

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH



**AN INVESTIGATION OF THE PRACTICES OF COMMUNICATIVE
LANGUAGE TEACHING: THE CASE OF AYIMERO
BELE GRADE 9 STUDENTS**

BY
SOLOMON YADETIE

September, 2017

Adama, Ethiopia

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**A THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY
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ABSTRACT

The purpose of this study was to investigate teachers' and students' attitudes towards the practice of communicative language teaching: the case of Ayimero Bele Secondary School. To achieve the purpose, descriptive survey was used. Lottery sampling was used for selection of both English teachers and students. A sample of 3 English teachers and 100 students were selected from the population of 9 English teachers and 950 students. A set of questionnaires were prepared and administered to sample students. Besides, interview was conducted with 3 English teachers and then the teaching learning process of two classes was observed. Then, the quantitative data was analyzed using, percentage, frequency, and qualitative data was interpreted with narrative statements. The finding of this study indicates that teachers are not regularly using communicative language teaching methods. Question and answer, and lecture methods are found to be the most predominantly used communicative language teaching methods in the classroom. Even though teachers' understanding of communicative language teaching is good, the roles expected from them and the students are not practiced due to time constraints, un-conducive classrooms, large number of students, students fear of committing mistakes, interference of mother tongue during discussion and presentation, and lack of interest from students and teachers side. Hence, to solve the major problems, English teachers, and stakeholders should create conducive environment by fulfilling furniture's, encouraging students' participation and arranging short training for teachers. English teachers should shift their teaching methodologies from the old traditional lecture method to the more participatory and effective communicative language teaching methods. The woreda education office together with the Oromia education bureau should also schedule special training program for English teachers for their capacity building to promote teachers practice of communicative language teaching.

CHAPTER ONE: INTRODUCTION

In this chapter, attempts were made to present major sections of the study such as the background and the statement of the problem, the research questions and objectives, the significance of the study and the scope of the study. The definitions of some terms were also included. Their details are given here under.

1.1 Background of the Problem

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). Over the last 30 years, communicative language Teaching (CLT) has evolved as the most prevailing approach in language teaching, and a considerable amount has been written and discussed on its philosophy and implications (Nunan, 1991). Since learners' communicative competence was set to be the main goal in language teaching in the 1970s (Hymes, 1979), CLT has gained credibility and flourished as an effective foreign language approach across different world educational programs. These changes have brought considered characteristics of CLT in practice which include learner centeredness, focus on both meaning and linguistic forms in context, use of collaborative activities, promotion of authentic materials and of relevant and meaningful classroom activities, and new roles for teachers as facilitators and negotiators of meaning (Richards and Rodgers, 2001).

In addition to this, communicative language teaching (CLT) is a prominent theoretical model in English language teaching (ELT). It is accepted by many applied linguists and teachers as one of the effective approaches. This approach gives a special attention to the needs and interests of the learners (Harmer, 1991). Tudor (1996: 8) explains that communicative language teaching provides a desire to develop course design structures which are flexible and more responsive to students' real world communicative needs. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics (Thompson 1996:13). Petrovitz (1997) further elaborates that the communicative language teaching encourages learners to take part in and reflect on communication in as many different contexts as possible. CLT advocates teaching practices that develop communicative competence in authentic contexts (Larsen-Freeman, 2001). Vanpattern (1998) states that communicative language teaching shifts learners' activities from skill getting to skill using. He suggests that the functional nature of language and

the communicative language teaching allows learners communicate without subsequent loss in grammatical accuracy and other areas of discrete language knowledge.

Similarly, in Ethiopia, it has been found to be a promising approach to improving language teaching (Atkins, Hailom & Nuru, 1995). As a result, 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). Consequently, the old educational system, which was teacher-centered and solely conducted with/ by the chalk and talk mode of delivery, is changed into the present system, which is student-centered with emphasis on various exercises, student-teacher interaction, and encouragement of student interest. On the basis this curricular content expected student achievement and behavior at the end of each level of education have all been considered in the development of the curriculum. The mode of delivery has also been designed to produce students capable of solving problems.

Since English language has a foreign language status for Ethiopian students, they learn this language for some reasons. First, it is known that English is used as a medium of instruction in high schools, colleges, and universities. Second, it is incorporated in the school curriculum as one subject with specified objectives and organized activities. Third, students learn English to pass classroom and national examinations. Finally, English is a global language, and the students' ability in using this language helps them for their future career.

In this regard, CLT has been found to be an important approach to improve English language teaching in Ethiopia. However, CLT implementation at various educational levels in Ethiopia is hindered by several factors. For instance, there is limited teacher training on the concepts and principles of CLT. Teachers biased perception or attitudes about the approach and their preference to use traditional grammar teaching is also the other factor. The expansions of secondary schools can be mentioned as essential constraining factors (Atkins, Hailom,& Nuru,1995).

Therefore, to understand the implementation of CLT, the researcher found out teachers' and students' practice of CLT, find how the attitude of teachers and students affect the practice of

CLT during the teaching and learning of EFL, and investigate teachers' practical problems in implementing CLT.

1.2 Statement of the Problem

The very basic goal of a foreign language teaching is to enable learners to communicate through that language, and this is widely pursued in CLT approach. The primary focus, however, is on helping learners create meaning rather than helping them develop only grammatical competence. However, presently, teachers at schools and employers in industries have been complaining about the low level of English language competence of students and graduates. Although Ethiopia's need for English language is more intensified as globalization is the agenda of the time, the depressing picture of English language teaching never improved. Students who join colleges and universities are unable to express themselves in English well. Graduates who join the world of work fail to write their own CV and application letters for job. Students in primary and secondary schools and even in colleges and universities lack the proficiency to use it well. The learners' proficiency remains poor and the effectiveness of English language teaching remains questionable, despite the efforts being undertaken by the Ethiopian government and concerned institutions. However, English in Ethiopia is still a medium of instruction from secondary school through higher education.

Moreover, from a long period of the researcher's teaching experience of English, he informally noticed that students of Ayimero Bele Secondary School still cannot use it effectively as a means of communication. They do not write coherent and meaningful paragraphs. They do not speak well. They are also unable to use the appropriate words in different situations in communication. Furthermore, they lack grammatical competence which refers to the knowledge of a language that accounts for the ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. They do not even differentiate the words' parts of speech, tenses, and clauses to use them in sentences.

In general, the learners have lack of communicative competence. They do not have the knowledge of how to use language for a range of different purposes and functions. They also lack how to vary our use of language according to the setting and the participants. In addition to this, they have not the knowledge of how to produce and understand different types of texts and how to maintain communication despite having limitations in one's language knowledge (Richards, 2006).

For this reason, CLT has been widely explored and studied by many researchers in the field of English language teaching. There have been many studies conducted on the beliefs and perception of teachers and students towards CLT in EFL settings. For instance, in the Ethiopian context, Yalew (2004) conducted a study on "Teachers' beliefs, knowledge and practice of learner-centered approach in schools of Ethiopia." The result of his research indicated that teachers tend to employ the traditional teacher-centered approach of teaching; even if there is a need to implement learner – centered approach. Beyene (2008) also conducted the perception and practice of CLT of the High school EFL teachers and learners in Addis Ababa. The findings of his study revealed that even though teachers have favorable perception of the principles of CLT to language, learners are guided by dominantly teacher led classroom practices. In this regard, most of these studies did not conduct about practice of CLT and no studies about CLT are conducted around the school district.

For this fact, this study tried to investigate to the classroom practices Communicative Language Teaching alone to implement the relatively new communicative approach in Ayimero Bele Secondary School.

1.3 Objectives of the Study

The following general and specific objectives were designed to address the root cause of the problem of the teachers and students mentioned in the above section.

1.3.1 General Objective

The main objective of this study was to:

- Investigate the practice of communicative language teaching in EFL class.
-

1.3.2 The Specific Objectives

The specific objectives of the study were to:

1. Find out the attitude of teachers and students towards the practice of CLT.
2. Find how the attitude of teachers and students affect the practice of CLT during the teaching and learning of EFL.
3. Investigate teachers' problems in implementing CLT in Ayimero Bele Secondary School.

1.4 The Research Question

To guide the study of the course of its investigation the following broad and specific research questions were designed.

1.4.1 Broad Research Question

The broad research question was:

- What are the practices of CLT in EFL classes?

1.4.2 Specific Research questions

During the course of the study, the following specific research questions were answered.

- What are the attitudes of teachers and students towards the practice of CLT?
- How the attitudes of teachers and students affect the practice of CLT during the teaching and learning of EFL?
- What are teachers' problems in implementing CLT?

1.5 The Significance of the Study

This research is very important to identify the problems of teachers to implement CLT in EFL classes. This is again significant for the teachers, government, trainers and researchers. The result of this study will support teachers and the government to keep the quality of education in the sector. It is helpful for the trainers to prepare trainings based on the findings of this research to all teachers who were involved in teaching English at secondary school. It will be important for the researchers to make further researches on the practical implementation of communicative language teaching.

1.6 The Scope of the Study

This study, as stated earlier, was delimited to address teachers' and learners' practice of CLT in EFL classroom. Its conceptual scope was, therefore, confined to find out the attitude of teachers

and students towards the practice of CLT, find how the attitude of teachers and students affect the practice of CLT during the teaching and learning of EFL. And investigate teachers' practical problems in implementing CLT within EFL actual classes'. However, all aspects of CLT method were not investigated within this short period of time, hence the study is delimited to investigate teachers' and learners' practices in communicative language teaching.

1.7 Limitation 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 3 English teachers and 100 students selected from single school. It would have been better and more effective if a good number of schools and participants were included in the study to gather sufficient information to obtain better results. Moreover, being observed or investigated could be a stressful situation. In this regard, the teachers as well as the students in each class are closely observed. Hence the presence of the observer could cause a certain amount of limitation to the study. 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 teaching.

1.8 Definition of Terms

Under this sub-title the researcher defined the following basic terms that the researcher used in the study. These were:

- **Attitude** is the opinion and feelings that you usually have about something (Longman, 2014).
- **Practice** refers to the process of repeating something many times in order to improve performance.
- **Communicative Language Teaching** is a theory of language teaching that emphasizes the communication of meaning rather than the practice of grammar forms in isolation (Richards & Rodgers, 2001).
- **Communicative competence** refers to the effectiveness of the learners to use the linguistic, sociolinguistic, strategic and discourse competence of the target language.
- **Communicative activities** are activities that lead learners to interact in the process.

- **Role-** the part played by teacher or students in a classroom, with any characteristic or expected pattern of behavior that it entails.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Under this chapter, the basic concepts of communicative language teaching were discussed. Approaches to foreign language teaching (structural approach and communicative language teaching), collaborative language learning, teachers' and learners' attitudes, and teachers' and learners' role, factors affecting the practice of CLT in English language classrooms, classroom activities in communicative language teaching, effective ways of using communicative classroom activities, challenges of practicing communicative language teaching and advantages of communicative language teaching method group were elaborated.

2.1 Approaches to Foreign Language Teaching

It is generally understood that the main purpose of language teaching is to help learners develop communicative competence. To achieve this goal, different approaches are used by different scholars. One cannot suggest an absolute and perfect approach to language teaching. Each approach has its own impact on syllabus design, methods of teaching and procedures in classroom implementation. In this section, the researcher discusses to show the difference between the two approaches- structural and communicative, with relation to theories about the nature of language and language learning that serves as the source of practice in language teaching.

2.1.1 The Structural Approach

The structural approach is the most traditional way of language teaching. It gives more emphases for the formal aspect of the language rather than function. Richard and Rodgers (2001:17) ascertain that language is a system of structurally related elements for coding of meaning. Larson-Freeman (2001) further comments that communicative ends are best served through bottom up process, through grammatical structures and lexical patterns until they are internalized. According to this approach, communication in foreign language is possible because learners have very well acquired the basic sentence structures. Stern (1983:140) indicates that the main concern of this structure centered approach is to help students know the language. It draws a special attention to correct sentence formation. This habit formation can be developed during the repetition of grammatical systems that have been set in to pattern drills. Learning a language is breaking the language in to smaller and smaller pieces so as to examine and know its form because they believe that the knowledge of linguistic form is the basis for language use. Wilkins (1972) also comments that the parts of the language are taught separately and step by step.

The main purpose of this approach is to provide a coherent structural foundation on the basis of which a genuinely spontaneous use of language can be achieved (Brumfit, 1986:5). In the structural approach of language teaching, the whole teaching learning process is under the teacher's control. There is no chance for students to practice the new language items by themselves. This is because the lessons tend to be less predictable. As a result, the learners need to be encouraged to practice the drills, so they would master the language forms. Widdowson (1990) also says that the assumption behind the emphasis on the mastery of language structure is that once learners have achieved this semantic knowledge, then, they will be able to use it pragmatically to do things, to converse, to read, to write, to engage in communicative activity.

It was assumed that the acquisition of these features will result in subsequent communicative abilities. Most materials following the structural approach consisted of mechanical drills, such as substitution and transformation drills. Such activities are intended to enable the learners to solely internalize and memorize form without requiring them to use their knowledge of the form meaningfully. Tarone and Yule (1989) write that the traditional language teaching methods and materials that are based on this approach are characterized by concentrating on the development of grammatical competence. The students are expected to develop their grammatical competence in the foreign language. The students understand the structure of the language but they do not use this knowledge for actual communication in real life situations. Cunningsworth (1984) and Widdowson (1978) argue that the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in a language, which are appropriate to the context of use, or to interpret the appropriacy of the utterance.

In this Structural Approach, the role of the teacher and the students were obvious. Peterson (1986:2) explains that in this view the teachers should always act as ‘questioner, initiator, teachers and formal instructor.’ The teachers model the target language, control the direction and pace of learning, monitor and correct the learners' performance whereas Peterson says that learners act as the role of listeners, respondents or formal class students. Teachers most of the

time focus on accuracy. The learners do not have chance to express their own feelings and desires as they want since their role is too limited in this approach. The inadequacy of this approach in

order to help learners comprehend and use the target language effectively causes the emergence of other alternative approaches and methods in foreign language teaching to communicate meanings.

2.1.2 Communicative Language Teaching (CLT)

The communicative approach is referred to as a recent approach of foreign language teaching that emphasizes the use and meaning of language items. This could be the product of educators and linguists who had grown dissatisfaction with the audio-lingual and grammar translation methods of foreign language instruction (Tudor 1996:7). They felt that students were not learning enough realistic, whole language. They also believed that the previous language teaching methods did not help learners to communicate using appropriate social language, gestures, or expressions. These criticisms and counterarguments lead to a new approach to language teaching which focuses on language function and use rather than the formal aspect of language (Larsen-Freeman, 1986:26).

The communicative approach in language teaching starts from a theory of language as communication. The goal of most language teaching methods is to teach learners to communicate in the target language. In addition, 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. For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. However, Hymes held that such a view of linguistic theory was sterile (Richards and Rogers, 2001).

CLT is a language teaching approach that emphasizes the communication of meaning rather than the practice of grammatical forms in isolation. Due to this, the aim of CLT is to help students move beyond mastering the structures of a foreign language and learn, instead, to communicate socially on an everyday basis with native or native-like speakers. It aims at developing among

language learners the knowledge and skills needed for appropriate interpretation and use of a language in different communicative settings.

In the communicative approach, authentic language use and classroom exchanges where students are engaged in real communication with one another became quite popular. This is because

learners need to be given some degree of control over their learning since language is a system of choice. The learners must be given the opportunities to learn how to make choices. Halliday (1994) stated that the communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting.

Communicative approach to teaching second languages stresses the use of authentic materials as input and stimuli for the completion of interactive tasks relevant to students' interests, related with them and integrated in skills. The goal of communicative language teaching is to acquaint students with the second language as it is used naturally in real contexts and to provide those opportunities to use the language in these contexts (Jones 1993). Communicative activities should assist this process. The communication activities should invite students to interact. Sauvignon (1997:8) defines communication as a continuous process of expression, interpretation and negotiation of meaning. Later she adds "communicative competence applies to both written and spoken language, as well as too many other symbolic systems." Since the ultimate aim of language teaching is to develop communicative competence, the communicative language has to motivate them to express their own ideas and interests. It can also promote the process through material preparations and task design.

The materials and the tasks can be designed to initiate learners for interaction. Sauvignon (1991) notes that the use of games, role plays, simulations, pair and small group activities have gained acceptance and widely recommended for inclusion in language teaching programs. Learners' communicative needs provide a framework for elaborating the goal in terms of functional competence. As a result, learners are active participant in the classroom tasks. They have freedom in the learning process. They negotiate meanings, interact with their groups and solve problems by themselves (Breen and Candling 1980).

Teachers have to be ready to know what learners say and just how they say it and to interact with them in a 'natural' way. They have to use a wider range of management skills than in the traditional teacher-dominated classroom.

2.2 Communicative Competence

Communicative competence is a concept introduced by Dell Hymes (1972) and discussed and redefined by many authors. Hymes' original idea was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language. They also need to know how language is used by members of a speech community to accomplish their purposes. Communicative competence includes the knowledge of how to use language for a range of different purposes and functions, how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations), and how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006). As a result, Canale and Swain (1980) identified four dimensions of communicative competence which are linguistic/grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

2.2.1 Linguistic (Grammatical) Competence

Linguistic/grammatical competence is knowing how to use grammar, syntax, and vocabulary of a language. Linguistic competence asks what words do I use? How do I put them into phrases and sentences? Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a

language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence (Richards, J. C, 2006).

2.2.2 Sociolinguistic Competence

Sociolinguistic competence is knowing how to use and respond to language appropriately in a given setting, the topic and the relationship among the people communicating. Sociolinguistic competence asks which word and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing? Similarly, pragmatic Competence refers to the ability to use language appropriately in different social situations. It is true to say that there is no correct way to use language. However, we can certainly define what is appropriate for use of language in different circumstances.

2.2.3 Discourse Competence

Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language. Discourse competence asks how are words, phrases, and sentences put together to create conversation, speeches, email messages, newspaper articles? Discourse Competence refers to the way ideas are linked across sentences (in written discourse) or utterances (in spoken discourse).

2.2.4 Strategic Competence

Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic Competence refers to a person's ability to keep communication going when there is a communication breakdown or to enhance the effectiveness of the communication. It means being able to get one's message across through use of repetition, volume, or many of the other ways listed below. Strategic competence asks: how do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my idea if I don't know the name of something or the right verb form to use?

2.3 Collaborative Language Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to

Gerlach (1994) collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs. Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. As Smith and MacGregor (1992) state, in collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based on students' discussion and active work with the course material.

2.4 Attitude of Teachers and Students Towards CLT

This section discusses the attitudes of teachers and students separately as follows:

2.4.1 Attitudes of Teachers towards the practice of CLT

Attitudes are defined as the interaction of feelings, beliefs and thoughts about actions. Teachers' attitudes are of paramount importance to the process of implementing changes in the educational system. Some studies show that EFL teachers in general have positive attitudes towards communicative approach in different countries (Razmjoo & Riazi, 2006). However, these positive attitudes do not necessarily guarantee teachers' use of CLT in their classes and inconsistency between teachers' beliefs, which agree with CLT principles, and their actual practice, which deviates from CLT principles are observed. By contrast, in some studies teachers have shown negative attitudes to CLT and believe that communicative approach is more useful for students who live in English-speaking context not for EFL learners. As teachers' attitudes and beliefs remain the single strongest guiding influence on instruction, these negative attitudes can be the source of difficulties teachers face in implementing CLT. Experiencing difficulty in communicative classes may lead to teachers' higher negative attitudes or modification of CLT when it is being implemented. Teachers may even fall back to on their established practice (Savignon & Wang, 2003).

2.4.2 Attitudes of Learners towards the practice of CLT

A student should have beliefs, perceptions and attitudes which are important in order to learn. Positive factors contribute to success while negative factors contribute to failures. Positive factors can turn into negative and vice versa if there is a defect in the approaches used. Therefore, students' beliefs, perceptions and attitudes needed to be understood in order to pinpoint the challenges, hindrances and obstructions that they faced while learning in a classroom. The effectiveness of any type of language learning is strongly related to the students' beliefs, perceptions and attitudes (Cotterall, 1995). Learners' attitudes to learning and the perceptions and beliefs may have a strong influence on learning behavior and on learning outcomes.

2.5 Teachers and Learners Role

This section elaborates the teachers' role and the students' role as follows.

2.5.1 The Teachers Roles

According to Richards and Rogers (2001:167), several roles are assumed for teachers in communicative language learning. Teachers facilitate the communication process between all the participants in the classroom, the various activities and texts. The teacher is an organizer of resources and a guide within the classroom procedures and activities. The teacher is a researcher and learner. He/she contributes the ability, knowledge and experience of himself/herself. The teacher is needs analyst, counselor, and group process manager.

In communicative language teaching, the role of teacher is limited (Littlewood, 1981). Communicative language teaching prevents unnecessary teachers' intervention. Teachers encourage students to enhance their communicative skills and initiate their creativity. Teachers have roles not necessarily dominant. However, it does not mean that once a teaching activity is in progress, teachers should become passive observers. Brumfit (1986) comments that communicative language teaching places greater demands on the teachers than other widely-used approaches. It is the teacher's responsibility to manage the activities, facilitate communication process, guide students to use the language appropriately and act as independent participant in the teaching learning group without dominating it (Littlewood1981).

2.5.2 The Learners Roles

In CLT context, students are seen as processors, performers, initiators and problem solvers. Richards and Rodgers (2001:166) stated that in communicative language learning the roles of the learners are different from those found in traditional second language classroom. They are negotiators. They interact between the learning process and the object of learning. They are responsible to their own learning. Learners are negotiators between the self, the learning process, and the object of learning. Learners have great responsibility for their learning. The success of communication among learners result from a joint responsibility and failed communication is a joint responsibility and not the fault of the speaker or listener.

2.6 Factors Affecting the Practice of CLT in English Language Classrooms

It is common that like any educational issue in the teaching learning process communicative language teaching too may come across constraints during its practice in the real class room conditions. Some of the common problems include: classroom conditions, shortage of instructional materials, the impact of time, and organization of curriculum materials.

2.6.1 Classroom Conditions

The physical environment in the classroom can make or break active learning (Silberman, 1996). Of course, no one set up or class arrangement is ideal rather there are many options. The interior decorating of active learning is fun and challenging, especially when the furniture is less than ideal. In some cases furniture can be easily rearranged to create different set ups. If the furniture is moveable, it could be possible to use different layouts for active learning even the most traditional classroom environments. The same author has suggested ten different types of classroom layouts, which facilitates communicative learning. These layouts includes: U-shape, team style, conference table, circle, group on group, work station, break out groupings, chevron arrangement, traditional classroom, and auditorium.

2.6.2 Shortage of Instructional Materials

As explained by Mukalel (1998), instructional materials are all those materials that the teacher brings to the classroom from time to time to facilitate his/her teaching and to make the work more

creative and effective. The same author classifies instructional materials that help the teacher and the students as resourceful devices in the teaching learning practices in to three categories: 1) visual aids 2) audio aids and 3) audio-visual aids. Mukalel (1998), further noticed that instructional materials help the teacher add a new and concrete dimension to class room teaching. Because, teachers and students dependence on the materials in the text book and supplementary books can easily lead to stereotyped mode of teaching, and introducing teaching aids to the classroom helps to add a new dimension to teaching. Thus, to make learning more concrete and enhance students' participation, a conscientious teacher has to develop confidence with regard to the usefulness of instructional aides of a feasible kind. In broader terms, the problems of instructional materials may involve shortage of text books, teacher's guide, pedagogical centers, libraries, reference books, laboratories, audio visuals etc. The presence or absence of these materials may facilitate or affect the practice of communicative language teaching methods in the teaching learning classroom.

2.6.3 The Impact of Time on CLT

The distribution and use of school time is important in the practice of communicative language teaching. According to McCartney, (1994), time in learning is classified in to two, namely, allocated time and engaged time. Allocated time refers to the time during which students have the opportunity to learn whereas, engaged time is the part of the allocated time when students are actually exhibiting on task behavior. In the classroom instruction, there are five ways in which allocated time can be maximized. They include: a) avoiding waste time b) avoiding late starts and early finishes c) avoiding interruptions d) handling routine procedures smoothly and quickly and e) minimizing time spent on discipline. He also suggests six strategies for increasing students' time on task. These are: 1- teaching through engaging lessons 2- maintaining

momentum 3-maintaining smoothness of instruction 4- maintaining transitions 5-maintaining group focus during lessons and 6- maintaining group focus during seat work.

In short, to minimize the impact of time shortage in the practice of communicative language teaching, the allotted time need to be used as effectively as possible. This could be achieved through avoiding interruptions and wastage of time and minimizing time spent on discussing the unnecessary or cough and sneeze issues.

2.6.4 Organization of Curriculum Materials

The organization of curriculum materials, (syllabus, textbooks, teachers' guide, and other materials), have also great impact on the practice of communicative language teaching. Most of the curriculum materials prepared is over-crowded by content with actually very few activities and exercises. Pertaining to this idea, Leu (2000) explained the problems of teachers by saying: Teachers will often skip over these activities and go on to the next unit because they are pressed to get through the book to cover and present all the information contained in the book. This gradually reduces the creativity of the learners by their own and in turn hinders the practice of communicative language teaching.

Most text books and manuals do not incorporate communicative language teaching. They only use one-way instruction. In-one way communication, the learner reads what has been written but in no way responds to the material. An effective instructional design however, consists of two-way process. That is to say there is interaction between the writer's text and the learner.

2.6.5 Lack of Skill in Implementing Communicative Language Teaching

Basically not only in active learning strategies, but in any activity that one can be involved to practice certain task, the importance of having an adequate skill about the activity is no doubt. Therefore, the skill which usually be developed through different exposure like training work shop is believed to lay a foundation to promote active learning. Klionsky (2004) declared that faculty members do not know that there are alternatives for effective teaching and learning and

they teach the way they were taught, which was usually through a lecture and note taking format. Scholars have confirmed that instructional strategies contribute a lot to promote effective learning. Nevertheless, this depends largely up on the role and quality of the teachers who play a key role in the teaching-learning process. Mutassa and Wills (1995), have explained that instructional methods by themselves cannot much to improve learning and thus their value lies on the professional skills of the teacher in using or handling them. Moreover, these authors further extended their argument by saying there is nothing as dangerous as using a method one can't use

well indeed. It is better to use a poor method which one can handle well rather than a good method clumsily done. Therefore, the teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learner. However, educators have noted that there is a problem in teacher training programs because they failed to relate theory to practice. In this regard Amare, (2000), has explained that one could speculate a possible student exposure to the new perspective in a teacher training program. The difference could, however, be explained partly by the conflict between what perspective teachers are told to do and by what their instructors actually do. Clearly, there is a gap between theory and practice, i.e. in theory a teacher may advocate a two way communication but in practice he/she may not employ. In fact, there are arguments that support the idea that students imitate more of what they see than what they hear and read. They imitate the action of their teachers and exercise selectively on what their teachers told them to do.

2.7 Classroom Activities in Communicative Language Teaching

Communicative activities are classified into two major categories as ‘Functional Communicative activities’ and ‘Social Interaction Activities’ (Littlewood, 1981:20-36). The functional aspect of communication includes activities like problem solving tasks as identifying pictures (comparison of similarities and differences), discovering sequences or locations, discovering missing information or feature, discovering secrets, following direction etc. The social interaction aspect includes activities like dialogue, role plays, conversation and discussion, simulation, improvisation and debates. Most of the activities mentioned above are discussed in detail by Littlewood (1981:22-36) and are summarized as follows.

2.7.1 Functional Communicative Activities

– **Identifying Pictures:** Learner **A** has a set of five or six pictures which are very similar in content, but contain a number of distinguishing features. Learner **B** has a duplicate of just one of these pictures. Learner **A** must find out which of the pictures learner **B** is holding, by asking him questions about it.

– **Discovering Identical Pairs:** a similar set of, say, four pictures is now distributed among four learners, who thus have one picture each. A fifth learner in the group holds a duplicate of one of

the pictures. He must question the others in order to discover which learner has the picture identical to his own.

_ **Discovering Sequences or Location:** Learner **A** has a set of, say, six pictures or patterns. These are arranged in to a sequence from one to six (either in advance or by **A** himself). Learner **B** has the set of pictures, but these are not in sequence. Learner **B** must discover the sequence of **A**'s picture and arrange his own in the same way.

_ **Discovering Missing Features:** Learner **A** has a picture, for example, a street or a country scene. Learner **B** has the same picture, except that various items have been deleted from it. Learner **A** (i.e. the partner with a complete picture) must take the initiative in asking questions. He must find out which details have not been reproduced in **B**'s version of the picture.

_ **Discovering Secretes:** One learner has a piece of 'secret' information, which the other in his class or group must discover by asking appropriate questions. The questions must be restricted to a certain kind, such as Yes/No questions, in order to prevent the discoverer from simply asking directly for a piece of information.

_ **Discovering Differences:** Learner **A** and learner **B** each have a picture (or a map, pattern etc.). The pictures are identical except for a number of details. For example, two street scenes may be identical except that one of the people is in a different position, one car is in a different color and there is a different number of clouds in the sky. The learners must discuss the picture in order to discover what the differences are.

_ **Following direction:** Learner **A** and learner **B** have identical maps. Only **A** knows the exact location of some building or other feature (e.g. a 'hidden treasure'). He must direct **B** to the correct spot.

_ **Reconstructing Story- sequence:** A picture-strip story (without dialogue) is cut up into its separate pictures. One picture is handed to each member of a group. Without seeing each other's pictures, the learners in the group must decide on the original sequence and reconstruct the story. In addition to Littlewood's discussion, Richards (ND: 20) mentions and discusses some important CLT classroom activities and are presented below.

_ **Task Completion activities:** Puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete tasks.

_ **Information Gathering Activities:** Students conduct a survey, interview and search in which students were required to use their linguistic resources to collect information.

_ **Opinion-Sharing Activities:** Activities where students compare values, opinions, beliefs such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

_ **Information- Transfer activities:** These activities require learner to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and they may read information about a subject and then represent it as a graph.

_ **Reasoning- Gap Activities:** These activities involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's timetable on the bases of a given class timetable.

2.7.2 Social Interaction Activities

_ **Simulation and Role play:** Students pretend the real life situation in the classroom e.g. we might ask them to pretend that they are at the airport. We might ask them to take part as themselves (simulate) or to pretend to be someone else (role play) – (Harmer, 1991).

_ **Conversation and discussion:** Students are given conversational proposition and are then put into groups which have to prepare arguments either in favor of the proposition or against it (Harmer, 1991).

_ **Drama:** Activities like role play, simulation and mime are taken as part of the drama (Byrne, 1986).

_ **Dialogue:** For some advantages as argued by Byrne (1986:22-23) dialogue can be practiced at the early stage of the language program. The reason why dialogue is advantageous, as Byrne discusses;

A. They present the spoken language directly in situation in which it is most commonly used.

B. They help learners to practice language in a similar way.

C. They promote active participation in the class.

In addition to Byrne (1986), Porter and Roberts (1981) discuss that in the typical ELT dialogue, both speakers say approximately equal amount and neither say very much. Most of the above activities are oral communicative activities. However, communication does not only rely on oral

but also on written activities, and the oral activities can go in harmony with written ones. Relaying instruction (i.e. one student gives instruction and the other writes it), exchanging letters, writing reports and advertisements, cooperative writings are some of the activities considered to incorporate oral and/or written activities. It should be clear that the activities mentioned in this section are meant to be practiced in pair or small group (Harmer, 1991; Richards, ND).

2.8 Effective Ways of Using 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; Broughton, et al, 1978).

2.8.1 Group Work

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 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 (1978:180) and (Harmer, 1991:245) 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. It gives 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.

2.8.2 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.

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.

2.8.3 Role- playing

Role- playing is a deliberate acting of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, et al

1995:115). Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

2.8.4 Discussion

Discussion is an important way of communicative teaching EFL classroom. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful. In line with this idea, Frazee, et al (1995:79) argued that, through discussion there is an opportunity for higher order thinking and increased interaction among all students.

2.8.5 Debating

Debating is an organized discussion on an issue which is usually controversial. The class is divided into two groups, each supporting a “side” of the issue: the people who are “pro” and the people who are “against”. Each side has a leader and supporters. There is also a chair person, who keeps order during the debate. Each side presents its argument in an organized, clear, and intelligent manner. The chair person or chairing committee then decides on who has won. This is decided by judging who has made the strongest, logical arguments and who has refuted the other side’s arguments most successfully (Chet, et.al.1995).

2.8.6 Problem Solving

Problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal 1996:91). Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners’ life. According to Lue, (2000:22) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self development.

In general, through pair work, group work, problem solving, discussion, debating, etc. students can work together and help each other to solve problems, prepare a presentation and make up a story, 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.

2.9 Challenges of Practicing Communicative Language Teaching

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.

2.10 Advantages of Communicative Language Teaching Method

Communicative teaching emphasizes on “task-oriented, student-centered” language teaching practice. It shows the life of the actual needs of the English language to simulate a variety of life contexts. It provides students with comprehensive use of English language. 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, Brown (2001) lists the following three advantages: (1) the interaction between students and teachers. Teacher-student relationship is an interactive, harmonious relationship, rather than in the traditional education, the kind of master-servant relationship. (2) To impart the basic knowledge and ability to skillfully combine

the development. 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 get more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

For this fact, teachers should use the communicative teaching method in their classroom. They should change their attitudes towards the communicative language teaching.

CHAPTER THREE: METHODOLOGY OF THE RESEARCH

In this chapter, the researcher explained the methodology of the research. These are the research design, sampling like the site and the population of the study and the sampling techniques, data collection procedures and data analyses procedures. The instruments such as questionnaires, interview and observation were discussed.

3.1 The Research Design

The main purpose of this study was to investigate Ayimero Bele Secondary School teachers' and learners' practices of CLT. Thus, descriptive survey was chosen as it enables the researcher to describe the current status of an area of study. In this regard, descriptive surveys or studies serve as direct sources of valuable knowledge concerning human behavior. Descriptive studies are helpful in school surveys that are conducted to help, solve the problems of various aspects of school i.e. school plants, school maintenance, teaching staff, curriculum, teaching methods, learning objectives and the like, (Singh, 2006).

Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. Descriptive studies are aimed at finding out "what is", so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collected. The quantitative method clearly showed the degree of teachers' and learners' attitudes and implementation of CLT in figures while qualitative method was used to show the data gained from teachers' interview and classroom observation. In descriptive studies, accuracy became a major consideration. It also minimizes bias and maximizes the reliability of the evidence collected (Kothari, 2004).

3.2 Sampling and Population

Under this section, site and the population of the study and sampling techniques was elaborated.

3.2.1 Site and Population of the Study

Ayimero Bele Secondary School is found in Bele Wereda, Arsi zone, Oromia Region. It is 168 Km far from Adama city. The target population of the study was the whole Ayimero Bele Grade 9 English teachers and students. The number of Grade 9 English teachers and students in the school were 9 and 950 respectively.

3.2.2 Sampling Techniques

Ayimero Bele Secondary School was selected because it was the place where the researcher observed the problem of the study and was convenient for him to gather the necessary data easily. Grade 9 students of Ayimero Bele Secondary School who were 950 were assigned in 14 classrooms. The researcher selected 10.5% of the students. They were 100. Due to this, two classes out of 14 were selected by lottery method. Interview was conducted with 3 teachers who are selected by lottery method from those 9 teachers. Teachers who teach in these two selected classes were observed during the classroom observation time.

3.3 Instruments

The researcher used the research instruments such as questionnaires, semi-structured interview and structured observation. The details of these instruments were given in the next section.

3.3.1 Questionnaires

Questionnaire is appropriate and can be given to a large group of samples simultaneously (Saligher and Shohamy, 1989). The first stage of the study was to prepare a questionnaire. Closed -ended questionnaires were used for students to elicit the necessary data. The questionnaires were adapted from Karavas-Doukas (1996) Likert-type close-ended items. Questionnaires were distributed to all selected students. The five Likert-Scale which were strongly agree, agree, neutral, disagree, and strongly disagree was used. The numerical value of strongly agree (SA) was 5, agree (A) was 4, neutral (N) was 3, disagree (D) was 2, and strongly disagree (SD) was 1. These questionnaires had two parts. They were designed to know the respondents' attitude about communicative language teaching and how it affects the practice of students on communicative language teaching. The

students' questionnaires again consisted of questionnaires which suit their level of understanding. The questionnaires were translated to Afan Oromo for the convenience of them.

3.3.2 Interview

The second instrument of collecting data for this study was teachers' interviews. The semi-structured interview was prepared for the teachers. It was conducted with 3 teachers. The goal of interviewing was to review teachers' attitudes towards CLT. Questionnaires based on Likert-type scale did not explain why a typical teacher held a specific idea. Therefore, the researcher employed interviews to make the data for the study to be complete. The interview questions were prepared based on CLT principles in a similar way with that of the questionnaire.

3.3.3 Observation

The last instrument for collecting data was structured observation. Observation was conducted to observe the classroom practices of the teachers and the students. In other words, the researcher wanted to know if there would be any contradiction or similarity between what they would state about CLT and what they would act in the class. For observation, a checklist was adapted from the Razmajoo and Riazi (2000). The observation was made based on a checklist which focused on 'classroom instructional activities or techniques employed by teachers', the role teachers and learners played and instructional materials used in the teaching learning process. It focused on the teachers' and the students' role and the techniques used by the teacher. Observation was conducted two times within each of the selected two sample classes. Thus, there were in general four classroom observations.

3.4 Data Collection Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools which were questionnaires, observation and interview were developed. Then, the researcher created agreement with the administrators and teachers of Aymero Bele Secondary School to conduct the research. After the permission of the school's principal, the researcher introduced the subjects of the study, the purpose of the research and what contribution the researcher needed from them. The researcher

made time and place arrangements with teachers and learners for the good accomplishment of the work. After that, the data was gathered through questionnaires, observation and interview.

3.5 Techniques of Data Analyses

To analyze the data, both quantitative and qualitative data analysis such as descriptive analysis method was used. Questionnaires were analyzed using descriptive method. The responses of questionnaires were organized and tabulated. Then, they were described in percentage based on the tabular frequency distribution. The data obtained from classroom interviews and observations were also presented and described qualitatively and quantitatively. A systematic organization and tabulation and description of qualitative and quantitative methods were used in order to facilitate their analyses. Finally, the analyses of each of the techniques were done separately and the conclusion was made for each of them.

CHAPTER FOUR: DATA INTERPRETATION AND ANALYSIS

As noted in chapter one, in the objectives of the research, the main purposes of this study were to:

1. Find out the attitudes of teachers and students towards the practice of CLT.
2. Find how the attitudes of teachers and students affect the practice of CLT during the teaching and learning of EFL.
3. Investigate teachers' problems in implementing CLT in Ayimero Bele Secondary School.

The data, therefore, are discussed in the light of the objectives mentioned. In this section, the collected data are presented, analyzed and discussed. This chapter generally consists of presentation of the statistical results obtained, illustrated tables, discussions of the results obtained from questionnaires, interviews and observations.

4.1 Analysis of data obtained from the questionnaires of students' attitudes towards the practice of CLT

The number of students who participated in the study was 100. Among those students, 46(46%) were male and the remaining 54(54%) were female. In addition, all of them were grade 9 students. Interview was held with three teachers and observation was conducted with two classes. Observation was conducted twice with each of these two English classes. Questionnaires were administered to students in order to gather data. Twenty six statements (See Appendix A) were given to students to find out the attitudes of students towards the practice of CLT and find out how the attitude of teachers and students affect the practice of CLT during the teaching and learning of EFL. In the following table, the questions were presented and the responses are discussed in the analysis part along with the respective questions.

4.1.1 Students Response to the Questionnaires

Table 1. The Frequency and Percentage of the Students' Response about the Attitude of Students on the communicative language teaching (CLT). (SA=5, A=4, N=3, D=2& SD=1)

No.	Items		SA	A	N	D	SD	
I	Attitudes of students on the current practice of communicative language teaching		5	4	3	2	1	Total
1	A communicative activity creates a heavy load on the part of the students and it is difficult to practice	f	42	33	5	12	8	100
2	Group work activities are essential in providing opportunities for co-operatives relationships and in promoting genuine interaction among students.	f	27	39	10	15	9	100
3	Learner-centered approach to language teaching encourages responsibility and allows each student to develop his/her full potential.	f	35	32	4	19	10	100
4	The teacher should correct all grammatical errors students make directly. If errors are ignored this will result in imperfect learning.	f	23	45	2	14	16	100
5	Only knowledge of the rules of the language does not guarantee the ability to use the language.	f	15	18	---	32	35	100
6	Group work activities take too long to organize and waste a lot of valuable teaching time.	f	55	12	1	11	21	100
7	Students do their best when taught as a whole class by the teacher.	f	46	36	---	9	9	100
8	A text book alone is not able to attract to all needs and interests of the students.	f	18	37	8	17	20	100
9	Students become fully capable of communicating with a native speaker by mastering the rules of grammar	f	43	17	---	22	18	100
10	Teachers are more benefited than students in communicative language teaching. They have very less responsibility.	f	31	37	3	13	16	100

4.1.2 Analysis of data obtained from the students' response to the questionnaires.

According to the above table, item no. 1 'a communicative activity creates a heavy load on the part of the students and it is difficult to practice' was strongly agreed by 42% of the respondents, agreed by 33% of them, disagreed by 12% of them and strongly disagreed by 8% of them. This implies that the learners' attitude were negative on the communicative language teaching methods. Item no. 2, 27% of the respondents strongly agreed and 39% of them agreed that group work activities are essential in providing opportunities for co-operative relationships and in promoting genuine interaction among students. However, 15% of the respondents disagreed and

9% of them strongly disagreed this point. This implies that the majority of learners had positive attitude to the point group work activities are essential in providing opportunities for cooperative relationship and in promoting real interaction among students. For item no.3, 35% of the respondents strongly agreed and 32% of them agreed that learner-centered approach to language teaching encourages responsibility and allows each student to develop his/her full potential. In contrary, 19% of the respondents disagreed and 10 % of them strongly disagreed to this point. This directly implied that most learners had good perception about the learner- centered approach and benefits of group work activities for learners.

Regarding to item no. 4, the teacher should correct all grammatical errors students make directly. If errors are ignored this will result in imperfect learning, 23% of the respondents strongly agreed, 45% of them agreed, 14% of them disagreed and 16% of them strongly disagreed with this point. This indicates that the learners have positive attitude to error correction. For item no.5, only knowledge of the rules of the language does not guarantee ability to use the language, 15% of the respondents strongly agreed, 18% of them agreed, 32% of them disagreed and 35% of them strongly disagreed about the issue. The knowledge of the rules of the language which is learners believed that only knowledge of the rules of the language had a great advantage for the use of the language. For item no. 6, group work activities take too long to organize and waste a lot of valuable teaching time, 55% of the respondents strongly agreed, 12% of them agreed, 11% of them disagreed and 21% of them strongly disagreed this idea. In addition, they had negative attitude to the time taken by group work activities. However, the researcher believes that even if group activities take too long time to organize, they have great advantages in teaching the language communicatively.

Item no 7, students do their best when taught as a whole class by the teacher, 46% of the respondents strongly agreed, 36% of them agreed, 9% of them disagreed and 9% of them strongly disagreed. This implies that students want to be taught by the teacher. For item no. 8, a text book alone is not able to attract to all needs and interests of the students, 18% of the respondents strongly agreed, 37% of them agreed, 17% of them disagreed, and 20% of them strongly disagreed. This implies that the students had positive attitude to the point a text book alone did not attract the needs and interests of the learners. For item no.9, students become fully

capable of communicating with a native speaker by mastering the rules of grammar, 43% of the respondents strongly agreed, 17% of them agreed, 22% of them disagreed and 18% of them strongly disagreed. The learners had negative attitude to the ability of communication. They believed that they become fully capable of communicating with a native speaker by mastering the rules of grammar. For item no. 10, teachers are more benefited than students in communicative language teaching, 31% of the respondents strongly agreed, 37% of them agreed, 13% of them disagreed and 16% of them strongly disagreed. This indicated that the learners show negative attitude to this point. Learners thought that teachers became free when they teach communicative language teaching and the load fell on the shoulder of the learners.

In general, learners' attitudes were negative as well as positive on the communicative language teaching methods. Learners have not had full understanding about communicative language teaching. For instance, learners had positive attitude to the point group work activities are essential in providing opportunities for cooperative relationship and in promoting real interaction among students. Students had also positive attitude to the point a text book alone did not attract the needs and interests of the learners. Moreover, learners had good perception about the learner- centered approach and benefits of group work activities for learners. However, learners had positive attitude to error correction. Learners believed that only knowledge of the rules of the language had a great advantage for the use of the language. In addition, they had negative attitude to the time taken by group work activities. Students believe that they do their best when taught as a whole class by the teacher. The learners had positive attitude to the ability of communication by mastering the rules of grammar. They believed that mastering the rules of the language help them able to communicate in the language well. Furthermore, they thought that teachers became free when learners were taught communicatively and the load fell on the shoulder of the learners.

Table 2. The frequency and percentage of the students' response to their practice in using communicative language teaching

No.	Items		SA	A	UD	D	SD	
II	Learners' practice in using communicative language teaching		5	4	3	2	1	Total
1	The number of chairs and desks are adequate for all students in the classroom	f %	69 69	16 16	1 1	11 11	3 3	100 100
2	The chairs and desks are comfortable for group discussion in the classroom.	f %	11 11	0 0	2 2	27 27	60 60	100 100
3	There are many students in my classroom	f %	73 73	21 21	1 1	3 3	2 2	100 100
4	Students frequently discuss in pair or group in English classroom	f %	7 7	4 4	1 1	34 34	54 54	100 100
5	My English teacher facilitates the discussion by moving in the classroom while you are discussing in pair/group.	f %	12 12	5 5	4 4	34 34	45 45	100 100
6	My English teacher presents real (authentic) materials such as newspaper, magazines, pictures, photos, etc. in English classroom	f %	1 1	4 4	2 2	42 42	51 51	100 100
7	I am inspired to ask questions and respond to ideas that you have got from the classroom activities.	f %	7 7	5 5	1 1	36 36	51 51	100 100
8	My English teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by themselves	f %	44 44	34 34	5 5	5 5	12 12	100 100
9	My English teacher uses audio-visual materials such as tape-records, videos, plasma, etc. to support your lesson.	f %	3 3	4 4	4 4	32 32	57 57	100 100
10	My English teacher explains new words and phrases and let you do the exercises in the textbook.	f %	46 46	17 17	2 2	13 13	22 22	100 100
11	My English teacher explains new grammatical terminologies or forms and patterns (rules) and let you be engaged in doing exercises.	f %	52 52	34 34	6 6	3 3	5 5	100 100
12	My English teacher uses individual work for most of the activities,	f %	58 58	26 26	3 3	8 8	6 6	100 100
13	My English teacher introduces the new language item in context and demonstrates the use and meaning of the new language and let me try to produce, reproduce and communicate with the language.	f %	6 6	9 9	5 5	27 27	53 53	100 100
14	My English teacher involves me in questioning and answering activities, lecture and offer notes.	f %	40 40	38 38	1 1	14 14	7 7	100 100
15	My English teacher involves me in problem- solving, in role plays, simulation and any kind of drama activities.	f %	6 6	3 3	2 2	41 41	48 48	100 100
16	My English teacher uses different kinds of language games e.g. word dominoes, puzzles.	f %	3 3	8 8	2 2	48 48	39 39	100 100

To begin the discussion, items 1, 2 and 3 of table 2 discuss about classroom condition. For item 1, 69% and 16% of the respondents strongly agreed and agreed about the adequacy of chairs and desks to the students. However, for item 2, 60% of the respondents disagreed and 27% of them strongly disagreed for the comfort ability of chairs and desks for group discussions. This indicates that even though there were enough chairs in the classroom, they were not comfortable to use them for pair and group work activities.

As shown in table 2 of item 4, in the area of using pair and group work, 7% of the respondent strongly agreed and 4% of them agreed, but 34% of the respondent disagreed, the others 54% of the participants strongly disagreed,. For item 12, which inquiries about teacher uses individual work for most of activities, 58% of the respondents strongly agreed, 26 % of them agreed, 8% of them disagreed and 6 % of them strongly disagreed. This indicated that most of the class activities were teacher dominated which was contrary to the principles of communicative approach.

As it is stated in Ye Jin (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. In contrary, for item 5, which says your classroom English teacher facilitates the discussion by moving in the classroom while you are discussing in pair/group; 12% of the participants strongly agreed, 5% of them agreed, 34% them disagreed and 45% of the other respondents strongly disagreed. This indicated teachers were not moving around to facilitate discussion in the classroom as they did not use pair and group work.

Item no. 6 which says your English teacher presents real (authentic) materials such as newspaper, magazines, pictures, photos, etc. in English classroom, 1% of the respondents strongly agreed, 4% of them agreed, 42% of them disagreed and 51% of them strongly disagreed about this issue. This implied that teachers only relayed on textbooks. The data in item 9 indicated that 42 % of the respondents disagreed and 51% of the respondents strongly disagreed which shows most teachers did not use audiovisual materials to support their lesson. This result also shows that the majority of teachers did not present audio-visual materials in the EFL classroom. As it is said Mangubhai (2007) that authentic materials encourages communicative language use and interaction. In addition to this, Nunan (1991) in Butler (2005) state that authentic materials helps to create context

for the teaching learning process and it can also be used to show a linkage between language learning in the classroom and real life activities.

Item No. 7, you were inspired to ask questions and respond to ideas that you had got from the classroom activities, 7%, 5%, 36% and 51%, of the respondents strongly agreed, agreed, disagreed and strongly disagreed respectively. These indicated that students were not encouraged by their classroom teacher. 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.

Items 8, 10, 11, and 13 dealt with the teachers' explanation of vocabulary teaching and grammatical terminologies and rules or forms. For item 8, which says your English teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by themselves 44% of them strongly agreed and 34% of them agreed. Therefore, these imply that the majority of EFL teachers still employ non- communicative or traditional ways of grammar and vocabulary teaching and learners are kept away from practicing to learn by themselves cooperatively. For item 10 your English teacher explains new words and phrases and let you do the exercises in the textbook. A total of 78 % of the students agreed that their teachers explained new words and phrases and let the learners do the exercises of the text. This indicated that teachers implement the traditional way of teaching. For item no.11, your English teacher explains new grammatical terminologies or forms and patterns (rules) and let you be engaged in doing exercises, 54% of the respondents replied strongly agreed, 34% of them responded agree, 3% of them disagreed and 4% of them strongly disagreed. This indicted that teachers were using non communicative ways of teaching grammatical forms and rules of the language. For item no. 13, your English teacher introduces the new language item in context and demonstrates the use and meaning of the new language and let you try to produce, reproduce and communicate with the language, 6% of the learners strongly agreed ,9% of them agreed, 27% of them disagreed and 53% of them strongly disagreed.

As it can be seen in table 2, item 14 teachers' classroom practice of involving students in questioning and answering activities, 40(40%) of the respondents strongly agreed and 38(38%)

of other respondents agreed. This indicates most teachers involve their students in questioning and answering activities. For item 15, which says your English teacher involves learners in problem solving activities, in role plays, simulation and any kind of drama activities, 6(6%) of the learners strongly agreed, the other 3(3%) of the respondent learners agreed, 41(41%) of them disagreed and 48(48%) strongly disagreed. This showed majority of teachers were not involving the students in problem solving activities. This also showed that the majority of teachers were practicing non-communicative teaching roles in EFL classroom. In this line, Little wood (1981) classifies the type of communicative activities into two major categories as functional Communicative activities such as discovering differences, sequences or locations, discovering missing information or feature, discovering secret, following directions etc. and social interaction aspect of communicative activities includes dialogue, role-plays, conversation and discussion in pair and group, role-plays, simulation, and debates.

For item 16, 'the practice of different kinds of language games (e.g. word dominoes), 39(39%) of the participants disagreed, 48(48%) of the respondents strongly disagreed, 8(8%) of them agreed and 3(3%) of the learners strongly agreed. This directly implied that teachers' classroom practice was not fully communicative.

To conclude, the results of the learners' response for classroom practice generally revealed that their teachers implemented communicative activities in a very limited way. Even though there were enough chairs in the classroom, they were not comfortable to use them for pair and group work activities. For this reason, most of the class activities were teacher dominated which was contrary to the principles of communicative approach. For example, teachers were not moving around to facilitate discussion in the classroom as they did not use pair and group work. Teachers only relayed on textbooks. In addition, most of teachers did not present audio-visual materials in the EFL classroom. EFL teachers still employ non-communicative or traditional ways of grammar and vocabulary teaching and learners are kept away from practicing to learn by themselves cooperatively. Moreover, teachers were using non-communicative ways of teaching grammatical forms and rules of the language. Most teachers involve their students in questioning and answering activities, lecturing and offering notes. Furthermore, the majority of teachers were not involving the students in problem solving activities. Teachers' classroom practice was not

fully communicative. This implies that learners are attracted to be involved in teacher fronted or traditional ways of language learning.

4.2 Analysis of Data obtained from interview of teachers' about their attitudes

The researcher conducted interview with three English teachers who have been teaching English for many years. All of them are degree holders. They have been teaching English in grade 9. The interview questions prepared for these teachers were 10 (See Appendix C). After the interview, their responses were analyzed qualitatively as follows:

Teachers' Responses to Interview Questions

1. What does communicative language teaching mean for you?

The first teacher responded, "Communicative language teaching approach is commonly known as CLT. It is a widely praised language teaching approach which is student and learning centered." The second teacher replied, "Communicative language teaching is a language teaching approach that emphasizes the communication of meaning rather than the practice of grammatical forms in isolation." The third teacher answered, "Communicative language teaching is a learner-centered view of language teaching. It promotes the use of meaningful and realistic tasks to improve learners' communicative ability and their willingness to use target language in an appropriate and accurate manner. " This implies that all of the teachers reply that they have knowledge of communicative language teaching.

2. What, do you think, are the techniques of teaching English language communicatively?

Based on the second question, the first teacher replied, "I used lecture/explanation method, question and answer were reflected as the most active learning in the classroom." The second teacher responded, "I did not use pair and group work, problem solving and discussions as active learning strategies." In addition, the third teacher indicated, "I did not use role play, brain storming and debating as the active learning strategies in the teaching learning classroom." Regarding this Klionsky (2004), argued that faculty members do not know that there are alternatives for effective teaching and learning and they teach the way they were taught, which was usually through lecture and note taking format. This indicates that most of the teachers know

the techniques of teaching English language communicatively, but they do not use them in the English classroom.

3. How do you relate communicative language teaching with your teaching experience?

One of the participant teachers, for instance, responded to this, “I have taught English above 26 years. I have taken some courses about communicative language teaching. I have read books. I am keen to implement communicative activities. However, there is not conducive environment to practice communicative method. For example, the condition of the classroom is one problem. We don’t have at least tape recorder to employ listening activities.” The second teacher replied, “I have 14 years teaching experience. I know the purpose of communicative language teaching. I do not practice it in the classroom since the classroom is not comfortable to teaching language and there is shortage of time to complete the text.” The third teacher replied, “I have a 9 years teaching experience. I really have understanding about communicative language teaching. This shows that all teachers have long experience of teaching. However, they do not able to relate the communicative language teaching with their experiences due to lack of conducive environment.

4. Which kinds of teaching ways do you use more in the classroom? Learner centered or teacher fronted teaching way

The first teacher responded, “Most of the time I used teacher fronted ways of teaching. The second teacher responded, “Even though I wanted to use learner centered teaching way, I used teacher fronted way due to many reasons. Lack of conducive conditions, the interest of learners, lack of supplementary materials are some of them.” The third teacher said, I used both of the teaching ways. I used for few topics learner-centered way of teaching while I was using teacher-centered way of teaching to most of the topics to complete the text. This implied that most teachers prefer the traditional way of teaching which is teacher- centered way of teaching.

5. What, do you think, should the role of the teacher and the role of the learner be in the language classroom?

The first teacher answered, “The roles of the teacher were facilitating, guiding, motivating, giving feedback and supervising in the communicative classroom. However, I usually practiced the traditional ways of teaching.” The second teacher replied, “the roles of the learners were processors, performers, initiators, problem solvers, negotiators, and responsible for their

learning, but I implemented the traditional ways of teaching which is formal instructor and lecturer.” The third teacher responded, “I practiced the traditional ways of teaching in the classroom which is the teacher dominantly acting. The students are receiver, listeners, respondents or formal class students and the teacher acts as questioner, initiator, teacher and formal instructor. This implies that most of the teachers have knowledge of their roles in communicative language teaching, but they implement the traditional ways of teaching.

6. How and when do you believe learners errors should be corrected in EFL classroom?

The first teacher responded, “Error correction is very important in EFL learning. However, all errors made by the learners should be corrected after the learners made it. It should be corrected systematically without making influence on the feelings of the learners.” The second teachers replied, “Error correction is very crucial in EFL learning. Nevertheless, all errors made by the learners should be corrected after the learners made it. It should be corrected systematically without making influence on the feelings of the learners.” The third teacher responded, “It should be corrected directly telling the errors and the way it must be said.” This implies that most teachers believes that error correction is important.

7. Do you believe that authentic materials are important in the language classroom? If no, what are your reasons?

The first teacher responded, “I did not believe to use other supplementary materials like authentic materials since the textbook itself has sufficient contents. For this reason, they did not use other supplementary materials except the textbook.” The second teacher responded, “I did not believe to use other supplementary materials like authentic materials since the textbook itself has sufficient contents. For this reason, they did not use other supplementary materials except the textbook.” The third teacher responded, “I did not believe to use other supplementary materials like authentic materials since the textbook itself has sufficient contents. For this reason, they did not use other supplementary materials except the textbook.” However, as Mukalel (1998) explained, instructional materials help the teacher to add a new and concrete dimension to the classroom teaching. This shows that all of Ayimero Bele English teachers believe that supplementary materials are not important to use them in the classroom since the text has enough contents.

8. What are the main factors that hinder you to implement communicative language teaching fully in your classroom?

The interviewees raised many problems that hinder the implementation of communicative language teaching. The first teacher explained, “Lack of students’ speaking ability, the class conditions, and lack of authentic materials.” The second teacher responded, “The learners’ interest, teachers’ awareness about active learning, uncomfortable sitting arrangement and lack of training about active learning are the most powerful points.” On the bases of this question the following factors were forwarded from the third teacher interviewed as the major problems. “These are shortage of time, large number of students in the classroom, organization of the text books, students background knowledge in using active learning, the fear to speak English, and lack of interest from students to participate in communicative activities.” Thia again indicates that Ayimero Bele English teachers have a lot of problems that hinder them from practicing communicative language teaching.

9. What are the challenges you face while you are trying to practice communicative activities in your classroom?

With regard to the ninth question, the first teacher replied saying that, ” In my opinion, the main challenges that our school students and teachers face while trying to practice communicative language teaching methods of teaching are the classroom environment and the large number of students.” In this regard, Silberman (1996), points out that the physical environment in the classroom can make or break active learning. The second teacher on his part reported, “It was time consuming and the school facilities were uncomfortable.” The third teacher also mentioned, “Learners’ inability of using the target language proficiently, lack of interest to the method, fear of committing mistakes while speaking English, the use of mother tongue during presentation and group discussion were the main challenges.” This implies that teachers have many challenges in teaching communicative language.

10. Do you believe in communicative language teaching grammar and vocabularies are taught to use the language communicatively?

The first teacher responded, “Well, the way grammar and vocabularies are taught in communicative language teaching is to have the ability of speaking with the language.” The second teacher responded, “the way grammar and vocabularies are taught in communicative language teaching is to have the ability of speaking with the language.” However, the result revealed learners had a great problem of knowing the rules of the language and little ability of using the language. This shows that those respondents have weak view of the teaching of grammar communicatively and it may mean that they prefer the traditional method of grammar teaching. However, the third teacher replied, “CLT does not neglect the teaching of grammar; nor has it the notion of excluding language form. I believed that grammar teaching communicatively help the learners able to use the language.”

In general, teachers have the understanding of the communicative language teaching which is not complete. But the most serious problem is the attitudes of teachers and these led them not to implement the communicative language teaching. For this reason, they used lecture/explanation, offering notes, question and answer methods in the classroom. They did not use pair and group work, problem solving, discussions, role play, brain storming and debating in the teaching learning classroom. Even though they wanted to use learner centered teaching way, they used teaching teacher fronted way due to many reasons. Lack of conducive environment, the interest of learners, and lack of supplementary materials are some of them. All of the participant teachers know the roles of the teacher and the roles of the learners in communicative language teaching. Nevertheless, the teacher practiced the traditional ways of teaching in the classroom. Most of the respondent teachers believed that error correction is very important in EFL learning. All of the interviewees believed that they did not believe to use other supplementary materials like authentic materials since the textbook itself has sufficient contents. The interviewees raised many problems that hinder the implementation of communicative language teaching.

4.3 Analysis of Data Obtained from Classroom Observations

Classroom observations concerned to the descriptive statistics utilizing frequency and percentage was used. The descriptive statistics was done in the light of the observation checklist (See Appendix C). This checklist consists of six main sections and four to six specific ideas of the sections. Therefore, these sections were discussed briefly below.

Table 3. Frequency and Percentage on Classroom Conditions and Sitting Arrangement

No.	Items		yes	No
1	Classroom Conditions			
1.1	Available of enough sitting space for all students in the classroom	F %	4 100	=
1.2	The desks and chairs are easily movable.	F %	= =	4 100
1.3	Availability of space between chairs and desks.	F %	= =	4 100
1.4	The number of students in the classroom (class size) is appropriate	F %	= =	4 100

As it can be seen from table 3 above, for item no.1.1, availability of enough sitting space for all students in the classroom, the researcher observed that 100% of the students had enough space to sit in the classroom. For item no. 1.2, the researcher observed that 100% chairs and desks were not easily movable in order to use for classroom communicative activities and roles. Item no. 1.3 also shows that there were not enough space between the chairs and desks. This indicates that classroom arrangement was unfavorable to practice teaching roles of active learning method. The classroom condition is not comfortable for teaching communicative activities. For item 1.4 the researcher observed that there were larger numbers of students in the classroom. 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.

Table 4. Frequency and Percentage of Observation on Classroom Teachers' Activities and Learners Activity

No.	Items		Yes	No
2	Classroom teachers' activities			
2.1	Lecture the students and give notes	F %	4 100	= =
2.2	Arrange students for different activities, organize them in groups and pairs	F %	= =	4 100
2.3	Moves around the classroom and encourage students while the group discussion are taking place	F %	= =	4 100
2.4	Follow up students participation, activity or the given exercise and gives feedback	F %	= =	4 100
2.5	Elicits correct responses from students instead of supplying answers	F %	= =	4 100
3	Learners activity			
3.1	Work individually and in pairs	F %	4 100	= =
3.2	Work in small group or large group	F %	= =	4 100
3.3	Participating in varieties of activities like role play, discussion, etc.	F %	= =	4 100
3.4	Try to express their interest freely	F %	= =	4 100

With regard to the teachers' activities, the result depicts that the observed teachers gave the least amount of importance to active learning method, that is, 'organizing group and pair work', 'facilitating and monitoring class activities'. However, all (100%) of the teachers were observed to employ lecturing and giving notes to the students. In a similar manner, we can deduce from the result that learners were devoted to the non communicative activities and were reluctant to involve in few communicative classroom activities as they were not allowed to participate in group and pair work. They were not highly devoted to participate in role plays, discussions, etc (100 %), claim that they do not work in small groups, but they work individually (100 %). Therefore, the result concerning teachers' and learners' role indicate that teachers did not still want to practice communicative language teaching method in EFL classes and emphasizes on the traditional way of teaching and learners on the other hand are tuned to be dictated by the teachers and not to involve in learner centered classroom activities.

Table 5. Frequency and Percentage of Observation on Clarifying the Learning Objectives and Teachers' Instructional Activities

No.	Items		Yes	No
4	Clarifying the learning objectives			
4.1	The teacher writes the learning objectives at the beginning of each new topic	F %	3 75	1 25
4.2	The teacher clarifies the objectives of each topic	F %	= =	4 100
4.3	The teacher organizes pair work, give directions about the procedures and activities	F %	= =	4 100
4.4	The teacher facilitates and monitors class activities to achieve the objectives	F %	= =	4 100
5	Instructional activities			
5.1	The teacher gives frequent word praise or positive comment about their work	F %	1 25	3 75
5.2	Teaching learning process is learner –oriented	F %	= =	4 100
5.3	The classroom teacher provides context so that the interaction will be meaningful	F %	= =	4 100
5.4	The teacher tolerating error correction	F %	= =	4 100
5.5	The classroom teacher presents real life issue in the classroom in order to facilitate communication	F %	= =	4 100
5.6	Form, meaning and function relationship are demonstrated and discussed in the classroom	F %	= =	4 100

With regard to clarifying the learning objectives, for item 4.1 writing the objectives of the days' lesson, the researcher observed that in most of the observation, teachers had written the topics of the days' lesson. However, in the observation he could not see the teachers clarify and make any arrangement to achieve the objectives.

Regarding to the instructional activities, in fact in real practice the teachers attached the least amount of importance to the representative tenets of active learning method and gave much focus for the non communicative activities. In item 5.1, the observed teacher was seen to give praise the learners. During the observation, teachers were not seen to implement pupil-oriented communicative activities and tolerate errors. The result from instructional activities, obtained

generally, implies that the majority of teachers were not giving due attention for communicative activities and rather they focus on teacher based (led) classroom practices.

Table 6. Frequency and Percentage of Observation on Instructional Materials Used

No.	Items		Yes	No
6	Instructional materials used			
6.1	Textbook	F %	4 100	= =
6.2	Audio-visual materials	F %	= =	4 100
6.3	Newspaper and magazines	F %	= =	4 100
6.4	Pictures, maps, charts	F %	= =	4 100

The results of the observation about the use of instructional materials indicate that all the observed teachers were seen to utilize only the student's text book in the language classrooms and did not make use of other supportive materials like audiovisuals, magazines, newspaper, pictures, maps, charts, and other duplicated materials. The observation points of 6.1- 6.4 of table 6 above depict this issue. This again implies that still the teachers are in tune with practicing teacher led (traditional) views of classroom activities and neglect the communicative ones.

Generally, the observation of the English class indicated that teachers were implementing the traditional ways of teaching. During the observation, the researcher had seen teachers when they were lecturing, offering notes, and dominantly leading the classroom activities. The classroom condition is not comfortable for teaching communicative activities. This makes it difficult to implement communicative way of English language teaching the classrooms. As a result they were not allowed to participate in group and pair work. Therefore, teachers' and learners' roles of communicative language teaching method in EFL classes were not practiced. For this reason, learners are tuned to be dictated by the teachers and not to involve in learner centered classroom activities. However, in the observation teachers could clarify and make any arrangement to achieve the objectives. The result from instructional activities obtained, generally, implies that

the vast majority of teachers were not giving due attention for communicative activities rather they focus on teacher based (led) classroom practices. Teachers were seen to utilize only the student's text book in the language classrooms and did not make use of other supportive materials like audiovisuals, magazines, newspaper, pictures, maps, and charts, other materials.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the major findings, conclusions and recommendations based on the results obtained from the data gained in questionnaires, interviews and observation analyzed and interpreted in chapter four. In this section first, a summary of the study, then, the major findings were made. Second, conclusions of the major findings were drawn. Lastly, some possible recommendations were forwarded on the basis of the findings of the study.

7.1 Summary

The main purpose of this study was to investigate teachers' and students' practice of communicative language teaching methods in grade 9 English classes of Ayimero Bele Secondary Schools at Bele Gesgar Wereda. In order to attain this purpose the following three basic questions were formulated to the specific research objectives.

1. What were the attitudes of teachers and students towards the practice of CLT?
2. How the attitudes of teachers and students affect the practice of CLT during the teaching and learning of EFL?
3. What were the teachers' problems in implementing CLT?

Following this, data gathering instruments like questionnaire, interview guides and classroom observation checklists were developed and employed. The study was conducted in government Secondary Schools of Bele Gesgar Wereda and the data were collected from the sample English teachers and students of Ayimero Bele Secondary Schools. Descriptive research design was employed. The samples of students were taken by lottery sampling method. They were 100. Three English teachers were also taken by using lottery sampling methods. Hundred copies of questionnaire were distributed for the students; three English teachers were interviewed and two English classes were observed twice. Finally, the quantitative data were encoded, tabulated, analyzed and interpreted by using descriptive statistics (frequency and percentage) and the qualitative data were analyzed using narrative forms. The result of the study generally indicated that although the attitude of teachers and their understanding of communicative language teaching method were good their actual classroom performance was not adequate. As the result of this study, the following findings were obtained.

7.2 The Findings of the Research

Based on the interpretation and discussion of data in the previous chapter, the following major findings are made:

- Although the practice of communicative learning in English classes are not adequate, English teachers accept communicative learning as an important and appropriate method of teaching for the students to understand the lesson and solve their problems. Students believe that learner-centered approach to language teaching encourages responsibility and allows each student to develop his/her full potential. On the other hand, English teachers believe that communicative activities consume much of their time and results in difficulty to cover the syllabus. Students believe that they become fully capable of communicating with a native speaker by mastering the rules of grammar. The students believe that the teacher should correct all grammatical errors students make since errors will result in imperfect learning. Moreover, students believe that communicative activities create democratic relationship between the teacher and the students and make the classroom teaching learning more interesting.
- The findings indicated that English teachers are not helping their students to discuss activities in pairs or groups by motivating them to practice communicative activities in the classroom. In addition, teachers are not helping their students by involving them in different classroom activities and rarely arrange students for the activities they are going to perform. Teachers spent much of their time in presenting the meaning and form of words rather than creating an environment where learners practice the language by using words in real life situations. Teachers' commitment in inviting learners for discussion was observed very low. In addition, they never applied discussion on the meaning of new words in the classroom. As the findings shown, question and answer, and lecture methods are found to be the most predominantly used communicative language teaching methods by English teachers.
- The findings of the study indicated that shortage of time to cover the lesson, lack of students' speaking ability, lack of authentic materials, the learners' interest, uncomfortable sitting arrangement, large number of students in the classroom, organization of the text books, students background knowledge in using communicative language teaching, the fear to speak English, and lack of interest from students side to

participate in communicative activities. Teachers have got a lot of challenges to practice the communicative language teaching method such as the inconvenience of the classroom, students' inability of using the target language proficiently, lack of interest to the method, lack of training, fear of committing mistakes while speaking English, the use of mother tongue during presentation and group discussion.

5.5 Conclusion

Based on the findings of the study, the following conclusions were made. English teachers were not motivating their students to practice activities in the teaching learning classrooms and were helping the students less than expected while they were doing communicative activities. The practice of communicative activities in the classroom of the selected secondary schools were still found to be inadequate. The study indicated that Students were not frequently discussing issues in pairs or groups in their English language classrooms. This implies that still there is a tendency to rely on the traditional lecture method. The majority of the grammar lessons are presented deductively. Teachers offered detailed explanations on the given grammar rule. Students are not encouraged to discover the rule. The most commonly used teaching methods found to be employed in the classrooms by teachers and students were mostly question and answer, and lecture methods. These limited students' opportunity to interact with different methods to improve their communicative skill. As the result, the practice of communicative methods in the school was low.

The study also concluded that shortage of time, lack of interest from students' side and poor classroom conditions were found to be the main challenges that students and English teachers were facing while they were trying to practice communicative language teaching methods in the teaching learning classrooms. Moreover, large number of students in the classroom, students' use of mother tongue in discussion, students' background experience of using communicative language teaching method, and teachers and students fear of committing mistakes while speaking English during presentation and discussion were found to be the other factors affecting the practice of communicative language teaching.

5.4 Recommendation

Based on the findings of the study and the conclusions drawn above, the following recommendations are made:

- First, this study recommended that teachers should practice the most possible roles of CLT in EFL contexts. In addition, teachers should not hesitate to practice CLT in their career despite the confronting problems. To change their primary focus on the teacher-fronted language teaching style, it is recommended that teachers should begin practicing their communicative roles in the English classrooms.
- Second, the grammar exercises should also be presented in real contexts and situations to provide learners with opportunities to use the language in these contexts. Teachers should facilitate opportunities for learners to define and guess the meanings of new words from their context and use these words in meaningful and authentic writing and listening activities that forces learners to take care of their own learning.
- Third, teachers should be given the opportunity to acquire awareness about how to implement teaching roles of planning and assessing CLT. To this end, it is suggested that teacher education programs, which aim at in-depth training about language teaching methodologies, should properly deal with both the strength and weakness of CLT as an instructional method ranging from basic principles to specific techniques.
- Fourth, even if CLT has improved the teaching options presented to language teachers, the authentic potential for them to practice CLT roles is tangible if only learners themselves are influenced of their values. Therefore, it is advisable that teachers and other concerned bodies ought to deliver sorts of orientations to the learners about CLT roles and their importance to maximize their views before trying to implement the expected roles.
- Finally, the research findings should help not only EFL teachers but also the Ministry of Education (MOE) and other concerned bodies. For this fact, the research findings in this paper will encourage an extension of research into investigating the effectiveness of the textbook to practice communicative language teaching in the EFL classroom. This study is not intended to generalize. Therefore, any concerned and interested body can make use of this study as opportunity for further studies and is suggested to contribute a lot.

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Appendix A

Questionnaire to be Filled by Grade 9 Students

Dear student,

The purpose of this questionnaire is to **Investigate Teachers' and Students' Attitude towards the Practice of Communicative Language Teaching (CLT)**. So you are asked to take part in this research study. In this study, your voluntary participation is needed. 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 I. General Information

Your Sex: Male _____ Female _____ Your Age _____ Grade _____ section _____

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.	Items	5	4	3	2	1
I	The attitude of students on the current practice of CLT					
1	A communicative activity creates a heavy load on the part of the students and it is difficult to practice					
2	Group work activities are essential in providing opportunities for co-operatives relationships and in promoting genuine interaction among students.					
3	The learner-centered approach to language teaching encourages responsibility and allows each student to develop his/her full potential.					
4	The teacher should correct all grammatical errors students make. If errors are ignored this will result in imperfect learning.					
5	Knowledge of the rules of the language does not guarantee ability to use the language.					
6	Group work activities take too long to organize and waste a lot of valuable teaching time.					
7	Students do their best when taught as a whole class by the teacher.					
8	A text book alone is not able to attract to all needs and interests of the students.					

9	Students become fully capable of communicating with a native speaker by mastering the rules of grammar					
10	The uses of communicative language teaching are fewer for the learners than teachers.					
II	Learners' practice in using active learning method					
1	The chairs and desks are adequate for all students in the classroom					
2	The chairs and desks are comfortable for group discussion in the classroom.					
3	The number of students in your class is large					
4	Students frequently discuss in pair or group in English classroom					
5	Your English teacher move around while the students do the activities					
6	Your English teacher uses different materials such as newspaper ,magazines, pictures, photos, etc. in English classroom.					
7	You are inspired to ask questions and respond to ideas that you have got from the classroom activities and to discuss in pairs.					
8	Your English teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by themselves					
9	Your English teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by themselves					
10	Your English teacher immediately supplies the vocabulary answers instead of encouraging students to discover the meaning of words by themselves					
11	Your English teacher explains new grammatical terminologies or forms and patterns (rules) and let you be engaged in doing exercises.					
12	Your English teacher uses individual work for most of the activities					
13	Your English teacher introduces the new language item in context and demonstrates the use and meaning of the new language and let you try to produce, reproduce and communicate with the language.					
14	Your English teacher involves you in questioning and answering activities.					
15	Your English teacher involves you in problem- solving activities, in role play, simulation or any kind of drama.					
16	Your English teacher uses different kinds of language games e.g. word dominoes, puzzles.					

Appendix B

Gaaffannoo Barattootaa Kutaa 9^{ffaa}tiin Guuttamuu (Gaaffannoo Barattootaa Afaan Ingiliffaarra gara Afaan Oromootti Hikame)

Kabajamoo Barataa,

Kaayyoon gaaffannoo sakataa'u ilaalcha barsiistotaa fi barattootaa shaakallii afaan qunnamtii barsiisu irrattii qaban adda baafachu(qorachuu) fi. Kanaafu, atis qoranno kana keessatti akka hirmaattu gaafatamtaa. Hirmaannaa kee kuun immoo feedhii kee iirrattii hunda'aa. Odeeffannoon ati keenitu iccitiin isaa kan egamee fi qoranichaafis bu'a ol'aanaa kan keenuudhaa. Dabalataanis, maqaa kee barreessuun sirraa hin eggamuu.

Deeggarsaa gooteef guuddaa galatoommi.

Kutaa I: Odeeffannoo Dimshaash

Saala kee: Dhiira _____ Durba _____ Umrii Kee _____ Kutaa _____ Daree _____

Kutaa II: Odeeffannoo Qorannichaaf Walqabatan

Qajeelfamaa: Yaadoota armaan gadi jiran ergaa isaani dubbisuu dhaan filannoo siif kennamee jalatti yaada jiruu waliin waligalufi waligalu dhabuu kee mallattoo kana(✓)kaa'i. Gaafannoowwaniif filannowwan itti aanan kennamanniru. Sirrittiin Waligalaa(SW)=5, Walingalaa(W)=4, Hinmurtessinee(Hm)=3, Waliingalu(WG)= 2, fi Sirritti Walihingalu(SWH)=1

Lakk.		SW	W	Hm	WG	SWH
I	Xinxala barattootaa shaakallii walqunnamtii afaani irratti	5	4	3	2	1
1	Shaakallii damaqaa hojii olfaataabarattootaa irrattii umaa fi shaakalaniis ni ulfaata					
2	Hojii garee walqunnamtii dhugaa ta'e waliwajjiin irratti carraa gaarii qaba					
3	Barumsi barataa giddugaleessa godhate ittigaafatamummaa jajjebeessuu dandeetti isa akka dabaluu taasiisaa					
4	Barsiisaan dagongora seer-luga barataa uume sirressu qaba. Sirreessu yoo dhise barumsa haala hintaaneen hubatan					
5	Beekumsa seer-luga dandeettii lugaa itti fayyadamuf amansiisaa mitii					
6	Garee barattootaa hundeessu yeroo dheera fudhataa yeroo barumsaa bu'a malee fixuu ta'a					
7	Barattoota barumsa barsiisuun qofa yoo baratan irra caala baratuu					

8	Kitaba barataa fedhii fi jaalalaa barattootaa hin harkisu					
9	Barattootaa guutuma guututtii dandeetti walqunnamti shaakallii afaani warra afaan danda'an wajjin goodhuuf seer-lugaa beekuuf barbachisa					
10	Faayida shaakalli walqunnamtti afaani barattootaaf qabu irra caalaa					
Lakk.	Shaakallii Afaan Qunnamtii Barsiisu	5	4	3	2	1
1.	Teessoo fi minjaalli daree keessattii barattoota hundaaf gahaadha.					
2.	Teessoo fi minjaalli daree keessa jiruu hojii gareef mijaawoodhaa.					
3.	Lakkoofsii barattootaa daree keessattii guuddaadhaa					
4.	Daree Ingiliffaattii baratoonnii yeroo baay'ee garee fi namlamaan ni mariatu.					
5.	Yeroo isiin garee fi namlamaan mari'attu, barsiisaan Ingiliffaan kee daree keessa socho'un haala marii ni mijeessaa					
6.	Barsiisaan Ingiliffaa kee meeshaalee deegarssa barnootaa akka gaazeexaa, barrulee, fakkiiwwan, suuraawwaniifii k.k.f daree ingiliffaattii fide ittin barsiisa					
7.	Kennama yaadota hojii daree fi garee irraa argatteettii irrattii hundaa'uudhaan gaafii gaafachuufi deebiitti kennuuf ni jajjabeeffamta					
8	Barattonni deebii jechootaa haara akka mataa isaaniitiin yaali gochu dura barsiisaan deebii sirri durse kenna.					
9	Barsiisaa Ingiliffaa kee meeshaa agaree-dhageettii kan akka 'tape records, plasma, etc' fayyadamuun barnoota Ingiliffaa degaraa					
10	Barsiisaa Ingiliffaa keetii jechootaafi gaaleewwan irratti erga ibsa kenne booda akka gilgaaloota kitaaba barataa irra jiran hojjechuuf hirmaattu ni taasiisa.					
11	Barsiisaa Ingiliffaa kee seer-lugaa haara erga siif ibsee booda akka atii gilgaalootaa hojettu sitaasisa.					
12	Barsiisaa Ingiliffaa kee gilgaaloota baayii'e dhunfaan akka hojjeettu sii taasiisa					
13	Basiisaa Ingiliffaa kee mata duree haara galumsaafi agaree dhaan erga hiika isaa ibsee bood akka isiin shakaltan , irra deebitani shaakaltan fi afaan Ingiliffatiin haasoftan isiin taasiisa.					
14	Barsiisaa Ingiliffaa kee gochaalee gaafii fi deebii keessattii isiin hirmaachisa, ibsa fi yaadannoo kenna.					
15	Barsiisaa Ingiliffaa kee goochaalee rakkoo furuu keessatti, gahee taphachuu, akkeessuu ykn draaamaa kamiyyuu keessatti isiin hirmaachisa.					
16	Taphoota gara garaa kan akka 'puzzles,word dominoes, etc' afaaniichaa itti fayyadamee barsiisa					

Appendix C

INTERVIEW GUIDSE FOR TEACHERS

The main purpose of this interview is to assess the attitude of secondary school English teachers on the practice of teaching learning process from the active learning prospective. Investigate Teachers' and Students' Attitudes towards the Practice of Communicative Language Teaching (CLT) in the teaching of English as a foreign language (EFL). This is part of my MA thesis research. Your real 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 secret and used only for this study.

Thank you in advance.

Part I: Interview Guides

Direction: I would like you to briefly provide me your own opinions on the following questions based on your experience in the teaching learning process.

1. What does communicative language teaching mean for you?
2. What, do you think, are the ways of teaching English language communicatively?
3. How do you relate active learning method to your teaching experience?
4. Which kinds of teaching ways do you use more in the classroom? Learner centered or teacher fronted teaching way
5. What, do you think, should the role of the teacher and learners be in the language classroom?
6. How and when do you believe learners errors should be corrected in EFL classroom?
7. Do you believe that authentic materials are important in the language classroom? If no, what are your reasons?
8. What are the main factors that hinder you to implement communicative language teaching fully in your classroom?
9. What are the challenges you face while you are trying to practice communicative activities in your classroom?
10. Do you believe in communicative language teaching grammar and vocabularies are taught to use the language communicatively?

Appendix D

Classroom Observation checklist

The main purpose of this observation checklist is **to investigate teachers' and students' attitudes towards the practice of communicative language teaching**. The activities will be recorded in the category 'Yes' and 'No' on the base of whether they perform in the classroom lesson or not. Each teacher will be observed two times. So the researcher will observe four times altogether.

Teacher's qualification: Diploma____ Degree____ MA____ Teachers' Experiences: 0-5____
6-10____ 11-15____ 15-20____ 21-25____ 26 and above____ teachers' sex: Male____ Female____
Number of Students _____ the day's lesson content _____ period____
Length of period____

No.	List of items	Yes	No
1	Classroom Conditions and Sitting Arrangement		
1.1	Availability of enough sitting space for all students in the classroom		
1.2	The desks and chairs are easily movable		
1.3	Availability of space between chairs and desks		
1.4	The number of students in the classroom(class size) is appropriate		
2	Classroom Teachers' activities		
12.1	Lecture the students and give them notes		
2.2	Arrange students for different activities, organize them in groups or pairs		
2.3	Moves around the classroom and encourage students while the group discussions are taking place		
2.4	Follow up students participation and activity or the given exercise and gives feedback		
2.5	Elicits correct responses from students instead of supplying answers		
3	Learners activity		
3.1	Work individually and in pair		
3.2	Work in small group or large group		
3.3	Participating in varieties of activities like role plays, discussions etc		
3.4	Try to express their interest freely		

4	Clarifying the Learning Objectives		
4.1	Write the learning objectives at the beginning of each new topic		
4.2	Clarify the objectives of each topic		
4.3	Organizing pair –work, give directions about the procedures and activities		
4.4	Facilitating and monitoring class activities to achieve the objectives		
5	Instructional Activities		
5.1	Gives frequent word praise or positive comment about their work		
5.2	Teaching learning process is more pupil –oriented		
5.3	The classroom teacher provides context so that the interaction will be meaningful		
5.4	Tolerating error correction		
5.5	The classroom teacher raises real life issues in the class room in order to facilitate communication		
5.6	Form, meaning & function relationships are demonstrated and discussed in the classroom		
6	Instructional Materials Used		
6.1	Textbook, duplicated materials		
6.2	Audio-visual material		
6.3	Newspaper, magazines		
6.4	Pictures, maps, charts		