teaching of speaking skills in Grade 10 English classes at Entoto Amba Secondary School.

2.13 Viewing Challenges as an Interconnected System

Bronfenbrenner's (1979) ecological systems theory explains how human development is influenced by the interaction among various environmental factors. Even though the theory was initially created in the field of developmental psychology, it has also been implemented in educational research to discuss how interconnected institutional and social circumstances affect classroom constraints.

The theory also helps to clarify how constraints appear at various stages in the realm of CLT application. At the classroom stage, speaking instruction is directly determined by factors like teacher-learner relations, peer interactions, and classroom management strategies. When it comes to the school stage, factors such as schedule patterns, material accessibility, and administrative assistance also influence classroom instructions. Outside the school setting, syllabus regulations, assessment schemes, and teacher education systems determine classroom pedagogy implicitly. Wider traditional views about language instruction and the country's academic policies also affect the teaching of English.

The other crucial significance of this framework is that it focuses on the interconnection among these distinct levels. It is difficult to think of classroom practices without institutional and social circumstances that influence them. For instance, Shamim (1993) carried out an ethnographic research on overcrowded classrooms in Pakistan, and found out how large classes give rise to a number of pedagogical constraints. She discovered that overcrowded classrooms hindered teacher mobility, decreased prospects for personalized correction, raised learners' speaking apprehension, and made classroom engagement imbalanced. A few learners took part actively, while others stayed quiet all over the lesson. Her research also indicated that classroom constraints are interrelated and usually underpin reciprocally. The interconnection among these constraints can be comprehended more visibly using a real example. In a class of 55 learners, and a 45-minute lesson, even if the whole period were allocated for speaking skills, each student would get no more than one minute of practice time. Under genuine classroom conditions, disturbances, classroom management challenges, and imbalanced student involvement further decrease this time. This implies that some constraints are structural rather than absolutely procedural.

Todd and Pojanapunya (2009) also studied how assessment schemes affect the teaching of English in Thailand. Their study demonstrated that assessment systems greatly influenced teachers' pedagogical strategies. As assessments prioritized primarily grammar and reading, teachers dedicated more time to teach these skills and paid less attention to communicative activities. This implies that examination patterns determine the successful implementation of the Communicative Language Teaching approach.

2.14 Conceptualizing Constraints as an Interdependent System

Contemporary Ethiopian researches have consistently demonstrated that the constraints of teaching speaking through CLT are highly interdependent rather than separate challenges. Formerly conducted researches by Amare (1998) and Anto and Coenders (2019) recognized a few of these constraints, whereas the latest investigations have offered robust proof of how these constraints interact with one another. Meshesha Make and Akililu Ejajo (2021) examined challenges influencing the teaching of speaking through CLT in Kindo Koysha Woreda Secondary Schools.

Employing questionnaires, interviews, and classroom observations, they discovered that constraints emerged from three main origins: students, teachers, and pedagogical tools. Their study indicated that these constraints operated jointly rather than separately. Teachers who had no CLT-focused training found it difficult to apply speaking tasks efficiently. In addition, learners who had little interest did not involve actively, and lack of instructional resources further undermined communicative interaction among students.

Another study carried out by Derara Daba et al. (2022) in East Wollaga Zone Secondary Schools yielded related results. According to the findings of their study, teachers paid more attention to grammatical precision than oral proficiency although they tried to employ a few communicative tasks like pair and group work. The responses obtained from the participating students also indicated that large class sizes, fear of making errors, and the persistent use of the mother tongue undermined their involvement in communicative tasks. The study showed how teacher experience, classroom situations, and student psychology interconnect to dictate the teaching of speaking skills.

Based on the aforementioned findings, it can be concluded that the constraints that hinder the application of CLT do not work individually. However, they operate in an interrelated manner, where classroom situations, teacher perceptions, student interest, and structural barriers interact reciprocally.

2.15 Psychological Factors: Anxiety, Confidence, and Motivation in Speaking

Awareness of the interaction between CLT assumptions and classroom implementation also needs attention to learners' emotional states in speaking lessons. Students who experience anxiety, low confidence, or low interest have a lower likelihood of actively engaging in speaking activities.

Newly conducted Ethiopian researches confirm the influence of these determinants. For example, Adem and Berkessa (2022) discovered that anxiety about linguistic accuracy and reduced motivation were persistent constraints influencing learners' involvement in communicative activities. Correspondingly, Derara Daba et al. (2025) found that learners usually refrained from taking part in communicative tasks due to fear of making mistakes.

Krashen's (1982) Affective Filter Hypothesis gives a significant support for these findings. As stated by Krashen, psychological issues such as apprehension, self-confidence, and interest affect language acquisition by either assisting or hindering learners' capacity to interpret language input. Students who experience anxiety or lack of interest may have difficulty engaging actively and making the most of speaking practice.

Moreover, Horwitz et al. (1986) also recognized distinct types of speaking apprehension, such as fear of speaking, fear of exams, and fear of unfavorable judgment. These types of apprehension are particularly evident in speaking classes, as speaking requires learners to speak their mind openly, usually in the presence of both teachers and fellow students.

According to MacIntyre et al. (1998), readiness to speak relies not only on permanent individual behaviors but also on learning situations and social interactions. Some students do not feel afraid to speak in small groups, but find it hard to make a speech in front of the whole class. This suggests that communicative language teaching is largely determined by classroom conditions and peer interactions. From these theoretical angles, it can be understood that psychological issues need to be given proper attention, as they are strongly associated with classroom situations and teaching strategies. Large class sizes, reduced speaking chances, and teacher-centered ways of teaching may raise students' apprehension and undermine their confidence, which in turn reduces their involvement in speaking tasks.

2.16 The Washback Effect of Exams on Speaking Instruction under CLT

The washback effect of exams is one of the most significant reasons why speaking skills are not paid due attention in English classrooms. Alderson and Wall (1993) proposed the fundamental washback hypothesis, implying that assessments influence instruction in a number of ways, including lesson content, pedagogical strategies, lesson focus, students' efforts, instructional structure and pace, and the effectiveness and intensity of the teaching-learning process. Consecutive studies have substantially confirmed these effects while also indicating that washback effects rely on determinants like high-stakes examinations, harmony between test specifications and pedagogical goals, and teachers' understanding of assessment content (Cheng, et al., 2004).

Similarly, Thompson (1996) conducted one of the most influential studies on why CLT implementation often fails to achieve its intended goals, recognizing the misalignment between communicative teaching approaches and exam-driven evaluation systems. The washback effect greatly weakens the effectiveness of speaking instruction when examinations assess isolated understanding of grammatical forms and reading skills rather than communicative competence. Teachers devote most of their teaching time to content that directly appears in examinations, due to the pressure exerted by exam requirements.

Regarding this, Adem and Berkessa (2022) identified "uneven focus on high-stakes examinations" as a major factor influencing teachers' shift from CLT assumptions. Teachers who took part in this study reported that they could not see the importance of teaching speaking skills, as they are not included in high-stakes examinations.

In the Ethiopian context, most English exams prioritize grammar, vocabulary, and reading skills over speaking skills. Examination pressure is one of the most dominant factors that lead teachers to emphasise grammar and reading rather than communicative activities. Therefore, an effort has to be made to improve oral practice in Ethiopian secondary schools by adjusting assessment systems and revising instructional materials.

2.17 Evaluating English Textbooks in Light of Communicative Language Teaching

The fourth research question of the current study examines the degree to which the Grade 10 English student course book addresses or fails to address the most persistent challenges that hinder the teaching of speaking skills through the Communicative Language Teaching method. A clear structure rooted in CLT assumptions was employed to evaluate the textbook in an rigorous manner.

Richards and Rodgers (2001) provided a thorough framework through which a detailed content analysis could be carried out in light of CLT assumptions. According to their framework, CLT-oriented teaching resources should prioritize communicative competence over mere grammatical accuracy, provide genuine opportunities for learner interaction, put speaking practice within authentic communicative contexts, support communicative teaching methods, and combine different language skills in ways that promote meaningful communication.

Instructional materials that prioritize accuracy over fluency, provide only pre-structured conversations rather than genuine interaction, and regard the teacher as the sole manager of the teaching -learning process, do not align with the fundamental principles of CLT. In the same way, Littlewood (1984) proposed criteria for distinguishing genuinely communicative activities from those that only appear communicative. According to this framework, a truly communicative activity should include an information gap, in which one learner possesses information that another learner requires.

Without such an information gap, students may merely memorize grammatical structures rather than take part in authentic interaction. He also emphasized that communicative activities need to require the co-construction of meaning, through which learners attempt to express their thoughts effectively and comprehend the speech of others. Likewise, Tatsuki (2006) explained the concept of authenticity in language teaching tools, maintaining that authenticity has to do with several features, including the genuineness of dialogues, the meaningfulness of tasks, the relevance of activities to students' real-life experiences, and the consistency between classroom activities and real-world communicative goals. This indicates that course book evaluation has to analyse whether activities prepare students for genuine communicative situations and whether the materials are directly associated with students' life contexts.

McDonough and Shaw (2003) also proposed practical evaluation criteria especially beneficial for the methodical evaluation necessitated by the fourth research question of the current study. Their benchmarks include the sequencing of activities (Are tasks aligned from simpler to more complex?), teacher assistance (Do the textbooks provide adequate assistance for teachers?), contextual appropriateness (Are the activities suitable for actual classroom conditions?), and adaptability (Can the materials be modified when conditions are not ideal?).

The relevance of these criteria to Ethiopian learning environments is confirmed by the latest researches. For example, Meshesha Make and Akililu Ejajo (2021) recommended that curriculum designers and syllabus developers produce relevant and authentic communicative tasks to be implemented through the communicative language teaching approach, thereby highlighting an acute gap between classroom practice and CLT assumptions.

Correspondingly, the study carried out by Derara Daba et al. (2025) discovered that despite teachers attempt to implement communicative methods, their strong emphasis on grammar tends to impede speaking practice. This suggests that teachers should be supported with instructional materials that provide clearer direction on how to balance fluency and accuracy in order to teach speaking more efficiently.

2.18 Challenges Affecting Students' Participation and Speaking Performance

2.18.1 Highly Concentrated Classrooms

Large class size is often considered a leading impediment to the effective teaching of speaking. In overcrowded classrooms, teachers have limited capacity to provide individualised feedback, monitor learner participation closely, and organize meaningful pair or group work, as noted by Brown (2007) and Harmer (2015).

Researches conducted in English learning environments have steadily demonstrated that large and teacher-fronted classrooms limit students' involvement in communicative tasks, often leading to communication being monopolized by a few competent learners. For instance, Shamim (1993) reported that large class sizes largely restrict chances for personalised speaking practice, whereas Horwitz et al. (1986) point out the contribution of anxiety to hindering student involvement in speaking activities. These results imply that classroom challenges and psychological constraints interactively affect the enhancement of oral proficiency, even though such reciprocal relationships are insufficiently explored in most Ethiopian studies.

2.18.2 Lack of Teacher Training in Communicative Language Teaching

Teacher expertise is essential for the successful application of CLT. CLT requires teachers to formulate suitable tasks, facilitate participation, and provide positive correction (Nunan, 2003). Therefore, teachers' low proficiency inevitably affects their ability to support students during speaking lessons, monitor participation effectively, and modify activities to suit overcrowded or resource-limited classrooms. With respect to this, Richards (2018) states that teacher expertise is a crucial element in the implementation of CLT, which in turn dictates learner engagement in communicative activities. These insights demonstrate the limited availability of evidence-based studies concerning the importance of teacher training in overcoming classroom challenges and developing communicative competence in Ethiopian classroom settings.

2.18.3 Scarcity of Teaching Resources

As stated by Richards & Rodgers (2014), resources such as audio-visual learning tools, multimedia, and language laboratories play a great role in replicating daily exchanges and promoting an authentic language use. Secondary schools in Ethiopia often face persistent lack of such learning materials, leading teachers to rely heavily on grammar teaching, storytelling, scripted dialogues or group work. In the absence of authentic language resources, students remain deprived of meaningful practice, which negatively affects fluency, participation and the improvement of oral proficiency. International researches conducted in under-resourced settings imply that lack of supplementary materials reduces opportunities for learner-centred pedagogy, leading teachers to depend on unproductive methods that may not align with CLT principles (Celce-Murcia, 2014). Therefore, this condition calls for an examination of how Ethiopian teachers compensate for limited materials and how these adaptations affect the development of students' communicative competence.

2.18.4 Socio-Cultural Reluctance

According to Brown (2007), social and environmental factors, such as fear of negative comment, teacher-centred teaching approaches, and learners' bad attitudes about communicative activities adversely affect participation. Students in Ethiopian secondary schools often believe that communicating in English in public is risky and may cause mockery or undesirable feedback from peers. Ultimately, this factor underpins poor communicative competence, resulting in a habit of retreat. Pertinent global studies conducted confirm these results, stressing that students in socially-oriented communities are more reluctant to speak before a group, which undermines the essential principles of CLT that emphasize participation, co-construction of meaning, and learner autonomy (Brown, 2007). Conversely, research in this area remains limited, and has rarely examined how socio cultural factors interact with pedagogical experiences and structural constraints to influence speaking skills in Ethiopian classrooms.

2.19 The Role of English Course Books

2.19.1 Speaking Activities in the Course Books

Course books play a crucial role in guiding classroom activities; however, they often focus on reading, writing, and scripted dialogues rather than facilitating authentic spoken practice (Tomlinson, 2013).

The Ethiopian Grade 10 English student course book consists of speaking activities such as pre-structured dialogues, but provides minimal support for spontaneous speaking practice. Even though these tasks may help improve fundamental speaking abilities, they do not foster fluency, co-construction of meaning, or independent learning. International studies indicate similar problems.

For instance, Richards & Rodgers (2014) point out that course books often contain organized content, but fail to promote authentic communication unless they are carefully adapted and customised. Teachers usually adjust course book activities to encourage genuine interaction. However, not much local research has been conducted to look into the productivity of these adaptations in genuine classroom situations.

2.19.2 Limitation of Course Books in Overcoming Contextual Constraints

Materials developers need to take large class sizes, inadequate supplementary resources, and affective factors into consideration when designing course books. However, most of the course books used in the Ethiopian classroom context fail to align with such factors. Instructions provided in the course books generally give small-group work that can only be done with adequate learning materials, which is rare in the majority of Ethiopian classrooms. Without teacher adaptation, the speaking tasks in the course books may fail to engage learners or promote authentic spoken practice. Additionally, a lack of contextually relevant lessons may reduce learners' interest, particularly when learners are not able to associate the lessons with their real-life experiences. Therefore, this constraint needs to be examined to find out how course books can be suitably adapted to match Ethiopian classroom contexts.

2.20 Teachers' Strategies for Promoting Communicative Speaking

2.20.1 Pair and Group Work

According to Celce-Murcia (2014) and Richards (2018), pair and group work are largely implemented to encourage participation, promote peer feedback, and reduce speaking apprehension. As a result, Ethiopian English teachers often rotate groups or provide assignments to facilitate student interaction. Systematic grouping enhances engagement even in overcrowded classrooms, but without careful supervision, more active students may monopolize communicative tasks, causing less proficient students to remain passive.

2.20.2 Task Refinement and Scaffolding

Nunan (2003) states that scaffolding strategies like sentence starters, guided questions, and planned initiations allow students to participate despite low proficiency or low confidence. Consequently, gradually increasing activity complexity helps students develop their speaking fluency and learning autonomy, reducing socio-cultural inhibitions and supporting authentic communication.

2.20.3 Utilization of Supplementary Materials

As stated by Richards (2006), when student course books lack sufficient communicative depth, teachers should supplement them with innovative locally available materials and student-created resources. This modification not only compensates for material shortages, but also ensures that the tasks are relevant and engaging for learners in specific classroom contexts.

2.20.4 Building Motivation and Confidence in Students

According to Harmer (2015), positive feedback, peer correction, and small rewards reduce speaking anxiety. Therefore, strengthening mental readiness is essential in circumstances where socio-cultural inhibition hinders participation. Emphasising engagement over accuracy, particularly in early stages, motivates learners to take communicative risks, gradually increasing their confidence.

2.21 Alignment of Constraints in Speaking Approaches with the Principles of CLT

Principles of CLT emphasize authentic communication, meaningful interaction, and learner autonomy (Littlewood, 2014). In CLT-focused classrooms, teachers' practices such as pair and group work, support, and employment of instructional supplements go in line with these principles, enabling learners to practice speaking in spite of contextual barriers. However, large class sizes, limited resources, and socio-cultural inhibitions impede the successful implementation of CLT. Form-focused activities and teacher-centred approaches tend to persist when structural and psychological constraints make spontaneous communication difficult to sustain in the classroom. Despite teachers' awareness of CLT fundamentals, real classroom application is usually shaped by the degree of alignment between theoretical understanding and genuine pedagogical conditions. Alternating tasks to suit the specific context and utilizing locally available resources helps learners enhance their communicative competence and build confidence in a more effective manner (Nunan, 2003; Richards & Rodgers, 2014).

2.22 Teachers' Practices in light of CLT Principles

Proficient and enthusiastic teachers can implement communicative activities that prioritize participation, creativity, and independent learning, whereas insufficient training or institutional constraints result in rigid, teacher-fronted practices. Teacher scaffolding, creativity and knowledge of CLT principles are essential for bridging the gap between theory and actual classroom implementation.

2.23 Synthesis of Barriers: The Reciprocal Nature of CLT Constraints

Even though the earlier sections dealt with organizational, pedagogical, and socio-cultural barriers individually, these challenges are strongly linked in actual classroom implementation. In Ethiopian secondary schools, the constraints shaping CLT application usually interact with one another and result in situations that hinder communicative teaching practices.

For instance, large class sizes restrict teachers' capacity to apply pair and group work efficiently. When teachers lack adequate training in handling communicative tasks in large classes, they usually tend to resort to more lecture-oriented instructional strategies that are simpler to manage. This limits chances for negotiation of meaning and learner engagement.

Simultaneously, learners who have speaking anxiety or limited confidence may lack the motivation to take part in communicative tasks when classrooms are large in size and teacher scaffolding is inadequate. Limited involvement then undermines learners' communicative competence, which further weakens their confidence. As a result, structural, emotional, and pedagogical constraints consistently interact with one another.

This implies that overcoming one challenge at a time may not be sufficient. For instance, revising course books without dealing with large class size or inadequate teacher training may result in only a minimal change. For this reason, the current research investigates these constraints as interdependent barriers rather than isolated challenges. The conceptual framework for this study is established upon the interconnection among three groups of independent variables and their collective effect on the teaching of speaking skills via the Communicative Language Teaching approach. Structural challenges involve determinants like overcrowded classrooms, shortage of delivery time, inadequate teaching tools and digital learning resources, and an exam-oriented evaluation framework that ignores communicative activities.

These situations are further amplified by course coverage requirements and seating arrangements that are not comfortable for communicative exchange. Student-related constraints include reduced access to English beyond the classroom, speaking apprehension, performance anxiety, low confidence, insufficient vocabulary, and lack of motivation, all of which may impede active engagement in interactive speaking activities.

Teacher-related challenges involve lack of training in CLT approaches, an inclination to focus on structural forms rather than oral proficiency, and dependence on teacher-fronted teaching methodologies. Moreover, limitations in adjusting pedagogical tools to suit actual classroom conditions and a disparity between conceptual understanding and instructional delivery may further influence the successful application of speaking tasks. In general, the application of CLT in speaking lessons is affected by the interplay of these interconnected constraints. These factors may solidify one another, thereby influencing the degree to which CLT can be efficiently implemented in the classroom setting.

2.24 Challenges, Classroom Practice and Teaching Materials as One Connected System

The findings discussed in the earlier reviews indicate that the constraints shaping CLT application are strongly linked to one another. Student-related, teacher-related, and structural challenges interact to affect the teaching of speaking skills in Ethiopian secondary schools. Overcrowded classrooms limit opportunities for learner engagement in interaction and reduce the number of tasks teachers can apply. Assessment-driven practices lead teachers to prioritize grammar and reading exercises that are simpler to evaluate. Shortage of supplementary resources restricts learners' access to genuine spoken discourse, whereas large class sizes heighten learners' speaking anxiety. When students participate less frequently, their speaking ability develops more slowly. Teachers who observe students' reluctance to speak may gradually return to traditional teacher-centered methods, which further reduces communicative interaction in the classroom. These results confirm the claim made by Richards and Rodgers' (2001) that effective application of CLT necessitates conducive situations like small class sizes, sufficient instructional materials, speaking-oriented assessment systems, qualified teachers, and motivated learners. However, a considerable body of local research demonstrates that most Ethiopian secondary schools provide limited opportunities for creating such an environment.

This does not suggest that CLT must be abandoned altogether. Rather, it highlights the need for context-focused strategies that harmonize the principles of CLT with contextual classroom situations. Moreover, it implies that enhancement calls for synchronized endeavors among teachers, schools, syllabus developers, and examination systems.

2.25 Summary of the Literature and Identification of Research Gaps

There are still some gaps that this research plans to address despite the fact that previous local and international researches have largely enhanced our awareness about the constraints hindering the application of Communicative Language Teaching (CLT) in speaking instruction.

Even though researches like Meshesha Make and Akililu Ejajo (2021), Adem and Berkessa (2022), and Derara Daba et al. (2025) have identified constraints, they did not specifically focused on the teaching of speaking skills at a particular grade level within a specific school context. Therefore, this creates an opportunity for the thorough examination carried out in the current study.

Moreover, existing studies have rarely employed the combination of data gathering tools applied in the current study, namely student questionnaires, semi-structured teacher interviews, organized classroom observation, and course book content analysis. Most of them relied on only one or two data collection instruments. In contrast, the mixed-methods approach employed in the present study creates chances for triangulation across multiple data sources. Additionally, although previous research has identified several constraints, and the latest studies have attempted to examine how these constraints are interconnected, not much emphasis has been placed on how they interact with one another as a system in Ethiopian secondary schools.

The current research employs an ecological framework to go further than just recognising the constraints and, rather, investigates how they work together and interact with one another. Finally, existing research has given limited attention to how the Grade 10 English student course book handles or fails to handle persistent constraints that hinder the implementation of CLT in Ethiopian Secondary Schools. An organised evaluation of the extent to which the current Grade 10 English student course book supports CLT in speaking instruction remains a significant gap, which is directly addressed by the fourth research question of this study.

Overall, the current research plays a great role in offering a context-bound, mixed-method examination of the application of CLT in teaching speaking skills at Grade 10 level in an Ethiopian secondary school. It not only investigates the challenges that arise but also examines how these challenges interlink as a system, and evaluates the current course book using a structured framework rooted in CLT principles.

Even though extensive research has identified challenges in teaching speaking using the Communicative Language Teaching (CLT) method in Ethiopia, existing literature appears to be substantially fragmented. However, there is a lack of evidence on how large class sizes interlink with affective factors such as speaking anxiety and the consequent decline in individualised teacher assistance. Even though Tomlinson (2013) criticises course books for not encouraging independent learning, there is a shortcoming in investigating how teachers who have not received CLT-focused training make determined attempts to adapt these unsuitable course books for communicative purposes in the classroom. International theorists like Nunan (2003) and Richards & Rodgers (2014) offer effective CLT strategies.

However, their suggested strategies are largely detached from the specific socio-cultural and institutional conditions of Ethiopian secondary school classrooms. The current study will fill these gaps by employing a systematic, context-bound structure. It will explore the interface among institutional, socio-cultural, and pedagogical constraints, investigate the effectiveness of the official Grade 10 course books, and analyse the alignment of teaching approaches with CLT principles. Moreover, this study will provide a thorough body of evidence to contribute to customized teacher training, syllabus revision, and specific classroom pedagogical interventions.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the study includes the research design, research setting, participants of the study, procedures of data collection, data collection instruments, sampling techniques, methods of data analysis, ethical considerations and validity and reliability of the findings. It also gives a comprehensive explanation as to why each methodology is chosen. To ensure its thoroughness and reliability, the entire chapter was grounded in verifiable research backgrounds.

3.2 Research Design

A descriptive research design was employed for this study based on the nature of the observed problems, the objectives of the study and the researcher's personal experiences (Creswell, 2012). This design is primarily suitable as it aims to deliver a comprehensive description of a trend in its contextual situation without controlling variables, which resonates with the study's goal to give account of prevailing instructional patterns and challenges. Furthermore, this design was selected with the assumption that it would be helpful to investigate and explain the extent to which the most persistent constraints of applying CLT in teaching and learning speaking skills such as large class sizes, lack of pertinent teaching-learning materials, limited allocation of time for speaking tasks, inconsistency between assessment methods and CLT principles, high speaking anxiety and low confidence at the learner level are evident at Entoto Amba Secondary School.

In addition, this research design was believed to help examine the extent to which English student course books handle, or fail to handle, the persistent challenges associated with teaching and learning speaking skills via CLT. Identifying and describing the instructional strategies employed by English teachers to overcome those challenges and promote communicative speaking activities in the classroom was also another rationale behind selecting such a research design. Furthermore, this research design was expected to support the effort to evaluate the concord between the recognized challenges and teachers' coping systems in implementing the basic principles of Communicative Language Teaching (CLT). To realize a broad comprehension of this multifaceted situation, the research used a mixed-methods research design, which incorporates both quantitative and qualitative data.

According to Creswell and Plano Clark (2018), a mixed-methods approach is appropriate for academic study since the quantitative data can help to discover overall patterns, whereas the qualitative data delivers profound, context-bound understandings into the "how" and "why" behind those patterns, facilitating a more comprehensive depiction than either technique could accomplish alone.

Once the acuteness of the most persistent challenges of teaching and learning speaking via the Communicative Language Teaching approach was identified, and conclusions were drawn based on the information obtained from the target population, feasible recommendations were made regarding the measures that could be taken to shift the current situation for proper execution of CLT in speaking classrooms.

3.3 Research Setting

The study was carried out at Entoto Amba Secondary School, located in Gullele Sub-city, Woreda 3 of Addis Ababa city. The school is government-run and contains a large population of (around 3,175) students. This quantity, combined with the variety of proficiency levels, was believed to offer a rich setting for investigating how communicative language teaching was put into practice, how classroom variables appeared during speaking lessons.

A deliberate preference of this particular setting is reasonable as it facilitates a focused, detailed investigation, which allows for context-bounded understandings into a definite pedagogical constraint. As Punch and Oancea (2014) argue, examining a particular phenomenon can be extremely important for grasping the characteristics of a case, offering a multidimensional knowledge of how several challenges act together within one genuine environment. Paying close attention to this school allowed for a rigorous examination of the challenges associated with the teaching and learning of speaking in a genuine classroom environment.

Concentrating data collection within this school enabled the researcher to collect thorough, context-based data from teachers, students and English course books resulting in a more exhaustive comprehension of the pedagogical actualities and challenges.

Although the results may not be universally replicable, the selected school exhibited the representative characteristics of Ethiopian public secondary schools, making the knowledge pertinent to parallel school environments.

3.4 Participants of the Study

The study included two main groups of participants: English teachers and students, selected to provide a thorough understanding of the challenges associated with CLT implementation in speaking lessons. All Grade 10 English teachers were selected using total population sampling to participate in semi-structured interviews. Total population sampling involves including all members of a small and accessible population in the study to obtain comprehensive and detailed information (Creswell & Creswell, 2018). Since the number of Grade 10 English teachers was small ($n = 6$), all teachers were included in the semi-structured interviews. This enabled the researcher to gather rich qualitative data regarding instructional strategies and contextual factors affecting speaking instruction.

Furthermore, a total of 200 Grade 10 students were selected using proportionate stratified random sampling, ensuring commensurate representation from all 18 sections of the grade level. The number of female students enrolled was 440 and that of the males was 379. For the sake of collecting data using questionnaire, a sample of 200 students was selected from the total population through proportional stratified sampling approach. In addition to the student questionnaire, six Grade 10 English teachers were chosen for semi-structured interview using total population sampling technique and ten Grade 10 English periods taught by five English teachers were observed in five sections out of $(18)(10^{-1} \text{ to } 10^{-18})$, with each teacher getting two rounds. The blend of total population and stratified random sampling techniques enabled me to capture balanced and comprehensive viewpoints. Teachers offered professional knowledge about pedagogical practices and constraints, while students gave information on classroom practices and participation. Jointly, these viewpoints, backed by classroom observations and content analysis, ensured triangulation of results, reinforcing the credibility, strength, and trustworthiness of the study and provided a comprehensive insight into the degree of the execution of CLT in Ethiopian secondary school speaking lessons.

3.5 Procedures of Data Collection

Data collection was guided by a methodical procedure to bring about precision and comprehensiveness. First, authorization to carry out the research was gained from the school management, which is a crucial stage in academic study (Creswell, 2012). Secondly, questionnaires were given out to students during free periods, with participants given sufficient time to fill them out. This was done to make sure that the data gathering process did not disturb the usual pedagogical program and that respondents could give well-thought-out replies. Thirdly, classroom observations were planned in discussion with teachers to reduce disturbance, with each lesson observed entirely, emphasizing the execution of speaking activities in light of Communicative Language Teaching. This two-way planning is vital for witnessing realistic classroom performance by reducing the Hawthorne effect, where subjects change their usual manner since they are being watched. Afterwards, semi-structured interviews were carried out with selected teachers in serene, independent venues to promote genuine replies.

The data gathering procedure was meticulously arranged to make sure that all tools of data collection supported one another, creating favourable conditions for triangulation and verification of the results. Using a number of tools in this organized way is an essential approach for systematic, convergent validation, which enriches the credibility of results by triangulating data obtained from multiple instruments (Braun & Clarke, 2006). Last, an organized content analysis was carried out to assess the Grade 10 English course books' support for CLT-driven speaking lesson. This produced qualitative data on the course books' calibration with principles of communicative language teaching, which were afterwards triangulated with findings from questionnaires, interviews, and classroom observations.

3.6 Instruments of Data Collection

Four tools of data collection were used for this study in order to confirm multi-sourcing, which is very essential to balance the shortcomings of one instrument by the strengths of the others. These were questionnaire, semi-structured interview, non - participant classroom observation and content analysis.

3.6.1 Questionnaire

The questionnaire is a widely used means of gathering all kinds of data for educational research to capture specific circumstances of individuals or groups. Furthermore, it is a popular instrument for large-scale investigation. The rationale behind using a questionnaire is that it allows the participants to take their time to read and provide deliberate replies, and it is efficient and economical in terms of time and energy (Best & Khan, 2006). In addition, a questionnaire guarantees the unrecognizability of participants, which can ensure more genuine and truthful responding on sensitive issues like individual constraints and self-evaluated proficiency. Therefore, a questionnaire was used to gather both specific and general data from the study population to generate findings that were essential to achieve the study's specific objectives. Closed-ended questionnaire items were constructed based on the specific objectives of the study, the research questions and a review of related literature. The items were structured mostly using a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree". The Likert scale setup was preferred since it lets participants select different points of agreement and helps researchers calculate opinions and insights quantitatively.

The questionnaire was constructed in an explicit and comprehensible way in order that respondents could answer without difficulty. The items emphasized situational barriers, interactive classroom instruction, and students' confidence and involvement. Then, the questionnaires were administered to the 200 students selected from all 18 sections of Grade 10 at Entoto Amba Secondary School.

3.6.2 Semi-structured Interview

A semi-structured interview was used for this study as it is one of the most important tools for gathering relevant data for academic research. This set-up lets a researcher to utilize a pre-designed interview checklist while also getting the freedom to inquire for detailed responses (Bryman, 2016). According to Kothari (2004), interviews as a data gathering tool enable researchers to obtain detailed information, flexible responses and adjustability, which are difficult to achieve in other tools.

On top of that, an interview enables a researcher to obtain a genuine personal opinion or information on the research objective. To collect the data through this instrument, relevant interview questions were elicited in advance from the specific objectives of the study, the research questions and a review of the related literature and presented to the selected English teachers in a face-to-face basis. However, the researcher also used probes where needed to acquire more elaborate responses and explanation. The interview was carried out with six Grade 10 English language teachers. The interview was carried out between March 1 and March 5, 2026. It aimed to gather qualitative data about constraints influencing speaking instruction.

3.6.3 Classroom Observation

The third research instrument that was utilized in this study was a classroom observation. From a research point of view, the classroom observation varies from a questionnaire in that it offers first-hand information rather than reported statements. The classroom observation was carried out to triangulate the data collected by questionnaire, interview and content analysis. The observation was made using an observation checklist that was designed based on the specific objectives of the study, the research questions and a review of the related literature. An organized specification guarantees a planned emphasis through all observed classrooms, enabling regular data gathering and contrast among diverse teachers and classroom settings. Hence, five Grade 10 English classrooms of the school were observed, each classroom being visited twice for data collection.

3.6.4 Content Analysis of Speaking Activities in the English Student Course Book

To carry out a successful content analysis, the official Grade 10 English student course book used at Entoto Amba Secondary School was taken and a systematic content-based analysis of the material was conducted. The intention emphasized a systematic evaluation of the English course book to investigate how efficiently it was designed to enhance students' speaking skills through the application of Communicative Language Teaching (CLT). It involved the analysis of speaking tasks, exercises, and activities to assess their alignment with Communicative Language Teaching (CLT) principles, with a focus on learner engagement and interactive learning.

This is a deductive approach to qualitative content analysis, where existing theories or principles such as CLT criteria are used to guide the examination and coding of the text data. The assessment looked into the repetition and diversity of speaking exercises over the units, the scaffolding of speaking skills, the simplicity of instructions and the conduciveness of tasks for highly concentrated classes. It also identified obstructions that may have impeded oral proficiency, such as an overreliance on grammar or written exercises.

Moreover, the study compared and contrasted the content of the collected course book with actual classroom implementation to discover discrepancy between theoretical design and practical execution. Generally, the content analysis was intended to check how well the course book promoted active student participation and communicative competence.

3.7 Sampling Techniques

All Grade 10 English teachers in the study were included using a total population sampling technique. This approach was selected because the target population was small and fully accessible, making it feasible to involve every teacher rather than selecting a subset. Employing total population sampling helped eliminate sampling error and ensured that the findings accurately reflected the full range of teaching experiences and pedagogical practices related to Communicative Language Teaching (CLT) in speaking instruction. In addition, including all teachers enhanced the depth and credibility of the data by capturing variations in experience, instructional approaches, and familiarity with CLT. According to Cohen et al. (2018), a census approach is appropriate when the entire population is accessible and the researcher aims to obtain comprehensive and highly reliable data rather than generalizing from a sample. Regarding the student participants, Yamane's Formula was used to decide the student sample size for this study. This formula is popular in studies conducted in the social sciences to determine sample sizes from a larger domain. It is given by the formula:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = required sample size

N = total population

e = margin of error (expressed as a decimal)

In this research, the entire population of students enrolled at Entoto Amba Secondary School for 2018 academic year in Grade 10 was 819, across 18 sections (10^1 to 10^{18}), and a statistical deviation of 5 % ($e=0.05$) was employed. Replacing these figures into the formula:

$$n = \frac{819}{1+819(0.05^2)}$$

This formula gives a suggested participant size of nearly 269 at a 5% statistical deviation. Nevertheless, in applied academic study, it is usually mandatory to create a balance between statistical rigor and the actualities of the field (Cohen et al., 2018). Hence, a participant number of 200 students were considered viable owing to limitation associated to time, availability of participants and bureaucratic feasibility.

Toward this goal, Proportional Stratified Sampling was found to be specifically suitable when the sampling frame is non-uniform and contains distinguishable subcategories. The sampling frame was first broken into pertinent subgroups (sections), and the sample was correspondingly distributed to each subgroup according to its respective size. This equivalent distribution guarantees that each stratum is sufficiently accounted for in the last sample, thereupon optimizing the external trustworthiness of the results.

Inside every subgroup, subjects were chosen via a statistically-rigorous approach, guaranteeing that each element of the sampling frame had a recognized and non-zero opportunity of being chosen. As to (Kothari, 2004), such a technique reduces sampling distortions and boosts the representativeness of the findings. Even though the last sample size is smaller than the model computed via Yamane's sampling formula, the integrated application of proportional distribution and probability sampling approaches enables to maintain the procedural strength of the research.

Then, stratified random sampling was used to select students, making sure that the number of participants drawn was proportional across all 18 sections of Grade 10 in the school. The sample was distributed proportionally across all sections using:

$$ni = \frac{Ni}{N} \times n$$

Where:

ni = Sample size for section *i*

Ni = Population of section *i*

N = Total population (819)

n = Total intended sample size (200)

Table 3.1: Representative Distribution of Sample Size among Sections of Grade 10

No.	Section	Population (N_i)	Sample Size (n_i)
1.	10^1	44	11
2.	10^2	48	12
3.	10^3	47	11
4.	10^4	46	11
5.	10^5	47	11
6.	10^6	47	11
7.	10^7	47	11
8.	10^8	45	11
9.	10^9	48	12
10.	10^{10}	49	12
11.	10^{11}	47	11
12.	10^{12}	48	12
13.	10^{13}	47	11
14.	10^{14}	20	5
15.	10^{15}	47	11
16.	10^{16}	47	11
17.	10^{17}	47	11
18.	10^{18}	48	12
	Total	819	200

Due to the fact that representative computations yielded decimal points, all points were approximated to whole numbers. Small changes were made to make sure that the sum of the sample size is precisely 200 with no skewed equivalent allocations.

Table 3.2: Sample Size Determination Summary for the Student Population

Parameter	Value
Entire Grade 10 Student Population (N)	819
Type of Sampling Method	Proportional Stratified Sampling
Intended sample size (n)	200 students
Factual number of respondents	200 students
Rate of response	100%

This blend of total population and stratified random sampling techniques let the study take pertinent information from all Grade 10 English teachers and a representative sample of students, reinforcing the credibility and replicability of the results.

3.8 Methods of Data Analysis

Data analysis is a scientific process through which the gathered data is edited, rearranged, classified, and investigated to produce worthwhile results (Singh, 2006). In this study, both qualitative and quantitative procedures of data analysis were utilized to guarantee a complete interpretation of the data. Quantitative data gathered from the close-ended questionnaire was analysed with the help of SPSS software using descriptive statistics, particularly frequencies, percentages, and mean scores, to describe students' perceptions of the barriers to learning speaking under the light of CLT. It was found suitable to adopt descriptive statistics for this study as the main objective is to describe the distribution of outlooks and views within the sample, rather than to test assumptions (Creswell, 2012).

Qualitative data gathered using semi-structured interviews and classroom observations was analysed in a thematic fashion. This was done by rereading the notes, coding essential sections of the data, and distinguishing recurring themes. The process showed key patterns, challenges, and pedagogical approaches associated with the application of communicative language teaching in speaking lessons. Likewise, content analysis of the Grade 10 English student course book followed an organized and open procedure. The course book's units and speaking exercises were first inspected to distinguish major categories such as CLT fundamentals, kinds of speaking activities, and patterns of classroom participation. This course book was then coded based on the determined categories, using a blend of theory-driven and data-based codes. Once coding was done, the content was structured, compared, and interpreted to reveal recurring patterns, merits, and weaknesses in the delivery and execution of speaking tasks within a CLT foundation. The results were afterwards triangulated with data from questionnaires, interviews and classroom observations to ensure a systematic and reliable interpretation.

To preserve analytical validity, all qualitative codes were coherently arranged and ordered so that the incorporation of quantitative and qualitative results by means of triangulation could further support the credibility of the study and offer a thorough comprehension of classroom experiences, constraints, and the degree of student involvement in speaking instruction.

3.9 Ethical Considerations

1. Ethical considerations were carefully attained across all the procedures of the study to safeguard the rights and welfare of all subjects. As a result, all ethical codes and study procedures were cautiously attained during the course of the research to save respondents from any maltreatment, respect the privacy of their data, and get their cognizant agreement prior to data gathering (British Educational Research Association [BERA], 2018).
2. Above all, the permission of the managing bodies of the school was sought prior to embarking into data gathering.
3. Once authorization was granted, it was made sure that involvement in the study was absolutely uncoerced, and informed consent from teachers and students was gained before data gathering started.
4. Simultaneously, participants were promised that their replies would be kept classified and incognito, with no distinguishing information exposed in the research's reports.
5. Afterwards, all data were used purely for educational motives, and subjects were provided with the entitlement to pull back from the study at any point with no negative consequences.
6. On top of that, classroom observations and interviews were carried out courteously, reducing any disturbances to normal teaching and learning proceedings.
7. Last, but not least, it was made sure that results were reported precisely and transparently, mirroring the participants' viewpoints without bias.
8. By observing these ethical foundations, the study upheld morality, credibility, and regard for all participants.

3.10 Validity and Reliability of the Findings

The validity of the study was ensured by using diversified data gathering tools, including questionnaires, interviews, observations and content analysis, which permitted the triangulation of data. This methodological multi-sourcing increases the research's soundness by confirming that one data source does not dominate the results; rather, deductions are corroborated across several pieces of data (Denzin & Lincoln, 2018).

Professional analysis of the tools was sought to attain content validity, confirming the tools sufficiently addressed all aspects of the variables being examined. Then, a pilot study was carried out with 3 English teachers and 15 Grade 10 students from a school that was not included in the main study. This was done to modify questions and recognize possible vagueness in tools, based on the feedback obtained. This procedure is essential for maintaining the face and content validity of questionnaires and interview timetables, cleansing the tools before they are utilized for the final data gathering (Dörnyei & Taguchi, 2010).

Doing so also helped to test the clarity and appropriateness of the tools. Similarly, reliability was ensured by following reliable steps for data gathering, such as utilizing consistent observation checklists across classrooms and audio-recording all interviews for proper transcription. This regularity is significant for making sure that equivalent items and observational checklists would be implemented in the same manner during the process and across dissimilar situations, which reinforces the reliability of the qualitative data (Creswell, 2012). Furthermore, quantitative data was statistically examined for internal uniformity using Cronbach's alpha via SPSS, while qualitative data went through in-depth coding and peer review to bring about solidity in thematic analysis.

CHAPTER FOUR: DISCUSSION OF RESULTS

4.1 Introduction

This chapter displays the break down, presentation and illustration of data gathered from Grade 10 students, their English teachers, classroom observations, and document analysis of the Grade 10 English textbook. The responses obtained through the students' close-ended questionnaires were analysed and discussed quantitatively, whereas the data gathered from the semi-structured teacher interviews, classroom observations and textbook content analysis were analysed and interpreted qualitatively. The analysis, interpretation and discussion of the findings were provided in an integrated manner through a descriptive mixed- methods approach guided by the specific objectives and research questions of the study. The discussion mainly focuses on the pedagogical practices and constraints of teaching and learning speaking through the communicative language teaching (CLT) approach in Grade 10 English classrooms at Entoto Amba Secondary School.

4.2 Analysis and Interpretation of Results Guided by Research Questions

4.2.1 Influence of Contextual Constraints in CLT Speaking Instruction

The first research question aimed to distinguish and investigate the extent to which situational constraints impede the application of CLT in teaching and learning speaking skills at Entoto Amba Secondary School. The results disclosed a cluster of interrelated challenges that jointly give rise to situations basically disjointed with the core principles of Communicative Language Teaching (CLT).

Table 4.1: Students' Responses to Situational Constraints in Speaking Instruction

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	My participation is limited by large class size	11	5.5	24	12.0	7	3.5	77	38.5	81	40.5	3.96
2	My speaking practice is hindered by shortage of learning materials	9	4.5	28	14.0	13	6.5	79	39.5	71	35.5	3.88
3	Adequate time is assigned for speaking	87	43.5	67	33.5	12	6.0	24	12.0	10	5.0	2.02

	tasks.											
4	My speaking practice is discouraged by peer pressure.	16	8.0	31	15.5	19	9.5	79	39.5	55	27.5	3.64
5	Noise in the classroom limits my participation.	14	7.0	37	18.5	17	8.5	80	40.0	52	26.0	3.59
6	The large number of students in the classroom makes me lose the chance to take part in speaking activities.	12	6.0	33	16.5	11	5.5	75	37.5	69	34.5	3.77

Keys: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree, F=Frequency, P = Percentage

As indicated in Table 4.1, Item 1, a larger proportion of respondents distinguished large class size as one of the most acute obstacles to their participation in speaking exercises. Particularly, 158 students (79.0%) either agreed or strongly agreed that large class size impedes their involvement in speaking activities, while merely 35 students (17.5%) disagreed or strongly disagreed with this statement. This result coincides with a larger body of world-wide study on CLT application constraints. In this regard, Li (2001) asserts that large class size makes it difficult for educators to exercise communicative tasks. His assertion has a direct verification with the current data depicted by this very analysis. This constraint is worsened by a variety of underlying conditions that are interdependent. For example, time-related constraints indicate that even when teachers allot ample time, each student still gets very little opportunity to speak in large classes of more than forty students. Furthermore, learners often feel more nervous when they are ordered to speak in front of their peers who are highly concentrated. Finally, teachers encounter heavy requirements, as they must uphold classroom order while also following and monitoring speaking tasks. Similarly, the data found during the classroom observation yielded supporting proof for this result. Large class sizes were observed to severely affect communicative activities in most of the observed periods. In all the classrooms observed, class size was found to be over 43 (reaching 49), with the exception of one classroom inhabited by only 20 students who attended lessons in the mother tongue.

Whenever speaking tasks were given by the teacher, only a few students actively took part, whereas a larger proportion kept quiet and watched passively. During the semi-structured interviews, the responses given by teacher interviewees backed the aforementioned findings. One interviewed teacher (T3) explained his concern by saying, "I teach 49 students in my English class. I always find it hard to make all of them take part in genuine communicative tasks in only 45 minutes of a single period. Although I divide them into pairs or groups, watching over each student's status and offering personalized correction becomes really impossible. The noise made by too many students also becomes unbearable, which interferes with the teaching-learning process of the adjacent classrooms."

Large class sizes make teachers' efforts to involve students in meaningful speaking tasks significantly unrealistic. The aforementioned observation is reinforced by the finding indicated by Item 6 of the above table. When we look at the response given by the students to this item, 144 (72.0%) students agreed or strongly agreed that they do not get adequate chances to speak English because of the large number of students in the class (Mean = 3.77). The first item looked at large classes as a general constraint. This item focuses more on the deficiency of personal speaking occasions. The data demonstrates how the inadequate speaking time practically undermines the development of students' oral proficiency. In a 45-minute lesson with 49 learners, each student would obtain less than 45 seconds even if the entire period was completely devoted to communicative activities. Conversely, in actual classroom observations, some time was lost for directions, non-task oriented behaviour, and disturbances. Additionally, more proficient or active learners were likely to control the communicative activities. Consequently, only roughly 5–8 learners were actively engaged in each task, whereas most learners stayed inert.

This shortage of speaking chances has foundational ramifications for skill improvement, as De Keyser's (2007) skill learning theory maintains that oral proficiency needs extensive, frequent practice accumulated over extended hours—situations that are systematically impractical in existing class size conditions. In addition to concentrated classrooms, shortage of learning materials was also observed as another major limitation. When it comes to the second item, the majority of respondents—150 (75.0%) students—agreed or strongly agreed that scarcity of proper learning materials hinders their speaking practice.

Shortage of pertinent materials such as supplementary resources, audio-visuals, and reference books and texts highly limits the application of CLT in material-deficient settings. The particular scarcities accounted for during teacher interviews and classroom observations consisted of lack of audio-visuals, speakers, internet access, apparatus of language laboratory, and relevant reference books. These constraints make learners lose the linguistic provision crucial for appropriate speech improvement, and hamper access to genuine pronunciation and heterogeneous use of the English language. Teacher T1 elaborated on his frustrating experience during the semi-structured interview explaining, “The student textbook and the teacher's guide are the only teaching resources we have handy. We don't have modern audio players, speakers, or access to WIFI, and no supplementary books specially prepared for teaching speaking. How could my students improve the right register and pronunciation in the absence of authentic listening provisions? It is known that the textbook by itself is not able to make up for these shortages.” The data gathered on this circumstance resonates with what Littlewood (2007) puts as a profound misalignment between CLT fundamentals and the actualities of resource-deficient learning environments. The shortage of audio-visual resources makes the students lack the access to genuine language use.

The findings discovered by classroom observations regarding shortage of pertinent language learning materials reinforced the aforementioned results. Classroom observations revealed that speaking activities were conducted without adequate instructional materials. Teachers did not use audio-visual resources, task cards, or communicative prompts, and students were not provided with supporting materials to guide interaction. As a result, speaking practice largely depended on textbook-based questions and teacher-led oral drills. Speaking tasks were limited strictly to exercises found in the student textbook, and no teacher-made speaking resources or harmonization of genuine materials was observed. The observation confirms that the lack of resources reported by both students and teachers is not just based on perception. It is clearly observable in practice. It also consistently affects the teaching of speaking skills through CLT. Concerning time allocation, which is Item 3, 154 (77.0%) students disagreed or strongly disagreed that adequate time is assigned for speaking tasks, giving the lowest mean score of 2.02 across all items of this section and in fact one of the lowest throughout the whole questionnaire.

This depicts profound unanimity across students that speaking exercise gets insufficient practice time. This consensus in perspective points to a circumstance frequently noticed in EFL classrooms internationally. In this regard, Akbari (2015) stresses that the volume of speaking activities and the time allowed for them have to match so as to make communicative language teaching realistic and efficient. Despite that, the existing actuality at Entoto Amba Secondary School is among time-related disadvantages dictated by a variety of constraints: curriculum application requirement that gives priority to content delivery over proficiency enhancement; exam preparation that prioritizes grammar over communicative activities; and the typically time-consuming character of speaking tasks, which demand long time for lesson organization, student readiness, communicative interaction, and genuine correction.

Likewise, teacher interviews yielded more extensive data about the time-related challenges influencing speaking lessons. During interview sessions, the Grade 10 English teachers talked about their concern regarding insufficient teaching time given to speaking lessons. For instance, teacher T5 expressed his worry saying, "The syllabus requires us to teach all four language skills as well as language focus and word power within a limited time frame. Communicative tasks need a considerable amount of time since adequate time has to be given to students to prepare, practice, and receive correction.

Teaching under the influence of the burden to cover the course outline prior to tests and exams, I am usually forced to prioritize grammar and reading at the cost of speaking practice as the former ones take higher weight in evaluation." The habit of sacrificing communicative activities in favour of grammar and reading in exam-focused learning environments unintentionally inhibits the application of the communicative method, as examinations inherently prioritize structure-based and rule-governed mastery rather than speaking proficiency, Thompson (1996). Similarly, the data gathered from the classroom observations yielded clear evidence of these time-related limitations. Temporal constraints were noticed to influence the implementation of communicative activities. To illustrate this, on average, the length of time allocated for real speaking activities was nearly 7-9 minutes in every 45-minute period, constituting less than 25% of the entire teaching time.

Furthermore, it was repeatedly observed that teachers stopped communicative tasks in order to resume grammar or reading lessons, blaming it on time constraint as the main factor. In most of the observed periods, communicative tasks were ignored altogether during the lesson, with teachers switching straight away from vocabulary lesson to grammar practice or reading comprehension exercises. On top of that, a considerable majority of respondents recognized psychosocial and external influences as discouraging involvement. In Item four in particular, it was found out that 134 (67.0%) students agreed or strongly agreed that peer pressure inhibits their involvement in speaking activities. This result sheds light on the interpersonal relations in the classroom that dictate participation, through which students' inclination to social judgment and socially-oriented learning environments with regard to collective interaction can have a considerable effect on the gut feeling to make speech in front of peers. Being afraid to make mistakes before peers and fear of being labelled as incapable, as well as fear of being ridiculed because of committing mistakes in pronunciation may kill the motivation of students to take part in speaking activities.

The fifth item in Table 4.1 deals with the influence of classroom noise on the implementation of CLT to teach speaking. In response to the statement in this item, 132 students (66.0%) agreed or strongly agreed that interfering noises in the classroom are a barrier to their involvement in speaking activities, distinguishing auditory setting as one of the most significant classroom environment obstacles to speaking instruction. Too much background noise hinders speech comprehensibility and brings about a selective auditory attention while group or pair works are going on, whereupon too many simultaneous speeches create an overwhelming noise that makes it hard for students to pay attention to what their partners are saying. This auditory constraint also adds up to teacher disinclination to apply tasks believed to be disturbing to adjacent classrooms. All in all, the results mentioned earlier jointly resonate with Richards and Rodgers' (2001) claim that the classroom setting considerably imposes an impact on learners' inclination to interact and on their involvement in communicative tasks. The intersection of empirical data from student questionnaires, teacher interviews, and classroom observations substantiates that situational challenges at Entoto Amba Secondary School are not alienated shortcomings but rather structural obstacles that intrinsically threaten the environment which is critical for the successful implementation of CLT.

4.2.2 Instructional Approaches to Overcome Speaking Challenges

The second research question investigated the instructional approaches implemented by English teachers to handle the distinguished constraints and promote the application of communicative speaking lessons.

Table 4.2: Students' Replies Regarding Teacher Assistance and Classroom Experience

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	My teacher encourages me to speak English.	14	7.0	30	15.0	17	8.5	87	43.5	52	26.0	3.66
2	My teacher provides me with constructive feedback during speaking activities.	19	9.5	37	18.5	20	10.0	79	39.5	45	22.5	3.48
3	The communicative activities applied by my teacher enable me to practice speaking.	33	16.5	63	31.5	24	12.0	49	24.5	31	15.5	2.89
4	I participate in pair and team works during speaking lessons.	37	18.5	59	29.5	19	9.5	54	27.0	31	15.5	2.92
5	My teacher creates suitable environments for me to practice speaking English.	26	13.0	51	25.5	23	11.5	64	32.0	36	18.0	3.17
6	My teacher uses real-life situations to teach speaking.	48	24.0	70	35.0	27	13.5	35	17.5	20	10.0	2.55
7	Group works are given to us by our teacher to practice speaking.	32	16.0	53	26.5	21	10.5	56	28.0	38	19.0	3.07

Keys: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree, F=Frequency, P = Percentage

Table 4.2 shows data that exhibits a mixed and comparatively opposite image concerning instructional approaches employed by English teachers in the classroom.

For example, Item 1 shows encouraging data as it reveals that 139 (69.5%) students agreed or strongly agreed that they receive encouragement from their teacher that enables them to practice spoken English drills, and in Item 2, we can see that 124 (62.0%) students agreed or strongly agreed that they get constructive feedback from the teacher during speaking activities. These results imply that teachers have helpful attitudes whenever students make efforts to participate in speaking activities. Teachers also refrain from providing discouraging feedback to those who make mistakes while practising, which can impede communicative attempts. Such an approach is crucial for fostering students' courage and inclination to take part in communicative activities, which proves to be essential for developing speaking proficiency (Richards (2006). Teachers are ready to give assistance to those students who have difficulty participating in speaking activities.

Such perceptions put forward by students partly coincide with the classroom observation data gathered regarding encouragement and positive feedback given to the students by their teachers. During the classroom observations, teachers were seen providing constructive corrections and offering positive support without discouraging students. Teachers were also observed supporting student engagement in most of the classrooms. These classroom observations substantiate that teachers create generally conducive classroom environments, marked by motivation and supportive correction, even during times when they find it hard to execute speaking tasks efficiently.

Conversely, replies given by the students with regard to particular techniques employed by teachers during speaking lessons were significantly negative and demonstrated the restricted degree of tangible CLT application. In item 3, merely 80 (40.0%) students agreed or strongly agreed that teachers implement speaking tasks that inspire speaking practice, whereas 96 (48.0%) students disagreed or strongly disagreed with the statement. This result is especially significant since it reveals that less than half of the respondents consider their teachers as applying the fundamental instructional strategies or teaching approaches that go in line with the principles of CLT. Likewise, in Item 4, only 85 (42.5%) students agreed or strongly agreed that they take part in pair and group work in speaking lessons, while 96 (48.0%) students disagreed or strongly disagreed with the statement.

Therefore, we can clearly see that the results point to a limited implementation of CLT during speaking lessons at Entoto Amba Secondary School. We can also see that teachers are not doing enough to overcome the contextual challenges hindering the participation of their students in speaking activities. As supporting evidence from the student questionnaires, the conducted classroom observations yielded fundamental information that substantially contradicted teachers' self-disclosed reports. Even worse, most of the teachers were rarely observed implementing pair or group work.

This result is directly against the basic principles of CLT as pair and group work are one of the most crucial characteristic features of CLT approach, which are barely applied in actual classroom situations at the school. However, Richards and Rodgers (2001) assert that student-to-student interaction is the most crucial element in CLT.

Most significantly, in Item 6, only 55 (27.5%) students agreed or strongly agreed that teachers make use of everyday contexts during speaking lessons, whereas 118 (59.0%) students expressed their disagreement or strong disagreement to this statement. This result goes against the assumption that genuineness of activities is crucial for attaining the communicative approach during speaking lessons. If speaking lessons are not associated with real-life situations, they won't bring about the sought improvements in the communicative competence of students. Tatsuki (2006) claims that the realness of materials is crucial for the successful implementation of CLT. In the same way, McDonough and Shaw (2003) stress that speaking activities have to mimic natural communicative contexts to get students ready for an authentic use of the English language. Consequently, the restricted implementation of everyday circumstances in English classes at Entoto Amba Secondary School implies that the teaching of speaking skills is predominantly out of context and highly dependent on the student course book, prioritizing the repetition of structured content instead of creating authentic interaction among students.

To back the findings yielded by the student questionnaires and the classroom observations, the teacher interviews also revealed that authentic materials were not being utilized in speaking instruction. Even though teachers mentioned a variety of approaches they apply to handle situational challenges, the findings of the study pointed in the other direction.

The responses given by the teachers during the semi-structured interviews showed the inadequate and considerably inefficient character of their instructional strategies. For instance, when responding to the questions asked regarding the kinds of communicative activities commonly applied, Teacher T2 answered, "I generally make use of speaking questions from the textbook and occasionally give them short scripted dialogues to practice with friends.

Once in a while, I arrange students to sit in pairs to create short phrases, but I find it hard to practice this repeatedly due to the fact that there is a shortage of time and challenges of classroom management. I sometimes attempt to make students discuss in groups, but they usually make a lot of noise and speak in Amharic."

Moreover, Teacher T4 added, "I encourage more capable students to assist the less proficient ones while they are working in pairs. Nevertheless, I take the blame that these are not optimal speaking tasks as they have to do more with handling the challenges I encounter." This teacher's honest remark indicates that the fundamental ideals of CLT are not being exercised owing to particular hindrances in the classroom. Corroborating to this teacher's circumstantial limitations, Li (2001) points out that in restricted situations, teachers have the awareness as to what they are supposed to do, but they feel forced by contextual problems to resort to communicatively ineffective methods.

When asked about any evidence of approaches used to help insecure or hesitant learners, Teacher T6 responded, "I make an effort to facilitate a conducive environment by complimenting any trials made towards making speech in English, even when mistakes are committed. I try my best not to interrupt students to give them comments or correct mistakes in the middle of their speech since I understand that doing so can have a discouraging effect.

The problem is, in a class of more than 43 students, I find it hard to pay personalized attention to each timid learner. For your surprise, there are some students in my class who spend the whole year without uttering a single sentence in English." This finding is particularly troubling because it attests to the fact that the most persistent challenges discovered previously, such as highly concentrated classrooms, explicitly point to scholastic injustice, with a large proportion of learners getting virtually no opportunities for speaking practice.

What the teachers' interviews replies tell us is that teachers know the fundamental principles of CLT and try their best to apply communicative tasks, but contextual factors make their efforts go fruitless. Littlewood (2007) calls the approaches mentioned in the teachers' interviews such as short dialogues in the textbook, on-and-off pair tasks, and entire-class question-and-answer, "communicatively poor" variants of CLT, where speaking tasks add to instead of characterizing, the pedagogical strategy. In "effective" CLT, communicative engagement is the guiding framework of teaching. What was observed in Grade 10 English classrooms at Entoto Amba Secondary School were the "inefficient" variants of CLT, characterized by a default mode and a backward teacher-centred way of teaching with intermittent, marginal speaking tasks applied only when time and classroom conditions allow.

4.3 Alignment of Classroom Practice with CLT Principles

The third research question investigated the harmony between classroom practices and underlying principles of CLT. In an effort to answer the third research question, data were collected mainly from classroom observations and the responses given by students to the questionnaires, backed by the responses given by teachers to the semi-structured interview questions. The results suggest a considerable inconsistency between existing classroom instructional approaches and the basic principles of CLT. In CLT, authentic interaction occurs when learners use language to communicate meaningful messages in realistic or simulated communicative situations. Accordingly, speaking activities are considered consistent with CLT when they promote learner interaction, information exchange, negotiation of meaning, and the use of language for communicative purposes rather than mere form-focused practice.

Table 4.3: Students' Opinions about Speaking Tasks Designed for Communication

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Speaking tasks prioritize communication over grammatical precision.	49	24.5	76	38.0	23	11.5	37	18.5	15	7.5	2.47

2	The speaking activities in the classroom support genuine communication among students.	43	21.5	80	40.0	21	10.5	39	19.5	17	8.5	2.53
3	Students are motivated to ask questions and answer automatically.	40	20.0	77	38.5	24	12.0	42	21.0	17	8.5	2.59
4	Speaking tasks are communicative rather than repetitive exercises.	53	26.5	71	35.5	19	9.5	40	20.0	17	8.5	2.48

Keys: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree, F= Frequency, P = Percentage

In Table 4.3, (Item 1), 125 (62.5%) students disagreed that communication is prioritized over grammatical precision (M = 2.47). The data revealed that form-based teaching is largely practiced at the expense of communicative activities. Students' perspectives are directly supported by the results obtained from the classroom observations, which demonstrated that students rarely get the chance to engage in genuine communication. In this context, engaging in genuine communication refers to learners' active use of English to exchange meaningful information, express ideas, negotiate meaning, and respond to others in communicative situations. It involves interaction in which the primary focus is on conveying and understanding messages rather than merely practicing language forms. Such interaction is a central principle of CLT and an important indicator of effective speaking instruction. The consistency between perceptions and observations confirms the validity and reliability of the result. According to Krashen (1982), too much focus given to accuracy hinders involvement and raises the intensity of the affective filter, which hinders students from engaging in genuine communication.

The finding is reported by the data that 71.5% of the students refrain from taking part in speaking activities owing to fear of making mistakes. What this data indicates is that in areas where accuracy is highly valued, communicative confidence suffers. Hence, the triangulation of the three data collection tools serves as strong evidence for the overemphasis on form-based instruction at Entoto Amba Secondary School.

When it comes to Item 2, where 61.5% of the students disagreed with the statement that tasks reinforce authentic communication ($M = 2.53$), corroboration of findings is apparent once more. Teacher T2's statement that classroom activities focus on reading "pre-structured dialogues" devoid of meaningful communication, gives a direct confirmation of the students' perceptions.

This, in turn, shows that speaking instruction in the classroom is significantly more mechanical rather than interactive. Genuine communication calls for information gaps, choice and correction, according to Richards and Rodgers (2001). Likewise, Michael H. Long (1996) stresses that authentic communication, particularly meaning negotiation, is crucial for the acquisition of a second language. The inability to implement such an approach suggests that communicative forms are imitated, but not actually practiced.

Item 3 suggests limited-participation learning atmosphere, where 58.5% of the students are not adequately encouraged to participate ($M = 2.59$). This finding aligns with the data collected from the classroom observations. Highly concentrated classrooms ($M = 3.96$) and social influence ($M = 3.64$) were recognized as factors limiting student participation. Learner engagement is largely influenced by classroom conditions such as opportunities for participation and psychological well-being (Patsy M. Lightbown and Nina Spada, 2013). In large classes, students are hesitant to venture into genuine interactions. In such learning environments, a teacher-centred way of teaching is prevalent.

Lastly, in Item 4, 62.0% of the students indicated that speaking activities rarely involved meaningful interaction with their classmates and often required them to repeat language provided by the teacher or textbook ($M = 2.48$). This data proves that students consider speaking activities as repetition-oriented rather than interactive, which is confirmed by the textbook analysis (Table 4.9). The data yielded by the content analysis also demonstrated that information gaps and communicative goals are not incorporated in speaking activities.

According to the content analysis, memorization of rules and teacher-controlled practice are largely evident in the textbook, which dictates the entire teaching-learning process. This convergence of findings across questionnaires, content analysis and classroom practice gives strong evidence of mismatch between classroom practice and the fundamentals of CLT. According to Nunan (2004), communicative activities become inefficient and fail to enhance speaking proficiency unless they require students to utilize language creatively to meet certain communicative needs. These micro-level constraints are mirrored by students' own involvements and affective factors.

4.3.1 Classroom Observation Findings on CLT Implementation

As the data collected during the classroom observations indicate, there is a significant disparity between the tangible application of pedagogical strategies and the foundational characteristics of CLT. The findings also revealed that the efforts made by the English teachers to implement CLT were not effective. Among the major shortcomings identified is the minimal level of peer to peer interaction among the learners. During the classroom observations, students were not seen consistently taking part in pair and group work. Even though there were some attempts made by the teachers to divide the students into pairs and groups, no evidence of continuity of engagement was documented. As noted by Jack C. Richards and Theodore S. Rodgers (2001), meaningful learner-to-learner interaction is the core element of CLT as it helps students to enhance their speaking proficiency through natural use of language. Likewise, Michael Long (1996) stresses that engagement promotes language learning as it creates a comfortable environment for meaning negotiation.

Despite that, a teacher-fronted way of teaching was predominantly observed in the classrooms. Such practices may reduce interaction among learners, as they make students depend highly on the content delivered by the teacher only. Another significant drawback observed in the classrooms was decreased student confidence in speaking English. The fact that students remained silent during the speaking lessons suggests that they lack the confidence to use English inside the classroom. This may be caused by affective factors in language learning as Stephen Krashen (1982) claims that determinants like speaking apprehension and reduced self-confidence have the tendency to impede the acquisition of a second language by heightening learners' fear of making mistakes.

Such barriers were noticed in the observed classrooms, where students stayed restrained from actively participating in speaking tasks due to increased affective filters. Creating stress free learning environment plays a great role in encouraging students to engage in communicative activities. Failure to facilitate such a learning atmosphere in the observed classrooms results in a low level of students' confidence as it makes them feel anxious and stressed, thereby discouraging them from taking risks to communicate in English.

The findings of the classroom observations suggest that collaborative learning practices are insufficiently implemented. Students were rarely observed assisting one another during speaking tasks, suggesting a low level of cooperative learning among learners. The insight that can be taken from this finding is that true learning is achieved through peer engagement. By the same token, social interaction enables learners to help each other and develop their communicative competence. As Lev Vygotsky (1978) argues, students can show a significant improvement in learning when they actively engage within their Zone of Proximal Development.

In contrast, the absence of social engagement in the observed classrooms highlights that chances for cooperative learning are inadequately used. Consequently, students may lose essential learning opportunities that would improve their speaking skills. It was also observed that students were concentrating and engaged only occasionally. Moreover, they scarcely exhibited interest in asking or answering questions, and in a few instances, they never participated in those tasks at all.

Active participation of students was not observed in the classrooms during the activities, according to the findings. Regarding this matter, H. Douglas Brown (2007) states that purposeful and genuine interaction is crucial for getting students involved in communicative activities in the classroom.

Generally, the results obtained from the classroom observations imply a considerable point regarding a broader theme of mismatch between the principles of CLT and existing speaking instruction in the classroom. Lack of engagement, reduced confidence, absence of teamwork, and reduced interaction jointly point to the fact that CLT is not efficiently implemented in the classrooms under observation.

4.3.2 Class Room Observation Findings on Teaching Materials and CLT Alignment

When it comes to the alignment of teaching materials with CLT, the findings clearly show a significant lack of harmony between the use of teaching materials and the underlying assumptions of Communicative Language Teaching. While teachers consistently used the textbook in all observed classrooms, the effectiveness of speaking instruction depends not only on the use of instructional materials but also on how speaking activities are implemented. Classroom observations indicated that speaking lessons were largely organized around textbook activities and teacher guidance, with comparatively fewer opportunities for learner-to-learner interaction and communicative speaking practice.

Classroom observations indicated that teachers generally followed textbook procedures as presented, with limited adaptation to contextual conditions. For example, pair- and group-work activities were sometimes conducted without modification despite large class sizes and varying learner proficiency levels, which reduced opportunities for meaningful participation. Since the student textbook provides limited opportunities for communicative activities such as information-gap tasks, role plays, extended discussions, and negotiation of meaning, it may not fully reflect the principles of CLT. Therefore, teachers should not rely exclusively on textbook instructions but may need to adapt activities to better support communicative learning. Doing so may unintentionally suggest that faithful textbook implementation may encourage rule-based, grammar-oriented way of teaching instead of fostering genuine use of English.

An additional prominent characteristic of the classroom environment is the total avoidance of digital learning resources and additional teaching materials. Throughout the observed classrooms, no such resources were seen being used. This avoidance indicates a resource-deficient pedagogical setting and has crucial instructional implications. With digital learning materials neglected, students significantly lose the chance to practice authentic models of spoken English, depending almost entirely on the teacher's instructional language. This restricts chances for diversified ways of learning, and reduces the chances of enhancing speaking skills in real-life language use situations. Furthermore, the findings reveal that the learning materials used in the classroom are not adequately designed to satisfy learners' interests or to align with the realities of the learning context. Across most observed sessions, learning materials were either not adapted to suit class size or student behaviour, or were applied only occasionally.

What this shows is that the pedagogical strategies implemented are rigid, and the materials are used without proper adjustment. This, in turn, suggests that a rigid way of teaching is prioritized over a communicative style of language instruction. Most essentially, the materials used do not create favourable conditions for real-life communication. Only a few lessons demonstrated communicative interaction among students. However, in the rest of the sessions, the traditional way of teaching continued. This indicates a significant weakness in teaching methodology. The central objective of CLT is to enable learners to interact and negotiate meaning, rather than merely memorize grammatical structures in rigid manner. Broadly speaking, the results highlight that the instructional resources in the observed classrooms are utilized predominantly to imitate the course book in a mechanical manner, rather than to facilitate realistic language use. For this reason, the most essential objectives of CLT are not adequately achieved.

4.3.3 Teacher Perceptions on Pedagogical Strategies and CLT Alignment

As the findings obtained from the teachers' interviews indicate, the interviewed teachers said that they had knowledge of CLT fundamentals, but mentioned that they encountered significant constraints in its application. Therefore, the disparity between knowledge and application is the main finding of this research.

In response to a question about awareness of the principles of CLT, Teacher T1 replied, "I am fully aware that CLT stresses meaningful interaction rather than memorization of grammar rules, which requires learners to communicate with one another, and that tasks have to be authentic. However, to be honest, applying these underlying fundamentals is really difficult.

The tasks recommended in the textbook are not communicative at all, and they are not simpler to implement in a class of over 45 students, as managing their execution is quite tedious." Similarly, Teacher T3 stated the same viewpoint with evident sincerity: "I believe that I must prepare communicative activities through which learners interact freely; however, the problem is that I am expected to cover the course book according to the annual lesson plan. If I allow students to communicate as they wish, they will make a lot of noise, and use their mother tongue. Therefore, I resort to a teacher-centred approach, which I understand is not in harmony with CLT." This teacher's sentiment reflects the difficult choices teachers have to make.

They must either maintain classroom order while covering mandatory lessons, or try to apply interactive tasks, which may make students lose focus and start using Amharic instead of English. In addition, teachers perform under tight schedules that require finishing the textbook based on the annual lesson plan and getting students ready for exams; as a result, they try their best to cover the syllabus instead of teaching through the communicative approach. This forces them to perform in ways that contradict their knowledge. Due to this, they usually apply traditional instructional strategies, not deliberately, but because it is difficult for them to apply communicative approaches. Generally, the results suggest that existing classroom approaches do not align with the core principles of CLT, as the delivery of lessons is predominantly teacher-centred, with minimal student involvement and reduced authentic interaction.

4.4 How the Course Book Handles Persistent Constraints

The fourth research question looked into the contribution of teaching and learning materials—especially the Grade 10 English student course book—in facilitating or limiting the application of CLT. The results highlight a range of shortcomings in how the course book supports communicative language teaching, particularly in terms of task organization, functional use, sequencing, teacher guidance, and the extent to which it aligns with CLT principles.

Table 4.4: Students' Evaluation of the Grade 10 English Student Course Book

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The Grade 10 English student textbook helps me practice speak English.	33	16.5	63	31.5	24	12.0	49	24.5	31	15.5	2.89
2	The speaking tasks in the textbook are the reflections of my daily life.	49	24.5	71	35.5	21	10.5	37	18.5	22	11.0	2.56
3	The textbook recommends using audio-visual materials that help to develop speaking	57	28.5	75	37.5	28	14.0	25	12.5	15	7.5	2.33

	skills.											
4	The textbook contains a variety of interesting speaking tasks.	43	21.5	69	34.5	26	13.0	39	19.5	23	11.5	2.65

Keys: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree, F= Frequency, P = Percentage

Table 4.4 indicates that students have an unfavourable view of how the course book supports the development of their communicative competence. In Item 1, less than half of the respondents (40.0%) reported that the course book enables them to practice speaking, whereas 48.0% disagreed. This implies that most of the learners do not consider the course book as an efficient resource for developing their communicative competence. As the course book is the main, and usually the only, tool utilized in teaching, this shortcoming is a major concern for the teaching of spoken English. Item 4, which looked into the pertinence of speaking activities to students' real-life experiences, demonstrates that 120 students (60.0%) disagreed that the communicative tasks mirror their real-world communicative situations.

This perspective differs from the results of the course book evaluation, which indicated that the communicative activities are topically related to authentic communicative contexts. The gap implies a discrepancy between surface-level thematic pertinence and students' perception of authentic language use, meaning that although the activities may refer to familiar topics, they are not experienced as meaningful or individually interactive ways of communication. Consequently, students may find it difficult to apply classroom language use in real-life situations, which undermines the practical significance of communicative tasks and restricts the improvement of their oral proficiency. Tatsuki (2006) and McDonough and Christopher Shaw (2003) argue that applicability and contextualization are key factors in supporting student motivation, participation, and meaningful involvement in language acquisition. As far as Communicative Language Teaching is concerned, speaking tasks should enable learners to meet genuine communicative necessities and inspire them to negotiate meaning. However, the reduced relevance witnessed in the textbook undermines learners' motivation and involvement in speaking activities, thereby limiting engagement and inhibiting the enhancement of oral proficiency.

In Item 3, the students feel that their course book lacks recommendations about the use of supplementary audio-visual materials. Merely 20.0% of the students agreed that their course book contains suggestions about how to use the audio-visuals to support speaking instruction, whereas 66.0% expressed their disagreement. This implies that the student course book fails to give sufficient guidance on listening to or exercising authentic spoken English. Such guidance is crucial in areas where students have no exposure to English outside the classroom.

In response to Item 4, 56.0% of the students disagreed that the communicative tasks provided in the course book are interesting, whereas only 31.0% thought they are not. This shows that the activities in the course book are not appealing to students, which may inhibit their willingness to take part in communicative tasks. Students' concerns regarding the course book go as far as the particular design-related aspects that influence speaking practice. Table 4.8 below captures students' rankings of whether the activities in the textbook facilitate authentic communication, incorporate adequate pair/group work, attain a coherent sequence, and prioritize interaction over structural mastery.

Table 4.5: Students' Views on the Grade 10 English Textbook for Teaching Speaking Skills

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Speaking activities in the course book need genuine communication among us.	51	25.5	77	38.5	20	10.0	36	18.0	16	8.0	2.45
2	The course book contains pair and group speaking tasks.	42	21.0	71	35.5	23	11.5	44	22.0	20	10.0	2.64
3	The instructions given for speaking tasks are clear.	20	10.0	39	19.5	27	13.5	72	36.0	42	21.0	3.39

4	The speaking tasks in the course book are relevant to our daily lives.	49	24.5	73	36.5	22	11.0	39	19.5	17	8.5	3.49
5	The course book supports communication rather than memorization of rules.	54	27.0	79	39.5	19	9.5	32	16.0	16	8.0	2.38
6	Each unit in the textbook has a wide range of speaking activities in it.	57	28.5	75	37.5	21	10.5	31	15.5	16	8.0	2.37
7	The speaking activities in the course book are ordered from simple to complex.	47	23.5	72	36.0	26	13.0	38	19.0	17	8.5	2.54

Keys: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree, F= Frequency, P = Percentage

In Item 1, 128 (64.0%) of the students disagreed that the speaking activities in the textbook call for genuine interaction among students (M = 2.45). This result resonates closely with the content analysis (Table 4.7), which shows that speaking activities are deprived of information gaps, and depend on scripted conversations. The findings of the teacher interview data further confirm this reality, indicating that students are more likely to repeat dialogues in the textbook instead of speaking automatically. These findings jointly prove that activities in the course book have no communicative goals as they focus on repetition over communication.

According to Michael H. Long (1996), functional interaction is the most important mechanism through which language is acquired. However, its negligence implies that activities fail to put CLT into practice, leading to the inactive, form-oriented speaking behaviours witnessed in students.

In Item 2, 113 (56.5%) of the students disagreed that the course book encourages efficient pair and group work ($M = 2.64$). Students' viewpoints are confirmed by the content analysis results, which show that the speaking activities designed do not call for collaboration among learners, as they can be done individually.

Even though pair and group work are directly indicated, the activities are designed in such a way that students can do them all by themselves without needing to interact with their friends. The interviewed teachers also indicated that students often prefer to work in parallel rather than jointly with little meaningful interaction. Nunan (2004) calls such seemingly interactive exercises “pseudo-communicative tasks”—activities that imitate communication at surface level, but have no communicative depth. Therefore, the problem lies not in the existence of pair/group work, but in their failure to result in genuine interactive communication.

Item 3 shows a moderate intensity: with a mean of 3.39 and 57.0% agreement. Students consider speaking activity instructions unambiguous. This finding goes in line with the content analysis data, which characterizes the instructions as clear and attainable, and is also reinforced by teachers' responses, demonstrating that students can act in accordance with the directions.

Nevertheless, the clarity of the instructions is not strong enough to bring about the enhancement of communicative competence in students. Efficient learning materials should not only be straightforward, but also get students involved in functional language use (Brian Tomlinson, 2011). In our given situation, the clarity of instructions makes students do the given activities, but does not make up for the failure of the activities to bring about real communication. Regarding the relevance of the speaking materials to the daily lives of the students in Item 1, 122 (61.0%) of the students reported that the speaking activities in the textbook are not related to their daily lives ($M = 3.49$).

This suggests that, despite some inclusion of locally familiar issues such as *Population Growth in Ethiopia*, *Punctuality*, *Tourist Attractions (Harar, Jugol, and Konso)*, *Migration in Ethiopia*, *Honey Processing*, and *Branding Ethiopia and National Identity*, which are highly relevant to learners' daily lives and experiences, many students do not perceive the speaking tasks as adequately meaningful or directly applicable to their lived realities.

However, cultural pertinence is crucial in CLT, as it enables students to activate their background knowledge and engage in more genuine and meaningful communication. Item 5 examined whether the course book encourages rote memorization of structural rules rather than communication. In response to this item, 133 (66.5%) of the students ($M = 2.38$) reported that the course book encourages rote memorization of grammatical forms rather than communication. As it is strongly confirmed by the content analysis and the teachers' interview findings, students largely depend on mechanical language use. From a CLT point of view, this illustrates a transition from functional language use to grammar practice, which weakens the enhancement of oral proficiency (Richards, 2006). The convergence of findings substantiates that the course book endorses structure-based language learning with limited scope for creative language use and interactional meaning-making.

With regard to Item 6, 132 (66.0%) of the students disagreed that a wide range of speaking exercises are given in the textbook ($M = 2.37$), the lowest mean in this section. Students' viewpoints are strongly confirmed by the data gathered from the teachers' interviews, especially Teacher T6's report that the variety of speaking activities provided in the textbook is not adequate for improving the oral proficiency of students.

Additionally, the classroom observation results validate this finding, showing that the quantity of the speaking activities practiced per lesson is insufficient. However, Ellis (2003) emphasizes that the acquisition of second language calls for repetitive and continuous application of meaningful interactions. Therefore, the inadequate quantity of the speaking activities worsens the qualitative shortcomings identified in the preceding items.

At the final item of the above table, Item 7 reflects the illogical sequence of speaking activities, with 112 (59.5%) of the respondents disagreeing (Mean = 2.54). This illogical sequencing is consistently validated by the results of the content analysis, which reveal that the speaking activities are not aligned coherently from easy to difficult. The findings of the teachers' interviews also confirmed that there is a misalignment in task complexity across speaking activities. Conversely, Harmer (2007) emphasizes the significance of logical sequencing to promote learners' speaking improvement. When speaking activities are not ordered progressively, weaker students feel frustrated because of cognitive overload and more proficient students withdraw. This, consequently, undermines the general efficiency of speaking activities.

4.4.1 Teachers' Perceptions of the Speaking Activities in the Student Course Book

The interview findings gave a deeper review of the Grade 10 student course book as to how it handles or fails to handle the most acute constraints that hinder the implementation of CLT in speaking instruction. In response to the question raised regarding the course book's suitability for teaching speaking through the communicative approach, Teacher T2 pointed out, "The textbook contains communicative components in each unit, but these components are generally short and detached from the rest of the skills. The tasks are often given in the form of scripted conversations or structured questions that do not invite authentic interaction. The textbook simply recommends that students read the conversations aloud or give responses to question prompts. Therefore, there is a limited chance for genuine communication or creative language use."

Scripted conversations and structured questions prioritize precise duplication of supplied discourse instead of meaningful, inventive interaction. According to Littlewood (1984), CLT emphasizes meaning negotiation rather than mechanical repetition of grammatical forms. However, the textbook gives priority to controlled practice, which contradicts the underlying principles of CLT.

Regarding the illogical sequence of speaking activities in the course book, Teacher T4 reported, "The student course book does not have proper sequence of speaking lessons. The speaking lessons in the course book lack a clearly defined order or pattern, and they are not sequenced in order of complexity from simple to more sophisticated tasks. For example, you may find complex discussion activities in the first chapter and self-introduction activities in the last chapter."

All the interviewed teachers reflected the same concerns with regard to the failure of the textbook to provide speaking lessons coherently. As Akbari (2015) states, an illogical order of speaking activities leads to confusion, reduced participation, low confidence, and poor skill development. Furthermore, Teacher (T6) talked about the textbook's shortcomings concerning situational challenges, expressing clear disappointment by stating, "The authors of the textbook designed the speaking activities with ideal learning conditions in mind, such as classes with fewer students, ample teaching time and highly motivated learners."

What I can't deny is that the textbook incorporates pronunciation guides, sample dialogues and speaking prompts, but it orders the students to memorize the dialogues and act them out in pairs or groups instead of telling them to create their own conversations and scripts. The other weakness I noticed in the textbook is that it fails to give directions on how to adjust the given communicative activities to suit highly concentrated classrooms and the shortage of time to cover the syllabus. Furthermore, it doesn't provide recommendations on how to do more activities from out of the textbook. Since the speaking tasks provided in each unit are not adequate to develop the communicative competence of the students, I am often forced to expand on the text book models or abandon the speaking lessons altogether and move on to grammar, vocabulary or reading lessons." The results obtained from this analysis are essential since they inform us that the textbook fails to consider the most persistent problems the teachers come across on a daily basis. The course book wrongly assumes that the teaching conditions are ideal, which is not the case at Entoto Amba Secondary School. Therefore, teachers are left to deal with the constraints all by themselves, as the textbook provides limited support.

4.4.2 Analysis of the Content of the Grade 10 English Student Course book

The interpretation below addresses the fourth research question, which tries to examine how the Grade 10 English student textbook handles, or fails to handle, the most acute barriers associated with the process of executing CLT in teaching and learning speaking skills. To realize this objective, a completed content analysis checklist and a thorough evaluation of the Grade 10 *English for Ethiopia Student Textbook* (2023) were used.

According to the analysis made, the student course book exhibits a few positive aspects in cultural appropriateness and clarity of directions; however, it shows significant shortcomings in terms of its instructional strategy, teacher assistance systems, and sensitivity to the actual classroom context at Entoto Amba Secondary School.

Table 4.6: Evaluation of Speaking Tasks in the Grade 10 English Student Course Book

No.	Feature	Yes	Moderately	No	Remarks
1.	The text book has a variety of communicative tasks like role-			✓	Tasks are dominated by pre-written conversations and teacher-student question and answer activities. Real dialogue

	plays, conversations and debates.				enactments, imitations, and organized debates are almost missing. The students are expected to read scripted dialogues aloud, not create their own.
2.	Clear directions are given for speaking activities.	✓			Directions like "Work with your partner and complete the unfinished parts" (Unit 1) are clear for learners.
3.	Activities are appropriate for pair or group work.		✓		Although the directions repeatedly instruct students to be in pairs or groups, the behavior of the activities doesn't enable cooperation among students.
4.	Communicative activities support authentic interaction.			✓	Since the activities don't have information gaps, students simply memorize scripted dialogues instead of using language for negotiation of meaning.
5.	The textbook integrates speaking tasks with other language skills like listening, reading or writing.			✓	This is one of the weaknesses of the course book as it does not effectively combine speaking exercises with listening, reading and writing skills.
6.	Activities are lined up from simple to complex.			✓	There is no logical order of tasks in the course book. Sophisticated discussion activities appear earlier and simpler ones appear later in the book.
7.	The activities balance fluency with accuracy.			✓	The activities prioritize accuracy over fluency, as they focus on the precise use of grammar and vocabulary. Limited opportunities are provided for developing communicative competence.

As Table 4.6 demonstrates, the textbook fails to present a variety of communicative tasks, with activities largely confined to pre-written conversations and short oral question-answer tasks. However, Richards (2006) notes that enactments, team works, argumentative discussions, jigsaw activities, and critical-thinking activities are among the most effective strategies for developing the communicative competence of learners. Nevertheless, those activities are missing or weakly provided. Since the range of the activities provided in the textbook is narrow, students don't get enough opportunities to satisfy their individual communicative needs.

Even though the directions given for speaking tasks are clearly stated, they offer limited support for the completion of tasks. The design of many speaking activities provides limited opportunities for pair and group interaction. For example, several tasks require students to give individual responses to textbook questions rather than exchange information, discuss ideas, solve problems, or complete tasks collaboratively. Therefore, teachers have to adjust them in order to suit the specific contexts of their classrooms. Additionally, the activities focus on the fixed reproduction of structured grammatical patterns rather than encouraging genuine language use.

Moreover, it was found from the content analysis that the speaking activities are not sequenced coherently. As it was reported by one of the interviewed teachers, complex tasks appear earlier while simpler ones come later in the course book. The incoherent nature of the speaking activities results in student frustration and disengagement. In conclusion, the tasks show minimal balance between fluency and accuracy, with greater emphasis placed on the memorization of grammatical rules than on spontaneous speech.

Table: 4.7: Analysis of Assistance and Guidance Provided for Teachers

No.	Feature	Yes	Moderately	No	Remarks
1.	Teacher notes are incorporated in the speaking activities.			✓	The student course book doesn't give any teacher notes, procedures or tips on how to carry out the speaking activities.
2.	Procedural guidance is provided on how to manage large classes.			✓	No procedural guidelines are given on the management of large classes.

3.	Suggestions are given on materials adaptation.			✓	Suggestions are not given for adjusting tasks to suit a wide range of competence levels, time constraints or scanty resources.
4.	The textbook provides suggestions on how to motivate students who are shy or reluctant.			✓	No recommendations are given on how to involve shy or reluctant learners.

According to Table 4.7, there is clear weakness in the course book with respect to giving due support to teachers. There are no adequate teacher notes, procedural guidance or strategical tips for teachers on how to apply speaking tasks efficiently. This is one of the most acute shortcomings of the textbook, especially given that most teachers have not received training in communicative language teaching. If teachers are not provided with proper guidance, they may be forced to carry out speaking tasks in their own way, which can go against the basic principles of Communicative Language Teaching. Furthermore, no assistance is given to teachers on how to manage highly concentrated classrooms, in spite of the fact that this is one of the most common constraints in Ethiopian secondary schools, particularly at Entoto Amba. The lack of such guidance shows a significant weakness as most teachers reported that large class size is their most acute constraint. In addition, the textbook doesn't give any suggestions as to how materials should be adapted.

If there were such directions in it, teachers wouldn't find it difficult to adjust tasks to make up for inadequate resources or create their own supplementary resources. Furthermore, the textbook doesn't provide recommendations for engaging shy or reluctant learners although high levels of speaking anxiety and low confidence are witnessed. As teachers are already dealing with limited time, training and resources, the absence of such essential directions places the responsibility of overcoming contextual challenges on their shoulders. Pedagogical tools in material-deficient settings need to offer clear directions on adjustment and adaptation to promote successful application.

Table 4.8: Analysis of Resources Provided for Speaking Instruction

No.	Feature	Yes	Moderately	No	Remarks
1.	The textbook suggests audio-visual materials to support speaking activities.			✓	The textbook recommends that the teacher reads the listening texts to the students. No audio files are referenced. Therefore, students have no access to native English speakers' voices.
2.	Speaking activities use actual learning materials like model dialogues and interviews.			✓	Speaking activities depend on pre-structured dialogues. No genuine dialogues or interviews are used.
3.	Tasks direct students to create their own spoken materials like role-plays.			✓	Learners are predominantly directed to memorize scripted conversations rather than being guided to construct their own dialogues.
4.	The textbook contains illustrative materials or cues for speaking activities.		✓		There are a few pertinent pictures, and visual aids like photographs showing population density, sightseeing locations and road signals that help to initiate conversations.

Table 4.8 demonstrates that audio-visual materials are not suggested in the textbook to back speaking lessons. This finding coincides with both student and teacher reports. The textbook recommends that the teacher reads the listening texts aloud instead of using audio materials during speaking lessons. This implies that the only voice the students are exposed to is that of their teacher. Such an omission of audio materials limits the opportunity for students to hear a wide range of English speakers, which severely limits the development of students' pronunciation and listening skills. Moreover, activities are primarily confined to the textbook, with no inclusion of genuine or authentic resources. According to the analysis, communicative tasks are predominantly textbook-bound.

Even though there are open-ended questions given to initiate discussion, the conversations provided in the textbook are scripted, and students are not ordered to make up their own dialogues. However, the textbook contains a few relevant pictures, and visual aids like photographs showing population density, sightseeing locations and road signals that help to initiate conversations.

Table 4.9: Alignment of the Grade 10 English Textbook with CLT Principles

No.	Feature	Yes	Moderately	No	Remarks
1.	Speaking tasks prioritize meaning over form.			✓	The main emphasis of the speaking tasks is grammar and vocabulary accuracy rather than communicative competence.
2.	The textbook encourages learner-centred activities.			✓	Tasks are mostly teacher-centred, and students rarely have opportunities to make choices or direct their own learning.
3.	Student interaction is encouraged.		✓		Even though students are repeatedly told to work in pairs, the tasks often do not demand real engagement or meaningful interaction. Students read dialogues in turns, but they don't engage in real communication.
4.	Speaking activities are designed to promote authentic interaction.			✓	Speaking activities don't have information gaps in them. Students are not given situations where they need to use English to achieve a real life goal.
5.	Evaluation is done based on communicative objectives.			✓	The textbook doesn't assess communicative competence.

Table 4.9 displays results regarding the alignment of the student course book with the fundamental principles of CLT. According to the analysis, the textbook prioritizes linguistic precision over communicative competence. It is against the core assumptions of CLT to focus on memorization of rules rather than negotiation of meaning (Littlewood, 1984). The speaking activities in the textbook are primarily designed to ensure that students understand grammatical rules rather than express their opinions fluently. Almost all tasks are teacher-fronted and the students are not given enough opportunities to make a choice, learn autonomously, or use language creatively. Engagement of students is practiced only occasionally. In other words, student interaction is encouraged only to a limited extent. Even though students are ordered to work in pairs and in groups, the nature of the activities does not allow them to do so. Since the pair works are not sufficiently communicative, they have the tendency to be done without a partner. The activities in the textbook are designed to enhance the accuracy of language use rather than to develop speaking skills.

The given speaking exercises are intended for enabling the students to be good at memorizing grammatical structures rather than expressing their ideas fluently. This is demonstrated by the frequency of activities that require students to identify grammatical rules than to use language to achieve a certain communicative goal. For instance, it was witnessed that the review exercises found at the end of each unit are designed to test students' mastery of grammar and vocabulary rather than to assess their speaking ability. This finding coincides with Thompson's (1996) statement that systematic misalignment occurs when there is a mismatch between communicative teaching approaches and traditional methods of evaluation. This non-communicative way of evaluating the linguistic competence of students gives signal that mastery of structural patterns is more valuable than the capacity to use language for meaningful communication.

Table 4.10: Analysis of How the Course Book Overcomes Challenges

No.	Feature	Yes	Moderately	No	Remarks
1.	The course book overcomes constraints related to large class sizes through			✓	The book orders the teacher to give pair and group works, but it doesn't recommend how to do it in highly

	suggestion of managing pair and group works.				concentrated classrooms.
2.	The textbook recommends ways to deal with shortage of instructional materials.			✓	The book doesn't recommend ways to compensate for scanty teaching materials.
3.	The speaking activities in the textbook have cultural relevance to the students.	✓			This is one of its strong sides. The textbook is good at incorporating culturally relevant topics into speaking activities. For instance, it contains issues <i>like population growth in Ethiopia, punctuality from an Ethiopian perspective, tourist attractions like Harar and Konso</i> , etc.
4.	The activities are simple enough to be implemented by teachers who haven't taken any training on CLT.		✓		The exercises are partially easier for a teacher with minimal CLT training to implement them. Nevertheless, a teacher who doesn't have proper CLT training may find it difficult to build upon the given speaking exercises, or apply them in a form-focused fashion.
5.	Speaking tasks enable the students to learn language autonomously.			✓	Since all activities are teacher-oriented, there is almost no opportunity for learner autonomy and active learning.

Table 4.10 assesses the extent to which the student course book addresses or fails to address the existing pedagogical challenges experienced in the classroom. According to the assessment, it was revealed that the textbook doesn't provide any helpful approaches to teachers as to how to deal with challenges related to highly concentrated classrooms during speaking lessons.

As large class size was identified by both students and teachers as one of the most acute constraints to teaching and learning speaking through the Communicative Language approach at Entoto Amba Secondary School, this is a significant deficiency that worsens the existing constraints. Furthermore, it was obtained from the findings of the content analysis that no alternative ways are recommended to solve problems associated to the shortage of supplementary materials. A variety of optional ways of teaching should have been suggested by the textbook to make up for scanty teaching materials. For instance, it would have been better if directions were given with respect to creating low-budget teaching aids. On top of that, there are no optional tasks that demand only a few resources, nor is there guidance on how to carry out speaking activities without audio-visual support. Fortunately though, the student course book showed strength with regard to the incorporation of culturally relevant topics in the speaking activities. Issues like *Population Growth in Ethiopia, Punctuality, Tourist Attractions (Harar, Jugol, and Konso), Migration in Ethiopia, Honey Processing, and Branding Ethiopia and National Identity* are quite pertinent to learners' daily lives and experiences. Such cultural relevance is essential in CLT as it enables students to exploit their prior knowledge, creating a more genuine and meaningful communication.

Moreover, the feasibility of speaking activities for teachers who have no CLT training was found to be partly satisfying. Even though the exercises seem to be easy at first glance, (e.g., *practise the conversation with the person sitting next to you...*) , a teacher with minimal or no training may find it difficult to build up on the exercises or execute them in an entirely non-communicative, teacher-fronted way, which may hinder the development of students' communicative competence. In conclusion, exercises offer restricted chances for self-directed learning and learner engagement, with the teacher dominating the entire learning process. This teacher-fronted method contradicts the communicative approaches that define CLT.

4.4.3 Summary of Key Findings from the Content Analysis

When all the findings obtained from the different sections of the content analysis are combined, they point to the fact that the Grade 10 English student course book has deep-rooted weaknesses in facilitating the teaching and learning of speaking skills through the Communicative Language approach.

Firstly, the textbook doesn't contain a wide range of speaking exercises, and the activities provided in it are predominantly pre-structured conversations, and controlled, form-based tasks. Secondly, the course book doesn't support genuine interaction among learners, and the speaking activities provided in it lack logical sequence. Thirdly, it fails to provide audio-visual recommendations so as to familiarize the students with a wide range of English speakers. Finally, the course book goes against the underlying principles of CLT because it emphasizes teacher-centred way of teaching and neglects the communicative approach. Above all, the course book fails to handle the contextual hindrances like large class sizes, scanty resources, time shortage and rigid learning environments that both students and teachers of Entoto Amba Secondary School face on a daily basis.

Moreover, the textbook assumes that the learning conditions are perfect, so it neglects giving directions on classroom management, tasks adjustment, materials adaptation and motivation of shy and reluctant students. Consequently, it leaves teachers with the strain of dealing with the challenges all by themselves. Despite its strengths in showing cultural relevance and providing clear instructions, it fails to attain effective integration of these aspects in practice. As a result, the strong sides are inadequate to make up for its basic instructional and contextual limitations. The textbook fails to mitigate the critical disparity between the fundamental principles of CLT and the actual contextual constraints of Grade 10 English classrooms in Ethiopian Secondary Schools, resulting in the poor execution of CLT evidenced throughout this study.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a concise summary of the key findings, draws conclusions from the analysed data, and provides comprehensive, practical suggestions for enhancing the teaching and learning of speaking skills through the Communicative Language Teaching (CLT) approach at Entoto Amba Secondary School and comparable classroom environments across Ethiopia. The chapter is structured into five main segments. The first segment is a thorough recapitulation of results organized based on the four research questions that regulated the study. The second segment presents systematic conclusions extracted from those results. The third section provides pinpointed suggestions aimed at particular target groups, comprising English teachers, school leaders, syllabus developers, instructional materials designers, teacher training providers, and government education officials. The next part contains recommendations for follow-on studies to contribute to existing knowledge. The final part presents synthesis and reflection that consolidate the research's significance and relevance for action, strategic planning, and subsequent study.

The study implemented a mixed-methods research approach. It collected inputs from 200 Grade 10 students using structured questionnaires (close-ended questions). It also gathered data from six English teachers by means of semi-structured interviews. In addition, ten classroom observation sessions across five sections were conducted. The study also used rigorous document analysis of the Grade 10 English student course book. This well-planned technique provides robust support to the findings of the research and enhances the soundness of the conclusions and recommendations drawn from them. The recommendations demonstrate that developing speaking skill necessitates synchronized and organised efforts at all levels, rather than detached endeavours that emphasize merely individual features of a multifaceted constraint.

5.2 Summary of Major Findings

5.2.1 Situational Barriers Influencing the Implementation of CLT

Large class size appeared as the most prevalent challenge. About 79.0% of the respondents agreed that it impedes engagement (Mean = 3.96). Classroom observations validated this effect in the majority of the lessons.

Semi-structured teacher interviews also attested to classes of forty three to forty nine students. Confirming this, 72.0% of students agreed they are deprived of sufficient speaking chances because of overcrowded classrooms. According to Li (2001), large class size makes it hard for teachers to practice speaking activities. Similarly, Shamim (1993) noted how crowded conditions cause passiveness in students.

Another constraint was, lack of teaching and learning materials, which was reported by 75.0% of students (Mean = 3.88). During the classroom observation sessions, no audio-visual tools were seen in any of the periods, and teachers substantiated the total lack of audio materials, sound systems, internet availability, and teaching aids. Absence of pertinent teaching and learning materials considerably limits the application of communicative methods in under-resourced learning environments.

A further issue was insufficient time provision. It registered the lowest mean score (2.02). About 77.0% of students disagreed that adequate time is allocated for speaking. Classroom observations indicated only seven to nine minutes of speaking in a forty five-minute English period. However, Akbari (2015) emphasizes that the load of communicative tasks and provided time need to align for CLT to be attainable and effective.

The next finding was assessment-driven instruction. It made up a serious structural challenge, with 73.5% of students agreeing assessments do not prioritize communication (Mean = 3.86). With respect to this, Thompson (1996) stresses that assessment-driven instruction unconsciously inhibits speaking practices. Teachers tend to allot time to grammar, vocabulary and reading skills that examinations focus on. As a result, communicative skills are often ignored.

The study also found that students have minimal access to English outside the classroom. 49.5% of the students reported that they never speak English out of class. As noted by Nunan (1999), language acquisition is considerably developed when learners utilize the target language in authentic speaking contexts. This element is nearly totally missing at Entoto Amba Secondary School. Furthermore, psychological and social factors were identified. Peer influence accounted for (67.0%) and noise in the classroom constituted (66.0%).

With respect to this, Krashen (1982) underscores that excessive emphasis on precision and fear of errors heightens the affective filter. This reduces learners' willingness to take risks in authentic communication.

5.1.1 Teachers Strategies for Overcoming Contextual Challenges

When it comes to providing support and encouragement to students, teachers reflected helpful behaviours, with 69.5% of students agreeing they get support and 62.0% agreeing they get positive correction. As stated by Richards (2006), such encouragement is essential for the enhancement of speaking proficiency. However, application of key speaking tasks was acutely restricted. Only 40.0% of students agreed that teachers implement speaking tasks, 42.5% indicated pair and group work, and just 27.5% indicated that teachers use everyday situations during speaking lessons (Mean = 2.55). Concerning this issue, Tatsuki (2006) argues that the authenticity of teaching and learning resources is essential for effective CLT application.

Classroom observations showed that pair and group work were barely seen in most periods. However, in some periods, teachers were observed supporting student-to-student interaction. Richards and Rodgers (2001) recognize student-student communication as a core element of Communicative Language Teaching. A significant disparity was observed between teachers' claimed CLT awareness and the approaches that were actually detected. Interviewed teachers also said that they have awareness of CLT fundamentals, but admitted that situational challenges make application nearly impracticable. According to Littlewood (2007), the observed methods like course book conversations, intermittent pair and group works and entire-class question-and-answer are communicatively weak elements of CLT. As a strategy to overcome challenges related to large class size, the adaptation of activities was rarely observed among teachers. Furthermore, teachers were not observed creating extra activities to compensate for the concise nature of the tasks in the textbook. In line with this, DeKeyser (2007) notes that communicative competence requires broad, persistent practice accumulated over long periods, which is methodically unrealistic under the prevailing challenges.

5.1.2 Calibration of Classroom Experiences with the Principles of CLT

The findings of the study demonstrated that instructional delivery stayed chiefly teacher-fronted. Interaction among students was profoundly restricted. Learners rarely took part in pair and group works and seldom asked questions actively. In this respect, Long (1996) emphasizes that genuine interaction, specifically negotiation of meaning by means of communication, is essential in the acquisition of second language.

Moreover, students demonstrated intense speaking apprehension. About 71.5% of students were afraid of making mistakes (Mean = 3.76). Only 33.0% showed confidence (Mean = 2.66). In addition, 67.0% disagreed that they feel comfortable speaking English. Littlewood (1984) mentions that communicative competence and goal-oriented communication need to be key instructional goals. However, existing speaking apprehension blocks such interaction. Among the respondents, only 41.5% indicated engaged participation, and only 29.0% reported they can express opinions in English. As to Nunan (1999), if students don't engage actively, it cannot be deducted that CLT is under practice. Besides, teaching learning materials seldom promoted meaningful communication. Audio-visual materials were also not under use during speaking lessons.

5.1.3 The Course Book's Contribution to Addressing Major Constraints

According to the findings from the content analysis of the Grade 10 English student course book, there was a narrow range of speaking tasks. These are confined to pre-written conversations and question-and-answer prompts. The textbook isn't enriched with role-plays, discussions, debates, and information-gap exercises. According to Richards (2006), such exercises are considered among the most effective approaches for enhancing oral proficiency. Strength of the Grade 10 student course book was that it contained speaking activities relevant to the daily lives of the students. For instance, topics like *Population Growth in Ethiopia*, *Punctuality*, *Tourist Attractions (Harar, Jugol, and Konso)*, *Migration in Ethiopia*, *Honey Processing*, and *Branding Ethiopia and National Identity* were included in the speaking activities in the textbook. In a response to the questionnaire item regarding the cultural relevance of the speaking activities, 61.0% of the students reported that activities in the textbook have cultural pertinence. (Mean = 3.49).

This finding is confirmed by Nunan's (2004) argument that communicative activities cannot be efficient unless they require students to utilize the target language creatively to meet their communicative needs. On the contrary, the findings revealed that the speaking activities in the Grade 10 English student course book are not systematically sequenced in terms of complexity, as complex speaking activities precede basic introductory tasks. The finding is relevant to Harmer (2007) who stresses that logical sequencing of speaking tasks is significantly essential for promoting the oral proficiency of language learners. In Hammer's opinion, failure to logically sequence speaking activities causes frustration in weaker students and withdrawal in the proficient ones. Another important finding is that audio-visual support was lacking, with 66.0% of students disagreeing that the textbook recommends using supporting resources (Mean = 2.33). This is supported by Ellis (2008) who states that speaking tasks require supporting materials to stimulate communication. The analysis also indicated that the textbook lacks recommendations for teachers on how to manage large classes, adjust materials or engage shy and reserved students. Instructional materials in resource-constrained environments need to provide well-defined guidance on task adaptation and adjustment.

Turning to the next finding, the Grade 10 English student course book placed greater emphasis on grammatical form than communicative meaning and measured structural accuracy rather than communicative proficiency. The results also reveal that a minority (40.0%) of respondents perceived the course book as supportive of speaking practice. This can be explained by Thompson (1996), who describes a mismatch in the system where activities look communicative on the surface but are actually based on a grammar focused approach underneath. Even though the course book includes culturally relevant speaking topics such as *Population Growth in Ethiopia, Tourist Attractions, and Migration*, and provides clear instructions (57.0% agreement), the tasks are still found to be communicatively shallow.

5.1.4 Conclusions

CLT implementation at Entoto Amba Secondary School comes across mutually interconnected structural challenges. Highly concentrated classrooms systematically impede communicative exchange among students.

Lack of supplementary teaching learning resources, insufficient time allocation for speaking lessons and assessment-driven way of teaching undermine oral proficiency. Minimal exposure to English beyond the classroom and increased communicative apprehension give rise to situations largely inconsistent with the fundamental principles of CLT. The study also concludes that teachers apply poor CLT approaches, with a considerable discrepancy between awareness and implementation. This doesn't stem from a lack of knowledge but from inherent structural limitations. Practices in the classroom remain teacher-fronted, with low student engagement, high levels of speaking apprehension, weak self-confidence, and teaching tools that are ineffective in facilitating interaction. All of these deviate from the core principles of CLT.

Furthermore, the Grade 10 English student course book shows shortcomings in task diversity, genuineness, progression, audio input, and teacher scaffolding. It works as a challenge rather than reinforcement, despite its merits in cultural relevance. The results also demonstrate that students' communicative chances are restricted, and oral proficiency is not adequately improved, as classroom exchange is highly teacher-centred and form-oriented. This further expands the discrepancy between assumed communicative objectives and real classroom performance. Most importantly, the findings imply that CLT in this school is inhibited not only by instructional approaches, but also by structural and institutional circumstances that jointly hamper effective teaching of speaking skills. By and large, inadequacies in CLT application substantially overshadow the positive aspects. However, as Littlewood (2007) explains, the solution is not to reject CLT, but to adapt it so that it fits the local context while still maintaining its focus on communication.

5.2 Recommendations

Based on the above summary and conclusion, the following recommendations are made:

Teachers:

- Teachers of Entoto Amba Secondary School should increase speaking opportunities by means of continuous pairs, small groups, pyramid discussion techniques, think-pair-share strategies, and planned role assignments.

- Teachers should create supplementary instructional materials from environmentally available resources.
- Teachers should combine speaking with other skills and create helpful, stress-free learning settings by rewarding effective communication, minimizing teacher-fronted correction, and facilitating learner cooperation.
- Teachers should work together to improve their teaching by observing each other's classes and planning speaking lessons together.
- Teachers should play the role of a moderator instead of controlling the entire teaching learning process so as to enable students to take part in speaking tasks actively.
- Communicative tasks should be given in the form of role plays, drama, and fluency focused practice.
- Teachers should handle background noise during speaking lessons and exert an effort to maximize learners' interest and motivation to engage in communicative activities.
- Teachers at Entoto Amba Secondary School should shift their pedagogical strategies from form-focused to communicative method as it enhances students' oral proficiency.
- Extra-curricular language learning opportunities should incorporate dialogue clubs, home-based speaking tasks, and peer-supported learning arrangements.

School Leaders:

- School leaders should supply adequate speaking materials like movable listening devices. They should also help to establish a modest English resource centre to provide language teaching materials and practice space.
- Teacher-capacity development should be facilitated and supported by school administrators by preparing school-level training workshops.

- School-based English speaking programs should be organized by school administrators to enable students to take part in genuine communication.

Syllabus Designers and Materials Developers:

- The Grade 10 English course book needs modification to incorporate role-plays, authentic conversations, debates, and information-gap exercises.
- Communicative activities should be coherently ordered from easy to difficult.
- Genuineness should be improved depending on the local environments.
- Audio-visual resources need to be produced as key elements and teacher's guides should contain recommendations for handling overcrowded classrooms, adapting materials and motivating inactive students.
- Sufficient time should be allocated for speaking lessons to let students participate in practical speaking activities.

Teacher Education Institutions:

- English language teachers should be given contextualized CLT training that are aimed at overcrowded, resource-constrained classrooms.
- CLT trainings should include adaptive strategies, materials development skills, and affective factor management.
- On-going, school-based, in-service professional development training should be offered to secondary school English teachers.

Future Researchers

- Subsequent studies should extend this study across several Ethiopian secondary schools to increase representativeness and carry out experimental researches on contextualized communicative teaching strategies in overcrowded classrooms.

References

- Adem, H., & Berkessa, M. (2022) - A case study of EFL teachers' practice of teaching speaking skills vis-à-vis the principles of communicative language teaching (CLT). *Cogent Education*, 9(1), 2087458.
- Akbari, R. (2015) - Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia - Social and Behavioral Sciences*, 199, 394–401.
- Alderson, J. C., & Wall, D. (1993) - Does washback exist? *Applied Linguistics*, 14(2), 115–129.
- Amare A. (1998). *Teachers' perceptions of educational problems in Ethiopia*.
- Anto et al. (2012). *Assessing the current implementation of communicative language teaching for English language teachers in Ethiopian universities*. *Staff and Educational Development International*, 16(1), 51–69.
- Bachore, M. M., & Satenaw, A. (2018) - An investigation into the extent and challenges of assessing students' speaking skills in selected secondary schools: The cases of Wolayita Zone, Ethiopia. *International Journal of Education*, 11(1), 78–86.
- Barasa and Ong'ondo (2003) - Investigating English instruction in Kenyan secondary schools and CLT implementation challenges.
- Benson, P. (2021) - *Teaching and researching learner autonomy* (3rd ed.). Routledge.
- Best, J. W., & Khan, J. V. (2006) - *Research in education* (10th ed.). Pearson Education.
- Braun, V., & Clarke, V. (2006) - Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Breen, M. P., & Candlin, C. N. (2001) - The essentials of a communicative curriculum. In K. Johnson (Ed.), *Communicative methodology in language teaching* (pp. 9–26). Cambridge University Press.
- British Educational Research Association (BERA). (2018) - *Ethical guidelines for educational research* (4th ed.).
- Bronfenbrenner, U. (1979) - *The ecology of human development*. Harvard University Press.
- Brown, H. D. (2000) - *Principles of language learning and teaching* (4th ed.). Longman.
- Brown, H. D. (2007) - *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Longman.

- Brown, H. D., & Lee, H. (2015) - *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson.
- Bryman, A. (2016) - *Social research methods* (5th ed.). Oxford University Press.
- Bulbula et al. (2021) - EFL teachers' practices and implementation of speaking activities in Ethiopian English textbooks. *Education Research International*, 2021, 8696278.
- Canale, M., & Swain, M. (1980) - Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Celce-Murcia, M. (2014) - *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning.
- Cheng et al. (2004) - *Washback in language testing*. Lawrence Erlbaum Associates.
- Cohen et al. (2018) - *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2012) - *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Creswell, J. W., & Creswell, J. D. (2018) - *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Creswell et al. (2018) - *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Crystal, D. (2012) - *English as a global language* (3rd ed.). Cambridge University Press.
- Daba et al. (2022) - The status, challenges and prospects of communicative language teaching in East Wollega Zone, Ethiopia. *Journal of Science, Technology and Arts Research*, 11(1), 51–65.
- DeKeyser, R. M. (2007) - *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge University Press.
- Denzin et al. (2018) - *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Derakhshan et al. (2023) - The effects of instructor clarity and non-verbal immediacy on Chinese and Iranian EFL students' affective learning. *Studies in Second Language Learning and Teaching*, 13(1), 71–100.
- Derara et al. (2022) *The status, challenges and prospects of communicative language teaching in East Wallaga Zone, Ethiopia. Journal of Science, Technology and Arts Research*, 11(1), 51–65. <https://doi.org/10.20372/star.v11i1.05>
- Dörnyei, Z., & Taguchi, T. (2010) - *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.

- Efrizal, D. (2012) - Improving speaking skills through communicative language teaching. *International Journal of Humanities and Social Science*, 2(20), 127–134.
- Ellis, R. (2003) - *Task-based language learning and teaching*. Oxford University Press.
- Ellis, R. (2008) - *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Gilakjani, A. P. (2016) - Speaking ability and its importance in language learning. *International Journal of Research in English Education*, 1(2), 1–7.
- Harmer, J. (2000) - *How to teach English*. Longman.
- Harmer, J. (2003) - *The practice of English language teaching* (3rd ed.). Longman.
- Harmer, J. (2007) - *The practice of English language teaching* (4th ed.). Pearson Longman.
- Harmer, J. (2015) - *The practice of English language teaching* (5th ed.). Pearson Education Limited.
- Hedge, T. (2000) - *Teaching and learning in the language classroom*. Oxford University Press.
- Hiep, P. H. (2007) - Communicative language teaching: Unity within diversity. *ELT Journal*, 61(3), 193–201.
- Horwitz et al. (1986) - Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Hymes, D. (1972) - On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
- Kothari, C. R. (2004) - *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Krashen, S. D. (1982) - *Principles and practice in second language acquisition*. Pergamon Press.
- Kumaravadivelu, B. (2006) - *Understanding language teaching: From method to postmethod*. Lawrence Erlbaum Associates.
- Lamb, M. (1996) - The consequences of communicative language teaching for teacher roles and classroom management. In K. M. Johnson & K. Johnson (Eds.), *Communicative methodology in language teaching* (pp. 35–54). Cambridge University Press.
- Larsen-Freeman, D. (2000) - *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Li, D. (2001) - Teachers' perceived difficulties in introducing CLT in South Korea. *TESOL Quarterly*, 35(1), 149–169.

- Lightbown, P. M., & Spada, N. (2013) - *How languages are learned* (4th ed.). Oxford University Press.
- Littlewood, W. (1981) - *Communicative language teaching*. Cambridge University Press.
- Littlewood, W. (1984) - *Foreign and second language learning*. Cambridge University Press.
- Littlewood, W. (2004) - Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243–249.
- Littlewood, W. (2007) - Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243–249.
- Littlewood, W. (2014) - Communicative and task-based language teaching in East Asian classrooms.
- Long, M. H. (1996) - The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
- MacIntyre et al. (1998) - Conceptualizing willingness to communicate. *Modern Language Journal*, 82(4), 545–562.
- Maryslessor et al. (2014). *Teachers' role in the application of communicative language approach in teaching listening and speaking in schools in Lugari District, Kenya*. IOSR Journal of Research & Method in Education, 4(5), 04–20. <https://doi.org/10.9790/7388-04520420>
- McDonough, J., & Shaw, C. (2003) - *Materials and methods in ELT: A teacher's guide* (2nd ed.). Blackwell Publishing.
- McDonough, J., & Shaw, C. (2013) - *Materials and methods in ELT: A teacher's guide* (3rd ed.). Wiley-Blackwell.
- Mercer, S., & Dörnyei, Z. (2020) - *Cognitive and motivational dynamics in language learning*. Multilingual Matters.
- Meshesha Make Jobo & Ejajo, A. (2021). *Instructional opportunities that promote teaching speaking skills via communicative language teaching (CLT) method in EFL classroom: The case of Kindo Koysha Woreda secondary schools*. Journal of Literature, Languages and Linguistics.
- Make, M., & Ejajo, A. (2022). *Instructional challenges in teaching English speaking skills via communicative language teaching in Kindo Koysha Woreda secondary schools*. Ethiopian Journal of Education and Sciences, 17(1), 70–85.

- Negewo et al. (2023). *EFL teachers' beliefs and practices in teaching the speaking skills: The case of secondary schools in Bale Zone, Oromia Region, Ethiopia*. *Journal of Language and Cultural Education*, 11(2), 36–52. <https://doi.org/10.2478/jolace-2023-0013>
- Nunan, D. (1999) - *Second language teaching and learning*. Heinle & Heinle.
- Nunan, D. (2001) - *Aspects of task-based syllabus design*. Heinle & Heinle.
- Nunan, D. (2003) - *Practical English language teaching*. McGraw-Hill.
- Nunan, D. (2004) - *Task-based language teaching*. Cambridge University Press.
- Owu-Ewie, C. (2017) - Communicative language teaching in Ghanaian senior high schools: Practices and challenges. *Journal of Education and Practice*, 8(6), 63–70.
- Oxford, R. (1990) - *Language learning strategies*. Newbury House.
- Oxford, R. (2021) - *Teaching and researching language learning strategies*. Routledge.
- Punch, K. F., & Oancea, A. (2014) - *Introduction to research methods in education* (2nd ed.). SAGE Publications.
- Richards, J. C. (2006) - *Communicative language teaching today*. Cambridge University Press.
- Richards, J. C. (2018) - *Teaching listening and speaking*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001) - *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014) - *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Savignon, S. J. (2005) - *Communicative competence: Theory and classroom practice*. McGraw-Hill.
- Savignon, S. J. (2018) - Communicative competence. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1–7). Wiley.
- Shamim, F. (1993) - Teacher-learner behavior and classroom processes in large ESL classes in Pakistan. *TESOL Quarterly*, 27(4), 689–710.
- Singh, Y. K. (2006) - *Fundamental of research methodology and statistics*. New Age International.
- Tatsuki, D. H. (2006) - What is authenticity? *The Language Teacher*, 30(3), 17–21.
- Thompson, G. (1996) - Some misconceptions about communicative language teaching. *ELT Journal*, 50(1), 9–15.

- Todd, R. W., & Pojanapunya, P. (2009) - Implicit attitudes toward English in Thai EFL classrooms. *System*, 37(1), 23–35.
- Tomlinson, B. (2011) - *Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Tomlinson, B. (2013) - *Developing materials for language teaching*. Bloomsbury.
- Ur, P. (2000) - *A course in language teaching*. Cambridge University Press.
- Ur, P. (2012) - *A course in language teaching: Practice and theory* (2nd ed.). Cambridge University Press.
- Vygotsky, L. S. (1978) - *Mind in society: The development of higher psychological processes*. Harvard University Press.

APPENDICES

APPENDIX A

Addis Ababa University

College of Education and Language Studies

Department of Foreign Languages and Literature

Questionnaire for Grade 10 students

Dear student,

I would like to ask you to complete the questionnaire below which is prepared for the sake of gathering data for the study which is intended to investigate the pedagogical practices and challenges of teaching and learning speaking via the Communicative Language Teaching approach. Since your information is crucial for this study, you are kindly requested to be honest while answering each question. All your responses will remain anonymous and be used only for academic purposes.

Thank you in advance for your cooperation!

Directions: Please provide the following information by ticking (✓) the appropriate option.

I. Background Information (Demographic Data)

- **Sex:** ☐ Male
- **Age:** ☐ 14–15 ☐ Female ☐ 16–17 ☐ 18 and above
- What is the level of your English fluency?
☐ Low ☐ Medium ☐ High
- How often do you speak English outside the classroom?
☐ Never ☐ Sometimes ☐ Often ☐ Always

Directions: Please read each of the following statements carefully and indicate your level of agreement by ticking (✓) the appropriate option.

Use the following scale:

1= Strongly Disagree

3= Undecided

2= Disagree

4= Agree

5= Strongly Agree

Section A: The Frequency of Speaking Opportunities in the Classroom

No.	Statement	1	2	3	4	5
1.	My participation is limited by large class size.					
2.	My speaking practice is hindered by shortage of learning materials.					
3.	Adequate time is assigned for speaking tasks.					
4.	My speaking practice is discouraged by peer pressure.					
5.	Noise in the classroom limits my participation.					
6.	The large number of students in the classroom makes me lose the chance to take part in speaking activities.					

Section B: Teacher Assistance and Classroom Experience

No.	Statement	1	2	3	4	5
1.	My teacher encourages me to speak English.					
2.	My teacher provides me with constructive feedback during speaking activities.					
3.	The communicative activities applied by my teacher enable me to practice speaking.					
4.	I participate in pair and team works during speaking lessons.					
5.	My teacher creates suitable environments for me to practice speaking English.					
6.	My teacher uses real-life situations to teach speaking.					
7.	Group works are given to us by our teacher to practice speaking.					

Section C: Opinions about Speaking Tasks Designed for Communication

No.	Statement	1	2	3	4	5
1.	Speaking tasks prioritize communication over grammatical precision.					
2.	The speaking activities in the classroom support genuine communication among students.					
3.	Students are motivated to ask questions and answer automatically.					
4.	Speaking tasks are communicative rather than repetition exercises.					

Section D: Evaluation of the Grade 10 Student Course book

No.	Statement	1	2	3	4	5
1.	The Grade 10 English student textbook helps me practice speak English.					
2.	The speaking tasks in the textbook are the reflections of my daily life.					
3.	The textbook recommends using audio-visual materials that help to develop speaking skills.					
4.	The textbook contains a variety of interesting speaking tasks.					

APPENDIX B
Addis Ababa University
College of Education and Language Studies
Department of Foreign Languages and Literature
Semi-Structured Interview for English Teachers

Dear Teacher,

Good morning/afternoon. My name is Mohammed Seman. I am an MA student of English Language Teaching in the department of Foreign Languages and Literature, College of Education and Language Studies, Addis Ababa University. I am here in need of your professional input for my study. The purpose of this interview is to explore your experiences in teaching speaking skills through the Communicative Language Teaching (CLT) approach and the challenges you face. Your responses will be kept confidential and used only for academic purposes. I would like to kindly request you to give genuine responses to the following questions. Thank you in advance for your cooperation!

Section A: Background Information

Direction: Please respond to the following questions based on the sense of questions.

Section B: Constraints of Teaching and Learning Speaking Faced Inside the Classroom

1. What constraints do you encounter when applying speaking tasks in your Grade 10 English classes?

Probe: How do highly concentrated classes, lack of teaching resources, or students' low confidence and motivation influence speaking instruction?

2. What are the most acute/persistent constraints that you face while teaching speaking via the Communicative Language Teaching approach?
3. What's the effect of the students' attitudes on their involvement in speaking activities?

Section C: Teaching Practices and Strategies Used to Overcome Challenges

1. Can you talk about a regular speaking task you apply in your classroom?
2. How do you help shy or unmotivated students to take part in speaking activities?

Section D: Alignment of Speaking Activities with the Principles of CLT

1. When you see it, how well do your teaching practices go in line with the fundamentals of CLT?
2. What do you do to ensure that speaking tasks are learner-centred and foster genuine communication?

Section E: The Suitability of the Student Course Book and Teaching Materials

1. How helpful are the Grade 10 English textbooks in reinforcing CLT-oriented speaking tasks?
2. What are the pros and cons of the textbooks in terms of assisting speaking practice?
3. Do you use supplementary materials along with textbooks? If yes, what types and why?

APPENDIX C
Addis Ababa University
College of Education and Language Studies
Department of Foreign Languages and Literature
Classroom Observation Checklist

Observer: _____	Date: _____
School: _____	Grade and Section: _____
Time: _____	Teacher Observed (Code): _____
Lesson Topic: _____	Number of Students Present: _____

Directions: For each item, tick (✓) under “Yes” or “No” and write qualitative descriptions, specific examples, and contextual notes in the Comment column.

Section A: Classroom Situation and Learner Involvement

No.	Items	Yes	No	Comment
1.	Students are focused and active during speaking activities.			
2.	Students are willing to take part in speaking tasks.			
3.	Students take part in pair and group works.			
4.	Students ask or answer questions eagerly.			
5.	Students are confident speaking English.			
6.	Students help one another during speaking exercises.			

Section B: Teacher's Experience of Teaching Speaking in the Classroom

No.	Items	Yes	No	Comment
1.	The teacher gives enough clarification on speaking tasks.			
2.	The teacher pushes students to communicate one another.			
3.	The teacher applies pair or group work satisfactorily.			
4.	The teacher gives positive feedback.			

5.	The teacher gives feedback without demoralizing students.			
6.	The teacher encourages students to take part in tasks.			
7.	The teacher combines speaking with other language skills.			

Section C: Utilization of Teaching Materials Properly

No.	Items	Yes	No	Comment
1.	The teacher utilizes course books properly for speaking activities.			
2.	The teacher uses audio-visuals and other teaching aids.			
3.	Materials are adjusted to suit class size and learner capacity.			
4.	Materials facilitate meaningful communication.			

Section D: Constraints Observed in Teaching and Learning Speaking via the Communicative Approach

No.	Items	Yes	No	Comment
1.	Large class size influences speaking exercises.			
2.	Shortage of resources influences speaking tasks.			
3.	Students' confidence and motivation affects involvement.			
4.	Time limitations affect the application of speaking tasks.			

Section E: Strategies Employed by the Teacher to Overcome Speaking Constraints

No.	Items	Yes	No	Comment
1.	The teacher adjusts tasks to manage large class sizes.			
2.	The teacher encourages students to support one another in tasks.			
3.	The teacher makes materials or activities easier for students.			
4.	The teacher gives extra practice or activities.			

APPENDIX D

Addis Ababa University

College of Education and Language Studies

Department of Foreign Languages and Literature

Content Analysis Checklist for Grade 10 English Student Course book

Name of researcher: _____

Date: _____

Title of Course book: _____

Directions:

- Tick (✓) the right column or write notes under the "Remarks" column.
- Use "Yes," "Partially," or "No" as indicated.

Section A: Evaluation of Speaking Tasks in the Student Coursebook

No.	Feature	Yes	Partially	No	Remarks
1.	The textbook has a variety of communicative tasks like role-plays, conversations and debates.				
2.	Clear directions are given for speaking activities.				
3.	Activities are appropriate for pair or group work.				
4.	Communicative activities support authentic interaction.				
5.	The textbook integrates speaking tasks with other language skills like listening, reading or writing.				
6.	Activities are lined up from simple to complex or vice-versa.				
7.	The activities balance fluency with accuracy.				

Section B: Analysis of Assistance and Guidance Provided for Teachers

No.	Feature	Yes	Partially	No	Remarks
1.	Teacher notes are incorporated in the speaking activities.				
2.	Procedural guidance is provided on how to manage				

	large classes.				
3.	Suggestions are given on materials adaptation.				
4.	The textbook provides suggestions on how to motivate students who are shy or reluctant.				

Section C: Content Analysis of Resources Provided for Speaking Instruction

No.	Feature	Yes	Partially	No	Remarks
1.	The textbook suggests audio-visual materials to support speaking activities.				
2.	Speaking activities use actual learning materials like model dialogues and interviews.				
3.	Tasks direct students to create their own spoken materials like role-plays.				
4.	The textbook contains illustrative materials or cues for speaking activities.				

Section D: Alignment of the Grade 10 English Student Coursebook with the Principles of Communicative Language Teaching

No.	Feature	Yes	Partially	No	Remarks
1.	Speaking tasks prioritize meaning over form.				
2.	The textbook encourages learner-centred activities.				
3.	Student interaction is encouraged.				
4.	Speaking activities are designed to promote authentic interaction.				
5.	Evaluation is done based on communicative objectives.				

Section E: Analysis of Approaches Employed by the Grade 10 Student Coursebook to Deal with Existing Challenges

No.	Feature	Yes	Partially	No	Remarks
1.	Course book overcomes constraints related to large class size through suggestion of managing pair and group works.				
2.	The textbook recommends ways how to deal with				

	shortage of instructional materials.				
3.	The speaking activities in the textbook have cultural relevance to the students.				
4.	The activities are simple enough to be implemented by teachers who haven't taken any training on CLT.				
5.	Speaking tasks enable the students to learn language autonomously.				

Notes / Additional Observations:
