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**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**AN INVESTIGATION OF EFL TEACHERS' AWARENESS, BELIEFS  
AND PRACTICES OF USING PRINCIPLES OF COMMUNICATIVE  
APPROACH: SECONDARY SCHOOL TEACHERS OF JIMMA TOWN IN  
FOCUS**

**BY**

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**An Investigation of EFL Teachers' Awareness, Beliefs and Practices of Using  
Principles of Communicative Approach: Secondary School Teachers of  
Jimma Town in Focus**

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## Confirmation and Approval

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## DECLARATION

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

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## **Abstract**

*The present research aimed at investigating EFL teachers' awareness, belief, and practice of principles of communicative approach. Descriptive survey design was employed to carry out the study. Both governmental and private secondary schools found in Jimma town were used as the study settings. Comprehensive sampling technique was used to select all EFL teachers in those schools. Questionnaires, interview and classroom observation were used as data gathering instruments to collect the data from the aforementioned study settings. While the quantitative data were analyzed using the SPSS package Version 26, the qualitative data were presented, analyzed and interpreted using thematic description. The findings of the investigation showed that though many teachers in the study site claimed that they have awareness of the principles of communicative approach, their actual practice in the classroom apparently portrayed the opposite fact. They delivered English language lessons without considering some routine principles of communicative approach such as pre while and post-tasks. Majority of the respondents claimed that implementing principle of CLT enhanced learners' language learning. However, they spent most of the allotted time by giving lecture. In addition, the participants identified large class size, traditional grammar-based examinations and shortage of time to prepare communicative materials as major challenges they faced in implementing CLT. It was recommended that EFL teachers should get in-service trainings on how to implement CLT facing the aforementioned and other possible challenges.*

## **Abbreviation/Acronyms**

CLT:	Communicative Language Teaching
TEFL:	Teaching English as a Foreign Language
CA:	Communicative Approach
EFL:	English as a foreign Language
SPSS:	Statistical Package for the Social Sciences

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as communicative approach to the teaching of foreign languages or simply the communicative approach. The goal of most of the methods that have been practiced in second/foreign language pedagogy is for students to learn to communicate in the target language. CLT can be seen as a set of core principles about language learning and teaching; it can be applied in different ways in the processes of teaching and learning (Richards, J.C, 2006).

Canale & Swain (1980) and Van E. k, (1975) note that CLT was developed in the 1960s from the research and writing of applied linguistics in both Europe and North America. In Europe, this approach led initially to the institution of the notional functional approach. In CLT, the goal of language teaching should not be translating and learning a set of rules; it should rather be practiced based on the goal of communicative competence. Communicative competence is most frequently defined as the ability to create meaning when interacting with others in the target language. Thus, the focus in CLT is on communication in authentic situations.

As observed by some scholars in the field, by practicing previous methods of language teaching, students could produce sentences accurately in a lesson of the target language. But they could not use them appropriately when genuinely communicating outside of the classroom so being able to communicate required more than mastering linguistic structure, due to the fact that language was fundamentally social' (Halliday, 1973 ). In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes, 1971).

Communicative approach considered, as the most effective theoretical model in English language teaching since early 1970s and the underlying concept of this approach is that the language carries not only functional meaning, but it also carries social meaning as well (Littlewood, 1981).

With the changing educational realities in Europe and the increasing interdependence of European countries, there came the need to teach adults the major languages of the European Common Market and the Council of Europe.

In this new background, the British linguist D. A. Wilkins proposed a functional or communicative definition of the language that could serve as a basis developing communicative syllabuses in language teaching. His contribution to language teaching was a deep analysis of the communicative meanings that a language learner needs to understand and express, in other words the systems of meanings that lay behind the communicative uses of the language. Pr. Emil, R. (2012).

CLT theories are different from the grammatical approach, which assumes that language consists of a finite set of rules and that these rules can be learned one by one, in an additive fashion (Nunan 1988). Wilkins 1972 points out that, in CLT, language learning emphasizes learning to communicate as opposed to learning a set of rules.

In the nature of language learning, when we see communicative approach in the eyes of different theories, the structural approach is a theory rooted in behaviorism, which views language learning as learning a set of habits (Brown, 1987). In this approach, elements in a language are viewed as being linearly produced in a rule- governed way. Again, Functionalism is a theory to language development that focuses on the relationship between language form and social meaning (Emmit et al. 2015). That is, language is not so much a system of rules as posed by Chomsky, but a means of performing particular socially communicative functions. Nevertheless, Interactionists' theory of language learning emphasizes on the role of the linguistic environment in interaction with the child's innate capacities in determining language development (Lightbrown and Spada, 1999: 22). To interactionists, language is the result of 'interaction' between the innate ability of the child and the linguistic environment. From this, because the goal of language teaching should not be translating and learning a set of rules rather based on the goal of communicative competence; from the above theories of language learning, internationalism is the right theory for CLT.

The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech and behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time.

This occurs mainly through practice in converting plans into performance (Littlewood 1984: 74). This theory, thus, encourages an emphasis on practice as a way of developing communicative skill. In addition to those, Communicative approach has many elements of humanistic education. As G. Moskowitz (1978) put it "humanistic education is related to a concern for personal development, self-acceptance, and acceptance by others, in other words, making students more human". Therefore, Learning is most effective and productive if it is goal-oriented, self-regulated, occurs in interaction and collaboration with others and is based on constructive processes of knowledge and skill acquisition (Buchberger, 2001). With increasing recognition of the benefits of interactive and collaborative learning, constructivism has influenced communicative language teaching by emphasizing learner-centered teaching strategies and the importance of using the language to communicate and make meaning (Hymes, 1971, 1972).

Applying the theoretical perspective of the communicative approach, CLT broadly aims to make communicative competence as the main goal of language teaching. What this looks like in the classroom may depend on how the principles interpreted and applied (Larsen and Mart, 2011, 9). Studies conducted in African countries on CLT practices indicated that, teachers face much problems in implementing it in their classroom teaching (Adejimola, 2007; Barkhuizen, 1998; Lakachew, 2003). They found that teachers 'lack of knowledge and skills of CLT to be an important factor to hinder CLT implementation respectively in Naigeria, South Africa, and Ethiopia. Therefore, it is not only important to learn the linguistic forms but also to understand their potential communicative functions and social meanings. That is to say, the learners should be able to relate the linguistic form to appropriate non-linguistic knowledge in order to interpret the specific functional meaning intended by the speaker (littlewood, 1981)

Teachers are considered to be the most influential factors in the students' achievement. Thus, an examination of the practice of teachers (including how they absorb and employ curriculum policies based on their beliefs and educational philosophy) is viewed as an efficient method of improving the quality of education (Freeman & Richards, 1996). Perception, itself, is defined as the process of an individual thought about objects or a topic based on their experiences (Demuth, 2013). Therefore, teachers' perceptions can be about why teachers apply particular teaching approaches, what they know about the teaching approach, and the nature of teacher's role.

Whatever approach teachers follow in their real teaching environment, their instructional decisions are supposed to be determined by their beliefs about teaching (Phipps & Borg, 2009). Among the various difficulties, the teachers' teaching inability is the one most related to classroom teaching effectively.

Whatever CLT has important features in order to improve learner's communicative competence, it mainly depend on teachers' awareness, teacher's belief and practice. Teachers should aware the principles and assumptions and features of communicative language teaching and they must have positive belief in order to implement it in to practice .Once they have awareness and belief they can practice in the classroom without any problems according to the text book designed based on the principles of communicative approach. Therefore, the most important thing is that, educational administrators should do the teachers training (Liao, 2000).

Finally, the motives for doing this research was to know about social thinking and awakening then to face the challenges in solving the unsolved problems. To that end, the present study would focus on investigating EFL teachers' awareness, beliefs and practices of using principles of communicative language teaching methodology.

## **1.2 Statement of the problem**

Now a time when acquiring or learning English language has its social as well as academic benefits; researchers are focusing on how to develop the language competence of students who study a certain language either as a second language or as foreign language. In countries like Ethiopia, where English is learned as foreign language, acquiring the language is not an easy task. That is why studies on how to develop learner's proficiency of communication are given much emphasis.

Teachers are the first stakeholders that students had better learn the language from, so a lot of research into teachers' awareness, belief and practice towards the principles of communicative approach needs to be conducted. With regard to this, the study aimed to investigate English language teachers' awareness, beliefs and practices of the principle of communicative approach to teaching English in Ethiopia.

Therefore, based on these research problems, three variables were seen. These were teachers' awareness, teachers' belief, and teachers' practice of principles of communicative approach. If someone practices a certain kinds of approach or methodology in language pedagogy, challenges are unavoidable. Whatever not indicated in the research, and then challenges are another variables.

From my experience, the textbooks are designed from CLT .This is -written in the teacher's guide and syllabuses but still students have low level of communicative competence.

Still many teachers in high schools beginning form grade 9 to 12 complain about the students' skill of communicative competence in the target language.

In addition to this, different researchers from different contexts complains about the knowledge gap of students. For Example, Ahmad & Rao, 2012, Dr. Shu, H. (2016) from Asia, Maryslessor, A. (2012) from Kenya and Ebissa, B. & Durga, K. (2017) from Ethiopia were some researchers that identified the gap.

Different research findings at different level in the area of principles of communicative approach said different things about communicative language teaching. For instance, Rega (2014), in his study recommended that ,there is incongruence between perception and practice; teachers should better equipped to join belief and practices in order to provide more effective use of CLT principles to grammar instruction. Mebratu (2011) also recommended that, to achieve the intended goal, therefore, in-depth study of teachers practice while they were introducing new words using CLT approach teachers' classroom instruction should focus on relating vocabulary teaching.

Even though there had been studies concerning CLT in different parts of Ethiopia with respect to EFL teachers, to the best knowledge of the researcher, there had not been research carried out to investigate EFL teachers' awareness, belief and practices of using principles of communicative approach in general. For instance, from the above findings, the settings, populations and number of variables used in their study were very limited.

In order to follow what the ministry of education prescribes, it is necessary to know how high school EFL teachers are aware of the principles behind CLT in English classroom. In this matter, they can help their students develop their communication competence, which is the ability to use language creatively so that language users negotiate meaning (Widdowson, 1983).

For this reason, in this study, the researcher tried to answer the following questions.

1. To what extent are EFL teachers aware of the principles of communicative approach?
2. What beliefs do EFL teachers have in line with the principles of CLT?
3. How do EFL teachers practice communicative language teaching in the classroom?
4. What are the challenges do EFL teachers face when practicing principles of communicative approach?

### **1.3 Objective of the study**

#### **1.3.1 General Objective**

The general objective of the study was to investigate EFL teachers' awareness, belief and practice of using principles of communicative approach as well as the challenges they face when practicing principles of CLT: Secondary School Teachers of Jimma Town in Focus.

#### **1.3.2 Specific objectives**

The specific objectives of the present study were to:

- ❖ Examine the extent of EFL teachers' awareness about the principles of Communicative approach.
- ❖ Find out the beliefs EFL teachers have in line with the principles of CA.
- ❖ To assess EFL teachers' practice of using principles of CLT in the classroom.
- ❖ To identify the challenges EFL teachers face when implementing principles of communicative approach.



#### **1.4 Significant of the study**

As pointed out earlier, this study aimed to investigate teachers' awareness, belief and practice of using principles of communicative approach in the classroom. Results might acknowledge the effectiveness of the principle of communicative approach at the Crossroads as involving of language learning or not. The study will intend to shed light on the extent to which teachers' awareness and belief using principles of communicative approach in language teaching in which students acquire knowledge in the four skills, master the language functions, and express themselves and their ideas fluently. In consequence, students reach the stage where skill using is focus more than skill getting; they also use authentic language, which will in turn deepen their social and cultural knowledge.

Therefore, this study is expected to raise teachers', textbook writers', and syllabus designers' attention on the extent of incorporating communicative activities, which would potentially develop and foster the students' communicative competence.

Moreover, the findings of the study will be significant for providing a better understanding for Secondary School English Language teachers to evaluate their scope of understanding about principles of communicative approach and its implementation in the classroom.

In addition, the findings of the study will provide alternative ideas and important recommendations to the concerned educational authorities in order to enhance student's communicative competence. Finally, the study might serve as a supporting document for further study in the area.

#### **1.5 Delimitation of the study**

The study focused on secondary school teachers in Jimma town. In this study, students would not be included. In addition, the study focused on teachers' belief, awareness, practice and challenges on principles of communicative approach.

#### **1.6 Limitations of the study**

Apart from the various minor problems that were encountered when conducting this study, the following were the major limitations of this study: The major limitations that researcher faced in conducting this study was the break out of Corona virus through the country has influenced further more collection of the data to some extent. As the result of these limitations, it is little bit difficult to generalize the findings of the study to all educational settings.

The global pandemic forced some randomly selected teachers to wear facemask during classroom observation so that their sound was very low to be heard properly. The other constraints were some English language teachers in the sample schools were not willing to participate in the study, especially, in the interview. Consequently, the researcher conducted interview with only a few teachers. In other word, the respondents voice was not recorded because of losing will of the respondent teachers as a result it took much time in case of asking some ideas in order to write every speech of interviewee teachers.

The other one is, using only teacher sampling which were extremely limiting because population of the study is comprised of people with the same profiles. The last restraint during data collection process was, some respondents were conducting and participating in different types of meeting outside and inside of the school so the respondents were in a rush.

## **1.7 Definition of the term**

**Communicative Language Teaching (CLT):** is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

**Approach:** refers language teaching and learning theories that encompass sets of practices and principles including different methods and techniques.

**Belief:** Teachers' knowledge and teachers' understanding of their world by shaping a complicated system of personal and professional knowledge are appropriately considered as belief (Clark & Peterson, 1986).

**Awareness:** It is defined as the process of individuals thought about objects or a topic based on their experiences. (Demuth, 2013)

**Practice:** various types of exercises and activities in communicative approach, which enable learners to attain the communicative objectives of the curriculum, and engage learners in communication" (Richards, 2001)

**Challenges:** This is mainly about some difficulties with the implementation of any innovation or change in the educational program (Oral, 2010)

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Communicative Approach**

The birth of the communicative approach goes back to the late 1960s when situational language teaching started to gain importance in Britain. After the discovery of the creativity and uniqueness of individual sentences, it was realized that the functional and communicative potential of language had a crucial role in language learning and teaching. In the early 1970s, Wilkin studied on the communicative meanings to be understood and expressed. His studies resulted in a new way to describe the core of language: notional categories and communicative functions rather than the traditional concepts of grammar and vocabulary. Thus, he produced “notional syllabuses” which led to the development of the communicative approach (Richards & Rodgers, 2002). Therefore, it is obvious that in terms of language teaching, the communicative approach puts the emphasis on communicative competence. Brown (2000, 246) defines communicative competence as the one that allows us to exchange meanings between persons in particular circumstances. Dealing with activities consisting of real communication, which let the learner use meaningful language to carry out meaningful tasks enhances teaching (Richards & Rodgers, 2002). Harmer (1987, 37) explains the learning principles in accordance with the communicative approach and puts the emphasis on communicative activities in which language is utilized as a tool to accomplish an interactive assignment. On the other hand, Richards (2006), highlights that the implementation of the communicative approach varies according to the teacher’s awareness of it.

Moreover, Crawford (2004) emphasizes the significance of the teacher’s implementation skills in the application of a new curriculum. Mowlaie and Rahimi (2010) state that teachers’ beliefs concerning the approach have a crucial role in their classroom practices and many language teachers do not have belief in enabling their learners to communicate. This is mainly because teachers face some difficulties with the implementation of any innovation or change in the educational program (Oral, 2010; Ari, 2014).

Many scholars showed the CLT approach clarifying its features and principles. For example, Brown (2001) presented a number of characteristics of the CLT approach.

First, language techniques are designed for functional use of language, and the material used and activities should be authentic for meaningful purposes.

Second, fluency and accuracy are taught, but the ultimate goal is fluency. Third, contextualization in which students should be put in new situations to use the language. Besides, independent learning is stimulated. Moreover, learners are encouraged to construct meaning through interaction. Finally, skills integration is desirable. Relating the communicative approach to curriculum. Dubin and Olsbain (1986) pointed out that, the communicative approach is not a substitute for the previous system but it is an approach, which enlarged it and its constituents in terms of language content, course products, and learning processes. It gave language more a comprehensive view where not only structures, situations, and themes are involved, but also notion and functions.

## **2.2 Historical Background of CLT**

Communicative Language Teaching (CLT) is a language teaching method an extension of previous methods such as method of Situational Language Teaching and Audio Lingual method. One of the main characteristics of CLT is a combination of aspects of language are functionally and structurally. Structurally, CLT emphasis on grammar or grammar systems, while emphasizing the use of functional language. CLT also stresses on the situation, for example in a situation of how a speech is spoken. In the CLT that there are various language skills (integrated skills) which includes the ability to reading, writing, listening, speaking, vocabulary, and grammar. So, through the CLT learners are expected to master a foreign language or language skilled, not only writing but also speaking and of course with proper grammar.

Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards & Rodgers, 2001). Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, a goal to develop learners “communicative competence”. CLT approach evolves as a prominent language teaching method and gradually replaced and advanced the previous grammar-translation method and audio-lingual method (Warschauer & Kern, 2000). Since Hymes first introduced the concept of “communicative competence” in the mid-1960s, many researchers have helped develop theories and practices of CLT.

## **2.3 Goal of CLT**

According to Richards (2006), Communicative, language teaching sets its goal as the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

Knowing the usage of language for different purposes and functions, applying different languages in deferent contexts, producing and understanding various texts, and maintaining communication despite having limitation in one's language knowledge.

## **2.4 Significant of CLT**

Richards (2006) states that, there are six major significance of applying Communicative Language Teaching. Such as : It creates a setting of real communication, provides students with good opportunities to apply what they know, develops accuracy and fluency in speaking, enhances students' self-confidence, self-esteem, and self-efficacy, provides a great chance to link all the skills together in one context and helps students discover and correct their mistakes.

## **2.5 Principles of CLT**

Larsen Freeman (2000), Brown (2001) and Richards (2006) described six characteristics in relation to the key principles of CLT: Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals, therefore, must interlink the organizational aspects of language with the pragmatic and language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather are aspects of language, which enable learners to accomplish these goals. Besides this, fluency and accuracy are seen as complementary principles, which underlie communicative techniques. At times, fluency rather than accuracy may have to take on more importance in order to keep learners meaningfully engaged in language use. Moreover, students in a communicative class ultimately have to use language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in these contexts. In addition to this, Students are given opportunities to focus on their own learning processes through understanding their own styles of learning and the development of appropriate strategies for autonomous learning.

Finally, the role of the teacher is to be a facilitator and guide, not a source of all knowledge. Students are therefore encouraged to develop meaning through genuine linguistic interaction with others (Brown, 2001: 43).

## **2.6 Teachers' Communicative Language Teaching Awareness**

Teachers are main agents in the teaching learning process. They design teaching learning activities in the classroom through various teaching approaches, methods and techniques to improve students' progress.

To conduct a good teaching and learning in improving students' progress, teachers' perceptions are seen as an important element. Perception, itself, is defined as the process of an individual thought about objects or a topic based on their experiences (Demuth, 2013). Therefore, teachers' perceptions can be about what they know about the teaching approach, the nature of teacher's role and why teachers apply particular teaching approaches.

As Nishino (2008) cited by Arezoo and Tootka (2019) an investigation carried out in Japan about 21 secondary school teachers' beliefs and practices concerning communicative language teaching in their classroom setting, showed that the participants in this study had solid knowledge of CLT with a relatively good understanding of teachers and learners' roles in CLT classrooms. Meanwhile, their responses to applying CLT methodology in their classes revealed that for effective use of CLT, some changes in educational conditions such as more class hours and small class sizes were needed. Chang (2011) conducted a research to explore Taiwanese college teachers' perceptions and experiences towards CLT and the reasons behind their beliefs. To this end, he employed face-to-face, semi-structured interviews. The results of the study showed that teachers held positive beliefs towards basic principles of CLT and emphasized the effectiveness of this approach. The factors that influenced the implementation of CLT were; the teachers, the students, and the educational system. Moreover, it was discovered that for successful implementation of CLT, not only teachers' professional training about CLT but also students' willingness and motivation to use English inside and outside the classroom have crucial roles.

Teachers' perceptions "construct" their practices, which in turn lead to whatever progress both the learners and the teachers achieve. Practice and progress in language learning and teaching will re-construct teachers' perceptions of L2 development.

The progress to be achieved is, to certain extent, determined by teachers' perceptions and practices. As various investigation outcomes showed, in communicative language teaching, teachers view method differently.

Mangubhai, et al. (2007:1) cited in Beyene Gebru (2008) claim that CLT approach is not finding its full expression in elementary and secondary classrooms and that many teachers remain uncertain about what CLT is and are unsure about how to implement it in the classroom. In addition, a study by Thompson (1996:913) indicates that certain disparate misconception about CLT, still continues to exist, and a large number of teachers he has spoken to were seen to criticize and reject CLT for some reasons.

He says that these teachers perceive CLT means not teaching grammar, which means teaching only speaking; CLT means pair work, which means role-play and it means expecting too much from the teacher. It is also expressed by Medgyes (1988) that language teaching professionals who are working where English is a foreign (not a second) language most of the time complain that it is difficult or inappropriate to teach the language communicatively.

On the other hand, a research reveals that teachers have been influenced by the current trends of teaching method- particularly the principles of communicative language teaching/learning Nunan (1986:18) cited in BeyeneGebru (2008). In addition to Nunan, Hiep (2007:197) in his study forwards that teachers highlighted the potential usefulness of CLT, stressing that CLT primarily meant teaching students the language meaningfully for their future life and helping to improve the classroom atmosphere. CLT uses pair or group work to help learners work collaboratively to solve grammar exercises. Kim (2008), based on his study, also agrees that teachers' perception about the communicative approach is positive.

In general, the above findings indicate that teachers do have different understanding of CLT even though they vary in the practice of CLT in the classroom.

## **2.7 Teachers' Misconceptions of CLT**

Since the arrival of CLT in the 1970s, many misconceptions were associated with it. First, CLT means focusing mainly on meaning while ignoring form; CLT focuses on communication but it does not completely ignore form (Wu, 2008).

According to Savignon (1972), it is important to add communicative language teaching to structure-based teaching because this can help learners had better develop their linguistic knowledge and more importantly communicative competence. In addition, Spada (1997) explained that combining CLT with form-focused instruction could help learners have a higher level of accuracy, which reflects the benefits of having a combination of focus on meaning and focus on form teaching.

Second, some language teachers believe that CLT does not allow teachers to provide corrective feedback to their students (Wu, 2008).Brandl (2008) stated that corrective feedback is an important principle of CLT. feedback does not necessarily mean that teachers indirectly correct learners' errors; however, they can just draw their students' attention to their errors using RECAST where the teacher repeats the sentence or utterance where the error took place correctly to indirectly draw the learner's attention to his/her error and to avoid direct error correction.

Moreover, Thompson (1996) identified and discussed a number of misconceptions. First, CLT does not permit any form of grammar teaching; this is not completely true as it allows focusing on some advance grammatical structure to enhance students' knowledge and accuracy. The second misconception is that CLT focuses on speaking and ignores the other language skills. In CLT, communication takes place through both speaking and writing activities. In addition, learners still have the opportunity to read a variety of texts, analyze them, and respond to questions about these texts .Finally, CLT is not all about bond sometimes pairing is suitable if the situation does.

## **2.8 Teachers' Roles in CLT**

The role of the language teacher is central to assisting learners to master compulsory skills and develop communicative competency. The teacher playing a variety of roles achieves this. Harmer (1991) reported that the role changes from one activity to another or from one phase to another. Harmer (1991) categorized the roles of language teachers, dividing the roles of EFL teachers into two categories: (1) controllers and (2) facilitators. However, when defining the role teachers play in the communicative classroom, Larsen-Freeman (1991) noted that teachers find themselves speaking less and listening more, as their students take the initiative to become assistants. In addition, Yigezu (2010) described the roles of language teachers as follows:



The first role is to promote the communication process to all participants in the classroom, as well as among various activities and tests. The second role is as an independent participant in the learning group.

## **2.9 Classroom Activities in Communicative Language Teaching**

There are various types of exercises and activities in communicative approach, which enable learners to attain the communicative objectives of the curriculum, and engage learners in communication” (Richards, 2001). Classroom activities often designed to focus on completing tasks that involve negotiation of information and information sharing.

According to Littlewoods (1981), there are two types of communicative activities: functional communication and social interaction activities. There are a variety of communicative activities (e.g. games, role-plays, simulations, and problem-solving tasks), which offer learners an opportunity to practice their communication skills meaningfully in different contexts and by taking on different roles. In the process of utilizing these kinds of performance activities, learners avoid using their native language and teachers occasionally, if ever, correct students’ mistakes.

### **2.9.1 Functional Communication Activities**

Functional communication activities include the task such as learners comparing set of picture and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture etc. The main purpose of this type of activity is that learners should use the language they know in order to get meanings across as effectively as possible.

The first importance of CLT activity is task Completion activities: Puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one’s language resources to complete tasks. The second one is information gathering activities: Students conduct a survey, interview and search in which students were required to use their linguistic resources to collect information.

The next CLT activity is opinion-sharing activities: Students compare ,values, opinions, beliefs such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse Information- Transfer activities:

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

These activities involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teachers timetable on the bases of a given class timetable.

### **2.9.2 Social Interaction Activities**

Social interaction activities include conversation and discussion session, dialogues and role-plays, simulations, skits, and debates.

This type of activity also aims that learners should convey the meanings effectively, but pays greater attention to the social context in which the interaction takes place: In simulation and role-play, students pretend the real life situation in the classroom e.g., we might ask them to pretend that they are at the airport.

We might ask them to take part as they (simulate) or to pretend to be someone else (role-play) Harmer (1991). Conversation and discussion also provides students conversational proposition and then put into groups which have to prepare arguments either in favor of the proposition or against it (Harmer, 1991).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

This chapter presents an overview of the research methodology. It contains an account of the procedures used in the study, including research design, selection and description of the participants, setting, instruments used for data collection, data analysis, validity and reliability of the study.

### **3.1 Research Design**

The researcher employed descriptive research design for two reasons. This was mainly because descriptive survey would be used to explain situations, problems and characteristics that currently exist. It intended to analyze EFL teachers' CLT belief, awareness and classroom practices. Based on this, the research questions number 1, 2, and 3 required descriptive survey type of descriptive research design. In this study, the researcher used mixed methods to analyze and reflect participants' point of view and to ensure the study findings are grounded in participants' experiences, based on the data that would be collected on teachers' awareness, belief and classroom practices of principles of CLT. Descriptive statistical analyses (frequency, percentage and mean) would be used to describe the basic features of data in EFL teachers' awareness, belief and practices of principles of communicative language teaching.

### **3.2 Study Sites and Source of data**

The study sites would be both government and social business schools in Jimma town. There were 13 secondary schools in Jimma town and all the schools would be taken using comprehensive sampling technique because the number of English language teachers in the schools were manageable.

I would use primary data source because such kind of data source would be found through questionnaire, interview and observation.

Teachers would be selected as source of data because teachers have great roles to play in facilitating the students, acting as role model, showing to the learners how to practice in and out of the classroom, and creating conducive teaching and learning environment in CLT (Demuth, 2013).

The reason why the researcher selected teachers in secondary schools in Jimma town as source of data is, because he had been teaching in some of secondary schools and he knew most of the teachers. Hence, the researcher believed that he would collect relevant data from them.

### 3.3 Population, Sample and Sampling Technique

This section provides a clear picture about the population from whom the samples were selected. In addition to this, it also provides details of the techniques that were employed in order to select the best representative sample of the study.

To select teacher subjects for the investigation, the researcher employed comprehensive sampling technique of 80 (100%) respondent teachers for two reasons. First, the total number of teachers (in the 10 selected schools) of the level was manageable, and for another thing, collecting data from the entire population of the selected schools helps very much to come up with sound results and thereby increases the validity of the conclusion. Hence, there would be total sample of 59 male and 21 female English language teachers.

**Table 3.3.1: The total number of teachers from each school in Jimma town**

No	Name of the schools	Sample size			Sample technique
		Male	Femae	Total	
1	Jiren Number 1 Secondary School	7	5	12	Comprehensive sampling
2	Jiren Number 2 Secondary School	7	3	10	Comprehensive sampling
3	Beteseb Academy Secondary School	6	2	8	Comprehensive sampling
4	Seto Secondary School	7	3	10	Comprehensive sampling
5	A/buna Secondary School	7	3	10	Comprehensive sampling
6	ELDAN Secondary School	5	0	5	Comprehensive sampling
7	Jimma High School	8	2	10	Comprehensive sampling
8	Tesfa Tewahedo Secondary School	4	0	4	Comprehensive sampling
9	Meweda Secondary School	4	0	4	Comprehensive sampling
10	Abifam Secondary School	4	3	7	Comprehensive sampling
<b>Total</b>		<b>59</b>	<b>21</b>	<b>80</b>	

### **3.4 Data Collection Instruments**

According to the nature of the study problems, the characteristics of the subject of the research and resource available, the following tools of data collection would be used.

#### **3.4.1 Questionnaire**

Questionnaire was an instrument that helped the researcher in attaining the required information about secondary school teachers on whom the research would be conducted. In order to collect data to investigate teachers' awareness, belief and practices of principles of communicative approach while teaching lessons in CLT classroom, totally 80 questionnaires having both close-ended and open-ended questionnaire were designed for sample teachers.

The questionnaire that has four sections including demographic information of the respondents. It was designed only for teachers. The first section covered teachers' conceptual perspective of principles of communicative approach. Section two deals with teachers' beliefs from instructional activities perspective. The third section focuses on principles of communicative approach from the perspective of teachers' role. The last section of the questionnaire deals with teachers' awareness about principles of Communicative language teaching from students learning perspective. In addition, part two of the last section of teachers' questionnaire contains ten open – ended questions. All the sections containing 18 items of Likert Scale and 10 items of open- ended questions of teachers' questionnaire were categorized in one table of Appendix A.

#### **3.4.2 Interview**

Personal or individual interview was the other technique that the researcher employed in gathering data. The researcher hoped that it helps to find out appropriate information from the respondents. Interview is the most flexible means of obtaining information since face to face lends itself easily to questioning in greater depth and detail, which is not possible through questionnaire and classroom observation (Roger, 1997). This interview was intended at gathering information about CLT teachers' awareness, and classroom practices. Ten teachers were selected using simple random sampling method. The investigator prepared ten interview questions for the teachers to collect deep and detail data to analyze them qualitatively. The interview contained semi structured questions, which was conducted by reading and orally, the questions turn by turn as the subject responded.

### **3.4.3 Classroom Observation**

Observation has always been 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 (Shohamy, 1989; Koul 1984). I made non-participant observation while the teacher was teaching English language. This helped the researcher to provide a detail and context related information.

In this study, observation was carried without interference. The participants that took part in interview were observed in the direct class- room observation. So, based on CLT, teaching methodology of high school teachers normally was observed. The researcher then prepared an observation checklist by which he evaluated the EFL teachers' CLT practice. It was designed on the basis of classroom instructional activities and techniques employed by teachers as well as the role of teachers' in the CLT teaching-learning process. The observation was held with respect to the time arranged from Oct. 10-14 /2014 E.C, (6 periods) & 12 periods from Oct.17- 27, /2014 E.C. in order to get genuine information on principles of CLT, and to cross-check the problems forwarded by teachers during interview and questionnaire. Each respondent was observed two times and the total observation was 18. The researcher invited some operate teachers as co-observers to secure the observation from personal miss judgments. In addition, the data were analyzed using Yes/No checklist and percentage.

## **3.5 Reliability and Validity of Instruments**

### **3.5.1 Validity**

To check the appropriateness of the questions ( validity ) relative to the variables, the researcher provided the items of this study to two MA holder teachers in EFL classroom that teach in Secondary Schools and to the advisor of the researcher. Based on their comment, each instruments up to the level of high school English language teachers, the appropriateness of the instrument was checked. So, some items in the questionnaire and interview and classroom observation were modified regarding their face and content validity.

### **3.5.2 Reliability**

In order to maintain, the reliability of the questionnaire, a pilot study was done with different samples. The main purpose of pilot study is to assess the quality of the instruments and to revise them before they were used in the main research.

Therefore, the pilot study helped the researcher to assess the quality of the instruments and to revise them before they were used in the main research. So, the questionnaire was piloted on 20 teachers at SOS Secondary School, Catholic Secondary School and Community Secondary School. The procedure of the pilot study was lasted for one week and it was done somewhere in the school compound during free class.

### **3.6 Ethical Consideration**

In this research, set of principles that guide my research designs and practices considered the rights of the research participants, enhanced research validity, and maintained scientific integrity.

Based on the goals of the research, I understood real-life phenomena and made effective treatments, healthy of investigation behaviors, and improved lives in other ways. That means, what I decided to research and how I conducted that research involved key ethical considerations.

### **3.7 Data collection procedure**

As noted previously, the sample of this study was drawn from ten government and private schools in Jimma town, i.e., twenty-one female and fifty-nine male teacher respondents were taken for the sample. A letter for each school was given from the department of English Language and Literature of Jimma University so that the researcher obtained permission from each school principals to undertake the study. Therefore, 80 copies of the questionnaires were delivered to the schools supervisors, who were responsible for distributing and collecting it.

The required data was collected based on the following procedures; First, relevant literature was reviewed to obtain sufficient information to develop the questionnaire, the class observation checklist and the focus group discussion. Then the questionnaire was distributed to teachers of the selected school and collected, Following this, the classroom observation was made 2 times in each classroom, Finally, focus group discussion was held with selected teachers for an hours.

### **3.8 Method of Data Analysis**

In order to answer the objective of the research, both qualitative and quantitative data analysis method was employed. Open- ended question was analyzed qualitatively while close –ended questions analyzed quantitatively. The data collected through different tools was analyzed by using SPSS version 26. The researcher gathered data through questionnaire, classroom observation and interview and analyzed them so as to identify the extent EFL teachers believed and understand CLT principles the (frequency in which) they practice it in EFL contexts.

The data that obtained from the questionnaire was formulated and registered as frequency (that shows the number of respondents for each item) and percentage.

The data analysis procedure consisted of Likert–scale item analysis. The Likert-scale items, which were designed to identify teachers’ understandings of CLT concepts and their views on CLT classroom implementation, were given numerical scores (e.g. Strongly Agree =5; Agree= 4; Undecided =3; Disagree =2 and Strongly Disagree =1) As stated by Taylor (1973) cited in Lakachew(2003 ).

The classroom observation checklist was administrated to establish the degree of teachers’ practice of their roles in CLT, and whether their practice differed from what they have said in the interview and questionnaire.



## CHAPTER FOUR: RESULTS AND DISCUSSION

In this chapter, the presentation, analysis and interpretation of data collected through questionnaire, classroom observation and interview are presented. As it was mentioned earlier, the main purpose of this study was to investigate the EFL Teachers’ awareness, belief and practices of using principles of communicative approach. The study focused on English language teachers of Secondary School of Jimma Town. All the teachers who taught in the ten secondary schools of the town were subject of the study. The collected data in line with the objectives mentioned earlier were presented, analyzed and discussed. The results of the study were thematically categorized into four topics namely demographic profile, teachers’ awareness of CLT, teachers’ belief in the principles of CLT and teachers’ actual practices of the approach.

### 4.1. Demographic Information

The table below specified the educational level of participants in the current study. It showed that having a first degree is common among the teachers in the selected secondary schools found in Jimma town with the highest percentage of 69.7. In contrast, only 30.3 % percent of the participants had second degree in English Language and Literature. There was no any PhD holder in the entire study settings.

**Table 4.1.1: Sex, Age and Educational Status of the Respondents**

Sex				Age						Educational Status					
Male		Female		21-30		31-40		Above 40		Degree		MA		Above MA	
<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
55	66.7	25	33.3	15	3.5	75	94.0	10	2.5	56	69.7	24	30.3	-	-

As shown on the table above, from the total number of teachers in the selected schools, the number of male teachers taken for the sample were 66.7%, and 33.3% were female teachers. When we see the age of the respondent teachers, almost all of them lied under the age range of 31-40 (94%), whereas, 3.5% of them lied under the age range of 21-30. The rest (2.5%) were above 40 years old.

It is good to note that the data on the demographic profile were not used in the study to show the comparison and correlation of the results with the main variables of the study (i.e., awareness, beliefs, practice and challenges). This is to say that the available data addressed both gender, appropriate age groups and proper level of qualification in secondary schools in our country.

## **4.2. Quantitative Data on Principles of Communicative Approach**

To make the analysis easier, the items of teachers' questionnaire categorized and discussed in to the thematic parts sorted based on the study variables. The variables of the study were EFL teachers' awareness, beliefs and practices of using principles of communicative approach. Teachers' awareness about the principles of CLT was seen in in terms of the methods they used and the amount of time they spent to implement CLT while they taught the four language skills. EFL teachers' beliefs in using principles of CLT have been examined from the perspectives of instructional organization, teachers' awareness, and teachers' role. Some part of EFL teachers' practices were also examined to see whether the teachers endeavored to practice principles of CLT.

### **4.2.1 English Language Teachers' Awareness**

To address the first research question, which was stated as the extent to which English language teachers are aware of the principles of communicative approach, their responses to come close-ended items, were presented and analyzed. The teachers' responses were presented in two folds, which were about the general focus and their awareness to the principles. The table below shows teachers' awareness about the general facts of communicative approach.

**Table 4.2.1.1: Teachers' awareness about general principles of CLT**

No	Items	SA	A	UD	Dis	SD	Mean
1	I understand that communicative language teaching considers the four language skills rather than giving attention only to productive skills.	18 22%	8 10%	8 10%	36 45%	10 13%	2.83
2	I am aware that CLT focuses on the teaching of interaction and language usage (grammar teaching).	40 52%	24 27%	2 1%	7 10%	7 10%	4.03
3	I know that Communicative language teaching is not crucial for high school students because they are learning for the benefit of entrance exam.	35 49%	28 35%	9 10%	6 4%	2 1%	4.1
4	I identify that Effective EFL teaching is nearly synonymous with using CLT method.	13 15%	13 15%	20 30%	24 30%	8 10%	2.91
<b>Grand Mean</b>							<b>3.36</b>

**Key: SA ( strongly agree ) , A ( agree ) , UD ( undecided ) , Dis ( disagree ) , SD ( strongly disagree )**

Table 2 signifies, under item 1, 36 respondents of 45 % disagreed that Communicative language teaching gives equal consideration to the four language skills rather than attention only to productive skills when that of 18 ( 22%) reported their strong agreement . On the other hand, 10 (13%) of respondents forwarded their strongly disagreement about the issue raised under item 1, but 8 (10%) of the respondents put their agreement, in the same way, the rest 8(10%) of the respondents were on the track of undecided.

Based on item 2, majority of the respondents, 40(42 %) reported their strong agreement when 24(27%) reported their agreement that CLT focuses much on the teaching of speaking while neglecting grammar teaching. While seven respondents of (10%) disagree and strongly disagree, two (1%) of the respondents were undecided.

Considering Communicative language teaching is not crucial for high school students because the students are learning for the benefit of entrance exam , 35 respondents of 49 % showed their strongly agreements when 28( 35% ) reported their agreement .

In line with this, 9 (10%) respondents reported that they are undecided. When 6 (4%) remained in disagreement, 2 (1%) strongly disagreed on it.

When 24 of 30% respondents were undecided and disagreed respectively, on good EFL teaching is nearly synonymous with CLT method, 13 (15%) of the respondents were strongly agreed and disagreed respectively.

The above figure specifies that, a great majority of the respondent teachers with a total mean value of 3.36 have negative view on conceptual perspective of CLT. From the above points, so, we can generalize that respondent teachers have negative degree of awareness of CLT in line with conceptual understanding of CLT.

**Table 4.2.1.2: Teachers' awareness of CLT principles from students' learning perspective**

No	Item	SA	A	UD	Dis	SD	Mean
1	I know that students' involvement is best promoted in communicative approach.	16 19%	18 22%	4 6%	33 41%	9 12%	2.98
2	I am aware that Students' mastery of English proficiency is most effective in the context of a communicative approach.	16 19%	6 8%	17 21%	32 39%	9 13%	2.85
3	Since the learner comes to the language classroom with little or no knowledge of the language, I understand that he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her.	23 29%	16 20%	8 10%	25 31%	8 10%	3.33
4	I aware that, learners are negotiator between the self and the learning process, the objective of learning can be learn independently.	15 21%	6 9%	38 42%	15 21%	6 7%	3.03
5	I know, In CLT method, Students	13	16	13	29	9	2.93

	should correct their grammatical errors in pair or group.	18%	20%	18%	32%	12%	
<b>6</b>	I understand, CLT help learners to take responsibility of their learning process more than teacher centered approaches.	12	9	13	34	12	2.83
		16%	11%	18%	39%	16%	
<b>7</b>	I aware that learners should interact primarily with each other rather than with the teacher in EFL classroom	29	4	5	9	33	2.83
		32%	7%	9%	13%	39%	
<b>8</b>	I know that the communicative approach to language teaching produces fluent but inaccurate students.	20	20	5	28	7	3.22
		25%	25%	9%	31%	10%	
<b>Grand mean</b>							<b>2.98</b>

According to table 5, item number 1 has the highest number of respondent (percentage 41) who said disagree. The next 18 respondents (percentage 22) and 16 respondents (percentage 19) said strongly agree and agree respectively. Not forgetting 12% of the respondents who said strongly disagree; there are also undecided four respondents (percentage 6). This shows that they are not thinking on the credit that the students get from active communicative language classroom.

On the other hand, item 2 indicates that, 39 % and 21% of the respondents are disagree and undecided correspondingly. Then 16 respondents (percentage 19) are strongly agree. The rest 8% of the respondents are agree and 13% are strongly disagree.

This clearly signifies the fact that the vast majority of teachers think that language teaching should base on other method of teaching than communicative approach in order to come up with best learning.

The third item discusses if the students have the power to suggest what the content of the lesson should be or what activities are useful for him/her in the language classroom. Here then, 25 respondents of 31% and 23 respondents of 29% are disagree and strongly agree respectively. Here the difference has nearly the same number of respondents. The other 20% of the teachers are under agreement. Then the last eight respondents (percentage 10) are undecided and strongly

disagree. However the difference between strongly agree and disagree is almost the same , this shows still teachers have less understanding of how to empower their students in order to further their level of making decision in skill used method.

Learners are negotiator between the self and the learning process, the objective of learning can be learn independently; this is the fourth item. Here the higher percentage is 41%. This percent of respondents included in undecided. The others 15 respondents (percentage 21) are strongly agree and disagree. 6 (9%), 6 (7%) of them are agree and strongly disagree. From the findings we understand here is, the teachers have no piece of understanding about the learner's independent working environment.

Concerning item 5, 29 respondent teachers (percentage 32) said disagree. The next 20% of the teachers said agree, the rest 18 % of them said strongly agree, and in the same percent, they are under undecided. The last 12% of teachers disagreed that in CLT method Students should not correct their grammatical errors in pair or group. This again, based on the population teachers indicates that the majority of teachers have warmly not accepting peer correction as a good way of learning.

Item 6 is concerned with CLT help learners to take responsibility of their learning process more than teacher-centered approaches. In response to this, a great number of the respondents,39 % disagree, the others 13 respondents of 18% have stated that they are undecided with the idea that CLT allows learners to take responsibility of their own learning process more than teacher centered method does. The other 13 respondent of (percentage 16) are included in strongly agree and strongly disagree. This point disagrees with what Brumfit (1986:92-93) put it as saying that the higher responsibility given to learners, the more effective their learning would be.

Jacobs and Farrell (1982) also suggest that the CLT paradigm shift has led to eight major changes in approaches to language teaching out of which learner autonomy is the one. It is about giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups and self-assessments are examples of this.

Concerning item 7, 39 % of respondents strongly disagree and with a little difference 32 percentage of teacher respondents strongly agree that learners should interact primarily with each

other rather than with the teacher in EFL classroom. Following that, 13% are undecided and 4 (7%) are agree on the issue that learners should interact primarily with each other rather than with EFL teachers in language classroom. This implies that, most of the teachers have negative perception on students` role in communicative language methodology. However, they have a little difference.

Item 8 which is concerned with the effect of CLT on fluency and accuracy has something to direct. That is, 28 respondent of (31%) have pointed out that CLT produces fluent but inaccurate learners, which is undesirable when we see it based on some scholars. For example, Richards and Rodgers (1986) suggest that CLT considers both accuracy and fluency. The others 25 % are strongly disagree and agree with little differences. The last 9% and 10% are undecided and strongly disagree.

In general, the above figures and statements imply that, a great majority of the teachers with a total mean value of 2.89 have low awareness of CLT with regard to the concepts of students` learning in CLT while a small minority of them has determined view of the concept.

**Table 4.2.1.3: Teachers’ beliefs from instructional activities perspective**

No	Items	SA	A	UD	Dis	SD	Mean	
1	I believe that group discussion, debate and cooperative learning are functional activities easier to promote in a communicative EFL classroom.	38 44%	21 26%	7 10%	7 10%	7 10%	3.86	
2	In my belief, in communicative language teaching classroom, activities plays the best role to make meaningful communication.	40 50%	27 33%	3 4%	10 13%	-	4.31	
3	In EFL instruction, I believe that content learning is best accomplished with a communicative method of teaching.	38 44%	27 34%	12 18%	3 4%	-	4.25	
4	In EFL teaching, I believe that practicing different types of dialogues and acting in the classroom will make communicative method of teaching effective.	49 52%	19 33%	4 6%	8 9%	-	4.36	
	<b>Grand Mean</b>							<b>4.19</b>

Table 3 shows, in item 1, 38 respondents of 44 % were included in strongly agreed and 21 (26%) agreed that group discussion, debate and cooperative learning are functional activities easier to promote in a communicative EFL classroom. Whereas, the rest 7 respondents of 10% were undecided, disagree and strongly disagree respectively. Here what I want to show is teachers could not differentiate functional communicative activities and social interactional communicative activities. This by default affects the learning environment.

In item 2, the majority (50%) of the respondents were strongly agreed and 33 % were agreed that in communicative language teaching classroom, activities plays the best role to make meaningful communication. Following this, when 13% of the respondents disagreed, 4% of the participants were undecided. Here, there was no strong disagreement.

Therefore, the respondents believed that, activities have a great role in communicative language classroom. This indicates that teachers focuses more of artificial communicative activities to make development of the student's communicative competence.

According to item 3, 44% of the respondents were strongly agreed that in EFL instruction content learning is best accomplished with a communicative method of teaching. Considerably, 27 respondents of 34% of them were agreed. The rest 18% were undecided and 4 % were disagreed. Thus, the majority of the respondents found that encouraging because of knowing that the benefit of communicative method of teaching.

When we see the last item , 52% of the respondents were strongly agree that in EFL teaching, practicing different types of dialogues and acting in the classroom will make communicative method of teaching effective. On the other hand 33% of the respondents were agreed and there were 6% undecided, 9% disagreed and 0% of strongly disagreed.

Thus, the respondent teachers were more of using social interactional communicative activities rather than functional communicative activities. This leads student more of beneficiary from communicative language teaching. As Halliday (1971) points out that, language is fundamentally social which required communicative competence that is the ability to create meaning when interacting each other with the target language.



Concluding that concerning the importance of instructional activities, in EFL classroom, the teachers' responses reveals that the average mean value of their response is 4.19 and this implies that, the majority of the respondent teachers have no strong perception of using instructional activities in communicative language teaching classroom.

**Table 4.2.1.4: CLT from teacher's practices**

No	Items	SA	A	UD	Dis	SD	mean
1	The teacher should correct all the students' errors immediately. If errors are ignored, this will result to unsatisfactory learning.	29 36%	34 42%	8 12%	9 10%	-	4.11
2	The teacher should act as direct participant within the learning teaching group.	30 36%	38 46%	4 6%	4 6%	4 6%	4.07
3	The teacher must supplement the textbook with other materials and tasks to satisfy the widely differing needs of the students' communicative competence.	27 32%	14 20%	6 9%	29 33%	4 6%	3.97
<b>Grand Mean</b>							<b>4.05</b>

Regarding item 1, table 4, there is no strongly disagreed. Following this, there are 10 % and 12% of disagreed and undecided respondent teachers respectively. However, the majority of the respondent teachers (42%) are agreed and 36 % are strongly agreed. Therefore, majority teachers have low level of using correction as encouraging instruction of students. In accuracy-based lessons , if we are teaching a class or activity that aims for accuracy, for example applying a new grammar rule during a conversation, you can correct immediately after the mistake has been made, assuming that it is a mistake about said rule. Alternatively, it is probably more effective for students to correct their own mistakes or it is better to correct indirectly.

When we see, item 2, 36% of teacher respondents strongly agreed that the teacher should act as direct participant within the learning teaching group and 46 % of the respondents agreed. Ending that, a teacher is a role model and facilitator during students work; nevertheless, these teachers have low level of understanding of teacher's role during students work.

The role of the teacher in the classroom in supplementing the textbook with other materials and tasks to satisfy the widely differing needs of the students' communicative competence, which is the fourth item, gave us the following findings. Twenty-seven participants (percentage 32) agreed that the teacher must supplement the textbook with other materials and tasks to satisfy the widely differing needs of the students' communicative competence. The other fourteen participants of 20 percent of the teacher agreed to the credit of the above item. Thirty-three percent of the other teachers disagreed on it. The rest 9% and 6% of the respondent teachers are undecided and strongly disagreed respectively. To sum up, it is widely said that a teacher should open the way to creative learning environment, which is more productive than supplementing other external materials.

### **4.3 Analysis of open-ended questions**

Open-ended questionnaires prepared for teachers to write their explanations for the item they replied in close-ended questionnaires. So based on teacher's responses the researcher interpreted it as follows:

- ❖ Forgetting the others skills ,most of the teachers said that communicative language teaching means teaching speaking skill and they do not think that CLT meets its goal here in their native country because there are no fixed markets that pushes our students to speak English in every specific area of the country.
- ❖ The respondent teachers said that the classroom situation is not suitable to deliver communicative language teaching methodology. Classroom situation indicates hearing what the students are saying, empathizing with student's situation, assessing what the student's needs, and referring the schools resources. This all resources, which enrich the students in using CLT, will be useless because of the number of the students and shortage of teachers.
- ❖ Yes, we know that the main purpose behind communicative language teaching methods is to prepare students to be confident communicators for different real-life contexts, through repetitive oral practices and student-student cooperation but the reality is there are no many opportunities to use the foreign language outside the classroom.
- ❖ Social context applies a marked frequency in the language learning and teaching of L2. According to Stern (2003), groups of social or environmental factors exercise a powerful influence in the process of language learning and compounds social context.

The respondent teachers replied that working on emotion and behavior of the student creates link between classroom language learning and social context.

- ❖ However, the students will be beneficiary if we begin with social English. As much as possible, using the learners background knowledge of what they know , bringing to school and using social English to teach academic English are useful steps.
- ❖ The respondents said that in the school, the time given for specific subject is 40 minutes. Therefore, to deliver CLT in the classroom with these suffocating minutes, will not make the delivery of CLT successful for communicative competence.
- ❖ Ignoring linguistic competence to the development of communicative competence is positive based on the respondent's points of view. Because, they think that communicative competence is free from structural competence. However, the concept of communicative competence (a term coined by linguist Dell Hymens in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence. Communicative competence does not mean an absence of grammar instruction but rather grammar instruction that leads to the ability to communicate effectively.
- ❖ When we implement principle of communicative approach while we are teaching a simple role-play is to write a sample script for the student and correcting the students when they face errors were what the respondents said. However, language learning is learning to communicate using the target language. The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style. Language cannot be learnt through rote memorization. It cannot be learnt in isolation. It should be learnt through social interaction.

To communicate in the target language, there is a need to struggle with language. Richards & Rodgers state that the target linguistic system will be learned best through the process of struggling to communicate (1986:67).

- ❖ The challenges that the teachers faced while they were implanting communicative language teaching were student's lack of interest and they always feel worry and shy to use the target language in the context.

- ❖ The respondents said that the school did not recognize CLT even have no place for communicative language teaching because they think that the students, especially grade 12, are for entrance exam.
- ❖ Brown (1994) maintains that the nature of CLT depends largely upon the perceptions or attitudes of teachers regarding the teaching and achievement of the particular language of study. The primary goal of CLT is to reinforce writing, reading, speaking and listening skills in various contexts via interdependent communication and learning (Larsen-Freeman, 2008). As a result, this approach has shifted classroom models from being teacher-centered toward learner focused, meaning that the role of teachers has transformed from being a conveyor of information to that of an engaged in interaction with students as well as a practical guide (Larsen-Freeman, 2008).

#### **4.4 Classroom Observation analysis**

According to Best and Kahan (1989), observation gives the firsthand account of situations under study; and when combined with other data collecting tools, it allows for a holistic interpretation of the situations, which are being studied. Robson (2002:310) further states: "Data from direct observation contrast with and can often usefully match information obtained by virtually any other techniques", to see the real situations in the classroom during English language classroom, classroom observation was employed. To this end, the researcher prepared classroom observation checklist in order to collect additional data and verify the results obtained through questionnaires. The researcher observed the selected class situations based on the prepared checklist and in the classroom, the researcher obtained data, which shows whether communicative language-teaching principles are applied effectively or not.

The observation was made on six high school EFL classes. The teachers selected in six schools were observed for six consecutive periods of English language teaching at different time. Consequently, here, the only useful points, which are relevant to the study, were discussed as follow:

##### **4.4.1 Teacher's role in the classroom**

Based on the item, almost none of the teachers was acting like a facilitator and monitor. Only a few teachers were putting principles of Communicative approach in to practice based on their students need. Therefore, as shown three lines before, the role of the teachers looks negative to cultivate the student's communicative competence.

The other statement signifies that more than half of the teachers were providing opportunities to the students to make them enable the growth of communicative competence but less than half was no for creating those opportunities. However, this item show positive implication.

The observation checklist item was used to seek information on the teachers' roles. There are roles spelt out for a teacher struggling to use the CLT approach in teaching English language. The major role of the teacher in a CLT classroom is to be a facilitator and monitor. In the study, the researcher required to find out if the teacher's classrooms was enriched with facilitation and monitoring.

The study, therefore, followed to establish whether the position of the teacher was at the center or sideline. Recording 100%, it was not learner-centered activity. The teachers in the classroom were talking the whole minutes.

When we see about using principles of communicative approach during the delivery of the lesson, almost all of them did not use and create situations which help to promote communication in the classroom. The teachers, again, could not teach them how language should be used in a social context. There were not activities given; only oral questions were asked and activities such as role-play that help the learners to learn the language in social context could not imputed. To sum up, language teaching techniques should be designed in the way that it encourages the learners to use the target language. Interactional aspects of language should be given importance; dramas, role-plays, games should be used in the classroom to promote the real communication.

Finally, recording 100%, the teacher could not organize, facilitate and control during students' work. This idea was also confirmed by the results of the findings of questionnaire and interview. The main reason for inactive participation of the students might be the failure of their teachers for not providing the principles of CLT in their respective classes.

#### **4.4.2 Instructional activities**

Concerning instructional activities during the classroom observation, the teachers where not using those classroom activities which promote communicative opportunities between students.

Richard (2006) made definition that 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 .It is well known that teaching English language is not an easy task. So that, teachers are invited to use classroom activities which maximizes communication in the students.

Looking English language is as a medium of instruction in the classroom or not, the next 100% of teachers under the item were not using the target language as medium of instruction.

A classroom situation, in which the target language is used for communication between the teacher and the learner and between the learners and their peers, could not give the learner opportunities for interaction in the target language. In this item, results show that teachers tend to use more and more English language in their classroom except in particular circumstances and needs where they find no other choice but use L1 to assist some students. While using English most , L1 should not be completely banned in EFL classroom as it sometimes help reducing anxiety and building environment for a student centered classroom keeping sociocultural aspects in mind (Auerbach, 1993).

Concerning selecting learning activities according to the interest of the learner, the last point showed that no teachers selected learning activities according to the interest of the learner. Widdowson (2001) observes that the “natural “way of acquiring a language is slow and inefficient and the purpose of language teaching is to make this process fast and simple. He suggests that language teachers need to assist learners by providing them with frameworks, patterns and rules to develop their communicative language skills. He recommends the use of lexical phrases in language teaching, as they are realistic and functional and have a clearly defined role, so they guide students in the flow of conversation and assist them in conveying meaning. The teacher also has the duty of structuring classrooms in a manner that motivates students. He should focus on both extrinsic and intrinsic motivation. Discussing topics of genuine interest for learners is a useful tool for maintaining and increasing learner motivation. It is important that learners discuss topics of genuine interest to them while learning and practicing in English.

The teacher is also charged with the responsibility of creating a conducive classroom environment. Learners' communicative skills can be developed if they are motivated and provided an opportunity to express their identity and relate their feelings to the people around them.

#### **4.5 Analysis of teachers' interview**

To achieve the objective of the study, the researcher employed interview questions for EFL teachers in CLT classroom. The interview questions were designed to identify whether the EFL teachers had sufficient knowledge about the CLT method. It was also mainly focused to know their awareness towards the use of CLT method of using principles of communicative approach in their teaching instructions. Whether they put in to practice their lessons items communicatively or not, how they use CLT principles if they use and why they do not use if they do not use and how they deal with students' errors.

All interviewed teachers, I expected, are well familiar about the CLT method either in the university or at different seminars. They also supposed that CLT is a very important method to teach a foreign language and use it in any language disciplinary instructions. They had different responses for the idea why they teach English language communicatively - to get learners to develop their communicative competence might be the doorbell.

In this case, Teacher 1 indicated his ideas as follows: One way to think about teaching EFL to use the communicative approach, also called communicative language teaching methodology. I probably notice immediately that the name has a lot in common with the word communication. Collectively, according to the interviewee teacher, the communicative approach focuses on teaching language through discussion, debate and group work.

Similarly, teacher 2 said that communicative language teaching methodology is teaching the students to develop their communicative skills, but to do this; I have to teach first structures; the teachers also believed that most of the time language should be studied as a means for engaging in communication than structure or form based of language teaching. They expressed that CLT could make it possible to change existing attention from teaching structures as isolated items to teaching how to use the language for communication.

Interviewee 3 responded, as CLT is language-teaching methodology, depends on English language teaching in classroom context.

The respondents expressed ways of teaching English language communicatively. For example, using problem- solving activities, through conversation, using audiovisual materials, by role-play, using pictures, and in-group discussion. EFL teachers should implement them in CLT classrooms.

For the question asked on how they relate CLT approach to their teaching experience, most of the interviewees indicated that they used the traditional (form based) method in CLT approach when compared to their language teaching method because of some factors: Such as : large number of learners and unfavorable conditions around the school . They approved that they used individual –seatwork that is traditional way of language teaching.

The other interview question was to elicit information relating to the interviewees' awareness about how learners should learn English language based on the principle of communicative approach in the classroom. All of the interviewees considered that, CLT help them realize how important oral skills in language teaching.

And learning are further stated that learners should be exposed to spoken English at all levels and that they should experience speaking in order to improve their speaking skills following teachers sample speaking activities and they convinced that they must participate in the practice to direct the way to use the language. The findings of the questionnaires also indicated that, most of respondent teachers did not know their role in the classroom and they could not implement it in the classrooms in the right sharing order.

The first from the last question was concerned with materials that the interviewee teachers employed in the language classrooms. Almost all respondents replied that they used only textbooks rather than using supportive materials like audio-visuals, tape recorders, maps and pictures.



Is there direct relationships between communicative language teaching and communicative approach? This was the final point that researcher asked the interviewees. Relatively, almost all respondent teachers said communicative language teaching, or the communicative approach, is a method to language teaching that emphasizes interaction through speaking so they have direct relationships to develop students communicative competence. Here, when the researcher viewed the respondents' ideas, the interviewees have somehow clear understanding on it but they could not implement it at the right place.

#### **4.6 Discussion**

The research questions investigated Jimma town High school EFL teachers' awareness, belief and practice towards the principles of communicative approach. The results suggested that these teachers hold negative degree of belief in line with conceptual understanding towards CLT and their observed classroom behavior. However, only a few teachers apply the CLT principles partially. For instance, both teachers favored pair and group work by mentioning their advantages, but when it came to actual teaching, they seemed to ignore course book instructions like "work in pairs" or "work in groups" and forwarded questions to the whole class. They either called on students or did the activities with the help of volunteering students only. As for fluency and accuracy, although they thought that fluency, these of the target language and structured grammar teaching were emphasized; their classroom behaviors revealed just the opposite. They allocated most of their classroom time to the "lecturing" of grammatical structure by skipping some of the fluency-based activities. The way they presented grammar in artificial forms without a meaningful context also seemed to be far away from the basics of CLT. Of course, the question of how learners are to learn the necessary grammar remains. Although, in the agreement view of CLT that I have mentioned, it is now fully accepted that an appropriate amount of class time should be financed to grammar, this has not meant a simple return to a traditional treatment of grammar rules. The view that grammar is too complex to be taught in that over-simplifying way has had an influence, and the focus has now moved away from the teacher covering grammar to the learners discovering grammar.

Wherever possible, learners are first exposed to new language in a coherent context, so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey that meaning.

The discussion of grammar is explicit, but it is the learners who are doing most of the discussing, working out—with guidance from the teacher—as much of their new knowledge of the language as can easily and usefully be expressed. Behind this strategy lies the recognition that the learners may well have 'understood' more about the language than they may or the teacher can put into words.

If the new language were introduced in the form of an apparently all-embracing rule from the teacher, this would convey the unspoken message that the learners had nothing further to understand about the language point and simply needed to practice it.

If, on the other hand, talking about grammar is postponed until the learners themselves can contribute by bringing to light what they already in some sense 'know', the unspoken message is that the process of acquiring the new knowledge is one, which takes place inside them and over which, they have some control.

Indeed, with the recent emphasis on training learners to learn efficiently, this message is likely to be explicitly discussed. This 'retrospective' approach to grammar is a natural development from the original CLT emphasis viewing language as a system for communication; it also takes into account the fact that learning is likely to be more efficient if the learners have an opportunity to talk about what they are learning. Ellis (1992) argues that while looking explicitly at grammar may not lead immediately to learning, it will facilitate learning at a later stage when the learner is ready (in some way that is not yet understood) to internalize the new information about the language. The retrospective approach also has the advantage that, if the lesson is conducted in English, it encourages the learners to communicate naturally about a subject that is important to what they are doing the language itself.

The results of this study lend support to Brandl, K. (2008) for decades traditional methods of language teaching have used grammar topics or texts (e.g., dialogues, short stories) as a basis for organizing a syllabus. With CLT methodologies, this approach has changed; the development of communicative skills is placed at the forefront, while grammar is now introduced only as much as needed to support the development of these skills.

The findings of this study are in line with the results found in Iran (Ashoori 2019), Japan (Nishino 2008). Furthermore, the result is consistent with the study conducted by Sisay,

A. (1999), Berhanu,H.(1999) and Beyene(2008) case study, which investigated high school EFL teachers' awareness toward CLT and their CLT practice. The results indicated that most teachers often teach them grammar and give less emphasis to (neglect) speaking, writing and listening skills. Some students do not want to cooperate with others in group and pair work.

Teaches are overcome by the difficulties they have with in their contexts and students and do not try to adapt CLT principles at least to some of the contexts; and learners are shaped and guided by the dominant teacher led classroom practices although they understand the importance of learning communicatively to some extent.

The results of this study suggest that teachers are no longer playing the role of contributor and facilitator inside the classroom, but rather that of authoritative. Moreover, it is strongly suggested that students were not able to play a vital role in the learning process. Among the CLT principles, the quality and quantity of error correction had a minimum score, which is consistent with the findings of other studies. The findings of Mangubai et al. (1998) conclude that teachers experience worry concerning error correction. Similarly, the findings of Hawkey (2006) reveal that there are some concerns about the principles of CLT, especially when it comes to the quality of error correction. Furthermore, even if one of the core characteristics of CLT is prioritizing fluency over grammatical rules, the results of the above-mentioned studies have demonstrated that teachers' concentration on grammar and less empowering learners in correcting their errors is worry for the effectiveness of principles of communicative approach.

Finally, the results of this study indicates that, teachers' negative beliefs are not the only factor affecting the implementation of CLT. Rather, other factors such as educational system and context should also be considered as essential factors. The qualitative part of this study examined factors both hindering and encouraging the implementation of CLT in Jimma Secondary Schools EFL classrooms. The results indicate some inconsistencies between CLT in theory and in practice.

During the interviews, participants suggested that factors which obstructing the implementation of CLT are related to the following areas:

1. Instructional activities
2. Educational system ( which let the teacher not to respond CLT in the classroom)
3. Teachers
4. Instructional material
5. large number of learners and physical environment of the school ( unfavorable conditions around the school

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

In this chapter, conclusions and recommendations are included respectively. After the conclusions, some possible recommendations are given. The present study, as mentioned in the previous chapters, was intended to investigate the overall EFL teacher's awareness, belief and practice of principles of communicative approach in high schools in Jimma town. Therefore, to reach at the overall purpose of the study, three types of data gathering instruments (questionnaires, classroom observation and interview) were used. After a pilot study was conducted, the data was gathered through the help of the instruments. Then, presented analyzed and discussed in chapter four. Based on the analysis and discussion, the following conclusions and recommendations were made:

### 5.1 Conclusions

Based on the findings and discussions made in this study, the following conclusions were made:

1. Teachers had almost negative degree of awareness of CLT in line with conceptual understanding of principles of communicative language teaching. Awareness or perception refers to mental constructs chiefly correlated with ones' knowledge, thinking and beliefs with reference to certain subject. As to the current second language instructional approach and second language acquisition research, effective EFL pedagogic practices must involve the potential learners. This is primarily because an instruction where students do not have dominant roles does not promote constructive learning. Meanwhile, learners must have appropriate perception to the approach being used to effectively take part in actual classroom practices. Because both perceptions and practices are interwoven constructs which strongly affect one another (Plotnik, 2005).
2. Teachers failed to implement CLT practically in the classroom. Activities or tasks designed to engage the students in making meaning orally or in writing couldn't offers them an opportunity to learn English by using the language in context rather simply recognizing or memorizing grammatical rules.
3. Teachers inclined to favor employing non-communicative (traditional) ways of EFL teaching.
4. There were also unseen but contributing factors to the challenges related to teachers' misconception and classroom practice are :

- Lack of support from the administration is the biggest problem that hindered the implementation of CLT in the classroom.
- Teachers' in accurate conception about instructional activities.
- Unavailability of authentic materials. Even if they have the intension to create or find authentic materials for their students of every class, they did not usually have ample time left. As a predictable result, they could not explore anything beyond the textbooks.
- Large classes was the other encounter. Almost every teacher in a public and private school in jimma faced the problem of large classes.
- Grammar-based examination.

## **5.2 Recommendations**

Based on the above findings and conclusions, the following recommendations are advanced:

- Theoretically, keeping their cognitive effect in mind, different instructional activities are expected to be used in communicative EFL classes. These may both functional and social interactional activities that facilitates students' communicative skills in the target language.
- Teachers must be well equipped to reunite beliefs and practices in order to provide effective teaching, which is evident in this study. With the findings, this study hopes to suggest that teachers can apply the most possible principles of CLT in EFL contexts and it hopes to disclose the possible challenges that EFL teachers might face. These challenges might not be the same in different contexts. However, teachers should not hesitate to practice CLT in their profession despite the confronting problems facing them since as Nunan(1986) recommends the appropriateness of the different types of communicative activity will depend not only on the purpose for but also on the context of learning.
- Workshops and other in-service programs should maximally be delivered to maximize teachers' views of CLT beliefs and practical implementations. Brinton (2006) have argued for the necessity of putting a language component into training workshops. Wherever the location, an ideal language-training workshop should not mainly be lecture-based and teacher-centered especially if it is for the improvement of oral proficiency. Well-organized and highly proficient training sessions should be structured and centered on communication. They are not just language classes inspect. Indeed, they offer an opportunity for teachers to gain further knowledge in their subject area.

They are also channels that allow teachers to analyze critically not only each other's language proficiency but also the identity of English speakers and teachers.

- Although teachers' wishes reflect their urgent needs to advance their CLT practice in reality, the school authorities must make administrative decisions such as those regarding the curriculum, class size and some teaching materials. School authorities are also usually the ones who jeopardize CLT (Saengboony 2002). Working with large classes of heterogeneous-proficient students with limited time under the circumstance when class-size reduction and rearrangement is impossible the tips will possibly increase teachers' anxiety. Teachers should make each student feel that he/she is important by remembering their names. By so doing, teachers show their awareness of, respect for students as individuals, and put a value on each student's presence and contribution in class. In this sense, the maximization of English practice opportunities using different activities are vital. Theoretically, different instructional activities are expected to be used in communicative EFL classes. These may both functional and social interactional activities that facilitates students' communicative skills in the target language.
- Teachers may feel disordered during the practice but this may be the only way to give students time to practice their English. To balance students' diverse English proficiencies and skills when pairing or grouping students, teachers can occasionally place students of similar proficiency and skills in the same pair/group or sometimes place them of different levels within the same pair/group.
- To ensure equal and selective monitoring and feedback, teachers can spend the bulk of their time on just a small number of groups during students' collaborative work and the groups that are not monitored are invited to report results to the rest of the class. It is the teachers' obligation to make sure that each student has a chance to talk. A constant and updated record of who has or has not been called to talk during a lesson or a whole semester would be the best way to ensure a random and equal roll call (Brown 2007).
- Communicative approach (CLT) gives due consideration to the development of accuracy through integrating communicative grammar and writing in the instructional syllabuses and classroom practices. Therefore, teachers should perceive role of grammar in communicative EFL context so that students could be engaged in meaningful and purposeful activities.

- Being an informed body of educational system, every member or schools should take responsibility and develop a sense of belongingness towards the attainment of quality education to ease the challenges and worsening problems that English teachers usually face in order to put their perceived beliefs into practice. To do this, teachers and their colleagues should discuss each other to alleviate the challenges. If it is above their control, they need to create frequent communication with teacher development programs.
- The ministry of education and concerned authorities should normalize the class size for it determines the qualities of students' effective learning.
- Grammar items should be presented in context secondary school students should be encouraged to participate actively in the English clubs in their schools so that they can practice grammar skills through writing articles, essays, short stories and so on, in order to develop grammar accuracy in their writing.
- EFL teachers today, in the profession need to be ready to shrug off odds and fight for professional breakthrough. With the Communicative Approach, a grammar examination, for instance, need to be integrated with a speaking creatively ,authentic material such as movies, newspapers, comics, and songs is key to supporting English language learning in an enjoyable and meaningful context to students.
- Providing students with some down-to-earth activities that incorporate real life situations is advisable. Some of these activities proposed by various specialists can make grammar classes enjoyable, more fun and task-oriented for students' pleasure. The following detail can be examples:
  1. Using modals to give advice: students might be asked to play the role of an advice journalist. They are given opportunity to write a column about an interesting topic and then give advice to a classmate who is having a particular problem about the issue. They might also role play having a 'dilemma' (locking the car key inside the car at a picnic for example). Having students, work on such structures in writing and speaking activities can highlight differences between written and oral grammars (Doughty and William 1998).
  2. The teacher may give students a newspaper article in English. He asks students to identify the tenses, keywords, simple and complex sentences, use of connectors and analysis of discourse patterns. This task will help students anticipate the forms and structures the text will have since it follows a predictable format. This will develop their predictive skills.



3. The teacher asks students to match grammatical patterns to particular communicative meanings and the learners choose the right pattern to express ideas and feelings about a particular topic.  
This will help them use grammar to express different communicative meanings; they can thus see the connection between form and function.
4. The teacher engages the students in a short discussion about an issue related to their own lives using grammar structure content and their background knowledge. Through referential questions, the teacher will provide materials for interactive and self-motivated discussion, while students negotiate meaning and review grammar forms that will ultimately lead to genuine communication.

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# APPENDIXES

## JIMMA UNIVERSITY

### COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

#### DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear teachers,

I am a postgraduate student of TEFL Jjimma university department of English language and literature. Currently I am undertaking a research entitled EFL Teachers' Awareness, Belief and Practices of Using Principles of Communi

cative Approach: Secondary School Teachers of Jimma Town in Focus. You are one of the respondents selected to participate on this study. Please assist me in giving correct and complete information to present a representative finding on the status of your awareness, belief and practices of using principles of communicative approach in the classroom. Your participation is entirely voluntarily and the questionnaire is completely anonymous. Finally, I confirm you that the information you provided me kept confidential and only used for the academic purpose. No individual's responses will be identified as such and identity of persons responding will not be published or released to anyone. Thank you very much for you cooperation!

Sincerely, Abdissa Assefa

- A. Questioners are prepared only for teachers who are giving service in the school.
- B. It is not necessary to write your name on the questionnaire.
- C. Please also be informed again that the information you gave will be kept secret and hence try to express your ideas as much as you can.
- D. Please try to answer every questions in accordance to the instruction provided.

Thank you in Advance!

#### Demographic Information

Sex: Male  Female

Age: 20-30  31-40  above 40

Qualification: Degree  MA

**Appendix A**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**TEACHERS' QUESTIONNAIRE**

**PART I: CLT Dimension**

**DIRECTION: PLEASE READ EACH STATEMENT IN THIS SECTION AND DECIDE WHETHER YOU AGREE OR DISAGREE WITH THE STATEMENT BY PUTTING A TICK (√) MARK OF CHOICE.**

For this questionnaire, the following five responses are prepared: Strongly Agree (SA) = 5,

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

No	Questions	5	4	3	2	1
<b>I</b>	<b>Conceptual perspective</b>					
1	I understand that communicative language teaching considers the four language skills rather than giving attention only to productive skills.					
2	I am aware that CLT focuses on the teaching of interaction and language usage (grammar teaching).					
3	I know that Communicative language teaching is not crucial for high school students because they are learning for the benefit of entrance exam.					
4	I identify that Effective EFL teaching is nearly synonymous with using CLT method.					
<b>II</b>	<b>Instructional Activities Perspective</b>					
5	I believe that group discussion, debate and cooperative learning are functional activities easier to promote in a communicative EFL classroom.					
6	In my belief, in communicative language teaching classroom,					



	activities plays the best role to make meaningful communication.					
7	In EFL instruction, I believe that content learning is best accomplished with a communicative method of teaching.					
8	In EFL teaching, I believe that practicing different types of dialogues and acting in the classroom will make communicative method of teaching effective					
<b>III</b>	<b>Teacher's Role perspectives</b>					
9	The teacher should correct all the students' errors immediately. If errors are ignored, this will result to unsatisfactory learning.					
10	The teacher should act as direct participant within the learning teaching group.					
11	The teacher must supplement the textbook with other materials and tasks to satisfy the widely differing needs of the students' communicative competence.					
<b>V</b>	<b>Students' Learning Perspective</b>					
12	I know that students' involvement is best promoted in communicative approach.					
13	I am aware that Students' mastery of English proficiency is most effective in the context of a communicative approach.					
14	Since the learner comes to the language classroom with little or no knowledge of the language, I understand that he/she is in no position to suggest what the content of the lesson should be or what activities are useful for him/her.					
15	I aware that, learners are negotiator between the self and the learning process, the objective of learning can be learn independently.					
16	I know, In CLT method, Students should correct their grammatical errors in pair or group.					
17	I understand, CLT help learners to take responsibility of their learning process more than teacher centered approaches.					
18	I aware that learners should interact primarily with each other rather					

	than with the teacher in EFL classroom					
19	I know that the communicative approach to language teaching produces fluent but inaccurate students.					

**PART II**

**DIRECTION: PLEASE READ EACH QUESTIONS IN THIS SECTION AND WRITE YOUR VALUABLE ANSWER.**

1. What is communicative language teaching (CLT) to you, does it meet its' goals in Ethiopia?  
What is your opinion on it?

Answer: \_\_\_\_\_  
\_\_\_\_\_

2. Do you think that your classroom situation is suitable for CLT?

Answer: \_\_\_\_\_  
\_\_\_\_\_

3. According to your experience, what types of activities should be performed in the classroom to develop communicative competence of the students.

Answer: \_\_\_\_\_  
\_\_\_\_\_

4. Do you believe that communicative language teaching provides ways to the knowledge of students' communicative competence in their practical life? If not why?

Answer: \_\_\_\_\_  
\_\_\_\_\_

5. What steps should be implemented in the classroom teaching to build up a link between classroom language learning and social context?

Answer \_\_\_\_\_  
\_\_\_\_\_

6. Do you think that the time given for English classroom negatively affects CLT? Yes, why? No, why?

Answer: \_\_\_\_\_  
\_\_\_\_\_

7. Do you think that ignoring linguistic competence will make CLT effective?

Answer \_\_\_\_\_  
\_\_\_\_\_

8. How can you implement principles of communicative approach while you are teaching a simple role-play?

Answer: \_\_\_\_\_  
\_\_\_\_\_

9. If you have challenges while you are implementing communicative language teaching, please specify.

Answer: \_\_\_\_\_  
\_\_\_\_\_

10. Does the school provide opportunities for the implementation of communicative language teaching? If yes, how? If no, why?

Answer: \_\_\_\_\_  
\_\_\_\_\_

**Appendix B**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**CHECKLIST FOR CLASSROOM OBSERVATION**

No	Was the following activities done in the classroom while the teacher was teaching?	Teacher _____ School _____		Teacher _____ School _____		Teacher _____ School _____	
		Yes	No	Yes	No	Yes	No
<b>I</b>	<b>Teachers' Role</b>						
1.1	The teacher act as a facilitator and monitor.						
1.2	The teacher provides opportunities to enhance communication in the classroom.						
1.3	The teacher's role is as a manager of his classroom.						
1.4	The teacher do not use principles of communicative approach during the delivery of communicative language teaching.						
1.5	The teacher organizes, facilitate and controls during students work.						
<b>II</b>	<b>Instructional Activities</b>						
2.1	Classroom activities maximizing communication opportunities were done. (E.g. role-play, drama, dialogue, Simulation and problem solving etc.)						
2.2	English language is as a medium of instruction in the classroom.						
2.3	Learning activities are selected according to the interests of the learner.						

**Appendix c**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**INTERVIEW FOR TEACHERS**

Dear respondent: I would like to ask your kindness to give me the required information in order to make true and valuable finding of the research, therefore. I would like to thank you in advance for your valuable time and effort in this interview.

1. What does communicative language teaching methodology mean for you?
2. How can you explain teaching a certain lesson communicatively?
3. How do you relate communicative language teaching method to your teaching experience?
4. Take principles of communicative approach and how do you think that students should learn English Language in the classroom?
5. What does it mean learner centered in communicative language teaching?
6. What, do you think, should be the role of the teacher in communicative language teaching?
7. What, do you think, should be the role of the learner in CLT?
8. What materials do you employ in communicative language teaching?
9. Is there direct relationship between communicative language teaching and communicative approach?