JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LAW

DEPARTMENT OF ENGLISH

FACTORS AFFECTING THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING IN NADA AND ASENDABO SECONDARY SCHOOLS

BY:

BILILLIGNE MOLALLIGNE

A THESIS SUBMITTED TO THE COLLEGE OF SOCIAL SCIENCES AND LAW, SCHOOL OF GRADUATE STUDIES, JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

JUNE, 2014

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Declaration, Confirmation, Approval and Evaluation
Research Title: Factors Affecting the Implementation of CLT in Nada and Asendabe
Secondary Schools.+

Declaration

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this thesis have been duly acknowledged.

_____ _____ _____

   Name   Signature   Date

Confirmation and Approval

Principal Advisor: Signature   Date

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ABBREVIATIONS USED

CLT- Communicative Language Teaching

EFL- English as a Foreign Language

ESL- English as a Second Language

SLA-Second Language Acquisition

ELT- English Language Teaching

L1-First Language

L2-Second Language

ABSTRACT

This study was designed to investigate the factors affecting the implementation of communicative language teaching in Omo Nada and Asendabo secondary school settings. The study specifically investigated how the factors affect the implementation of CLT. Qualitative research design was used for this research. Participants of the study were eight English teachers of the school. The main data gathering tools were questionnaire, interview, and classroom observation. The collected data were categorized and discussed qualitatively. The result of the study revealed that several factors affect the implementation of communicative language teaching. It was emphasized that class size, seating arrangement, lack of time, lack of resource, heavy workload, lack of exposure, lack of authentic materials, students' lack of motivation, lack of workshops and lack of confidence were the majorfactors affecting the implementation of CLT. Thus, it is recommended that any concerned bodies like directors, teachers, students, supervisors and parents *should co-operate to fulfill school facilities and to create conducive instructional environment in the way to improve the implementation of communicative language teaching in Omo Nada and Asendabo secondary schools.*

CHAPTER ONE

I. INTRODUCTION

1.1 Background of the Study

Communicative Language Teaching or CLT was first proposed in England in the 1970s. This method placed an essential emphasis on communication in language learning classrooms. It gives priorities for the need and interest of individual learners and the aim of teaching is to facilitate learning not to control the learning process (Richards, 2006). In order to practice communicative language teaching properly school factors affecting the implementation of CLT need to be considered.

Different scholars have said a lot about Communicative Language Teaching and the problems seen in implementing it particularly in educational contexts where English is taught as a foreign language (Widdowson, 1979; Larsen-Freeman, 1986; Richards, 2006; Byrne, 1986; Wright, 2000; Karim, 2004). For instance, Wright reveals that there exist a number of problems in teaching English as a foreign language and applying the principles of CLT in the actual classroom situation in schools. In this regard, they indicate that discipline, physical constraints (e.g., arrangement of desks), preference of grammar and exam practice, large class size, students' reluctance to use English when put into groups/pairs, lack of supplementary materials and lack of confidence in using English are some of the problems that act against the implementation of Communicative Language Teaching. Even though, factors were identified the focus of this study was only on the major factors affecting the implementation of CLT and in addition there was no research conducted before related to this topic in the research area. So that identifying those major factors is essential for effective implementation of CLT.

Moreover, Richards (2006) also points out that many language teachers who believe to use CLT have a misconception about CLT and do not have a consistent definition of what CLT is. When they are asked what makes their classes communicative, some teachers state that it is because they focus on speaking only. These teachers think that CLT will hinder students' development of the language process because of its restriction of focusing on meaning only. The above results show the problems that teachers face in implementing CLT and the misconception of teachers towards CLT.

There are also local studies conducted on CLT and its applications in Ethiopian contexts. For instance, a study done by Surafel (2002) shows that there are many problems English language teachers face while they are trying to implement Communicative Language Teaching approach. These problems include large class size, inadequate background knowledge of the students, scarcity of textbooks, exam practice and absence of supplementary materials for listening and reading activities. Moreover, Amare (1998) in his article, 'Teachers' Perceptions of Educational Problems in Ethiopia,' has identified the following problems: overcrowded classes, shortage of instructional materials, heavy teaching loads, etc. He further mentions that teachers' attitudes are another source of problems in the teaching/learning process in Ethiopian schools.

Lakachew (2003) also studied the attitude of teachers towards CLT and the practical problems of its implementations. He reveals that teachers generally have mildly favorable (positive) attitudes towards communicative language teaching although there are constraints that hamper its effective accomplishments. He indicates that large class size, low level of students' abilities , lack of motivation, lack of resources (facilities), students' expectations and attitudes, students' low background knowledge, the textbook, teaching loads, examination pressures, cultural influence, influence of colleagues and English teachers low speaking ability (proficiency) are the most common impediments in implementing CLT. In addition, Hailom (1982) also indicates that the perception of English teachers in language teaching seems to rely on grammar translation method of teaching.

Beyene (2008) conducted a study on CLT Perception and Classroom Practice of High School Teachers and Learners. He finds out that EFL teachers' high and learners' moderate understanding about tenets of CLT. However, many teachers retain some fear of adapting CLT as an instructional method. They failed to practice CLT in their classes because of their practice of the traditional method. The traditional types of classroom practice employed are likely challenging learners to adapt an alternate learner centered learning approach and the learners are forced to devote themselves to teacher led classroom activities. Mebratu (2011) also added administrative staffs sometimes felt that communicative activities disturb other learners in the next door and kept the teacher idle.

As it is indicated above, most studies have been conducted on some of the teachers' attitude, misconceptions and problems about practicing CLT in EFL classrooms.Studying only teachers' attitude, perception, and problems of classroom practice based on the notion of CLT principles are not the only school related factors affecting the implementation of Communicative Language Teaching. Due to the presence of these factors, students faced problems such as, in adequate language ability (communicative skill), lack of experience in learning English and so on. In addition, there was no research conducted before on this topic in the schools. Therefore, it is vital to conduct researchin order to assess those factors affecting the implementation of CLT in these schools and suggest possible solutions for effective implementation of CLT.

Likewise, the former studies were delimited only on the problems of practicing CLT in EFL classrooms of higher institutions. For this reason, we cannot find enough studies on CLT approach in general and factors affecting implementation of CLT in particular at secondary schools. This indicates that the existing studies may not reflect the real situation of high schools because the environment, the experienceof students/teachers and their linguistic competences may be different from that of higher institutions. As a result, the current study focused on Nada and Asendabo secondary schools.

In the practice of CLT, factors, not only affect the perception of teachers but also considered to have more debilitating effect than facilitating the implementation of the approach. A detailed investigation of factors affecting the implementation of CLT is necessarily significant. Since we are living in the world where good commands of English language is crucial, equipping learners with communicative competence and investigating factors affecting the practice of CLT will have a paramount advantage. Therefore, the study attempted to investigate factors affecting the implementation of CLT in Nada and Asendabo secondary schools. Furthermore, most of the above studies related to the current study were done quantitatively. In the current study, however, the researcher used qualitative method in order to bridge the gaps.

1.2 Statement of the Problem

Teachers of English in many countries have been encouraged to adopt CLT approach (Anderson 1993; Savignon 2002). Teachers of English in Ethiopia are also encouraged to adopt CLT

approach and its current language policy encourages the application of CLT approach, with the learners at centers of the instructional process (ICDR, 1994). Therefore, ELT materials like student textbooks are being designed and published based on the principle of CLT contrary to the traditional teaching approach. The materials are prepared based on the functional aspects of the language in which the tasks are more of communicative and enable students to use English for social interaction where necessary.

To the contrary, the practicality of CLT is somewhat far from what is designed on the ELT materials because of varied factors that exist in most secondary schools in the country. Many teachers develop an idea of what CLT is from their training program but its implementation is different from their understanding.

Many classroom researches (example, Anderson, 1993; Surafel, 2002; Lakachew, 2003; Beyene, 2008 and Mebratu, 2011) show that teachers face difficulties in promoting the communicative approach as intended. The teachers' perceived difficulties might be divided into two main broad categories: (1) internal and (2) external constraints. Internal constraints represent those factors that come from within teachers themselves, such as poor subject knowledge and methodology. External constraints; on the other hand, refer to factors that come from structural and organizational elements, which teachers have no control over like students and parents' beliefs, lack of resources and administrative obstacles. The two sets of constraints are interdependent. Nolasco and Arthur (1986), for example, list down some of the most common problems perceived by Moroccan secondary school teachers as: students' interest, discipline, physical constraints (e.g., arrangement of desks), students' preference of grammar and exam practice, large class size, administrative problems and students' reluctance to use English when put into pairs. Wright (2000) also indicates that large classes, lack of supplementary materials, lack of confidence, and expectation by school authorities, students, etc., to teach in the traditional fashion are some of the problems that act against the favorable implementation of communicative language teaching. Such as, is inadequate language ability (communicative skill), resistance to class participation, loosing motivation in trying to speak English, and so...on.

When we see the practice of teaching English in the proposed schools settings, the implementation of CLT is not effective. This may be for some different reasons. Even though there have been studies such as Beyene (2008), Lakachew (2003), and Mebratu (2011) concerning CLT in different parts of Ethiopia with respect to EFL to the best knowledge of the researcher, there is no research conducted about factors affecting the implementations of CLT in the Ethiopian context of language teaching and learning in general (that is, internal and external) that must not be neglected in language classrooms. As a result of this, it is important to study factors affecting the implementation of communicative language teaching in order to identify the problems and to recommend possible solutions for implementation of effective communicative language teaching. Besides, as CLT was spread around the world to contexts different from that in which it was developed (believed to be developed in Europe and America), it is essential to document the prevalent constraints in our context of language teaching and learning. Therefore, the study investigated the various factors affecting the implementation of CLT in Nada and Asendabo secondary schools. The researcher had an experience and believes that CLT is an essential approach that must be implemented in the language classrooms. But due to the presence of factors the implementation of CLT in language classrooms and students language skill (communicative skill) are affected. So that studying those factors affecting the implementation of CLT is vital for effective implementation of CLT.

1.3 Research Questions

In order to investigate factors affecting the implementation of CLT, the researcher proposed the following research questions.

> 1. What are the major (internal and external) factors that affect the implementation of CLT?
>
> 2. How does each factor affect teachers' implementation of CLT in English classrooms?
>
> 3. Which factors mostly affect teachers to implement CLT?
>
> 4. In what ways those factors affect teacher's implementation of CLT?

1.4 Objectives of the Study

1.4.1 General objective of the study

The general objective of thestudy was to investigate factors affecting the implementation of CLT in English classrooms in Nada and Asendabo secondary schools.

1.4.2 Specific objectives of the study

The specific objectives of the study are listed as follows.

1. To identify the major (internal and external) factors that hinders the implementation of CLT.
2. To assess the influence of each factor on the implementation of CLT in English classrooms.
3. To identify which factors mostly affect teachers' implementation of CLT.
4. To identify in what ways those factors affect teacher's implementation of CLT.

1.5 Significance of the Study

The research aims at investigating factors affecting the implementation of Communicative Language Teaching in English classrooms in Nada and Asendabo secondary schools. Accordingly, the results of this study will have the following significance. Most importantly, this study is expected to develop the awareness of teachers on the basic factors affecting the implementation of CLT and broaden their conceptual understanding on the use of CLT. It is also expected to provide methodological insights to English teachers, which are helpful for them to implement the principles of CLT. In addition, it is expected to provide pedagogical contributions and serve those who wish to develop curriculum and design ELT materials as a reference to incorporate CLT principles with the actual classroom practices. It alsoused as an initial work for future studies by stimulating other researchers to conduct similar studies in the area.

1.6 Scope of the Study

The study was confined to assess factors affecting the implementation of CLT in Nada and Asendabo secondary schools, which are found in Omo Nada woreda East of Jimma Zone of Oromia Region. In order to keep the study in a manageable size, it was confined to grades 9&10 English teachers of the schools. This is because the issue of CLT directly focuses on EFL teachers. Furthermore, the implementation of CLT in EFL classroom could be improved primarily by language teachers. The study did not incorporate other schools because of time and financial constraints. It is also felt that studying all factors affecting the implementation of CLT could not be carried out with a short period, so the study was focused only on major factors affecting the implementation of communicative language teaching.

1.7 Limitation of the Study

A number of factors can influence the teaching of English communicatively. However, this study was restricted to investigating the major school factors affecting the implementation of CLT in Nada and Asenabo secondary schools settings. The researcher strongly agrees that the inclusion of large population and comprising other additional schools could have more value so as to get more credible information. However, due to time and financial constraints, the researcher was not able to conduct such an in-depth study.

1.8 Definition of Terms

Communicative Language Teaching: refers to the engagement of learners in communication to allow them to develop their communicative competence. It is associated with a focus on learners' communicative needs, on learner autonomy, and on negotiation of meaning. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life.

The traditional teaching method: refers teacher-centered method of teaching in which teachers talk and students listen. It engages learners to rote memorization, understanding of grammar rules and translation of students' first language (L1) to their L2 or vice versa. Students in these language classes memorize lists of vocabulary and rules but often have difficulty using the language to communicate in daily activity.

Implementation: is how teaching-learning activity put into practice in/out of classroom by teachers/instructors in educational institutions.

Perception: is the view/feeling of teachers or students on the implementation of communicative language teaching.

Factors: are anything that contributes causally to a result of the implementation of communicative language teaching.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this part of the study, conceptual and empirical works on Communicative Language Teaching will be reviewed. The literature review is organized into the following topics. 1) What is communicative language teaching? 2) The Historical Background of CLT 3) The goal of language teaching 4) Principle of CLT, 4) Characteristics of CLT 5) Teachers and learners role in CLT and 7) Difficulties in implementing CLT.

2.2 What is Communicative Language Teaching?

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 teachers and learners in the classroom. (Richards, 2006)

Sandra J. Savignon (2000, p.128) describes that the essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. The focus of CLT is to promote the development of functional language ability through learner participation in communicative events. CLT is associated with a focus on learners' communicative needs, on learner autonomy, and on negotiation of meaning. It includes attention to form as well as to meaning. The principles of CLT apply also to reading and writing as well as to face-to-face oral communication. It makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. In this regard, Communicative Language teaching approach looks at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social or situational context (who is speaking, what their social roles are, why they have come together to speak) (Berns, 1984, p.5).

2.3 The Historical Background of Communicative Language Teaching

The emergence of CLT occurred at the time when language teaching was looking for a change (Richards & Rodgers, 1986). Due to the unsatisfactory traditional syllabus that failed to facilitate learners' ability to use language for communication, linguists attempted to design a syllabus to achieve the communicative goals of language teaching (Richards & Rodgers, 1986). They felt that students were not learning enough realistic, whole language. Students did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

Interest in and development of communicative-style teaching mushroomed in the 1970s. Wilkins's (1976) notional syllabus had a significant impact on the development of CLT. To support the learners' communicative needs, Wilkins (1976) included communication function in a notional syllabus. Notions refer to concepts such as time, sequence, quantity, location, and frequency. Communicative functions refer to language functions such as requests, denials, offers, and complaints (Wilkins, 1981). Based on the notional syllabus, a communication language syllabus consisting of situations, language activities, language functions, notions, and language form was developed. As a result, the design of foreign language syllabus focused on a learner-centered and communication-oriented language instruction (Richards & Rodgers, 1986). Authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular. In the intervening years, CLT has been adapted to the elementary, middle, secondary, and post-secondary levels.

2.4 The Goals of Communicative Language Teaching

The perception and implementation of teachers towards CLT could be seen in terms of the goals of language teaching. Richards (2006) pointed out that Communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

- 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)

- Knowing how to produce and understand different types of texts(e.g., narratives, reports, interviews, conversations)

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

2.5 Principle of Communicative Language Teaching

It is agreeable that language teachers should know principles of certain methods in order to make curriculum innovation effective and widen their perception on various approaches. The pedagogical principles of a communicative approach to language teaching are all related in some ways to the theories of language learning as illustrated by Richards and Rodgers (1986, p.72). The summary of the underlying principles of CLT provided by Berns (1990, p.104) cited in Savignon (2002, p.6) are listed below.

- Language teaching is based on a view of language as communication. That is,   language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

- Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

- A learner's competence is considered in relative, not in absolute, terms.

- More than one variety of a language is recognized as a viable model for learning and teaching.

- Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

- No single methodology or fixed set of techniques is prescribed.

- Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.

- It is essential that learners be engaged in doing things with language-that is, they use language for a variety of purposes in all phases of learning.

In addition to Berns (1990, p.104), Finocchario and Brumfit's (1983, p.91-103) detailed discussion

summarized by Beale (2002, p.15) is presented as follows:

- Teaching is learner-centered and responsive to learners' need and interests.
- The target language is acquired through interactive communicative use that encourages the negotiation of meaning.
- Genuinely meaningful language use is emphasized, along with unpredictability, risk –taking, and choice making.
- There is exposure to examples of authentic language from the target language community.
- The formal properties of language are never treated in isolation from use; language forms are always addressed within a communicative context.
- Learners are encouraged to discover the forms and structures of language for themselves.
- There is whole language approach in which the four language skills (speaking, listening, reading and writing) are integrated.

From all the above points, we can summarize that CLT puts much on the learners and language learning (acquisition) is an unpredictable developmental process requiring a communicatively interactive and cooperative negotiation of meanings on the part of the learners.

2.6 Characteristics of Communicative Language Teaching

As mentioned above, the fundamental goal of CLT is to develop learners' communicative skills and competence. It aims at directing learners to be autonomous through interaction with others (Brown, 2002). Now days Communicative Language Teaching is the most widely used approach in different schools. Therefore, EFL teachers need to consider the basic characteristics of CLT approach in order to widen their perceptions and promote its implementations.

Over the years, there have been controversies about what CLT really is. Scholars have written textbooks about CLT and have provided a list of characteristics to describe it (e.g., Brown, 2000; Ellis, 1982; Littlewood, 1981; Nunan, 1991; Richard-Amato, 1996; Savignon, 1997). These scholars emphasize that CLT consists of many elements of communication, including negotiation, expression, and interpretation of meaning.

In Communicative Language Teaching Savignon (1983) states, language learning is facilitated

by communication rather than traditional rules of learning by translation. When explaining communication, she states that communication consists of three aspects: expression, interpretation, and negotiation of meaning. Of the three aspects of communication, negotiation of meaning receives greater attention in the literature.

Nunan (1989) describes CLT as meaning oriented. He illustrates that CLT activities should be authentic, meaningful, and involve speaking. Such activities should be based on learners' language and functional needs. Another emphasis of CLT is on fluency rather than accuracy. Because accuracy does not play an important role in CLT, explicit grammar teaching is viewed as unimportant. Contrary to the view of traditional teaching methods, like Grammar Translation and the Audio-lingual methods where errors are not tolerated, CLT scholars stress errors are natural in the language learning process, and learners should be encouraged to use the target language to communicate; correction from teachers happens only when there is a communication breakdown (Pica, 2000; Richards & Rodgers, 2001). Pair and group work are not a necessity of CLT, but they provide students with opportunities to be engaged in interaction, which facilitates the development of communicative competence (Savignon, 2002). Nonetheless, learners need to have freedom to choose their language use in pair and group work activities, such as role playing rather than practicing what they are told to say, since that is how it works in real life communication (Thompson, 1996).

Richards (2006) states that it is important for students to interact with each other in activities and tasks, as well as cooperate with each other to accomplish communication goals. Interactions that learners encounter in their classroom prepare them to become self-regulating in their target language. CLT creates new roles for teachers and students in the classroom. Students take part in more activities that allow them to work with other students in pair or group work. They need to listen to their classmates to solve problems rather than to rely on the teacher. A misconception about CLT is that speaking is the major focus of learning a target language. However, CLT is used for the development of the four major skills: speaking, listening, reading, and writing (Savignon, 2002; Thompson, 1996).

Generally, Johnson (1998) points out five major characteristics of CLT: 1) it is a study of the

appropriate use of language in different settings; 2) it focuses on information exchange; 3) it promotes students' cognitive and SLA development; 4) it encourages students to take risks, and 5) it emphasizes free practice techniques. In short, the goal of CLT is to develop students' SLA and to prepare them in using the L2 appropriately through meaningful contexts in which they may encounter. Therefore, one can investigate the perception and implementation of EFL teachers towards CLT based on some of the above characteristics of the approach.

2.7 The Role of Teachers and Learners in Communicative Language Teaching

The implementation of Communicative Language Teaching may depend on the perception of teachers towards the roles teachers and learners have in CLT approach. Perhaps the roles of teachers and learners are supposed to play in language classrooms are determined by the type and the nature of learning activities (Harmer, 1991, p.235) which are in turn dependent up on the method the language teacher employ. To that end, the role teachers and learners play in communicative classrooms are also dependent up on the types of classroom activities proposed in CLT, and according to Richards, new roles are implied by activities in CLT.

2.7.1 The Role of the teacher in communicative language teaching context

The role of teachers in CLT is different from that of the traditional language classroom in which the focus is on grammar and translation. CLT creates a learner-centered classroom environment of social learning where teachers provide opportunities for students, rather than taking an authoritative role and having power over their learning (Richards, 2006). The role the language teacher plays is of great importance as to help the learners master the necessary skills and develop communicative competence. The teacher plays a variety of roles that Harmer (2001, p.57) claims may change from one activity to another or from one stage of activity to another. However, Harmer (1991, p.235) classifies the variety of roles that a language teacher plays in EFL classes into two categories: as controller and as facilitator. In defining the roles language teachers play in communicative classrooms, Larsen- Freeman (1986), and Sreehari (2012) says that teachers would find themselves talking less, listening more and becoming active facilitator of their students. In addition, Breen and Candlin (1980, p.99) cited in Richards and Rodgers (1986, p.77) describes the roles language teachers play as follows.

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

In addition to the above explanation, scholars like Littlewood (1981, p.19), Gatbonton and Segalowitz (2005, p.340), Harmer (1991, p.235-242), Richards and Rodgers (1986, p.77-78) have put the role the language teacher plays in communicative classrooms as summarized as follows.

>**Need analyst-** takes the responsibility for determining and responding to the learners' language needs.
>
>**Counselor-** exemplifies an effective communicator seeking to maximize matching of speaker's intention and hearer's interpretation using paraphrase, confirmation and feedback.
>
>**Group process manager-** organizes the classroom as setting for communication and communicative activity.
>
>**Resource (knowledge provider) -** offers help if it is needed (when the learners are missing and they wish help).

Generally, we can see from the points raised about teachers' role that teachers do not have direct teaching role in the CLT activities i.e. teachers are not dominant as they could be in the traditional (teacher-centered) classes. There will be an activity, of course, in which teachers can take part as 'co-communicator'. Provided they can maintain this role without becoming dominant, it enables them to give guidance and stimuli from 'inside' the activity Littlewood (1981, p.19). Therefore, teachers need to create conducive learning environment and enhance

learning by doing at least some of the above-mentioned roles.

2.7.2 The Role of the learner in communicative language teaching context

It is inevitably true that learners are not empty vessels when coming to language classrooms and are expected to play a number of roles in communicative language classes. Legutke and Thomas (1991, p.267) confirm this idea and state:

> The learner does not come in to the project classroom knowing nothing. Rather he/she brings with him/her a range of previous learning experiences, of values, views and expectations … not only have rather fixed idea about which activities are most appropriate for them , but also how the teacher should go about his/her teaching….

Breen and Candlin (1980, p.110) and cited in Richards and Rodgers (1986, p.77) and as Hu (2002, p.95-96) cited in Ozsevik (2010, p.43) describes the learners' role in CLT as negotiator-between the self, the learning process, and the objective of learning. To achieve the goal of foreign language learning/teaching i.e. the development of potential communicative competence by learners (as far as learners are pivot), learners should have positive attitude and motivation towards the learning activities triggered by the teacher's facilitative role in the class. If so, one can hope that the students would conduct the activities needed in the communicative classroom either in-group or in pair. It is, therefore, very important for the teachers to identify their roles, to integrate with that of the learners, and to help the learners know their distinctive roles CLT puts on and work in collaboration.

Generally, the type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners need to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students should become comfortable with listening to their peers in-group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. On the other hand, teachers also need to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher should develop a different view of learners' errors and of her/his own role in facilitating language learning.

2.8 Difficulties in Implementing Communicative Language Teaching

2.8.1 Socio-linguistic factors

In most of English as foreign language countries, English is neither the native nor the official/ working language of citizens; students learn English language only at schools, although it is becoming more and more highly valued language of the world. Students from non-English speaking backgrounds learn English as a second/ foreign language. The main socio-linguistic difficulties in English as foreign language countries lie in three aspects in particular to the poor countries: lower motivation of using English to communicate; poorer language environment; unavailability of authentic materials (Li, 2001, p.160).

Lower motivation of using English to communicate

Learners are more motivated in an ESL context to learn English language so that they can fit in or even immerse themselves in the community; or they have "real and immediate needs for communication" (Bumaby& Sun, 1989, p.231). However, learners in an EFL context do not have much motivation to communicate in English in the classroom. There are almost no real-life communicative target language needs for the EFL learner (Hird, 1995, p.23).

Poorer language environment

Communicative Language Teaching is nurtured in learning English as a second language context where learners are already exposed to the target language speaking environment and there is a huge amount of language input. Bumaby and Sun (1989) suggest that ESL students have more access to native speakers, and native speakers of English are readily available as teachers. This is not the case in EFL context where English is used as a foreign language. In an ESL context, as to authentic English practice situations, "the ESL learner has no way of avoiding them"; by contrast, in an EFL context, "the EFL learner has no way of engaging in them"(Hird, 1995, p.22).

Unavailability of authentic materials

Rao's study (2002) shows that, lack of authentic materials prevents students from getting exposed to the authentic English language. The availability of authentic materials as well as the adoption and adaptation of materials to teaching activities are vital. The materials prepared for

teaching English at high school level are only textbooks no other materials like video, cassettes, magazines, newspapers prepared in English. Moreover, deciding on the appropriateness and the degree of language difficulty is a tough problem for non-native teachers of English. The balance is hard to keep (Rao, 2002; Sun & Cheng, 2002). It is also difficult to predict the students' problems when they encounter these materials in class (Sun and Cheng, 2002; Chang, 2011).

2.8.2 Institutional factors

Class size is one of the major institutional factors that hinder the implementation of CLT. Holliday (1994) point out that oral participation is very difficult to ensure in classes over a certain size. In poorer countries, it is very difficult for students in a class to move around and conduct communicative activities due to large the number of students and small class size.

2.8.3 Economic factors

Economic factors refer to the constraints caused by the lack of financial support. In most schools of poorer countries, limited resources and funds are the major constraints in implementing CLT approach. There is a lack of resources such as computers, TV s, overhead projectors, language laboratories and authentic materials, which are required to support CLT (Burnaby & Sun, 1989; Rao, 2000). Access to a photocopier for teacher-designed materials is not available. Sun and Cheng (2002) worry that limited resources make it difficult for students to practice English with adequate and authentic opportunities

2.8.4 Teachers related factors

Anderson, (1993) says the most obvious obstacle to teaching communicatively is the great demands it places upon the teacher. Maley puts the following, as quoted by Anderson,

> .... Teachers do not have the security of the textbook since they must select, adapt and invent materials they use; the students may be perplexed by the communicative approach since they are not accustomed to it; this approach is more difficult to evaluate than other approaches; and perhaps greatest of all, is the fact that the communicative approach tends to go against traditional practice and would be opposed by most older teachers and learners (1993, p.473).

Moreover, the most common CLT difficulties that are caused by teachers during EFL classroom include deficiency in spoken English, poor subject knowledge and methodology, deficiency in strategic and sociolinguistic competence, lack of training in CLT, few opportunities for retraining in CLT, misconceptions about CLT, fear of adapting CLT as instructional method and lack of time for expertise to develop communicative materials.

Many classroom researches (e.g. Anderson, 1993; and Surafel, 2002) show that teachers face difficulties in promoting the communicative approach as intended. The teachers' perceived difficulties might be divided into two main broad categories: (1) internal and (2) external constraints. Internal constraints represent those factors that come from within teachers themselves, such as poor subject knowledge and methodology. External constraints; on the other hand, refer to factors that come from structural and organizational elements, which teachers have no control over like students and parents' beliefs, lack of resources and administrative obstacles. The two sets of constraints are interdependent to each other.

Generally, the review of literature emphasized on the concept, historical back ground, goal, principle, and characteristics of communicative language teaching approach. Moreover, the role of teachers and students were discussed to develop their insight about the implementation of CLT in their school context in spite of the various difficulties they face during its implementation. Studies were conducted on teachers' attitude, perceptions and difficulties of CLT practice at higher institutions with less emphasis for high schools. Thus, this study was confined to investigate factors affecting the implementation of communicative language teaching at Omo Nada and Asendabo secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part provides an overview of the research design, participants of the study, sample and sampling technique, research method, data collection instrument and data analysis procedures.

3.1 Research Design

In order to achieve the intended objectives of the study, a qualitative research design was required to answer the research questions rather than quantitative method because quantitative method is not very sensitive in uncovering the reason for particular observations or the dynamic underlying the examined situation or phenomenon. That is, the general exploratory capacity of quantitative research is rather limited and cannot answer the reason for particular question. Because of this qualitative research design was required in order to describe in detail complex social phenomena according to participants' views (Seliger&Shohamy, 1989). Qualitative research is not only important to document teachers' perception but also to determine how their environment, in this case an EFL environment affected and shaped such perceptions. Therefore, the qualitative approach is a good way to do research about people's beliefs, perceptions and attitudes. Qualitative research was used in the current study because it helped the researcher to investigate those factors affecting the implementations of CLT.

3.2 Participants, Sample and Sampling Techniques

3.2.1 Participants of the Study

As the primary concern of the study was to investigate factors affecting CLT and its implementation, the participants of the study were grade 9 and 10 English teachers in Nada and Asendabo secondary schools. This is because the application of CLT held by EFL teachers. Furthermore, the implementation of CLT in EFL classroom could be improved primarily by language teachers.

3.2.2 Sample and Sampling Techniques

The researcher selected the proposed schools purposively because the researcher has an acquaintance with the school principals and English language teachers. Therefore, the researcher

selected them with the anticipation of getting support from the principals and the teachers during administration of the instruments and there had not been any significant research conducted concerning the current study. In addition, the researcher worked in the one NadaSchool for three years and thought that it enables him to stay in the study area to make reliable inquiry. The schools proposed for this study are called Nada and Asendabo secondary schools located in Omo Nada and Asendabo town East of Jimma Zone of Oromia Region. For the purpose of this study, grade 9 and 10 EFL teachers were taken as participants. All (eight) English teachers from the schools were included in the study. The teachers were chosen according to their interest and willingness to take part in the study, which reflected both sexes, with adequate teaching experiences and language teaching training. Purposive sampling was employed to select respondents on the bases of their judgments i.e. the researcher selected the samples that only met his purpose in the current study. Moreover, the researcher used purposive sampling technique because, purposive sampling techniques involve selecting certain units or cases ''based on a specific purpose rather than randomly'' (Tashakkori & Teddlie, 2003a, p. 713) and the members of the population possessing the required characteristics is small in number so that researcher selected all English language teachers (eight) in the proposed schools.

3.3 Data Collection Instruments

The choice of data collection method was determined by the needs of a given research project and research design in particular by the research questions confronted. Thus, in order to understand factors that affect CLT, data was collected through written questionnaire, interview and observation from the proposed secondary schools.

3.3.1 Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions of an individual or group (Koul, 1984). Therefore, open ended questionnaires prepared by the researcher based on the review of literature and expert view and had been given to the eight English teachers to explore the general understanding of CLT and the school factors/challenges in implementing the approach in English classes. Open ended questions were employed in the items to gather the relevant information for the study. There were two parts in the questionnaire. The first part consists of questions about the participant's age, gender, academic background, and teaching experiences. The second part was the major part consisting

of items regarding their general understanding of CLT and factors affecting the implementations. All questionnaires were written and answered in English.

3.3.2 Interview

Selinger and Shohamy (1989) point out that the use of interview as a data collectioninstrument permits a level of in-depth information, free response, and flexibility thatcannot be obtained by other procedures. In this study semi-structured interview which consisted of five specific and defined questions was used. After two weeks (completing the questionnaire) the participants were interviewed by the researcher in their schools compound. There were specific core questions determined before hand, but at the same time it allowed someelaboration in the questions and answers. Interviews with five voluntarily selected teachers, who filled in the questionnaire, wereheld in order to obtain the range of constraints that teachers face in the teaching ofEnglish in a communicative way. Volunteer sampling technique was used to collectinformation from the samples that are conveniently available, and willing to cooperatefor providing information (Koul, 1984). There were few main questions fromwhich I generated many other follow-up questions. This helped me to explore detailinformation on the prevalent problems teachers face in teaching English language insecondary schools. It also allowed the interviewees to give free responses.

3.3.3 Observation

Observation is considered as a major data collection tool in second language acquisition researches, because it allows the study of a phenomenon at close range with many of the contextual variables present (Selinger and Shohamy, 1989). Therefore, observation was used in the current study as a data gathering tool to see how factors affect the implementation of CLT in the proposed schools and to obtain reliable information about the actual classroom application of CLT in the instructional process. In this method, English teachers were assessed whether they are practicing the principles of CLT (beside what they professed in the responses to the questionnaires and interview) in their classrooms while the actual class lesson is going on.

In the observation process, five English teachers were observed using checklist method to obtain the required information. Each teacher was observed twice in different English lessons. The

classes were chosen according to the willingness of the teachers. During the classroom observation, the researcher sat at the back of the class and take short notes to register events related to communicative approaches in the checklist. The checklist was used to collect data about teachers' application of communicative principles and students' performance. The researcher also evaluated the appropriateness of the activities used in the teaching learning process based on the principle of CLT.

3.4 Data Collection Procedures

The data collection had taken over two months beginning with administering the questionnaire and the interview. Two weeks prior to the data collection procedures, an informed consent form was given to the participants to make them fully aware of the nature of the study and its purpose as well as the participants' rights. They were informed that they can participate in the research voluntarily and assured that any information offered to the researcher remained confidential and used only for the purpose of the study. The participants were encouraged to participate actively by telling them that the study will give them an opportunity to concern their teaching environment and to reflect on issues arising from this topic for their own professional development. After signing the consent forms, the participants were asked to complete the questionnaire, which takes approximately 20-30 minutes.

Two weeks after completing the questionnaires, five participants were asked to participate in the interview. Each interview lasted between 20-30 minutes, and had been taped and transcribed. When any direct quotes are used in the final report, a pseudonym was assigned and small changes were made so that it is impossible for anybody to be identified as an individual. Participants were encouraged to ask questions so that there were no any problems with respect to the content, the language, and the ways to deal with the questionnaire and the interview. Moreover, an observation was conducted in order to obtain reliable information about the actual classroom application of CLT in the instructional process. The observation was done after completing the questionnaires and the interview. Therefore, a questionnaire was distributed to eight teachers. Afterthe questionnaires were collected, the researcherm reviewed the participants' responses to formulate additional questions for the interviews. Interviews were scheduled with each participant individually.

3.5 Data Analysis Procedures

Data analysis means to "find meanings from the data and a process by which the investigator can interpret the data" (Burns, 2000, p.430). The themes and coding categories in this study was emerged from an examination of the data rather than being determined beforehand and imposed on the data (Bogdan&Biklen, 2003). To analyze the data of the study, the researcher had gone through all the information gathered from the completed questionnaires, observation and the interview transcripts attentively.

Questionnaire data analysis involves the analysis of open-ended questions. These questions were analyzed through the themes and categories prompted by the questions regarding school factors affecting the implementation of CLT. During the process of data analysis, patterns were identified and divided into categories.

In analyzing the interview data, the scheme of categories was created to suit the collected data and the concerns of the study. The ultimate aim in the coding and analysis of the data had gained a better understanding of how teachers of English perceived the difficulties in implementing CLT. The goal of the researcher was to describe the meaning as validly as possible; hence, the interview analysis was involved reviewing, categorizing, sub-categorizing and coding what the participants said. Categorizing and coding was done after each interview, so the data collection and analysis of interviews overlapped here.

Multiple steps were taken to develop the coding scheme for all data. First, a preliminary coding scheme was developed based on the data. The researcher read the data and coded it according to these preliminary categories in order to assess their workability. Secondly, when he had gone through all the data, the initial categories were discarded and modifiedaccording to the concerns of the study and the nature of the collected data. The researcher then goes through all the data recursively to test the modified list of categories and subcategories. Finally, after the researcher was satisfied with this appropriate coding scheme, he used it for the analysis of all the data, and key exemplars were underlined to serve as illustrations of the points made in the descriptions. Finally, the results of the observation were crosschecked with the results of thequestionnaire and interview in order to have reliable data.

CHAPTER FOUR
PRESENTATION AND DISCUSSION OF RESULTS

Overview of the Analysis

As noted earlier in chapter one, the main purpose of this study was to investigate factors that affect the implementation of communicative language teaching in English classrooms inNada and Asendabo Secondary Schools. This chapter, therefore, deals with the presentation and discussion of data in light of this objective.

In order to achieve the intended objective of the study, open-ended questions were distributed for eight English teachers of the schools. Structured interviews were also held with those teachers to see which factors affect teachers' implementation of CLT in the school. Moreover, classroom observations were used to obtain reliable information about the actual classroom application of CLT, beside what teachers professed in the responses to the questionnaires and interview. Data from different sources were treated jointly around one or successive central topics to create holistic picture of qualitative data gained through these tools. Accordingly, this chapter presents and discusses the data collected through these instruments.

4.1 The Teaching Method implemented by the teachers

When participants were asked what teaching method they use in their English class, all participants responded that they usually use lecture method of teaching emphasizing the grammar sections of the textbook. The teachers simply supply answers for tasks or exercises instead of eliciting correct responses from students, which is not the role of a communicative teacher. To the contrary, Lingjie (2005) says that the role of communicative teacher should not be all knower and speaker who tell everything in the classrooms; he/she should rather be a helper and advisor in class so that the students could be relaxed and confident in their competence. Moreover, learners in the communicative class should not be passive listeners and they are not limited to the assumption of services provided by the teacher as, Aston (1993) explains, rather they have to be self-assessors by taking greater control of their own learning.

The teachers attribute their littler practice of CLT to the large number of students, in adequate seating arrangement, students' low motivation to use the language, lack of exposure and lack of resources. Moreover, lack of adequate classroom equipment and lack of time to cover the contents of the textbook in the academic year were also considered as the main reasons hindering the practice of CLT in Nada and Asendabo secondary school. In short, language was learned as grammar rather than a means for engaging learners in real communication. Regarding the practice of CLT, one of the teachers pointed out the following view.

> *Most of our English language teachers use grammar focused method of teaching in their English class. The teachers are forced to use this method because of the various challenges the school has in the teaching learning process. For example, the number of students in the class is very high, there is lack of adequate classroom equipment like teaching aids, enough number of desks, tables, and lack of time for teachers to cover all the contents in the textbook. (Teacher 3, March 25, 2014)*

4.2 Factors Affecting the Practice of CLT

The participants felt that there were many challenges they face in the implementation of CLT in the school even if communicative language teaching is essential for the improvement of students' language skills and effectiveness of English teaching practice. From the various challenges, therefore, school factors were the major factors affecting the implementation of CLT. Participants were asked to identify the most common factors affecting the implementation of CLT according to their school setting. Therefore, the participants emphasized that class size, seating arrangement, lack of time, lack of resource; heavy work load, lack of exposure to use the language, lack of authentic materials like computers, printers, TVs, and DVD players, lack of students' motivation, lack of workshops and lack of students having confidences, were the most serious factors affecting the implementation of CLT in Nada and Asendabo Secondary School.

Moreover, participants were asked other factors that they encountered in the implementation of CLT. It was anticipated that participants would provide more factors that were not included in the provided list. However, the participants did not seem to have more factors. They suggested

that lack of students' motivation, shortage of English language teachers, grammar based testing are the other factors in which lack of students' motivation is reported as serious factor than others.

4.3. How those Factors Affect the Implementation of CLT

Participants of the study were asked to describe the ways in which those factors affect the implementation of CLT in their school setting. Their responses are discussed in this section focusing on the major factors only. As it was tried to discuss above, the major factors affecting teachers' implementation of CLT were grouped in to ten categories considering the themes of the participants' responses.

4.3.1. Class size

When participants were asked about the ways how large class size affects teachers' practice of CLT in their school, all respondents verified that having high number of students in their classes was the major problem. They reported that the average number of students in their English classrooms ranged from 61 to 70 students. The teachers confessed that large classes made it hard for them to use group work, for example, especially in the classrooms with fixed desks. It was also expressed that due to the over-crowded classes, it was almost impossible to follow upthe activities of each student in his/her group. Interestingly, one of the respondents of the interview acknowledged the following information.

> In my view, class size is related with the large number of student's class. The
> number of students in each of my classes is 61- 70. The suffocation of the students
> in the class makes it difficult to manage and control their activities in the class.
> Students could not move around and did not have time to practice the activities in
> class. (Teacher 5, March 23, 2014)

The data obtained from the classroom observation provide that the number of students per class (class size) was not appropriate to practice CLT. From the observed classrooms, the number of students in all of the sections or classes is extremely high which is61 to 70 on average. This depicts that in all of the observed classrooms, the number of students was large and teachers

could not involve all students in their activities due to the overcrowded nature of the classrooms. According to Nunan (1989), the ideal class size is 15- 20 students, but the study found this to be impossible in Nada and Asendabo secondary schools where classrooms were overloaded by student populations.

Smith (1996) also explains that as the class size increases, teachers and students face many challenges that impede them not to create interactive classrooms. Moreover, disciplinary issues were seen to dominate large classes. The teachers complained much about the classroom management problems that were resulted from over-crowded classrooms. Since the classrooms are over-crowded, classroom management becomes a very serious challenge for teachers. There is usually chaos in such large classes with less concentration for practicing in the target language.

4.3.2. Seating arrangement

Communicative language teaching needs a flexible seating arrangement and movable desks as to the nature of the activities. However, respondents emphasized that the seating arrangement of students in the class was impossible to move around. There were more than 21desks in each class having 3-4 students per desk. Similar results were also seen during classroom observations. In all of the observed classes, the seating style of students 'was not suitable to practice communicative activities. There was no adequate space for movement between the desks that makes difficult for teachers to move in the classrooms in order to give comment and advice for students. This implies that it is difficult to practice communicative way of English language teaching in all of the classrooms. According to Silberman (1996), if the classroom arrangement is not appropriate, it is difficult to have active and communicative environment. He further explains that if the physical environment or the classroom condition is favorable, it facilitates interactive learning. Furthermore, as it is explained in YE Jin (2007), in communicative classrooms, the desks should be arranged in such a way that student can look directly one another to help create interaction among students. However, in most of the classrooms of the school, this kind of classroom arrangement was not seen. The following excerpts from an interview display how difficult this situation is for the teachers.

Since the nature of the desks in the class is difficult to move and the number of students in one desk is from 3 to 4, it is difficult to make students in face to face way to practice the English language communicatively. (Teacher 2, March 23, 2014)

Seating arrangement is the other factor in which the desks are not suitable to form groups and practice communicative activities in the language classrooms. The seating arrangement of the students in the class is suitable only for lecture teaching method not for engaging students in different communicative activities. (Teacher 3, March 23, 2014)

The reflections here suggest that the seating arrangement of the desks in the class makes it difficult for teachers and students to practice CLT in the school. Since the number of students in a class is extremely high and the sizes of the classrooms in the school are very small, it is hard for teachers and students to change the position of the desks for English class only. Moreover, it was time taking to arrange all these desks in one period for the practice of communicative activities. The arrangement of the desks in the class was suitable for lecture teaching method only.

4.3.3 Lack of time

In the practice of CLT, lack of time is the other major factor reported by the participants of the study. According to the collected data, all the eight questionnaire respondents considered lack of time as a major challenge facing them in their efforts to practice communicative activities. The main reason for these teachers to see this as a major challenge is the contents of the book. The contents are very large and bulky to cover in one academic year. Teachers were supposed to cover too many language items in a very limited period of time. This being so, they essentially had to skip activities that focused on productive language skills, such as writing and speaking, so they could cover the necessary grammar points in a timely fashion rushing over it. This is because the students were supposed to take tests/ exams mainly from the grammar sections by the end of each school year. Moreover, four respondents of the interview agreed that lack of time was the major problem negatively affecting the implementation of CLT in the school. The

teachers lack time because they have different responsibilities in the school in addition to teaching. They are usually supposed to participate in different meetings, committees and co-curricular activities in the school. Because of this they do not have enough time for practicing (Implementing) communicative activities and preparing essential instructional materials that helps for effective implementation of CLT in language classrooms.

Furthermore, in all of the observed classes, the researcher witnessed that the students are given no time to practice the given activities in the classrooms. The teachers were very busy to cover many contents in a single period due to the wide contents of the textbook. Besides, the high number of students in the class is the other reason in that teachers could not have enough time to guide, involve and assess every student in a period. The following excerpt from an interview displays how teachers encounter lack of time in their school.

> *Lack of time is the other major factor affecting the practice of communicative activities in the school. We, teachers, usually focus on lecture method of teaching language structures due to shortage of time to cover all the contents of the book. Since there are large numbers of students in the class, it is also difficult to involve all the students in the teaching learning process. Teachers are also busy with different responsibilities like participating in various meetings, committees and co-curricular activities in the school. (Teacher 4, March 23, 2014)*

4.3.4. Lack of resources

The practice of CLT needs expensive resources with less number of students in a class to insure the involvement of all students and to monitor and to manage each and every student in the class. However, when participants were asked about how lack of resource affects the practice of CLT, five questionnaire respondents realized that lack of adequate resource like computers, printers, photocopies, DVD players, films, TVs, videos and other authentic materials were not available in the schools. Moreover, students were very crowded due to shortage of basic facilities like desks and tables in the classroom. One of the questionnaire respondents affirmed this idea as follows.

The school has shortage of sufficient desks, appropriate teaching aids and electronics materials like computers, printers, TVs, DVD players, films, or videos. These materials help to facilitate interaction among students and to practice communicative language teaching method. (Teacher 4, March 11, 2014)

Moreover, the observation data revealed that there were no adequate resources and instructional materials in all of the observed classrooms to support communicative language use. The researcher observed that there were 3-4 students sitting at one desk in much suffocated way; there were no instructional materials like alias, cue cards and visual sources (maps, pictures, symbols, graphs and charts) used in the language classrooms during observation. Larsen-Freeman (2000) says that a wide variety of instructional materials should be used in language teaching to support communicative approaches. Instructional resources, particularly materials used in language class are ways of influencing the quality of the classroom instruction and language use. However, no adequate resources and instructional materials in all of the observed classrooms were used to promote the implementation of communicative language teaching. Whenever there are no adequate resources in language classrooms, there will be considerable challenges in the practice of communicative activities.

A similar tendency was seen in the interview participants' responses, too. According to the interview data, lack of resource was one of the obstacles to implement CLT in the school. Four of the respondent pointed out that they need certain equipment and facilities to be able to make effective use of CLT. School facilities like adequate classrooms, enough number of desks, tables and appropriate teaching aids must be fulfilled to support the implementation of CLT. Since every step toward CLT was costly and needs a lot of money, equipment such as computers, photocopiers, TVs, films and videos were not available in the school. One of the interview respondents pointed out this information.

Communicative language teaching needs adequate class size, desks, recorded materials, TVs, CD players, appropriate teaching aids, audio visual materials and real pictures or model materials in order to provide students real situation to use

the language and implement communicative teaching method in the school.(Teacher 2, March 23, 2014)

4.3.5. Heavy workload

Respondents of the questionnaire revealed the impact of heavy work load for teachers to practice CLT in Nada and Asendabo secondary school. When respondents were asked how heavy workload affects the practice of CLT in their school, they described that the contact hour of class that they taught per week presented a clear depiction of teachers' workload to implement CLT in their classes. Seven of the respondents of the questionnaire elucidated that they taught five classes in total that is followed by 25 period's per week. The teachers have no time to take rest and to prepare communicative activities. Moreover, they usually felt tired and entered class with difficult and uncomfortable conditions to do any kind of activities in the class. The hours given above include the contact hours only; other out-of-class duties were excluded from these data. One of the respondents stated the impact of heavy workload as follows.

Since our teachers have five different classes per day, they feel exhausted at the end of the class. It is challenging to prepare authentic activities in such loaded condition since communicative language teaching requires us to prepare different activities with ample time for their preparations. (Teacher 6, March 9, 2014)

Since our teachers have 25 periods in a week, it is difficult to prepare and use communicative activities for a single class. (Teacher 7, March 9, 2014)

The teachers' heavy workload was also demonstrated by the interview results. One of the respondents of the interview reported that having too much work to do decreased the teachers' overall performance of teaching; CLT in particular. Considering the fact that they also had extra duties in addition to teaching, i.e. committee, departmental and school meetings, different kind of co-curricular activities, personal and social life responsibilities, it was hard to implement CLT and keep up with all the works at optimal level. The teacher suggested this idea in his interview.

All of our teachers, including me, have many responsibilities in addition to teaching our subjects. I am busy, for example, by involving in different clubs and co-curricular activities in the school. Beside my personal and social life responsibilities, I have other additional responsibilities of planning and reporting each and every day activities in the school. (Teacher 2, March 23, 2014)

4.3.6. Lack of exposure

Lack of exposure is one of the major problems of students in Ethiopia due to lack of society that use English out of the school environment. All participants of the questionnaire responded lack of exposure was the major constraint of developing communicative competence of students in Nada and Asendabo secondary school. In the natives or ESL context, English was used everywhere and students were free to use English communicatively. By contrast, in the EFL context, for example, in Ethiopia, students had only 3 hours and 20 minutes a week in classroom to practice and learn English. There were no other language exposures to use English.

The only chance our students have in the practice of English is only the classroom. They do not have other exposures in and out of the school compound in real life context. If students could be exposed to English everywhere, they would have learnt better and practice communicative activities easily. (Teacher 7, March 9, 2014)

Similar results were seen from the interview respondents too. Four interview respondents mentioned that lack of exposure to use English as one of the limitation of implementing CLT. Even though students have access of English channels or radios, they are reluctant to improve their English through media. As a result, they didn't get any other opportunity to use English outside of the classroom environment.

Lack of exposure is the other serious challenge in the practice of English language. Students have the chance to use English in the classroom only. They do not have other opportunity to apply the language in any way. (Teacher 4, March 23, 2014)

4.3.7. Lack of authentic materials

One of the most important characteristics of CLT was using authentic materials. Such materials could support using CLT and help students practice English in real life. However, three of the respondents of the questionnaire data revealed that lack of authentic materials was reported as another serious barrier for the teachers to utilize CLT in the school. Even if teachers have access to authentic materials like English magazines, newspapers, fictions, dramas, films, and different TV or radio programs in various channels and web sites, it was hard and time taking for teachers to adopt those materials to reflect the real life, grade level and tradition of students. One of the questionnaire respondents reveals the above idea as follows.

> *Whenever there are authentic materials in the school, there will be natural context to teach English communicatively. Though there were such materials available to teach English nearby our school through internet, different channels or markets, therefore, it was hard for our teachers and students to get access of these materials that reflect their real lives and traditions. (Teacher 8, March 9, 2014)*

The classroom observation shows the same kind of results with what was responded in the questionnaire. In all observed classrooms, the teachers did not present authentic materials in the language classrooms even if there are some authentic situations like asking the students to clean the board, etc. during the instructional process. According to Nunan (1991), authentic materials help to create context for the teaching learning process and it can also be used to show a linkage between language learning in the classroom and real life activities. Thus, what was observed in many of the sessions did not go in line with what is expected to be in the classrooms.

One of the respondents of the interview suggested that authentic materials are very important to make teaching natural and communicative. However, shortage of those materials in the school was the other factor in the implementation of CLT. He pointed out that even if teachers have access of getting such materials, it is difficult for them to apply in their classes. This is because of lack of money to buy such materials and scarcity of resources like computers, printers, TVs,

and DVD players in the school. Additionally, the materials are not developed by Ethiopians and adopting them to the need, grade level and tradition of the students is the other challenge since the teachers are busy with various school and social responsibilities. One of the interview respondents acknowledged this idea in the following way.

> *Lack of authentic materials like newspapers, magazines, videos, leaflets etc. are the most challenging factors in the school; even if access to those materials is not difficult for the teachers. Those language-teaching materials are very important to make teaching natural and communicative. (Teacher 1, March 23, 2014)*

4.3.8. Lack of students' motivation

Students' lack of motivation for improving their communicative ability was also highlighted by the respondents as a significant constraint to make effective use of CLT in the school. Three questionnaire and two interview respondents identified students' low motivation to use English communicatively as another problem in the implementation of CLT. The learners' lack of interest to practice communicative activities (example, role-play, pair work, and group discussions) has a great impact on the implementation of CLT in the school.

As Breen and Candlin (1980) describe that learners should have positive attitude and motivation towards the learning activities triggered by the teacher's facilitative role in the class. However, most of the students were reluctant to practice English in and outside the school environment. This may be because of their shyness or lack of confidence to use the language. They usually care about grammar of the language than being able to use it for communication purpose. Even if grammar was presented in a meaningful context, students did not use it to accomplish activities in the classroom rather they study for passing exams only. Since accuracy does not play an important role in engaging students in communicative activities, explicit grammar learning is viewed as unimportant method of learning language.

Students should have a positive attitude and good motivation to use the language communicatively than simply relying on the structure of the language. As it is stated in YE Jin (2007), the classroom teacher should facilitate the communicative process among the learners

and between the students and various tasks. The participants highlighted that the students lack interest to practice English because they usually lack confidence and they are afraid of using the language in and outside the school environment. One of the respondents of the interview expressed his views on this matter as follows.

> *Students in our school don't have interest to practice the language because of their attitude to use English. Moreover, students have no confidence in any way to use English and they are afraid in and outside the school environment to use English for communication purpose. They usually focus on the grammar sections of the textbook. (Teacher 1, March 23, 2014)*

4.3.9. Lack of workshops

Lack of workshop is one of the most serious factors that affect the practice of CLT. Six questionnaire respondents revealed that inadequate teacher training as a factor that failed to assist them in implementing CLT.

> *For implementing CLT workshop is very important. But, there is lack of workshop in the school. (Teacher 6, March 9, 2014)*

Similar results were obtained from the interview respondents. Four interviewees mentioned that lack of workshop has a negative impact upon teachers. One of the interview respondents pointed this as follows:

> *I think workshops should include discussion on how to apply CLT in different conditions so the \ teachers do not feel frustrated when they go back to their classrooms. (Teacher 4, March 23, 2014)*

4.3.10. Lack of confidence

Having confidence during the teaching learning process is vital for language teachers in order to express their ideas without anxiety and successfully create a communicative environment within their students. However, some teachers said that they do not feel confident on what they have

taught and the way they test it. The data obtained from questionnaire and interview respondents respectively revealed this idea as follows:

> *Lack of confidence is the most problem for implementing CLT because; any person may have such problem so that, they lack confidence to express their ideas for their students. (Teacher 2, March 11, 2014)*

> *I don't feel good because I am not teaching as I was expected to teach," in fact, "I do this for reasons which are beyond my control." For example, "... all my exams are written... I do not assess students' speaking and listening skills"(Teacher 5, March 23, 2014)*

Fromthe responses we have seen that lack of confidence has a negative impact towards teachers' implementation of CLT in their classrooms.

Generally, the result of the analyzed data shows that there are various factors that affect the implementation of CLT in Nada and Asendabosecondary school. The participants revealed that factors like class size, seating arrangement, lack of time, lack of resource, heavy workload, and lack of exposure, lack of authentic materials, students' lack of motivation, lack of workshops and lack of confidence are considered as the most serious factors affecting teachers' implementation of CLT in the schools.

4.4. Responsible Bodies for Improving the Factors

Communicative language teaching is an essential approach to improve the effectiveness of English teaching practice in school. Any concerned bodies should try their best to improve the implementation of CLT in school setting. Only language teachers alone could not overcome the constraints of the factors in the practice of CLT. Participants were asked to point out responsible bodies for improving the practice of CLT in the school.

Participants of the questionnaire were asked to list responsible bodies that should solve challenges in implementing CLT in the school. According to the responses of the questionnaire, the participants emphasized that school directors, language teachers, students, parents and

supervisors are the most responsible bodies for solving the challenges of CLT practice in the school. Interview was also used to consolidate the data gained from the questionnaire. Interviewees were asked to discuss on the responsible bodies that should solve challenges in implementing CLT in the school and they provided similar answers with what was said in the questionnaire.

Moreover, participants were asked to discuss on what responsibilities each of those responsible bodies has. Students should take risk of their own learning, teachers need to encourage students and create conducive atmosphere to practice the language communicatively. Directors also need to discuss with different government bodies and parents of students in order to solve the problem. On such discussion, teachers the educational office representatives need to take part to share ideas on factors affecting the implementation of CLT. Parents should make efforts to build additional classes and fulfill school furniture as much as they can. Supervisors can assist teachers on the way to practice CLT and have follow up of their teaching learning methods.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, draws conclusions and makes recommendations.

5.1. SUMMARY

As noted earlier in the introductory section of this research work, the purpose of the study was to assess the major factors affecting the implementation of CLT in Nada and Asendabo secondary schools found in East Jimma zone of Oromia regional state. In addition, the study had been designed to specifically address the four basic questions outlined in chapter one. In order to reach at the overall purposes of the study and deal with the four basic research questions, therefore, three types of data gathering instruments i.e. questionnaire, interview and classroom observation were used. After completing a consent form with the participant teachers, the data were gathered through the aforementioned instruments and organized, categorized and discussed qualitatively in chapter four. The data were obtained from purposefully selected English teachers. In order to create a holistic picture of qualitative data, the researcher integrated and discussed all the data jointly under key successive topics of the study.

The findings of the study revealed that language teachers confront with several challenges in implementing communicative language teaching. It was found that most of the participant teachers usually focus on teaching the structure of the language using lecture method than focusing on the communicative aspects. The findings of the study again indicated that teachers could not practice the essential features of CLT in the school due to various challenges. They emphasized class size; seating arrangement, lack of time, lack of resource, heavy workload, lack of exposure, lack of authentic materials, students' lack of motivation, lack of workshops and lack of confidences were the major factors that challenge teachers in implementing CLT approach. It was also discovered that school directors, language teachers, students, supervisors and parents were the most responsible bodies to alleviate the challenges and improve the implementation of communicative language teaching in Nada and Asendabo Secondary School.

5.2. CONCLUSIONS

On the bases of the summary made above and the entire work, the following conclusions are drawn.

The large number of students in the class affects the practice of CLT in that it was almost impossible to give individualized attention to each learner and difficult to control and manage all students in the class. There is usually chaos in such classes with less concentration for practicing the target language.

The students' seating arrangement is the other challenge in that the desks in the class make it difficult for teachers and students to practice CLT. Since the number of students in a class is extremely high and the sizes of the classrooms are small, it is hard to change the position of the desks to form a group and practice communicative activities. The arrangement of the desks in the class is suitable for lecture teaching method only.

Since the contents of the book are very bulky, the teachers are very busy to cover all the contents within the given time of the academic year. This being so, they usually skip pair/group works and communicative activities of the book. They rush to focus only the grammar sections of the book supposing that the students take exams mainly from the grammar sections by the end of the school year.

Lack of adequate resource like computers, printers, photocopies, DVD players, films, TVs and videos are not available in the school. Moreover, lack of school facilities like adequate teaching aids, desks, chairs and tables are the other constraints in the implementation of CLT. Whenever there are no adequate resources in school, there will be considerable challenges in the practice of communicative activities.

The contact hour of class that teachers taught per week presented a clear depiction of teachers' workload to implement CLT. Teachers have no time to take rest and to prepare communicative activities. Considering the fact that they also had extra duties like committee, departmental and

school meetings, different kind of activities, personal and social life responsibilities, the teachers are in trouble to practice CLT method in such conditions.

The students have a little hour a week in classroom to practice and learn English. There are no enough language exposures to use English communicatively in their daily life as well as in and out of the school environment. The students do not have any other opportunity to practice English communicatively unless they try to practice with their teachers and classmates.

Teachers in the school do not have the access of getting authentic materials like English magazines, newspapers, fictions, films, videos and different TV or radio programs from various channels, web sites or shops around them. However, it is hard and time taking to adapt those materials to reflect the real life and tradition of their students. This is because of lack of money to buy such materials and scarcity of resources like computers, printers, TVs, and DVD players in the school. Additionally, the materials are developed by the context of the foreign cultures and adapting them to the need, grade level and tradition of the students is the other challenge since the teachers are busy with various school and social responsibilities.

Even though students realized how important it was to communicate in English for their future careers, most of them were unwilling to practice English in and outside of the school environment. They usually care about the grammar of the language than being able to use it for communication purpose. This may be because of the students' low background knowledge at lower grade levels and lack of confidence to use English in any way.

Lack of successive workshops and in-service trainings are the factors that hinder teachers implementing CLT in the schools.

Generally, the overall findings of the study indicated that teachers are exposed to various challenges in implementing communicative language teaching method. It was emphasized that class size, seating arrangement, lack of time, lack of resource, heavy workload, lack of exposure, lack of authentic materials, students' lack of motivation, lack of workshops and lack of

confidences are the most serious factors that affect teachers' implementation of communicative language teaching in Nada and Asendabo Secondary School settings.

5.3. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are forwarded.

In order to involve all students in communicative activities, there should be average number of students that is about half of the current number in the class. Class size problem can be solved by joint effort of teachers, parents and directors. Teachers can increase participation of students by giving turn-by-turn activities in various periods. Moreover, the concerned government bodies and parents should cooperate and invest to build additional classrooms in the school. Whenever there is sufficient classrooms and class furniture in the school, better implementation of communicative activities will be secured in advance.

CLT needs a flexible seating arrangement and movable desks according to the nature of the activities. Since the seating arrangement of the desks in the class is unsuitable and difficult for teachers to group and involve students for communicative activities, school and other government bodies together with parents should make a joint effort for adding flexible desks as to the number of students in the class.

Teachers should be given less periods in order to have enough time to prepare for their lessons and cover the contents of the book including the communicative ones. Moreover, teachers should try their best by providing additional classes in their free time than rushing over the grammar sections and skipping important lessons only to finish the textbook in the school year. They also need to be selective focusing on the very important and unrepeated topics. Additionally, the school directors should report for the concerned government bodies to employ additional language teachers for the schools and the concerned bodies also should raise and plan budget for employing additional teachers for the schools.

In solving resource problem of the school, the participation of all the concerned body is vital. There should be a joint effort among responsible bodies to increase the income level and solve resource problems of the school.

In order to minimize the workload of the teachers, the concerned government bodies should deploy new teachers. As a result, the teachers become free to develop and use communicative materials in their classrooms.

Even if there is no community using English in the real life context, the students should make effort to create their own exposure to use the language. They can read published materials (magazines, newspapers, fictions etc), watch/listen a variety of TV/radio programs, films, videos etc and practice with their partners to improve their communicative abilities.

The school environment should be motivating for students to use English communicatively in their day to day life. Students and teachers should form English day programs in the week and establish English clubs to improve the communicative ability of the students in the school.

The Ministry of Education and other concerned bodies should organize successive workshops, seminars and in-service trainings so that teachers can get the chance to share experiences on how to cope with the existing problems in secondary schools. In relation to this, it may be important to quote what Androsenko cautiously suggests "transition to communicative methodology is unthinkable without adequate teacher training and education"(1992, p. 3).

English language teachers should make themselves ready for a change, since change is inevitable they are expected to equip themselves with the innovative language teaching has brought and this in turn can help them to find remedies to the difficulties they encounter in the classrooms.

It is vital that teacher training institutions should strengthen their language proficiency requirements for teacher.

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