



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**THE IMPLEMENTATION OF COMMUNICATIVE APPROACH TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE: BISHOFTU
PREPARATORY SCHOOL GRADE ELEVEN IN FOCUS.**

BY

TESFAYE TEGENU ARGAW

**A THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTERS IN TEACHING
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The Implementation of Communicative Approach in Teaching English as a Foreign Language: Bishoftu Preparatory School Grade Eleven in Focus.

By

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**A Thesis Submitted to Adama Science and Technology University in Partial
Fulfillment of the Requirement for the Award of the Degree of Master in
Teaching English as a Foreign Language (TEFL)**

SEPTEMBER, 2017

ADAMA, ETHIOPIA



DECLARATION

I hereby affirm that my research work entitled “*The Implementation of Communicative Approach in Teaching English as a Foreign Language: Bishoftu Preparatory School Grade Eleven in Focus.*” A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

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This is to certify that the above declaration by the candidate is true, the thesis embodies results of original work, and studies are carried out by the student himself to the best of my knowledge as advisor to the candidate.

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ABBREVIATIONS USED

CLT- Communicative Language Teaching

GSSLE-General Secondary School Leaving Examination

EFL- English as a Foreign Language

UEE-University Entrance Examination

ELT- English Language Teaching

MOE-Ministry of Education

Abstract

This study was designed to investigate the implementation of communicative approach in teaching English as a foreign language in grade eleven at Bishoftu Preparatory School. The research questions asked were to assess the teaching and learning approach used for the English lesson, to review the classroom activities carried out and possible problems that affected the implementation of CLT during the EFL lessons. Accordingly, participants of the study were 90 grade 11 students (54 males and 36 females) and five grade 11 English teachers who were randomly selected. To achieve the purpose of this study a descriptive survey research design was employed. In order to gather data from the subjects of the study, questionnaire, semi-structured face-to-face interview and classroom observation with the help of checklist were used. EFL lessons were observed using observation checklist while selected teachers were conducting their classes. The interview questions were used to get detailed information from the teachers and to cross-check the data gathered using other tools. The data collected was analyzed using descriptive statistics. The finding of the study revealed that teachers rarely implemented the principles of communicative language teaching during the lessons although they had knowledge about the principles of CLT. The results also revealed that teachers were taking much time and the students often expected their teachers to explain to them everything rather than being active participants. Moreover, the finding showed that communicative activities were not happening much. The finding also indicated that constraints that hindered the implementation of communicative language teaching approach included the students' poor background and lack of interest to work in group and shortage of time to do various communicative activities in the students' text book.

Key words: approach, activities, communicates, lecture, principles, strategies,

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter presents the major sections of the unit. Therefore, first, the background, the statement problem, objectives and research questions are discussed. Next, significance of the study, delimitation and limitation of the study are presented. Finally, organization of the study and definitions of terms are provided.

1.1 Background of the Study

English has been taught as a foreign language since modern education was introduced to Ethiopia and English is used as the medium of instruction in general in secondary schools, senior secondary school and in tertiary or higher education institutions. Moreover, the interest for teaching and learning English as a foreign language has increased around the world as a result of globalization and digital era. Therefore, the importance for good communication has been increasing now than ever before around the world.

This demand for good communication in English makes many countries shift from traditional language teaching to communicative language teaching. As a result, CLT is now being applied in many non-native countries where English is taught as a foreign language. Many people want to improve their command of English and the growing need for good communication skills in English has put a big burden on English teachers (Richard, 2006).

In order to achieve this goal, FL teachers are being encouraged to implement CLT to develop students' English abilities in communication. The awareness of English being the most widely used language in the world in various areas, such as, in science and technology, particularly in the information technology, in different business and national or international organizations in.

However, according to studies conducted in the Ethiopian context by Girma (2005), Geremew (1992) cited in Tiglu (2008), it was found out that the English language proficiency of the secondary school students has been declining from time to time. The findings also indicated that students' command of the English language is far below expectations and most students cannot communicate in English. Many colleagues who teach in secondary schools also complain about

their students' ability in English and blame the elementary school teachers as if they could not make bases for these students during their primary courses.

Teaching language based on communicative approach plays a central role in EFL class since it enables students to use the target language. Larsen Freeman (2000) suggests that CLT is concerned with communicative interaction that gives learners opportunities to use the target language for negotiation of meaning rather than making learners carry out structural drills aimed at the mastery of language forms. She also states that the basic assumption of CLT is that learning to communicate makes students become more interested to study a foreign language because they feel that they learn the target language to do something important. Richard (2006) also suggests that CLT provides the students a better opportunity to communicate effectively.

1.2 Statement of Problem

Communicative language teaching (CLT) was introduced into Ethiopians' language teaching classes a couple decades ago. The main objective introducing CLT was to improve the students' ability to communicate in English. Some locally conducted studies, for example, (Girma, 2005 and Tiglu, 2008), stated that the Ministry of Education has given attention to communicative approach language teaching. Lakachew(2003) also states that the new English teaching textbooks were produced for secondary schools on the basis of communicative approaches. The newly communicative oriented textbooks were expected to address the limitation of the structural approach to develop the students' communicative competence.

Beyene (2008) also notes that different types of trainings (pre-service and in-service) seminars and workshops have been conducted in Ethiopia to promote communicative language teaching; however, the problem still exists. A study by Tagesse (2008) found out that CLT has been introduced into Ethiopia's language teaching methodology, but there has not been change from structural approach to achieve communicative approach.

Although various studies were carried out (Lakachew, 2003;Girma, 2005; Tagesse, 2008 and Tiglu, 2008),to assess the implementation of CLT in English classrooms in the Ethiopian context, the present study was different from them for some reasons. First, most studies which had been conducted on CLT were concerned with perceptions and beliefs of teachers and

students. Second, these studies were concerned with the application of CLT in English classes elsewhere not in Bishoftu Preparatory School.

Hence, this study was needed and it was different from other studies that had been conducted by different people in Ethiopia. Thus, this study was conducted to assess if CLT was implemented in Bishoftu Preparatory School.

1.3 Objective of the Study

The study had the following general and specific objectives.

1.3.1 General Objective

The general objective of this study was to:

- Investigate the practice of communicative language teaching and learning in English classrooms at Bishoftu Preparatory School

1.3.2 Specific Objectives

The specific objectives of this study were to:

- Assess whether communicative language teaching approach was used for the English lessons.
- Investigate how activities were carried out during the EFL lessons.
- Review what problems affected the implementation of CLT for English lessons.

1.4 Research Questions

Based on the objectives stated above, the following research questions were designed to guide the study during the course of the investigation. The research questions were:

- What teaching and learning approach was used for classroom instruction of the EFL lesson
- How were the classroom activities for the EFL lessons carried out?
- What were the problems that affected the implementation of CLT during the EFL lessons?

1.5 Significance of the Study

The aim of this study was to investigate the implementation of communicative approach in teaching English as a foreign language in Bishoftu Preparatory School. The finding of this study was hoped to provide information about the application of CLT in EFL classrooms and problems that might have hindered its practice to teachers, students and curriculum planners, material producers and researchers.

The finding of this study was expected to provide methodological insights and information to EFL teachers. These were important to them to implement communicative language teaching approach. The study was also expected to provide information to students so that using CLT they could improve their communicative competence in particular and their English language capacity in general.

The study was also expected to provide pedagogical contribution for curriculum planners when they design ELT materials. In addition, it was hoped that to be used by other researchers as initial work when they are interested to conduct further research on CLT.

1.6 Delimitation of the Study

To keep the study in manageable size, it was delimited to one governmental preparatory school which prepares students for higher education and which is found in Bishoftu town, East Shoa Zone, Oromia Region, as of the 2016/2017 academic year. The sample size of the study was also limited to only five EFL teachers and 90 grade 11 students. The reason the researcher had selected this school was that it was not far from the school where he was working. That was suitable to collect the data easily and to make frequent classroom observation. The data collection instruments were also delimited to questionnaire, interview and classroom observation because it was assumed that with these research methods, the needed sufficient data would be collected.

1.7 Limitations of the Study

Some constraints were met while the study was being conducted. First, the study incorporated only one governmental preparatory school which is found in East Shoa Zone, Bishoftu town

although there were many other preparatory schools in the mentioned zone because of financial and time constraints. Furthermore, the researcher was met with much work load at the respective school which made him spend much time there. In addition, some participants, such as, EFL teachers and some students were reluctant to provide data for the study. However, the researcher managed to overcome the school work load, time, respondents' reluctance to provide data and the financial constraints to complete the study successfully. Finally, the researcher strongly agreed that the importance of frequent classroom observation to reach at certain conclusion how teaching English lessons were being carried out in the actual classroom but few observations were made.

1.8 Organization of the Study

This thesis is organized into five chapters. Chapter one discusses the background, the statement of problem, objectives and research questions. It also discusses the significance of the study, its delimitation, and limitations of the study, organization of the study and definition of terms. Chapter two provides different ideas that are forwarded by different language scholars concerning communicative language teaching approach. Chapter three deals with the research design, the sampling procedures, the research instruments, the data collection procedure and the data analysis methods together with the reasons for employing them. Chapter four is concerned with the data analysis and discussion. Finally, chapter five presents the summary of the major findings of the study, conclusion and possible recommendations.

1.9 Definitions of Key Terms

Accuracy: -the term accuracy refers to formal language correctness, and it is a primary goal.

Authentic materials: - refers to Spoken or written materials not specially written for classroom use but taken from the media or real life (which are not designed specifically for classroom use but are drawn from “real-life” contexts outside the classroom).

Communicative competence: - is the ability to use the linguistic system effectively and appropriately.

Communicative language teaching (CLT): - a teaching approach relating the teaching techniques (e.g. pair and group work), language content and materials (e.g. authentic material) to the communication needs of the students.

Fluency: -is the ability to speak or write as naturally and easily but not necessarily as accurately as the native speaker can.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2. Introduction

This section is concerned with presentation of ideas that are forwarded by different language scholars about CLT. It includes the historical background of CLT along with its definition and principles that characterizes it. The chapter also presents various classroom activities which are employed in EFL classes to improve the students' communicative abilities in the target language. It also includes how to apply CLT in the teaching of the four language skills. Teaching grammar based on the CLT approach is also discussed. The role of the teacher and the role of the students are included, too. Finally, it discusses some problems which hinder the implementation of CLT approach in EFL classrooms.

2.1 Historical Background of CLT

According to Richard and Rodgers (1986), the emergence of CLT occurred at the time when language teaching was looking for a change. It emerged in the late 1960 and 1970s as a replacement for structural, situational and audio lingual methods. Due to unsatisfactory traditional syllabus, they failed to facilitate learners' ability to use the language for communication. LarsenFreeman (2000) also states educators began to question whether they were going to meet the goal in the right way language teaching in the 1970s. As she states, the students were observed that they could produce sentences accurately in the lesson, but they could not use them appropriately when genuinely to communicate outside of the classroom.

Richard (1986) suggests CLT movement began as largely by Britain innovatory focusing on alternative conceptions of syllabus, but since 1970s the scope of communicative language teaching has expanded. Richard (2006) states CLT was put in practice in the west and then it extended to eastern countries. He also suggests CLT has laid down the foundation of English Language syllabus and has served as a major source of influence on language teaching practice around the world since its beginning in 1970s.

As Richard (2006) states, language teaching has passed through three phases. He states as follows:

Phase 1: it refers to traditional approach which was up to late 1960s. This phase was considered as transitional approaches to what we can refer as classic communicative language teaching.

Phase 2: This phase covered 1970s to 1990s. It was reaction against to traditional language teaching approaches and began to spread around the world audio-lingual and situational were considered as older methods. As a result, the two approaches fell out of fashion

Phase 3: This refers to current communicative language teaching. It has covered since 1990 up to the present time. (p.6)

According to Richard (2006) when CLT began in 1980s, language teachers and language institutions all around the world soon began to rethink their teaching syllabus and class room materials. And then new approaches language teachings were needed. Then, linguists attempted to design a syllabus to achieve the communicative goals of language teaching. Wilkins (1986) cited in Richard and Rodger (1986) notional syllabus had a significant impact on the development of CLT. Based on this notional syllabus, communication language syllabus which was consists of language activities, language functions, notions and language form was developed That led to design a foreign language syllabus focused on learns or centeredness and communication oriented language in instruction.

2.2 Communicative Language Teaching

Many scholars who advocate the importance of CLT approach, suggest that there is no a single definition of CLT. There is still debate to define CLT appropriately Richards and Rodgers (2001) point out communicative language teaching begins with the theory of language as a communication. They state that the main goal of CLT is to enhance the students so as to develop communicative competence. Richard. (2006) states, “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teacher and learners in the classroom”(p.9). This implies that CLT is concerned with some principles which can be implemented in language teaching to promote students’ communication ability. It also emphasizes the roles of teacher, the students and some classroom activities.

2.3 Communicative Competence

Communicative competence is defined in terms of the expression, interpretation and negotiation of meaning and looks to both psycholinguistic and socio-cultural perspective in second language acquisition (Sauvignon, 1991 cited in Zekariya, 2010)

Richard (2006) states communicative competence includes the following aspects of language:

Knowing how to use language for a range of different purposes and functions, Knowing 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) and Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversation). Knowing how to maintain communication despite having limitations in one's different kinds of communication strategies (P.3).

Anita et al. (2003) suggest that communicative competence involves the competence to use the language in suitable situation. They suggest that it is not enough to be able to use the linguistic forms correctly. One must know how to use these linguistic forms appropriately. According to Canal and Swain (1980) communicative competence has four dimensions

Grammatical competence: it consists in the ability to use grammar rules and lexicon to produce and understand a message.

Sociolinguistic competence: it refers to the ability to use language depending on the social context, which involves time, place and social relationship.

Discourse competence: it means the ability to connect a number of ideas together appropriately in order to interpret and to exchange messages.

Strategic competence: it lies in the ability for learners to use strategies in communication when there is a lack of vocabulary and structures.

2.4 The Principles of CLT

Richard and Rodgers (2001) state as follows:

Learners learn a language through using it to communicate. Authentic and meaningful communication should be the goal of classroom activities Fluency is an important dimension for communication Communication involves the integration of different languages Learning is a process of creative construction and involves trial and error (p.172)

2.5 Activities in CLT

CLT advocates the importance of various activities to be employed in the classroom that give opportunity to the students to practice the target language. Littlewood(1981) states that communicative activities provide the students many tasks to be practiced in natural way. They are considered as major tools for genuine language teaching. (As Little wood cited in Richard, 1986) says that CLT activities are distinguished between functional communication activities and social interaction activities. They are considered as major activity types according to this writer.

Functional communication activities include many types of activities that can be applied in CLT classes. There are comparing sets of pictures and noticing similarities and differences, working out likely sequence of events in a set of pictures, discovering missing features in a map or picture. The students might be given instructions how to do different activities such as how to draw picture or shape or how to complete a map following directions and solving problems.

Social interaction activities include Conversation and discussion session dialogue and role plays, simulations, skits improvisations and debate. Henkel (2011) suggest that CLT means different things to different teachers. Most time CLT provides the teachers with communicative activities in their teaching skills and giving learners the opportunity in class to practice the language skills which are taught. Larsen (2000) also states everything is done with a communicative intent and the students use language mostly through communicative activities such as games, role plays and problem solving tasks.

2.5.2 Fluency Activities

CLT underlines the importance of fluency over accuracy. One of its goals is to develop fluency and develop it through class room activities. Furthermore CLT encourages teachers to tolerate errors and it should be seen as a natural out come for the development of communication skills (Larsen Freeman, 2000; Richards, 2006).

Richard (2006) states some classroom activities which develop fluency:

Information gap activities – is one of important aspects of communication in a CLT classroom. They usually based on the fact that in their everyday lives of people generally communicate in order to get information they don't possess. Jig-saw activities – these are similar to the information gap activities but on a class wide scale rather than just in pairs or group. Each student or each group of students in the class has a piece of information for assignment, and has to contribute to work together with the other classmates to complete the whole task. Opening sharing activities – students are given opportunity to compare values, opinions or beliefs.

Information transfer activities: - in these activities students are expected to take information from one method of presentation and reproduce it in different. Reasoning gap activities – these activities let the students to derive new information from what they have previously been provided. Role plays – activities in which students are assigned roles and improvise a scene or exchange information based on given information or clues (p.19).

According to Richard most of these activities are designed to be carried in pairs or small groups.

2.6 Authentic Materials

One of the most important issues to be considered in CLT approach is the importance of using authentic materials. Larsen (2000) suggests that it is useful to overcome the typical problem that the students may not transfer what they are taught in the classroom to outside world. Using authentic materials expose the students to natural language use. Batak and Andresen (2009) also point out connecting language to authentic use of language help the students to learn several ways of expressing the same thing. Richard (2006) states that concerning uses of authentic materials: They provide cultural information about the target language, provide exposure to real language, support a more creative approach to teaching and relate more closely to learners' needs

2.7 Role of Teacher and Students

The role of teacher is different from the role of the students. For example, in the traditional approach the teacher was expected to fill the students' mind with knowledge because they were considered as the primary source of all knowledge. Traditional approaches played the predominant role using teacher-centered methods. The students were provided with structural input in the form of long lecture or explanation of grammatical formula. Richard (2006) states:

The types of classroom activities prepared in CLT also implied new roles in the classrooms for teachers and learners. Learners now had to participate in the classroom activities that were based on cooperative rather than individualistic approach to learning students had to become comfortable with listening to their peers in group work or pair works rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning and the teachers now have to assume the role of facilitator and monitor. (p. 6)

From this we can understand that CLT changes the teacher's role and the student's role. Many activities are performed by the students through cooperative learning and these are implemented in group works and pair works. The students are expected to develop their own learning. Teachers act as a facilitator or monitor or guidance. The students do not simply listen to

teacher's presentations or explanations and respond to some displayed questions posed by teacher.

2.7.1 Role of Teacher

As has been discussed earlier, teacher's role is facilitating communicative activities in CLT classrooms. Larsen Freeman (2000) states the teacher facilitates communication in the classroom. In this role, one of his/her major responsibility is to establish situation, likely to promote communication. During these activities he/she acts as adviser/ answering students' questions and monitoring their performance. He/she might make note of the students' errors to be worked on at a later time during more accuracy – based activities.

The real interaction in the classroom requires a teacher to facilitate students and be in the back ground to monitor students closely, to provide complete authority to students to developing and carrying out activities and to accept all kinds of opinions and be tolerant of errors made by the students while they are attempting to communicate. Teacher should organize provide security, motivate, instruct be a guide, inform, give feedback, encourage the students during the classroom performance. She/he is expected to show ways to go about conducting these activities as they do. He/she can provide opportunities for the students to participate and learn from the activities. The teacher is a facilitator of the students' learning. He/she is the manager of the classroom activities, advisor during their activities and co-communicator engaged in the communicative activities along with the students (Little wood, 1981).

As mentioned earlier the role of teacher in CLT class is regarded as a facilitator that helps the students conduct effective communication because CLT is concerned with the student centered approach and the students are responsible for their own learning instead of being spoon-fed by the teacher. Brown (2001) states that learner centeredness takes precedence over teacher centered. In this regard, CLT creates conducive environment for learners to work in group. This develops the students' social skills with which they would work together with their group members to achieve common goals.

Barren and Candling (1980) say that the teacher is also supposed to be considered as needs analyst, counselor, researcher and learner according to these writers As Brown (2007) cited in Kumar (2012) the teacher should act as a facilitator rather than transmitter of knowledge. In

generally, the teacher's role should be less dominant because CLT is highly concerned with student centered approach rather than teacher centered approach.

2.7.2 Role of the Students

Students learn to work with all types of the people. During small-group interactions they find many opportunities to reflect up. LarsenFreeman (2000) suggests the students are more responsible managers of their own learning. They are expected to interact with other people through pair and group work. They are supposed to be communicators and active participants in negotiating meaning. Hence, communicators should participate in classroom activities cooperatively rather than individualistically, be comfortable with listening to their peers in group work or pair work tasks. Kumar (2011) says, "The role of learners in CLT methodologies is a joint responsibility of both listener and speaker which leads to being able to communicate in the target language"(P.24).This means the students are supposed to improve their communication through active interaction.

2.8 Application of CLT to Teaching the Four Skills of Language

Most teachers think that CLT is concerned with only teaching oral communication, but CLT can be applied to teach all aspects of language. Sauvignon (2007) points out the idea of emphasizing the oral skills leads to create uncertainty among many teachers. Richard (2006) suggests that there is a misunderstanding about CLT. It is believed that CLT is concerned only with conversation with absence of other aspects of language. It is possible to teach language skills-listening, speaking, reading and writing and to teach grammar too. Little wood (1981) states that communicative language teaching gives attention to both functional aspects of the language and structural aspects, but they should be combined in to more communicative view. Widdowson (1978) suggests "Teaching of language as communication calls for an approach which brings linguistic skills and communicative abilities in to close association with each other" (p.79).

These teachers misconceive CLT as if it were devoted to teaching only speaking. However, all types of skills can be taught by applying CLT approach. Hinkel (2005) states CLT is not concerned exclusively with face to face oral communication. Reading and writing skills need to be developed to promote students' confidence in all four skills from very beginning. Cilice-Murcia (1991) suggests that there are some communicative activities that involve reading, speaking, listening and perhaps also writing in CLT.

2.8.1 Teaching Speaking Skills

As it has been discussed earlier, every skill can be taught or learned by applying CLT approach. Keith et al (1981) state that communicative approach to speaking

Focusing on the use of language approaches is concerned with production of grammatical accurate sentence. This cannot improve the students' speaking ability. It simply provides the students with rules for use. According to these writers' dialogues are used to teach speaking in the structural approach but their purpose is not to teach the rules of communication, or use because the main focus is always structural one and no attention is given to surrounding utterance and nonlinguistic factors. Structural dialogues lack communicative intent. Hence, the result of purely deliberate structural approach practice encourages the students to produce some usage, but not the ability to use the forms appropriately. (Keith et al 1981, p.70)

Christopher (1981) also suggests learners need to be motivated to speak on a foreign language. Motivating situations are important.

A. Activities in Teaching Speaking

The teacher is responsible to set different situations where the students practice speaking.

Broughton et al. (2003) suggest the following situations for communicative speaking teaching.

- Free oral production

The students are given opportunity to practice speaking in the class room. They can talk about different topics because they have something to say about these topics from their prior knowledge. Group should be less teacher control and more students centered any work done in groups.

- Visual Stimuli

Maps, photographs, pictures, Cartoons, slides and films are useful source of oral language practice. The teacher is expected to give clear instructions what they have to do from given visual stimuli. Visual stimuli can be utilized in several ways as starter material for making an interaction. Short pieces of films can be used to give "eyewitness" accounts. An anecdote from a movie can be used to elicit opinion-expressing activities (Richard, 2002).

- Written word stimuli

Magazines, pamphlets and newspapers are also useful source for teaching speaking. They discuss on some topics and can make debates.

- Aural Stimuli

They are often overlooked as materials for language production. But selected sound effects put on cassette and played one by one to the class challenge them to build up story from what they hear. Richard (2002) suggests that careful selection and preparation, aural materials such as news reports on the radio can be used to a level accessible to particular groups of the students in the class. These materials can be used in some productive activities as background or as input for interaction. In practice, students are directed to listen to taped dialogues or short passages and afterwards to act them out in different ways. A story is recorded into several segments on an audiocassette tape. Teachers either have each student listen to a different segment or divide the class into small groups and make each group responsible for one segment. After each student (or group) has listened to a segment, students are provided with a worksheet of comprehension questions based on the story. Then, students work together in groups on an information-gap activity. They negotiate the meaning of the story and answer questions, which motivates students to speak. (Richard, 2002, p:210).

- Dramatization

This can be written by the class. It is motivating and useful to develop fluency. Similarly, the reading of plays by well known author is useful in itself and probably even more in the discussion; it provokes as to how the characters are to be interpreted (Anita et al. 1980).

2.8.2 Teaching Listening

Listening is one of the most important skills of language. Listening is a process that enables our brain to construct meaning from the sounds we heard. Murtinzet et al.(2006) point out listening instruction covers a wide range of teaching strategies. They also define listening instruction as a pedagogic plan that focuses on any of four goals: (1) improving learners' comprehension of spoken language (2) increasing the quality of learners' in take from spoken in put (3) developing learners strategies for better understanding of spoken discourse or (4) engendering a more active participation in face of face communication. Hence, listening is important skills to be practiced by the students. Richard and Rodger (2001) listening Methodology has changed a

greater deal, but some would argue that there are some limitations in the approach. For example, there is still tending to test listening rather than teach it. There must be need to design a listening lesson where the teacher has much less intervention is role, encouraging to listen. Most traditional listening classes are made to listen and answer the questions without teaching them. The students are not taught how to listen (Murtinzetet al., 2006).

Teaching listening involves a goal oriented activity. They are bottom up processing and top – down processing. Top down processing in listening refers to the use of expectations in order to inter what the speaker may have said or intended to say. Top down processing plays an important role in listening because it is the basic for interpreting. Bottom up processing refers to in which the listeners attend data in the coming speech signals. According to Murtinez e tal., (2006) the following principles should be underlined in all listening comprehension

- There should be a lot listening practice
- The content should be appropriate
- Attitude and motivation must be considered
- Level of difficulty must be considered
- There should be recognition of the importance of prior knowledge
- Pre- listening should precede the while - listening
- The students should know what they are going to listen
- Post listening should follow some activities discussion, exercises .
- In order to achieve the goal of listening lesson, the teacher should take account to put these principles in to practice. And this can promote the students' communicative ability, in the target language. (P.30)

2.8.3 Teaching Reading Skills

Reading is one of the most important skills of language: Broughtonet al. (2003) state reading involves intellectual ability. They point out the greatest amount of reading that is done in the world is silent reading. Reading is a personal or individual activity. Students should be encouraged to read independently.

Atkins et al. (1996) state the reading approach to reading as follows: You can only learn to read by reading. The implication is that the more our students read the better they will become at reading. Reading is a personal or reader centered activity, so it is silent. The students must be encouraged silently rather than aloud. A good reader brings a number of different skills and strategies to a text in order to understand it.

2.8.4 Teaching Writing Skills

Writing is also one of the most important skills of language. The students should be taught from beginning. Different languages Scholars defend writing. McDonough and Shaw (cited in Temesgen, (2008) writing is considered as primary message oriented, so a communicative message oriented, so a communicative view of language is a necessary foundation. According to Temesgen these scholars indicate that writing is a meaning – laden process and must be addressed to the readers.

Students should be encouraged to write about themselves, but this is limited to personal life. Teachers should give the students freedom to express themselves in writing John Atkins et al., (1995) students are invited to exchange their compositions so that they become readers of each other's work. This is an important part of the writing experience because it is by responding as readers that the students will develop an awareness of the fact that a writer is producing something.

Richard and Jack (2001) suggest the following seven features for practicing writing:-

Topics: they will engage the students' interests. They are based on the experience, materials in the book such as readings and pictures, activate and inquire beyond the classroom or out of the blue random topics. The topic culturally should be appropriate for the students and content relevant and engaging. Types of writing: the students write essay, letters, or paragraphs Opportunities for and instruction in methods of generating ideas: these include brain storming, free writing, listening mapping, outlining. They are appropriate for the students. Instruction on principles of rhetorical organization: the information is provided to help students organize various types of writing – letters, description, narration, exposition, and argument. Opportunities for collaboration: a group work is a part of the activities. Collaborative activities viewed as a culture. Opportunities for revision: the students are encouraged and directed to write drafts. Provide instruction on what to do at various stages. Instruction in editing and proof reading: the students edit their work. For example grammatical errors (Richard and Jack, 2002, p.311)

2.9 Teaching Grammar Based on CLT

There is no doubt teaching grammar is important. Grammar is an essential component of any language system. No language exists without such component. Atkins et.al., (1995) state how grammar helps us in communication. Grammar is the means that we use to achieve ordering of words tells us about the relationship between the participants and in interaction. However, the teaching methodology which is employed should develop the students' ability to communicate in the target language beyond knowing grammatical rules. Dehaven(1988) suggests that the traditional grammars the only approach to teaching grammar for many years was prescriptive. This was encouraging grammar had to be taught in terms of rules. However, that did not develop the ability of the students to use the language effectively in communication.

Snow (2007) suggests that the most basic way to presents, the specific grammar structures should be taught and practiced in learning. It is decisive to prepare materials games, video, role plays and stimulations. Pair works, group works in formation gap and problem solving activities to enhance student's communication. Communicative grammar teaching is essential for learners who learn English as a foreign language in order to communicate with other people confidently. Harmer (1994) argues that a new grammar point should be introduced in various methods. This can be presented by focusing on meaning, uses and functions. The other problem what is often observed is grammar is taken as an isolated language practice. Grammar should not be seen a standalone language item but it is linked to other skills of language. Celce -Murcia (1987) states grammar is taught in isolated, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they have learned in actual real life situation.

If the students are taught grammar in isolation, it is very difficult to use in real communication. Grammar is present in every English lesson. All language activities are connected with grammar because grammar helps us to understand what someone says, what we read and when we write.

According to Dean (2003) grammar is found in every lesson, so it is not isolated system. The major tasks of English teachers is to enable the students attainment to notice that grammar is not a language item that is turned on and turned off in certain lessons or learning context, but actually it is in all the lessons and in which they constantly engage. Hence, grammar is not an

isolated, stand – alone system or ideas. Little attention is given to teaching grammar based on CLT approach using of different techniques and methodologies. In language classroom traditional approaches still remains. Hence, some methodologies should be applied to teach grammar based on CLT approach.

2.10 Problems Hindering the Implementation of CLT

Ethiopia introduced communicative approach language teaching some couple years ago as discussed earlier in chapter one. The researcher has experience that many trainings and workshops have been conducted to put CLT into practice. Inspire of doing all these activities, our secondary school students have difficulty in using English in real communication. Adaption of communicative approach is important but if it is not put in action, it is meaningless. According to some studies conducted worldwide and in Ethiopia’s context, there some problems that make difficult to implement CLT approach in actual classrooms by EFL teachers and the students.

2.10.1 Teachers Related Problems

Beyene(2008) indicates that many teachers are uncertain about CLT. According to Beyene these teachers think that CLT is limited to teaching only spoken English and other aspects of language are neglected. He also suggests CLT is often concerned with group work and this may increase the teachers’ burden. Participation of teacher and students play important and students play important role for successful implementation of CLT in EFL classrooms. CLT offers more interaction among students and teacher. Chaug and Chung (1987) suggest that CLT approach activities are more difficult to design and implement and place great burden on EFL teachers.

The other problem is related to the teachers’ proficiency in English. This is very important issue to be considered in the EFL classrooms .According some studies conducted in Ethiopia there is English academic problem from teachers. Lakkachew(2003) says that there is teachers’ poor subject. The teachers are supposed to have good proficiency in English for successful adoptions of CLT in to EFL classrooms. According the study conducted on assessing the current implementation of CLT in Ethiopian secondary schools.

2.10.2 Students Related Problems

Some students resist CLT approach according to the study conducted. According to the study conducted in Ethiopia on assessing the implementation of CLT for English teachers in Ethiopian universities there is also students' resistance to CLT. Lakachew (2003) also suggests students do not like teachers who make them do communicative activities every time. According to Lakachew the students are afraid of making errors when they practice English in front of their classmate.

One of the typical features of CLT is to offer the students more classroom interactions. The students are supposed to interact freely. However, cultures and traditions of the society may affect their interactions. Vongxay(2013) points out traditions and cultures that expect the children to listen and respect adult might also have impact on the students' classroom participation for learning English as a foreign language. This might be one of the factors that hinder the implementation of CLT. Hence, the students do not feel free to express their opinions and to be actively engaged in any communicative

2.10.3 Related to Examination

Many examinations are prepared around grammar in secondary schools. The students attend English lesson to score a good grade or to pass the examinations. They give priority to grammar only rather than using English for communication. Bunaby and Sun (cited in Lakachew, 2003) teachers are forced to focus on the grammar. This discrete point, structurally based examinations do not test some skill like listening and speaking. According to these scholars the greatest teachers' primary responsibility is preparing the students for the examinations rather than preparing them for using language for communication. Snow(2007)points students see grammar as asset of rules that are helpful for passing test .Most students learn language for the purpose of classroom test or examination, but it dubious value in actual language use. Norton (1980) also states the standardized tests are designed to evaluate grammar that is based on traditional approach. This means the students are tested to recognize only grammatical rules .They do not encourage the students to use the language in communicative activities. Snow (2007) states discrete-point grammar tests have very serious disadvantages.

2.10.4 Related to Time

The traditional teaching approach do not require more time because it is concerned with teacher-centered approach. However, CLT requires more time for the students to perform different activities. This might discourage the teachers on the other hand they are supposed to cover the designed text book on time. The school authority forces or supervises them whether they complete the text book. Brown (cited in Kham, 2013) says that most of the EFL teachers might be challenged to change their traditional approach into CLT approach. The EFL teachers may need extra time to prepare some teaching material which promotes students' communication ability, so they are forced to be limited to the student's text book.

2.10.5 Large Class Size

Large class size is one of a serious problem in CLT implementation. Overcrowded class is not suitable for the students to perform classroom activities. Even the teacher may not be able to move the desks to form group discussion and cannot move freely to observe the student's performance. The researcher has experience about it.

The study assessing the current implementations of communication language teaching for English language teachers in Ethiopia universities (2009) reveals large class size is one of the factors that hinder the implementations of CLT. Hong (2013) says that teaching large classes is difficult for teachers to discipline the class, especially for students who lack self-managing in studying. According to this writer the majority of the teachers in EFL setting identify large class size as a major difficulty when adopting CLT in their classrooms teaching and learning. Harmer (2000) points out in his study large class size creates difficulties for both teachers and students. It is very difficult for teachers to have contact with the students sitting at the back and to get attention.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This chapter describes the research methodology employed in order to achieve the objective of the study. First, it presents the research design of the study, the sampling techniques and participants of the study. Then, it discusses the data collection instruments and procedures used for the study. Finally, it presents the methods employed for data analysis.

3.1 Design of the Study

The main objective of this study was to assess the practice of communicative language teaching and learning in English classrooms. In line with this aim of the study, a descriptive survey research design having mixed methods research was used. This was because, first, through the use of descriptive survey research design, ideas and opinions could be collected from participants to determine the practice of communicative language teaching and learning. Moreover, in studies where descriptive survey method is used, the aim is to collect and analyze the data as such to describe or report the actual state of affairs. Thus, in the present case, the use of descriptive survey method served to gather data from participants to document the practice of communicative language teaching and learning in English classrooms. According to Seliger and Shohamy (1989), the use of descriptive surveys studies serves as direct sources of valuable knowledge concerning human behavior.

Second, the aim of using mixed method research in this descriptive survey study was to collect both quantitative and qualitative data to assess the practice of communicative language teaching and learning in English classrooms. Therefore, through the use of both quantitative and qualitative data collection instruments, such as, questionnaire, classroom observation and, in depth interview and more complete information were obtained to meet the intended goal of the study.

Besides, concerning the benefits of using mixed method design, Singh (2006) explains that mixed research design takes advantages of using multiple ways to explore research problems. Moreover, the use of mixed method research is advantageous to complement the strengths of a

single design. Thus, both qualitative and quantitative data were collected and analyzed in such a way that one can corroborate the other.

Hence, the qualitative data gathered were used to assess the main problems related to the application of communicative language teaching and learning. More specifically, these data were used to explore how the practice of communicative language teaching and learning was carried out. On the other hand, quantitative data was used to make out some statistical information, such as, frequency and percentage of teacher and students' made for communicative practices.

3.2 Sampling Techniques

Under this section, the techniques used to sample out the site of the study, population of the study and the subjects of the study are discussed.

3.2.1 Site of the Study

The study was conducted at Bishoftu Preparatory School. Bishoftu Preparatory School is located in east Showa Zone, Oromiya Region, Bishoftu Town at 01 Sub-City by the main road south-east of Addis Ababa at a distance of 47 km. It was established in 1975 and three years later in 1978 it started to serve as comprehensive high school during the reign of Emperor Haile Selassie. The king named the school by his daughter's name Li'elti Tenagne Werk School.

It has been serving as preparatory school for higher education since 2001. The school admitted the students of the town, the students from private schools and from the surrounding rural areas. Most of the students who came from the rural areas speak Afaan Oromo language and those of the urban students speak Amharic or both languages. The researcher had selected this school because of its proximity and for its great number of population when it was compared to other preparatory school in Bishoftu town.

3.2.2 Population of the Study

The target population of this study were grade 11 students of 2016/17 academic year and grade 11 English teachers of Bishoftu Preparatory School. There were two governmental Preparatory Schools in Bishoftu town. They were Bishoftu Preparatory School and Babogaya Preparatory

School. The former was the first preparatory school in Bishoftu town where preparatory school began in the town and the latter started its work with few students in 2016/17.

Therefore, the researcher selected Bishoftu Preparatory School based on the following reasons. The school had more teachers and students than Babogaya Preparatory School. And most teachers who work in this school have long experiences. These teachers have been teaching since the school began to serve as preparatory school. Moreover, the other preparatory schools in the town were private and the researcher preferred to conduct research in the governmental school because the problem was often seen there. There were twelve English teachers and 734 students who were grouped in fifteen sections in the selected school.

3.2.3 Subjects of the Study

Both teachers and students were the subjects of the study. Grade eleven English teachers and grade eleven students of Bishoftu preparatory school in 2016/2017 academic year were the source of information for this study. Simple random sampling technique was used to select teachers. There were 12 English teachers in the selected school. So, five teachers were taken out of them as the direct participants for the study to be interviewed and observed.

Next, the students attending Grade 11 were grouped in fifteen sections totaling 734 students. Out of these sections, five sections were selected using simple random method. There were about 300 students in these five sections and 30% of them, which were 90 students were sampled to provide data for the questionnaire. This was done by taking eighteen students from each five sections using simple random method. That is, 18 students from 5 sections equal 90 students, which can mathematically be shown as $18 \times 5 = 90$.

3.3 Instruments

In order to gather useful data for the study, it was important to use different instruments. The use of variety methods of data collection facilitates validation (Shohamy and Seliger, 1989). The researcher used questionnaire for the students, interview for the teachers and classroom observation for the lesson. The questionnaire, interview guide and, classroom observation check list were designed by the researcher himself in the line with review of literature based on principles of communicative language teaching. After they had been designed, they were

presented to members of Bishoftu Preparatory School Department of English for comments. This had to be made in order to ensure whether the items had been designed properly by the researcher. Having done this, some improvements were made on questionnaire, interview guide questions and classroom observation checklist. The detailed discussion of each instrument was discussed below.

3.3.1 Questionnaire

The questionnaire was designed for the students. Personal information was included in the questionnaire because it served to provide accurate description about the respondents. The questionnaire focused on the classroom practice concerning the principles of communicative language teaching (CLT) approach, the role of teacher and the students and some problems that might have hindered the implementation of communicative language teaching approach in EFL classrooms. Among the major advantages of questionnaire is that it permits wide coverage at minimum expense of money and effort. It also makes for greater validity in the result through promoting the selection of large and more representative sample (Singh, 2006). As Leftwich (cited in Zakariya, 2010) explains that questionnaires are one of the most common forms of data collection tools that can easily be assessed in terms of reliability.

Moreover, the questionnaire was designed in the line with level of the students. Then, it was translated in to Amharic and Afaan Oromo to let the students understand the items easily. They were translated by the researcher and checked by Amharic teachers and Afaan Oromo teachers. The questionnaire had close-ended Likert scale items. The Likert scale had two types of items. The first one was frequency items, such as, always, often, not sure, rarely and never under close-ended questionnaires to gather information about the practice of the principles of CLT in the classroom, the role of the teacher and the students in the classroom. The second one was attitudinal items, such as, strongly agree, agree, undecided, disagree and strongly disagree. They were used to get information concerning some problems that might have hindered the implementation of CLT in EFL classrooms.

3.3.2 Interview

Interview was also one of the most important instruments to obtain a great depth of information from the respondents in this study. Singh (2006) indicate that an interview is personalized.

Therefore, it permits a level of in depth information gathering, free response, and flexibility that cannot be obtained by other procedures. The purpose of interview was to obtain information by actually talking to the subjects. It was conducted through face-to-face data collection with participants. The researcher asked questions and the respondents gave their information, attitude and comments freely. Some questions were raised depending on the interviewees' responses during the interviews and that helped the researcher to get in-depth information for his study.

The interview guide questions were semi-structured. That is, ten interview guide questions were designed by the researchers. In order to document the information for later use or for effective analysis, video was used with the agreement of respondents. The interview was conducted only with selected teachers. It was conducted in their free class time in the selected school compound.

3.3.3 Observation

Observation has always been considered as a major data collection tool in educational research (Shohamy and Seliger, 1989). The main purpose of classroom observation was to check whether the teachers implement or not CLT approach and apply CLT activities in the actual classroom. The researcher observed five selected teachers while they were conducting English lessons in actual classrooms. Each of them was observed twice. The observation was depending on the bases of teaching English by using the principles of CLT. The check list included the role of teacher, the role of the students and the role of instructional materials. The observation time was arranged after discussion had been made with the teachers who were selected to be observed. The researcher was taking great care from personal misjudgments during the observation and video camera was used with the agreement and the interest of the teachers who were observed.

3.4 Data Collection Procedure

Data collection was done by following these steps. First, the researcher had to ask the concerned body for the permission to conduct his research in selected school. The researcher made schedule how to collect necessary data for the study. The orientation was given to 90 students who had been selected as the subject of the study about the objective of the study and how to fill the questionnaire. Then, these students were made to fill the questionnaire in separate class voluntarily. It took three days because the researcher divided the students into three groups to

avoid mess when they were filling the questionnaire. They were given ample time and given chance to ask the researcher any questions while filling the questionnaire. All papers were collected back.

After that discussion was conducted with five teachers who were selected for interview and classroom observation, they were asked about their interest and willingness to be interviewed and observed for the study. Having secured their agreement to take part in the study, the researcher arranged the time with the selected teachers for each data collection. Then, the interview and classroom observation were conducted accordingly.

3.5 Data Analysis

Before conducting the analysis, the data collected were cleaned and coded. Then, the descriptive statistics of frequencies and percentages were used. The data which was collected from the students' questionnaire was tabulated and the frequency of each item using the given rating scale was converted into percentage. Then, the data obtained in such a way was analyzed by comparing and contrasting with each other. The data which was collected from the teachers' interview was analyzed qualitatively using plain paragraphs. Finally, the data which was obtained from classroom observations was analyzed qualitatively in narrative form and the data which was collected through the designed check list analyzed using frequency and percentile.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4. Introduction

This chapter deals with the analysis and presentation of data obtained from questionnaire, interview and classroom observation. The detail of data analysis is given below.

4.1 Data from the Questionnaire

This section presents analysis and discussion of the students' questionnaire. Thus, this data from each section is analyzed and discussed as follows:

Table 12: -Demographic Information of Students

No.	Responses in Frequency (Fr.) and Percent (%)			
	Items	Fr.	%	
1.	Sex	A. Male	54	59.9
		B. Female	36	39.9
		Total	90	100
2.	Your interest to learn English	A. Very high	51	56.6
		B. high	34	37.7
		C. not sure	5	5.5
		D. low	0	0
		E. Very low	0	0
		Total	90	100

As can be seen in Table 1, Item 1 above, 54(59.9%) of the respondents were males and 36(39.9%) were females. Item 2 was designed to know how much the students were interested to learn English. As showed in the above table, about 51 (56.6%) and 34 (37.7%) of the respondents said that they had very high and high interest to learn English respectively. On the other hand, very few respondents 5 (5.5%) replied that they were not sure and low and very low were totally not chosen by any respondent. Thus, the majority of the students had interest to learn English.

Table 13:- Students' Responses on Classrooms Activities

No.	English teacher ...	Always		Often		Not sure		Rarely		Never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Gives activities for group work	18	19.9	16	17.7	.	-	36	39.9	20	22.2	90	100
2.	Allows us to do activities ourselves	28	31.1	23	25.5	1	1.1	31	34.4	7	7.7	90	100
3.	Encourages Ss to interact with others	20	22.2	14	15.5	2	2.2	28	31.1	26	28.8	90	100
4.	Adapts some activities to suit our language needs	14	15.5	11	12.2	7	7.7	25	27.7	33	36.6	90	100
5.	Uses language games for activities	-	-	3	3.3	4	4.4	36	39.9	47	52.2	90	100
6.	Gives feedback for each activity	40	44.4	24	26.6	2	2.2	21	23.3	3	3.3	90	100
7.	Tolerates errors to the use of language	52	57.7	30	33.3	-	-	5	5.5	3	3.3	90	100
8.	Guides us how to carry out activities	39	43.3	28	31.1	5	5.5	12	13.3	6	6.6	90	100
9.	Provides activities on language skills	11	12.2	12	13.3	2	2.2	40	44.4	25	27.7	90	100
10.	Gives activities in context not in isolation while teaching grammar	16	17.7	25	27.7	2	2.2	39	43.3	8	8.8	90	100

Item 1 in the Table 2 above was used to know how often the teachers provided different activities to do in groups. As can be seen from the table, 36 (39.9%) and 20 (22.2%) of the respondents showed that these activities were rarely and never provided by the teachers respectively while 18 (19.9%) of the respondents indicated the teachers always gave group activities and 16 (17.7 %) of the respondents reported that the teachers often gave group activities. Since the majority 56(62.1%) of them said that group activities were given rarely and never. It seemed that group activities were rarely given.

Using Item 2, in Table 2, the students were asked whether they were allowed to do activities by themselves. The result indicated the majority of the teachers 77 (85%) always and often allowed the students to do activities by themselves. Thus, the students were encouraged to do activities by themselves.

Item 3 was designed to investigate how often the students were encouraged to interact with other students by their teacher. As indicated in the Table 2, 28 (31.1%) and 26 (28.8%) of the respondents indicated that they were rarely and never encouraged to do such activities respectively whereas 20 (22.2%) of the respondents reported that the teachers always encouraged them and 14 (15.5%) of the respondents are often encouraged. Thus, the students were rarely and never encouraged to interact with other students, However, Richard (2006) suggests language learning should be facilitated when learners are engaged in an interaction and meaningful communication.

As the result showed in the Table 2, most of the respondents 25 (27.7.6%) and 33 (36.6%) indicated the teachers never and rarely adapted such activities respectively while a few respondents, that was, 14 (15.5%) and 11 (12.2%) reported that these activities were always and often adapted respectively. It seems almost all the teachers could not adapt activities.

In reply to Item 5 in Table 2 above, the data showed about 36 (39.9%) and 47 (52.2%) of the respondents replied that language games were rarely and never used respectively. The other respondents 3 (3.3%) indicated these games were often used. Hence, the majority of the respondents 83 (92.1%) showed 'never' and 'rarely' It is possible to say language games were rarely used.

Item 6 in Table 2 above was intended to know if the teachers gave feedback for each activity. The result for this item showed 40 (44.4%) of the respondents indicated that the teachers always gave feedback and 24 (26.6%) of the respondents reported feedback was often given. On the other hand, 21 (23.3%) of the respondents showed feedback was rarely provided and 3 (3.3%) of the respondents responded that feedback was never provided. Based on the above result one can say most teachers provided feedback for each activity.

The result for Item 7, about tolerating errors to use of language showed that 52 (57.7%) of the respondents reported that errors were always tolerated and 30 (33.3%) of the respondents showed errors were often tolerated while 5 (5.5%) of the respondents identified errors are rarely tolerated and only 3 (3.3%) said that errors are never tolerated. The above results confirm that the majority of the students 82 (90%) reported that the teachers tolerated errors.

Item 8 was designed to identify whether the teachers give guide when the students carry out activities. As can be seen from the Table 2 above, 39(43.3%) and 28(31.1%) of the respondents indicated 'always' and "often" respectively while 12 (13.3%) and 6 (6.6%) of the respondents said 'rarely' and 'never' respectively. It is possible to understand from the result the large number of the respondents 67 (74.4%) had identified with 'always' and 'often'; therefore, the students were mostly provided guide to carryout activities.

As can be seen from Table 2 above, the result showed the majority of the respondents 65 (72.1%) indicated 'rarely' and 'never'. So language skill activities were not properly provided. However, CLT gives equal attention to all language skills. Celce-Murcia (1991) suggests that the students should work on all four of language from the beginning in order to develop their confidence in all these four skills. The activities should involve listening, speaking, reading and writing.

Item 10 was set to know if language focus (grammar) activities were given in context rather than in isolation. As shown in Table 2 above, 39 (43.3%) of the respondents reported that language focus activities were rarely given in context and 8 (8.8%) of the respondents showed that such practices were never given whereas 16 (17.7%) and 25 (27.7%) of the respondents indicated 'always' and 'often' respectively. This data revealed that majority of the teachers rarely and never provided language focus activities in context. But, Dean (2003) points out that grammar is everywhere and is all the time and it is not an isolated stand alone system.

Item 1, in the Table 3 below, was designed to know how often the teachers facilitated group discussion. According to data 40 (44.4%) of the students replied that the teachers facilitated group discussion rarely and 25 (27, 7%) of them said 'never' whereas 10 (11.1%) and 15 (16.6%) of them indicated 'always' and 'often' respectively. Thus, the majority of the students, 65(72.1%) said 'rarely' and 'never'. This implies that most teachers did not facilitate group discussion properly yet according to Larsen (2000) communicative classrooms teacher is supposed to talk less and listen to the students and become active facilitators of the students' group discussion.

Table 14: - Responses Regarding Teacher Role in CLT Activities

No.	To improve our communicative ability, English teacher	Always		Often		Not sure		Rarely		Never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Facilitate group discussion	10	11.1	15	16.6	-	-	40	44.4	25	27.7	90	100
2.	Acts as independent participants in group discussion	18	20	4	4.4	-	-	31	34.4	37	41.1	90	100
3.	Establishes situations to promote learning	10	11.1	14	15.4	4	4.4	35	38.8	27	29.9	90	100
4.	Use authentic materials	2	2.2	5	5.5	4	4.4	36	39.9	43	47.7	90	100
5.	Accepts our questions and opinions	39	43.3	45	50	-	-	4	4.4	2	2.2	90	100
6.	Provides opportunities for more practices	10	11.1	12	13.3	1	1.1	44	48.8	23	25.5	90	100

In Table 3, Item 2 was intended to know whether the teachers acted as independent participants in group discussion. The majority of the respondents 68(75.5%) reported that the teachers were rarely and never acted as independent participants during discussion. But the teacher is expected to act as independent participant. Bren and Candlin(1980) state that a teacher is an independent participant in a classroom group discussion.

Item 3 was designed to know whether the teachers established some situations which promote language learning. As indicated in Table 3, only 24(26.5%) showed ‘always’ and ‘often’, but the majority of the respondents 62(68.7%) said rarely and never. It is possible to conclude that situations were not properly established by the teachers. Situations should be provided. Larsen (2000) suggests that in CLT approach one of the teacher’s major responsibilities is to provide situations which promote communication. Bern (1984) also states that communicative language teaching makes the use of real-life situations that promote communication.

Item 4 was intended to investigate if the teachers used authentic materials. As it was showed in Table 3, the majority of the respondents 36 (39.9%) and 43 (47.7%) reported that authentic

materials were rarely and never used respectively. Very few respondents² (2.2%) and 5(5.5%) indicated ‘always’ and ‘often’ respectively. Thus, authentic materials were rarely used. However, communicative language teaching advocates the importance of. Authentic materials should be used in order to overcome the typical that the students cannot transfer what they learn in the class to the outside world (Larsen, 2000).

In Item 5 the students were asked to provide information whether their opinions and questions were accepted by the teachers. As indicated in Table 3, the large number of the respondents 84(93.3%) reported that their questions and opinions were always and often accepted by teachers, but only few respondents⁶ (6.6%) reported that the teachers rarely and never accepted their opinions and questions. The results revealed that most of the teachers accepted the students’ questions and opinions.

Item 6 was designed to investigate whether the teachers provided opportunities for the students for more practice. As revealed in Table 3, 44(48.8%) of the respondents replied that the teachers rarely provided opportunities for more practice, and 23 (25.5%) indicated “never” on the one hand¹² (13.3%) and 10 (11.1%) of the respondents responded to ‘often’ and ‘always’ respectively. The majority of the respondents, that was, 67 (74.3%) said ‘rarely’ and ‘never’, so the teachers rarely provided opportunities for more practice. However, Richard (2006) suggests that the effective classroom teaching should be carried out providing the students with tasks and exercise to negotiate meaning and expand their language resources.

Table 15: - Responses Concerning Role of the Students in CLT

No.	To improve communicative ability...	Always		Often		Not sure		Rarely		Never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	I am responsible for my own learning	48	53.3	36	39.9	-	-	6	6.6	-	-	90	100
2.	I learn through an interaction with others	7	7.7	5	5.5	3	3.3	31	34.3	44	48.8	90	100
3.	I am active group discussion participants	15	16.6	10	11.1	5	5.5	41	45.5	19	21.1	90	100

In the Table 4 item1 was intended to get information if the students took responsibility for their own learning. The result depicted that a greater number 84 (92.2%) of them always and often took responsibility for their own learning while only 6 (6.6%) of the respondents rarely took responsibility for their own learning. In CLT approach the learners should take a great responsibility for their own learning (Little wood, 1981).

Item 2 in Table 4 was set to know how often the students interacted with other students while learning English. The majority of the students 75 (83.2%) never and rarely interacted with other students whereas 12 (13.2%) of them reported they always and often interacted with other students. Furthermore almost all the teachers who were interviewed said that the students did not like to learn through interaction. But, language learning is facilitated when learners are engaged in an interaction and meaningful communication (Richard, 2001).

In table 4, item 3 was designed to investigate whether the students were active participants in group discussion. The result showed 60 (66.6%) of the respondents said rarely and never while 25(27.7%) of them said always and often. As can be seen in the result the majority of the respondents reported that they rarely and never participated. In addition the interviewees reported that the students did not participate in the group discussion. They added that they used vernacular language instead of using the target language.

Table 16: - Problems Related to Teacher in the Implementation of CLT

No.	I think, our English teacher...	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Use much time for explanations,	35	38.8	27	29.9	11	12.2	7	7.7	10	11.1	90	100
2.	Lacks proficiency,	30	34.4	17	18.8	14	15.4	4	4.4	25	27.7	90	100
3.	is reluctant to use group work,	42	46.6	25	27.7	10	11.1	8	8.8	5	5.5	90	100
4.	Does not provide opportunity for practice,	35	38.8	30	33.3	12	13.3	8	8.8	5	5.5	90	100
5.	Uses exam oriented teaching.	38	42.2	31	34.4	0	0	15	16.6	6	6.6	90	100

Item 1 in Table 5, the students were asked about the teachers' time using for explanations during class time. As indicated in the table, 35 (38.8%) and 27(29.9%) of the students strongly agreed and agreed that the teachers used much time for explanations respectively on the other hand 7(7.7%) and 10(11.1%) of them disagreed and strongly agreed respectively. Thus, the majority of the students 62(68.7%) strongly agreed and agreed, so we can deduce from this data the classes were dominated by teachers. Moreover all the teachers who were interviewed confirmed that they usually used lecture method while teaching English in the class .But, Deckert (2004) suggests that teacher should talk less than students and make opportunities for students to engage in different activities.

Item 2 was set to know whether the teachers lacked proficiency in English. According to this result 30 (34.4%) of the respondents strongly agreed and 17 (18.8%) of them agreed that the teachers lacked proficiency in English whereas 4(4.4%) of the respondents and 25 (27.7%) disagreed and strongly agreed respectively. since the majority of the students47 (53.2%) strongly agreed and agreed the teachers lacked of proficiency in English. Teachers are supposed have a good proficiency. Ellis (1996) suggests the teachers' language proficiency is important for the successful adoption of CLT into EFL classrooms.

The response to item 3 regarding using group work during the lesson about42 (46.6%) of the respondents strongly agreed and25 (27.7%) of them agreed that teachers were reluctant to use group work while 8 (8.8%) of the respondents disagreed and5 (5.5%) strongly disagreed, so the majority of the students67 (74.3%) strongly agreed and agreed. Hence, we can say most teachers were reluctant to apply group work activity in the class. However, according to Harmer (1991) "The group provides much more intensive opportunities for practice and they are potentially much more flexible." (p.245)

Regarding provision of opportunity for communicative practice in Item 4, Table 5 above most of respondents 65(72.1%) strongly agreed and agreed that the teachers did not provide them opportunity for communication. A few respondents 12 (13.2%) disagreed and strongly disagreed. Thus, the teachers did not provide the students more opportunity for communicative practice.

Item 5 was designed to investigate what the teachers aimed at while teaching English. As the data showed in Table 5, the majority of the respondents 38 (42.2%) and 31 (34.4%) reported that they strongly agreed and agreed that teaching was exam oriented respectively while 15 (16.6%) of the respondents disagreed and 6(6.6%) strongly disagreed. According to this data analysis the teaching was aiming at exam oriented. Furthermore some of the teachers who were interviewed suggested clearly the main goal was to prepare the students for university Entrance Examination. The researcher himself has a long experience about this; teachings are directly related to prepare the students for the exam rather than preparing them to use the language for communicative purpose.

Table 17: - Problems Related to Students to Implement CLT

No.	I think, students ..	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Expect teacher to explain everything through lecture	29	32.2	33	36.6	12	13.3	5	5.5	11	12.2	90	100
2.	Lack interest to work in group	31	34.4	28	31.1	12	13.3	9	9.9	10	11.1	90	100
3.	Lack proficiency in English	49	54.4	30	33.3	0	0	8	8.8	3	3.3	90	100
4.	Lack experience learning language through communicative a	35	38.8	21	23.3	13	14.4	17	18.8	4	4.4	90	100
5.	Have exam oriented language learning	42	46.6	36	39.9	0	0	4	4.4	8	8.8	90	100

As indicated in Table 6 Item 1 was intended whether the students expected more explanations from teachers for everything. The data showed 29 (32.2%) of the students strongly agreed and 33 (36.6%) agreed that they expected more explanation from their teachers while 11 (12.2%) of the students replied to strongly disagree and 5 (5.5%) responded to disagree. The majority of the students 62(68.8%) strongly agreed and agreed that the students expected explanation for everything. Therefore, we can deduce from this data many students expected more explanations

from the teachers. In addition, most teachers in the interview suggested that many students expected much explanation from them.

The response to Item.2 concerning the interest of the students most of the students 59(65.5%) strongly agreed and agreed the students lacked interest to work in group. A few respondents 19 (21.3%) disagreed and strongly disagreed regarding lack of interest to work in group. The result revealed that the majority of the students lacked interest to work in group. Two interviewees also reported the students did not like group work. The interviewees also suggested that the students discussed out of the given topic using their mother tongue.

Item 3 was designed to know whether the students lacked proficiency in English. As can be seen from the Table 6, large number of the students 49 (54.4%) strongly agreed and 30 (33.3%) agreed whereas 8 (8.8%) and 3(3.3%) of the respondents disagreed and strongly disagreed respectively that they lacked proficiency in English. Almost all the interviewees complained strongly the students were passive and lacked proficiency in English. Thus, based on these results one can say the students lacked proficiency in English.

The purpose of Item 4 was to investigate whether the students had experience to learn English through communicative approach. About 35 (38.8%) of the respondents strongly agreed and 21 (23.3%) agreed that they lacked experience, but 4 (4.4%) and 17 (18.8%) strongly disagreed and disagreed respectively. Thus, the majority of the students confirmed they had no experience in learning English based on communicative language learning. The interviewees also revealed that the students had poor background experience in English.

Item 5 in Table 6 above was designed to know the motivation of the students why they learned English. Most of the students 78(86.5%) strongly agreed and agreed their language learning was exam-oriented whereas 12 (13.2%) of the respondents strongly disagreed and disagreed. According to this result the large proportion of percentage indicated the motivation of the students for language learning was examination oriented. One of interviewees also suggested that the students had one goal that was to pass the university entrance examination or classroom

tests, as a result of this his primary responsibility was to prepare the students for national examination rather than he prepared them to communicate in the target language effectively.

Table 18:- Problems Related to Time to Implement CLT

No.	I think that	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Communicative activities are skipped due to the shortage of time in textbook,	42	46.6	35	38.8	4	4.4	5	5.5	4	4.4	90	100
2.	The teacher has to finish the text book as result, he can't get sufficient time to adapt other activities,	38	42.2	42	46.6	3	3.3	7	7.7	0	0	90	100

As can be seen in Table 7, most respondents 77 (85.4) strongly agreed and agreed that some communicative activities were skipped in the textbook because of shortage of time while a few respondents 9 (9.9%) strongly disagreed and disagreed. This indicated that teachers skipped Communicative activities in the students' text book due to shortage of time. Similarly, in Item 2, the majority of the students 80 (88.8%) strongly agreed and agreed the teachers had to finish the ready text book, so they did not have sufficient time to adapt CLT activities.

Table 19: - Problems Related to Exam system to Implement CLT

No.	The tests and examination we take.....	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	are more of grammar-focused questions	39	43.3	28	31.1	3	3.3	11	12.2	9	9.9	90	100
2.	Don't include speaking and listening skills	25	27.5	43	47.7	9	9.9	5	5.5	8	8.8	90	100
3.	Give little attention to communicative activities	37	41.1	32	35.5	10	11.1	4	4.4	7	7.7	90	100

4.	Always based on pencil-and-papers	48	53.3	34	37.7	0	0	5	5.5	3	3.3	90	100
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In Item 1 Table8 above the students were asked if the examinations and tests they took were more grammar focused questions. The responses to this item the large proportion of the students 67 (74.4%) strongly agreed and agreed that the examinations and tests were more grammar focused questions while 20 (.22.1%) of the students disagreed and strongly disagreed According to this result it is possible to say examinations and tests were more grammar focused. Students preferred learning sentence structure rather than communicative activities because the contents of examinations of most language were more grammar based (Vongxay, 2013).He also suggests grammar-based examination format was the biggest obstacles to students' interest in communicative. Therefore the nature of exam by itself affects the implementation of CLT.

The result for item 2, showed that the majority of the students68 (75.5%) strongly agreed and agreed that the examinations and tests they take did not include speaking and listening while13 (14.3%) strongly disagreed and disagreed. As can be seen from the result speaking and listening were scarcely included in the examinations and tests the researcher has also experience, exam orient teaching often focuses on vocabulary and grammar that leads the teachers to focus on these aspects of language and the students are rarely tested listening and speaking but, CLT is concerned with all language skills.

The response to Item 3 in Table 8 the large number of the respondents 69 (76.6%) strongly agreed and agreed the examinations and tests were less communicative on the one hand 11 (12.1%) strongly disagreed and disagreed concerning the item Thus, it is possible to say much attention was hot given to communicative activities. One of the interviewee also suggested that the examinations were not communicative based and did not lead students to engage in real life.

Item 4 was designed to know how examinations and tests were prepared. As indicated in Table 8, the large percentage of respondents, that is, 82 (91%) of them strongly agreed and agreed that the examinations and tests were pencil-and-paper type whereas 8(8%) disagreed and strongly disagreed .Thus, the majority of the respondents agreed that the types of examination and tests that were always pencil-and-paper in type.

4.2 Data from Classroom Observation

In the coming section, attempts are made to present the data analysis and discussions for the classroom observation data as follows.

Table 20: - The Role of Teacher during Classroom Observation

No.	1. During the lesson, the teacher....	Yes		No	
		Fr.	%	Fr.	%
1.1	Introduces the lesson clearly & tells uses of the lesson,	8	80	2	20
1.2	Gives opportunity to students to communicate effectively,	2	20	8	80
1.3	Uses much time for lecturing and explanation,	9	90	1	10
1.4	provides activities for more practice,	2	20	8	80
2.The teacher lets the students work		Fr.	%	Fr.	%
2.1	In pairs,	2	20	8	80
2.2	In small group,	-	-	10	100
2.3	Independently,	9	90	1	10
3. During group work, pair work and independent work....		Fr.	%	Fr.	%
3.1	Moves around the group to monitor discussion,	2	20	8	80
3.2	Provides guide how to carryout activity or tasks,	7	70	3	30
3.3	Gives feedback for activities given during the lesson,	8	80	2	0
4. During the lesson the teacher focuses on ...		Fr.	%	Fr.	%
4.1	Language form,	8	80	2	20
4.2	Language function.	2	20	8	80

According to the observation result in the Table 9 above, the result for Item 1.1 revealed by 8 (80%) that teachers introduced and told the use of the lesson clearly. Next, as can be seen in Item 1.2, 8 (80%) of the observed teachers did not give opportunity to students to communicate in English effectively. Third, a great number of observed teachers 9 (90%) spent much time on lecturing. Fourth, it was also observed that 8 (80%) of the teachers did not provide more activities to be practiced by the students in addition to exercises given in student's textbook.

Under Section 2 of Table 9, three items were included to assess regarding cooperative activities. Thus, in Item 2.1, among the observed teachers, 2 (20%) of them employed pair work. Next, 10 (100%) of the teachers (Item 2.2) did not use small group work. Third, according to Item 2.3, classroom activities were done independently by 9 (90%).

In Section 3 of Table 9 three items were used to assess teachers' efforts of monitoring, helping and giving feedbacks. According to Item 3.1, teachers were not moving in class to monitor

students' discussion by 10 (100%). Next, 7 (70 %) of the teachers provided guides to students how to carry out activities or tasks (Item 3.2). Third, 8 (80%) of the teachers were observed giving feedbacks (Item 3.2).

Finally, the two items in Section 4 were prepared to review whether the focus of the lesson was on language form or function. Thus, the observations confirmed that 8 (80%) of the teachers focused on language form (Item 4.1) whereas 2 (20%) of the teachers observed focused on language functions (Item 4.2) during the classroom lessons.

To sum up this observation results, most teachers were taking much time. As a result, the students were not participating. Despite the fact that some activities could have been carried out through group works, they were not done. Thus the classes were none communicative because the students did not actively engaged in communicative activities.

Table 21: - The Role of the Students during the Lesson

No.	5. During the lesson the students participate.....	Yes		No	
		Fr.	%	Fr.	%
5.1	actively on the lesson,	1	10	9	90
5.2	in pairs,	2	20	8	80
5.3	in small group,	-	-	10	100
5.4	independently,	9	90	1	10
5.5	communicate in English,	1	10	9	90
5.6	answer questions when the teacher ask them,	1	10	9	90
5.7	listen to teacher's explanation or lecture,	8	80	1	10
5.8	taking note,	6	60	4	40
5.9	asking questions in the target language.	-	-	10	100

As can be seen in Table 10 above, it was observed that during the lesson the majority of the students by 9(90%) did not participate during the observations. It was also confirmed that the students did not work in small group work, but only 2 (20%) of them were observed participating in pair work. The researcher also observed when the students were asked questions, only very few students, that is, 1 (10%) tried to answer the questions in English. Among observed classrooms, 10 (100%) of the students did not ask any questions to their teachers during the ten observations.

Table 22: - Instructional Materials Observation

No.	6. Instructional materials used during the lesson....	Yes		No	
		Fr.	%	Fr.	%
6.1	Students text book is used	10	100	-	-
6.2	Pictures, charts are used	-	-	10	100
6.3	Audio-visual materials are used	-	-	10	100
6.4	Magazines or news papers is used	-	-	10	100

According to Table 11, one of the most important factors which affect the implementation of CLT is the availability of the instructional materials. The researcher also checked these during the observations. Thus, 10 (100%) of the teachers (Item 3.1) used the students text books. However, according to the three items (Items 3.2 to 3.4), the teachers did not use authentic materials, such as, pictures and charts by 10 (100%), teachers also did not use audio-visual materials by 10 (100%) and teachers did not use magazines and newspaper by 10 (100%) during the observations respectively.

4.3 Data from the Interview

This section presents the data obtained using face-to-face interview. Accordingly, the responses to the ten semi-structured questions are analyzed and presented as follows.

The first question was designed to know how long the teachers have been teaching English. Thus, three of them have been teaching for the last thirty years and two of them have been teaching for the last twenty years.

The second question was designed to know what methods were used by the respondents when they were conducting teaching in EFL classrooms. Most of interviewees had the same responses to this question. They said that they mostly used lecture method when they were teaching English. Very few of them sometime used group work activities and pair work. For example, T-2 said, *“I give group work pair work activities if only the lesson requires productive skills such as speaking and writing.”*T-1 and T-3 added, *“There was no one clear and best method in teaching.”* Based on their responses, the researcher asked them despite the fact that there was no one best method what they mostly applied in teaching.

They said, *“We use lecture method and we also suggest that it would be good if we applied communicative language but we could not.”*T-5 explained why he used structural approach as

follows, He explained, *“First, the students’ motivation is focused on passing university entrance examination. So, I have to prepare the students for this purpose. The other reason is that as the national examinations are prepared through writing around grammar and vocabulary, they do not encourage the students to engage in real life communication.”*T-1 also added, *“When the students were asked to discuss, to debate or write through meaning of negotiation, they were reluctant.”*

As a result, English teachers were being discouraged to apply CLT in EFL classrooms. From this one can understand that although all interviewees believed that CLT approach is important to be applied, they didn’t do much to adopt to their actual classrooms. For instance, T-4 suggested, *“There is no lack of knowledge about CLT, but it is lack of interest from both students that makes teachers use lecture methods.”*

The third question was intended to know what the interviewees expected from the students while they conduct communicative language teaching. T-1 and T-2 said that the students are expected to express their ideas in English as much as possible without being afraid of making mistakes and they should use only English in the class. On the one hand, T-5 explained that the students are expected to interact more in discussion. He said, *“In CLT the students should be considered as actors of class and real participants and teachers should be facilitators. However, the real picture is opposite because the students are passive.”*T-1 added, *“The students in CLT classes are expected to discuss in English when they are given group activities and they have to ask questions in the target language.”* In this item, the interviewees’ responses revealed that most of them appeared they had awareness of role of students in communicative language teaching. In other word there is no misconception. Nevertheless, they did not put in practice.

The fourth question was designed to know how often the interviewees provided the students classroom activities. T-1 said, *“It depends on the lesson and the topic. He added that he provided at least one class activity within a period and sometimes gave them from one up to three activities.”* T-2 said, *“I give twice a week but not every day because the time does not allow me to use as much as many activities.”* T-3 suggested that teaching language is by itself is an activity which should be performed by the students. He reported that he sometimes gave an

activity after certain lesson. T-4 and T-5 said that the class activities are always in the text book and they give students activities based on the textbook.

In spite of the fact that all interviewees replied that they attempted to provide some activities each period, most of their activities were dependent of the students' text book. None of them said additional classroom activities (supplementary language exercises) were provided for the students, such as, language games, role plays and problem solving activities. Larsen (2000) states that one of the typical characteristics of CLT is to provide the students opportunities to use the language through communicative activities like role plays, language game, and so on.

In the fifth item of interview, respondents were asked how students would do class activities. T-1 replied this question like this. He said, *"The students in the same desk discuss together."* The researcher asked him whether the students were willing to discuss in group when they were given activities. The interviewee replied, *"I have no problem. And when I order the students discuss but the problem is that the students are often doing out of the given topic."*

T-2 said, *"It depends on the type of activities. If the topic is grammar, I will ask the students to do individually and they do not have to discuss in group."* According to this interviewee, grammar does not require group discussion. She added that she made students discuss when there were matters to be discussed. T-3 said, *"Many students perform activities that bring their textbooks to class but some students who often do not bring their text book do not do activities individually. The textbook leads me which activities require group work."* He added, it was not being done all time. T-5 replied that the students did grammar based exercises individually rather than in group work which is the most important feature of CLT. When the responses of the five interviewees were analyzed, T-1 explained that the students discussed in group while T-2 and T-3 said the activities were dependent on the student's textbook and T-4 and T-5 reported that the students were doing activities individually rather than working in group.

The sixth item of the interview was intended to get information about the type of situations teachers were providing to improve the students' communicative capacity. The first interviewee said, *"There are some activities in the textbook and he used the situations the textbook provides for practice."* He added that he gave the students some assignments to be presented in the class and that helped them to develop their speaking skills. The second interviewee reported that she

mostly used the students' textbook, their life experiences, and classroom situations, such as, what were actually happening in the classroom. The third interviewee began answering the question like this. He said, "*I have to create some situations.*" He added that he had used in the class situations when he taught about the pros and cons of living in developing countries the week before. He said that he let the students to discuss in group so as to improve their speaking skills.

The fourth interviewee said he always told the students to discuss in group to improve their speaking skills, too. The fifth interviewee said, "*When I think of the future of the students, I am worried. So, I sometime try to implement CLT, especially during speaking and writing lessons.*" He added that he gave the students title for debate in group and he encouraged each individual to be responsible to present their debate according to the given title in context. He also said, for writing lessons, "*I give students title and made them write first in group, draft through interaction and lead them to discuss and select the best draft or version and then redraft. Then, I gave them opportunity to submit their papers.*"

Accordingly, all the interviewees gave responses to the item in different ways, but they had one common idea. All of them believed that creating situations for some activities was their responsibility. Some of them attempted to do such activity but it still needs improvement

Item seven was designed to know what approaches were used by teachers for the students to take care for their own learning. Each interviewee tried to give their responses as follows:

T-1 replied that he gave students time to do activities at home with the help of their friends and families outside the classroom. T-2 also responded to the question that she gave students assignment and more homework so that students could do it by themselves or they might get help from their friends. T-3 and T-5 also said that they gave similar response with T-1 and T-2. Whereas T-4 said that the students were encouraged to take part in one- to- five group formation what is being currently encouraged in Ethiopia's schools.

According to most interviewees responses, homework and assignment were used as the means to develop students' responsibility for their own learning. In fact, there are some other activities which would develop students' responsibility of self learning, such as, listening to their peer in group discussion. Richard (2006) suggests that learners have to participate in class activities that

are based on cooperative rather than individualistic approach to learning. The students should be responsible to listen to their peer in group work or pair work. They should not depend only on their teachers, so they are expected to take a greater degree of responsibility for their own learning.

In the eighth item, the researcher asked the interviewees how often they had tried to implement communicative language teaching approach. T-1 replied that the students did not like such kinds of activities but they liked to be given lecture; as a result he rarely used CLT while T-2 explained that she used CLT as much as she could and T-3 said that he had to follow the textbook. He said, *“Teaching language is just teaching the four skills of the language.”* T-4 said that he had knowledge about CLT but he did not use. He suggested that there was lack of interest from both students and teachers to use CLT approach. T-5 said he rarely implemented CLT approach. To sum up, each interviewee had faced some common problems while they were attempting to implement CLT. The major problem was lack of interest of the students. One of the interviewees even suggested the following. He said, *“To be honest, the teachers themselves lacked the interest in using CLT approach.”*

Item nine was set to investigate what the interviewees thought about the problems and the good sides of using CLT approach were. T-1 said that he thought that CLT approach helps students to be able to communicate very well through speaking, writing and other language skills. He explained that the problem was lack of students' interest to use this approach. He added that the students did not want to do such activities by themselves. T-2 directly explained about the problems. She said, *“The major obstacles were that the students were not willing to use English to discuss matters when I usually move around the class.”* She also explained, *“When the students are discussing, I check whether they use English or their mother tongue. When I approached them, they started speaking English but when I go away they started speaking vernacular language.”* The researcher asked this interviewee based on her response whether the students were willing to discuss in group. She said, *“Yes. We like but the problem is the students use vernacular rather than using the target language.”*

The third interviewee mentioned that the first problem was English media to develop different accent and another great problem was teaching a large class size. He added that the number of

the students in the class was 58 to 60. All the students could not get chance to practice the language within forty minutes. The fourth interviewee said as he mentioned in item eight there was no problem of awareness about CLT approach but it was the problem of putting it into practice. He added the major problem was both teachers and students lacked interest in using CLT approach. The fifth interviewee also thought that the students lacked interest and had weak background. He added, *“Large class size created a hindrance to implement CLT.”*

In Item Ten, the researcher asked the interviewees to get information regarding the students’ attitude in using CLT. T-1 indicated that students’ attitudes were not satisfactory as he had mentioned in the former question and they did not like CLT approach. T-2 said that the students seemed to be passive so that he preferred to give them everything. She suggested that most of students were interested in grammar lesson because it required teachers’ more explanation. On the other hand, T-3 thought that it was very difficult to assess the students’ attitude generally. He said, *“I think that the students feel that speaking entertain them better. So, it is better to say they have good attitude to speaking than to other skills”*. T-4 and T-5, however, thought that the students had negative attitude toward CLT because their goal was to pass the national entrance examination. Besides, since their English background is poor and when they are asked to use English, they become stressful and discouraged.

To sum up, according to the interviewees’ responses to each question, it was revealed that there was no major problem in the perception of the principles of CLT. Almost all of them had knowledge about CLT, but there was problem to adopt it into actual classrooms because of some challenges. These were: lack of the students’ interest, exam-oriented teaching, being reluctant to learn through cooperative ways, like group or pair work, students’ high expectation of teachers explanations for everything (the focuses of teaching and learning were more explanations), and grammar-oriented teaching were some of the major problems. This was so because the students were more interested to learn grammar than to learn other important aspects of the language which promote communicative ability in the target language.

It was revealed by the interviewees that the students were passive because they had poor background in English. Moreover, large class size could have impeded the application of CLT in actual classrooms. Despite the fact that the majority of the teachers in the interviews did not

suggest about the teachers' interest to implement CLT approach, two teachers reported the teachers lacked interest to implement CLT approach, too.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5. Introduction

This chapter attempts to conclude the activities that have been done throughout the study. In view of this, first, a brief summary concerning the activities carried out during the study is presented. Then, the major findings of the study are presented in the line with the research questions and conclusion is presented. Finally, some recommendations are forwarded based on the findings to be implemented by concerned bodies.

5.2 Major Findings

Based on the data analysis of the study discussed earlier, the following conclusions have been drawn. Thus, the findings are discussed on the basis of the research question formulated and discussed in Chapter One, Section 1.4 as follows.

The first research question asked was: “Q1. What teaching and learning approach was used for classroom instruction of the EFL lesson?” To this research question, the finding of data analysis revealed the following results. The result obtained from the questionnaire, interviews and classroom observations revealed that the teachers used much class time. In other words most teachers were likely to implement structural approach ways of language teaching. The activities which reflect CLT approach were rarely happening in the classroom. Rather the teachers were still dominating the class that was, teacher centered approach.

The second research question asked was: “Q2. How were the classroom activities for the EFL lessons carried out?” To answer to this research question, the finding from the data analysis showed these results. To begin with, the finding of the study concerning the provision of different communicative activities which could develop students’ communicative capacity, it was revealed they were rarely carried out like group work activities. In similar way, the interview and classroom observation indicated that students were rarely encouraged to interact with the other students. On the other hand, the teachers’ interview indicated that the students did not like to discuss in English rather they liked to learn individually. According to the same interview results, students did not actively participated in group discussion and they rather

expected their teachers to explain everything. This implies that the teachers were still applying non-communicative (traditional) language teaching.

The other important principles to be applied in CLT approach is using language games, however the majority of the students reported that language games were never used in the class to develop communicative ability. No teachers were found when they applied these activities during classroom observation and none of them said they used language games during the interviews.

The study confirmed that situations were rarely created by the teachers which promote communicative language learning. But, according to Richards (2006) one of the most important teachers' responsibilities in CLT approach is to establish situations to promote the students' language learning.

According to the students' responses most teachers gave them feedback for the activities and tolerated errors to the use of language. This was also confirmed during classroom observation. The study also revealed that nearly all the students took responsibility for their own learning.

The third research question asked was: "Q3. What were the problems that affected the implementation of CLT during the EFL lessons?" To answer the above research question, the finding of the study revealed that there were some impediments in applying the CLT approach. As revealed in the students' questionnaire some teachers might have lacked proficiency in English. Likewise, the interview indicated that the students had poor background, lacked interest to CLT activities, such as, group and pair work. The students also reported the teachers were reluctant to use group work. Thus the study found out both teachers and the students were reluctant for group activities. The other impediment which hindered the implementation of the CLT was lack of the students' interest. The interview revealed that the students lack interest to do interactive activities. The students also had no experience learning English based on CLT at the grass root level. In other words, the students had poor background in English.

5.2 Conclusion

The following conclusions have been drawn based on the finding of the study. Despite the fact that all the teachers who were interviewed had knowledge about the principles of CLT and

agreed on its importance, they did not do much to put it into practice in their respective actual classrooms. Rather most of them employed the teacher centered approach. There was not much happening. As Karavas Doukas (1996) cited in Beyene (2008) there is widespread adoption of communicative approach by textbooks and curricula, around the world but, research suggests the principles of CLT in the classrooms are rare.

The students were not active participants and EFL classrooms were non-communicative because the students were rarely provided communicative based activities. Both teachers and students were over concerned with the examination, so the teachers were teaching English to prepare the students for examination rather than preparing them to communicate in English effectively.

Unlike traditional or structural approach language teaching, CLT requires much time to practice some activities. Due to the shortage of time the communicative activities were rarely performed in the class and authentic materials were not being adapted although CLT emphasizes their importance. Rather the teachers were over concerned to finish the readymade textbook.

The teachers were over concerned with preparing the students for the examination, so language teaching and learning were exam oriented rather than communicative oriented. The classroom tests were grammar based and important language skills like, speaking and listening were rarely included in the examinations. But, according to Roughten (2003) if learning language is considered as the ability to communicate in a particular sort of situations, the assessment should be interims of establishing simulations of these situations and evaluating how effective communication is used.

5.3 Recommendations

On the bases of conclusion the following recommendations are forwarded:

- The EFL teachers should give more attention to communicative activities to develop the students' communicative capacity through group work or pair work. This should develop the students' ability to communicate in English through speaking, listening, reading and writing.

- The EFL teachers should give ample time to the students during the lesson and give them opportunity to practice the target language rather than blaming their limitations.
- Readymade text books can be used as starting point. The teachers should also adapt authentic materials depends on the students' interest.
- Listening and speaking tasks should be used in the assessments of communicative proficiency and achievement.
- The primary and the main goal of language teaching and learning must be for real communication in different situations rather than exam oriented. In other words the motivation should be for communication because according to Nunan (2001) if the students' motivation was so low to learn language for communication that affects their communicative capacity in English
- The Ministry of Education (MOE) should establish KG-classes in each primary school in order to train the children learning English through communication from very beginning.

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Appendix-1

STUDENT QUESTIONNAIRE

Part 1: - Aim and Instruction of the Questionnaire

Dear student, this questionnaire is designed for the purpose of educational research for post graduate study at Adama Science and Technology University, School of Social Science and Humanities, Department of English .Its main aim is to explore the Implementation of communicative Language Teaching Approach in the teaching of English as a foreign language in grade 11. Therefore your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire is composed of instructions and different questions under five parts .**Part one** deals with the purpose of the study and how to complete the questionnaire. **Part two**, which has four questions, is meant to obtain back ground information of the respondents. Next **part three** which consists of ten questions is designed to obtain information about classroom activities that develop the students' communicative capacity **part four** is based on the role of teachers and students in communicative language teaching classroom which contain nine questions **part five** is designed to explore some constraints that might affect the implementation of communicative language teaching that may be related to teacher, students, time and exam system.

Thank You!

Part I: - Respondent Personal Information

1. Sex; A) Male B) Female
2. Grade Level: A) 11 B) 12
3. Your interest to Learn English
A. Very high B. High C. Not Sure D. Low E. Very Low

Part II: - Questions in this Section are about how activities are carried out in the class during the English lesson. Please indicate your answer by marking “✓” in one of these boxes

No.	1. Our English teacher	Always		Often		Not sure		Rarely		Never		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Gives activities for group work												
2.	Allows us to do activities ourselves												
3.	Encourages Ss to interact with others												
4.	Adapts some activities to suit our language needs												
5.	Uses language games for activities												
6.	Gives feedback for each activity												
7.	Tolerates errors to the use of language												
8.	Guides us how to carry out activities												
9.	Provides activities on language skills												
10.	Gives activities in context not in isolation while teaching grammar												

Part III: - The Following items are on activities related to the role of teacher and students in communicative language teaching classroom. Show your answer by marking “✓” mark in one of boxes

	Role of Teacher	Always		Often		Not sure		Relay		Never		Total	
	Our teacher	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
	1.	Facilitate our group discussion											
2.	Acts as independent participant in group discussion												
3.	Establishes situations to promote learning												
4.	Use authentic materials												
5.	Accepts our questions and opinions												
6.	Provides opportunities for more practices												

No.	3.To improve communicative ability	Always		Often		Not sure		Relay		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1.	I am responsible for my own learning												
2.	I learn through an interaction with others												
3.	I am active participants in group discussion												

Partv:The following items are on some problems affect the implementation of communicative language teaching in EFL classrooms. Please indicate your answer by marking (√) mark in the table.

No.	4.I thinkour English teacher...	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1.	Use much time for lecturing,												
2.	Lacks proficiency,												
3.	is reluctant to use group work,												
4.	Don't Provide opportunity for communicative practice,												
5.	Uses exam oriented teaching.												

No.	5.I think students	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1.	Expect teacher to explain everything through lecture												
2.	Lack interest to work in group												
3.	Lack proficiency in English												
4.	Lack experience learning language through communicative												
5.	Have exam oriented language learning												

No.	6.I think that	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1.	Communicative activities are skipped due to the shortage of time in textbook,												
2.	The teacher has to finish the text book as result, he can't get sufficient time to adapt other activities,												

Related to Examination		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	7. The tests and examination we take.....	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	are more of grammar-focused questions												
2	Don't include speaking and listening skills												
3	Give little attention to communicative activities												
4	Always based on pencil-and-papers												

Appendix- 2

የተማሪ መጠይቅ

ክፍል አንድ፡- ዓላማ እና መመሪያ

ውድተማሪይህ መጠይቅ የተዘጋጀው በትምህርት ላይ ጥናት ለማድረግ ነው። በአሁኑ ሰዓት በአዳማ ላይ ንስና ቴክኖሎጂ ዩኒቨርሲቲ እንግሊዘኛ ዲፓርትመንት ለሁለተኛ ድግሪ (ማስተርስ) ፕሮግራም ጥናት በማድረግ ላይ እገኛለሁ። የጥናቱ ስራ በትምህርት ደረጃ የቋንቋ ስተማሪያ ዘዴ ተግባራዊ መሆኑን (The Implementation of communicative language teaching) ጥናት ለማድረግ ነው።

መጠይቁ የተለያዩ ክፍሎች አሉት። ክፍል አንድ ዓላማ እና መመሪያ ክፍል ሁለት የግል መረጃ ክፍል ሶስት በእንግሊዘኛ ትምህርት ክፍል ለጊዜ በክፍል ውስጥ የሚከናወኑ ተግባራት (Classroom Activities) ምን ያህል ተግባራዊ መሆናቸውን ለማወቅ ነው። ክፍል አራት ደግሞ ተግባራዊ የቋንቋ ስተማር ዘዴ ለተገባር መምህራን የተማሪው ሚና ምን ያህል በክፍል ውስጥ እየሆነ መሆኑን ለማወቅ ነው። አምስተኛው አላማ የመጨረሻው ክፍል ተግባራዊ የቋንቋ ስተማር ዘዴ በተግባር ላይ እንዳይውል ችግሮች ሊሆኑ ይችላሉ ተብሎ የሚታሰቡትን መረጃ ለማግኘት ነው። ስለዚህ አንተ/አንቺ የትምህርት ሰጠው/የምትሰጧው መልስ ለዚህ ጥናት ከፍተኛ አስተዋጾ አለው። አንተ/አንቺ የምትሰጠው/የምትሰጧው መረጃ ሚስጠሩ የተጠበቀ ነው።

አመሰግናለሁ።

ክፍል ሁለት የግል መረጃ

በሳጥኑ ውስጥ “✓” በመጠቀም መልስህን /ሽን አመልክት ነገር ግን ስም መጻፍ አያስፈልግም።

- 1. ያታህ/ ወንድ ለ/ሴት
- 2. ክፍል ሀ/ 11 ለ/ 12
- 3. ለእንግሊዘኛ ትምህርት ያለህ/ያለሽ ፍላጎት ምን ያህል ነው
 - ሀ/ በጣም ከፍተኛ ነው
 - ለ/ ከፍተኛ ነው
 - ሐ/ አርግጠኛ አይደለሁም
 - መ/ ዝቅተኛ ነው

ሠ/ በጣምሻርቅተኛነው

ክፍልሶስት:-

በዚህክፍልውስጥያሉትመጠይቆችበእንግሊዘኛክፍለጊዜበክፍልውስጥምንያህልእንዚህየተጠቀሱት የቋንቋተግብራትእየሆኑመሆናቸውንመረጃለማግኘትነው።መልስህን /ሽን “✓” ምልክትበመጠቀምበሰንጠረዥውስጥአመልክት/ቺ

- መፍቻ:- 1. ሁልጊዜ(5) 2. አብዘኛውንጊዜ(4)
 3. እርግጠኛአይደለሁም(3) 4. ጥቂትቀናት(2) 5. በፍፁም(1)

ተ. ቁ	1. የዕንግሊዘኛትምህርትስንግርበክፍልውስጥየሚከናወኑት	5	4	3	2	1
1	የቡድንስራይሰጠናል					
2	በራሳችንየተለያዩተግባራትንእንድንስራእድልይሰጠናል /ትሰጠናለች።					
3	እርስበእርስእንድንማማርያበረታቱናል (learning through through interaction)					
4	የቋንቋትምህርትፍላጎታችንንለመጠበቅየተለያዩተግባራትንከትምህር ታችንጋርያቀናጃል / ታቀናጃለች /					
5	የቋንቋተግባራትጨዋተዎችንይጠቀማል/ ትጠቀማለች /use language games /					
6	ለእያንዳንዱለምንስራቸውተግባራትበየጊዜውግብረመልስይሰጣል/ት ሰጣለች					
7	በቋንቋመጠቀምልምምዶችውስጥየሚፈጠሩትስህተቶችይታገሳል። (Tolerate errors to the use of language)					
8	የተለያዩተግባራትንእንዴትእንደምንስራቸውመመሪያይሰጣል /ትሰጠናለች					
9	የተለያዩተግባራትንበመስጠትየቋንቋክህሎቶችእንድናጎለብትታደርግ ለች /ያደርጋል።					

1	ተግባራትን በተናጥል ከምንረዳይልቅ በአውድ ውስጥ እንድንረዳይረጋል / ታደርጋለች በቋንቋ ሰዎሰው Gives activities in context not in isolation while teaching grammar					
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ክፍል አራት:-

ከዚህ በታች የተጠቀሱትን ጥያቄዎች ተግባራት ወይንም ቋንቋ ተግባራት በክፍል ውስጥ ሲተገበር ምን ያህል መምህራን ሩእና ተማሪ ድርሻቸውን (ሚናቸውን) እንደሚወጡ መረጃ ለማግኘት ነው። መልስ ህን / መልስ ሽንብ ስንጠኝ ድርሻቸውን ማሳካት በመጠቀም አመልክት / አምልክቱ።

የመምህሩ / መምህራን ድርሻ (ሀላፊነት) በተግባራት ውቋንቋ ማስተማር ዘዴ ውስጥ

- መፍቻ:- 1. ሁልጊዜ (5) 2. አብዛኛውን ጊዜ (4)
 3. እርግጠኛ አይደለም (3) 4. ጥቂት ቀናት (2) 5. በፍፁም (1)

ተ.ቁ	2. አስተማሪዎችን በክፍል ውስጥ እንግሊዘኛ ሲያስተምር	5	4	3	2	1
1.	የቡድን ስራን ያመቻቻል/ ታመቻቻለች					
2.	መምህሩን ልክ እንደ ተማሪ በቡድን ውስጥ መሳተፍ፤ ከተማሪዎች ጋር አብረው መስራት					
3.	የተለያዩ ሁኔታዎችን/ አውዶችን በማዘጋጀት የቋንቋ ተግባራትን እንድናሳድግ ያደርጋል / ታደርጋለች					
4.	Use authentic materials ሌሎች የማስተማሪያ መሳሪያዎችን ይጠቀማል					
5.	የምንሰጠው ሀሳቦችን ወይም አስተያየቶችን ይቀበላል / ትቀበላለች።					
6.	Provide opportunities for more practice በይበልጥ እንድንለማ መድዕድሎችን ያዘጋጃል (ታዘጋጃለች)					

የተማሪ ድርሻ (ሀላፊነት) በተግባራት ወይንም ቋንቋ ማስተማሪያ ዘዴ ውስጥ በቋንቋ የመግባት እሎታን ለማሻሻል።

1.	የራሴ ሀላፊነት አለኝ	5	4	3		1
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2.	ከሌሎችተማሪዎች ጋር በእርስበርስ ግንኙነት እማራለሁ learn through interaction with other students)					
3.	በቡድን ውይይት ውስጥ በንቃት እሳተፋለሁ					

ክፍል አምስት

ከዚህ በታች የተሰጡት ጥያቄዎች ተግባራዊ የእንግሊዘኛ ትምህርት ተግባር ላይ እንዳይውል ችግሮች ሊሆኑ ይችላሉ ብለህ የምታምነውን /የምታምኒውን/ በምልክት አመልክት/አመልክቺ::

- መፍቻ 1. በጣም እስማማለሁ (5) 2. እስማማለሁ (4) 3. አልወሰንኩም (3)
 4. አልስማማም (2) 5. በጣም አልስማማም (1)

ተ.ቁ	4. ከአስተማሪ አንጻር እኔ እንደማስበው	5	4	3	2	1
1	በገለጻዊ ማስተማሪያ ብዙ ሰዓት መውሰድ (use much time for lecturing)					
2	የእንግሊዘኛ ትምህርት ችሎታ ማነስ (lack of proficiency in English)					
3	ተማሪዎችን በቡድን አድጎ ማስተማር ፍላጎት ያለ መኖር					
4	ለተማሪዎች በቁየቋንቋ ተግባራት ልምምድ አለመስጠት					
5	ቋንቋ ለተግባራዊ ጥቅም ላይ ለማተኮር ይልቅ ፈተናተኮር ማድረግ (Exam-tocused teaching)					
	4. ከተማሪ አንጻር እኔ ስለመለከት					
1.	ሁል ጊዜ ከመምህሩ ሰፊ ገለጻ መፈለግ (expect teachers more explanation every time)					
2.	ቡድን /በጋራ የመማር ፍላጎት ማጣት Lack of interest to work in group					
3.	ከእንግሊዘኛ ችሎታ ማነስ የተነሳ ሐሳብን በነፃነት መግለፅ አለመቻል					

4.	ለተግባራዊ እንግሊዘኛ ችሎታ ማጎልበት የራስ ሀላፊነት አለመኖር (lack of responsibility to develop communicative ability)					
5.	በተግባራዊ እንግሊዘኛ ችግር ህርት ላይ የተመረከቱ ልምድ ማጣት					
6.	የእንግሊዘኛ ችግር ህርት ፈተና ለማለፍ ብቻ ላይ ጥራት አድርጎ መማር (exam based learning English)					
	5. ከጊዜ ጋር ያለው ችግር (related to time)					
	ተግባራዊ ተኮር የቋንቋ ልምድ ምድችን በጊዜ እጥረት ምክንያት መተው					
2	በዘመናዊ ህጋዊ ችግር ላይ የተመሰረተ ማሪያ መጽሐፍ በመጨረስ ላይ ስለ ሚያተኩር ሌሎች የተለያዩ የቋንቋ ተግባራትን ለመጠቀም ጊዜ አይበቃውም					
	6. የሚሰጡ ችግሮች እና ማጠቃለያ ፈተና ጥያቄዎች በዘመናዊ ማሪያ ያተኩሩት					
1.	የቋንቋ ህግ ችግር ላይ የተመሰረተ Grammar based examination					
2.	ማዳመጥ እና መናገር ችሎታን እያከትቱም					
3.	ለተግባራዊ ተግባራት ትንሽ ጥራት የሰጠነው					
4.	በወረቀት እና በእርሳስ (እስክርቢቱ) ላይ ብቻ የተመሰረተነው					

Appendix-3

AfaanOromoo Version Students' Questionnaire

Kutaa I: kaayyoo fi qajeelfama

Kabajama barataa,/barattuu

Gaaffileen kun kan qopheffaman barnoota irratti qorannoo gaggessuudhaaf. Yeroo ammaa digrii lammaffaa yunivarsitii Adamaa Saaynsii fi Teeknolojii mala faayidaa waliigaludhaaf barsiisuu hojii irra Ooluu isaa qorachuu dha , kanaaf bu'aaqabessa Gaaffileen kun fuula 4 qaba. Isaanis qajeelfamaa fi gaaffilee adda addaa kutaa jalatti argaman. Kutaa-I keessaatti kaayyoo qorannoo fi qajelfama, kutaa II keessaatti Odeeffannoo gaafatama, kutaa III gochawwan daree keessa yoo Afaan Ingliizii barsiifamu, kutaa iV gahee barsiisaa fi barataa daree kessatti , kutaa V Afaan Ingliizii mala faayidaa waliigaluuf yoo barsifamu rakkoolee jirachuu malan fi kutaa VI.

Kutaa II- Odeffanno Dhunffaa

1. Saala A. Dhire B. Dhalaa
2. Kutaa A. 11 B. 12
3. Fedhi Afaan Ingliizii Barachuuf Qabdu
- A. Baayyee olaanadha B. Olaanadha
- D. Gadi bu'aadha E. Baayyee Gad bu'aa dha

Kutaa III- Gaaffileen Gabatee kessatti dhiyaatan gochawwan yeroo Afaan Ingliizii baratamu daree kessattii raawwatamuu isaanii beekuuf kanaaf bilisaan deebii kee gabatee kessatti Malattoo (✓) kanaan agarsiisi.

Furtuu: 1.Yeromara(5) 2.Yeroobaayyee(4) 3.Hinbeeku(3) 4.Yerooxiqqaa(2) 5.Gonkumaa(1)

Lakk	1. Dandeetti fayyadamina Afaanii Ingliizii dagagsuuf barsiisaan keenya	5	4	3	2	1
1.	Gochawwan adda addaaa gareen raawwataman ni kenna/ni kennit					
2.	Gochawwan adda akka Ofii keenyan shaakallu nutaatisa/tasisit					
3.	Barattota biroo waliin shaakala adda akka shaakallu nukakaasa(hamilee keenya ni ijaara)					
4.	Gochawwan adda gara afaan Ingliiziitti madaqsuun fedhain barnootaa afaan Ingliizii ni eega/egdi					
5.	Barnoota Affanii gabbisuuf taphoota afaanii adda adda ni fayyadama.					
6.	Gochawwan adda addaatiif dub-deebii ni laata(kenna)					
7.	Fayyadama affanii keesatti dogoggoraumamu ni Obsa					
8.	Gochawwan akka itti hojjanu qajeelcha nuuf keena yookiin nutti agarsiisa					
9.	Gochawwan danddeetii afaanii cimsan ni qopheessa/qopheessiti					
10.	Seer-luuga (context)uumudhan nibarsiisa/nibarsiisti					

Kutaa iV.Gaaffileen armaan gadii gabatee keesatti barreeffaman yeroo Afaan Ingliiziitti barattu Gochawwan barsiisa fi barata irra ee'gamu hojii irra ooluu isaa niibeekuuf.

Furtuu:1. Yeroo Mara(5) 2. Yeroo baayyee (4) 3. Qabataman hin beeku (3) 4. Yeroo xiqqaa muraasa(2) 5. Gonkuma (1)

Gahee Barsiisaa

Lakk	2. Dandeetti walqunamtii Afaanii Ingliiziitiin foyyesuuf	5	4	3	2	1
1.	Wal marii garee ni mijessuu					

2.	Malim barachuu kessatti gorsa laachuu (kennuu) (counselor of interaction)					
3.	Akkataa baranoonni lafa qabatuuf haala mijeesuu					
4.	(use authentic materials) Meeshaalee barnootaa adda addaa gurmeessuudhaan barnoota afaan ingliizii cimsa					
5.	Yaada keenya ni fudhata (ilaalcha keenya ni deggara)					
6.	Shaakala adda addaaf caarraa baayyee mijessa/mijeessit					

Lakk	Gahee Barataa	5	4	3	2	1
1.	Barnoota kiyyaaf itti gafatamummaa nan fudhadha					
2.	Barattoota biroo wajjin (waliin ta'udhaan nan baradha (through interaction)					
3.	Marii garee keessatti sirittin hirmaadha					

Kutaa V: Afaan Ingliizii mala faayidaa waliigaluuf irratti hundaa'udhaan barachuu yookiin barsiisuu akka hojii irra hin olle rakkoo ta'uu malan gabatee keessatti barreeffaman keessaa kan ati yaaddu skeelii kennaman jalatti mallattoo agarsiisi.

Furtuu: 1.CimseenDeeggara(5,) 2.Naandeeggara(4) 3.Hinmurteessu(3) 4.HinDeggaru(2) ,5.Cimsee Hindeggaru(1)

Rakkoo Barsiisaan Walqabate

La kk	4. akka naffi fakkaatutti barsiisaan	5	4	3	2	1
1.	Toofta Mala Ibsuun Barsiisu keessatti yeroo baayyee Fayyadanuu (Using much time for Lecturing)					
2.	Dandheetii afaan ingliizii irratti hanqina gabaachuu (lack of proficiency in English)					
3.	Garee fayyadamuun barsiisuu irratti fedhii qabaachuu dhiisuu					
4.	Gochawwan afaan waliigaluuf cimsan caarraa shaakalaa kennuu dhiisuu					
5.	Xiyyeeffannoon isaa (ishii) barattonni akka qormaata irratti qofa ta'uu (Exam oriented teaching)					

Rakkoo Barattootan Walqabate

	5. Akka natti fakkaa tutti barattoonni	5	4	3	2	1
1.	Barsiisaan irraa yeroo hundaa ibsa bal'aa barbaaduu					
2.	Gareen hojjachuudhaaf fedhi dhabuu					
3.	Sababa dandeettii hanqina afaan ingliizii					
4.	. Afaan inglizii faayida waliigaludhaaf barachuu muuxannoo dhabuu					
5.	Afaan ingliizii yoo barannu qormaata darbuu irratti qofa xiyyeefachuu (exam oriented learning)					

Yeroon kan wal qabate

	6. Akka natti fakkatutti barsiisaan					
1.	Gochawwan dandeetti faayidaa afaan waliigaludhaaf cimsan yeroo baayyee irra darbuu sababa hanqina yerootin					
2.	kitaaba barafaa qopha'e ala meeshaalee dandee tti faayida afaan inglizii waliigalu dhaaf cimsan fayyadamuuf yeroo dhabuu					

Rakkoo Maadaliin Walqabate

	7. yeroo baayyee qormanni (battalli) qoramnu					
1.	Irra caalaa Seera affaanii (seer – luga) ta'uu					
2.	Dandeetti afaahii dubbachuu fi dhaggeeffachh oflkeessa hinqaban					
3.	Dandeetti afaan ingliizii faayidaa waliigaluudhaaf cimsaniif xiyyeeffannaa xiqqaa ta'uu					
4.	Waraqaa irratti qofa kan hojjatamanii dha					

Appendix-4

INTERVIEW CONSENT FORM

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Social Sciences and Humanities, Department of English. The aim of this face-to-face interview is to obtain data on the implementation of communicative language teaching in EFL classrooms

Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions about the Actual classroom activities, methods students' expectation learning English and some problems might hinder the implementation of CLT.

The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study. I understand that the data a collected will be used to examine EFL lesson. So, I consent that the data is going to be used in this manner only and I also saw the researcher sigh to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name, _____ Sign, _____ Date _____

I, the researcher, consent to use the interview data as described above.

Name, _____ Sign _____ Date _____

I the researcher, consent to use the interview data as described above

Name, _____ Sign _____ Date _____

Appendix 5

Interview Guide with Teacher

Dear Teacher, Welcome to This Face- to -Face Interview Question

1. Let me start my question with simple one
How long have you been teaching English?
2. Would you please tell me what methods you use to conduct teaching and learning?
3. What do you expect students to do when you conduct CLT lesson?
4. Please tell me how often do you provide students
Class room activities each period?
5. How do the students usually do class activities?
6. What type of situations do you provide students to improve their communicative capacity?
7. What approach do you use for students to take care of their won learning?
8. How often have you tried to implement communicative language teaching method?
9. What do you think are the problems and good sides of using CLT approach in class?
10. What do you think is student's attitude in using CLT approach?

Appendix -6

TRANSCRIPTION OF INTERVIEW WITH TEACHERS

Teacher-1

1. How long have you been teaching English?

I have been teaching more than 25 years.

2. Would you please tell me what methods you use to conduct teaching and learning?

Okay actually from the subject point of there is a possibility to use different methods and the one I mostly use is lecture method. Sometimes I give group activities for the students there are asking and answering from both sides .The teacher asks and the students answer the questions. The students also ask questions when they have any questions

3. What do you expect that students do when you conduct communicative language teaching?

Actually in communicative language teaching the students are expected to discuss widely in English in the class when they are given group activities .In addition when they are asked questions they have to reply using the target language and even when they want to ask questions they have to do in English. Do you really use Communicative language Teaching in the class?

Alright I try my best although I am not satisfied because of different circumstances.

4. Please tell me how often do you provide students classroom activities each period?

Okay at least one class activities in a period but it depends on the lesson and topic. It might be from one activity to three activities.

5. How do the students usually do class activities?

In the form of group discussion Students in the same desk discuss together. Do they discuss together when you give them class activities in group? Or are they willing to discuss in group discussion?

Yes of course. Actually I have no problem on such kind of things. When I order them they do accordingly. You know that whenever you give them group activities there are some students who want to talk about things out of the given topic.

6. What type situations do you provide students to improve their communicative capacity?

Actually there are some activities in the textbook itself that provide them. I give them assignment for presentation and I help them to develop their speaking skills.

7. What approach do you use for the students to take responsibility for their own learning?

Alright I give them time to do activities by themselves at home using their friends and their families outside school and outside the classroom.

8. How often have you tried to implement Communicative Language Teaching?

Actually the students do not like such kinds of activities. They like to be given lecture as a result I rarely uses CLT.

9. What do you think are the problems and good sides in using CLT approach?

Actually the importance of CLT is to help the students to be able to communicate very well through speaking ,writing and other language skills but here the problem we have is the lack of interest from the students side .They don't want to do such activities by themselves.

10. what do you think the students' attitude in using CLT approach?

Their attitude is not as satisfactory as we wish as I told you earlier. They don't like it.

Teacer.2

1. How long have you been teaching English?

I can say all my life. Can you define in number? More than thirty years

2. Would you please tell me what methods you use to conduct teaching and learning?

Most of time, I use both methods. Sometimes I use traditional method giving lecture and explaining things. When the lesson requires especially production such as speaking and writing I use the students-centered approach

3. What do you expect students to do when you conduct communicative language teaching?

I expect them to express their ideas as much as possible. To express their ideas without being afraid of making mistakes. I encourage them and as English teacher I want them to speak only in English.

4. Please tell me how often do you provide the students classroom activities each period?

Within a period I give them maybe twice a week .Not every day because the time does not allow me to use

5. How do the students usually do class activities?

It depends. If it is grammar exercise I ask them to do individually without discussing but if it is group discussion and pair discussion I want them to discuss the matter in groups

6. What types of situations do you provide students to improve their communicative capacity?

Mostly the students' textbook, life experience, classroom situations .I ask them to discuss that are happening in the classroom actually.

7. I give them home take assignment so they can do by themselves .They may be helped by their parents.

8. How often have you tried to implement communicative language teaching approach?

As much possible I try to use communicative language teaching

9. What do you think are the problems and good sides of using CLT approach?

The class size but nowadays this problem is reduced. The main problem is the students are not willing to use English to discuss matters I usually go around the class when they discuss to check whether they use English or vernacular language. When I approach them they speak English but when I go away they start to use vernacular language

Are they willing to discuss in group?

Yes, they like it .The matter is to improve English but the problem is they use vernacular language

10. What do you think about the students' attitude in using CLT approach?

Most of them are passive so they need spoon feeding they prefer to give them everything. Most of them are interested in grammar lesson because it requires teacher's explanation

Teacher-3

1. How long have you been teaching English?

I have been teaching English for twenty years.

2. Would you please tell me what methods you use to conduct teaching and learning/?

Well, actually in language teaching there is no one clear and effective methods, so you can use different methods depends on the experience. We cannot say this or that method is good .It is not applicable

Of course there are different methods to be applied in the classroom but which one do you use most of time?

Nowadays the most important one and current approach is CLT .In CLT the students interact one other.

Do you apply it?

If it is important you can use it but I don't usually use it.

3. What do you expect students to do when you conduct CLT lesson?

The students' performances on CLT approach especially this year in the class where I teach the students hesitate this approach because of lack of back ground knowledge and experience Many students fail follow this approach

4. Please tell me how often do you provide students classroom activities each period?

By the way teaching is by itself an activity which the students perform .After I teach a lesson I have to just give them some activities to be carried out They have to do every

5. How do the students do activities?

It depends on the students behavior .Many students of course perform activities but some students don't bring their text books to the class and they become bored when I give them such activities but majority of them do activities

6. What type of situations do you provide students to improve their communicative capacity?

Of course I have to create some situations, for example, in the last week's lesson was about living in developing country they discuss the pros and cons of living in developing country

7. What approach do you use for the students to take responsibility for their own learning?

Actually I give them assignment and more home works

8. How often have you tried to implement communicative language teaching approach?

Normally you have to follow the text book because you have to see that teaching language is just teaching the four skills of language

9. What do you think are the problems and good things of using CLT approach in the class?

The first thing the students don't have chance of listening to like plasma and some English media. If the students have chance of getting an accesses to these, the students can develop accent of different people .Large class size is a great problem. The number of the students in one class is from 58 to 60 All the students cannot get chance to practice within 40 minutes.

10. What do you think the students attitude in using CLT approach?

Well it is very difficult to assess the students' attitudes generally they feel that speaking or CLT entertain them the way they speak and learn vocabulary. It is better to say they have good attitude.

Teacher-4

1. How long have you been teaching English?

I have been teaching English for the last thirty years

2. Would you please tell me what methods you use to conduct teaching and learning?

I always use lecture method and sometimes I use pair work and group work.

3. What do you expect students to do when you conduct CLT?

I tell them to participate

4. Please tell me how often do you provide students classroom activities each period?

Classes activities are always there .I always use class activities.

5. How do the students usually do class activities?

They always do individually and the text book leads us group work but not always.

6. What type of situations do you provide students to improve their communicative capacity?

I always tell them group work is very important so as to improve their speaking skills.

7. What approach do you use for students to take responsibility for students their learning?

Most of time I advise them to be responsible and there is some times one-to-five group organization

7. How often have you tried to implement communicative language teaching?

I have knowledge about but I do not put it in to practice. Both teachers and students lack interest

9. What do you think are the problems and good things of using CLT approach in the class?

As I said earlier there is no problem of awareness but the problem of putting into practice

10. What do you think the students attitude in using CLT approach?

They do not have interest .They always want to work individually .They have negative attitude toward CLT.

Teacher-5

1. How long have you been teaching English?

I have been teaching English for more than 26 years.

2. Would you please tell me what methods you use to conduct teaching and learning?

I usually use structural which means I use grammatical/structural approach .I have reason for this .Most students are exam-oriented. I teach in preparatory class and all students have one purpose and goal that is to pass university entrance examination. The exam is commonly written. It doesn't prepare students to speak and write .The questions are prepared around grammar and vocabulary .The written and communicative part don't lead students to engage in real life communication, so when the students are asked to discuss ,to debate, or write through meaning of negotiation ,they are reluctant to do so. It discourages the English teachers because teaching is conducted in a large class size, for example, the number of students in a class is 58 to 60, so there is noise and disciplinary problems. The students' back ground knowledge of English is poor. They have great stress when they are asked to speak and write .Instead they disturb class. The text is also bulky and CLT especially speaking and writing need much time.

3. What do you expect students to do when you conduct CLT lessons?

Sometimes when I try to conduct CLT, I expect the students to react more .In CLT teaching should be considered as student-centered .The students are considered as the actor of the class and real participants and teachers are facilitator, however the real picture is opposite. The students are recipient of knowledge and teachers are knowledge suppliers, so it is highly unlikely to implement CLT in the class because of the reasons I have already mentioned before.

4. Please tell me how often do you provide students classroom activity?

5. How do the students usually do class activities?

Grammar-oriented individual work rather than group work which is mostly important in CLT

6. What types of situations do you provide students to improve their communicative capacity?

Sometimes when I think the future threat of the students I am worried so sometimes I try to implement CLT especially speaking and writing .I give them title for debate in group and I encourage each individual to be responsible to present their debate acting the given title and context .In writing I give them title ,I tell them to write first in group draft through interaction and negotiation of meaning and then to redraft and write their own writing and lead them to discuss and select the best final draft or version among themand

7. What approach do you use for students to take responsibility for their own learning?

I give them home take assignment and advise them to read different texts to improve their English

8. How often have you tried to implement communicative language teaching approach?

I rarely implement CLT approach.

9. What do you think are the problems and good sides of using CLT approach in the class?

The good side is it makes students critical thinkers and prepares them for a real life situation.

The problems are lack of the students' interest, weak background and large class size create a hamper to implement this and the class becomes a chaos

10. What do you think are the students' attitude in using CLT approach?

Students have negative attitude toward CLT because of their goal to pass entrance exam as well as their weak background when you put imposition, the class becomes stressful and discouraged.

Appendix- 7

Class Room Observation check list

1. Name of the School _____ 5.Date of Observation _____
2. Grade and Section _____ 6. Length of time _____
3. Teacher's Code number _____ 7.Number of Students _____
4. Academic Year _____
8. Lesson topic _____

No	Activities to be Observed	Yes	No
	1.During Classroom observation the teacher		
1.1	Introduces the lesson clearly and tells the students the uses of the lesson		
1.2	Gives opportunity for the students to communicate effetyly		
1.3	Uses much time for lecturing and explanation		
1.4	Provides activities for more practice		
	2.Let the students to work		
2.1	In pairs		
2.2	Small group		
2.3	Independently		
	3.During group work ,pair work independent work		
3.1	Moves around the group to monitor the discussion		
3,2	Provides guide how to carryout activity or task		
3,3	Gives feedback for activities given during the lesson		
	4.During the lesson the teacher focuses on		
4.1	Language form		
4.2	Language function		
	5.During the lesson the students		
5.1	actively on the lesson,		
5,2	in pairs,		
5.3	in small group,		
5.4	independently		
5.5	communicate in English		
5.6	answer questions when the teacher asks them,		
5.7	Listen to the teacher's explanation or lecture		
5.8	Taking note		
5.9	Asking questions in the target language		
	6.The instructional materials used during the lesson		
6.1	The students text book is used		
6.2	Pictures and, charts are used		
6.3	Audio-visual materials are used		
6.4	Magazines or newspapers is used		

Appendix-8

CLASSROOM OBSERVATION TRANSCRIPT

The analysis and discussion of data collected from classroom observation is presented below.

First Classroom Observation (T-1)

The observation was conducted on 03/05/2017. The lesson was Speaking and the topic was;

Why do people want to work for an NGO?

The teacher started the lesson by revising what the students learned in previous period .He reminded them they were revising present perfect tense and past simple tense. Then he began the lesson by asking the students why the people wanted to work for NGO .Some students tried to answer the question. The teacher asked them to discuss the following questions in group

a. Have you ever met and talked to an aid worker from another country?

- What was he/she doing here?
- Did he/she seem to be glad to be in Ethiopia?
- Did you have any impression about why he/she had become an aid worker?

The students were given some minutes to discuss these questions in pairs, however the students were not discussing about the given questions rather they were talking in Amharic. Furthermore, the class was too noisy and they did not listen to one another. Most interviewees reported that the students were talking out the given topic in vernacular language rather than they were discussing the given topic.

Despite the fact that the lesson was speaking and the questions were more discussants and led to effective communication, the students were not involving in discussion; In general, the class was not communicative.

Second Classroom Observation (T-1)

The second observation was conducted on 10/05/2017. The topic was **Revision-Verbs in the past** (on page 279) .After he asked the students what they had learned in previous class, he introduced the lesson

He told the students they were going to revise verbs in the past. He wrote these tenses on the blackboard **present perfect tense** and **past simple** .Then, he asked the following questions: Can you tell me the form of present perfect tense? One of the students said present perfect tense is formed by **has** or **have** plus **V-3**.The teacher praised the students for the answer and he asked him to give example The student said,' I have done my home work' The teacher praised the students for the correct sentences. He encouraged other students to make more sentences .Then the teacher asked the students to tell him the uses of present perfect tense but the students didn't try at all although the teacher encouraged them Then he explained them present perfect tense has different uses .These are:

A) To express about an action that happened in the past at any time with no specific time .For example: I have seen this film (The time is not mentioned when the action).

B) To express recently completed action (For example: The boy has cut his finger .Look .It is bleeding

C) we also use the present perfect tense to talk about actions and situations which began in the past and which have continued up to present(with this **since** and **for** are often used)For example, He has lived in Ethiopia since 2003.(This means he still lives in Ethiopia)The students were listening and taking note. .when the teacher finished explanation he told the students to complete the sentences either with present tense or past simple from listening text .They were told to do independently. The students started to do from the text book. The class was still dominated by teacher. It was also emphasizing language form. It is possible to say non-communicative classroom.

First Classroom Observation (T-2)

T-2 was observed on 17/05/2017 while she was conducting class in grade 11.The lesson topic was **Writing an Essay**:

She began the lesson by asking the students what they learned in the previous class .The students answered the question they learned about meeting .She asked again them again if the students told her the key points about the meeting. The students tried the question. Then she told them they would practice writing an essay on aspect of development. She told them to think

about the topic they were interested in writing about. She wrote some examples on the black board from the text book (on page264).

- Why Education is key to development
- Corruption is the Enemy of Development
- What is good governance in Developing Country?
- What (the name of your town/village/region/country/)needs to develop
- Is sustainable Development Possible?
- Development priorities for Ethiopia

Then she explained them to follow some steps when they write an essay. The steps were given in the students' text book. The teacher summarized in the following way

- A. Include definition and points to support their ideas
- B. To select the most convincing points and make outline
- C. The introduction should include the topic and comment
- D. Make conclusion general impact ideas
- E. Check the first draft both ideas and language
- F. Make any necessary change and write final version

After she had finished teaching these points she told the students to start to plan their essay .Eventually the teacher told them to do the task at home.

To conclude this classroom observation the topic was interesting and the students can relate to real situation but there is still teacher's domination rather than being students centered approach

The teacher didn't give opportunity to discuss the given points either in small group or pair work.

Second Classroom Observation (T-2)

The observation was conducted on 19/05/2017while the teacher was teaching listening lesson.

The topic was **Interview with the Director of an NGO.**

The teacher started the class by asking the students if they could tell her what they had learned in the last period. Then she told them they were going to listen to an interview. They were told to listen and pick out the main points in each of the answers to the interviews.

She told the students to get ready to listen carefully and not to write anything she read once slowly. Then she ordered them to take notes from each question-answer while she was reading a second time. When she finished reading to the students, she told them to check their answers with their partners. Having completed this, she started writing model answers on the blackboard and the students were taking corrections.

To sum up this listening, the students did not communicate in English. They were simply listening but they did not accomplish the given tasks. Moreover, the teacher did not do some pre-reading tasks. She gave the instruction and she immediately started reading the listening text from the teacher's guide. Post-listening was not done at all. However, a communicative classroom needs an atmosphere which encourages the learners to engage to communicate in the target language.

First Classroom Observation (T-3)

The observation was conducted on 04/05/2017 in grade 11. The lesson topic was grammar (language focus) **Revision of past or third conditional Sentence**

At first, the teacher revised the previous lesson before he had introduced the lesson. He asked the students what they learned in the previous lesson. One student answered the question that they had learned vocabulary. Then the teacher reminded them to practice finding the meanings for some words and expressions that were used in the reading passage (**Korea's Miracles Economic Development on the Hana River**). Having finished the revision, he told them they were going to practice past or third conditional. He asked the students to tell him the form of the third type conditional sentence. One of the students said (**If-Clause+ Past perfect tense and Main-Clause+would +have+V-3**). Then the teacher asked the students to construct sentences using the form, but most students failed to construct a sentence. He wrote some model sentences on the blackboard and told the students to write their meanings in other sentences. The students tried to write the meanings. He asked the students to read their sentences to the class,

Eventually, he told the students to make sentence about Kenya or Ethiopia using third type conditional sentences. Very few students attempted the activity .Inspire of the fact that the students memorized grammatical form they couldn't construct sentences as much as their teacher expected. Atikins, Hailom, and Nuru (1995) state that traditional grammar asks the question, 'what do the forms in a sentence mean rather than what the sentence in a context means?'

Very few students attempted the activity .Inspire of the fact that the students memorized grammatical form they couldn't construct sentences as much as their teacher expected. Atikins, Hailom, and Nuru (1995) state that traditional grammar asks the question, 'what do the forms in a sentence mean rather than what the sentence in a context means?'. Thus, the class seems non-communicative

Second Classroom Observation (T-3)

The researcher made observation on 08/05/2017. The teacher was teaching vocabulary lesson when the observation was being conducted. The topic was about **Prefixes**

Lesson presentation:

Before he started the lesson he asked the students to tell the class by summering key points. Some of the students attempted. He asked the students the following questions to be answered orally.

A. What are prefixes?

B .What do the prefixes change to the words?

He told them to go to unit two on page49 to find the answer, and then the students found definition about prefixes..Prefixes are group of letters added at the beginning words which change the meaning of words .The teacher explained them prefixes give the word opposite meaning. Here are cowmen prefixes in- ,un- .dis- .im- ,il, ir,

He gave the following exercise .**Add the prefix to the words**

Happy, patient, responsible, legal, honest, complete, appear, Then the students were asked to find the rules for these prefixes

(A) un- ,in- dis can be added to many adjectives (B) in- changes to im- before adjectives beginning with-----or----- . (C) ir- changes to ir-before adjectives beginning with -----
-(D) l changes to il-before adjectives beginning with -----

After the students completed this task, they were given the following exercise to complete with suitable prefixes

To conclude this observation the teacher was taking much time lecturing about prefixes and the students were listening .Despite the fact the teacher tried to make the students to do some activities, the students did not take part. For example they were given to discover the rules but there is still lack of communication in the target language because some students were discussing in Amharic .The class was also noisy.

First Classroom Observation (T-4)

The researcher observed (T-4) on 12/05/2017 while he was conducting English lesson in grade 11 .The topic was **Phrasal verbs** He told the students they were going to learn about phrasal verbs. He explained that phrasal verbs are formed from verbs are formed -----
Verb+Particles. Particles can be preposition or adverb. Phrasal verbs can have more than one meaning .He gave following examples:

- He **took off** his jacket
- The plane will **takeoff**

In the first sentence takeoff means to remove while in the second sentence leave the ground for flight. He told them phrasal verbs grammatically divided into **separable** and **inseparable** He gave these examples:

- A) **Putdown** the book or put **it** down(separable phrasal verbs)
- B) The milk **boiled over** (inseparable)

He also explained some phrasal verbs need direct object and some do not require direct object He illustrated in this way --**Subject -Verb -Object**. He said these are transitive phrasal verbs

Examples: A) The bandits blew up the bridge

(S) (V) (O)

B) The milk has boiled over (This doesn't need object)

Having completed his lecture, he told the students to discuss in pair The students were given

1. Phrasal verbs with more than one meaning
2. Separable and inseparable
3. Phrasal verbs with object and without object

The teacher moved around the class while the students were doing the given tasks He attempted to supervise the students' discussion. To sum up this observation the teacher took much time by explaining about phrasal verbs most interviewees confirmed this they used lecture method. In similar way it was revealed in the students' questionnaire. Despite the fact the students were given tasks to discuss in pair, they did not get enough time to accomplish them .Moreover, the given tasks were highly controlled and restricted .The students might have not felt free or comfortable.

Second Classroom Observation (T-4)

The second observation was conducted on 19/05/2017. The topic was **Expressing cause and Effect.**

The teacher revised the previous lesson shortly. He reminded them the students were learning about listening skills strategies He wrote these points on the blackboard, Listening skills include (1)listening for gist(understand main idea)(2) Focusing on what you can understand((3) ask/ if it is not clear(4)listen for details(5)guessing the meaning of unknown word(6)listen for specific information(7)predicting what is going to be read, Having finished revising the lesson, he explained the students they have learned this lesson before in unit 7.and mentioned that cause and effect can be expressed in different ways using linking words and expression he wrote the followings and explained explicitly.

1 Cause (reason)+effect(cause) Example: He is very ill.(Cause).He can't come to school today (result).This sentence can be put into one sentence.

A) He is very ill, **so** he can't come to school today.

B) He can't come to school today **because** he is very ill

We can use different linking words in this way--- **reason (cause) clause + so/as a result/therefore/consequently/for this reason**-Here are more examples:

C) Ayantu studied hard **for this reason** she scored a good result

D) I was very tired last night, **so** I went to bed early

2 Result (effect) + because/since/due to the fact that/as

(E) Ayantu scored good result **due to the fact that** she studied hard

(F)I went to bed early last night **as** I was very tired

After he had finished his explanation, he told them to join each pair of sentence contained cause and effect on student's text book on page 261 independently .As it observed in the above the teacher took much time by explaining grammatical rules It was non communicative class and more teacher centered approach. Moreover language teaching was not beyond sentence level The teacher did not apply cooperative learning like pair work, small group work

First Classroom Observations (T-5)

The observation was conducted on 09/05/2017 in grade 11.He was teaching reading comprehension .The title of the reading passage was **Sada has been found'**

He started the class by telling the students they were going to practice reading comprehension.

He explained the topic briefly .He asked them the following pre-reading questions;

- A. Where is Haiti found?
- B. What happened to people during the earth quake?
- C. What do you think about the effects of earth quake?

The teacher was encouraging the students to answer these questions but very few students attempted to answer the questions. Having finished this activity, the students were asked to scan the passage independently. He told them to make notes of the main points about 'Sada's story' in chronological order and retell the story. He gave them some minutes to complete the task. Although the teacher encouraged them, the students did not finish the activity successfully. Then, the teacher gave them model answer. As soon as the second activity was over; he told them to guess the meanings of key words/phrases in bold letters in the passage and match to the given clues. The students shared one book in a desk (three students). The topic was communicative, but it was not discussed well by the students. More over the teacher didn't give opportunity to the students to discuss in group or in pair work. He was simply asking questions and answering himself. The class was non-communicative.

Second Classroom Observation (T-5)

The second observation was conducted on 16/052017. The teacher was observed while he was teaching reading passage. The title of the reading passage was **Be aware the digital age.**

Presentation of the lesson: The teacher asked the students if they could tell him what language they practiced in the previous period. Some of the students said they practiced speaking concerning the future of technology. As soon as the students finished, the teacher introduced the lesson they were going to practice reading passage. He told them to think some points that might know about the topic to make prediction. However, very few students attempted to say what they were asked. The teacher let them start reading. The students were using one book in three. The teacher was also standing in front of the students and reading the passage silently. When they had finished the first task they were told to discuss the following questions:

1. Discuss with your partner how many of the points made are the same as the one you predicted.
2. Make the notes of arguments against digital technology in the text
4. With partner study the words and expressions in the text, Try to guess the meanings of these and the write a synonyms or definition

During the observation the teacher was trying to implement communicative language approach the students were not taking part in each task the teacher assigned them to work in pairs but they rather talking in Amharic. Most of the teachers who were interviewed conveyed that EFL teachers, in the entire contexts, have a number of problems to implement the principles of CLT in EFL classrooms although they are aware of and willing to employ CLT principles but They complained that the learners' lack of interest to participate in, group and pair work and lack of proficiency in English were the main obstacles to adopt CLT principles in to actual classrooms

In general, during all the observations the researcher realized that a great majority of the teachers were observed while dominating the class 'very much' Therefore one can deduce from the result that learners were devoted to non- communicative activities and the students were not participating in the communicative classroom activities like in group and pair work rather they were simply listening to the teachers' explanation (lectures). Few observations on certain lessons might not have been enough but time constrains and teachers' lack of interests to be observed did not allow the researcher to make frequent observations.

