

INNOVATIONS

Teachers' Perception and Practices of Communicative Language Teaching in EFL Classroom: The Case of Four Secondary Schools, West Shoa Zone, Ethiopia

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Abstract

The main objective of this study is to investigate teachers' perceptions and practices of Communicative Language Teaching in EFL classrooms of four selected secondary schools in Ethiopia. To this end, sixty eight EFL teachers were selected through census survey and included in the study. Moreover, the study employed mixed research method with descriptive design. The data collected via questionnaire were entered into SPSS and then, different statistical analyses such as frequency and percentage were conducted while classroom observation was analyzed qualitatively based on emergent themes. The results of statistical analysis were presented in tables. In addition, data obtained from interview were transcribed and categorized according to related themes. Accordingly, the findings of the study revealed that: firstly the majorities of informant teachers have good perceptions of CLT principles. Secondly, the degree CLT principles being practiced in the sampled schools was found to be very low due to Teachers' lack of sufficient spoken English, Students' low-level English proficiency, Students resistance to communicative class activities, Large class size, Lack of training in CLT, Lack of effective and efficient assessment instruments of communicative competence. Thus, the researcher concluded that secondary school teachers do not have perception problems, but a short of realizing their perception to their respective classes. Thus, it was recommended that policies and regulations be put in place to promote teachers' and learners' English proficiency at all levels; the government, the public, and stockholders should provide schools with necessary educational facilities; faculty and departments should maintain a balance between student allocation per class and available resources; and follow up on practices at a closer range with thrifty use of available educational resources.

Key Words: 1.Communicative Language Teaching 2.Perceptions and Practices

1. Introduction

1.1. Background of the study

English is one of the most frequently used worldwide languages (MOE, 1994). It is spoken by a significant number of people around the globe and on all six continents. It is also spoken in over sixty nations as an official or semi-official language. As a result, the necessity of being fluent in English has increased dramatically (Crystal, 2003). People all around the world are using a variety of instructional approaches to enhance their English communication skills for a variety of objectives, including business, pleasure, and education (Thomson, 2012). Furthermore, English's value has grown as it has been globally accepted in a variety of disciplines (Crystal, 2003). Being prepared to interact in English allows a person to travel and communicate with people from all over the world without having to learn the local language. According to J. C. Richards (2006):

The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

Since the 1980s, English language instruction has advanced significantly throughout the world as a result of the communicative method (Richards & Rodgers, 2001). This method has been widely praised and adopted by applied linguistics and instructors as the most successful among those now in use. As a result of the introduction of communicative language education, numerous major changes have been introduced in the language classroom. For example, in second language education, communicative language teaching (CLT) has been implemented through a variety of curriculum innovations and syllabus designs; nonetheless, its ultimate purpose is the development of learners' communicative competence.

Despite of the wide spread of CLT by text books and curricula around the world, research suggests that communicative language teaching principles are hardly being practiced in EFL classrooms (Nunan, 1996). In addition, Nunan (1987:136) suggests that a classroom based study of communicative language teaching revealed the persistence of non-communicative interaction patterns. Hence in this study an attempt has been made to investigate the gap between the theory and practice of communicative language teaching at secondary schools EFL classroom.

1.2. Statement of the Problem

As Ethiopian English Language Teaching (ELT) program is inside the scope of communicative language teaching approach, teaching materials are meant to be designed in the principles of this approach (Alemu, 2004). For instance the introduction of New Education and Training Policy in Ethiopia brought a significance change in language and language policy. As a result, the NETP which was issued in 1994 claimed the importance ELT by setting three main goals.

1. *English will be the medium of instruction for secondary school and higher education.*
2. *English will be taught as a subject starting from grade one through colleges and Universities.*
3. *The necessary steps will be taken to strengthen ELT at all levels (TGE, 1994).*

Even though English is the medium of instruction in Ethiopian secondary schools, research results show that communicative language teaching is not properly being implemented in secondary schools (Berhanu, 1999, Alemu, 2004). As a result, there is a pervasive indication that schools are failing to equip students with adequate English language proficiency to communicate in English.

However the principles and theories of CLT are well documented, perceptions and classroom practices of the EFL teachers' approach is inconsistent. Therefore, it is important to survey the perception, expectations and classroom practices of teachers. Hence, in this research an attempt has been made to identify current trend of teaching English language and probable causes for the current deficiencies in English language teaching and reveal the way to implement communicative language teaching in secondary schools.

Accordingly, this research investigated EFL teachers' perceptions, classroom practices and challenges regarding the application of communicative language teaching in four secondary schools of West Shoa Zone.

To this end, the following basic questions were designed

1. What are the perceptions of secondary school EFL teachers about Communicative Language Teaching (CLT)?
2. Do these EFL teachers perceptions really reflect their classroom practices or not.
3. What do teachers think are the main challenges that hinder them in implementing CLT method ?

1.2. Objective

The main objective of this study is to investigate teachers' perceptions and practices of Communicative Language Teaching in EFL classrooms of four selected secondary schools in Ethiopia.

1.3.1. Objectives

Specifically the Objectives of the Study will be:

- ❖ to examine EFL teachers' perceptions about Communicative Language Teaching.
- ❖ to explore whether EFL teachers perceptions really reflect their classroom practices or not.
- ❖ to identify some of the challenges that hinder teachers not to implementation communicative language teaching in secondary school English classroom.

2. Defining Communicative Language Teaching (CLT)

CLT is defined as a set of principles emphasizing the development of learners' communicative abilities through intentional interaction and meaning negotiation among learners using real learning activities that are coordinated by the teacher in a facilitative role (Richards, 2006). CLT is also described by Harmer (2007) as a set of beliefs that address the change in focus from the "what elements" of language to teach. CLT is defined as a collection of principles concentrating on the development of learners' communicative abilities through intentional interaction and meaning negotiation among learners using real learning activities that are coordinated by the instructor in a facilitative role (Richards, 2006). According to Harmer (2007), CLT is a collection of ideas that address the shift in focus from "what features" of a language to "how to teach" a language. Rather than focusing

on grammar and vocabulary, the "what to teach" section emphasizes the importance of language functions. 'How to teach' emphasizes providing students with numerous opportunities to utilize the language and enhance their knowledge and abilities. It promotes the idea of 'learning language by using it. Harmer puts it as "language learning will take care of itself" (p. 85).

CLT's declared purpose is communicative competence, or the capacity to use a language for meaningful conversation (Richards, 2006). It includes understanding of various aspects of a language, such as how to use a language for various purposes and functions, how to vary the use of a language depending on the setting and participants, how to produce and understand various texts (e.g., conversations, reports, interviews), and strategies for filling the communication gap when a communication breakdown occurs (Richards, 2006). According to Harmer (2007), communicative competence is defined as the ability to use language forms properly in a range of circumstances for a variety of objectives.

2.1. Characteristics of Communicative Language Teaching (CLT)

From the assumptions and review of other literature (Richards & Farrell, 2005; Rodgers, 2009), certain specific features are found to characterize CLT. They include (a) involving students actively in teaching learning processes; (b) using students' authentic experiences and materials as inputs for language learning; (c) providing students chances for practicing and using new language items in their real communication; (d) facilitating students' collaborative learning (e) using an integrated-skills approach (combining all skills); (f) communicating language learning purposes to learners; (g) teaching grammar/vocabulary in contextualized texts (h) integrating assessment with language teaching; (i) tolerating students' language errors and (j) using target language for communication in classroom.

The assumptions and the features provide good ideas of how teaching and learning are conceived in CLT. The roles that teachers and learners accomplish in teaching and learning processes; and the kinds of activities used in communicative classrooms could also be inferred from the assumptions.

2.1.1. CLT approach: teaching and teachers

CLT arose in reaction to a paradigm shift in language instruction that shifts from a teacher-centered approach to a student-centered approach (Harmer, 2007; Richards, 2006, Rodgers, 2009). CLT emphasizes language training that places students' needs and experiences at the center of educational processes (Harmer 2007; Richards & Rodgers, 2001). Teaching is considered as facilitation and monitoring of student learning activities because a teacher performs a facilitative and monitory function in language teaching and learning processes (Harmer, 2007; Richards, 2006). The instructor encourages communication between students in the classroom and between students and other activities. Teachers create an environment which allows the learners to practice authentic communication in authentic contexts and promotes affective and cognitive involvement of the learners in the classroom proceedings (Gomez-Rodriguez, 2010).

Teachers are asked to adapt their traditional views about student mistakes, whether oral or written, in communicative teaching (Harmer, 2007; Richards, 2006). They encourage students to learn through engaging and negotiating meaning with their classmates and other persons both within and outside the classroom, rather than seeing themselves as perfect examples for student speech and writing.

They do not expect students to write error-free sentences, but rather see student mistakes as a natural part of their learning process (Richards, 2006). Students are permitted to make mistakes in order to focus on presenting their message rather than being restricted by the fear of making mistakes. Students are expected to construct their own rule systems in the target language through open dialogue (Atkins et al., 1995). Thus, in CLT, instead of interrupting students' communicative activities now and then, teachers should keep notes of persistently occurring errors and deal with them later, preferably with the whole class (Byram, 2009). The shift in the conception of teaching and the role of teachers in CLT leads to changes in the conception of learning and the role of learners.

2.1.2. CLT approach: learning and learners

Language learning is considered as a process that occurs as a result of interactions between the learner and other people and events in the learning environment in CLT (Richards, 2006). Richards defines it as "interaction between language learners and language users," "meaning negotiation between learners and their partners," "collaboration between learners and their interlocutors for meaning creation," "an act of providing and receiving feedback, paying attention to what one hears, and trying out different ways to do things." CLT underlines an active role for students in the process of language learning (Atkins et al., 1995).

In the language acquisition process, students are regarded as communicators (Richards & Rodgers, 2001). They are required to interact with their classmates, teachers, and a variety of learning tasks and resources in order to become genuine language users in an integrated manner (all skills combined), the way the skills operate in real-life settings (Gray & Klapper, 2009). Students are encouraged to learn languages throughout the rest of their lives (Richards, 2006). Learning activities such as pair and group work, as seen above, are thought to provide the best learning environment for pupils (Rodgers, 2009).

2.1.3. CLT approach: learning activities

CLT adopts activities that support instructors' and learners' new responsibilities in language teaching and learning (Harmer, 2007; Richards, 2006). The primary criteria for selecting an activity is its ability to contribute to the development of the learners' communication abilities (listening, speaking, reading, and writing). Learners are given activities that allow them to utilise the target language in meaningful interactions and communicate in an understandable manner (Atkins et al., 1995). Learners are encouraged to participate in activities that promote cooperative and collaborative learning, such as activities that allow them to listen to their classmates in pairs or groups (Gomez-Rodriguez, 2010).

Various writers (Harmer, 2007; Richards, 2006) have suggested a variety of particular exercises for usage in a CLT setting. Information gap activities, task completion activities, information gathering activities, opinion exchange activities, information transfer activities, and role plays are just a few of the activities (Savignon, 2002; Richards, 2006, Ur, 2003). The majority of these exercises are meant to be done in pairs or small groups (Gray & Klapper, 2009). Students enjoy a variety of benefits by doing these tasks, including the opportunity to learn from other members' languages, the opportunity to improve their fluency, and the ability to grow more confident and motivated (Richards, 2006). Authenticity is stressed in CLT activities (Harmer, 2007; Richards, 2006). To achieve the purpose, authentic resources such as newspapers or radio recordings are required. They allow students to practice their language in real-life scenarios wherever feasible (Richards, 2005).

3. Research Methodology

The main objective of this study was to look into EFL teachers' perceptions, classroom practices and challenges regarding communicative language teaching in four secondary schools of West Shoa Zone. Hence, this research was designed to describe, analyze and interpret the conditions that exist in relation to teachers' perceptions, classroom practices and challenges regarding communicative language teaching. As a result, a descriptive survey design that includes both quantitative and qualitative was employed. According to Best and Kahn (2003) descriptive research design enables the researcher to examine the present situation and identify some of the major problems in the area of the study.

3.1. Participants and Setting

The study was carried out in four government schools known as Ejere, Olonkomi, Ginchi, and Guder secondary schools in West Shoa Zone, Oromia Regional State, Ethiopia. These schools were selected through purposive sampling based on its convenience. According to the data available, there were 68 English teachers in the academic year of 2020/2121.

3.2. Sampling Size and Sampling Techniques

From the total of 68 EFL teachers in the four sample schools, all of the 68 teachers were selected for the study purpose. Hence 68 teachers were involved in the study (i.e., 14 from Ejere, 13 from Olonkomi 11 from Ginchi, 10 from Guder secondary schools).

Convenient sampling techniques employed for the selection of the schools. Cohen et al (2005) states convenience sampling techniques or as it is sometimes called, accidental or opportunity sampling-involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. The researcher simply chooses the sample from those to whom she/he has easy access. That is EFL teachers in the sample schools were chosen mainly because they are convenient for the study, and they are also readily available and willing to be observed. The researchers also used interview as a widely used instrument to collect qualitative data that allows the researchers to obtain firsthand information directly from participants (Burns 1999). Besides, semi structured interview was used to obtain firsthand information directly from some participants (Kumar, 2005).Semi-structured interview was used; hence the researcher can obtain firsthand information directly from some participants (Kumar, 2005). Therefore, semi structured interview was designed to obtain necessary data from the sampled English language teachers. The interview was used to triangulate the data obtained from the questionnaire and classroom observation.

3.3. Instruments of Data Collection

The data were gathered through questionnaire, interview, and classroom observation. Besides, the tools were pilot tested, to check the clarity of questions to the respondents and to check the appropriateness and relevance of the instruments to achieve the purposes of this research. Based on the results of the pilot study, necessary changes and modifications were made on the tools of data collection and finally, the tools were used to collect data for the main study. Questionnaire enables a

researcher to collect the data from group of individuals within a short period of time (Kothari, 2004). It was developed based on the basic questions and on the available literature. The questionnaire contains both close-ended and open ended items. It was used to gather data from sampled teachers, triangulate the data obtained from the interview and classroom observation.

Finally, classroom observation was carried out to search out what is happening in actual classroom situation (Kumar, 2005). Classroom observation is also a powerful tool for getting insights into situations (Kothari, 2004). In this situation, Merriam (1998) also believed that classroom observation is a kind of data triangulation in order to validate the findings. Classroom observation provides the researcher opportunity to search out what is happening in actual classroom situation (Kumar, 2005). As the result, in this research, classroom observation used to crosscheck whether teachers and students have positive perceptions in the actual classroom situations. Data collection from classroom observation took over three month's period beginning with classroom observation of twelve teachers and their lessons, three times each. The observation was made based on a prepared notebook. The observer's notebook was prepared based on the objectives of the research and in line with literature review. Accordingly, by directly observing what happened in the classroom using the checklist and field notes, the researchers tried to check whether Communicative Language teaching principles are reflected in actual classroom practices or not.

3.4. Methods of Data Analysis

The information acquired through questionnaires and classroom observations was examined in a variety of ways utilizing qualitative and quantitative methodologies. The data from the questionnaire was then backed up with classroom observations. The questionnaires were initially reviewed for consistency and completeness before being used to gather data. The questions were coded and entered into SPSS in a consistent and thorough manner. The SPSS data was then subjected to various statistical analyses such as frequency and percentage. Tables were used to display the results of the statistical analysis. Finally, questionnaires were validated and substantiated using observations data. During the analysis, findings from questionnaire, and classroom observations were presented interactively in a way that they could complement and confirm one another.

3.5. Pilot study

A pilot study was conducted to evaluate the questionnaires and obtain feedback on how the instruments function and if they execute their intended task adequately. The pilot study assisted the researcher in making some feasible changes after the student respondents filled out the questionnaires. Double questionnaires, for example, were deleted, and unclear language was also addressed.

3.6. Ethical Consideration

In this study the researcher of this paper followed every procedure and steps necessary to gain entry to the educational institutions in this investigation and got permission from the authorities for the collection of data from both teachers and students. Accordingly, approval from the school in this research was obtained to conduct the empirical study. The gathering of the data and what would actually go on in the class observations were also discussed in those presentations. The researcher reassured the teachers that he would not share any information about their classroom practice with the management of their institutions and that the researcher would ensure anonymity as far as possible. All the research participants (i.e. students and teachers) were assured that their identities

(e.g. names, class and age) would not be revealed and they would be anonymous in the research. Finally the information provided by the participants was confirmed to be used for academic purposes only; it would be subject to the exclusive access of the researcher and would be destroyed after a certain period after the completion of the research.

4 .Data Analysis and Presentation

Question 1: Which of the following do you think are communicative techniques?

This questionnaire was designed to capture teachers' perception about the kind of activities they believe are characteristics of communicative activities. To determine teachers' perception of communicative activities, a list of 12 items- some pertaining to common features of CLT activities and some to traditional grammar- teaching activities were presented. Teachers were asked to select those activities they thought to be communicative in nature. These data are summarized in Table 1.

Table 1: Summary of Teachers' perception of communicative activities

No	Which of the following do you think are communicative techniques?	Yes		No		Total Response	
		NO.	%	NO.	%	No.	%
1.	Fill in the blanks	10	14.71	58	85.29	68	100
2.	Looking up words in the dictionary	18	26.48	50	73.52	68	100
3.	Writing an essay in English	36	53	32	47	68	100
4.	Having a debate/ Role Play	58	85.29	10	14.71	68	100
5.	Group discussion on a controversial topic	62	91.17	6	8.83	68	100
6.	Reading dialogues	34	50	34	50	68	100
7.	Going on the internet and joining a chat group	38	55.88	30	44.12	68	100
8.	Practice speaking in pairs	52	76.47	16	23.53	68	100
9.	Dictation task	20	29.4	48	78.58	68	100
10.	Story telling in front of the class	54	79.41	14	20.59	68	100
11.	Grammar exercise	14		54	79.41	68	100
12.	Describing a picture to a partner	50	73.52	18	26.48	68	100

As shown in the table 1 above, the CLT techniques that majority of the teachers identified most consistently are: Group discussion on controversial topic (91.17%), Having a debate or role play 85.29%, Storytelling in front of the class (79.41%), Practice speaking in pairs (76.47%), and describing a picture to a partner (73.52%). Besides this, the activities most commonly identified by teachers as non- communicative language teaching activities are: Looking up words in the dictionary (73.52%), Grammar exercises (79.41%), Fill in the blanks (85.29%), Dictation task (78.58%) activities. Thus, these all implied that the teachers have a good perception of what kinds of classroom activities have a nature of communicative language teaching. However, the researcher classroom observation for successive English session disprove this; i.e. the selected secondary school teachers

did not seem that they do have a good perception of these activities as they did not implemented it in the classroom while they were teaching students in the class.

Question 2: What is the focus area of CLT approach in your view?

Question 2 was intended to elicit teachers’ conceptions about general principles of CLT. This question listed 11 items, some of which are descriptive of CLT, and some of the items are common misconceptions about CLT that have been reported in the research literature. Responses to this questionnaire item reveal secondary school ELF teachers’ conceptions about general principles of CLT.

Table 2: Summary of Teachers’ Perceptions about CLT Approach.

No	Question: What is communicative Language Teaching approach in your view?	True		Not True		Don't know		Total	
		No.	%	No.	%	No.	%	No.	%
1.	CLT is student/learner centered approach	60	88	8	12	-	-	68	100
2.	CLT emphasizes fluency over – accuracy	52	76.5	10	14.7	6	8.8	68	100
3.	CLT relies heavily on speaking and listening	40	58.8	28	41.2	-	-	68	100
4.	CLT requires the teachers to have high proficiency in English	52	76.6	12	17.6	4	5.8	68	100
5.	CLT means only group work or pair work	8	11.7	56	82.3	4	5.8	68	100
6.	CLT requires higher knowledge of target language culture	40	58.8	22	35.4	6	8.8	68	100
7.	CLT means not teaching grammar	6	8.8	62	91.2	-	-	68	100
8.	CLT means not teaching speaking only	4	6	64	94	-	-	68	100
9.	CLT puts too much pressure on teachers	20	29.4	46	67.6	2	3	68	100
10.	CLT requires a lot of time to prepare class activities	46	67.6	22	35.4	-	-	68	100
11.	CLT is basically an ESL methodology, not an EFL	16	23.5	36	52.9	16	23.6	68	100

As Table 2 above revealed, the items selected most frequently by the teachers as characteristics of CLT are: CLT is student/ learner centered approach (88%), CLT requires the teachers to have high proficiency in English (76.47%), CLT emphasizes fluency over accuracy (76.47%), and CLT requires a lot of time to prepare class activities (67.64%). On the other hand, in this table 2 above the items selected most frequently as non-communicative language teaching characteristics (as “Not true”) are: CLT means teaching speaking only (94.11%), CLT means not teaching grammar (91.17%), CLT means only group work or pair work (82.35%), CLT puts too much pressure on teachers (67.64%)

Overall teachers' identification of the major characteristics that describe CLT and those that do not describe CLT, which are commonly held as misconceptions of CLT, demonstrates that teachers in this sample study have a consistent and generally clear understanding of the attributes of CLT.

Some inconsistencies were also found in the cases of teachers' responses to other descriptions of CLT. 67.64% of the teachers responded as "Not True" in the case of the feature CLT puts too much pressure on teachers whereas the same number of teachers (67.64%) responded to the feature CLT requires a lot of time to prepare CLT activities as "True". This might be because preparation of CLT activities may take long time for these teachers; however, overall they may not think CLT puts too much pressure on them. In addition, it may be that these teachers are aware of the overall effectiveness of the communicative language teaching approach and they try to practice communicative activities although it requires a longer time to prepare them.

Table 3: Teacher's perceived Difficulties in Adopting CLT

No	Question: The following are some difficulties that EFL teachers had in adopting CLT. Did you come across these difficulties or do you think they might be difficulties for you in adopting CLT in your school?	Not problem		Manageable Problem		Major difficulty		Total Responses	
		No	%	No	%	No	%	No	%
1	Teachers' lack sufficient spoken English competence	12	17.6	18	26.4	38	55.8	68	100
2	Teachers' lack of target culture (English) knowledge	14	20.5	32	47	34	50	68	100
3	Teachers' little time to prepare communicative materials	12	17.6	28	41	28	41	68	100
4	Students' low-level English proficiency	4	5.8	14	20.5	50	73.5	68	100
5	Students resist communicative class activities	4	5.8	16	23.5	48	70.5	68	100
6	Not enough authentic materials to use	10	14.7	20	29.4	38	55.8	68	100
7	Traditional grammar-based examinations	10	14.7	20	29.4	38	55.8	68	100
8	Large class size	10	14.7	20	29.4	38	55.8	68	100
9	Lack of training in CLT	4	5.8	10	14.7	54	79.4	68	100
10	Lack of effective and efficient assessments instruments of communicative competence	10	14.7	16	23.5	42	61.7	68	100
11	Lack of support from administration	8	11.7	26	38.2	34	50	68	100
12	Teachers' misconception of CLT	12	17.6	22	32.3	34	50	68	100

As depicted by the table 3 above, Major difficulties selected by the teachers are: Teachers' lack of sufficient spoken English (55.8%), Students' low-level English proficiency (73.5%), Students resist communicative class activities (70.5%), Large class size (55.8%), Lack of training in CLT (79.4%), Lack of effective and efficient assessment instruments of communicative competence (61.76%). Thus, among teachers' responses to these six items, the first four responses exhibit a strong consensus where as the other two items show differences of opinions. Similarly, significant number of teachers' identification of the items-teachers' little time to prepare communicative materials (50%) Teachers' lack of target culture (English) knowledge (41%), and Lack of support from administration (50%), Teachers' misconceptions of CLT (50% selected) as not a major difficulty is note worthy (remarkable). This implied that however the teachers have a good perception of CLT; the above mentioned challenges hindered them not to implement and use CLT activities in the English classroom while teaching.

5. Conclusion

The present study revealed that the majority of participants of EFL teachers have good perception and understanding of the general principle of communicative language teaching (CLT) and CLT activities.

However, it was also showed that there is a negative relationship between teachers' perceptions about CLT and their classroom practices. For instance, it was approved through class room observation that EFL teachers mainly persisted traditional practices in classes, showed unwillingness to use communicative activities, favored more traditional way of teaching and found it difficult to change the traditional approach of language teaching and implement modern approach.

Finally, Teachers' lack of sufficient spoken English, Students' low-level English proficiency, Students resistance to communicative class activities, large class size, Lack of training in CLT, Lack of effective and efficient assessment instruments of communicative competence was reported by EFL teachers as a major difficulty in adopting CLT in the study areas.

5.1. Recommendations

The following are recommendations for further research:

- The study focused on teachers' perspectives. A study that includes students' perspectives would help to better understand secondary schools CLT situation.
- The population of the study was secondary school EFL teachers in West Shoa Zone Zone, Oromia Regional State. Additional research with teachers in other areas would be desirable.
- Finally, based on the findings of the research, it is suggested that Policies and regulations which promote learners' English proficiencies from grass root levels should be put in place; the government, the public and stockholders should equip schools with required educational facilities; the government should keep balance between student allocation per class as per the existing resources; the faculties and

departments were recommended to follow up the practices at closer range with thrift utilization of available educational resources and facilities too.

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