



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITY, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATIONS
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

TEACHERS' AWARENESS AND IMPLEMENTATION OF
THEIR ROLES IN COMMUNICATIVE LANGUAGE TEACHING
APPROACH: THE CASE OF BURKA JIMATA SECONDARY
SCHOOL

M.A THESIS

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**A Thesis Submitted to the Department of Languages Study and
Literature in Partial Fulfillment of the Requirement for the Degree
of Master of Arts in Teaching English as Foreign Language**

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ACRONYMS

CLT COMMUNICATIVE LANGUAGE TEACHING

EFL ENGLISH FOREIGN LANGUAGE

ESL ENGLISH SOCIOIAL LANGUAGE

ELT ENGLISH LANGUAGE TEACHING

L₁ MOTHER TOUNGE

L₂ SECOND LANGUAGE

ABSTRACT

The main objective of this study was to investigate teachers' awareness and implementing their roles in Communicative Language Teaching. It was aimed to identify the extent to which teachers implement their roles. In addition, factors that affect teachers' to implement their Communicative language roles. In order to gather the data from the subject of study, questionnaire, classroom observation, and interview were used. The researcher use descriptive survey design which makes use of mixed method, qualitative and quantitative research method, was employed. Based on the findings, some recommendation for foreign language teachers to implement Communicative language teaching roles in foreign language classroom was made. This recommendation focuses on ways of dealing with foreign language teaching communicatively and suggestions to implement their roles.

CHAPTEER ONE

1. INTRODUCTION

The main purpose of this chapter is to discuss the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and definitions of key terms used in the study.

1.1 Background of the Study

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). CLT reflects a certain model or research paradigm, or a theory (Celce-Murcia, 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes, 1971). In other words; its goal is to make use of real-life situations that necessitate communication.

According to Savignon (2002) communicative language teaching (CLT) is viewed as the most effective and widely used approach in EFL/ESL teaching. As a result, Communicative language teaching has widely been accepted and applied in teaching language in various parts of the world (Gray&Klapper, 2009; Richards, 2006). Similarly, in Ethiopia, it has been found to be a promising approach to improving language teaching (Atkins, et.al 1995; ICDR, 1994; Lakachew, 2003). CLT has its place in this country, and new English language teaching textbooks were produced for secondary schools based on the communicative approach (Ministry of Education, 1997). The 'New English for Ethiopia' books now seem to be in contrast to the traditional, structural, grammar based materials, which had so far been used in the country. The new syllabus is designed in such a way that enables the students to use English for social interaction where necessary. Thus, "The teaching and learning of English in our high schools would be expected to follow the communicative approach to language teaching" (Surafel, 2002, P.71). To be more specific, though the syllabuses claim to be communicatively oriented, there seem to be a common understanding that the teachers' orientation about the different theories and principles of communicative language teaching approach is limited.

However, in the Ethiopian language teaching and learning context, the change in teaching materials by way of employing new syllabuses and the change in teaching approaches have not been paralleled by an attempt to achieve a change in the awareness of teachers' involved in practicing the curriculum innovation. CLT language teaching, therefore, is one of the key features of CLT which has a significant role in enriching and enhancing CLT and that is why currently the contents of English for Ethiopia students' textbooks of different grade levels are designed on the basis of CLT approach. Students are provided with some communicative pair or group tasks which allow them to use their own language resources and produce the target language freely. In contrast with the traditional teacher centered approach, which undergoes presentation, practice and performance (PPP), task- based approach has considerable implication that language learning is a social event rather than an outcome acquired by practicing language items (Krashan, 1993, Pica, 1993 and Ellis, 2003). This means that CLT activities provide learners with a positive atmosphere promote active learning through process, develop social support system and increase self-esteem and cooperation.

Within the varying interpretations of CLT related to classroom practice, recent studies show three recurrent features: CLT is compatible with a learner-centered educational philosophy (Ellis, 2003; Nunan, 2005; Richards & Rodgers, 2001); it consists of particular components such as goal, procedure, and specific outcome (Nunan, 2004; Skehan 1998); it advocates content-oriented meaningful rather than linguistic forms (Carless, 2002; Littlewood, 2004). Among them, Karavas- Doukas (1996) says despite the widespread adoption of communicative approach by textbooks and curricula around the world, research suggests that CLT principles in classrooms are rare, with most teachers professing commitment to the communicative approach but following more structural approach in classrooms.

In addition, Hiep (2007) criticizing the suggestion made by Bax (2003) which favors the potential teachers' utilization of CLT principles in language classes. However, when it comes to the level of practice, teachers often encounter many difficulties. Their desire to implement CLT which is manifest through efforts to promote common CLT practice such as pair work and group work conflicts with many contextual factors. In general, a growing body of classroom based researches of actual communicative language practices can lead to some inclined conclusion that there are few opportunities for genuine communicative language use in foreign language classrooms and

even those teachers who are committed to communicative language teaching (CLT) fail to create genuine communication in their classrooms (Kumara divelu, 1993; Seedhouse, 1990; Nunan, 1987).

Besides, these teachers do not attempt to explore their awareness of teaching roles and practice about teaching and learning. In addition, focus has not been given in identifying the constraints that might conflict with the philosophy behind the teaching materials though many teachers, students and some education officials are often heard complaining about certain difficulties they have encountered in the attempt to practicing the approach.

1.2 Statement of the Problem

Communicative language teaching is among the many methods which involves tasks and enables learners to pick up the language subconsciously in a natural context. It is believed that language learning depends on immersing students not only in ‘Comprehensible input’ but also in tasks that require them to negotiate meaning and be engaged in such kinds of approach, which need their cognitive abilities; it is assumed that they will develop both accuracy and fluency of the language (Richards and Rodgers, 2001; Willis,2004; Ellis,2003).Regarding to this teachers’ awareness and practice their role in communicative language teaching has been low in actual classroom. Awareness change is an essential and inevitable part of any pedagogical innovation since a change in materials or methods does not simply operate at surface level, but represents an increase in understanding and knowledge (Kennedy 1987). If incompatibilities between the philosophy of an approach and teachers' theories exist, teachers will tend to interpret new information in the light of their own theories, and will tend to translate innovative ideas to conform to their own style of teaching.

There have been many studies on teachers’ perception and implementation of communicative language teaching in the global context and local studies have been conducted so far on the areas. In addition certain other local studies were conducted on CLT and related concepts. For example, Tadesse (2002) his studies focused on English language teachers ‘and learners’ role awareness, perception and Yemane (2007), classroom practice of CLT, and Beyene (2008), on areas related to teachers’ attitude and implement of communicative language teaching, Aschalew (2006), areas related to investigating the implementation of CLT in the current ELT materials

communicative approach with in classroom and Badima(2008) the application of communicative language teaching in plasma. From this, the researcher concluded that little investigation has been done on the issue so far, especially in the higher institutions, and almost none in secondary school context. Again, this situation created a question in the researcher's mind whether the issue of communicative language teaching has a place in secondary school level or not. Moreover, the researcher of this study focused particularly on secondary school English teachers' awareness and implementation of communicative language teaching using mixed method of data analysis which makes this research different from the others.

1.3. Objectives of the study

In this study, the researcher tried to state the general objective and specific objective in the following ways.

1.3.1 General Objective

The general objective of the study is to assess teachers' awareness and practice of their roles in communicative language teaching in OromiaregionWayuTukaWoreda the case of Burka Jimata high school.

1.3.2 Specific Objectives

The specific objectives of the study were to:

1. Assess the teachers' awareness of their communicative language teaching roles in EFL class room.
2. Identify the extent to which teachers implement their Communicative language roles in EFL class room.
3. Identify factors that affect teachers' practice of their communicative language roles in EFL class

1.4. Research Questions

1. What is the awareness of teachers regarding their roles in communicative language teaching in EFL classroom?
2. To what extent are teachers aware of procedures of implementing of communicative language roles in the EFL classroom?

3. What factors affect teachers from implementing their communicative language roles in EFL class?

1.5 Significance of the Study

The findings of this study concerning teachers' awareness and implementation their roles of language teaching approach in the case of Burka Jimata Secondary School may have the following significances .At first, it may help teachers to use the target language in English classes by maximizing the use of CLT. Burka Jimata Secondary School .Next, it may motivate teachers to use the target language in English classes in order to develop students' English Language. Besides, it can support to give enough information for the reader how using CLT teaching approach in English classes.

1.6. Scope of the Study

The present study confined itself solely to Burka Jimata secondary school in East Wollega Zone. The school is preferred because it is the working place for the researcher and creates convenient environment interims of proximity and likely cooperation from the students and teachers. This study attempted to address teachers' awareness and practice of roles of CLT by high school EFL teachers. Its conceptual scope is, therefore, confined to investigate whether teachers' are aware of their roles by relating the factors that affect EFL teachers' practice of their roles within EFL actual classes'. However all aspects of CLT method is not investigated within this short period of time, hence the study was delimited to investigate only teachers' awareness of their roles in communicative language teaching.

1.7 Limitations and delimitation of the study

This study is believed to have certain constraints. Primarily, it is worth keeping in mind that the sample size of the study was limited to 8 available teachers and 60 students selected from three sections. The researcher also felt that demonstrating all aspects of teacher's role of CLT method could not be carried out within a short period and would require an intensive investigation to reflect all aspects. Therefore, the instruments that were used to gather data were limited to raise only some features of the communicative approach to language.

This study will be conducted in Oromia Region East Wollega Zone WayuTukaWoreda at Burka Jimata secondary school particularly on grade eleven students. The objective of the study is investigating teachers' awareness and practice of their roles in communicative language teaching.

Thus, the study will be delimited only to grade eleven and grade ten students of the school to make the study manageable.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter presents the literature review of relevant sources on CLT. The major topics which are discussed in this section are: definition of CLT, theory of language teaching, current trends in CLT, ten core assumption of current CLT, role, teachers' role, teachers' role awareness', teaching competence, teachers' attitude towards self and subject matter, classroom practice in CLT, ways of practicing CLT, advantages and challenges of CLT. Therefore, attempts have been made to review the literature based on the major topics and subtopics.

2.2. Definition of Communicative Language Teaching

There is considerable debate as to appropriate ways of defining Communicative Language Teaching (from now CLT), and no single model of CLT is universally accepted as authoritative (McGroarty, 1984; Markee, 1997). Yet, according to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence. Despite being a simplistic account of CLT, this idea of communicative competence is considered to be the main conception of CLT. Communicative competence included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions.

Traditional grammatical, vocabulary syllabuses, and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally. In fact, CLT is not a monolithic and uniform approach to language teaching (Ellis, 2003). In accordance with a classification proposed by Howatt (1984), CLT consists of a 'weak' and a 'strong' version. The weak version of CLT is based on the assumption that the components of communicative competence can be identified, and thus systematically taught (Ellis, 2003). According to Wikipedia, the free encyclopedia, "Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes communication or interaction as both the means and the ultimate goal of learning a language. Communicative

language teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of class room procedures (Richards & Rodgers, 2001) Communicative language teaching involves being able to use the language appropriately in a given social context. Communicative competence refers to the ability to use a language appropriate in different circumstance (English for Today class 11&12, 2001, P. 33). According to William Little Wood (1981) Communicative language teaching means systematic attention to functional as well as structural aspects of language.

2.3 Theory of Language Teaching

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. Chomsky (1965), the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture.

Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to Whether (and to what degree) something is formally possible, whether (and to what degree) something is feasible in virtue of the means of implementation available, whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated, whether (and to what degree) something is in fact done, actually performed, and what it's doing entails.

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge. Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. "Linguistics is concerned with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (Halliday, 1970, P.145). In a number of influential books and papers, Halliday has elaborated a powerful theory of the functions of language, which complements Hymes's view of communicative competence for many writers on CLT.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow. Language is a system for the expression of meaning, the primary function of language is for interaction and communication, the structures of language reflect its functional and communicative uses, the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse

2.4 Current Trends in Communicative Language Teaching

Since the 1990s, the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. Current communicative language teaching theory and practice thus draws on a number of different educational paradigms and traditions. And since it draws on a number of diverse sources, there is no single or agreed upon set of practices that characterize current communicative language teaching. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. The

following core assumptions or variants of them underlie current practices in communicative language teaching,(Richards2006)

2.5 Ten Core Assumptions of Current Communicative Language Teaching

Most recently, Richards (2006) summarizes the core assumptions of current communicative language teaching:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language used, and take part in meaningful intrapersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

10. The classroom is a community where learners learn through collaboration and sharing.

Every teaching and learning process of vocabulary in CLT in one way or the other considers the above principles for proper implementation. So, these principles include how vocabulary can be taught integrally with other skills by focusing on the use of lexical items in different contexts based on learners' needs.

2.6 What is Role?

Different scholars define the term role in different ways. Widdowson (1990), for example, defines a role as a part people play in the practice of social life. In this case, a role is what a person is required or expected to play in the society where s/he lives in accordance with certain patterns of behavior. That means a role is a social phenomenon that an individual is appointed or expected to play in society according to certain types of social behavior. This definition is too broad to apply it directly to language teaching. In addition, it defines the term from its social aspect alone though, as discussed below, role has other aspects. Nunan (1989) gives a more specific definition of role to language education. For him role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

In this definition, role can be seen from two different but interrelated perspectives. The first deals with the part that teachers and learners are expected to carry out when they perform some learning tasks. The second one deals with the social and interpersonal role relationships that may exist between teachers and learners. Wright (1987) refers to them as task related aspects of role and interpersonal aspects of role respectively. Task-related aspects of role deal with teachers' and learners' expectations about the nature of learning tasks and the way in which individuals and groups deal with the learning tasks. They relate to the role relationships inherent in classroom tasks. That means, underlying each and every classroom task (for example: role play, simulation, drill, etc.), is some sort of learning strategy (memorization, classifying, brainstorming, etc.).

Inherent in each strategy is a role for the learner and the teacher. If the appropriate role is not identified and acted upon, as Nunan and Lamb (1996) argues, the effectiveness of the task will be reduced.

On other hand, interpersonal aspects of role are concerned with views about status and position, attitudes and values held by individuals and groups, and the personalities of the individuals (Wright 1987). Interpersonal aspects of role derive from the personality and previous learning experiences of the teacher and the learners, and the expectations they have about what is appropriate behavior for teachers and learners in the classrooms. In other words, interpersonal aspects of role deal with how teachers view learners and their roles and the way learners see their teachers and their roles when they are in language classrooms.

In short, role refers to the tasks and responsibilities teachers are required to carry out in their language classrooms. It also deals with the interpersonal relationships between teachers and learners when they are set in the teaching-learning process. Thus, in order to carry out the teaching-learning process smoothly and effectively, both teachers and learners need to know their respective tasks. They should also know what type of relationship should exist between them. Otherwise, if the appropriate roles of each group are not identified and acted upon, as Nunan and Lamb (1996) point, the effectiveness of the process will be less likely to be achieved.

According to Nunan and Lamb (1996) they also point out that problems can occur if there is a mismatch between the perceptions held by teachers and learners about their respective roles. For example, if learners expect that their role is to be the passive recipient of wisdom dispensed by the teachers, while the teacher expects the learners to be active participants in their own learning processes, then there is likely to be confusion, tension and even conflict. If these are not resolved through discussions and negotiation, the effectiveness of the classroom will almost certainly be affected and may even be destroyed. In such a situation, then it is necessary to have consultation and negotiation between teachers and learners. The problem of mismatch in role perceptions between teachers and learners usually takes place by the emergence of new modes of language and learning and the development of innovative methodologies.

This is because "They generally entail new roles for teachers and learners" (Nunan and Lamb 1996, p.136). Hence, this problem may have occurred in many classrooms with the introduction

of communicative approach to foreign language teaching since the approach requires new role implications. Unless these new role implications are made explicit to the learners, the problems of mismatch in role perceptions do take place. In order to solve such problems, Nunan (1989) has listed some options:

In the first instance, as teacher, you know best and the learners must resign themselves to doing as you say. Alternatively, you can give in to the learners and structure activities around their preferences a more positive option would be to discuss the issue with the learners, explain why you want them to engage in communicative tasks, and attempt to come to a compromise. (P. 86-7) So, clarifying role expectations and negotiating these with the learners, stating objectives clearly, linking classrooms tasks to learners' needs, letting students know why they are being asked, to take on certain roles can all serve to reduce the conflicts inherent in classrooms when learners and teachers either misunderstand or do not accept the different roles that they are required to play.

2.7 Teachers' Role Awareness

Teachers bring personal characteristics into the style of their teaching. These characteristics include awareness that have developed over their lifetimes, and are the result of accumulated events and knowledge of the world. Awareness can be diverse and developed from a range of angles: experience as a student, perceived exemplary instruction one is exposed to, one's own cognitive capacities to process learned information and the socio-cultural and political setting of one's developmental years that are currently affecting one's life. Together these beliefs result in awareness that is firmly entrenched by an individual. In curriculum innovation, teachers' awareness is seen to play a crucial role in determining the implementation of teaching role. For one thing, the introduction of a new approach will be in competition with well-established theories of language teaching and learning, which are the products of previous teaching and learning experiences, prejudices, and beliefs (Freeman and Richards 1993). For the other thing, teachers' educational attitudes and theories although in many cases unconsciously held, have an effect on their classroom behavior, influence what students actually learn, and are a potent determinant of teachers' teaching role (Karavas 1996). Awareness change is an essential and inevitable part of any pedagogical innovation since a change in materials or methods does not simply operate at surface level, but represents an increase in understanding and knowledge

(Kennedy 1987). If incompatibilities between the philosophy of an approach and teachers' theories exist, teachers will tend to interpret new information in the light of their own theories, and will tend to translate innovative ideas to conform to their own style of teaching Wagner (1991) cited in Karavas (1996). modifications of the roles of teachers and learner.

The role the language teacher plays is of great importance as to help the learners' master the necessary skills and develop communicative competence. The teacher plays a variety of roles which, Harmer (2001) claims may change from one activity to another or from one stage of activity to another. However, Harmer (1991) classifies the variety of roles that a language teacher plays in EFL classes into two categories: as controller and as facilitator. However, when defining the role language teachers' play in communicative classrooms, Larsen- Freeman (2000) says that teachers would find themselves talking less, listening more and becoming active facilitator of their students. In addition, Breen and Candlin (1980, p.99) cited in Richards and Rodgers (1986) describes the roles language teachers play as follows.

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The learner role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities.

In addition to the above explanation, scholars like Little wood (1981), Gatbonton and Segalowitz(2005), Harmer (1991), Richards and Rodgers (1986) have put the role the language teacher play in communicative classrooms as summarized as follows, need analyst- take the responsibility for determining and responding to the learners language needs, counselor- exemplifies and effective communicator seeking to maximize matching of speaker's intention and hearer's interpretation through the use of paraphrase, confirmation and feedback, group process manager organizes the classroom as setting for communication and communicative

activity, resource (Knowledge provider) offers help if it is needed (when the learners are missing and they wish help).

Generally, we can see from the points raised about teacher's role that teachers do not have direct teaching role in the CLT activities i.e. teachers are not dominant as they could be in the traditional (teacher-centered) classes. However, they would rather carry a burden of very important roles of creating conducive learning environment and enhancing learning by doing at least some of the above-mentioned roles.

2.8 Teaching Competence

Teaching competence represents, as Brundrett and Silcock (2002, p. 8) define, "a base-line for teaching effectiveness". It is indicated that competence is the main representing of effective teaching. The authors above explain that a competent teacher is a person who possesses and exercises required skills through continuous effort. Those skills can be determined by theories of education and practical classroom situations. The word 'competence' is synonymous with the terms of quality, efficiency, and adequacy. Its dictionary meanings are ability, skill or talent to do something. Teaching competence is, as Brundrett and Silcock (2002) explain, a set of abilities, knowledge and belief in which a teacher possesses and uses specialized skills for effective teaching and learning processes. Therefore, competency is the possession and understanding of skills to do certain kind of work satisfactorily.

Teachers get professional concepts about educational theories of teaching and learning, one from courses they take in colleges and universities; second from actual classroom experiences; and third from trainings and innovations (Ryan and Cooper, 2004). Having these, teachers are expected to learn to be competent so that they can make their profession a base line of skill according to the researchers.

The other researchers Ryan and Cooper (2004) state that many educators and they themselves believe, elementary and secondary school teachers need to have attitude, knowledge, and skills which are essential to the teaching profession in order to achieve effective instruction. Then, they put five main areas of competence important for a teacher to act in a competent manner:

(1) Attitude that fosters learning and genuine human relationships (2) Knowledge of the subject matter to be taught (3) Theoretical knowledge about learning and human behavior (4) Personal practical knowledge (5) Skills of teaching that promote student learning.

2.9 Teacher's Attitude toward Self

EFL teacher in CLT classes has main roles according to (Breen and Candlin (1980). These are: organizer of resources and as a resource him/herself, and guide in the context of classroom activities, teacher and learner, independent participant within the learning teaching group, facilitator of communication process among all the participants in the classroom and their activities. Besides to this, it is important to the teacher to select and sequencing activities and tasks Savignon (2002) according to the students' language background and need. Since basically, CLT as a foreign language is only applied in the classroom, the teachers are expected to teach activities and tasks that are set in the way it is designed in text book or contextualize more to suit for the class situation, however, research result indicate that many teachers related problems. As an example, the study by Dam and Gabrielsen (1988) state that the need for teachers to redefine their roles contributed more to difficulty in the implementation of task-based approaches than did resistance from learners. This signifies that teachers' existing thought about teachers' role and teaching methods may contradict to the idea of CLT approach (Littlewood, 1981).

It is agreeable that teachers need to know and understand their students in order to help them have meaningful experiences and develop their abilities. However, before teachers can do this, as Ryan and Cooper (2004) indicate, teachers must know and understand themselves. The two researchers explain this by saying. Unless teachers recognize their own needs and anxieties, they will be unlikely to understand and empathize with their students' needs or expressions of anxiety. They may not recognize those students' inabilities to learn, inattentiveness, impudence, or irritability may be the result of anxiety (Ryan and Cooper, 2004). This is self-understanding of the teacher in which what he is doing and why that is done is first recognized by him.

2.10 Teacher's Attitude toward the Subject Matter

As students are sensitive about the teacher's attitude toward them, they are also very conscious to the teacher's attitude toward the subject matter, researchers' state. Ryan and Cooper (2004) notice that one of the most important characteristics of the good teacher is enthusiasm for what he is teaching. If the subject teacher does not like what he teaches, it is unfair to say that students are not active participants and motivated to progress. Ryan and Cooper (2004,P.158) put this: "The bored teacher conveys boredom to the students and who can blame them for failing to get excited if the teacher, who knows more about the subject than they do, doesn't find it engaging" This indicates that students are usually criticized for being de motivated yet the teacher does not value his teaching.

2.11 Classroom Practice in Communicative Language Teaching

We may hear from language teachers that they are following a communicative approach to their EFL teaching. However, scholars like Savignon (2002) and Gatbonton and Segalowitz (2005) point the fact that there is a low correlation between what teachers state (say) and their accrual classroom practices (specially referring to CLT). The paradoxical disparities that exist between what teachers believe, and profess many scholars note what they actually practice in the EFL classroom.

Among them, Karavas- Doukas (1996) says despite the widespread adoption of communicative approach by textbooks and curricula around the world, research suggests that CLT principles in classrooms are rare, with most teachers professing commitment to the communicative approach but following more structural approach in classrooms. In addition, Hiep (2007) criticizing the suggestion made by Bax (2003) which favors the potential teachers' utilization of CLT principles in language classes; says, However, when it comes to the level of practice, teachers often encounter many difficulties. Their desire to implement CLT which is manifest through efforts to promote common western CLT practice such as pair work and group work conflicts with many contextual factors . In general, a growing body of classroom based researches of actual communicative language practices can lead to some inclined conclusion that there are few opportunities for genuine communicative language use in foreign language classrooms and even those teachers who are committed to communicative language teaching (CLT) fail to create

genuine communication in their classrooms (Kumaravadivelu, 1993; Seed house, 1990; Nunan, 1987). We can mention a number of factors for CLT not to be practical or hard to practice such as traditional examination, large class size, cultural constraints characterized by beliefs about teachers' and students' role and classroom relationship, personal constrain such as students' low motivation and unequal ability to take part in independent active learning practices and even teachers' limited expertise in creating communicative activities like group work(Hiep,2003; Jin, Singh and Li, 2005; Bax, 2003; Widdowson, 1979, Medgyes,1988). However, scholars in the field especially those advocate of CLT recommend that teachers should know what communicative tasks to use and their role in teaching and learning. In line with this idea, Hedge (2000, p.57) says, "The communicative approach to language teaching is premised on the belief that, if the development of communicative language ability is the call of classroom learning, then communicative practices must be part of the process."

Communicative language practices are important because of their contribution to 'natural' way of language learning. To that end, Littlewood (1981, p.17-18) explains the effects communicative classroom activities have on language learning and summarized as follows:

They provide whole task practices (practice in the part skill of which the performance is composed, and practice in the total skill) to suit the learners' level of ability. They improve motivation. They allow natural language learning when the learners are involved in using the language for communication. They create a context which supports learning by providing opportunities for positive relationship to develop among learners, between learners and teachers.

As has been discussed so far, CLT theory proposes a focus on learning holding the ground that learning is likely to occur when classroom practices are made real and meaningful to the learners. To facilitate learning and to make it meaningful, Brown (1994) suggests that a significant amount of pair work and group work should be conducted, authentic language input in real life context should be provided and students must be encouraged to produce language for genuine, meaningful communication as some of the activities to be used in the communicative language classroom proceed.

Foreign language learning/teaching, as we have so far seen, is best fostered through natural or genuine communicative activities. The language learning/teaching process has made a paradigm

shift and the focus on mastery of grammatical competence, mechanical habit formation and rote memorization of dialogue and performing drills has left a place to a more communicative language learning which embeds creating meaningful and purposeful interaction, collaborative work, interaction between the learners, and the like. To put the purpose of language teaching (i.e. communicative competence) in to effect, what language teachers should know is likely to implement some important classroom activities in CLT which help learners to make genuine interaction. Possibly, the types of classroom activities in CLT are numerous which enable learners to achieve the objective of the curriculum by engaging them in real communication, and by making they use communicative process as information sharing, negotiation of meanings and interaction (Richards and Rodgers, 1986).

2.12 Ways of Practicing Communicative Classroom Activities

It is important for the learner to be able to produce the language naturally and freely, as we have already discussed in the previous sections, and the language teacher should consider the needs to communicate and be able to provide situation and stimuli that will get all the students to make active participation in communicative classrooms. Particularly at the stage of freer production since there must be automatically less teacher control and more learner- centeredness in any communicative tasks, communicative activities are best practiced in pair or small groups (Harmer, 1991; Richards, ND; Broughton, et al, 1978).

2.12.1 Group Work

The classrooms as a social context puts paramount importance for second language learning and hence group work which is the manifestation (a miniature) of and the way to maintain certain social context, and enable learners to play social roles, is of great benefit. As far as CLT puts the focus on the learners Savignon(2002) group work gives far more chances for them to communicate in English (Doff, 1988). In addition, the varieties of interaction and participation that provides for the students with in a typical lesson framework (Lier, 1988) are accounts of group work. Breaking the class into smaller units (groups) will have some advantages for foreign language teaching. To that end, Broughton, et al (1978, p.180) and Harmer (1991, p.245) forward the following points which are summarized as follows.

It is much easier to develop the necessary confidence in a comparatively private situation than in the public gaze of the full class. The group provides much more intensive opportunities for practice than any full class situation can and they are potentially much more flexible. People can learn from each other. It increases in the amount of student talking time. Give students opportunity really to use the language to communicate with each other. Students will be teaching and learning in the group exhibiting a degree of self-reliance. In some ways group work is more dynamic than pair work, there are more people to react with and against in a group (than pair work) and therefore there is a great possibility of discussion. There is a great chance at least one member of the group will be able to solve a problem when it arises. Working in- group is potentially more relaxing than in pair.

2.12.2 Pair Work

Pair work is one of the ways in which we teach language or help learners practice different language learning activities. In fact pair work is described as integral part of group work Doff (1988) and it holds its own distinctive as well as overlapping importance to second language learning. Some of the possible advantages of pair work described by Harmer (1991, p.244) and Byrne (1987, p.31) are summarized as follows.

- It immediately increases the amount students practice
- A number of students are talking at once instead of one.
- Encourage students' cooperation which is important for the atmosphere of the class and the motivation it gives to learning with others.
- Students can practice language use and joint learning.
- Students can face and talk directly to one another.
- The learners get chances to work independently.
- Pair work provides some variety during the lesson.

In general, through pair work and group work, students can work together and help each other to solve problems, prepare a presentation and makeup a story, and do different kinds of exercises.

They can also learn knowledge and skills from each other which will lead them to greater success by undertaking different tasks.

2.13 Advantages and Challenges of CLT

Communicative language teaching has some advantages and challenge .So, some of the advantages and challenges are discussed below.

2.13.1 Advantages

Brown (2001) also lists various advantages CLT provides to learners. Among these is the opportunity it provides to understand and develop their own strategy of learning and move effectively to autonomy. In addition, through using the language for “genuine linguistic interaction”, they will be ready to interact with the language outside the classroom for real purposes. Others, like Weimer (2002, p.160), argue about the advantage of CLT and other learner-centered methods by showing the negative consequences of teacher-centered classrooms. She argues that according to research, “students’ motivation, confidence and enthusiasm for learning are all adversely affected when teachers control the process through and by which they [students] learn.” Conversely, laying the ground for learning so that students can be involved more through interaction, meaning extraction, argument, negotiation and evaluation, in short through maximizing students’ involvement in the process of learning, we can increase their motivation as well as confidence.

What is most controversial in CLT and learner-centered classrooms is the role of students in evaluation. Many teachers fear that involving learners in determining their own grades will open room for endless arguments and chaos. This is more so given the special role grades play in the life of the learners. On the other hand, there is a strong argument coming from scholars who support the involvement of students in every aspect of the teaching learning process.

Plass (1998), for instance, says students will have the opportunity to evaluate their own work and that of their peers objectively and therefore develop a very important skill. In real life situations, there could be a number of occasions where they may be expected to design criteria and objectively evaluate their own work and that of their colleagues. This task, therefore, will

prepare them for real working challenges. To solve problems related to bias on self and peer evaluation, Weimer (2001) advises that while faculty should evaluate students' work and determine the final grades, students should be involved in a way that they be benefited from the process.

Communicative teaching emphasis on “task-oriented, student-centered” language teaching practice, asked to show the life of the actual needs of the English language to simulate a variety of life contexts, emotional, and to provide students with comprehensive use of English language, for communication of opportunities, its focus is not only a language in the form, grammatical accuracy, more emphasis on the appropriateness of language use, feasibility, communication skills, as well as training students in communicative activities in the strain and problem-solving ability. Specifically, the communicative approach of teaching has the following three advantages:

(1) The interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the internship; students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.

(2) To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval “scholastic” teaching methods inherited One consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

(3) Greatly enhanced the student's interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

2.13. 2 Challenges

In addition certain other local studies were conducted on CLT and related concepts. For example, Aschalew (2006), areas related to investigating the implementation of CLT in the current ELT materials communicative approach with in classroom and Habtamu (2011) challenges in implementing CLT in Ethiopia higher institution.

It is considered that CLT may not be appropriate in EFL classrooms where English is rarely heard or used outside of the classroom where all the situations in which English is used in the classroom are ‘pretend’ and are therefore difficult to place in any authentic context. Some people believe that with CLT there is a danger of focusing too much on oral skills at the expense of reading and writing skills, and that there may be too much focus on meaning at the expense of form. It is felt that there is not enough emphasis on the correction of pronunciation and grammar errors.

Li (2001) also cites the difficulties faced by teachers and EFL students in Korea when attempting to introduce a communicative approach. Difficulties reported included: students’ lack of motivation for developing communicative competence, low English proficiency, and resistance to class participation, teachers’ misconceptions and lack of training in CLT combined with deficiencies in sociolinguistic competence and little time for developing materials for communicative classes and large classes. Other difficulties cited included grammar based examinations, insufficient funding and lack of support.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter describes the research design that was employed to achieve the objectives of the study, the settings where the research could be conducted, the subject of the study, the sampling procedure tools of data collection and the methods of data analysis

3.2 Research Method

The general objectives of this study teachers' awareness and practice of their roles in CLT. To get the intended outcome, descriptive survey design which makes use of mixed method, qualitative and quantitative research method, was employed. This method was found to be appropriate for this study because it would help to get information concerning the current status of phenomena to answer questions about peoples' opinion or perception from different sources. According to Creswell (2003: 210), researchers perform this type of research to expand an understanding from one method to another; to converge or confirm findings from different sources.

3.3. Instrument of Data Collection

In order to the require data for this study, the three instruments used for data collection were questionnaire, classroom observation and interview. The instruments were selected because of their suitability for gathering important data for the study. In addition, they were important for triangulation that was useful to ensure the validity of the data collection.

3.3.1. Questionnaire

A questionnaire for teachers including the major principles of communicative language teaching (i.e. aspects of conceptual perspective, students learning perspective, perspective on instructional activities, teachers' awareness and practice, the role of the teacher and the role and contribution of students', challenges in implementing CLT in to practice) served as the major instrument of the study. The questionnaire adapted from Karavas-Doukas (1996) and Kim (1999) was composed of 75 Likert type close-ended items. The questionnaire was divided in to three sections. They are:

1. Personal information section-served to provide accurate description of the respondents.
2. Communicative language teaching (CLT) dimension (aspects of role awareness section designed to measure the EFL teachers' knowledge of CLT in line with the principles of CLT and
3. CLT practical aspect- which is designed to measure the degree EFL teachers practice CLT

The questionnaire was developed primarily to meet the objectives of the study; and the items were designed in line with the literature review- which deals with CLT principles.

Apart from adapting the questionnaire from scholars, the drafted items were given to two experienced English teachers holding BA degree in English in order that they could comment on the appropriateness of the items if they are fit to measure the target objective of the study. Furthermore, after receiving their comments and suggestions and after the advisor's rigorous comment on the items, the researcher reshaped the instrument. Eventually, some items were modified and some were changed. Furthermore, to develop appropriate instrument for the study, the researcher administered a pilot study at Burka Jimata Secondary School to four English teachers who are teaching English.

The learners' questionnaire was developed by adapting the teachers' questionnaire and modifying it so that it would fit the learners' level of understanding. Similarly, the learners' questionnaire was developed to meet the objectives of the study and was designed in line with the literature.

3.3 .2 Classroom Observation

The primary role of classroom observation in this study is to see how teachers implied their teaching roles in the classroom. It will be intended to address the first and the second research question, what was the awareness of teachers regarding their roles in communicative language teaching in EFL classroom? That means it was designed to observe whether teachers were aware of their communicative language roles they said they were aware of through the questionnaires. In addition, the observation was employed to see those roles exercised by teachers. The assumption behind this was that such problems took place, if they did so, due to lack of role awareness and/or the influences of past teaching and learning experiences. The secondary role of classroom observation was to gather supporting data for the information obtained through the

questionnaires. In other words, the observation was made to verify the responses the subjects were given through the questionnaires. What was the extent to which teachers implement their communicative language roles in the EFL classroom? It was also meant to help the researcher to record those roles the participants were aware of and practice them and those roles which they were aware of but do not exercise them in the classroom. In general, the observation was used to elicit information about the roles of teachers exercised in the classroom. To achieve this, observation checklist was prepared.

3.3.3 Semi-Structured Interview

The purpose of the interview was to gather information about teachers' awareness and implementation of CLT. In order to come up with reasonable explanation and to enrich the study, semi-structured interview was prepared by the researcher then commented by his advisors and revised before it was administered. The interview constituted issues regarding CLT, teachers' awareness on it and its implementation, and challenges of CLT. It was carried out face to face at a time after awareness on the objective was given for each of the four respondents who were selected purposively. All of them were willing to participate in the interview and their responses were noted down by the researcher.

3.4 Sample size and sampling Technique

For this study, all English teachers found in the school were taken as a sample using available sampling. The total number of the teachers was eight. All the teachers responded to the questionnaire, but only four of them were purposively selected for observation and interview. There were six sections of grade ten and eleven students in 20016 E.C. Among these sections, the researcher used the simple random sampling technique for students which were selected by providing each and every member of the population an equal chance for being selected which is a very popular of taking a sample in research. Since the total population of grade ten and eleven students Burka Jimata Secondary School was 360, it was too difficult for the researcher to gather the data from all of this population. Therefore, the researcher took 25% of the population because it is the midpoint for 20-30% as a sample size is based on Kothari (2004). According to this scholar, the sample size is determined as low as 20% - 30% in descriptive research design. Similarly, different researchers stated that the sample size is determined by the nature of the

population as the nature of the population is attributed to homogenous group. It is also believed that the existing sample is sufficient (Cohen & Manion, 1994; Abebeyehu, et al, 1999 cited in Beyene, 2008). Because of this reason, first the researcher took six sections of Burka Jimata students purposively which had 10 students each. Then, the researcher took 25% of the population since it is the midpoint for 20-30% as a sample size is based on Kothari (2004) that is $(408 \times 25\% = 60)$. Then after, the researcher divided the number of sample respondents (102) to the number of six sections which were 10 students from each section. Then after, the researcher divided the class in to two categories. Next, 10 students from each section were selected by tossing a coin to get even or odd numbers using the lottery method. The tossed coin indicated 'head' for even and 'tail' for odd which the researcher represented for his research purpose only. Then, the researcher selected 'head' for even numbers by his decision to identify them.

3.5 Data Collection Procedure

In this study qualitative and quantitative data analysis were employed. The researcher did not administer all the data collection instruments at the same time but rather used them one after the other in order to triangulate the data. As a result, partial data analysis (observation) was employed before employing other data gathering instruments. On the basis of insight obtained from partial analysis of observation the researcher administered another instrument such as questionnaire and interview one by one respectively. The data was collected through three data gathering instruments are analyzed thematically and inductively. Different methods such as organizing, sorting coding, enumerating and using categories and descriptions were employed while analyzing and interpreting data. The data analysis procedure consisted of Likert –type item analysis. The Likert-type items, which was designed to identify teachers' and learners' understandings of CLT concepts and their views on CLT role practice in classroom were given numerical scores (e.g. 'Strongly Agree' =5; 'Agree' = 4; 'Undecided' =3; 'Disagree' =2 and 'Strongly Disagree' =1) Likert assigned numerical values to responses and the numerical representation (the coding) of the items helps to show the extent to which the respondents agree on a certain given question.

The qualitative data gathered from the same respondents through open-ended questionnaires were organized and analyzed descriptively under the same topics and sub-topics in line with the quantitative data. The data was obtained through classroom observation was analyzed

qualitatively by categorizing themes and sub-themes based on the observation checklists. The data obtained from teachers' interview were first tape recorded and written in the form of notes without losing main points and categorized based on the emergent themes and sub- themes coded according to the response from each respondent and subsequently, they were analyzed qualitatively.

3.6 Technique of data analysis

The data obtained from the sample teachers by means of questionnaire, interview and classroom teaching observation were analyzed using descriptive analysis method. For the purpose of this descriptive survey kind of study, both quantitative and qualitative data analysis were used. Thus, the results obtained by means of questionnaire were reported using frequency, percentages, obtained from the numerical values assigned to the degree of agreement and frequency. The data from the classroom observation and interview were analyzed qualitatively in the form of narration along with the data in the questionnaire, which was summarized and presented by means of frequency and percentage quantitatively.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. INTRODUCTION

The main objectives of this study, as mentioned in chapter one, was teachers' awareness and practice their roles in CLT in EFL class. To meet this ends, the data collected methods mentioned in chapter three were employed and the result of the study is presented as in the following and analyzed via qualitative and quantitative such as percentage and frequency.

4.1. Teachers teaching Role awareness CLT

4.1.1. Teachers' Conceptual Understanding of CLT

In this section, eight items which were intended to get information about teachers' experience and conceptual understanding of CLT were tabulated along with the responses provided by the teachers. Following this, discussion and analysis was made in relation to the teachers' reply for the questionnaire and interview.

Table 1 Teachers' Conceptual Understanding of CLT

No	Statements	F	5	4	3	2	1	Total
1	Communicative view represents influential view of EFL curriculum	F	5	3	0	0	0	8
2	Communicative approach gives equal attention to all language skills	F	3	5	0	0	0	8
3	Language learning skills are developed in communicative language classroom.	F	3	3	2	0	0	8
4	CLT helps learners to take responsibility of their learning process more than teacher centered approaches	F	4	4	0	0	0	8
5	EFL teaching is virtually synonymous with Communicative language teaching (CLT)	F	4	3	1	0	0	8

	method							
6	Content learning is best accomplished with in communicative language teaching class	F	4	2	1	1	0	8
7	English speaking proficiency is more easily accomplishing a communicative class.	F	2	4	2	0	0	8
8	Grammar is best taught in a communicative EFL class.	F	0	0	0	3	5	8

As indicated in table 1 of the respondents 3agree and 5 strongly agree that communicative approach gives equal attention to all language skills. This indicates that the respondents are aware of the fact that CLT gives equal emphasis to all language skills.

Communicative language teaching refers to the linking of two or more macro language skills (listening , reading, speaking and writing) and language elements (grammar and vocabulary) in language teaching learning process(Cunnings Worth, 1984, 1995;Harmer, 1991; Ur, 1996). For item number three learning skills are best developed in a communicative EFL classroom. This indicate that majority of the respondent teachers consider learning skills are best developed in a communicative classroom. The types of learning activities that would be commonly seen in the Communicative classroom would be those that “generate a classroom atmosphere conducive to the development of communicative competence in all skill areas” (Hadely, 2001).

For item four indicates majority of the teachers are aware of how their students took responsibility in EFL classroom. However, this information was contradictory information with the classroom observation. One of the principles of CLT is making the classroom teaching-learning process student centered rather than using teacher fronted (Lockstep) classroom (Savignon,2000).For item five indicate that for the majority of the teachers good teacher is the one who implement communicative language teaching method. For item five, which asks about EFL programs, content learning is best, accomplish with a communicative approach. This indicates all most all teachers responded positively.

Moreover, in relation to the above, the interview data proved that teachers have adequate understanding of the purpose CLT and their advantages for the learners. One of the teachers (T1), for example, suggested his view as follow:

In the same way, another teacher (T4) emphasized the value of CLT to enhance the centrality of active engagement of students in language classroom as important part of CLT as follow:

Another teacher (T3) gave a short response as follow:

From the teachers forwarded, it is possible to say that the teachers have good understanding of the purpose of tasks in CLT and the advantage it provides for learners. All of them highlighted in common that the primary focus of task in CLT is communication or interaction. The rest T₂ was also found to have similar views with the above ones. They focused that CLT engages students to accomplish communicative learning activities co-operatively with the help of different classroom tasks. Therefore, it is also possible to understand that, all of the teachers involved in the interview were found to perceive a task in CLT in line with Ellis (2003; 16) definition in that a task involves primary focus in meaning and seeks to engage learners in using the target language for interaction or to develop L2 proficiency through communication.

CLT Language Teaching is a language teaching approach where learners are provided with tasks in a natural context with the purpose of target language use or interaction through completing tasks, it gives more attention to communication, not form.

I think CLT Language Teaching is very important technique for students to learn the language. In CLT, students are provided with tasks in groups or pairs so that they complete the tasks through interacting with the target language. They get more chance to use the target language for communication. A communicative language teaching is an approach which offers opportunities for the students to involve actively in communication or to use the target language for interaction to complete language task

For item six, indicates that majority of the teachers' response was positive and believed students can easily achieve speaking proficiency within communicative language class. The main goal of CLT is to develop the learners' communicative competence (Richard and Rodgers, 1986; Spolsky 1989) and Romaine (1994) further elaborate as specific and varied language related

functions, that is , the acquisition of language competence as to when to speak and when not; and as to what to talk about and with whom; when and where, in what manner.

On the other hand, for the item eight which indicates that majority of teachers understand communicative language classroom as if it is only for speaking sections. According to Sauvignons (2009), in CLT classroom, rather than ignoring grammar and teaching only speaking and other language aspects, it is important to teach grammatical rules of the target language. In doing so, students will be able to acquire the forms of the language and they can use it as a means of communication.

4.1.2 Teachers' Classroom Practice CLT

Table 2 Teachers' classroom practice

NO	Items	F	5	4	3	2	1	Total
1	Involve students in questioning and answering activities.	F	4	4	0	0	0	8
2	Involve learners in role play, simulation or any kind of drama.	F	0	3	0	2	3	8
3	Involve learners' in problem-solving activities.	F	4	0	2	0	2	8
4	Involve learners in activities as identifying similarities and differences of pictures in group.	F	6	0	0	2	0	8
5	Use different kinds of language games e.g. word dominoes.	F	5	0	0	0	3	8

As it can be seen from, the above table-2 indicates most teachers involve their students in questioning and answering activities. From the observation, result teachers involve students to questioning and answering and the response indicate positive. Item two, indicates majority of the teachers did not involve their students in role play, simulation or any kind of drama; might be due to lack of students interest, large class size and inadequate time. Little wood (1981) classifies the type of communicative activities in to two major categories as 'functional Communicative activities and differences, discovering sequences or locations, discovering missing information or

feature, discovering secret, following directions etc. The social interaction aspect of communicative activities includes dialogue, role-plays, conversation and discussion in pair and group, role-plays, simulation, and debates.

In addition to this, interviews language exchange, and learning by teaching can be some of the other Teacher interview support this idea. As to my understanding, students lack interest to participate actively in role plays because they afraid to use English, they lack knowledge of proficiency they do not have base and also it is very difficult to do such activities in large class room we do not have enough time to do such activities.

For item three shows majority of the respondent teachers are not involving the students in problem solving activities. Teacher saidin identifying similarities and differences of pictures in-group of the participants’. This shows that majority of teachers were practicing non-communicative teaching roles in EFL classroom. One of them said he uses different kinds of language games (e.g. word dominoes) which arealso the same result of the others teachers’ classroom practice non communicative teaching role.

4.1.3. Teachers’ View on the Challenges of CLT

This section dealt with the teachers’ view concerning the challenges that might affect the implementation of CLTfor this purpose, seven items were presented together with the replies forwarded by the teachers. The results were then discussed and analyzed along with the results obtained from the questionnaire, interview and the classroom observation.

Table 3Challenges in implementing CLT in to practice

No	Items	F	5	4	3	2	1	Total
1	English is only school language	F	3	3	2	0	0	8
2	Impractical for EFL learners.	F	3	5	0	0	0	8
3	Inadequacy of the training.	F	2	6	0	0	0	8
4	Teacher’s attitude towards subject matter.	F	0	0	3	3	2	8
5	Poor class room conditions.	F	6	2	0	0	0	8
6	Misconception about communicative language teaching.	F	0	0	5	2	1	8
7	Excessive work load.	F	2	1	5	0	0	8

As it can be seen from the above table-3 on challenges in implementing CLT in to practice the findings of the study revealed that there are lots of problems that impede communicative language teaching roles not to be practiced in English language classroom. The nature of classroom physical environment is one of the most decisive non-human factors, which hinder the implementation of communicative language teaching.

One of these teachers (T3) forwarded the following regarding to this. English use in class only to communicate this affect teaching CLT.

Two other teachers commonly suggested as follow, which was almost similar to the above one.

The classroom observation data showed that the implementation of CLT was not free of some challenges at all. In all observed classes there were some challenges which were related to the

There are a number of challenges for the implementation of CLT. Large class size, work load of teachers, it takes a lot of time, lack of teaching materials, students low interest to practice speaking the language and their poor background in communicative way of learning are some of them.

Some of the challenges that we face during CLT are like it is almost impossible to give individual attention to each learner due to the overcrowded classes. Moreover, disciplinary issues are said to dominate large classes. It is difficult to manage all students' performances because of the class size. Moreover, CLT needs more preparation time and energy.

According to Sahu (2004), the physical condition of a classroom includes size of the classroom, sitting arrangement, suitability of furniture, availability of enough ventilation etc. Size of the classroom is related to both the amount of space of the class and the number of students in it. The finding of the classroom observation also revealed that the classroom arrangement is inappropriate to practice the teaching roles of CLT. In line with this, the class size (number of students) is large and it is not appropriate to practice the teaching roles in English language classroom. When the number of students in a class increases, it is difficult to manage the class. Group discussion is impossible, and it is difficult to move in the classroom for evaluation and follow up. When there is poor classroom arrangement and large number of students, the English language teaching learning process may face the mentioned problems as to the scholars like Smith (1996).

Hence, the classroom condition should motivate learning and allow for problem solving, cooperative and communicative learning. Whereas according to the teachers' interview response, the classroom arrangement did not allow them to implement teaching roles of CLT. As we have seen so far in almost all of the sessions, there was no role-play and small and large group discussions. The classroom arrangement and class size was found to be difficult to practice communicative language teaching roles. The classroom should have enough space for students to do communicative activities like role-plays, simulations and group discussions properly. There are a number of challenges for the implementation of CLT. Large class size, work load of teachers, it takes a lot of time, lack of teaching materials, students low interest to practice speaking the language and their poor background in communicative way of learning are some of them.

Some of the challenges that we face during CLT are like it is almost impossible to give individual attention to each learner due to the overcrowded classes. Moreover, disciplinary issues are said to dominate large classes. It is difficult to manage all students' performances because of the class size. Moreover, CLT needs more preparation time and energy.

Classroom situation as well as some other challenges which were related to the teachers concerning the classroom situation, there was no such a considerable large class situation. The average students in each class were not more than 50 and there were not more than ten groups in each class. However, there was no considerable interaction with the target language in almost each class and it was dominated by L1. This might be due to the poor background experience of the learners to communicate in English and lack of opportunity to practice the target language more. Regarding this, Ellis (2003) suggested that students may be unwilling to risk communication and mostly resort to communicating in their L1, but teachers should allow planning time and train the learners so that as proficiency develops, they automatically begin to use L2 more.

One of the interviewees, explained

My students are not willing to discuss with other member of their classmates because most of them think they do not have good English that enable them to communicate with other group members. They get ashamed. When we see the chairs and desks, are not easily movable and comfortable for group discussion.

Another teacher also commented do you think we had an awareness problem? No I do not think so we know what to do in EFL classroom but the situations are not comfortable to practice the expected teaching roles in our class when you see private schools the number of students even the class itself is good for groupwork and pair work because you can facilitate the students easily.

4.1.4 Teacher's Facilitator of learning

Table 4 Teacher's Facilitator of Learning

No	Statements	F	5	4	3	2	1	Total
1	Facilitate language learning	F	3	5	0	0	0	8
2	You classroom English teacher facilitates the discussion by moving in the classroom while you are discussing in pair/group.	F	0	3	0	5	0	8

Majority of the respondents agreed to act as facilitators. This implies that the teachers had identified the role they have to play in their English classroom in this regard. Their responses indicated that the teachers did not want to exercise absolute power over the learners and their activities. However, most of the teachers indicated that their main role in language classroom is to facilitate the teaching-learning process. However when we come to the real classroom practice teachers were not seen facilitating the learning process, hence the information was contradicted. In most classes, the classroom teachers were not implementing what is expected from them. In order to facilitate the students' classroom interaction and communication, as the response of the interview shows, the learners' lack of interest to participate in role-play and group discussion, large class size as well as poor classroom condition and excessive workload were found to be the major causes for this. Thus, it is difficult to think the practice of communicative language teaching roles in such kind of classroom.

As it is stated in YeJin (2007), the classroom teacher should facilitate the communicative process among all learners and between students and various tasks. As he further explains, the teacher should also give guidance and advice when necessary. . For item, two your classroom English teacher facilitates the discussion by moving in the classroom while you are discussing in pair/group; 33% of the participants agree, 67%, them disagree. This indicates teachers were not

moving around to facilitate discussion in the classroom. This was again in contrast to the information obtained in the actual classroom teaching. As Lingjie (2005) says the role of communicative teacher should not be all knower and speaker who tells everything in the classrooms, but he/she should be helper and enlighten in class so that the students could be relaxed and confident in their competence.

4.1.5 Teachers' Use of authentic materials and Evaluate

Table 5 Use of Authentic Materials and Evaluate

No	Statements	5	4	3	2	1	Total
		Fr.	F	F	F	F	F
1	Use audiovisual materials to support your lesson	0	0	0	4	4	8
2	Use pictures and objects to convey the meaning of structure.	0	0	3	4	1	8
3	Evaluate students in paper and pencil test (on terms or semesters).	4	3	0	1	0	8
4	Evaluate students' progress based on their day-to-day communicative performance (e.g. after making dialogue).	0	0	0	5	3	8

4.1.6. Teachers' practice of Pair and Group work

Table 6 Using of Pair and Group Work

No	Statements	5	4	3	2	1	Total
		Fr.	Fr.	Fr.	Fr.	Fr.	
		%	%	%	%	%	
1	Use pair works in which two students work on a given task.	5 63	3 37	0 0	0 0	0 0	8 100
2	Use group work in which more than two students work on a given task.	4 50	0 0	0 0	3 37	1 13	8 100
3	Group work activities have little use since it is very difficult for the teacher to monitor the students' practice and prevent them from using their mother tongue.	2 25	2 25	2 25	1 13	1 12	8 100
4	Small group works may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.	0 0	0 0	0 0	3 37	5 63	8 100

As shown in table 6 in the area of using pair and group work, the total score of the responses illustrate that significantly high percent of the respondents testified they have positive degree of using pair work in communicative classroom. On the concept 'group work in which more than two students work on a given task', 50% of the respondent strong disagree, the others 37% of the participants disagree and 13% of the respondent strongly disagree.

The rest two of them (T1 and T3) suggested the following

From what the teachers forwarded above, it can be clearly understood that they are on the position of not giving priority to students' grammatical errors since the goal of providing task is to promote communicative, oral skill. According to Krashen (1987), though it might sound obvious within a pedagogical context, mistakes in grammar, intonation and we don't give more emphasis to students' grammatical errors during task-based activities in the classroom. Rather, we see the way students communicate meaningfully to complete the tasks. This is because, the objective should be on how students actively interact or communicate using the target language

through accomplishing the given task. However, some common errors might be discussed in the final stage.

When we give tasks for students to be done in groups or pairs, we normally don't see their errors in grammar or form. But, we want them to discuss without fear of making grammar errors in speaking. Therefore, they will be confident to communicate freely and complete the task.

For item N.3 Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue 25% of the participants strongly agree, which indicate the challenges they face in the classroom the large number of students number of the students from this perspective seven teachers strongly agree. The other 25% agree, 25% cannot decide and 13% of the respondents strong disagree,12%disagre. For item, N. 4 small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher , 63% of the participants strongly disagree and the others 37% disagree which indicate teachers understand the important of small group work in EFL classroom.

4.1.7 Students questionnaire

Table 7Students' response on Classroom Practice

No	Statements	5	4	3	2	1	Total
		Fr.	Fr.	Fr.	Fr.	Fr.	Total
		%	%	%	%	%	Total
1	Your classroom English teacher speaks more in English classroom than students do.	10 17	21 35	20 33	5 8	4 7	60 100
2	Your classroom teacher presents authentic materials such as newspaper, magazines, pictures, photos etc. in English classroom.	0 0	0 0	0 0	22 37	38 63	60 100
3	The teacher immediately supplies the vocabulary answers instead of encouraging student to discover the meaning of words by themselves.	0 0	20 33	0 0	30 50	10 17	60 100
4	Your classroom teacher explains new words and phrases and let you do the exercises in the textbook.	0 0	4 7	0 0	50 83	6 10	60 100

5	Your classroom teacher explain new grammatical terminologies or forms and patterns (rules) and let the let you be engaged in doing exercises.	0	10	0	43	7	60
		0	17	0	72	11	100
6	Your classroom teacher gives you explanation of rules with model sentences to illustrate them.	0	42	0	10	7	60
		0	70	0	17	13	100
7	Your classroom teacher Uses individual –seatwork.	20	30	0	5	5	60
		33	50	0	8	9	100
8	Your classroom teacher Introduce the new language item in context and demonstrate the use and meaning of the new language and let you try to produce, reproduce and communicate with the language.	0	8	0	42	10	60
		0	13	0	70	17	100

As it can be seen from table-7, for item one, your classroom English teacher speaks more in English classroom than students do 17% strongly agree and 35% agree, 33% undecided, 8% disagree and 7% disagree. Which indicate some teachers ‘speak more? For item No. two your classroom teacher presents authentic materials such as newspaper, magazines, pictures, photos etc. the students response was the same with the teacher’ response teachers did not present authentic materials in the classroom. In English classroom 37% and 63% of the respondents disagree and strongly disagree, this indicates that English language teachers were not present authentic material. For item three, the teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by them 33%, of the participant students agree, 50% of them disagree and 17% strongly disagree. As we can see from this result majority of the teachers did not immediately supply the vocabulary answers instead of encourage them to discover the meaning of words by themselves.

For item four which says ‘your classroom teacher explain new grammatical terminologies or forms and patterns (rules) and let you be engaged in doing exercises’ 17%, of the students agree, 72% of other students disagree and 11% of them strongly disagree. This indicate that majority of the teachers did not practice their expected teaching roles.

As Nunan (1986) comments “A basic principle underlying all communicative approach is that learners must learn not only to cram grammatical rules and form correct sentences, but also to develop the ability to use the language to get things done.” Thus, the findings of the study

disclosed that despite the grammar was present students were not using grammar to accomplish communicative activities in the classroom and thereby the student's communicative competence could not expected to be developed.

For the item six 'your classroom teacher gives you explanation of rules with model sentences to illustrate them' 70% of the respondents agree, 17% of them disagree and 13% strongly disagree. From the result majority of the students agree which imply that the teachers explain roles with model sentence. For item seven 'Your classroom teacher Uses individual-seat work 33% strongly agrees 50% agree, 8% disagree and 9% strongly disagree. This indicates majority of the teachers involve their students in to individual-seatwork than pair and group work.

In communicative language teaching, most of the class time is expected to be covered by the students by doing the classroom communicative activities (Richards and Rodgers, 1987). For the last item eight 'Your classroom teacher Introduce the new language item in context and demonstrate the use and meaning of the new language and let you try to produce, reproduce and communicate with the language' 13% of the students agree 70% disagree and 17% strongly disagree. This shows that the teachers were not demonstrate the use and meaning of the new language and let them try to produce and reproduce communicate with the language.

4.1.8 Students' Response on Classroom Practice.

Table 8 Students' Response on Classroom Practice

No	Statements	5	4	3	2	1	Total
		Fr. %	Fr. %	Fr. %	Fr. %	Fr. %	
1	Use audiovisual materials to support your lesson.	0 0	0 0	0 0	40 67	20 33	60 100
2	Involve you in questioning and answering activities.	15 25	30 50	0 0	8 13	7 12	60 100
3	Involve you in role play, simulation or any kind of drama.	1 2	30 50	29 48	0 0	0 0	60 100
4	Involve you in problem-solving activities.	0 0	10 17	0 0	30 50	20 33	60 100
5	Involve you in activities as identifying similarities and differences of pictures in-group.	0 0	5 9	5 8	30 50	20 33	60 100
6	Use different kinds of language games e.g. word dominoes.	0 0	0 0	0 0	20 33	40 67	60 100
7	Involve you in conversation and discussion on some issues.	15 25	0	22 36	12 20	11 19	60 100

As it can be seen from table 8 students' response for item one, use audiovisual materials to support the lesson, 67% of the students disagree and 33% of the other students strongly disagree. The response indicates that not all teachers supported their lesson by using audiovisual materials. This information was same with classroom observation and teacher's questionnaire. For item two, involve you in questioning and answering activities 25%, strongly agree 50% agree, 13%disagree and 12% strongly disagree. For item three, involve you in role-play, simulation or any kind of drama 2% of strongly agree 50% agree and 48% undecided. For item four, involves you in problem- solving activities 17% of the participant students agree 50% of the others disagree and the remaining 33% strongly disagree. For item five, Involve you in activities as identifying similarities and differences of pictures in-group 9%, of participants agree , 8% of them undecided, 50% of them disagree and 33% of the remaining strongly disagree. For item six, use different kinds of language games e.g. word dominoes 33% strongly disagree and 67% disagree .For the last, item seven,. Involve you in conversation and discussion on some issues 25% of participants strongly agree,36% of the others undecided and20% disagree ,and 19% ofthem strongly disagree. Generally, similar to the findings of the observation and teachers questionnaire, the students' questionnaire results also revealed that many of the activities and the teaching roles that were expected to practice by the teachers did not exist in English language classroom.

4.1.9 Students' classroom activity

Table 9Students' Classroom Activity

No	Statements	F %	5	4	3	2	1	Total
1	You are motivated to activity participate in English classroom.	F %	0 0	30 50	0 0	15 25	15 25	60 100
2	You are encouraged to talk whatever you want in classroom.	F %	10 16	22 37	0 0	28 47	0 0	60 100
3	You are inspired to ask questions and respond to ideas that you have got from the classroom activities to discuss in pair and group.	F %	0 0	10 16	0 0	30 50	20 34	60 100
4	You are encouraged to guess meanings of words from context.	F %	0 0	23 38	7 12	20 34	10 16	60 100

The above table indicates the activity of students in EFL classroom. From item one you are motivated actively participate in English classroom 25% of the participants strongly disagree 50% agree and 25% of the others disagree. From the result majority of the students disagree which implies that students are not motivated to participate actively in EFL classroom. Item number 2 'you are not encouraged to talk whatever you want in classroom' 16% strongly disagrees, 37% agree and 47% of students disagree. You are inspired to ask questions and respond to ideas that you have got from the classroom activities and to discuss in pair and group 16% agree, 50% disagree and 34% of the respondents strongly disagree. You are encouraged to guess meaning of words from context 38%, agree the other 34% disagree and 16% of them strongly disagree, 12% undecided. you are encouraged to guess meaning of words from context 38% agree that other 34% disagree and 16% of them strongly disagree. Which indicate students are not encouraged by their classroom teachers? As Harmer (1991) states in the CLT classroom, most of the class time should be covered by the students' activities. But as the student' response revealed most of the class time was being covered by the teacher.

4.1.10 Students' response on classroom condition

One of the difficulties that students and teachers face in their classroom practice of CLT is due to the large class size and limited time to carry out the teaching-learning practice or the instructional process effectively.

Table 10 Students response on Classroom Condition

No	Statement	F %	5	4	3	2	1	Total
1	The chairs and desks are adequate for all students in the classroom.	F %	0 0	0 0	0 0	48 80	12 20	60 100
2	The chairs and desks are comfortable for group discussion.	F %	0 0	0 0	0 0	13 22	47 78	60 100
3	The number of students in your class is large	F %	0 0	0 0	0 0	24 40	36 60	60 100

As it can be seen from Table 10, the students' response also shows that the classroom condition classroom arrangement and class size was unfavorable to practice teaching roles of CLT. 80% and 20% of the students' strongly disagree and agree which indicate majority of the students agree that the classroom condition is not comfortable. The other item also shows that 78% and 22% of them strongly disagree and disagree and it shows that the physical environment of the classroom is not appropriate. The chair and desks were not easily movable in order to use for classroom communicative language teaching activities and roles. For item no. Three the number of students in your class is large' 40% of the students disagree and 60% strongly disagree which is between strongly disagree and disagree this implies that it is difficult to implement communicative way of English language teaching in many of the classrooms. As it is stated in Silberman (1996) if the classroom arrangement is not appropriate, it is difficult to have active and communicative environment.

Similar to the results of the observation, students' questionnaire and teachers' questionnaire the results obtained from the teachers' interview conveyed similar results. Therefore, the responses for the interview indicate that EFL teachers, in the entire contexts, have a number of factors to implement the CLT teaching roles in EFL classrooms although they are aware of teaching roles of CLT and willing to employ CLT. The participants complained that the learners' lack of interest to participate in role-play, drama, group and pair work was the main obstacle to put CLT principles in to effect. Moreover, they pointed out that large class size, students' low motivation and unequal ability to take part in cooperative groups, noise, lack of additional materials (e.g. audio visuals), the seating arrangements (which are problematic to employ group work in circular or other ways) are those which hinder them from employing the CLT method. One of the participant teachers, for instance, suggested:

There is no favorable setting to practice communicative method. For example, the number of students, which is 70-80 on average, is one problem. I am not motivated to implement the method.

Another teacher also suggested the learner's lack of potential to communicate in English. They are not interested in communicative learning i.e. group and pair work, they rather tend to talk about other issues in their mother tongue. They expect everything from the teacher. In addition, they are grammar oriented. This is a big problem for all Ethiopian government students.

The responses, therefore, imply that there are a number of obstacles, that block teachers from implementing teaching roles of CLT despite the fact that they are aware of the importance of teaching EFL communicatively and the fact that they are interested in the notions and principles CLT entails.

In general, it can be deduced from the result found from the tools even if teachers are aware of their teaching roles there are many constraints that impede them to practice teaching role in English classroom.

4.2 Data Analysis from Teachers' Interview

It has been pointed out that the purpose of interview was to collect the data from the sample English language teachers at Burka Jimata Secondary School. It was used to gather additional information for cross checking towards teachers' role awareness in language classroom Burka Jimata in focus. As indicated in chapter three the teachers involved in this study were four. Therefore, based on the interview questions (see appendix E) the data from sample English teachers were discussed below by giving a code for teacher one (T1), teacher two (T2) teachers three (T3) teacher four (T4) respectively.

4.2.1 Teachers' response on conceptual view of CLT

The interviewed data provide that adequate understanding of the purpose of CLT and their advantages for learners one of the teachers (T1) for example, his view as follows:

Communicative Language Teaching is a language teaching approach where learners are provided with tasks in a natural context with the purpose of target language use or interaction through completing tasks, it gives more attention to communication, not form.

In the same way, another teacher (T4) emphasized the value of communicative enhance the centrality of active engagement of students in language classroom as important part of CLT as follows

I think communicative Language Teaching is very important technique for students to learn the language. In communicative Language teaching, students are provided with tasks in groups or

pairs so that they complete the tasks through interacting with the target language. They get more chance to use the target language for communication.

Another teacher (T3) gives short response as follow:

A communicative Language Teaching is an approach which offers opportunities for the students to involve actively in communication or to use the target language for interaction to complete language tasks.

4.2.2 Teachers' view on their roles in CLT

The information obtained from the interviewed teachers concerning what should be the teacher's role in CLT showed similar concept with the above one. Four of the respondents pointed out that teachers play the role of facilitator and create natural context for interaction. They also act as role models, leaders, guiders and feedback suppliers. With regard to this, one of these teachers forwarded the following.

I play a facilitator role in CLT classes. I facilitate the tasks for the learners in such a way that learners can actively involved in doing the tasks. I try to create a natural context for interaction by providing examples of tasks, clarifying difficulties by providing meanings or necessary words or expressions and so on. Moreover, teachers are leaders, role models, guiders as well as feedback suppliers. Furthermore one of the teachers suggested the following:

My role as a teacher is giving examples and clarification on what students are going to do in the tasks. In addition, creating appropriate conditions like arranging students in group or pair, encouraging, helping them and giving correction (where necessary) and feedback are also among the teachers' role in CLT.

This clearly showed that all the respondents had a general awareness about the role of the language teachers in CLT. Almost all of them believed that language teachers play a facilitator role; they facilitate and promote a communicative process among all participants who involved in performing classroom tasks.

4.2.3 Teachers' view on CLT method to their teaching experience

Three interviewees (T1, T3, and T4) indicated that the teachers' persistence in practicing CLT has a positive effect on implementing CLT. The practice of CLT highly depends on the teachers' willingness to leave their comfort zone and risk trying the new teaching method. T2: I think teachers' persistence is important to practice CLT. However, when I started teaching, I encountered difficulties to practice CLT. The classes are usually large and the students are passive. Sometimes I feel maybe I should go back to traditional teaching. However, I know it really depends on how much I want to try CLT... If the teachers think CLT is helpful for the students, they will spend time to prepare the classes and make an effort to use CLT.

4.2.4 Teachers' response on implementing CLT in EFL class.

Interviewees (T1, T3 and T4) referred to large classes as one of the obstacles to practicing CLT. The interviewees mentioned that it is challenging to use CLT in the classroom with more than 60 students because they have to give every student opportunities to practice English. Also, it is more difficult to monitor classroom activities in large classes than small classes. The following concern is common: (T2) in a large class, it is hard for me to monitor all the students and offer advice to each of them during communicative activities. For example, in the class more than 65 students, the class will probably be divided into more than 13 groups, it will take the teacher more time to walk around and answer the students' questions in each group.

The interviewees reported that the factors that impacted their implementation of CLT related to the teachers, they stated that teacher's professional training can provide knowledge about CLT, help the teachers overcome difficulties they encounter in the classrooms, and encourage the teachers to keep experimenting with CLT. Another teacher also commented "Do you think we had an awareness problem?" No I do not think so we know what to do in EFL classroom but the situations are not comfortable to practice the expected teaching roles in our class when you see private schools the number of students even the class itself is good for group work and pair work because you can facilitate the students easily. Second, the practice of CLT involves not only teachers, but also students. The students' willingness and motivation to use English in the classroom can have a positive impact on teachers' CLT practice. However, students' resistance and low-English proficiency weaken the teachers' efforts to use CLT. These results indicated that teachers found it difficult to conduct communicative activities with students who have limited English proficiency or resist participating in group work.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. 1. Introduction

This chapter consists of summary, conclusion and recommendations of the research results. The study was intended to investigate the awareness and practice of CLT roles in the teaching of English as a foreign language and to identify factors that affect teachers to implement those roles. Therefore, to achieve the overall purpose of the study, three types of data gathering instruments (classroom observation, questionnaire and interview) were employed. After the study was conducted, the data, which was gathered through the aforementioned data gathering tools, were tabulated analyzed and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions and recommendations were made.

5.2 Summary

This study has attempted to investigate teachers' awareness and practice of their roles in Communicative Language Teaching in EFL classrooms. Since role awareness alone is not enough to bring the changes, the study has also looked in to find out the extent to which teachers practice CLT in their English classrooms and the factors that affect teachers from implementing their communicative language teaching roles in EFL classroom. In order to achieve the investigation, the following major research questions were raised in the study.

1. What is the awareness of teachers regarding their roles in communicative language teaching in EFL classroom?
2. Identifying the extent to which teachers implement their communicative language teaching roles in the EFL classroom?
3. What factors affect teachers from implementing their communicative language teaching roles in EFL class?

To find answers to this research questions 8 teachers and 60 students participated and used as sources of the study. The data was gathered mainly through classroom observation, questionnaires (for both teacher and learner) and interviews (for teachers). The data obtained

from English teachers and students via questionnaires (close-ended), semi-structural interview and classroom observations were discussed, interpreted, summarized and analyzed descriptively. Finally, the analysis of the descriptive data obtained from the questionnaires, interview and classroom observation were transcribed, coded, categorized in an integrated way. The findings from questionnaire demonstrated that although they are aware of their roles of communicative approach to language teaching, they are over whole made by, the difficulties they have within their contexts and learners are shaped and guided by the dominant teacher led classroom practices although they understand the importance of learning communicatively to some extent.

In addition to questionnaire classroom observation, semi-structured interview was employed to collect data from teachers. The purpose of the interview was to strengthen the data that was collected through other instruments since interview is helpful for probing and clarification of questions. The semi-structured interview was aimed to provide an insight into the responses made in the questionnaire and to elicit teachers' views about the problems facing them in practicing communicative language teaching roles. It attempted to extract the possible problems secondary school English language teachers faced in their effort to accomplish the communicative language teaching roles as intended. The findings obtained from the teachers' interview conveyed almost similar results with that of other tools. Thus, the data obtained from the interview revealed that even though there are a few good things that can be done by the teacher, there are also many problems in practicing the communicative language teaching in English classroom. Most of the respondents complain that there is a mismatch between students' activities and classroom teacher's role. Thus based on the analysis of the data, the following conclusions have been made.

5.3 Conclusions

Based on the key findings of the study, the following conclusions are made. This study has tried to investigate whether or not teachers are aware of their roles of communicative language teaching. Since awareness alone is not satisfactory to bring the changes, the study has also tried to find out to what extent teachers practice their roles. The teachers claimed that they were aware of their roles through the questionnaire items; they failed to put that awareness into practice when they were teaching. They were not observed exercising the roles they were expected to play communicative language classrooms. Instead of facilitating classroom interaction, they were

observed dominating it. Rather than promoting communicative activities, they were focusing on grammar teaching. Rather than cheering learners to do group activities, the teachers were controlling most of classroom activities. They implement their communicative language teaching roles partially in their classes.

An attempt was made to find out why teachers failed to practice their communicative language teaching roles in their English classrooms. When they were interviewed, almost all teachers gave similar views regarding this.

They went on with the long-established way of language teaching since their learners were not willing to exercise communicative language teaching roles. They said that their learners did not want to involve in a communicative activities other than grammar. However, the teachers did not seem to know that raising learners' awareness was one of their roles in learner-centered classrooms. Thus it could be said that the teachers failed to help learners to know their roles and preferred to exercise traditional roles. In addition, both teachers and learners were exercising roles that were usually observed in non-communicative classrooms. Classroom activities were dominated by teachers' extensive talks. Learners were passive participants. Communicative classroom interaction was hardly observed. Group activities were totally missing. Classroom organization was teacher-fronted. The teaching of grammar was dominantly practiced at the expense of other skills. In short, both teachers and learners were not exercising the roles implied by the new textbook.

To conclude, the overall findings revealed many challenges that impede teaching roles of CLT not to be implemented in EFL classroom effectively. Because of those challenges, it was found difficult to create communicative language teaching environment. Of this study, indicate that in spite of the fact that teachers have good awareness of CLT teaching roles, in reality they failed to practice them in EFL classes in the entire context.

5.4 Recommendation

On the basis of recent research findings and the conclusions made in this study, it is worthwhile to suggest the following recommendations for EFL teachers, English supervisors and other researchers:

1. EFL teachers should use CLT procedures on their teaching since it enhances students' communicative competence as well as their attitude towards English.
2. EFL teachers should adapt some activities based on the content of the textbooks they use according to the procedures and principles of CLT, by doing so, they can vary their teaching procedures, and as a result, their students will be more interested in learning the target language.
3. EFL teachers are expected to make a lot effort to overcome the challenges which they encounter to implement the CLT.
4. School authority should organize successive workshops, seminars and in-service training programs for teachers in the use of CLT procedures and principles in their daily classroom practice, as well as these enable teachers to get the chance to share experiences on how to cope with the existing problems in high schools.
5. Students' proficiency in learning the target language communicatively should be maximized at the grass root level of elementary school.
6. Text book writers and designers or any concerned body should give much account for the design and volume of the students' text books so that it should be more comfortable and easy for the students to bring them regularly in the classroom.
7. Teachers and school administrators should create an English environment in the school to increase students' opportunities to practice English.
8. Form based exams should be modified in order to evaluate students' oral communication competence.
9. Finally, expectantly, the research findings in this paper will encourage an extension of research in to teachers' knowledge and understanding of CLT. A range of conceptualization, rich in detail, is further needed to provide EFL teachers with framework and models that they can follow in their own practical classes. Therefore, this study is not anticipated to make any generalization, so any concerned and interested body can make use of this study as route for further studies and is suggested to contribute a lot.

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Appendix A: Classroom Observation checklist

Addis Ababa University

School of graduate studies

Institute of language studies and journalism

Department of language studies and literature

The main purpose of this observation checklist is to investigate teachers' awareness and practice of teaching roles in communicative language teaching at Burka Jimata Secondary School grade ten in focus. The activities will be recorded in the category of 'yes' or 'no' on the base of whether they perform in the classroom lesson or not each teacher will be observed two times.

No	Items	Yes	No
1	Classroom Conditions and Seating Arrangement		
1.1	Availability of enough seating space for all students in the classroom		
1.1.1	The desks and chairs are easily movable		
1.1.2	Availability of space between chairs and desks		
1.1.3	The number of students class size is appropriate		
1.2	Classroom Teachers' activities		
1.2.1	Arrange students for different activities		
1.2.2	Moves around the classroom and encourage students while the group discussions are taking place		
1.2.3	Follow up students participation and activity or the given exercise and gives feedback		
1.2.4	Elicits correct responses from students instead of supplying answers		
1.3	Clarifying the instruction clearly and check their learning activities		
1.3.1	Organizing pair-work Give directions about the procedures and activities		
1.3.2	Give adequate time for individual group and pair work		
1.3.3	Facilitating and monitoring class activities		
1.3.4	Tends to express their feelings freely		

1.4	Learners activity		
1.4.1	Work individually and in pair		
1.4.2	Work in small group or large group		
1.4.3	Participating in varieties of activities like role plays, discussions etc.		
2	Gets frequent word praise or positive comment about their work		
2.1	The classroom teacher provides context so that the interaction will be meaningful		
2.2	The classroom teacher raises real life issues in the class room in order to facilitate communication		
2.3	Form meaning –function relationships are demonstrated and discuss in the classroom		
2.4	The teacher encourages students to use grammar for communication		
3	Instructional Materials Used		
3.1	Textbook		
3.2	Duplicated materials		
3.3	Audio-visual material		
3.4	Newspaper		

Appendix B: Questionnaire for teachers

Questionnaire to be filled by teachers

Dear teachers

The purpose of this questionnaire is to gather information about Teachers' Awareness and Practice of teaching roles in communicative language teaching (CLT) in the teaching of English as a foreign language (EFL). You are asked to take part in a research study. Your participation in this study is strictly voluntary. Please note that the information you provide will be used only for research purpose and will remain confidential. Your genuine responses contribute the most valuable part to successful completion of this study. As a further assurance, you don't need to write your name.

Thank you in advance for your cooperation

PART 1: Personal Information

Instruction 1: Please give information about yourself for each of the categories below. Put a tick () mark in the appropriate box where necessary.

1. Name of the school _____
2. Sex: a) Male [] b) Female []
3. Field of study: Major _____ Minor _____
4. Qualification: a) Diploma [] b) BA [] c) MA [] d) other (specify) []
5. Total years of teaching experience:
a) Five and less than five years [] b) 6-10 years [] c) 11-20 years [] d) more than 20 years []
6. Your teaching load in periods per week
a) 10 and less than 10 [] b) 11-20 [] c) 21-30 [] d) above 30 []
7. Average number of students in your class?
a) 30 and less than 30 [] b) 31-40 [] c) 41-50 [] d) 51-60 [] e) above 60 []

8. The grade level you are teaching currently

A. grade 9 B grade 10 C) grades 9 and 10

Part II Research Related Information

Instruction 2: Please read the following items carefully and put a tick (✓) mark in the appropriate box.

1. Have you ever taken a course concerned with communicative language teaching (CLT) in college or university?

a) Yes b) No

2. If your answer to question Number one is 'yes', how useful have you found the course in your teaching?

a) Very useful c) Useful b) Moderately useful d) Not that much useful e) Notuseful

3. Have you ever participated in any seminar, workshop or orientations concerning CLT?

a) Yes b) No

4. If your answer to question No. 3 is 'yes', how useful have you found them to practice language teaching role based on the principles of CLT?

a) Very useful b) moderately useful c) useful

d) Not that much useful e) not useful

PART III: CLT Dimension

Direction: Please read each statement in this section and decide whether you agree or disagree with the statement by putting a tick (✓) mark against your choice. For this questionnaire, the following five responses are prepared:

Strongly Agree (SA) =5 Agree (A) =4 Undecided (U) =3 Disagree (D) =2 Strongly Disagree (SD) =1

No	Items	SD	D	U	A	SA
	I. Teachers teaching role awareness					
1	Good EFL teaching is virtually synonymous with Communicative language teaching (CLT) method.					
2	A communicative view represents influential view of EFL curriculum.					
3	The communicative approach gives equal attention to all language skills.					
4	CLT helps learners to take responsibility of their learning process more than teacher centered approaches					
5	Lack of awareness and practice of communicative EFL class.					
6	EFL programs, content learning is best accomplished with a communicative approach.					
7	English speaking proficiency is more easily achieved in a communicative class.					
8	Students do their best when taught as a whole class by their teacher.					
9	Group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue.					
10	Small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher.					
11	Knowledge of the rules of a language does not guarantee the ability to use the language.					

12	For most students language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
13	Use teachers led -classroom discussion.					
14	Explain new words and phrases and let the learners do the exercises in the textbook					
15	Explain new grammatical terminologies or forms and patterns (rules) and let the learners be engaged in doing exercises.					
16	Give students explanation of rules with model sentences to illustrate them					
	II. Teacher classroom practice					
17	Introduce the new language item in context and demonstrate the use and meaning of the new language and let the learners try to produce, reproduce and communicate with the language.					
18	Involve students in questioning and answering activities.					
19	Involve learners in role play, simulation or any kind of Drama.					
20	Involve learners in problem-solving activities.					
21	Involve learners in activities as identifying similarities and differences of pictures in group.					
22	Use different kinds of language games e.g. word dominoes.					
23	Involve learners in conversation and discussion on some issues and facilitate the discussion.					
24	Make learners relay instructions (one learner gives instruction and the other writes it).					

25	Make the learners exchange letters, write reports, Advertisements etc. cooperatively.					
26	Use audiovisual materials to support your lesson.					
27	Use pictures and objects to convey the meaning of structure.					
28	Use pair works in which two students work on a given task.					
29	Use group work in which more than two students work on a given task.					
30	Help learners correct their error in their pair and group discussion.					
31	Evaluate students in paper and pencil test (on terms or semesters).					
	III. Challenges in implementing CLT in to practice					
32	Impractical for EFL learners					
33	Inadequacy of the training of teachers.					
34	Teacher's attitude towards subject matter					
35	Poor class room conditions					
36	Misconception about communicative language teaching					
37	Excessive work load					

Appendix: Questionnaire for students
Student's questionnaire

Dear student.

The purpose of this questionnaire is to gather information about Teachers' Awareness and Practice of teaching roles in communicative language teaching (CLT) in the teaching of English as a foreign language (EFL). You are asked to take part in a research study. Your participation in this study is strictly voluntary. Please note that the information you provide will be used only for research purpose and will remain confidential. Your genuine responses contribute the most valuable part to successful completion of this study. As a further assurance, you don't need to write your name.

Thank you in advance for your cooperation.

I. personal information

Sex _____ Grade _____ Name of school _____

Part II. Research related information

Direction: Please read each statement in this section and decide whether you agree or disagree with the statement by putting a tick (✓) mark against your choice. For this questionnaire, the following five responses are prepared:

Strongly Agree (SA) =5 Agree (A) =4 Undecided U =3 Disagree (D) =2 Strongly Disagree (SD) =1

No	Practice of Communicative Language Teaching	SD	D	U	A	SA
1	The chairs and desks are adequate for all students in the classroom					
2	The chairs and desks are comfortable for group discussion					
3	The number of students in your class is large					
4	Students frequently discuss in pair or group in English class room					

5	Your classroom English teacher gives you adequate time to do pair / group work.					
6	Your classroom English teacher facilitates the discussion by moving in the classroom while you are discussing in pair/group.					
7	Your classroom English teacher speaks more in English classroom than students.					
8	Your classroom teacher presents authentic materials such as newspaper, magazines, pictures, photos etc. in English classroom.					
9	You are motivated to actively participate in English classroom					
10	You are encouraged to talk whatever you want in classroom.					
11	You are inspired to ask questions and respond to ideas that you have got from the classroom activities and to discuss in pair and group.					
12	You are encouraged to guess meaning of words from context					
13	The teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by themselves					
14	Use audiovisual materials to support your lesson.					
15	Your class room teacher explain new words and phrases and let you do the exercises in the textbook					
16	Your classroom teacher explain new grammatical terminologies or forms and patterns (rules) and let the let you be engaged in doing exercises.					
17	Your classroom teacher gives you explanation of rules with model sentences to illustrate them					
18	Your classroom teacher Uses individual –seat work.					
19	Your classroom teacher Introduce the new language item in context and demonstrate the use and meaning of the new					

	language and let you try to produce, reproduce and communicate with the language.					
20	Involve you in questioning and answering activities.					
21	Involve you in role play, simulation or any kind of drama.					
22	Involve you in problem-solving activities.					
23	Involve you in activities as identifying similarities and differences of pictures in group.					
24	Use different kinds of language games e.g. word dominoes.					
25	Involve you in conversation and discussion on some issues.					

AppendixD: Interview for Teachers

Dear Teacher,

Good morning/afternoon: my name is _____. I came from Addis Ababa University School of Foreign Language Studies from English Department to study English language teachers awareness and practice of communicative language teaching (CLT) roles in the teaching of English as a foreign language (EFL). I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information, therefore. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

1. What does communicative language teaching mean for you?
2. What do you think teachers' role and practice in communicative language teaching?
3. How do you relate CLT method to your teaching experience?
4. To what extent you implement CLT in EFL class?

Appendix E: Transcription of the Entire Interview

1. What does communicative language teaching mean for you?

T1: “Communicative Language Teaching is a language teaching approach where learners are provided with tasks in a natural context with the purpose of target language use or interaction through completing tasks; it gives more attention to communication, not form.”

T3. “A communicative Language Teaching is an approach which offers opportunities for the students to involve actively in communication or to use the target language for interaction to complete meaningful task.”

T4:“I think communicative Language Teaching is very important technique for students to learn the language. In communicative Language teaching, students are provided with activities in groups or pairs so that they complete the activities through interacting with the target language. They get more chance to use the target language for communication.”

2. What do you think teachers’ role and practice in communicative language teaching?

T1, T3&T4 “Teachers play a facilitator role in CLT classes. They facilitate the pair/group works for the learners in such a way that learners can actively involve in doing the tasks. They try to create a natural context for interaction by providing examples of tasks, clarifying difficulties by providing meanings or necessary words or expressions and so on. Moreover, teachers are leaders, role models, guiders as well as feedback suppliers.”

T2: “My role as a teacher is giving examples and clarification on what students are going to do in the tasks. In addition, creating appropriate conditions like arranging students in group or pair, encouraging, helping them and giving correction (where necessary) and feedback are also among the teachers’ role in CLT.”

3. How do you relate CLT method to your teaching experience?

Three interviewees (T1, T3, and T4) indicated that the teachers’ persistence in practicing CLT has a positive effect on implementing CLT. The practice of CLT highly depends on the teachers’ willingness to leave their comfort zone and risk trying the new teaching method. T2: I think teachers’ persistence is important to practice CLT. However, when I started teaching, I

encountered difficulties to practice CLT. The classes are usually large and the students are passive. Sometimes I feel maybe I should go back to traditional teaching. However, I know it really depends on how much I want to try CLT... If the teachers think CLT is helpful for the students, they will spend time to prepare the classes and make an effort to use CLT.

4. To what extent you implement CLT in EFL class?

Interviewees (**T1**, **T3** and **T4**) referred to large classes as one of the obstacles to practicing CLT. The interviewees mentioned that it is challenging to use CLT in the classroom with more than 60 students because they have to give every student opportunities to practice English. Also, it is more difficult to monitor classroom activities in large classes than small classes. The following concern is common:

T2: In a large class, it is hard for me to monitor all the students and offer advice to each of them during communicative activities. For example, in the class more than 65 students, the class will probably be divided into more than 13 groups, it will take the teacher more time to walk around and answer the students' questions in each group.