Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English Language (TEFL)

Female Learners towards Participation and Perception in EFL Communicative Activities at Gambella Preparatory School

A Thesis Submitted to the Department of English and Literature for Partial Fulfillment of the Requirements of Master of Arts in TEFL

Principal Advisor – Aberash Tibebu (PhD)

Co - Advisor – Meheretu Adenew (PhD)

By

Addisu Tadese

June, 2019

Jimma Ethiopia

Female Learners towards Participation and Perception in EFL Communicative Activities at Gambella Preparatory School

By

Addisu Tadese

A Thesis Submitted to the Department of English Language and Literature for Partial Fulfillment of the Requirements of Master of Arts in TEFL

Department of English Language and Literature

Social Sciences and Humanities College

Jimma University

June, 2019

Declaration, confirmation, approval and evaluation

Declaration

I, the undersigned, declare that this thesis proposal is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Name;   Addisu Tadese Biru   Signature: _____   Date: _____

Confirmation and Approval

This thesis proposal has been submitted for examination with my approval as a thesis advisor.

Principal Advisor: -

Name: _____   Signature: _____   Date:_____

Co-Advisor: -

Name: _____   Signature: _____   Date: _____

Thesis Evaluator:-

Name: _____   Signature: _____   Date: _____

External Examiner ; -

Name : _____   Signature : _____   Date : _____

Internal Examiner : -

Name **:** _____   Signature **:** _____   Date**:-** _____

Chair Person

Name **:** _____   Signature **:** _____   Date**:-** _____

ACKNOWLEDGEMENT

TABLE OF CONTENTS
PAGES

ABSTRACT

The rationale of this study is to examine the extent of Gambella preparatory school EFL female learners' participation to and perception towards communicative activities and to give details of major findings.

From a total of 316 grade 11 and 12 female learners, 25% which is 79 of them filled their opinion in the questionnaires using a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." The age of participants ranged from 15 to 20 and they were drawn from 10 sections of natural and social streams.

The study employed a mixed research method which is quantitative and qualitative approaches. To validate the findings, triangulation technique was used to compare the findings obtained from questionnaires with those of the semi-structured interviews were provided to the teachers. Result of study showed female learners' perception and participation were positive in communicative activities. From 79 female students, 75% of respondents perceived to communicative activities positively. But 25% of respondents were not either positive or negative since they filled some questionnaires with "undecided". For the extent of their participation in communicative activities, 90% of them strongly agreed to take a part in activities. However, some activities are not what they need to participate in. Additionally, English Foreign Language (EFL) teachers do not fulfill or address their interest during they teach communicative activities.

Students are highly motivated when they participate in communicative language using different types of activities, because if communicative activities focus on realistic and enjoyable task, they enhance their fluency, pronunciation, accuracy, self confidence and in general language competency.

Perception of female learners in communicative activities is positive. However there is lack of teachers' contribution in assessing learners' need. It is important to consider the needs and desires of students when they prepare and design the lesson for communicative activities.

EFL teachers have to use varieties of activities with supplementary materials which are authentic while they teach communicative activities. Female learners are expected to do whatever efforts to practice language activities to be satisfied in communicative language

VIII

CHAPTER ONE

Introduction

In this chapter the background of the study, statement of the problem, the objectives, the research questions, the significance, the limitation and the delimitation of the study are presented.

1. 1. Background of the Study

In terms of communication in the EFL classroom, Communicative Language Teaching (CLT) has been acknowledged by language teachers around the world because of its importance in the improvement of learners' communicative competence (Li & Song, 2007). In this context, communicative activities are an essential component in the EFL classroom that engage learners in understanding, manipulating, producing or interacting in the target language Nunan, (1989). These activities need to be conducted in a pleasant and supportive classroom environment in order to keep students motivated (Dörnyei, (2001a).

As Rae (2002), communicative activities include exercises characterized by student-to-student interaction with little or no monitoring of students' output by the teacher oral situations characterized by student–teacher interaction teacher monitoring sometimes responding to students' output content-based teacher responses to students' speaking and use of songs in the classroom. In addition, Eslami-Rasekh and Valizadeh (2004) give more details of communicative activities such as games, group and pair work, speaking activities, discussions, and listening to others in English.

 English Foreign Language (EFL) represents students who are learning English in countries where English is not in the primary form of interaction and communication among people. In this situation English is considered as part of school curriculum or part of extracurricular activities in language learning institutions. Therefore students in these situations have an exposure to the target language only during class time as Ellis, (1996) stated. Often students learn English with the sole purpose of passing university entrance exams according to (Burnaby & Sun, 1989; Grouch, 2000; Li, 1998; Liao, (2000). It is

also true that students learning in EFL settings may have various motivations and will not always share the same interest or dedication to language learning as Li, (1998). The environment in which learners experience the language is therefore very important as it may affect all aspects of learning processes from motivation to teaching methods used by teachers according to Alexia, (2003).

Since CLT was introduced with the aim of engaging students in authentic communication to develop communicative competence, understanding beliefs, assumptions, preferences, and needs of learners are inevitable, If EFL instruction is really behind empowering students linguistically and culturally Sauvignon, (2007). Clear understanding of learners' attitudes and perceptions of CLT as widespread framework is quite essential to help learners to attain the goals (Sauvignon & Wang, 2003). Simultaneously discrepancies between those learners' attitudes on other hand classroom practices and goals have been shown to affect learning negatively (Sauvignon & Wang, 2003).

Moreover scholars such as Hurwitz (1987, 1988) Victori and Lockhart (1995), Matsumoto, (1996), Oxford & Green, (1996) and Wended, (1998) agree that an exploration of learners' attitudes can lead to more effective in- and out-of-classroom language learning behavior as well as greater self-knowledge and autonomy Sakui & Gaies (1999:487).

Nevertheless, learners' attitudes toward and beliefs about communicative language teaching have not received due attention especially since most studies look at learner attitudes and beliefs about language learning in general; few focus on learner attitudes and beliefs about instructional practices in particular (cf. Sauvignon, 2007: 225). Also, they have received less attention than teacher beliefs. (Loewe et al., 2009:92).

Matsuura, Chiba, and Hilderbrandt (2001) explored the beliefs of 301 Japanese students and 82 Japanese college and university English teachers about CLT instruction. The researchers reported that Japanese students tended to consider functions, speaking, grammar, listening, cultural differences, reading, non-verbal cues, pronunciation, and writing as important for learning communicative English. Reading, writing, and grammar were not considered as important as speaking and listening. In terms of the reasons why English should be learned, the results revealed that the majority of students believed that

it was necessary to respond to each other and interact with their teachers. It was also important for them to familiarize themselves with the Western-style learning strategies and communication styles. Only one third believed that teachers should focus on grammar. In terms of the instructional materials, students' preference of topics that reflect everyday life interaction and learning about social issues students preferred was not assigned a lower level of perceived importance by their teachers.

Alkhayyat (2009) explored the extent to which Jordanian EFL teachers are aware of some characteristics of CLT and their implementation level of these characteristics, using a questionnaire and classroom observation. The results revealed that the study participants "had good knowledge ...in different degrees" of the characteristics addressed (ibid: 399) despite the obstacles EFL teachers had in CLT implementation. Significant differences were reported attributed to (a) the teaching experience, in favor of above-15-year-experience teachers and (b) gender, in favor of male teachers.

As the result of present study carried out on female learners' participation and perception towards communicative activities at Gambella preparatory school, the finding revealed that there is no problem with perception of students towards communicative activities. But there is a gap between students' need and the type of activities they practice. EFL teachers also do not use other supplementary materials like story books, CD cassette and authentic materials.

Therefore, follow ups and focuses on learners' needs and preferences should be given.   .

1.2. Statement of the Problem

The purpose of this study is to investigate the parameter of grade 11 and 12 EFL female learners towards participation and perception in communicative activities at Gambella preparatory school. The study attempted to address to what extent female learners play the role in oral language task.

As researcher thought during he was teaching female learners communicative activities before, females seemed to be weak and passive to participate in communicative language activities in classroom. Some female learners were not willingness, happy or interested when they were asked to be in group/pair to participate in the activities. They are shay to

say something in front of their class-mates using the target language. This was the reason to the researcher to conduct the present study to find out the findings.

Some researchers carried out studies on the area of students' perception and participation in communicative activities in different colleges and high school levels. However, there is no study has been carried out regarding perception and participation of female learners in preparatory. Therefore, the finding of present research identified barriers that influence female learners' EFL communicative language learning.

1. 3. Objective of the Study

1. 3.1. Main objective

The main objective of this study was investigating perception and participation of preparatory female learners towards EFL communicative activities.

1.3.2. Specific Objectives

The study specifically attempted to: -

1. examine female learners' perception towards communicative activities in EFL classroom

2. find out the extent of female learners' participation in communicative activities

3. identify factors that affect female learners' participation in communicative activities

1.4. Research Questions

The study attempted to answer the following research questions;

1. What is the perception of grade 11 and 12 female learners towards communicative activities?

2. what is the extent of participation of female students in communicative activities

3. What are the factors that affect female learners' perception and participation in communicative activities in classroom?

1.5. Significance of the Study\

The findings of the study would serve teachers and female learners as a guide regarding communicative activities. Furthermore, educators, planners, policy makers and syllabus designers would use the finding as reference. The study also would create awareness of students and teachers about participation and positive attitude towards communicative activities.

1.6. Delimitation of the Study

This study was limited to Gambella Preparatory School which is the only preparatory School in Gambella town. There are five preparatory schools found in the region, however four of them are far away from Gambella town. Therefore Gambella Preparatory school was selected to carry out the study. It would be more important if this study would have been covered all preparatory schools found in the region to address the finding of the study.   .

1.7. Limitation of the Study

The sample size of the study is limited to 4 teachers and 79 students, which is 25% of the total of 316 female learners of grade 11 and 12 at Gambella preparatory school. Because, if it would include the whole number of population found in the school, it would bring invalid findings in the study and it could also be difficult to manage the process of the study in general.

1.7. Operational Definition of key Terms

Some key language terms and acronyms which are appeared repeatedly and functionally in this study were defined as follows for further conceptualized understanding and awareness.

- **Communicative Activities**; refers to activities for developing students' speaking ability and requires students to communicate with others in classroom. Communicative activities include jigsaw activities, discovering and sequencing activities, discovering and identical-paired activities, role playing activities, mapped dialogue activities, and information gap activities.

- **English Speaking Ability;** refers to students' ability to consistently and continuously speak without pause or hesitation, consistently communicate all ideas without difficulty, pronounce words correctly and clearly, use various and correct vocabularies and be able to communicate them properly and consistently use correct grammatical structures and use gestures appropriately.

- **Attitudes**; refer to students 'satisfaction and personal feelings towards communicative activities used in the classroom.

- **Perceptions**; female learners' perception to use communicative activities in classroom; their views, opinions and beliefs towards their speaking ability in learning through the integration of real life situation.

- **Participation;** According to Lee (2005), participation usually means students' speaking in the class which consisting of answers and questions, make comments and meet in discussions. Students who do not participate on those ways mentioned above are often considered to be passive in classroom.

Besides that according to Zolten and Long, (2006), paying attention, being on ask, responding to questions, participating in group discussions, asking questions , seeking help and making good use of class time also considered as classroom participation. This is also similar to O' Brien, (2007), who stated the assigned reading, asking questions about anything in reading or discussion that needs clarification or expansion, offering ideas and responses listening to ideas and responses of others, and paying attention and showing respect in classroom to the teacher and other students.

Acronyms:-

- **CLT**; Communicative Language Teaching

- **EFL**; English as Foreign Language

- **ELT**; English Language Teaching

- **ESL**; English as Second Language

1.8. Organization of the Study

This study included five chapters. The First Chapter is introduction that presents the background focusing on rationale of study, the context and the direction of the study. It also included the objectives of the study, the research questions, and also significance of the study, the scope of the study and the definitions.

The rest chapters of this research were organized as follows;

Chapter 2 discusses review of literature related to research as theory for further concepts that were described in the study. The chapter also presented communicative language teaching including characteristics of communicative language teaching and the concepts of communicative activities as well as types of communicative activities, concepts of speaking ability, ways of developing speaking ability, the method of evaluating and assessing speaking ability, and rubric of speaking ability. It finally described the concept of perception, and related research on the use of communicative activities.

Chapter 3 explained the research design and methodology that used in the study. It highlighted and used research instruments which are quantitative and qualitative data. Data collection procedures and data analysis are also presented in the chapter.

Chapter 4 presented the results of the study showing female students' perception and participation in the implementation of communicative activities based on the information gathered.

Chapter 5 summarized the research outcomes discussing, comparing, and contrasting the present role of female learners' perception and participation in EFL communicative activities and recommending female learners' effective communicative activities revealed through the study.

CHAPTER TWO

Review of Related Literature

2.1. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is prominent theoretical model in English language teaching (ELT) and CLT is accepted by many applied linguists and teachers as one of the effective approaches. As (Li) 1998 stated, since its first appearance in Europe in early 1970s and subsequent development in English as second language (ESL) countries over the past 20 years, CLT has extended in scope and has been used by different educators in different ways. A number of research studies have been conducted and many efforts have been put into discussion in the implementation of Communicative. Language Teaching (CLT) in English as foreign language (EFL) countries (Burnaby) & (Sun), 1989, (Ellis) 1996, (Li1) 998 and (Xiao) 1984

The majority of studies focus on the difficulties that teachers face while trying to use CLT. Research has confirmed that many of the difficulties faced by teacher's in EFL countries are related to the educational system and classroom environment (Burnaby Sun, 1989); (Grouch, 2000) and (Li 1998). As it was found from these researches, in most EFL countries curriculum and exams are still grammar-based and classrooms are large and not well equipped.

2.2. Defining Communicative Language Teaching

According to Little woods (198I), one of the most important features features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language (view p.1). CLT advocates go beyond teaching grammatical rules of the target language and it recommend by using the target language in meaningful way a learners will develop communicative competence.

In CLT, meaning is important. Meaning, according to Larsen-Freeman 1986) is derived from written word through interaction between the reader and the writer, just as oral communication becomes meaningful through negotiation between speaker and listener. Communicative allows learners to acquire the linguistic means to perform different kinds of functions. According to Larsen-Freeman, "Language is communicative" (p.133) and true communication is not possible without interaction. Larsen-Freeman also asserts that

the most obvious characteristic of CLT is that "almost everything that is done is done with a communicative intent" (p. 132). The communicative approach in language learning and teaching considers that the primary goal of language learning is to build communicative competence and to be able to use the language appropriately in a given social context.

In every CLT activity, communicative intent is always emphasized. In communicative class students use language through communicative activities, (e.g., games, role-plays, group work, etc). According to (Johnson and Morrow 198 l) activities that are genuinely communicative have three features: information gap, choice and feedback. An information gap takes place when one partner in an exchange knows something that the other partner does not.

In actual communication, the speaker has the choice of what to say and how to say it. In a drill exercise, students do not have choice and feedback does not happen through forming questions. In a transformation drill there is no immediate, interactional feedback, so the speaker cannot evaluate if his or her communicative purpose has been achieved. Language games such as card games, scrambled sentences, problem-solving tasks such as picture strip, story, and role-play activities that match principles of the communicative approach are integrated in a CLT classroom (Larsen-Freeman 1986).

Richard Rodgers (2001) state, "the communicative approach in language teaching starts from a theory of language as communication" (p. 159) Communicative language teaching thus encourages learners to communicate in a meaningful way using the target language from the very initial stage. So it is advocated in CLT that if messages are understood, accuracy may be achieved later. Richards and Rodgers also illustrate that "the emphasis in communicative language teaching on the processes of communication rather than mastery of language forms leads to different roles for learners from those it is found in more traditional second language classrooms" (p. 166).

Learners are considered as active participants in the language learning process. As a result, CLT also alters the role of the teacher. According to Breen and Candling (1980), "the teacher has two main roles: the first role is to facilitate the communication process

between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group" (p.99) Therefore due to different roles of the teacher and when teachers consider implementing CLT, it is important to consider different teaching environments. CLT emphasizes on learners-centered teaching.

According to Sauvignon (1991),"communicative language teaching has become a term for methods and curricula that embrace both the goals and the processes of classroom learning, for teaching practice that views competence in terms of social interaction" (p. 263). CLT provides learners with the opportunity to experience language through communicative activities. Referring to Sauvignon (1991), Li 1998) stated that CLT theory recognizes individual learners possess unique interest, styles, and goals that need to be reflected in the design of instructional methods. Li (1998) also added that CLT requires teachers to develop materials based on the needs of a particular class and "students must be made to feel secure, unthreatened, and non defensive" (p. 679) in a CLT classroom.CLT also introduced the use of authentic materials in the class. Using authentic materials provides students opportunities to experience language actually used by native speakers and allows them to develop strategies for interpreting as it is actually used by native speakers Littlewoods, (1981). Canale and Swain (1980) also state that, CLT allows learners to respond to genuine communicative needs in realistic second language situations in order for them to develop strategies to understand language as used by native speakers in reality.

Finally, Brown (2001) offered six characteristics as a description of CLT Classroom goals are focused on all components (grammatical, discourse, functional, sociolinguistic, and strategic of communicative competence). Goal, therefore, must intertwine organizational aspects of language with pragmatic. Language techniques designed to engage learners on the authentic and functional use of language for meaningful purpose. Organizational language forms are not central focus but rather aspects of language that enable learner to accomplish those purposes.

Fluency and accuracy are seen as complementary principles in underlying communicative techniques. At times fluency may take more importance than accuracy in order to keep

learners meaningfully engaged in language use. Students in communicative class ultimately use language productively. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts. Students are given opportunities to focus on their own learning process through understanding their own style of learning and through the development of appropriate strategies for autonomous learning.

The role of teacher is facilitating and guiding not an all-knowing best owner of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. There has been overwhelming agreement that the goal of CLT is to develop communicative competence. The primary objective is to help students develop communication competence in target language.

2.3. Communicative competence

According to (Canale 1983) grammatical competence focuses directly on the knowledge and skill required the understanding and expressing the accuracy of literal meaning of utterances (p.7). Sociolinguistic competence represents learner's ability to use language in different social contexts. Sociolinguistic competence thus demonstrates learners' ability to go beyond literal meaning of utterances and recognize what is the intent of such utterances in particular social situations. Canale adds "sociolinguistic competence is crucial in interpreting utterances for their 'social meaning" (p. 8).

2.4. Differences between ESL and EFL Contexts

CLT is being used for English as a second language (ESL) and English as foreign language (EFL). But it is notable that there is a distinction between ESL and EFL contexts. Although both ESL and EFL refer to the teaching of English to non-native speakers, ESL takes place within an English-speaking environment. This represents students learning English in the United States, Canada, England, Australia or any other country where English is primary language of communication and business. Students thus live and interact with native speakers and have immense exposure to the target language (Ellis, 1996).

The environment in which learners experience language is therefore very important as it may affect aspect in learning process from motivation to teaching methods used by teachers Alexia, (2003). Considering that language teaching learning is greatly affected by the environment in which it takes place. It is vital to describe the differences between ESL and EFL as related to the implementation of CLT.

2.5. Motivation

According to Gardner (1985), motivation is perceived as a goal-directed factor since it involves four aspects: goal, effortful behavior, desire to reach the goal and favorable attitudes towards an activity. Motivation works as starting point for learning and supporting the process of foreign language acquisition. In fact we can say that if there is lack of motivation student will not able to continue with the process of achieving language proficiency. On other hand high motivation becomes useful for learners to attain proper proficiency in second language (L2), even if their aptitude or learning conditions are not appropriate Cheng & Dornier, (2007).

In second language acquisition (SLA), motivation has been acknowledged as remarkable factor of language learning success. L2 motivation research has evolved over the year through several stages demonstrating gradual integration with developments in motivational psychology while having clear focus on aspects of motivation related to language learning Unshod Dornier, (2012). Harmer (2002) states that, motivation initiates and encourages someone to do things to reach a goal. Furthermore it is fundamental success in most fields of learning. Without such motivation we will not able to make efforts to learn. For this reason it is necessary to understand the role it plays when language teaching learning process is ongoing. It can also be identified as extrinsic and intrinsic motivations which come outside and inside individuals respectively. According to Brown (2001) intrinsic motivation is one of the aspects that help students succeed in language learning. Of course there are other factors involve for language learning success but if learners are provided with opportunities in classroom to practice the language without depending so much on external rewards for their motivation will have better chance to be succeed. When students practice the language for their own personal reasons

to become proficient they will able to develop their own competence and autonomy to learn language.

In this respect Harmer, (2002) claims that in general terms intrinsic motivation comes from within individuals. Thus students might be motivated by the fact they have an enjoyable learning process or by an impulse to make themselves feel better. Research has acknowledged intrinsic motivation is a decisive factor to stimulate success. Furthermore in a model of intrinsic motivation proposed by Valerians (1997) he established intrinsic motivation is related to knowledge, accomplishment, and stimulation. These three aspects are respectively associated in new idea to develop knowledge of sensation embraced in attempting to master task achieving, goal and sensations stimulated by performing the task such as aesthetic appreciation or fun and excitement.

Despite intrinsic motivation is important in learning process. There are many types of activities that are not necessarily intrinsically motivated Ryan & Deco, (2000). This kind of motivation is referred to as extrinsic motivation which learners bring into classroom from outside Harmer, (2007). It is suggested extrinsic motivation is the result of any number of outside factors; for example, the need to pass an exam, the hope of financial reward or the possibility of future travel" Harmer, (1991, p. 51). Dornier (2001-b) states that doing an action in order to receive extrinsic reward or to avoid punishment related to extrinsic motivation. Ryan and Deco (2000) also define extrinsic motivation as "construct that pertains whenever an activity is done in order to attain some separable outcome" (p. 60).

Different students from different cultures and environments with different gender and age students' perception to teachers' EFL proficiency, competency and their personalities are not matched with communicative activities. For example; shyness, lack of self-confidence, lack of self -esteem, religious and cultural background etc…are challenges of female leaner's to participate in communicative activities.

2.6. Self-efficacy

During the 1960s and early 1970s, experts in the field began to direct an increasing focus upon affective factors in EFL contexts. One of the affective factors is self-efficacy, which

refers to "people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances" Bandera, (1986, p. 391). Self-efficacy was derived from Bandera's social-cognitive *theory* and suggests that individuals' beliefs about their abilities significantly influence their subsequent achievement. It has been examined in various disciplines and settings and has received support from a growing body of findings in various fields. In past decades, self-efficacy has been studied extensively in educational research, primarily in the area of academic performance, motivation, and self-regulation (Bandera, 1986; Graham & Weiner, 1996; Lent et al., 1987; Linen brink & Pint rich, 2002; Mills, 2004; Pint rich & Skunk, 1996; Chunk, 1991). In EFL contexts, self-efficacy studies pivot around a number of variables, namely language learning strategies, language anxiety, motivation, and language achievement.

Numerous studies have shown that high levels of self-efficacy are associated with good performance in language learning tasks in different language domains Rahimi & Abedini, (2009), Farjami & Amerian, (2013), Ghonsooly & Elahi, (2010), Hsieh & Schaller (2008), Liu (2013), Mills Pajares & Herron (2006), Wang, Kim, Bong & Ah an, (2009). Considering the issue that students with higher degrees of self-efficacy exert greater effort in order to perform the required tasks Pajares (2000), many researchers have conducted studies in EFL contexts to determine its possible correlation with students' learning achievement.

Ghonsooly, Elahi and Golparvar (2012), for instance, examined the relationship between University students' self-efficacy and their achievement in general English. The results showed a significant positive relationship between university students' self-efficacy and their achievement in general English. Similar results were also reported in other studies, which emphasized self-efficacy as a strong predictor of academic achievement Asakereh, and Dehghannezhad , Door dine ad and Afshar, (2014) Hsieh and Schaller (2008), Rahemi (200), Rahimpour and Nary man-Johan (2010), Wig field (1994), Zimmerman, Bandore and Martinez-Pon, (1992).

A number of other studies also investigated relationships between EFL learners' self-efficacy and their language skills achievement. Some studies Charger and Samarian (2014), Naseri and Zaferanieh (2012), Shang 2011) revealed positive relationship between self efficacy beliefs and reading comprehension skills achievement. However unlike previous studies, Asadi Piranha (2014) examined the relationships between self-efficacy, self esteem, self-concept and reading comprehension achievement of 92 EFL learners and found no significant relationship between self-efficacy and reading comprehension score. The relationship between self-efficacy and EFL listening achievement was investigated by (Chen, 2007). The results indicated a significant positive relationship between EFL learners' self-efficacy beliefs and their listening achievement. In line with the results obtained by Chen (2007), Rahimi and Abadan's (2009) findings revealed that listening comprehension and self-efficacy were significantly correlated with listening proficiency. Several researchers in the field have also taken writing self-efficacy into consideration. Hussein Fatima and Vahidnia (2013), for example, found a significant relationship between learners' writing performance and their English self-efficacy beliefs. However it seems little research has been conducted on the relationship between speaking skills achievement and speaking skills self-efficacy beliefs.

Similarly female learners' perception and participation can also be influenced by lack of self –efficacy/self confidence

2.7. Satisfaction with classroom environment

Another important factor which influences EFL students' performance is their satisfaction with the classroom environment. By definition, satisfaction is "the extent to which a students' perceived educational experience meets or exceeds his/her expectations" Juillerat, (1995), as cited in Demarest & Kritsonis, (2008, p. 5). This definition suggests that satisfaction is a subjective perception, on the students' part, of how they feel about the learning experience and how their needs are met in the classroom. Satisfaction is also defined as the willingness to continue the learning process because the expectations and personal needs are met in the classroom environment Rashid & Moghadam, (2014).

In EFL contexts, satisfaction is concerned with EFL learners' conceptions of the actual learning environments. Both individual and environmental can influence learners' satisfaction. Students' satisfaction with the classroom environment can suggest that appropriate teaching methods and efficient facilities are employed. Students may be discouraged and marginalized in an unsupportive environment. As … GAO (2010) put it: Those who are satisfied with their language learning progress are likely to be those who are able to successfully create and maintain a supportive social learning space for their language learning efforts. (p.150). Jannati and Mar ban (2015) conducted a study to investigate EFL learners' perception of learning environment and its possible relationship with their language achievement. A total of 100 intermediate EFL learners participated in this study using the "What is happening in this class" (WIHIC) questionnaire Fraser (1998) and a shortened version of a paper-based TOEFL was used to measure the participants' English proficiency level.

The results indicated a large difference between the learners' actual learning environment and the environment in which they were willing to learn the language. According to the researchers, the reason for the students' dissatisfaction was the classroom environment not being personalized or/and conceptualized for both EFL teachers and students in the educational context of Iran. Moreover, the results of the study revealed that there was a significant relationship between their satisfaction with the classroom environment and their language achievement. Similar results have been reported by other researchers Efe, (2009), Fraser (1994), Heike & Lonoke, (2006), Schaal (2010), Wald rip & Fisher (2003) who found that the student performances were significantly affected by their satisfaction. In summary, the literature indicates students' satisfaction with classroom environment and their Self-efficacy is significantly related to their academic performance. However, the relationship between the above-mentioned variables and speaking skills achievement has remained unclear and requires further research.

2.8. Communicative Activities

Communicative activities are those activities which enable students use language freely express ideas meaningfully for the specific purposes. In these activities learners activate and integrate their pre-communicative knowledge and skill for the communication of

meanings (Little Wood, 1981:86). This is a situation where students perform these activities in classroom that resemble activities that might encounter in their real life. In order to create such situation it is now regarded as a well -established technique includes wide ranges of real communicative activities like; greeting, invitation, telephoning and other dialogue oriented activities which involve in role playing.

Among all activities of communicative, pre-communicative give learners appropriate experience in language learning process more over they make natural and interesting. Besides this, they provide the opportunity to practice language items in real life situation. Simon Greendale (1984:7) states the importance of these activities as, "Communicative activities which provide free spontaneous practice in language learning conditions lying half way between controlled context of formal lesson and real life situation outside the classroom".

2.9. Culture and its Effect in the Development of Speaking Skill

One may consider culture only as remote factor and hence to affect language learning as compared to other components like content and its organization of teaching materials. However culture and its elements are also given a great attention in research works of language teaching methodology. It affects language teaching largely through its impact on learners' understanding of their role in the process of learning language in the classroom and practicing it outside. For understanding of their role is heavily built up on socially accepted norms in a given culture.

"The teacher expects and permits very little discussion in class because there is nothing to discuss and as in other non-western cultures, he/she imparts information that has to be learnt by role. In the classroom, in common with the society outside it, for example, Cambodians tend not to express themselves strongly as individuals, but rather to immerse themselves in the group. Conformity is more highly prized than freedom of expressions. Teacher's relation to his/her students like many relationships in Cambodian society is top sided ELT journal, (1995, 49/3:229)".

Culture related issue discussed in Hamersley is 'a more serious one that involves attitude towards learning second language itself'. It shows that some parents and society at large

may develop negative attitude towards learning the language and in such case teaching will hardly be claimed to bring success.

2.10. Cultural Linguistic and Communication Discontinuities between Home and School

Discontinuities experienced by students whose cultures and/or languages defer substantially from the mainstream and how might interfere with learning, are questions that have gained enormous in past 2 decades, especially by educators using an anthropological perspective. One such theory, communication process explanation Erickson (1993) is based on the fact that although students may be socialized to learn in particular ways at home. These cultural and communication patterns may be missing in school setting. The research undergirding of this argument has generally been ethnographic in nature, and it has been based on months and sometimes, years extensive and analysis. Two early significant studies were ground breaking in and serve as examples of this theory.

Susan Philips's (1982) ethnographic research among American Indian schoolchildren on the Warm Springs Reservation in Oregon concluded that the core values with which children were raised-including harmony, internal focus control, shared authority, voluntary participation and cooperation often were violated in school setting. For instance, she found that children are poor in classroom contexts that demanded individualized performance and emphasized competition. However, they became motivated learners when the context did not require them to perform in public and when cooperation was valued over competition, as in student-directed group projects. Giving the assessment practices of most schools these students were at disadvantage because their learning was not always demonstrated in the kind of behaviors expected of them, such as individual performance and recitation. Philips's insights were a powerful challenge to previous deceit-based conclusions that American Indian children were "slow," "in-articulate," or "culturally deprived" and they were therefore incapable of learning. Her research provided alternative, culturally based explanation for the apparent discontinuities between home and school in similar vein Shirley Brice Heath's (1983) research in working class African American community she called.

"Track ton" is a compelling example of cultural and communication discontinuities. In her research she discovered that the questioning rituals which parents and other adults in community engaged with children were not preparing them adequately for kinds of activities would face in schools. Furthermore, when Heath observed White middle-class teachers in their own homes, she found that their questions, both to their own children and to their students, diverged a great deal from the kinds of questions that the parents of children in Track ton asked. Teachers' questions invariably pulled attributes such as size, shape, or color out of context and asked children to name them. Hugh Meehan (1991) has called these questions "mini-lesson" that prepare children from middle-class homes for the kinds of questions they will hear in school. On the other hand parents of the children from track ton asked them questions about the whole events or objects, and about their uses, causes, and ejects. Parents often asked their children questions that were linguistically complex and that required analogical comparisons and complex metaphors rather than "correct" answers out of context. The result of this deference was a lack of communication among teachers and students in the school.

Students who were at home would be talkative and expressive would become silent and unresponsive in school because of the nature of the questions that teachers asked. This behavior led teachers to conclude that children were slow to learn or decent in language skills. It was only through their working field as ethnographers of their own classrooms that the teachers became aware of the divergences in questioning rituals and of the kinds of questions that their students' families and other adults in the community asked. Teachers were then able to change some of their questioning procedures to take advantage of skills that the children already had, building these skills to them ask more traditional "school" questions. The results were striking, as students became responsive and enthusiastic learners, dramatic departure from their previous behavior. Wade Boykin (1994) also has reviewed the implications of cultural discontinuities for African American students.

According to him in general Black Culture and Learning 151 students in the United States practice cultural style that he calls Afro-cultural expression, this style emphasizes spirituality, harmony, movement, verve, communalism, oral tradition, and expressive

individualism elements that are either missing down played or disparaged in most mainstream classrooms. As a result, there are often incompatibilities between native students' cultural styles and the learning environment in most schools, and black students may end up losing out. The problem is not that their styles are incompatible with learning, but rather these styles are not valued in most classrooms as legitimate conduits for learning.

According to Margaret Gibson (1991), schooling itself may contribute unintentionally to the educational problems of bicultural students by pressuring them assimilating against their wishes. Maintaining their language and culture is a far healthier response on the part of young people than adopting oppositional identity that may electively limit the possibility of academic achievement. Other research has confirmed that benefits in maintaining cultural identification, for instance, in her research among Navajo students, Donna Doyle (1992) found that those who came from the most traditional Navajo homes spoke their native language and participated in traditional religious and social activities were among the most academically successful students in school.

Cultural responsive stance sometimes considers those of no majority backgrounds to exist in complete contrast to the majority of population but this is rarely true. In a number of case studies of children from this community they found that great deal of convergence existed between children's home and school language interaction pattern.

When we see the above views of different researchers, culture has significant impact on the perception and participation of learners' communicative tasks in general. Similarly, Gambella preparatory school EFL female learners are from different cultures, languages, religions, ethnic groups, economic status…etc. For such diversified learners in one classroom, especially having back warded cultural backgrounds, teaching and learning EFL communicative activities is so difficult.

CHAPTER THREE

Research Design and Methodology

This section describes the design and the methodology, the research participants, the instruments and procedure of the study. Finally, the data analysis was explained.

3.1. Design and method of the Study

So as to investigate female students' perceptions and participation in communicative activities, the researcher employed a descriptive survey research design with qualitative and quantitative approach, because it is easy to implement and work with. For this study the quantitative approach was employed for data collected through questionnaire, both 22 items for perception and participation and 6 open-ended interview questions were designed. For questionnaire items, (Likert type scale) was developed. The qualitative approach was employed for the interview data collection.

3.2. Method of the Study

This study employed mixed method consisted of quantitative and qualitative approaches. To validate findings, triangulation technique was used to compare the findings obtained from the questionnaires with those of the semi-structured interview.

3.3. Participants

The participants in the study were 79 Gambella preparatory school EFL female students, and 4 EFL teachers. The age of female participants ranged 15 to 20 and they were drawn from 10 sections of grade 11 and 12. EFL teacher participants have served for more than 15 years in teaching English language. They have MA in TEFL.

3.4. Instruments

Data were collected through questionnaire in the form of a 5-point Likert adopted from Horwitz, and Cope (1986) to evaluate the level of perception and participation of female learners in communicative activities. The questionnaire contains three parts. The perception part contained 12 items, the participation part that contained 10 items and interview part contained 6 questions which based on perception and participation of female learners and open-ended interview questions were to teachers' opinion. The

questionnaire scale consists of a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." According to Hurwitz and Cope (1986), this scale had been shown to have an internal reliability of 0.94

3.4.1. Questionnaire

Questionnaire was used as the instrument of collecting data to the study. A Likert was to see the extent of respondents' perception and participation towards communicative activities. The questionnaire has two parts. The first part which has 1-12 questions deals with perceptions. The second part which contains 1-10 items was used to investigate the extent of participation of female learners. Both parts of questionnaire items were adapted from 'Ahmad Asakereh and Maliheh Dehghannezhad (2015), "Student satisfaction with EFL speaking classes". Bu-Ali Sina University, Iran.

Survey questionnaires were distributed among female respondents in order to determine their views about their perception and participation in communicative activities. The survey questionnaire technique is very effective tool since it enables to obtain large scale of data within a short period of time. It can also be easily administered.

3.3.2. Interviews

Interview was another data collection instrument used in this study. It was face-face and open-ended prepared for the purpose of collecting information related to communicative activities and their implementations. For this purpose, 6 interview questions were designed to ask four EFL teachers.

3.4. Procedure and Method of Data Collection

3.4.1. Procedure of Data Collection

The first step the researcher did in data collection procedure was contacting the school principal in order to introduce the purpose of the study and then arranging time and place to get participants. According to time and place arrangement, the researcher distributed the questionnaire paper to female respondents. The questionnaire papers were distributed in the presence of investigator to avoid any ambiguity that might affect the result

negatively. Before the researcher let them fill the questionnaire, short explanation was given on why and how to fill the questionnaire. All of the questionnaire papers were appropriately filled and returned.

3.4. 2. Method of Data Collection and Analysis

In quantitative method the researcher coded and analyzed the data statistically whereas in qualitative the researcher compared and interpreted the opinions of respondent teachers' and students' responses. "A core assumption of this approach is that the combination methods provide a more complete understanding of a research result than either method alone" (Creswell, 2014).

CHAPTER FOUR

Finding and Discussion

In this part of the study different phases and steps were followed in data analysis and interpretations. In the first analysis, the collected data of perception and participation of female learners in communicative activities were analyzed, interpreted and discussed briefly. Then, the information that was collected through questionnaires and interview were presented in narration.

4.1. Findings

The table is generally limited to be in columns of numbers with appropriate column headings. In the research findings tables, items, total number of respondents (N), minimum, maximum. Mean, standard deviation and percentage of (N) were used to deliver clear information through discussion. Furthermore, the detailed information is located in the Appendix.

After the application of instruments, SPSS software was used in the analysis of data; percentages and mean scores were calculated, presented, and thoroughly analyzed by combining obtained results to interpret information.

Table 1   Results of Analysis to Female Learners' Perception

Key; SDA= strongly disagree DA= disagree   UD= undecided   AG= agree   SAG= strongly agree

Item N0.	List of Items	N	Mean Score	1 (SDA) (%)	2 (DA) (%)	3 (UD) (%)	4 (AG) (%)	5 (SAG) (%)
1	I have enough ability to improve my speaking skills	79	3.15	8%	10%	48%	20%	14%
2	I am sure that if I practice speaking more I will get better grades in the language	79	3.46	5%	47%	12%	8%	28%
3	I can speak better than my classmates	79	3.46	6%	22%	24%	10%	38%
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find strategy to get the message across	79	3.16	10%	13%	44%	10%	23%
5	I am not stressed out when speaking English in the classroom	79	3.34	8%	17%	34%	6%	35%
6	When the teacher asks a question, I raise my hand to answer it even if I'm not sure about it	79	3.01	21%	17%	25%	8%	29%
7	The more difficult the speaking practice is, the more enjoyable it is	79	3.16	10%	16%	23%	12%	49%
8	I'm confident in my ability to interact with other English teachers and classmates	79	3.51	3%	15%	37%	12%	33%
9	I'm confident I can communicate what I mean easily	79	3.23	24%	17%	18%	17%	34%
10	I believe I am a good English speaker	79	3.49	25%	18%	21%	12%	34%
11	I strongly believe that I can achieve native-like fluency in English	79	3.13	9%	21%	35%	13%	22%
12	I prefer learning grammar rules and usage rather communicative language since the focus of national exam is grammar and vocabulary	79	3.20	27%	16%	17%	32%	48%

Results

Table 1 above contained quantitative analysis of results obtained from female students' perception in EFL communicative activities. The statistical information was analyzed to determine perception of communicative activities of English as a foreign language, which is later compared with teachers' response from the interview.

In question 1, majority of 48% respondents didn't agree or disagree to believe in that they have enough ability to improve their speaking skill. So that they undecided whether they argued or not in the item. Thus; (*M*=3.15).

In the second question, the highest percent of females (47%) disagreed. That means they are not sure even if they practice speaking more, they will not get better grades in the language (*M*=3.46). They have negative perception towards achieving better grade or result even communicative language is practiced. However, only (28%) female learners agreed to the item.

With respect to question 3, there is a tendency of learners to perceive they can speak better than their classmates (*M*=3.46).Therefore, 38% of them strongly agreed in speaking the language better than their classmates.

For fourth question, 44$% students responded saying "undecided" even if the speaking task is difficult and they don't have the required vocabulary, they have the possibility to find a strategy to get the message across (M= 3.16). However 45.6% of the majority kept silence to decide their perception.

In question 5, majority of females (35%) strongly agreed that they are not stressed out when speaking English in the classroom (M=3.34), whereas 34.5% of respondents undecided to perceive or not the concept of this item.

Respect to question 6, when the teacher asks a question, they raise their hand to answer even if they are not sure about it (M=3.01). therefore those of 29% females strongly

agreed . This means whatever question they are asked they raise hands to participate in the activity which is positive perception.

AS question 7, learners assume that language speaking is so difficult, but it is more enjoyable when used appropriately (M=3.16), therefore 49% learners strongly agreed with the idea.

In question 8, they believe that they are confident in their language ability to interact with other English teachers and classmates (M=3.1). Students who didn't decide to express their perception positively or negatively were 38%.

In terms of item 9 female learners have confidence and they can easily communicate what they wanted to say with others (M=3.23). But the highest percent which is 34 % of respondents said strongly agreed and they sure in their competency of communicative activities.

In question 10, students supposed that they are a good English speakers (M=36.4). They thought themselves as they are fluent speaker of English language. Majority of 34% of them strongly accepted, on the other side 21% of them said undecided to say the item.

When we go to question 11, females' perception is strong in speaking fluent language as natives (M=3.13). But as usual other 36.7% dint feel so, rather they undecided. That means they neither believe nor don't believe in.

Finally, in question 12 what learners perceived was they prefer learning grammar rules and usage rather communicative language since the focus of national exam is grammar and vocabulary (M=3.13%). For this item 48% of them strongly agreed in this. Most female learners believed that the purpose of learning English is to pass only the exam rather than to improve communicative competence.

To sum up as the analysis of this table showed, except items; 1,4,8,and 11,for most of the items; for example items 2, 3, 5, 6, 7, 8, 9, 10 and 12, 77% of female learners strongly agreed that they have positive perception towards communicative activities. Whereas 33% of female learners' perception in communicative activities is either negative or positive since their response for these items was undecided.

Table; 2; Results of analysis to female learners' participation

Key: - 1= strongly disagree   2= disagree   3= undecided   4= agree   5= strongly agree

Item N0	Types of communicative activities	N	Mean score	(SDA) 1	(DA) 2	(UN) 3	(AG) 4	(SAG) 5
				In		percent		
1	Disordering Letters (restoring a word from disrupted alphabetical order) is an interesting activity to use in English speaking class	79	3.14	21	20	6	29	24
.2	Discover Me (guessing a student's name according to descriptions) is a funny activity to use in English speaking class	79	3.28	12	19	16	22	31
3	Song Cloze (writing down the lyrics while listening to a song) is an attractive activity to use in English speaking class	79	3.63	6	13	19	31	31
4	Role Play (playing a role of someone) is a funny activity to use in English speaking class	79	3.32	6	20	20	13	41
5	Short Play (performing a short play in class) is an interesting activity to use in English speaking class	79	3.65	2	8	27	49	14
6	Debate (debating based on a given topic) is an attractive activity to use in English speaking class	79	3.46	13	15	11	35	26
7	Mini Lecture (making a mini lecture for 3 to 5 minutes) is a funny activity to use in English speaking class	79	3.01	3	4	6	42	45
8	Retell a Story (listening to a story and retelling it) is an interesting activity to use in English speaking class	79	3.68	8	10	18	29	35
2	Presentation (using PPT to make a presentation in the class) is an attractive activity to use in English speaking class	79	3.77	8	9	17	32	34
10	Discussion (discussing on a given topic in a group) is an interesting activity to use in English speaking class	79	4.15	5	5	8	34	48

Results

In table 2, the items which weighted a Mean above 3 were considered to be favored by the participants according to the five-point Likert scale, A. (strongly disagree = 1 point), B. (disagree = 2 points), C. (undecided = 3 points), D. (agree = 4 points), and E. (strongly agree = 5 points) were assigned, while items below 3 were regarded as not favored. In the table above, 1-10 items that concerned with female learners' favorite/ preference activity types were given. Since 3 and above was the favored mean, female students preferred all activity types 100% to participate in communicative activities. However, this indicates there is negative correlation between perception and participation of students in communicative activities.

All activities except mini lecture type of activity listed in table 2 above were ranked highly by students to the most preferred communicative activities in the EFL classroom. They consider that these types of activities enhance the use of English to perform in realistic and enjoyable way learning. There were minor differences between perceptions and participation of learners when dealing with interaction in oral production.

On one hand, teachers think that their students are moderately motivated because they have difficulties of understanding their teachers' speech in the target language. On the other hand, students themselves think they feel highly preferred; this might be explained by the fact that students perceive their teachers as a source for providing advice and explanation. Furthermore there were also slight discrepancies in perceptions related to communicative language activity in oral correction. While students feel highly motivated, teachers believe that their students feel totally motivated at the moment of giving them error feedback. The cause of this difference may be that teachers' error correction is usually seen by students as a key factor for improving their oral production.

Generally female learners perceived that if they use all types of communicative activities they could participate in the task and their perception in communicative activities is 75% acceptable.

To address which communicative activities were the most preferable, both teachers and students believed that; song cloze (writing down the lyrics while listening to a song), When types of activities, like;

retelling a story, discussion (discussing on a given topic in a group), presentation (using PPT making presentation in classroom), short Play (performing short plays) and debate (debating based on a given topic) are an attractive activities to use in English speaking class. Furthermore the aforementioned activities enable students to perform better. In this context, games are considered as an engaging experience for students of all ages and, as Visa and Patel (2009) suggest, "Whenever learners discover a new game with a new set of rules, they get involved in a learning process in order to master the rules and content of the game" (p. 240).

Analysis of the interview question responses

As it was explained earlier, for four EFL teachers, six face to face interview questions were provided. The purpose of this interview was to collect additional information about the extent of female learners' perception and participation in communicative activities in classroom and the role of EFL teachers in CLT.

After an interview questions, the responses of EFL teachers were; firstly, teachers do not assess strategy analysis or learning needs of their students in communicative activities. Some of them said, we assess female learners' needs, sometimes, others said rarely.

Secondly EFL teachers interviewed the extent of their female students' participation and perception towards communicative activities. All of them said, very low and poor but some others said better.

Third interview was, "in teachers' opinion what factors do they think were difficult to female learners' participation and perception in communicative activities". For this, responses were; lack of practice speaking in target language, fear of classmates, shyness and lack of words/vocabularies.

Respects to interview four, teachers are asked whether they use supplementary materials or not. They do not use such materials except text book, as they responded.

Interview five was, teachers are asked whether they use authentic materials/real life when they teach communicative activities or not. Thus, their responses were, some said rarely they use authentic/real life others said not at all.

In interview six, they are asked whether they get in-service training in CLT or not. The response they replied was, all of them said absolutely there is no in-service training.

Result

According to question 1, to reach female learners' need, teachers were asked how often they assess needs strategy and learning analysis of their students. The response they gave was that 40% of them assess their learners sometimes, but the majority of them which 60% were not assess their students. Different scholars provided the importance and definition of need analysis in teaching and learning process.

Noonan D. (1983) "Techniques and procedures for collecting information to be used in syllabus design" Richards, J. (1992) "The process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities." Fat A R (2003) "A device to know the learner's necessities, needs and lacks". Bindley G(1984) "Learner's wants, desires, demands, expectations, motivations, lacks, constraints and requirements." So that CLT teachers need to implement need analysis to help their students in addressing their wants.

The second interview question was asking teachers the level of female learners' perception and participation in communicative activities. All respondent teachers replied different responses which was not similar to that of responses of students they agreed in their perception and participation in communicative activities before in table 2. So, all teachers (100%) said females are not active in classroom communicative activities.

According to Al Hajj (2011), "conducted research in order to explore and solve a motivational problem in EFL Sudanese secondary students. The author used previous studies, direct observations, and guided interviews in order to obtain valuable information. The results showed that the lack of motivation in EFL classrooms within the

study was due to the following factors: teachers and their learning, schools, families, and the lack of developing programs which maintain students' interest".

Based on this point of view EFL teaches are expected to find out the solution to the problem of their learners.

In terms of third question, the interviewees were asked to mention difficulties that hinder female learners' perception and participation in communicative activities. Respondent teachers implied nearly the same answers, they said; lack of practice, fear of classmate, lack of enough words or vocabularies and shyness are some of the problems of females not to participate in classroom activities.

In study that investigated factors which contribute to 22 Japanese business EFL learners' willingness to communicate in different sized classroom (a one-on-one classroom, a small group classroom, and a large group classroom), Aubrey (2010) found that the CLT approach increased willingness to communicate when students had a positive attitude towards CLT.

This shows that developing learners' attitudes toward CLT enhances their willingness to communicate in EFL classrooms.

Question four asks; if teachers use supplementary materials like; story books, electronics CD …etc. Except one teacher, the rest respondents do not use other reference materials.

Not only text books but also other supplementary materials are valuable in CLT class to promote learners' overall competences of language. Therefore language teachers need to solve the problem being stakeholders.

Question five was concerned with to what extent teachers use authentic materials to teach communicative materials. To this, teachers said, we use sometimes not always.

 In order to carry out communicative activities, students should have a desire to convey something with a communicative purpose (Harmer, 2007). It is worth mentioning that a language teaching activity can also be a task, but it must meet certain criteria, such as being primarily focused on *meaning*, having some kind of *gap*, learners relying on their

own resources, and a clearly defined outcome other than the use of language (Ellis, 2009).

To address the last question 6, teachers were asked that how often they get in-service training in CLT. All of them (100%) replied that they do not get any training in language teaching.

4.2. Discussion

To triangulate the finding of questionnaire, the finding of interview and the finding of previous study, the researcher discussed and compared as follows. The first finding that obtained from the responses of perception of female learners in communicative activities was "I have enough ability to improve my speaking skills'. The result obtained from this item indicated was medium. However as the result obtained from the interview item 2 in the above table the responses were; better, very low and some are active and some are passive. Therefore female learners thought their language ability is low and for that matter it is difficult to them to attempt to improve their speaking skill.

Teachers' focus should be making an effort to enhance females' ability in all possible means. As (Johnson, 1982; 164) stated that "it focuses attention on the ability to understand and convey information content." For this reason the approach advocates that the language learners should be given opportunities to use the language.

More over Matsuura, Chiba, and Hildebrandt (2001) explored the beliefs of 301 Japanese students and 82 Japanese college and university English teachers about CLT instruction. The researchers reported that Japanese students tended to consider functions, speaking, grammar, listening, cultural differences, reading, non-verbal cues, pronunciation, and writing as important for learning communicative English. Reading, writing, and grammar were not considered as important as speaking and listening.

During the 1960s and early 1970s, experts in the field began to direct an increasing focus upon affective factors in EFL contexts. One affective factor is known as *self-efficacy*, which refers to "people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances" (Bandera, 1986, p. 391).

Generally speaking, communicative activities, which involve students' interaction with their classmates in the target language, seem to be highly motivating for learners according to students' and teachers' perceptions. This level of motivation, according to the information obtained from the interviews, appears to come from the fact that students feel confident when they help each other during the interaction. The communicative activities involved class discussions, games, pair work, group work, role plays, and group oral presentations.

In order to address the third research question regarding which communicative activities were the most motivating, it was found that both teachers and students believed that games, pair work, small-group work, and role plays are the most motivating since they allow learners to use English in a realistic and enjoyable way; furthermore, the aforementioned activities enable students to perform better. In this context, games are considered as an engaging experience for students of all ages and, as Visa and Patel (2009) suggested, "Whenever learners discover a new game with a new set of rules, they get involved in a learning process in order to master the rules and content of the game" (p. 240).

Indeed, the teachers who were interviewed claimed that they used games as a means to provide students with a wonderful learning experience by integrating them into their lessons.

Other communicative activities include pair work, group work, and role plays, which have been considered essential exercises.

As stated by Rashid & Moghadam (2014), students' satisfaction with their learning environment can contribute to their willingness to continue their learning process; in that students feel their expectations are met. On the other hand, when students find the learning environment unsatisfactory, they may be discouraged and lose their motivation to continue learning. Thus a satisfactory classroom environment can encourage students to develop a good command of speaking skills.

In the perception section of the items except item two which was mentioned above, the finding of all the rest items were positive according to the scored result. However there was some contradictory finding with that of females' perception.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1. Summary

The first part of this study outlined introduction sections. In the sections, detailed about background, statement of the problem, objective, research question, significance, limitation and delimitation of the study are presented. The second part of this study outlined review of related literature. In this section, communicative language teaching, defining communicative language teaching, communicative competence, difference between ESL and EFL context, the use of CLT in EFL contexts and barriers to adopt, motivation, motivating students, self-efficacy, satisfaction in class environment, communicative activities, communicative approach, culture and its effect in the development of speaking skills and cultural linguistics were discussed.

The methodology part that used in study included; research design, population sampling of study, the instruments which were questionnaires and interviews and the procedure of the were presented, the main objective of this study was to investigate grade 11 and 12 EFL female learners' perception and participation in communicative activity in classroom. to achieve the intended objective of the study, data were collected through questionnaire from 79 female learner respondents. The collected data was analyzed using mea and standard deviation. Based on the analysis, the conclusion was discussed and the findings of this study were also identified and presented with research questions side by side as follows.

The first research question asked was "I have enough ability to improve my speaking skills'. The result obtained from this item indicated was medium level.

The second question was in interview part, question 2.2, 'In your opinion what are the difficulties that hinder participation of EFL preparatory female learners in communicative activities in classroom?' responses obtained from respondent teachers were, (lack of practice, shyness, lack of words and fear of peers).

A number of factors can affect female students' participation in their speaking classes, including educational system and facility-related, teacher-related, socially-related, psychologically related, and linguistically-related factors. Therefore, EFL teachers and school administrators should take these factors into account and attempt to meet students' needs in order to create satisfactory speaking classroom for EFL female students.

5.2. Conclusions

The findings of this study generally indicated that majority of respondents have moderate perception in communicative practical activities. Female learners have interest and need to participate on different types of communicative activities, but these opportunities were not given to them appropriately. Teachers need to pay attention to the promotion of learners' communicative competency.

To develop teachers' performance in communicative language teaching, including in the provision of in-service training, stakeholders need to contribute their role as well.

The findings of the research also showed there is no much distinction in the perceptions and participation of female learners about communicative activities used for English speaking class except for a slight difference in five items, which are English Dubs, Song Cloze, Role Play, Presentation, and Crazy Stories. However, based on the result of the present study one thing is to be clear that students of different English proficiency levels require different classroom activities, so that their particular needs should be satisfied.

A major limitation of this research is that it was conducted only in one preparatory school with 79 female students and 4 EFL teachers. Future research aim to find what other female students as well as teachers think of classroom activities commonly used in English speaking class may consider including more students from different schools to guarantee representativeness. In addition to that triangulation, for example, by means of observation and interview of both students and teachers would be very helpful to enrich information about this research topic.

In spite of the limitations, however, regarding what students think about classroom activities, especially those that might be conducive to their language development in relation with their teachers' views; this study has brought some insight into a neglected

area of research which expects teachers to integrate students' perceptions of classroom activities into their own when planning their lessons.

5.3. Recommendation

In light of the findings the following recommendation are pointed out by the researcher. As it was revealed in the study;

➢ Perception of female learners in communicative activities was positive. However there is lack of teachers' contribution in assessing their learners' need. It is important to consider the needs and desires of students sustainably when they prepare and design lessons for English speaking classes.

➢ EFL teachers need to use authentic materials/real life situation while they teach communicative language activities, thus it develops their level of participation inside and outside the class, their impression of the online platform, Telegram, and offer implications for practice

➢ Teachers, school administrative, stakeholders need to support female learners in providing supplementary materials such as story books, language CDs to empower females in language communicative competence and

➢ finally female learners themselves need to make whatever efforts in practicing the language to be satisfied in communicative language

In general it is recommended that teachers provide the students with a relaxing, friendly, and supportive atmosphere in learning foreign language (Hashimoto, 2002; Zou, 2004; Liu & Jackson, 2009). According to Phillips (1984, p. 35), "imposition of arbitrary threats like grades on speeches, peer criticisms, and the variety of personality-attacks that result from instructor criticism" should be abandoned. Teachers should support learners and teach them to support each other (Liu, 2005b). This supportive environment helps learners feel free to participate in class discussion (Zou, 2004). Learners' efficacy and confidence should also be boosted in order to decrease their anxiety and nervousness (Izadi, 2012). Moreover, teachers are essential in improving students' interest and motivation in speaking in the target language. This will help learners to become more active in class activities. Teachers should also consider that there is a pressing need to

seek practical strategies to help passive learners become more active in classrooms in order to speak in oral activities (Izadi & Nowrouzi, 2016).

References

Al-Isa, A. S. M. (2014). *ELT games and teacher's beliefs and the use of games in teacher's education in Oman Reflections on English Language Teaching*8 (1) 35-52Amman

U. (2007)*"Global scientific communication: Open questions and policy Suggest in"*, *AILA Review 20*, 123–133

Carla, A. & U. Amman (eds.) (2007). *Linguistic Inequality in Scientific Communication Today*, Special issue of *AILA Review* Vol. 20

Chanseawrassamee, S. (2012) Teaching *adult learners English through a variety of activities: Perception on games and rewards.* US-China Foreign Language

Cohen, B. (2015) *Cooperative Learning Activities for High School Retrieved from*

Dabrowska, E. (2004) *Language, Mind and Brain Some Psychological and Neurological Constraints on Theories of Grammar* Edinburgh: Edinburgh University Press

Dewey M. (2006)*English as a Lingua Franca: an empirical study of innovation in lexis and* Unpublished PhD thesis: King's College, University of London. Ellis, R. (2005). Principles of instructed language learning Asian EFL Journal

Retrieved from Emeriti, P. C. (2009) *Livening up college English classes with games English Teaching Forum,* 2009, 20-25

Firth, A. (1996), the discursive accomplishment of normality: On 'lingua franca English and conversation analysis. *Journal of Pragmatics* 26: 237-259.

Ford, C. E., Fox, B. A. & Thompson, S. A. (2003)*Social Interaction and Grammar In Tomasello* M. (ed.), *The New Psychology of Language*. Vol.2

Griffiths, C. (2007) *Language learning strategies: Students' and teachers' perceptions.* ELT Journal,1

House, J. 2002. Communicating in English as a Lingua Francine Foster-Cohen, S.S.Rothen berg, T. & Porsche, and M-L Ed *EUROSLA Yearbook 2,* Amsterdam:

Inc. Oradea T. (2012)*speaking skills using three communicative activities (discussion, problem-solving, and role-playing*)

Jenkins, J. (2000)the *Phonology of English as an International Language* Oxford: Oxford University Press.

R. (1979) *Language teaching games and contests* Oxford: Oxford University Press

Lie W. W., & Ho, R. G. (2011) *the study of developing spatial ability applying game-based learning* In M Chang, W. Y. Hwang, M. P. Chen, & W. Muller

(Eds.)Edutainment Technologies (pp. 159-162)

RutledgeLu, Z. Ho u, L. & Huang, X. (2010) *A research on a student centered teaching model in an ICT- based English audio-video speaking classroom* International Journal Education Development,

6(3), 101-123.

McGrath, L. (2014). ”Parallel language use in academic and outreach publication: A case study of policy and practice”, *Journal of English for Academic Purposes* (13), 5-16

Maranon A. (2012), *Exploring ELF: - Academic English shaped by non- native speakers* Cambridge: Cambridge University Press.

Maratha, M., Sanchez, J., Traphagan, T., Heike's, J., &Thrived, A. (2007) *Using second life In an English course: Designing class activities to address learning objectives Proceedings of World Conference on Educational*

McGrath, L. (2014). ”Parallel language use in academic and outreach publication: A case study of policy and practice”, *Journal of English for Academic Purposes* (13), 5-16

Moore, D. (2011*). Effective instructional strategies: From theory practice*.

Caliph: SAGE Publications, Inc. Oradea, T, (2012) *Developing speaking skills using three communicative activities (discussion problem-solving, and role-playing*), International Journal

of Social Science and Humanity 2(6) 533-535Page,

 M. & R. Mace. 2004. *The cultural wealth of nations. Nature*428, 275-278.

Phillips on, R. 1992, *Linguistic Imperialism* Oxford: Oxford University Press Conversations Paper

presented at ELF7, *the seventh International Conference of English as a Lingua Franc*a, In

Athens, Greece, and 4-6 September, 2014.

Richard-Amato, P. A. (1988). *Making it happen-Interaction in the second language classroom:*

From theory to practice. New York: Longman.

Roger, H. (2006). *Teacher and learner perceptions of language learning activities,* ELT Journal,

   60(7), 242-249Ruche,

Seidlhofer, B. 2004 Research perspectives on teaching English as a lingua franca *Annual Review of*

   Applied Linguistics, 24, 209-239

Seidlhofer, B. 2011, *Understanding English as a Lingua Franca* Oxford: Oxford University Press.

Thiagarajan, S. (1999)*Team work and team play: Games and activities for building and training teams.* San Francisco: Josses-Bass.

Thomason, S. G. 2001. *Language Contact* Edinburgh University Press

 Weber, G.1997/2008, The World's 10 most important languages *Language Monthly*, 3: 12-18

Zapalska A., Brazil, D., & Rudd, D (2012), *Development of active learning with simulation and games* US-China Education Review

Zhu, D. (2012). *Using games to improve students' communicative ability* MA *Journal of Language*

Questionnaires to Female Learners' Participation

This questionnaire is designed to obtain information about Gambella preparatory school grade 11 and 12 EFL female learners' participation in communicative activities in classroom. The responses in each item in the questionnaire could be of great value to the intended purpose. The researcher politely requests you to respond each item in the questionnaire genuinely and frankly. Please, indicate your opinion by making a circle on your choice number.

I.   BIO DATA ;

1. Age;   16-20 ☐   21-25 ☐   26 and above ☐

2. Grade;   11 ☐   12 ☐

3. Stream;   Natural science ☐   Social science ☐

4. Mother tongue; Anyuak ☐   Nue ☐   Komo ☐   Opo ☐ Majiang ☐   Others ☐
Others

Questionnaires to Female Learners' Perceptions in Speaking Skill Self-efficacy

Put (X) in the representative box for your choice number that indicates to what extent you agree in your speaking skill self- efficacy in EFL communicative activity classroom.

Key to the numbers:-

1= strongly disagree   (SDA)

 2= disagree   (DA)

3= neutral   (NE)

4= agree   (AG)

 5= strongly agree   (SA)

Table 1 Perception and Participation Items

N0	Items	1 (SDA)	2 (DA)	3 (NE)	4 (AG)	5 (SA)
1.1	I have enough ability to improve my speaking skills					
1.2	I am sure that if I practice speaking more, I will get better grades in the course					
1.3	I can speak better than my classmates					
1.4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across					
1.5	I am not stressed out when speaking English in the classroom					
1.6	When the teacher asks questions, I raise my hand to answer even if I'm not sure about it					
1.7	The more difficult the speaking practice is, the more enjoyable it is					
1.8	I'm confident in my speaking ability to interact with other English teachers and classmates					
1.9	I'm confident I can communicate what I mean easily					
1.10	I believe I am a good English speaker					
1.11	I'm sure I can use English outside the classroom					
1.12	I prefer learning grammar rules and usage rather than communicative language since the national exam focuses on grammar and vocabulary					

Questionnaire Items to Female Learners' Participation

Put (**X**) in the representative box for your choice number that indicates the frequency of activity you need and prefer most to practice in EFL communicative classroom.

Table 2; Analysis result of female learners' paticipation

N<u>o</u>	Items	1 (SDA)	2 (DA)	3 (UD)	4 (AG)	5 (SA)
2.1	Disordering Letters (restoring a word from disrupted alphabetical order) is an interesting activity to use in English speaking class					
2.2	Discover Me (guessing a student's name according to descriptions) is a funny activity to use in English speaking class					
2.3	Song Cloze (writing down the lyrics while listening to a song) is an attractive activity to use in English speaking class					
2.4	Role Play (playing a role of someone) is a funny activity to use in English speaking class					
2.5	Short Play (performing a short play in class) is an interesting activity to use in English speaking class					
2.6	Debate (debating based on a given topic) is an attractive activity to use in English speaking class					
2.7	Mini Lecture (making a mini lecture for 3 to 5 minutes) is a funny activity to use in English speaking class					
2.8	Retell a Story (listening to a story and retelling it) is an interesting activity to use in English speaking class					
2.9	Presentation (using PPT to make a presentation in the class) is an attractive activity to use in English speaking class					
2.10	Discussion (discussing on a given topic in a group) is an interesting activity to use in English speaking					

Interview to EFL Teachers

Bio-data

1. Your age;   20 -24 ☐   25 -29 ☐   30-34 ☐   above 35 years ☐

2. Sex;   Male ☐   Female ☐

3. For how many years have you been EFL teacher at preparatory school level?

    1-3 ☐   4-6 ☐   7-9 ☐   above 10 years ☐

4. Qualification: Diploma ☐   Bachelor Degree ☐   Masters Degree ☐

1. How often do you assess the strategy analysis or learning needs analysis of female learners to meet their preferred needs in communicative activities?

_____
_____
_____

2. How is the level of female learners' participation and perception in communicative activities in the class you teach?

_____
_____
_____

3. In your opinion what are the difficulties that hinder the participation of EFL preparatory female learners in communicative activities in classroom?

_____
_____
_____
_____

4. Do you introduce supplementary materials such as story books, language CDs etc … to your EFL female learners?

_____
_____

5. Do you use authentic materials/real life situation while you teach female learners communicative activities? If "No", mention your reason.

_____
_____

6. How often do you get in - service training in CLT to promote the participation and perception of female learners' communicative activities?

_____
_____
_____