

**FINAL YEAR STUDENT TEACHERS' PREPAREDNESS TO USE THE
COMMUNICATIVE APPROACH TO TEACH ENGLISH AS A SECOND LANGUAGE
AT NKRUMAH UNIVERSITY, ZAMBIA**

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A dissertation submitted to the University of Zambia in partial fulfilment of the requirement for
the award of the degree of Master of Education in Applied Linguistics

THE UNIVERSITY OF ZAMBIA

LUSAKA

2020

DECLARATION

I, Phiri Aubrey, do declare that the work presented in this dissertation is to the best of my knowledge my work and that no part of this work has been accepted for the award of a diploma or degree at the University of Zambia or any other institution. All the works that are not original have been acknowledged.

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ABSTRACT

This study aimed at assessing final year student teachers' preparedness to use the communicative approach to teach English as a second language at Kwame Nkrumah University. Three objectives guided this study, i.e. to establish final year student teachers' use of the characteristics of CLT to teach English as a second language? To determine final year student teachers' understanding of CLT principles in the teaching of English as a second language? To analyse student teachers' classroom application of CLT in teaching the four micro skills of English language

A qualitative approach was used in this study. It adopted a case study research design, through the use of face to face interviews, focus group discussions, document analysis and lesson observations. The population comprised all the final year student teachers studying English language under the Bachelor of Arts degree with Education programme. The sample size was 35 comprising 30 final year student teachers of English and 5 teacher educators of English language. Purposive, random and systemic random sampling were used to sample participants.

The study established that most of the final year student teachers were not fully prepared to use the communicative approach to teach English as a second language. This is because they did not clearly understand some characteristics and principles of CLT and therefore, could not use them to teach the four macro skills of English language. Findings revealed that student teachers did not receive enough training in methods and had inadequate teaching practice to successfully use the communicative approach to teach the four macro skills of English language.

In view of these findings, the following recommendations were made; universities involved in teacher education should allocate enough time to the teaching of methods and adequate time should be allocated to practicum or school experience. Finally, there is also need to review methodology courses at university level by ensuring that there is enough coverage on CLT.

Keywords: *Communicative Language Teaching, Communicative Approach, communicative competence, practicum*

DEDICATION

I dedicate this academic paper to my mother who chose a life of poverty so that I could be educated. Mama the price you paid for my education is too high for me to pay back. I can only afford to say *thank you* because your sacrifice was not in vain as evidenced by this dissertation.

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ACRONYMS

CDC: Curriculum Development Center

CLT: Communicative Language Teaching

CPD: Continuing Professional Development

SLA: Second Language Teaching

ECZ: Examination Council of Zambia

PCK: Pedagogical Content Knowledge

GT: Grammar translation

TBLT: Task Based Language Teaching

C.A: Communicative Approach

EFL: English as a Foreign Language.

ESL: English as a Second Language.

ELT: English Language Teaching.

CC: Communicative competence

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents background information to the study, the statement of the problem and purpose of the study. Research objectives and questions are also stated accordingly. The chapter further presents the significance of the study, limitations and delimitation of the study. Finally, definitions to operational terms are also given.

1.1 Background

In a quest to produce good second language users, language learning and teaching went through different approaches and methods. Early approaches were influenced by the structural view of language, a view that language is a structurally related elements for the coding of meaning (Richard and Rodgers: 1985). Audio-lingual method embodies this particular view of learning a language. The second view to language learning is functional, the view that language is a vehicle for expressing meaning. This theory emphasises the semantic and communicative dimension rather than merely the grammatical characteristics of language, (Richard and Rodgers: 2001). It is from this view that the Communicative Language Teaching approach (CLT) originates. By mid 1970s, CLT got worldwide acceptance and became a popular approach for teaching English as a second or foreign language. Richards (2006:6) states:

Communicative Language Teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all round the world soon began to rethink their teaching syllabuses, and classroom materials.

A brief description of the main language teaching approaches and methods below shows the strengths and weaknesses that applied linguists and language teachers encountered before the birth of Communicative Language Teaching Approach (CLT).

1.2 The Grammar Translation Approach

Grammar Translation (GT) began the era of language teaching approaches in 1840s. This is a classic way of teaching language. It began as an approach to teach Latin and Greek and was later used to help students read and appreciate literature in foreign languages, (Chastain, 1988 cited by Larsen-freeman, 2000). Much later, it was recognized that a student would probably never use the target language when taught using grammar translation. However it was thought that the mental exercise of learning a language, would be beneficial to the student, (Larsen-freeman, 2000: 11). Critics of the grammar translation pointed out at its inability to help a student fully learn and use the target language. Mart (2013) noted that the grammar translation approach had been criticised for not giving enough opportunity to students to get involved in the target language. Newton, (1998) considers the grammar translation detrimental because it does not allow the achievement of fluency nor foster communicative language use.

1.3 The Direct Approach

Later there was departure from grammar translation to Natural Approach which was later called Direct Method. According to Larsen-Freeman (2000:23), “since grammar-translation approach was not very effective in preparing student to use the target language communicatively, the direct Approach became popular”. As the name implies, Direct or Natural Approach drew inspiration from the way a child naturally learns or acquires a language (Manchishi, 2017:9). According to Li, (2012), advocates of Direct Approach argued that language could be taught through demonstration and action. All communication and instructions were to be done in the target language and the use of mother tongue was strictly forbidden (Li, 2012). Stern, (1983:459) cited by Li, (2012), observed that it was, “A first attempt to ... train the learner to abandon the first language as the frame of reference”

Critics of the direct approach pointed out that strict adherence to its principles was often counterproductive because teachers were often required to go to great strength just to avoid using mother tongue, (Richard and Rodgers, 2006). They also noted that it put too much emphasis and focus on speaking and listening while ignoring reading and writing, (Li, 2012). The short comings of the direct approach necessitated the need for new teaching methods. By the 1920’s, the use of

the direct approach in non-commercial schools in Europe had consequently declined, (Richard and Rodgers, 2006).

1.4 Oral Approaches to Language Teaching

Later, more advanced oral approach became dominant in the 1940s and 1950s due to the influence of structural linguistics and the behaviourist theory of B.F Skinner. This approach had three versions namely the Audio-lingual (American), Situational Approach (British) and the Audio-visual (French), (Manchishi, 2017:10). The three versions of language teaching had a lot of similarities though developed in different areas under different circumstances. Some common features found in the three language teaching approaches include influence from behavioural theories of learning and emphasis on the teaching of oral language, (Manchishi, 2017:10). Key activity for the learners was repetition of sentences through substitution, expansion and transformation. According to Richard and Rodgers, (2001) Palmer, Hornby and other British linguists developed the British version of the oral approach referred to as the situational language teaching approach. In terms of theory, there was little to distinguish it from Audio-lingual the American oral version proposed by linguists such Charles Fries, (Richard and Rodgers, 2001:40).

1.4.1 Situational Language Teaching Approach

Situational language teaching emerged as an improvement of the direct approach which was monolingual, demonstrative and pronunciation focused method, (Hussain and Sajid, 2015). British ‘structuralism’ was the main language theory underlying the situational language teaching approach. Many British linguists had emphasized the close relationship between the structure of language and the context and situations in which language was used. This meant a word or sentence was derived through situations and not through translation into target language, (Billow, 1961 cited by Hussain and Sajid, 2015, Richard and Rodgers, 2001:40). It applied an inductive approach to teach grammar. Grammar lessons began with the spoken language and the material was taught orally before it was presented in written form. The focus was on the ability of the learner to speak language correctly and appropriately in specific situations. Accuracy in both pronunciation and grammar was regarded as crucial, and errors were to be avoided at all cost, (Hussain and Sajid, 2015, Makina, 2017).

By the end of the sixties, critics of the situational language teaching were highlighting its inability to express communicative meanings, (Wilkins, 1972). Howatt (1984) criticised SLT on predicting future language on the basis of situational events. The mounting criticism showed the need for other language teaching approaches to be brought on board.

1.4.2 Audio-lingual Method

Audio-lingual approach like the situational language teaching is an example of the Oral based approach, (Larsen-freeman, 2000:35). Its origins were influenced by the need for foreign language speakers which came as a result of the Second World War. Richard and Rodgers (2001) explains that the United States government commissioned American Universities to develop foreign language training programmes for military personnel going for deployment in European countries during the early stages of the second world war. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the approach. Later on principles from behavioral psychology were incorporated, (Larsen-Freeman 200:35).

Behaviorism manifests itself in audio-lingualism through the use of drills and dialogues when developing the aural-oral skills in language teaching (Li, 2012:166). It was argued that language is primarily what is spoken and only secondarily what is written, (Brooks, 1964 cited by Richard and Rodgers, 2001). Therefore it was assumed that speech had a priority in language teaching hence much practice in dialogues would develop oral language proficiency (Mwanza, 2016). Richard and Rodgers (2001) points out that criticism of audio-lingual approach came from two fronts. On one hand the theoretical foundation were attacked as being unsound while on the other hand practical results fell short of expectation. Students were unable to transfer skills learnt through audio-lingualism to real communication outside the classroom. And many learners found it boring and unsatisfying, (Richard and Rodgers, 2001).

1.4.3 Audio-Visual Approach

Audio-visual was the French version of the oral approaches to second language teaching. It emerged around the same time as Audio-lingual and Situational language teaching approaches. By the 1950s, audio-visual had become a well functional language teaching approach in France. It was premised on the theory that language learning is acquired through habit formation and that

foreign language was more effective if speaking proceeded any other form of language, (Makina, 2017, Manchishi, 2017)

The major drawback of audio-visual was on its reliance on the use of equipment. As much as it could easily draw attention of learners and capture their interest, operating the equipment required expertise on the part of teachers, (Mamum, 2014:13 cited by Makina, 2017). Many countries in the developing world could not afford the cost of equipment and the required training hence becoming unpopular despite its advantages.

Limitations of the oral approaches such as failure by students to create new structures or use learnt language in real life situations necessitated the need to have new language teaching approaches, (Boers, 2008:2). Other approaches that arose to fill the gap left by the short comings of Audio-lingual, Audio-visual and Situational teaching approaches were the Cognitive Code and the Communicative Language Teaching Approach CLT, (Howatt, 1984).

1.5 Cognitive-Code Approach

Alternative to Oral approaches was the cognitive code approach. It was a reaction against the weaknesses of the audio-lingual and the situational language teaching approaches. Larsen-Freeman, (1989) and Richard and Rodgers (1986) both agree that the cognitive code approach was never a method but revisions of procedures, steps and points of view of the audio-lingual approach. The key argument was that a child was not a passive but an active participant of the learning process, (Lungu, 2006:10). Mwanza, (2016:10) states that the cognitive code approach, “emphasises that language learning involves active mental processes and rejected the view held by the behaviourist that learning was a process of habit formation.” By emphasising mental processes it places itself in direct opposition to behavioral methods of language teaching.

In the cognitive code approach, the learner is an active processor of information. Learning can only take place, when the matter to be learnt is meaningful to the learner. Consequently, the learner would not just repeat after the teacher but will meaningfully contribute to the learning process. It stresses the learning of rules via meaningful practices, (Demivezen, 2014).

One major weakness of the cognitive code is its reliance on cognitive processes alone. It ignores all the other factors which form the learning process. In its cognition, the rules are so central to the

learning process though they are used in isolation of the social context in which they exist. Krashen (1982) observes that in the cognitive code approach ‘the structure of the day’ dominates the lesson. With the focus of this method on cognition, “It is possible to have learners or graduates who can have good mastery of language rules but fail to use them appropriately in real communicative situations, (Mwanza, 2016:5)”.

1.6 Communicative Language Teaching (CLT)

In the late 1960s, a reaction to traditional language teaching approaches began and soon spread around the world as older approaches such as Audio-lingual, Situational Language Teaching and Grammar Translation fell out of fashion, (Richards, 2006:9). Richards (2006:9) states that, Linguists, educators and researchers started questioning the relevance of oral approaches and the centrality of grammar in language teaching. This resulted in a number of investigative and experimental language projects in Europe and America leading to the birth of the Communicative Language Teaching Approach CLT, (Richards and Rodgers 1995:153-154). However, no specific event is credited with the birth of CLT. The goal of language teaching in CLT is to develop what Hymes (1972) referred to as communicative competence.

Communicative competence refers to the knowledge and abilities required for a speaker to be able to participate successfully in a speech community, (Whong, 2011). It includes a number of aspects of language knowledge, i.e. knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to setting and participation, knowing how to produce different type of texts and knowing how to maintain communication despite having limitations in one’s language knowledge, (Richards, 2006:3).

During the 1970s and 1980s many applied linguists gave their valuable contribution to further develop the concept of communicative competence. Halliday’s (1970) theory on the functions of language complements Hymes’ view of communicative competence. Canale and Swain (1980) included four dimensions in their analysis of communicative competence. These are grammatical, strategic, discourse and social-linguistic competences.

Little Wood (2001) and Ozsevik (2010) states that, by early 1980’s a number of countries around the world had successfully adopted CA curriculum for their English lessons. Another motivating factor for the growth of CLT was the need for international communication in the early 1990’s,

(Liao 2000; Ying 2010). Kibbe (2017) explains that, as the popularity of CLT grew, so did the number of scholars that began to publish their own version of the subject.

1.7 Task Based Approach

Task Based Language Teaching (TBLT) is a second or foreign language teaching approach that uses tasks as the central unit of planning and teaching, (Richard and Rodgers, 2001:221). It is a development within the communicative language teaching approach as it draws most of the principles that formed the CLT teaching movement of the 1980s, (Willis, 1996). Though the focus is presently more on the task based language teaching than CLT, it is not so much a shift of direction but a continuation within the same direction. TBLT is best understood not as a new departure but a development within CLT, in which communicative tasks serve not only as major components of the methodology but also as units around which a course may be organised. It is regarded as a recent version of a communication methodology and seeks to reconcile methodology with current theories of second language acquisition. (Richard and Rodgers, 2001; Littlewood, 2004:324, Nunan, 2004:4; Richards, 2005:29)

In TBLT, the term ‘task’ is often used to refer to a special kind of activity that is carried out in the classroom. According to Richard, Platt and Platt, (1992), Task based are activities which are designed to achieve a particular learning goal...such as using the telephone to get information or drawing maps based on oral instructions. Larsen-Freeman (2000:144) notes that a task based approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact in the target language. Tasks are also said to improve learner motivation and therefore promote learning, (Richard and Rodgers, 2001).

Critics of this approach cited the high cost of equipment and training for teachers to operate them as a hindrance for most developing countries. The method therefore is less popular despite its advantages

Zambian Educational Curriculum Framework (2013) advocates for the development of learners who are capable of communicating effectively in both speech and writing, (CDC 2013:39) while revised English language senior secondary school syllabus (2012) recommends the concurrent use of two general methodologies, the Communicative Approach and the Text Based Integrated Approach,(CDC 2012:4). The advocacy to develop learners capable of effective communication

and the recommendation to use the Communicative Approach entails centering second language teaching on communicative competence hence the use of Communicative Language Teaching (CLT) in senior secondary schools in Zambia.

Studies have shown challenges and in some cases failure to use Communicative Language Teaching (CLT) by serving teachers of English language at high school. (Chishipula 2016, Makina 2017, Zulu 2016 and Munakaampe 2005). It is not known how prepared final year student teachers' are to use Communicative Language Teaching (CLT) to teach English at senior secondary school.

1.8 Statement of the Problem

Senior secondary English syllabus recommends the use of Communicative Approach to teach English language at high school in Zambia, (Curriculum Development Center 2012:4). However, results from studies on countries where CLT has been adopted, such as Taiwan, Republic of South Africa, Zimbabwe, New Zealand and indeed in Zambia showed that teachers were not implementing CLT (Chang, 2010; Weimann, 1996; Mareva & Nyota, 2011; Vongxay, 2013 and Munakaampe, 2005). In the case of Zambia, it was not clear whether the challenges to use CLT stems from preparation of student teachers in training institutions. This study therefore assessed final year student teachers' preparedness to use Communicative Approach to teach English as a second language at Nkrumah University in Zambia. Stated as a question, 'How prepared were final year student teachers to use the Communicative Approach to teach English as a second language?'

1.9 Purpose of the Study

The purpose of the study was to assess the final year student teachers' preparedness to use Communicative Approach to teach English as a second language at Kwame Nkrumah University in Zambia.

1.10 Research Objectives

The study was guided by the following objectives, to:

1. establish final year student teachers' use of the characteristics of CLT to teach English as a second language?
2. determine final year student teachers' understanding of CLT principles in the teaching of English as a second language?

3. analyse student teachers' classroom application of CLT in teaching the four micro skills of English language

1.11 Research Questions

The study answered the following specific research questions.

1. How do final year student teachers use the characteristics of CLT to teach English as a second language?
2. How do student teachers understand the principles of CLT in the teaching of English as a second language?
3. How do final year student teachers apply Communicative Language Teaching to teach the four micro skills of English language?

1.12 Significance of the Study

The findings of the study may enlighten teacher educators at university level and English language specialists at the Curriculum Development Center (CDC) on the preparedness of student teachers to use Communicative Approach to teach senior secondary English language in Zambian schools. Secondly, the findings may also contribute to the body of knowledge on CLT.

1.13 Delimitation

This study was restricted to Kwame Nkrumah University in Zambia. It targeted final year student teachers, studying English as a second language.

1.14 Limitation

The study would have been all inclusive if it had involved all universities which offer English language teacher education programme in Zambia. The researcher could not carry out a study of such a magnitude hence restricting the results of this study to a single university in Zambia. Consequently, results may not be generalized beyond the population of the study.

1.15 Conceptual Framework

This study on final year student teachers' preparedness to use Communicative Approach to teach English language is based on the model of knowledge growth in teaching as espoused by Shulman (1986).

1.16 Shulman's Model of Knowledge Growth

In the model of knowledge growth, Shulman raised the issue of a more coherent conceptual framework with regards to what teachers should know and be able to do. He asked important questions such as: How are content knowledge and pedagogical knowledge related? What are promising ways of enhancing acquisition and development of such knowledge? In which forms are the domains and categories of knowledge in the minds of teachers? As the probe for complexities of teacher understanding and transmission of content began, he introduced the concept of Pedagogical Content Knowledge (PCK).

1.17 Pedagogical Content Knowledge

Pedagogical Content Knowledge (PCK) was proposed by Lee Shulman who is known as the father of PCK. It represents the blending of content and pedagogy into an understanding of how topics, problems, or issues are organised and presented to the learners, (Shulman, 1987:8). Since its introduction in 1987, PCK has become a useful and widely used notion. Science Education, professional organization as well as teacher education have all emphasised the value of PCK for teacher preparation and teacher professional development, (Mitchner, 1994, Hewson and Hewson, 1988, Mishra and Koehler 2006:1022). The preparation involves development and instilling in the prospective teachers the required competencies of efficient teaching which are acquired through professional areas (method courses) and through teaching subject- matter components of the teacher preparation programme, (Genvieve, 2017).

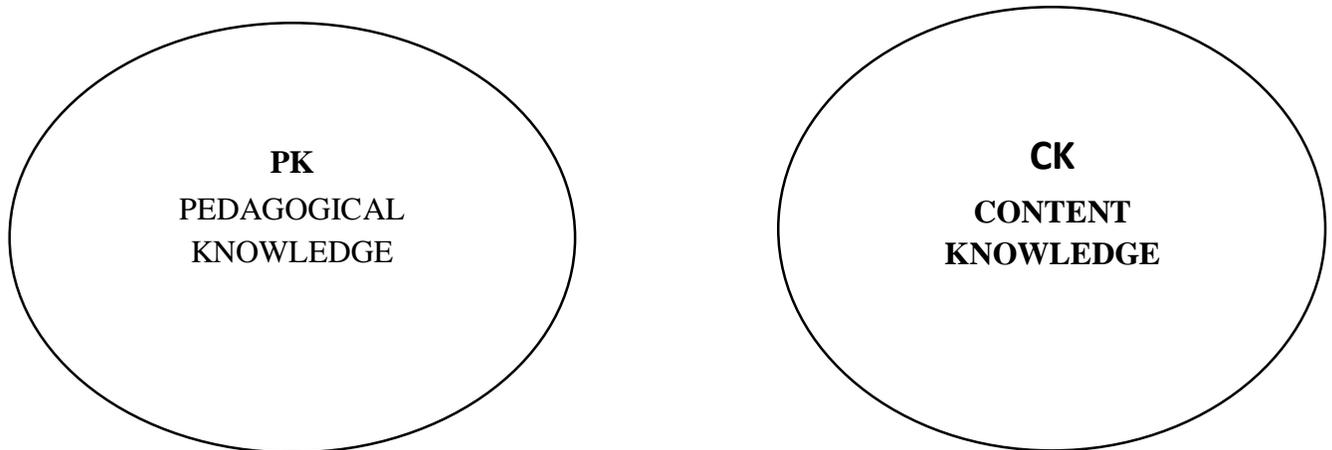
At the heart of PCK is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprets the subject matter and finds different ways to represent it and make it accessible to learners, (Mishra and Koehler, 2006: 1021). As such, PCK has become a way of understanding the complex relationship between different knowledge components and how these are integrated within the use of specific teaching approaches and methods.

Shulman (1986) introduced PCK to draw attention to the value of general pedagogy that teachers need in order to be the best possible teacher. It was adopted to this study because it focuses on the pedagogical preparedness of teachers hence facilitating an in-depth study of the problem. For teachers of English to effectively use a recommended teaching approach like the Communicative Approach, there is need for them to be familiar, understand and be able to apply the Pedagogical Content Knowledge (PCK). PCK can be described as the blending of content (English language knowledge) and pedagogy, (methodology to be used for teaching). A number of studies have shown challenges in pedagogical knowledge when using communicative approach to teach English language by serving teachers.

TEACHER KNOWLEDGE

Starting point

Fig 1.1



Generic knowledge about pedagogy
 How students learn, teaching approaches,
 Methods of assessment and knowledge of
 different theories about learning etc.

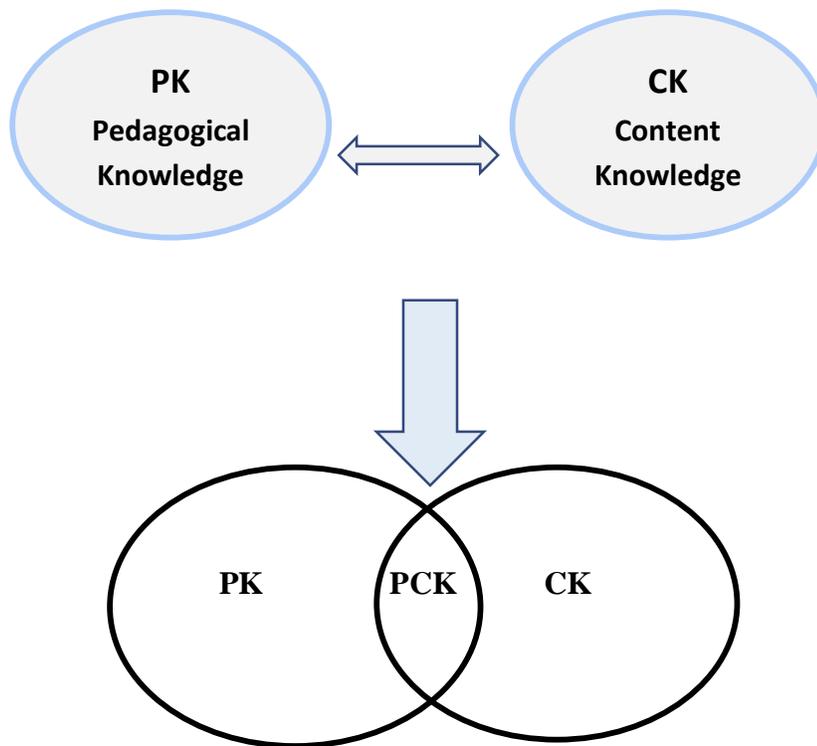
Knowledge of the subject matter without
 consideration about teaching the subject
 matter. (e.g English language, Maths)

(PCK: Originally proposed

By Lee Shulman (1986,)

Figure 1.2

PCK= PEDAGOGICAL CONTENT KNOWLEDGE



PCK: Originally proposed

By Lee Shulman (1986,)

1.18 Operational Definitions

Approach: Theories about nature of language learning that is the source of principles of language teaching.

Method: The way in which lessons are structured and delivered or a particular procedure for accomplishing something.

Technique: The specific stratagem designed to accomplish an immediate objective.

Communicative Competence: Knowledge and abilities required for a speaker to be able to participate successfully in a speech community.

Innovation: Something newly introduced

Application: Use of CLT techniques in the classroom

Curriculum: A course of the study, which outlines its rationale and objectives, subject content, documents and programme of instruction.

Methodology: A system of methods used in a particular area of study or activity.

Student teacher: A trainee who is still undergoing teacher training either on full time or part time basis with a particular teacher training institution.

Teacher: A trained person who helps others acquire knowledge, competence, or values.

Pre-service: Initial training given to trainee teachers (student teachers) before entering the classroom as a fully responsible teacher.

In-service: The processing of offering training for practicing teachers and may take a short time or a long time in order to upgrade to update them in their area of speciality.

Syllabus: contains what is to be taught with clear reference to selection and grading of content.

1.19 Chapter Summary

Chapter one introduced the study by giving the background to language teaching approaches beginning with early approaches up to the current communicative approaches to language teaching. It also highlighted strength and weaknesses in these approaches. Furthermore, chapter one discussed the statement of the problem, purpose of the study, research objectives and research questions. Significance of the study, delimitation and limitations of the study were also discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

Reviewing related literature involves the systematic identification, location and scholarly interrogating previously published body of knowledge in order to inform or demonstrate its relationship with the current research. Creswell (2012:80) defines literature review as a written summary of journal articles, books, academic reports and other documents that describes the past and the current state of information on the topic of the research study. This chapter presents the literature review focusing on the studies in Zambia, within Africa and outside Africa. It discusses Communicative Approach to language teaching by describing the origins, characteristics and techniques of the approach. Through the review of relevant literature, the researcher was able to understand the parameters of the study. It also allowed the researcher to unveil the gaps in the studies conducted by various authors. These gaps included the research instruments used, the population and sample size, the subjects and fields in which research was conducted. The review was guided by the themes derived from the stated objectives of the study.

2.1 Communicative Approach/ Communicative Language Teaching (CLT)

The Communicative Approach is a language teaching theory that focuses on communication. Normally referred to as Communicative Language Teaching (CLT), the terms notional functioning approach and functional approach are also used, (Richard and Rodgers 2001:153). However, the term Communicative Language Teaching (CLT) has been used throughout this report to refer to the Communicative Approach to language teaching.

From the outset, there was no clear consensus about the nature and definition of communicative language teaching (CLT). Nonetheless, a number of researchers have defined Communicative Language Teaching. According to Richard and Rodgers (2001) it is an approach that aim to; (a) make communicative competence the goal of language teaching (b) Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communicative. Larsen-Freeman (2000:121) agrees by stating that CLT aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching. Ying (2010) argues that CLT is an approach to the teaching of

second languages that emphasizes interaction as both the means and the goal of language teaching. Littlewood, (1981:1) points out that one of the characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspect of language, combining these into a more fully communicative view. From the four cited definitions, it can be deduced that the ultimate objective of CLT is to produce communicative competence in language learners by using communication as a teaching approach. Furthermore, Howatt (1984) identified the strong and weak version of communicative language teaching.

He argued that the weak version stressed the importance of providing learners with opportunities to use their English for communicative purposes. This was supported by Littlewood, (1981) who observed that the speaking tasks in the weak version were designed “to equip the learners with some of the skills required for communication without actually performing communicating acts. The stronger version on the other hand advanced the claim that language was acquired through communication so that it was not merely a question of activating an existing and inert knowledge of language but stimulating the development of language system itself. It was summarised as learning to use language for the weak version and using language to learn it for the strong version, (Howatt, 1984:279).

2.2 Origins of Communicative Language Teaching (CLT)

Communicative language teaching traces its origin to Britain. The earliest manifestations of this approach appeared in the late 1960s. By early 1960s, concepts about second language teaching were changing and the theoretical assumptions behind them were being questioned. Richard and Rodgers (2001:153) claim that British applied linguists began to question situational language teaching, a major British approach to teaching English as a second and foreign language. On the other side of the Atlantic in the United States of America, the linguistic theory underlying audiolingualism was also rejected. Savignon (1991) asserts that the emergency of CLT could be traced to concurrent development on both sides of the Atlantic.

Noam Chomsky, a prominent American linguist, leveled criticism at structural linguistic theory as incapable of accounting for the fundamental characteristics of language- ‘the creativity and uniqueness of individual sentences’ (Richard and Rodgers 1986:64). Others noted that being able to communicate required more than mastery of linguistic structures. Students could know the rules

of linguistic usage, but fail to communicate outside the classroom, (Richard and Rodgers 2001:153, Widdowson, 1978 cited by Larsen-Freeman, 2000:121). British applied linguists saw the need to focus language on communicative proficiency rather than a mastery of structures in order to address the functional and communicative potential of language. Wilkins (1972) proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. These developments marked the birth of the Communicative Approach which is normally referred to as the communicative language teaching (CLT). However, no specific event is credited with the birth of CLT.

Since the mid-1970s the scope of Communicative Language Teaching has expanded with different interpretations and definitions. There is no single text or authority on it, nor any single model that is universally acceptable as authority, (Richard and Rodgers, 1986). However, goals have remained the same. The major goal of language teaching in CLT is to develop what Hymes (1972) referred to as communicative competence.

2.3 Communicative Competence

Communicative competence is what a speaker needs to know in order to communicate in a speech community. In Hymes view, once a speaker acquires knowledge and ability to use language, he has gained communicative competence, (Hymes, 1972 cited by Vongxay, 2013:8). After Hymes, many other scholars have studied this concept and added its dimensions. Ying (2010) argues that communicative competence refers to a language learner's ability to use the target language successfully in real world communication. In trying to clarify this concept, Richards, (2006:2) compared it with Chomsky's linguistic/grammatical competence. He stressed that grammatical competence refers to the knowledge of language that accounts for the ability to produce sentences in a language. For an individual to produce a sentence for a particular language, he needs to know all the units of grammar required for building that sentence. This entails having knowledge of parts of speech, tenses, phrases, clauses, sentence patterns, etc. and the rules that govern them.

Though grammatical competence was acknowledged as an important aspect of a language, it was not enough for an individual to learn a language through it and be able to communicate in real world. Campbell and Wales challenged Chomsky's linguistic competence by arguing that it failed to consider the relationship between speech and social context and that it overlooked the

importance of performing comprehensible speech, (Campbel and Wales, 1970 as cited by Alsaghiar, 2018:10). Others noted that being able to communicate required more than mastering linguistic structures. Widdowson, (1990) cited by Larson-Freeman (2000:121) observed that students could know the rules of linguistic usage, but fail to use the language. They could also go further to produce accurate sentences during lessons, but could not use them appropriately when genuinely communicating outside the classroom. It became clear that for students to learn a language and communicate with it, they needed more than linguistic competence. They required communicative competence, knowing when and how to say what to and whom, (Hymes, 1971; Larsen-Freeman, 2000:121).

According to Richard, (1996:3) communication competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to setting and participants.(e.g knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts, (e.g narratives, reports, interviews, conversation).
- Knowing how to maintain communication despite having limitations in one’s language knowledge, (e.g through using different kinds of communication strategies)

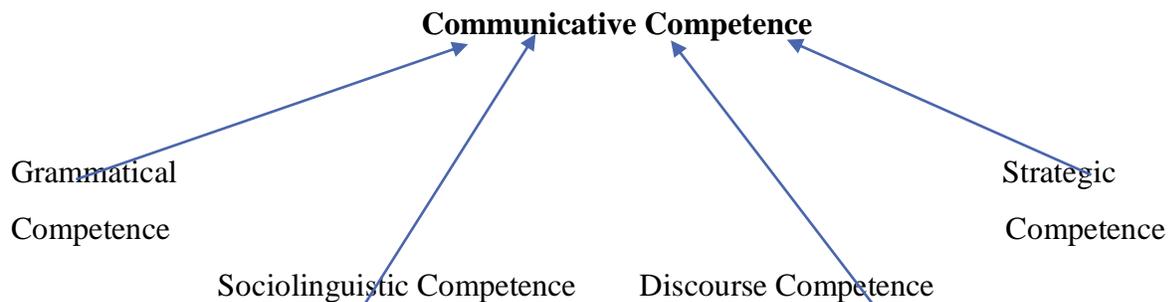
Halliday’s (1970) theory on the functions of language complements Hymes’ view of communicative competence. He elaborated his powerful theory on the seven basic functions that language plays for children learning their first language. Halliday, (1972:145) cited by Richard and Rodgers (2001:159) states that “.... .through the study of language in use are all the functions of language, and therefore all components of meaning brought into focus.” The seven are outlined below with their interpretations: **Instrumental** - *using language to get things*, **Regulatory** – *using language to control the behaviour of others*, **Interactional** – *using language to create interactions with others*, **Personal** – *using language to express personal feelings and meanings*, **Heuristic** – *using language to learn and to discover*, **Imaginative** – *using language to create a world of imaginations* and **Representative** -*using language to communicate information*, , (Hymes 1972:281 cited by Richards, 2006; Brumfit and Johnson, 1979; Richard and Rodgers, 2001:160).

Widdowson (1978) was another contributor on communicative competence, who focused on the communicative acts underlying the ability to use language for different purposes, (Richard and Rodgers, 1995). His views on the communicative nature of language expressed in his book

‘Teaching Language as Communication’ (1978) presented the relationship between linguistic system and their communicative values in text and discourse. He suggested that language learning is not merely the acquisition of grammar rules but also the acquisition of the ability to use language for communication, (Widdowson, 1978 cited by Altun, 2015). In the same vein, Savignon (1972) defined communicative competence as the ability to function in a truly communicative setting. Different scholars kept on refining and developing the concept of communicative competence making it wider and more accommodating. Hence, the usefulness is seen in the many attempts that have been made to refine the original notion of communicative competence, (Richard and Rodgers, 2001).

In 1980, the two applied linguists Canale and Swain published an influential article in which they argued that the ability to communicate required three dimensions of communicative competence. These included grammatical, sociolinguistics, and strategic competencies. Afterwards, the model proposed by Canale and Swain (1980) was restructured by Canale, (1983). He added discourse competence into the model and developed a four dimensional model, (Altun, 2015).

Figure 2.1 : COMMUNICATIVE COMPETENCE MODEL BY CANALE (1983)



Adopted from Altun, (2015)

Grammatical competence involves the learning of structural and lexical unites of language. It includes knowledge of lexical items and rules of morphology syntax, sentences-grammar, semantics and phonology. Learners skillfully manipulate these rules to construct meaningful sentences, (Canale and Swain, 1980; Richard and Rodgers, 2001; Maryslessor, 2012). Richard and

Rodgers (2001) refers to it as “the domain of grammatical and lexical capacity” while Chomsky called it linguistic competence.

Sociolinguistic competence is an appropriate use of language according to the demands of setting and participants. It is knowing when to use formal and informal speech or using language appropriately in communicative situation. Richard and Rodgers (2001) defines it as “an understanding of social context in which communication takes place. This include relationship, the shared information of the participants, and the communicative purpose for the interaction”. Strategic competence on the other hand aims at being able to express oneself successfully in a conversation and overcoming any difficulties or challenges that occur which may lead to communication breakdown, (Maryslessor, 2012; Richard, 2006:3, Altun, 2015). It also refers to the ability to solve problems during communication through the skillful use of verbal and nonverbal strategies. Communicators employ some strategies in order to initiate, terminate, maintain, repair or redirect communication, (Richard and Rodgers, 2001:71). Lastly Discourse competence is the ability to combine ideas and to understand and express oneself in a specific language. It can be understood in terms of the interaction of individual message elements through their interconnectedness and how meaning is represented in relationship to the entire discourse or text, (Richard and Rodgers, 2001:71; Altun, 2015).

2.4 Characteristics of Communicative Language Teaching (CLT)

CLT aims at making learners attain communicative competence so that they can use language accurately and appropriately. The major focus while using CLT approach is on the learners. The teacher is just the facilitator. The teacher is a person who manages the environment and helps the learners to become autonomous, (Desai, 2015).

The syllabus emphasizes the functional use of language. It relies on authentic materials and the tasks which are assigned to the learners have purposes and meanings, (Desai, 2015). Communicative activities enable the learners to attain communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction (Richards & Rodgers 1986:76).

Littlewood (1981: 1) states, “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.”

All CLT activities should have a communicative intent. Communicative intent is the purpose or motive for communication. True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information she receives from his listener. Johnson and Marrow (1981) cited by Larsen-Freeman (2000:129) states that “activities that are truly communicative have three features in common: information gap, choice and feedback.” True communication must therefore evaluate if the purpose for communication has been achieved based on the feedback that is given. If there is no feedback then the exchange is not really communication. On the contrary, there is no communicative intent in activities used to teach language using traditional methods. Richard and Rodgers, (2001:161) notes that that teaching activities in CLT are selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language patterns as practiced in traditional based methods.

Richard and Rodgers (2001:161) highlights some of the characteristics of the communicative view of language follows:

- i. Language is a system for the expression of meaning.
- ii. The primary function of language is to allow interaction and communication.
- iii. The structure of language reflects its functional and communicative uses.
- iv. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Characteristics of the Teaching / Learning Process (Larson-Freeman, 200:129)

- i. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.
- ii. The use of authentic materials.
- iii. Activities are carried out by students in small groups

2.5 Principle of Communicative Language Teaching

i. Communicative Function

The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. Language is a system for the expression of meaning and its primary functions are interaction and communication. Hence the communicative approach considers the communicative functions to be more important than linguistic or grammatical structures. Littlewood, (1981) cited by Desai, (2015) states that one of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view. A language has limited number of sentence patterns and mastering these patterns alone is not enough for a learner to communicate in the target language. Larsen-Freeman (2000:131) argues that language is for communication. Linguistic competence, the knowledge of forms and their meanings, is just part of communicative competence. Another aspect communicative competence is knowledge of the functions that language is used for. Learners need to know the communicative functions of these structures for them to successfully communicate in the target language, (Desai, 2015; Larsen-Freeman, 2000).

ii. The meaningfulness principle

Learners must be engaged in meaningful and authentic language use for learning to take place. Richard and Rodgers (2001) claims that language is a system for the expression of meaning. Language teaching techniques in CLT are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

iii. Integration of Language skills

Holistic approach to language teaching is followed in CLT. Language is taught by integrating all language skills and not by individual skills. Desai, (2015) explains that communication approach is not limited to speaking skills alone; reading and writing skills should be developed. Whong, (2011) adds that CLT is also characterized by an integrated skills approach whereby a single activity or set of activities in a CLT classroom is likely to make use of the four skills: speaking, listening, reading and writing.

iv. Fluency and Accuracy

Fluency and accuracy are seen as complementary principles underlying communicative techniques. However, appropriate use of language is more emphasized than accuracy in CLT. Richard, (2006:14) defines fluency as a natural language use occurring when a speaker engages in meaningful interactions and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. In order to keep learners meaningfully engaged in language use, errors are ignored for as long as they do not distort the meaning being communicated. Therefore, learners are encouraged to speak without worrying too much about correct forms as long as communications is successful. This is supported by a view that sees language development as occurring in natural settings hence errors signal a level of development yet to be achieved, (Whong, 2011 as cited by Chishipula, 2016). This does not mean that errors are entirely ignored, but they are often seen as secondary to the important aim of maximizing language production. Accuracy on the other hand comes at a later stage. It is believed that when learners learn to use the language appropriately, accuracy comes automatically, (Desai, 2015).

v. Target and Native Languages

CLT emphasizes on the use of the target language during classroom instructions. Larsen-Freeman. (2000:125) notes that the target language is a vehicle for classroom communication, not just an object of study. It should also be used during communicative activities in class and when explaining activities to the learners or when assigning home work. Constant use of the target language during the teaching of languages using the communicative approach helps improve learners' communicative skills. However judicious use of the native languages is allowed (Desai, 2015).

vi. Authentic Materials

CLT promotes the use of authentic materials during the teaching of second or foreign languages. Larsen-Freeman (2000:132) argues that to overcome the typical problem of students failing to transfer what they learnt in the classroom to the real world, CLT advocated for the use of language materials authentic to the learners of the target language. These include materials taken from non-pedagogic sources; realia such as magazines, newspapers, brochures and real videos or audio

broadcasts (Whong, 2011). Richard, (2001:20) highlighted some arguments in favour of the use of authentic materials:

- They provide cultural information about the target language.
- They provide exposure to real language
- They relate more closely to learners' needs
- They support a more creative approach.

Learning environment in CLT should also be authentic. CLT class rooms should provide opportunities for the use of real life situations that necessitate communication. The situations should mirror true communicative scenarios outside the teaching boundaries. It should also be realistic as opposed to being contrived purely for teaching purposes. According to Mitchel (1994), class room activities under CLT should maximise opportunities for learners to use the target language for meaningful purposes, with their attention on the messages they are creating and tasks they are completing, rather than on correctness of language.

vii. Teachers' Roles in CLT

One of the major differences between traditional methods and communicative approach to language teaching is the role that teachers and learners play. In CLT, the teacher facilitates communication process between all participants in the classroom and between participants and various activities and texts. He creates a conducive environment for language learning and provides an opportunity to learners to use and practice the language. Furthermore he brings on board all learners and motivating them to get involved in the lesson. Larsen-Freeman (2000:128) notes that during the activities, he acts as an advisor answering students' questions and monitoring their performance. He seldom interferes with learners' discussions or activities though he takes note of errors which are corrected at a later time.

At other times he might be a co-communicator, engaging in communicative activity with students. In this role, he acts as an independent participant or an advisor answering students' questions and monitoring their performance within the learning and teaching group, (Littlewood, 1981). Richard and Rodgers (1986:77) state that "there are some other roles assumed for teachers are need analyst, counsellor, and group process manager". Ultimately the role of a teacher in CLT is more passive than in traditional or grammar based methods of language teaching. Brown, (1994) cited by Vongxay, (2013:10) observes that contrary to the teacher centered approach, in which teachers are

regarded as knowledge givers and learners as receivers, CLT reflects a more social relationship between teacher and the learner. What is the role of the teacher?

Summary of teacher's roles in CLT

Two main roles of a teacher

- The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. An advisor in the activities, answering students' questions and monitoring their performance, (Larson-Freeman, 1980:128).
- The second role is to act as an independent participant within the learning-teaching group. He is a co-communicator, engaging in the activities with the students, (Littlewood, 1981)

Secondary roles of a teacher

- An organizer of resources and as a resource himself,
- A guide within the classroom procedures and activities.
- Analyst, and group process manager. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. He must create situations for real communication.
- counselor

The CLT teacher assumes a responsibility for determining and responding to learner language needs. CLT procedures often require teachers to acquire less teacher-centered classroom management skills, (Larson-Freeman, 1980:128).

viii. Learners' Roles in CLT

In CLT, language learners are given an opportunity to communicate even when the knowledge of their target language is incomplete. This is because the emphasis in CLT is on communication rather than mastery of language forms. The basic ability to communicate by the learner is important because he assumes the role of a negotiator in CLT. Hence he is required to speak even in his modest form in order to be involved in the negotiations. Breen and Candlin (1980:110) cited by Richard and Rodgers (2001) observed that the role of a learner in CLT is to negotiate between the self, the learning process and object of learning. He tries to make himself understood as he also tries to understand others. The implication for the learner is that that he should contribute as much as he gains and thereby learning in an independent way, (Richard and Rodgers, 2001). CLT

methodologies consequently recommend that learners learn to see that failed communication is a joint responsibilities and not the fault of speaker or listener. Similarly, successful communication is accomplishment jointly achieved and acknowledged, (Desai, 2015, Richard and Rodgers, 2001).

Richard and Rodgers (2001:172) concludes that;

Communication language teaching is best considered an approach than a method. It
Refers to diverse set of principles that reflect a communicative view of language and
Language learning and that can be used to support a variety of classroom procedures.

These principles include:

- i. Learners learn a language through using it to communicate.
- ii. Authentic and meaningful communication should be the goal of classroom activities.
- iii. Fluency is an important dimension of communication.
- iv. Communication involves the integration of different language skills.
- v. Learning is a process of creative construction and involves trial and error.

2.6 The four Macro Skills of English Language

CLT promotes the use of four basic skills of language learning. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling, (Aydogan and Akbarov, 2014:673). Rodgers, (2006) lists the four macro skills of English language as reading, writing, listening and speaking. Advocates of CLT advances an integrated approach to the teaching of the four macro skills since they often occur together in real life, they should also be linked together in teaching. They also propose that the teaching should be done in view of the social context in which they are to used.

The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Reading is the receptive skill in the written mode while writing is the productive skill in the written mode. They can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition, (Aydogan and Akbarov, 2014:673). Richard and Rodgers affirms that that the aim of CLT is “to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four

language skills that acknowledge the inter-dependence of language and communication'' It is characterised by an integrated skills approach whereby a single activity or set of activities in a CLT classroom is likely to make use of the four skills: speaking, listening, reading and writing. The integrated-skill approach, as opposed to merely segregated approach, confronts English language learners to authentic language and challenges the learners to interact naturally in the language. If these four skills are separated from one another, a language is taught; however, if they are integrated with each other, authentic communication is taught (Whong, 2011, Oxford 2001). This study will therefore show in chapter four whether during lesson observation, final year student teachers were using an integrated skills approach to teach English as a second language.

2.7 Class Room Activities/ Techniques

Communicative activities help in stimulating learners to communicatively engage each other during the teaching of languages. These activities are based on cooperative principle hence learners have to be comfortable with listening to their peers as well as contributing to the activity. The activities used in class should be carefully selected to match the language competence levels of learners. As student language skills advance, more challenging class activities should be introduced. Banciu and Jireghie, (2012) advises that teachers should provide their students with constant scaffolding and feedback for each activity they are involved in. Clarke and Silbertstein (2005) cited in Richards, (2001) argue that:

Classroom activities should parallel the real world as closely as possible.

Since language is a tool for communication, methods and materials should

Concentrate on the message and not the medium. The purpose of reading

Should be the same in class as they are in the real life.

Three different kind of activities are acknowledged in CLT. These are mechanical, meaningful and communicative activities. Mechanical practice are highly controlled activities which do not give learners any choice and are carried out without their understanding. In meaningful practice, learners are required to make conscious choices during the activity. Communicative activities requires learners to practice within a real communicative context and Language used is not predictable, (Richard, 2006:14). In CLT course books, exercise sequences for learners begin from mechanical, to meaningful and finally to communicative practice. Language teaching techniques should be designed in such a way that they encourage the learners to use the target language.

Functional aspect of language should be given importance. Dramas, role plays, games, simulation should be used in the classroom to promote real communication, (Desai, 2015; Richard, 2006).

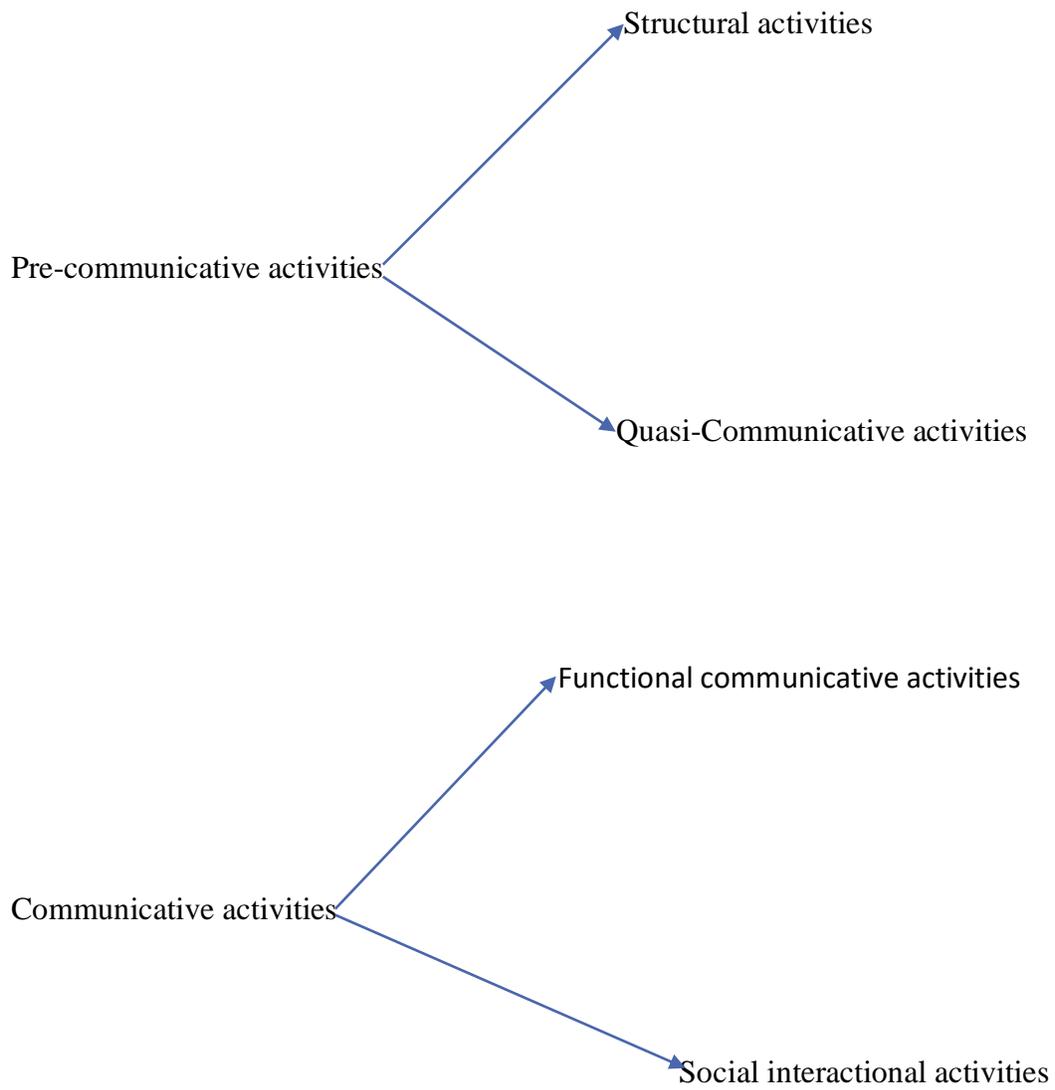
Many other activity types have been used in CLT. These include jigsaw, information gathering, opinion sharing, information transfer, reasoning gap and role play activities. Most of these activities are designed to be carried out in pairs or groups. This shows how important the aspect of pair work and group work is in CLT, (Richard, 2006:20). Notwithstanding, all communication activities performed in class during the teaching of English as a second language should have a communicative intent, (Larson-Freeman 2000:129). According to Jonson and Marrow (1998) in Larson-Freeman (2000:129) Activities that are truly communicative have three features in common, information gap, choice and feedback.

Larson-Freeman (2000:129) explains the three features as follows: Information gap exists when one person in an exchange knows something the other does not know. In feedback, communication becomes meaningful if the listener has an opportunity to provide feedback to the speaker and finally a person needs to have a choice of what to say and how to say it. If the speaker has no choice then there is no communication. Examples of communicative class activities include, role play, pair work, group work, language games, scrambled sentences, picture strip story, drama, debate, presentation, group projects, and simulation

Figure 2.2

Communicative Methodological Framework

(Littlewood, 1981:86)



2.8 Pre-Communication Activities

The aim is to give learners fluent control over linguistic forms, so the learners will produce language which is acceptable.

Function: to prepare the learners for later communication. The teacher may begin the teaching with a communicative activity.

Pre-communication activities aim to give the learners fluent control over linguistic forms in order to prepare the learners for later communication. Examples include drills, question and answer

Communicative activities

- communicative activities aims to:
- to provide 'whole task practice'
- to improve motivation
- allow natural learning
- create context which support learning

Functional communication activities:

- comparing sets of pictures and noting similarities and differences
- following directions
- discovering missing features in a map or picture

Social interaction activities

- conversation and discussion session
- dialogue and role play
- simulation
- debates

For trainee teachers to become effective teachers of English Language they should not only be familiar with these and other CLT class activities or techniques but should also understand and be able to apply in the teaching of English. However, studies have shown that teachers have

challenges using Communicative Approach to teach English as a second language in Zambia and outside Zambia (Vongxay, 2013; Maryslessor, 2012; Mareva and Mapako, 2012; Chishipula 2016, Makina 2017, Zulu 2016 and Munakaampe 2005). It is not known whether challenges facing student teachers in using CLT are as a result of training offered to student teachers at university level. This study will assess final year student teacher preparedness to use Communicative Approach by looking at their use of the CLT characteristics, understanding the principles and application of the four macro skills of language learning.

2.9 Establish final year student teachers' use of the characteristics of CLT

Thompson (2010) conducted a study on beginning teachers' preparedness: A teacher education programme of transferability and impact on the secondary English/ language arts room. This study examined the specific aspects of an English teacher preparation programme that beginning teachers implement and rely on in their classrooms on a consistent basis. In addition, it examined how administrators view the pedagogical competence of graduates from the English teacher preparation programme. The population was made up of new graduates from the Southern Urban University, (cohorts 2005-2006, 2006-2007, and 2007-2008) from the University's master's level English education programme. The sample size was forty (40) graduate teachers, (Thompson, 2010:9). Data were collected with the following research questions in mind: How do beginning teachers perceive their preparation for teaching in the language arts class room? How do school administrators/ department chairs perceive the teaching ability of graduates from the masters' level English teacher education program?

To address the research questions, data were collected through questionnaires, interviews and class room observations. A qualitative study was conducted at the Southern Urban University in the United States of America. The study focused on the specific aspects from an English teacher education programme that beginning teachers implement, adapt and reflect on in a consistent manner. It attempted to address the concerns that teacher education lacks substance and applicability to the classroom and examined the degree to which first, second, and third year beginning teachers use the theory, methods, and training received in a preservice English teacher education programme, (Thompson, 2010:9). Data were analysed inductively using the constant comparative method to determine categories and themes, (Glaser and Strause, 1967 cited in Thompson, 2010:9).

Research findings reviewed that the teacher education programme prepared the graduates adequately for class room teaching. Several beginning teachers complimented the programme saying it did an excellent job of combining theoretical and actual class room practice and that these elements gave them, a realistic picture of day to day life as teacher of English, (Thompson, 2010:149).

This study did not pay particular attention to a specific language teaching approach but looked at graduate teachers holistically. The other difference to the current study was the target population and the research sample. Target population was the newly graduated post graduate student teachers of English language. On the other hand, the current study targeted final year student teachers studying English language at under graduate level. Hence, the results could not be generalised considering that the post graduate students had some teaching experiences before embarking on furthering their education. The current study used a qualitative method approach and specifically looked at final year student teachers' ability to use the characteristics of the communicative approach.

Uwamahoro (2014) investigated Rwandan university teacher educators (lecturers) awareness and attitudes towards CLT. Due to lack of clarity about L2 teaching and learning in Rwanda, the study aimed to explore the actual and current situation of English teaching in Rwanda through the examination of lecturers' awareness of and attitudes towards CLT including their practices in their respective classrooms. The 20 lecturers of English were sampled from different public and private universities in Rwanda. Data were collected by means of an online questionnaire that was responded to by 16 practicing teacher educators.

The results indicated that 81% of the university teachers of English had heard or learnt about CLT and were therefore familiar with the approach. However, these findings showed that 63% of those who were familiar obtained their post graduate studies abroad. This study did not investigate how student teachers' used the characteristics of CLT.

In this study Uwamahoro (2016) used online questionnaire as the only method of collecting data. A number of scholars have argued out that collecting data in this way might lead to findings being questioned. Williamson (2005) shows why triangulation is important in research by the following summary: "It allows the researcher to obtain a variety of information on the same issue and to use

the strength of each method to overcome the deficiencies of the other. This is so because collecting data using one method limits both the data collected and its quality". This is not, however to imply that Uwamahoro's findings were not true but only expressing the fact that his findings might not be generalised. In contrast, the current study used interviews, document analysis and focus group discussions in order to broaden both the data collected and its quality.

Another study, Chishipula (2016) looked at factors hindering serving teachers of English from implementing Communicative Language Teaching approach in Chongwe District of Zambia. She used a mixed methods approach and concurrent triangulation research design. Her research sample was 41 teachers of English language and data were collected through questionnaires, observations and interviews. Study findings reviewed that some teachers could not give proper definitions of CLT while others confessed that defining CLT was a difficult task to them. A few who attempted to define brought out misconceptions of CLT. Those who were observed during lessons, gave attention to form of the language rather than function, discourse or social linguistics, (Chishipula, 2016:35, 40, 57). This description showed that a number of serving teachers lacked ability to use the characteristics of the communicative language teaching approach despite being a recommended methodology for teaching English language in Zambia, (Curriculum Development Center, 2013). It also acted as inspiration for the researcher to carry out a study on student teachers' preparedness to use the communicative approach targeting final year student teachers of English language.

The other motivation was the fact that Chishipula (2016) research population did not include student teachers hence there was need to check their preparedness to use communicative language teaching in order to have a more inclusive picture,(Curriculum Development Centre, 2013, Chishipula, 2016:57). In her recommendation for further research, Chishipula (2016) recommended a study to be conducted on the preparation of student teachers in CLT. Kozdin (2003) claims that, "One fact of a good research is that it raises more questions than it answers and those newly raised questions often becomes the focus of future research."

Zulu (2016) agrees with some of Chishipula (2016) findings. Zulu (2016)'s study on 'Teachers' use of the communicative language testing techniques in Lusaka district of Zambia' employed face to face interviews, document analysis and classroom observation as instruments of data collection. The target population was all teachers of English language in Lusaka District. Thirty one (31)

teachers of English language and 7 heads of departments were selected to take part in the study. Statistical package for social sciences (SPSS) and excel were used to analyse quantitative data while qualitative data were categorised into themes.

Study findings revealed that teachers were not using communicative testing because they were not familiar with it. Qualitative data revealed 71% of the teachers were not familiar with communicative techniques and the teachers also showed ignorance on other aspects of communicative tests such as construction, characteristics, and the purpose of the tests. Only 10% were familiar while 19% indicated that they had average knowledge of communicative testing. Zulu (2016) study findings though true could not be generalised to include student teacher preparedness to use CLT because it was not the focus of his study. Kothari, (2004:2) states that, “.....each research study has its own specific purpose.” The focus of Zulu (2016) was on teachers’ use of communicative language testing techniques.

Zulu (2016) did not provide enough information on the training of student teachers to use communicative testing. He relied on responses of serving teachers to understand the kind of training offered to student teachers of English without investigating trainees themselves or teacher educators from institution that train teachers. The current study is therefore important because it established the preparedness of final year student teachers to use the characteristic of the communicative approach by engaging them through focus group discussions, interviews and observing them teach during their teaching experience.

2.10 Determine final year student teachers’ understanding of CLT principles

Vongxay (2013) carried out a qualitative study to investigate teachers’ perception and understanding of the communicative language teaching at Lao Higher Educational Institute in New Zealand. A case study approach was applied and data was collected using interviews. Four major issues were identified in the study findings as barriers to effective implementation of the communicative language teaching (CLT). These were; misconceptions of CLT, traditional grammar based approach, teachers’ English proficiency and lack of CLT training. Misconceptions of CLT could be related to lack of understanding the principles of communicative language teaching. Vongxay (2013:69) noted that only a few teachers in the project had a good understanding of CLT. Vongxay (2013) did not use class observation in his study. He only used

interviews as the only method of collecting data. The current study investigated student teacher understanding of the CLT principles by not only using interviews and focus group discussions to collect data but also actual class room observation. It is also not known whether the four barriers to implementing communicative language teaching identified in the study could also apply in the Zambian context with final year student teachers.

Mahbubu-ul-Alam et al (2015) conducted a study to show the magnitude of teacher training as a major requirement for effective implementation of CLT in the present context of Bangladesh. The study titled, 'Teacher training: The major requirement of communicative language teaching in Bangladesh' was conducted in observation method, accumulating information from previous relevant works by different researchers. The two main objectives of the study research were: (i) to show the importance of teacher training as the major requirements in the existing practice of CLT approach in the country. (ii) To show the hindrances occurring in the CLT classrooms in Bangladesh on the part of the teachers. Study findings revealed a need for CLT training for teachers of English language. Most of the serving teachers had inadequate knowledge in CLT and had challenges to use the approach in the teaching of English language. Hence they needed training so that they could understand and use CLT principles. There was need to carry out a study such as the current one on understanding the principles of communicative language teaching approach in Zambia. This study adds another dimension to other studies already done on CLT which investigated teachers understanding of the communicative approach in that it specifically investigated final year student teachers' of English language, (Munakaampe, 2005; Makina, 2017).

Mulenga (2015) did a study to establish whether or not the English language teacher education curriculum at the University of Zambia had relevant knowledge and skills for teaching English language in Zambian secondary schools. He also wanted to investigate whether the University can produce quality teachers of English despite curriculum designers not conducting a job analysis at the starting point of the curriculum designing process. The following participants participated in the study, two University Deans, 10 lecturers, 106 final year student teachers, and 82 newly deployed teachers working in government schools. A mixed method approach involving both qualitative and quantitative methods was used. It adopted a concurrent parallel research design, through the use of face to face interviews, questionnaires, document analysis, and focus group discussions. The newly deployed teachers and student teachers were asked questions on content

and methodology courses which they did at the University as well as knowledge and skills relating to the teaching of secondary school English in Zambia.

The findings showed that the two schools in the university which prepared student teachers had different aims about the same curriculum. One school specifically taught subject content while the other one specialised in methodology. To a large extent, this led to the poor coverage and understanding of skills and knowledge in methodology courses. The poor grounding in methods had a definite impact on English language learners in schools. This study did not specifically look at the communicative approach to language teaching hence it was not known if student teachers understood and could use the CLT principles. The current study was done at a different university with a focus on final year student teachers.

Munakaampe (2005) conducted a study to establish the level of implementation of the communicative approach to English language teaching and possible constraints expressed by teachers. The study focused on four areas, i.e. the training that teachers had received, the presence of real life communication, pupil response during English lessons and creating a conducive classroom environment. Data was collected using questionnaire, interviews and observation, (Munakaampe 2005). The study was done in Lusaka district of Zambia.

The results indicated that regardless of the type and amount of training, teachers were not implementing the communicative approach and did not understand the psychological processes of language learning. Munakaampe (2005) investigated grade five (5) teachers who had already passed through teacher training institutions. The current study targeted final year student teachers in university who were being prepared to teach English at senior secondary school.

Another study Makina (2017) was conducted to establish teachers' classroom application of the communicative language teaching (CLT) approach in Mufulira district of Zambia. The study was anchored on four objectives: teachers' understanding of CLT, teachers' classroom application of CLT, teachers' attitudes towards CLT and the challenges faced by teachers when using CLT to teach English at secondary school. A qualitative research design was employed through the use of face to face interviews, document analysis and lesson observations (Makina, 2017). The sample size was 40 teachers of English language.

The findings from the study indicated that teachers had low to moderate understanding of the communicative approach to language teaching. Makina (2017) did not investigate student teachers in training institutions to assess how they were being prepared to teach English using the communicative approach. It was also not evidently known whether the findings were a result of failure to understand the principles of the communicative approach despite being trained or it was lack of exposure to the CLT teaching approach during training.

Richards (2006:13) summarises the six main principles of communicative approach/communicative language teaching as follows;

- i. Make real communication the focus of language learning.
- ii. Provide opportunities for learners to experiment and try out what they know.
- iii. Be tolerant of learners' errors as they indicate that the learner is building up her/his communicative competence.
- iv. Provide opportunities for learners to develop both accuracy and fluency. Appropriate use of language is emphasized rather than accuracy.
- v. Link the different skills such as speaking, reading and listening together since they usually occur so in the real world.
- vi. Let students induce or discover grammar rules. It is analytic and not synthetic.

In chapter four, the current study will show through personal interviews, document analysis and lesson observation if final year student teachers were using CLT principles advanced by Richards and other CLT proponents.

2.11 Analyse final year student teachers' application of the Communicative Approach in teaching the four micro skills of English Language

World over, studies have shown numerous challenges that teachers face when using Communicative Language Teaching CLT to teach English as a second or foreign language, (Vongxay, 2013, Li, 1998; Mareva and Nyota, 2011; Weimann, 19996). There seems to be a general agreement, however that the process of teaching and learning is highly dependent on the quality of teachers, (Karras and Wolhater, 2015:13). It can also be argued that inadequate preparation of trainee teachers can affect the application of the intended teaching methods. Brown (1994) adds that English teaching tends to be challenging to implement if certain elements are

lacking. Elements such as teaching qualification, language proficiency level and adequate teacher training are paramount and provide a sense of confidence if a teacher is equipped with them. If not available, a teacher will have problems in delivering the right material to learners.

Shulman (1986) argues that teaching knowledge, teaching skills and curriculum interpretations embraces the kind of knowledge required for effective class room teaching and successful delivering of the planned lesson. This implies that communicative language teaching requires teachers who are not only knowledgeable in terms of understanding the approach but also able to implement the methodology.

For teachers to successfully use CLT to teach English language, they need to create teaching techniques that integrate the four macro skills of language learning. Through CLT, learners enhance fluency and accuracy, use the four skills interchangeably since they exist together in the real world, and generate and discover grammatical rules (AL-Garni1 and Almuhammadi, 2019). Richards and Rogers (2001) suggested that the CLT approach is beneficial since it focuses on the development of the four skills on which language and communication depend; this approach aims at fostering EFL learner's competence in communication. It is not known from the studies done in Zambia whether the challenges to use CLT to teach English language emanates from the preparation of student teachers, (Richards, 2006 cited by AL-Garni1 and Almuhammadi, 2019, Lungu, 2006, Chishipula, 2016),

Sakui (2004) carried out a study to investigate a 'situated evaluation perspective, the practices and beliefs of Japanese teachers of English implementing communicative language teaching (CLT)'. The findings reviewed that Japanese teachers could not abide by the course description of language teaching. A number of issues were brought out as reasons for failing to abide by the CLT dictates as prescribed by the course outline. Challenges such as inappropriate pre-service training among others was highlighted as the major reason for failing to implement CLT in Japanese schools. The study did not investigate student teachers' application of the four macro skills of language learning. The current study analysed final year student teachers application of the four macro skills of language learning during the teaching of English language using CLT.

Nyarigoti (2013) conducted a qualitative study on Continuous Professional development (CPD) for teachers of English. The study used qualitative ethnographic case study approach to explore

and assess the current CPD practices for teachers of English language in Kenya. Data were collected using observations, focus group discussions, individual interviews and document analysis. The aim was to establish teachers' views, needs and challenges concerning CPD. From the results, it was established that the training teachers got during pre- service was insufficient and to some extent outdated making it difficult to use other recommended teaching methods. These results may not be generalized considering that the study was done on serving teachers and not students in training institutions. It also specifically looked at continuous professional development CPD and not a specific teaching methodology. On the contrary, the current study looked at final year student teachers' application of the four macro skills of language by analysing class room activities in order to check if teaching techniques integrated the basic skills of language.

Incecay and Incecay (2009) investigated the perceptions of 30 university students on, 'The appropriateness and effectiveness of communicative and non-communicative activities in their English as foreign language (EFL) courses' at a private university preparatory school in Turkey. Data were collected by means of a questionnaire and semi structured interview. To avoid any misunderstanding; the questionnaire was prepared in students' native language, (Turkish). The findings showed that most of the respondents had some difficulties caused by communicative activities which were used in the EFL classroom. Other respondents reported that traditional learning habits and styles caused them to be passive in class activities. Their first 12 years of educational experience before university was characterised by traditional language teaching methods hence it was not easy for students to forget them when new approaches were introduced at university level, (Incecay and Incecay, 2009 cited by Vongxay, 2013). It was not clear how integrative the activities were in terms of the four basic skills of language.

In Zambian context, studies have shown that teachers use more of the traditional language teaching approaches to teach English at senior secondary school than the recommended communicative approach, (Makina, 2016; Chishipula, 2017). It is not known if the challenge to use CLT stems from institutions that train teachers hence this study establish preparedness of final year student teachers to use the communicative approach at Kwame Nkrumah University in Zambia.

Lungu (2006) carried out a study, 'the effectiveness of communicative approaches and traditional methods on reading and writing achievement in English grade 8 in selected Lusaka urban and rural Basic schools. The study used quasi-experimental research design, taking the format of the pre-

test/ post- test comparison group design. The intent of the experiment was to compare the effect of one condition on one group with the effect of a different condition on another group. In this case, the effect of traditional teaching methods on reading and writing in English grade 8 compared to the effect of communicative approaches on reading and writing in English grade 8, (Lungu 2006:70). The study revealed that communicative approaches were more effective than traditional approaches in reading and writing skills for grade 8 learners. However, studies have shown more teachers prefer using traditional approaches to communicative language teaching approach. A catalogue of reasons have been given for not using communicative language teaching approach to teach English language in Zambian schools, (Chishipula, 2016, Zulu, 2016). The current study was conducted to confirm suggestions by some teachers of English who blamed teacher training institutions for not doing enough to equip student teachers with enough methodology for their teaching career.

Simuyaba et al (2015) did a study ‘Titled theory against practice: Training of teachers in a vacuum’. The study aimed at getting teachers’ and head teachers’ perceptions on the performance of University of Zambia student teachers on teaching practice. Issues that were investigated included but were not limited to student application of suitable teaching methods to class level, student knowledge of subject content, use of teaching aids and general professional conduct of student teachers. The study employed both quantitative and qualitative research design. Questionnaires and structured interviews were used as data collection instruments. The survey covered thirty eight schools with 104 respondents. Findings of the study showed 96%, 100 respondents out of 104, indicated that the students doing teaching practice had deficiency in teaching methodology. Their methodological base was so weak that they could not adequately deliver content to the learners. Another element that came out of research findings was the inadequate time allocated for practicum. Time for teaching practice was too short to make any substantive effect on the student teacher. Though the study investigated student teachers, it looked at a number of areas and did not focus on the preparedness of a particular language teaching approach. The focus of the current study is on preparedness of final year student teachers to use CLT during the practical teaching of English language.

Mwanza (2016) conducted a study, ‘A critical reflection on Eclecticism in teaching of English language grammar to grade 11 learners in selected secondary schools in Zambia.’ The aim of the

study was to establish how eclecticism in English language teaching was understood and applied by Zambian teachers of English. The study employed mixed research design employing both qualitative and quantitative approaches. Data was collected using questionnaire, classroom observation, interviews and document analysis.

Findings showed that while some teachers demonstrated understanding of the eclectic approach and held positive attitudes, others did not leading to poor application and sometimes non application of the approach. Mwanza (2016) relied on document analysis to check on the training that teachers receive in teacher training institutions. The current study on the other hand used lesson observation, focus group discussions, and questionnaire in addition to the document analysis to assess student teacher preparation to use the communicative approach to teach English language.

Despite showing positive effect on teaching and learning process, communicative language teaching was rarely used by teachers of English due to challenges in its application, (Makina 2017, Chishipula 2016 unpublished dissertations). These findings motivated the researcher to go down to the level of student teachers and investigated their preparedness to use CLT to teach English language in light of very few studies that investigated student teachers' preparedness to use of the communicative approach. Concerns have been raised without carrying out specific research to establish the kind of challenges which were faced at tertiary level in Communicative Language Teaching in Zambia. Zulu (2016) recommends future research on the need to establish whether student teachers in colleges of education were familiar with CLT testing techniques while Lungu, (2006) in his recommendations, advises college of education in Zambia to incorporate systemic studies of communicative approach in the pre-service and in-service training curriculum of English Language.

Mulenga and Luangala (2015) raised concerns on the quality of teachers graduating from Zambian universities. Other researchers who have also shown concern include Banja (2012 a), Banja (2012 b), Chabatama (2012), Manchishi and Masaiti (2011), Manchishi (2004) and Manchishi and Mwanza (2013), all lecturers at the University of Zambia. They questioned the quality of the products of the teacher education from Zambian universities in terms of the knowledge and skills that they possess for teaching, (Mulenga and Luangala 2015). However, none of the mentioned studies have investigated student teacher preparedness to use the communicative approach at any

university in Zambia. This study is one of the responses to the concerns raised by other researchers in Zambia on the need to undertake a study to investigate student teachers preparedness to use CLT. It fills the gap that was left by the studies mentioned and others not mentioned in this dissertation.

2.12 Summary of the Chapter

The chapter looked at the origin of communicative language teaching. It also discussed the important concept of communicative competence. Other features discussed include characteristics of CLT and class room teaching techniques in communicative language teaching. Literature was also reviewed in line with study objectives. The study identified and filled up the gaps by the findings of this study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter presented and discussed related literature in line with the research objectives. This chapter on the other hand gives a brief description of selected methods used in this study. Items discussed include research approach, philosophical paradigm and research design. Particular methods used are briefly explained i.e., research design, target population, sample size, sampling procedure, research instruments for collecting data, data analysis procedures and ethical issues. A summary of this chapter is presented as the last item.

3.1 Research Approach

Creswell (2014) define research approaches as plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. The decision on which approach should be used in a particular study is influenced by philosophical world views, research design and specific methods employed. A qualitative approach was employed in this study.

3.2 Philosophical World View

Mackenzie and Knipe (2006:2) cited by Mulenga (2015:69) state that, “without nominating a paradigm as first step, there is no basis for subsequent choices regarding methodology, methods, literature or research design.” Slife and William, 1995 cited by Creswell (2007) add that though philosophical ideas remain hidden in research, they still influence the practice of research and need to be identified. Philosophical views are assumptions a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge. In simple language, they are a basic set of beliefs that guide action, (Guba 1990: 17, Creswell and Plano 2011:21, Mulenga 2015). This study employed social constructivism which is typically seen as an approach to qualitative research, (Creswell, 2014).

3.4 Research Design

A number of scholars have defined the concept of research design. Taylor (2000), defines research designs as constructed plans and strategies that are developed to seek and discover answers to

research questions. In the same line, Burns and Grove (2003:195) defines research design as, “as blue print for conducting a study with maximum control over factors that may interfere with validity and of the findings. Kothari (2004:31) adds that decisions regarding what, where, when, how, much, by what concerning an inquiry or a research study constitute a research design. The three selected definitions of research design show how one intends to conduct research in terms of methods of data collection and analysis. It provide a series of sign posts to keep one in the right direction, (Msabila and Nalaila, 2013:27). This study employed a qualitative approach and used a case study research design. According to Polit and Hungler (1995), case studies are detailed investigations of individuals, groups, institutions or other social units. A case study could be of one person, family, class, district, an institution. In this light, there are a number of universities and Colleges of Education in Zambia but the study only focused on one university from the Central province.

3.5 Target Population

Williman (2011:94) defines population as a collective term used to describe the total quantity of things or cases which are the subject of a study while target population refers to a universe of units from which the sample is to be selected, (White, 2003).The target population for this study was all final year trainee teachers of English and all teacher educators of English language at Kwame Nkrumah University in Zambia.

3.6 Sample Size

A sample is defined by Bless and Achola (1988) as the subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalized to the entire population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The sample size for the study was drawn from Kwame Nkrumah University campus in Central province of Zambia. A total of 30 trainee teachers and five (5) teacher educators (lecturers) of English participated.

Table 3.1

Final Year Student Teachers of English Language

GENDER	FREQUENCY	PERCENT
MALE	13	43%
FEMALE	17	57%
TOTAL	30	

3.7 Sampling Procedures

Sampling is the selection of some cases from the whole population of study, (Selvam, 2017:49). A good sample is known by its ability to effectively represent the population that it portrays. Therefore, it is very important for the selected sample to contain elements representative of the characteristics found in the population, (Orodho and Kombo, 2002). Best and Khan, (2006), defined an ideal sample as a number that is large enough to serve as an adequate representation of the population which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expense in both time and money. The researcher settled for thirty (30) student teachers from a target population of ninety (90) final year student teachers in the Bachelor of Arts degree with English as a teaching subject. Kothari, (2004) reminds that while selecting a sampling procedure, a researcher must ensure that the procedure causes a relatively small sampling error and helps to control the systemic bias.

Three sampling procedures, random, purposeful and systemic random sampling were used in this study. Purposive sampling is a process of deliberately handpicking individuals from the population based on the authority or the researchers' knowledge and judgement while Systemic random sampling is the process of selecting subjects at a fixed interval. This selection can be every after a certain number of people, (Msabila and Nalaila, 2013:38-39). Purposeful sampling was used to select Kwame Nkrumah University and five (5) lecturers of English. Kwame Nkrumah University was purposively selected because it is one of the oldest secondary school teacher training institution in Zambia hence has adequate experience in teacher training programmes. The five lecturers (teacher educators) were also purposively sampled because they are teacher educators who prepare student teachers to use the communicative approach in the teaching of English as a second language. Systemic random sampling on the other hand was used to select thirty (30)

student teachers of English language from a population of ninety (90) by skipping the first and second and counting the third student repeatedly up to the ninetieth. The skipped students were sixty (60) and the selected students for the sample were thirty (30). The thirty student teachers were randomly divided into five focus groups of six students each.

3.8 Data Collection Procedure

Before the study began, permission was sought from the Registrar of Nkrumah University. After permission was granted, the researcher visited the University with a view to conducting research using, focus group, interview guide and observation guides. Systemic sampling was conducted to select thirty (30) student teachers required to take part in group discussions. The selected student teachers were randomly divided into five focus groups of six students each. Six student teachers from the focus groups were selected to participate in lesson observations and face to face interviews. The six comprised two high performing, two average and two low performing trainee teachers. Five teacher educators were also interviewed using a semi structured interview guide to obtain data by getting their views on final year student teachers' preparedness to use CLT to teach English as a second language. All the five teacher educators (lecturers) of English were purposively sampled.

3.9 Research Instruments and Methods

Instruments are important aspects of research. Parahoo (1997) defines research instruments as tools used to collect data as well as used to measure knowledge and skills of respondents. According to Kombo and Tromp (2006) questionnaires, interview schedules, observation check lists and focus group discussion guides are the most commonly used research instruments. Below is a brief description of research instruments and methods used in this study.

3.9.1 Focus group discussion guide

A focus group is defined as a small gathering of individuals who have a common interest or characteristics, assembled by the researcher who uses the group and its interactions as a way to gain in-depth information about a particular topic, (Kombo and Tromp 2006). The researcher used focus group discussions guide/method to collect qualitative data from respondents. Five groups of six (6) student teachers were sampled from the seventy that answered the questionnaire. Anderson,

(1993) reminds that focus groups are generally composed of six to twelve participants and groups less than six are not ideal enough to provide the required synergy. Systemic sampling was used to formulate the two groups. Qualitative data was collected through subjective responses, gestures and expressions regarding their preparedness to use communicative Approach to teach English as a second language.

3.9.2 Interview Guides

Interviews involve the collection of data through direct contact between the researcher and the respondents presumed to have certain experiences that enhance in-depth understanding of the problem under investigation (Borg and Gall, 1996; Denscombe, 2001,). Face to face semi-structured interviews were conducted with individual lecturers and selected student teachers on issues pertaining to student teacher preparedness to use the communicative approach in teaching of English as a second language. An interview guide with prepared questions was used to conduct interview sessions. However, the researcher took advantage of the flexible nature of interviews by rephrasing questions in different ways in order to make them clear and get more information from respondents.

3.9.3 Document Analysis

Document analysis means focusing on all types of communication that may shed light on the phenomenon that one is investigating, (Maree, 2007). Hancock et al. (2007:19) notes that a wide range of written materials can produce qualitative information. These include policy document, mission statements, annual reports, syllabi, etc. Three documentary sources were analysed in this study. The first one was the senior secondary school English language syllabus. This was imperative as the researcher needed to be familiar and understand the recommended methodologies for teaching senior secondary school English language in Zambian schools as stipulated by the Curriculum Development Center. The second document analysed in this study is the teaching practical results sheet for final year student teachers of English language. It was analysed so that it could fill in gaps that could be left open by other data collection strategies. The third and final documents were lesson plans which were critically analysed before observing student teachers who were selected for practical classroom teaching. The researcher picked up

some issues from the documents that were clarified by respondents during the face to face interviews.

3.9.4 Observation Method

An observation is a method in which the researcher takes field notes on the behaviour and activities of the individual at the research site (Creswell, 2003). Observation technique allows the researcher to observe participants, record what is going on or take down notes hence needs to be systematically planned, (Tichapondwa 2007). Structured observations were used in this study where the researcher was an onlooker focusing only on specific patterns reflecting on a pre-defined observation guide. A total of six lessons were observed with a view to assessing student teachers' application of the Communicative Approach in the teaching of English language. The six were a mixture of high, low and average performers from focus groups discussions. Lesson observation were necessary because the researcher wanted to see how student teachers interpreted theory into practice in a real classroom environment.

3.10 Validity of Research Instruments

Validity refers to ability of a scale or tool to measure what is supposed to measure, (Msabila and Nalaila, 2013:100). It is therefore important to gather evidence which will show that the concerned measuring instrument, measure what it is supposed to measure. Research instrument used in this study were triangulated to ensure validity. The researcher first conducted focus group discussions before lesson observation were conducted in order to verify if student teachers were able to implement what they claimed to know in focus groups discussions. According to Selvam (2017:57) "Triangulation could be between the qualitative data and quantitative data or between sources of qualitative data say interview and focus group discussions".

3.11 Reliability of Research Instruments

An instrument of measure is reliable if it produces the same results when repeated either with the same population or under similar conditions with another population, (Selvam 2017:53). To ensure reliability of instruments, the researcher conducted a pilot study of twelve (12) distance education student teachers of English language. The respondents were requested to provide feedback and report areas that needed clarification, interpretation or correction. This helped the researcher to

correct or remove wrong words, expressions or sentences which were difficult to understand or interpret. After critically scrutinizing the responses, the researcher made adjustments to the instruments to make them more effective and improve their reliability. Blair and Czaja (2014) cited by Changwe (2017:60) asserted that an instrument is not well developed, if it tends to have the probability of making the researcher collect inaccurate data.

3.12 Data Analysis

Data analysis is the process of reducing large amount of collected data to make sense of them. LeCompte and Schensul (1999) define analysis as the process a researcher uses to reduce data to a story and its interpretation. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions, (Kombo and Tromp 2006:117). This study used a qualitative research design. Selvam (2017:77) argues that qualitative method collects textual data. If the verbal data is in the form of recorded interviews or discussions, then they are to be converted into textual data. Verbal information from the focus group discussions and face to face interviews, document analysis on lesson plans and English language senior secondary school syllabus and data from lesson observations were all converted into textual and analysed qualitatively using thematic analysis. Patton (2000) explain thematic analysis as “analysis that looks across all the data to identify the common issues that occur, and identify the main themes that summarise all the views that have been collected. In order to obtain authenticity, some direct quotation from respondents were included as verbatim.

3.13 Ethical Issues

An ‘ethic’ is a moral principle or a code of conduct which guides what people do (Wellington, 2000). In Educational research and other social research, ethics are concerned with ensuring that the interests and well-being of research participants are not harmed as a result of research being done, (Lankshear and Knobel, 2004). In this study ethical norms were strictly adhered to. The researcher applied for clearance to undertake this study from the University of Zambia Ethics Committee. The committee issued the certificate of approval to proceed to data collection. Before data was collected, permission was sought from the registrar of Kwame Nkrumah University and District Educational Board Secretary (DEBS) for Petauke district where student teachers were observed during their English language practical teaching sessions. Permission was also sought

from the respondent to find out if they were willing to participate in the study. After the researcher had explained the purpose of the study, student were given a chance to ask questions on areas where they needed clarifications. Those who showed willingness to participate in the study were asked to fill consent forms. They were also informed of their right to withdraw from the study if they wished to do so. The researcher assured them of confidentiality with regards to information they would avail. He also assured them that the information would not be used for any other thing other than the intended academic purpose. The rights of respondents were also respected. It is for this reason that when student teachers showed reluctant to be filmed during practical teaching, their wishes were respected. Therefore, participation in this study was by informed consent.

3.14 Summary of the Chapter

The chapter exhaustively discussed methodological processes adopted for this study. Items explained include research design, population, sample size, sampling procedures, research instruments, data collection procedures, data analysis and ethical consideration. The next chapter discussed research findings collected and grouped under research questions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The previous chapter looked at the methodology used to collect data. This chapter is devoted to the presentation of findings on, 'Final year student teachers' preparedness to use the communicative approach to teach English language at Nkrumah University'. It is guided by the following research questions:

1. How do final year student teachers use the characteristics of CLT to teach English as a second language?
2. How do student teachers understand the principles of CLT in the teaching of English as a second language?
3. How do final year student teachers apply Communicative Language Teaching to teach the four micro skills of English language?

Data was obtained through focus group discussions, face to face interviews, document analysis and class room observation. Each research question was answered by asking sub-questions to respondents. Emerging themes from responses were presented under each research question.

4.1 Research Question 1-How do final year student teachers use the characteristics of CLT to teach English as a second language?

To answer the first research question, data were collected through face to face interviews and focus group discussions with student teachers. A number of questions were asked based on the research questions. The three sub-questions for the first research question were;

- i. Mention characteristics of CLT?
- ii. How can you use characteristics of CLT to teach English language?
- iii. Explain the difference between teaching English using CLT and teaching English using traditional based approaches such as Audio-lingual

4.2 Mention characteristics of CLT?

The following themes emerged from responses given by participants.

Teaching Techniques

Some student teachers mistook characteristics of CLT to class room teaching techniques. .
Consider the verbatim below;

Student Teacher A

*I think characteristics CLT are what is used to teach in class. Things like
Group work, role plays, simulation and pair work.*

Student Teacher G

*I am not sure, but may be things like debates, drama or may be group work,
Pair work also.*

Student Teacher B

*As for me characteristics of CLT are all techniques that differentiate it from
Traditional teaching approaches, for example, leaner centered, working in
Groups and allowing mistakes and errors*

Not aware of the difference between principles and characteristics of CLT

Three quarters of student teachers were not aware of the difference between characteristics and principles of CLT hence they mentioned principles instead of characteristics of CLT or vice versa.
Consider the verbatim below;

Student Teacher C

*One characteristic of CLT is communication. It is the main focus of CLT. The
Other one is that it is analytic and not synthetic. May be someone else*

Else can help explain the two terminologies.

Student Teacher B

According to my understanding, to be analytic simply means allowing Learners to discover rules of grammar on their own. The other characteristic is that it is more tolerant of errors and mistakes like my colleague has already said.

Student Teacher F

Characteristics are many but I can say it encourages an integrative approach to language teaching where all the four basic skills are linked during the teaching of English language.

Student Teacher H

Ok, one important characteristic is that it uses authentic materials. Things like magazines, newspapers, maybe even a radio can also be used in class.

Student Teacher I

Both fluency and accuracy are there but it is more of fluency in CLT

Four participants of the thirty that took part, looked lost and clearly stated they were not sure about the characteristics of CLT. Some responses came out in form of guesses while three participants brought out characteristics of traditional approaches to language teaching instead of characteristics of CLT. When reminded that what they mentioned were characteristics of traditional methods and not CLT, they started repeating what their colleagues had already mentioned. Nineteen participants were able to confidently mention the characteristics of CLT though they also mentioned principles of CLT without realising it.

4.3 How can you use characteristics of CLT to teach English language?

As a way of answering research question one, student teachers were also asked to explain how they could use characteristics of CLT to teach English language. This question seemed challenging to most respondents. However, themes emerged from explanations some by participants.

Learner Centered

Student Teacher F

CLT encourages learner centered teaching technique, hence I would make my Lesson learner centered by involving all the learner in the lesson.

Student Teacher M

I would create a language lesson in English where I would have a very minor Role to play. I would give learners more activities and create a conducive Environment where learners are encouraged to participate.

Student Teacher I

I would ensure that I make teaching techniques which would make learners work together and rely more on their friends and less on the teacher, for using CLT teaching techniques such as group work or pair work.

Integrating Language Skills

A number of respondents explained the integration of the four basic skills of language. Explanations valid but the concept came out clear. Below are some responses from final year student teachers.

Student Teacher N

I would create a teaching activity such as a short interesting story which is Incomplete. I would introduce the story and then ask pupils to read it. Then I

Would divide the group, and tell learners to discuss the ending of this interesting story. Then learners would be asked to pick roles from the story which they could act in a role play. One group would act the story in front of the class while others are watching and listening. The last part would be writing the story as a narrative composition from the beginning to the end. This way, I would integrated all the four macro skills of language, reading, listening, speaking and writing.

Student Teacher D

Since one of the characteristics of CLT is integrating all the four basic skills of language, I would create a class activity where pupils would be required to listen, speak, read and write. I am not sure which activity but I can think of one.

Authentic Materials

Another characteristic of CLT is the use of authentic materials to teach a language. Thirteen student teachers explained how they would use authentic materials to teach English language to learners.

Below are some verbatim from some participants

Student Teacher E

I would carry different plastic fruits in a classroom to help me teach proper And common nouns. Three pupils would then be called in front of the class Room. From there, would ask them to pick some cards with instruction of what They are supposed to do. Each learner would be required to do according to in Instruction on the picked card. One instruction would ask the learner to pick all The fruits and ask a question what am I carrying to the class. The answer is you

you are carrying fruits which is an example of a common noun. Another card would have instruction to carry oranges only and the question what I am I carrying? The answer would be Oranges which is an example of a proper noun.

Student Teacher L

I would use a speech which was read by the guest of honour to teach speech Writing composition for grade eleven class during English language.

Student teacher M

I would show the class a movie but end it as it reaches its climax. I would then ask then learners to divide in groups and discuss how best the movie ended. Then one group representative would present their ending in front of the class. After group presentations I would ask to write that story in their books as a composition exercise.

Seven participants explained how they would use communicative competence a characteristic of CLT to teach English language to learners. Below are selected explanations;

Student Teacher A

In order to teach the likely conditional sentences would place cards in front of with different questions asking what they would do if they were in a certain position. One would ask a particular group what they would change if one of them were the head teacher of their school. I would be interested of the communicative function of their presentation before I look at grammar and mistakes in their speech.

Student Teacher B

Communicative competence would help me teach listening and speaking because I would give an interesting motion for debate to my class and allow them to freely debate without interfering due to mistakes of grammar as long as their able to communicate though taking not of mistakes for corrections latter.

4.4 Explain the difference between teaching English using CLT and teaching English using traditional based approaches such as Audio-lingual

The third sub-question asked to participants in order to answer research question one, was to ‘Explain the difference between teaching English using CLT and teaching English using traditional based approaches such as Audio-lingual’ three characteristics of CLT that distinguishes it from traditional methods were repeatedly brought .out by most participants. See verbatim below.

Errors and mistakes

Almost all student teachers highlighted the aspect of ignoring errors and mistakes during the teaching of English using the communicative approach. They identified it as one area of distinction between teaching English using CLT and teaching English using traditional methods such as audio-lingual. Respondents explained that traditional methods do not accommodate errors and mistakes during lesson delivery while CLT ignores them for as long as communication is taking place. Correction of errors in CLT is done at a different time to avoid disrupting the learning and teaching process. Consider the following responses to this question;

Student Teacher (E)

In CLT you are looking at communicative competence- you want pupils to come out with their own way of speaking. They to be free to make mistakes so as the teacher can come in at some point to correct them.

Student Teacher (F)

In traditional approaches, errors are not allowed. Learners are not allowed to make mistakes or errors but in CLT pupils are prone to make

mistakes and that the teacher so long as there is communication, the teacher will be able to understand, now in oral approach that is why as he said in you use memorisation. You encouraged learners to memorise what traditional is all about but in CLT there is no such thing if they make mistakes but so long as you able to get what they are saying.

Context and rule explanation

Context is another attribute of CLT that was identified by student teachers as a distinguishing aspect between the teaching of English using CLT and the teaching of English using the traditional methods. Most student teachers explained that CLT is taught in context while traditional methods like audio-lingual are taught with emphasis on rule explanation from isolated structures. Below are verbatim from participants

Student Teacher (G)

When you are teaching English language using CLT it is context based communication Traditional methods is all about drilling, drilling until you get something correct e.g Correct verbs, prepositions, noun for a particular sentences and it is not really contextual.

Communication

Two thirds of participants mentioned communication as the main purpose of teaching English language using CLT. The first priority was to help learners communicate in the target language. The aspect of communicative competence was brought out using different technical expressions. It was also emphasised that unlike CLT, teaching English using traditional methods prioritises linguistic competence as the main objective hence the mastery of rules. Below are some responses from student teachers:

Student Teacher (A)

When teaching English language using traditional methods deals with rules,

As a learner is speaking, they are expected to follow certain rules of grammar.

However, when teaching English using CLT, learners have to speak as long as they are able to communicate.

Student Teacher (B)

When you are teaching in class as a teacher, learners will be able to communicate for example, If they are put in groups. The purpose of putting learners in groups is for the teacher to see if they are able to communicate in the target language.

traditional on the other hand is all about following rules. Are they applying correct rules when using the target language.

As for CLT you don't care whether they are using the correct grammar rules

Of that target language so long as there is communication.

Student Teacher (G)

When you teaching English language using CLT, you are simply looking at performance competence.

when using audio-lingual you are looking at linguistic competence as a result they have to master the rules of that particular language.

Student Teacher (D)

In CLT learners are free to express themselves as compared to audio-lingual.

Because of the rules, they are somehow restricted.

4.5 Summary of Research Question One

Most of the participants were able to mention characteristics of CLT though they also mentioned principle as characteristics of CLT. They could not distinguish between the two. Only thirteen student teachers clearly explained how they would use characteristics of CLT to teach English as a second language. However, three quarters were able to explain the difference between teaching English language using CLT and teaching English using traditional methods.

4.6 Research Question 2-How do student teachers understand the principles of CLT in the teaching of English as a second language?

Data for research question two were collected through focus group discussions, document analysis and lesson observations. The following questions were asked in order to answer the research question 2.

- i. What is CLT?
- ii. Mention principles of CLT and explain how you could use them to teach English language
- iii. Explain the difference between communicative competence and linguistic competence.

The first and third sub-questions were fairly answered by almost all participants. A variety of expressions were used implying that that the two concepts were fairly understood by final year student teachers. However, participants had challenges to understand the second question as they could not differentiate between characteristics and principles of CLT. The following were the sampled out responses.

4.7 What is CLT?

Student Teacher (A)

I can simply define CLT as performance competence or appropriateness of Language, in other ways as long as learners are communicating. A learner Is able to come freely without restrictions of grammar.

Student Teacher (B)

Communicative Language Teaching approach is more learner centered. A Teacher is facilitator. Learning is done among pupils themselves.

Student Teacher (C)

This approach is a real life situation. Example, imitating a hospital scene.

Student Teacher (D)

My friends have already said but I can also add that it is a language Teaching approach that seeks to yield the best from the learner.

Student teacher (E)

CLT is an approach that aims at making communicative competence a goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Student Teacher (E)

It's a teaching approach that is more learner centered were a teacher is more a facilitator than an instructor. The learning that goes on in the classroom set up for example is where pupils are able to learn from one another. A teacher just facilitates in the learning process. Teacher is there to give guidance and direction.

Student Teacher (F)

More like performance competence a situation where a learner Is able to come out freely as long they are able to communicate. In other ways appropriateness of language where a learner can Communicate without really having restrictions to do with rules of grammar and the like as long as they are able to communicate.

Student Teacher (G)

This approach uses real life situations like exactly what happens in real life.

Instead of drilling and memorizing, it uses real life situations. In role plays you take a situation like may be at the hospital so learners will be speaking as if they are at the hospital may be one is a doctor so that take that situation how they will react in a real life situation.

Student Teacher (H)

It is a language teaching method that seeks to yield the best out of the target Language.

The above responses are not fully correct although they all have correct elements or attributes of CLT. About five pupils recited a definition from Richard and Rodgers (2001:155) which defines communicative language teaching as an approach that “aims at making communicative competence a goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”. All but four of the participants were able to give some correct element of what communicative language teaching is.

4.8 Mention principles of CLT and explain how you could use them to teach English language,

This question seemed challenging to student teachers because they had already given characteristics of CLT but could not differentiate with principles of CLT. Most of the student teachers repeated the responses they gave for research question one on the characteristics of CLT. However after the researcher explained the difference between characteristics and principles of CLT, some participants mentioned and explained correct principles of CLT. Dominant among the principles mentioned were;

Communicative Function

Twelve student teachers mentioned communicative function as a major principle of CLT. They explained that communicative function should be in every teaching technique or activity which is supposed to be used when teaching a language using CLT. It should also be prioritised than linguistic or grammatical structures.

Student Teacher A

I think one principle of CLT is communicative function which should be in all language learning activities. Teachers should ensure that class activities help to build communicative abilities in the target language.

Student Teacher D

It is important to teach grammar but I think the communicative function should be prioritised as a principle of communicative language teaching.

Student Teacher B

One CLT principle I can mention is the communicative principle. This is because without the ability to communicate in the target language, language learning has not taken place.

Meaningful Principle

Meaning was another CLT principle mentioned by a good number of respondents. It was explained as a major principle of CLT because learners need to be aware and understand what they are learning. The learning materials need to be meaningful to language learners. Below are some verbatim from final year student teachers;

Student teacher C

Communicative language teaching should be meaningful. Traditional methods uses language teaching techniques like drills and dialogues without the learners understanding or these activities being meaningful in some cases. However, it is a principle of CLT to have all teaching materials and techniques meaningful to learners .

Student teacher E

In my opinion language learning materials should be meaningful. That's all I can say since my friends have already said other things. May be also learner centered.

Student teacher H

Meaning is one of the principle of communicative language teaching.

But I don't know how I can explain it in relation to communicative language teaching. May be others can come in.

Analytic principle

Eight respondents mentioned analytic as one of the principles of CLT. They explained that CLT gives opportunity to learners to discover rules on their own unlike in traditional methods where rules are given to language learners. The following are selected responses;

Student Teacher M

CLT is analytic and not synthetic. Like my colleagues have said it gives opportunity to language learners to discover language rules own their own. In other ways language learning begins from the whole to isolated structures

Student Teacher I

Yes even me I think communicative language teaching begins from the whole to isolated structures not like traditional approaches where language learning and teaching is done in isolation of from the context.

Student Teacher O

Just say something one principle of CLT is that it is analytic and not synthetic. Though I not sure how I can explain the difference.

Fluency and Accuracy

Fluency was mentioned as another principle of CLT. Respondents explained that CLT acknowledges accuracy but fluency is given priority in language learning. Below is a verbatim;

Student Teacher F

Both fluency and accuracy are recognized in language teaching using CLT.

However, accuracy is an important element of communicative language teaching

But I am not sure if they are both principles of CLT.

Student Teacher E

Fluency is one of the principles of communicative language teaching

because CLT is based on communication. To communicate is the target

in a target language is the objective of CLT.

Other CLT principles mentioned by final year student teachers included the use of authentic materials, an integrated approach to language teaching, teacher roles and accommodating errors during the language learning and correcting them at an opportune time. A number of these were also mentioned as characteristics of CLT an indication that student teachers were not able to differentiate between the two.

4.9 Explain the difference between communicative competence and linguistic competence

Respondents were also asked to explain the difference between communicative competence and linguistic competence as a way of answering research question two. Answers to this question valid though all of them had some correct elements of communicative competence and linguistic competence. They correctly stated that linguistic competence was part of communicative competence which is a major principle of CLT. A sign that student teachers understood the two concepts.

Student Teacher (C)

Communicative Competence- This is where you are able to use language in different context. You are able to apply the rules in different context. It encompasses linguistic competence.

Linguistic Competence- You just have the rules. You have the rules. You have mastered but cannot apply to different context.

Student Teacher (H)

Communicative Competence-Communicative in a context. Example, if you are in Kabwe, you should know how people in Kabwe communicate. If I go to another place, I need communicative competence because there are other social things which they do that I do not know

Linguistic Competence (C)-It is the grammar of a language.

Student Teacher (C)

Communicative Competence is a matter of appropriateness. (As long as you are able) to communicate.

Linguistic Competence- Is where a speaker has to at least follow the rules of grammar.

Student Teacher (E)

Communicative Competence- The speaker is able to communicate regardless of the necessarily following rules.

Linguistic Competence- is where a speaker has to atleast follow the rules of

grammar.

Student Teacher (A)

*Linguistic Competence- Is all about masterly of rules that apply to the grammar
Of the target language.*

*In Communicative Competence-Just say whatever I want to say as long as there
is communication.*

Respondents were able to compare the two concepts of communicative competence and linguistic competence. They also correctly stated that both were considered in CLT and that communicative competence encompasses linguistic competence. Though responses to this question valid, all responses had some correct elements of communicative competence. This showed a fair understanding of the major principle of communicative language teaching (CLT).

4.10 Summary of Research Question 2

Findings revealed that final year student teachers did not have an in-depth understanding of some CLT principles. Though they understood a number of them including the major principle ‘communicative competence’, they could not mention and explain all principles that make CLT. They were also not able to differentiate between characteristics and principles of CLT.

4.11 Research Question 3- Analyse final year student teachers’ application of CLT to teach the four macro skills of English Language

The third and final research question analysed the class room application of the communicative approach in the teaching of the four macro skills of English language. Document analysis, Classroom observation and face to face interviews were used to answer the third research question.

4.12 Document Analysis

Document analysis was done on lesson plans and senior secondary school English language syllabus. Most student teachers used prescribed text books as teaching materials. There was no wide interactions with other books to enrich lessons and neither did the teachers use language based realia such as magazines, newspapers, graphics or indeed visual sources around which

communicative activities could be built. Some teachers taught from self-prepared notes without identifiable sources while others had rich communicative lesson plans but lacked the skill to integrate the macro skills of language

4.13 Lesson Observations

The researcher used a number of aids during lesson observations. These included a voice recorder, video camera, note book and observation check lists. Only one student teacher agreed to be videotaped. The researcher respected their wish. However, they were all comfortable with voice recordings. Observation check list was used as a guideline for observation while a note book was used when taking down notes during the lessons.

Six final year student teachers were requested for lesson observations. Five of them successfully taught while one could not make it due to sickness. The following is a breakdown of lessons observed. Four (4) structures, one (1) composition and one (1) comprehension lesson. Of the structure lessons observed three (3) were based on question tags and one (1) was based on 'Agreement and Disagreement'. The composition lesson was based on Report writing while comprehension was based on 'World religions'. The following themes emerged in response to the third research question.

4.14 Lesson procedure/Pupil participation

Almost all student teachers began their lessons by employing the question and answer technique. This was followed by rule explanations and examples to show the practical application of the rule taught. Pupils were then asked to create sentences using or expressing the rule learnt. Wrong sentences were objected and instantly corrected. The teacher was in total control of the class. There were no instances where learners initiated dialogue. Most speaking was done by the teacher. Basically all the lessons observed had two macro skills dominating. Either speaking and listening or reading and writing. Only one student teacher had teaching techniques that integrated all the four macro skills of language.

Language of Instruction

Rigidity was also seen in the strict use of the target language during lessons. Student teachers hardly used any other language other than English during lessons. Neither were pupils free to use

their local Zambian languages. In few instances where local languages appeared, it was to give or clarify instructions to pupils before they attempted an exercise and not necessarily using it for teaching.

CLT Teaching Techniques

The teaching techniques used could integrate the four macro skills of language. However, only one student teachers of the five observed, successfully integrated the four macro skills of language. She used role play, group work and pair work communicatively to teach English structure lesson on 'Expressing agreement and disagreement'. The lesson was taught from a real life context point of view. However, when asked whether she purposely integrated the four macro skills of language in her teaching activities, the teacher looked lost and could not explain why she used the three teaching techniques in her lesson. She could neither mention the techniques she used nor explain how they integrated the four basic skills of language. Other observed lessons had similar CLT teaching technique which were wrongly used in lessons hence affecting the teaching of the four macro skills of language.

Group Work

All the five student teachers used group work as a teaching technique in their lessons. Though this technique can integrate the four macro skills of language, student teachers failed to use it successfully and could not manage to create a communicative environment during the activity. Lesson were delayed because they found it difficult to use in a real class room set up.

Information Gap

Student teachers used different teaching techniques in their lesson presentation but could not integrate the four basic skills of language. This is because their teaching techniques did not have information gap making the learners too passive. The teacher did little to encourage learners to participate in class activities.

Lesson Description

The detailed lesson description below shows an example of how student teachers used CLT to teach the four macro skills of English language. Only one lesson of the five observed was described in this section.

School (A) Teacher (A)

Lesson observation in Structure (Expressing agreement and disagreement)

School C was the latest school to be upgraded from primary to secondary school in the district. It only acquired its secondary status three years before and most of the infrastructure was still under construction. Only one block of three classrooms had been fully completed and ready for use. The other classrooms were lent from a neighbouring primary school. It is located in the central zone of Petauke district hence it caters for urban pupils. The latest grade twelve intake was the third in the history of the secondary school. Two grade twelve intakes had graduated before. The teacher is a final year student teacher from Kwame Nkrumah University studying for Bachelor of Arts degree with English as a teaching subject. The class under observation was a grade eleven class of 17 girls and 25 boys. The lesson began and progressed in the following way:

Introduction Step 1

The teacher began the lesson by asking pupils to mention ways of settling disagreements and how to agree to something. Pupils gave a variety of responses as the question was not clear, it sounded vague.

Step 2

The teacher informed the class that the lesson was going to focus on how to politely disagree or agree with someone or something. She then stuck a big chart with a dialogue between two people. She read the dialogue loudly and the pupils followed her reading. It was an interesting text which captivated the interest of the learners. She then started asking questions to pupils based on the text to pick out expressions that showed polite disagreement and agreement. Some of the expressions that showed polite disagreement and agreement were as follows

- (i) I am afraid that I do not agree.....

- (ii) I beg to differ from.....
- (iii) I concur with.....
- (iv) I totally agree.....

Step 3 Pair work

The teacher asked pupils to be in pairs. She then asked them to come up with conversations where they could discuss and either disagree or agree with each other using the following expressions which she got from her text.

- (i) I am afraid that I do not agree.....
- (ii) I beg to differ from.....
- (iii) I concur with.....
- (iv) I totally agree.....

This exercise proved very difficult to pupils as they could not know which topic to discuss in the conversations and when to bring in agreement and disagreement. Different pairs were called in front but the results were the same. After giving the pupils some context and how to disagree and agree, pupils picked up and did the pair work. The teacher gave a context of a son and his mother comparing between new and old forms of media.

Step 4

The teacher divided the class into six groups of seven pupils. She asked them to pick one of the following topics.

- (i) HIV/AIDS is transmitted by a virus
- (ii) The invention of computers has changed our life styles
- (iii) Electronics and advancement has done more harm than good, so we should do away with it.

The pupils were asked to find points for both sides of the picked topic and discuss. They were instructed to agree and disagree politely using the identified expressions. Two pupils from the groups were asked to demonstrate in front of their colleagues. Group work took a lot of time as pupils could not volunteer from their groups so that they could demonstrate the activity.

4.15 Face to Face Interview

The five teacher educators (university lecturers) purposely selected for this study were individually interviewed in order to triangulate data obtained from lesson observations. All the five were of the view that student teachers were not adequately prepared to use the communicative approach to teach the four macro skills of English language. Common themes from individual interviews included the following:

Inadequate Time

Teacher Educator C

CLT does not only has principles but also classroom teaching techniques and if not properly grasped at university or college level, they can be very difficult for a teacher to use during English language teaching. However, due to lack of time, teacher educators do not thoroughly explain these classroom activities. Hence find it difficult to teach using techniques like cue cards, picture strip, simulation et. As a result they always use group work is not even used according to the tenets of CLT.

Practical Experience

Final year student teachers lacked adequate practical experience to successfully teach the four basic skills of English language. The peer and micro teaching done at university were not enough and the two sessions of practicum done away from university were equally inadequate. See verbatim below;

Teacher Educator B

There isn't much practical sessions in the training of teachers. Micro teaching was stopped and peer teaching is sparingly done due to time hence the only practical part remaining is school teaching experience which though important is not enough on its own.

Coordination

Lack of coordination between the (CDC) and universities contributed to ill preparation of trainee teachers in universities. Curriculum Development Center (CDC) did not engage stake holders (universities) whenever decisions were made to revise the school syllabus. As a result they were not kept abreast of the new recommended methods of language teaching hence not emphasising them during the training of teachers.

Teacher Educator A

CDC should avail as much information as possible to universities involved in teacher education especially when there are changes to the syllabus. This will help build a link between what prevails in schools and the materials used to train teachers.

4.16 Summary of Research Question 3

Observed data from class room observations indicated that student teachers had no skill of applying CLT to teach the four macro skills of English language. Teacher educators interviewed were also of the view that student teachers did not receive enough training and practice to successfully use CLT to teach the four basic skills of English language.

4.17 Chapter Summary

Findings revealed that final year student teachers of English language could not successfully use the communicative approach to teach English as a second language. This is because they could not

apply characteristics and principles of CLT when teaching English language in a real classroom context. Though they understood some characteristics and principles of CLT, they could not apply them to teach the four macro skills of English language in a classroom situation.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study which were presented in chapter four. The findings are discussed in relation to research objectives, reviewed literature and theoretical frame work. As mentioned earlier in this dissertation, the three objectives which guided this study are; To establish final year student teachers' use of the characteristics of CLT to teach English as a second language, To determine final year student teachers' understanding of CLT principles in the teaching of English as a second language, To analyse student teachers' classroom application of CLT in teaching the four micro skills of English language. The findings were validated by other studies from different parts of the world.

5.1 To establish final year student teachers' use of the characteristics of CLT to teach English as a second language

The first objective sought 'to establish final year student teachers' use of the characteristics of CLT to teach English as a second language'. It was important to establish student teachers' use of the characteristics of CLT because communicative language teaching approach is a recommended methodology for teaching English language in Zambian secondary schools, (Curriculum Development Center, 2013:4). The implication is that teachers are supposed to be trained in the method and apply it in the classroom when teaching English language. Hence the importance to establish the use of its characteristics.

In order to establish student teachers' use of characteristics of CLT, participants were asked a number of questions. From interviews and focus group discussions conducted with the aid of the research question. Findings established that most the final year student teachers were able to mention and explain some characteristics of Communicative language teaching. They also mentioned principles as they could not differentiate between principles and characteristics of CLT. It was also noted that participants mentioned similar characteristics and left out similar ones as well.

These findings were in line with Woods and Cakir (2011) who identified similar positive understanding in Turkey as well. He explored what six teachers knew theoretically and practically

about CLT. These teachers had recently graduated from the same university, and were either teaching or pursuing their masters' courses at the time of his study. Mareva and Nyota (2011) reported similar findings on Masvingo Urban and Peri-Urban teachers in Zimbabwe. Twenty (20) of the interviewees out of the Twenty-Four (24) correctly stated that CLT focused on communication or communicative competence and were able to spell out language functions on which CLT is based. Uwamahoro (2014) investigated Rwandan university teacher educators (lecturers) awareness and attitudes towards CLT. The study aimed to explore the actual and current situation of English teaching in Rwanda through the examination of lecturers' awareness of and attitudes towards CLT including their practices in their respective classrooms. The results of this study indicated that 81% of the university teachers of English had heard or learnt about CLT and were therefore familiar with the approach.

Participants were also asked to distinguish between the communicative approach and traditional approaches such as audio-lingual. In responding to this question, most student teachers highlighted some characteristics of CLT that distinguishes it from traditional methods. This was another indication of student teacher awareness of the characteristics of CLT. Prominent ones included errors and mistakes.

Almost all student teachers highlighted the aspect of ignoring errors and mistakes during the teaching of English using the communicative approach. They identified it as one area of distinction between teaching English using CLT and teaching English using traditional methods such as audio-lingual. Respondents explained that traditional methods do not accommodate errors and mistakes during lesson delivery while CLT ignores them for as long as communication is taking place. Corrections and errors in CLT are done at a different time to avoid disrupting the learning and teaching process.

This is in agreement with Larsen-Freeman (2000) who states that errors are tolerated and seen as a natural outcome of the development of communication skills. Desai (2015) agrees with the findings and explains that errors are tolerated by the teacher because what is more important is to make them able to speak in the target language. The teacher should not correct them during the activities in which they are using target language. The teacher can note the errors of the learners and correct them after activities are over. On the other hand Richard, (2006:6) stresses that grammar based language teaching approaches gave great attention to accurate pronunciation and

accurate mastery of grammar from the beginning stages of language learning, since it was assumed that if students made errors, they would quickly become a permanent part of the learner's speech.

Teaching in a real context using authentic materials is another characteristic of CLT that was identified. They explained that CLT is taught in context while oral traditional methods like audio-lingual are taught with emphasis on rule explanation from isolated structures. These responses are in line with Richards and Rodgers (2001) who indicated that many proponents of CLT have advocated for the use of 'authentic' real life materials in the classroom. Larsen-Freeman (2000) adds that to overcome the typical problem of student failing to transfer what they learn in class to the outside world, adherents of CLT advocate for the use of language materials authentic to native speakers of the target language.

Communication was also identified as characteristic of CLT. The aspect of communication competence was explained using different technical expressions. It was also emphasised that unlike CLT, teaching English using traditional methods prioritises linguistic competence as the main objective hence the mastery of rules. This distinction by student teachers between the communicative approach and traditional approaches gave an indication that they were aware the characteristics of CLT.

A good number of CLT advocates are in agreement with 'communication' being one of the distinguishing elements between the communicative approach and traditional approaches. Richards, (2006) argues that learners in CLT, learn a language through the process of communicating in it, and communication that is meaningful to the learners provide a better opportunity for learning than through traditional approaches. Larsen-Freeman (2000:128) clearly states that the goal of communicative language teaching is to enable students communicate in the target language. Ibrahim and Ibrahim, (2017) argues that learners do not learn to compose and comprehend correct sentences only but also how to use sentences appropriately to achieve communication purposes.

Participant were also asked to explain how they could use characteristics of CLT to teach English language and classroom observations were conducted to triangulate the findings. Most student teachers were not able to explain how they could use the characteristics of CLT to teach English

language. The findings from other scholars showed related results. For example, Chang (2010) and Weimann (1996) reported that Taiwanese college of Education teachers and teachers at Ciskeians Schools acknowledged having learnt the approach during their training but they indicated that they lacked the practical aspect of it.

Other related findings include Vongxay, (2013) who observed that only a few teachers in his project had a good understanding of CLT. He noted that most of the interviewees in his study appeared to have had superficial understandings of CLT. For them, CLT meant an interaction among students in class with their teachers. In the same vain, the joint study between Mareva and Nyota (2012), indicated that the teachers were ignorant of the characteristics and principles of CLT. It is because of the ignorance of these CLT techniques that teachers felt they could only teach Fluency. Li (1998) shows that although different educational values and practices are the main reasons for difficulties in implementing the CLT method in the respective contexts, misconceptions and misinterpretation of the CLT approach among teachers are also playing the significant role as a hardcore barrier.

To sum up the findings on objective one, results established that most of the final year student teachers could mention and explain some characteristics of communicative language teaching. They could also differentiate teaching English using CLT and teaching English using traditional methods. However, most of them failed to explain how they could use the characteristics of CLT to teach English language. It was also established that student teachers could mention and explain similar characteristics of CLT while failing to explain similar ones.

5.2 To determine final year student teachers' understanding of CLT principles

In order to determine student teachers' understanding of the communicative language teaching principles, the following questions were asked to final year student teachers. What is CLT? Mention and explain principles of CLT. And explain the difference between communicative competence and linguistic competence.

When asked to explain what communicative language teaching/ communicative approach is, different responses were given. This agrees with Richards (2006) who observes that when pressed to give a detailed account of CLT, teachers' explanations will vary widely. Almost all the responses brought out a different but correct element or aspect of the communicative approach.

Some participants described CLT as a second language teaching approach that prioritises communication of learners in a target language. Others defined CLT as language teaching approach that targets the acquisition of the communicative competence. Furthermore CLT was defined as a second language teaching approach where learners take a more active role in their learning and the teacher takes the role of a facilitator. It was also defined as performance competence or appropriateness of Language, in other ways a language teaching approach where learners are communicating freely without restrictions of grammar.

Above responses were in agreement with a number of scholars. Rodgers, (2006:2) states 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.” Sukui (2004) in the study of language teaching in Japan agrees with these findings by indicating that though the wording varied, the overriding themes included the aspect that there has to be need for communication, self-expression, exchanging opinion in English, understanding of English utterances, not worrying too much about grammar, guessing from context and general comprehension. Savignon (2002:211) is of the same view as well and states that, “No single methodology or fixed set of techniques is prescribed in CLT.” Mareva and Nyota (2011) cited by Chishipula (2016) reported similar findings were Twenty (20) participants out of Twenty-Four (24) correctly stated that CLT focused on communication or communicative competence and were able to spell out language functions on which CLT is based. Brown (2000, 2001) refers to CLT as a diverse set of principles that reflect a communicative view of language and language learning. In other words CLT is an approach has wide variations and is not well defined method. By its nature, it is eclectic, (Mwanza, 2016:13). These responses gave an indication that final year student teachers were able to explain what CLT is.

Respondents were also asked to explain the difference between communicative competence and linguistic competence. Findings showed good understanding of communicative competence. Student teachers were able to distinguish between communicative competence and linguistic competence using a variety of terminologies. They also showed understanding by stating that linguistic competence was part of communicative competence which is a major principle of CLT..

Linguistic competence was defined as the mastery of rules in grammar while communicative competence was defined as the knowledge of language and the rules governing its use.

These findings corroborated very well with other scholars, Ying (2010) argues that communicative competence refers to a language learner's ability to use the target language successfully in real world communication. Similarly Hymes (1972) emphasises that once a speaker acquires knowledge and ability to use language, he has gained communicative competence, (Vongxay, 2013:8). On the other hand, Linguistic competence is defined as the knowledge of language that accounts for the ability to produce sentences in a language (Richards, 2006:2). Others noted that being able to communicate required more than mastering linguistic structures. Widdowson, (1990) cited by Larson-Freeman (2000:121) observed that students could know the rules of linguistic usage, but fail to use the language. They required communicative competence, knowing when and how to say what to and whom, (Hymes, 1971; Larsen-Freeman, 2000:121). The ability to distinguish between the two concepts showed a good understanding of the major principle of communicative language teaching (CLT).

Participants were also asked to mention and explain how they could use CLT principles to teach English language. Findings established that most final year student teachers could mention principles of CLT although very few of them could explain how these principles were used to teach English language. In the same vain, most of them could not differentiate between characteristics and principles of CLT. The adopted conceptual framework for this study, model of knowledge growth in teaching by Shulman (1986) raises the issue of the need for more coherent frame-work with regard to what teachers should know and be able to do, and asking important questions such as how are content knowledge and general pedagogical knowledge related, (Genvieve, 2017). It is therefore imperative that a teacher should have both content and pedagogical knowledge for successful lesson delivery.

These findings were in line with findings from other studies within and outside Africa. Mahbubul- Alam et al (2015) findings on the magnitude of teacher training as a major requirement for effective implementation of CLT in the present context of Bangladesh revealed a need for CLT training for teachers of English language. Most of the teachers had inadequate knowledge in CLT and had challenges to use the approach in the teaching of English language. Hence they needed training so that they could understand and be able to develop CLT teaching techniques. Vongxay

(2013) had similar findings when he investigated teachers' perception and understanding of the communicative language teaching at Lao Higher Educational Institute in New Zealand. Four major issues were identified in the study findings as barriers to effective implementation of the communicative language teaching (CLT). These were; misconceptions of CLT, traditional grammar based approach, teachers' English proficiency and lack of CLT training. Misconceptions of CLT could be related to lack of understanding the principles of communicative language teaching.

Sane and Sebonde (2014) "Suitability of Communicative Approach in teaching English Language in Tanzania Secondary Schools." Had similar findings with the current study. The findings were that the communicative approach to teaching English in Tanzania was not appropriate because of many factors. One of the factors was that majority of teachers were not adequately trained in C.A to enable them use the principles of CLT. Another study with similar findings is Kristina (2009) "Teaching English at a college of education: a case of transformation" The findings revealed that trainee teachers were not properly oriented to C.A in that they did not have enough understanding of CLT principles to enable them teach using the approach. Their lack of understanding the CLT principles was said to be the reason for their inability to use communicative language teaching.

These findings are also in agreement with Makina (2017)'s findings which revealed that teachers were not fully conversant with the principles of the Communicative Language Teaching method and as such they could only give fragments of what the method was all about. The limitation of CLT knowledge by the teachers paved way for misconceptions which were revealed during the study. Munakaampe (2005) study which looked at a critical appraisal of the communicative approach, agrees with this study. Her findings revealed that teachers displayed roles that were not in accordance with the communicative approach. They did not set up communicative activities or exercises during the teaching of English language due to ignorance of CLT principles.

In summary, most of the final student teachers were able to mention principles of CLT. They also explained the concept of communicative competence and further distinguished it with linguistic competence. However, most of them could not explain how they could use principles of CLT to teach English as a foreign language.

5.3 To analyse student teachers' classroom application of CLT in teaching the four micro skills of English language

Effective teaching of English as a second language requires subject teachers to have a better understanding of English language knowledge for teaching. Teachers are expected to be more knowledgeable in terms of knowledge and skills than learners. The English language content and methods courses which are taught to them during their teacher education programme need to be relevant and appropriate to the job ahead of them. In Shulman (1986) theory of knowledge growth, pedagogical content knowledge (PCK) represents the blending of content and pedagogy into an understanding of how topics, problems, or issues are organised and presented to the learners. Pedagogical content knowledge is a teacher's understanding of how to help students understand specific subject matter, (Magnusson, Borko, & Krajcik 1999, Shulman, 1987:8).

Communicative language Teaching (CLT) is the recommended approach to teach English language at senior secondary schools in Zambia, (Curriculum Development Center, 2012). Hence final year student teachers were expected to not only have subject content knowledge but also ability to communicatively deliver the needed English language skills to learners. Advocates of CLT stresses an integrated-skills approach to the teaching of language skills. Since in real life the skills often occur together, they should also be linked in teaching, (Richard, 2006:11).

However findings of the study from classroom observations, indicated that final year student teachers could not use CLT to successfully teach the four macro skills of English language. They had a theoretical knowledge of communicative techniques but could not use it to integrate the four skills of English language in their lessons. According to Richard and Rodgers (2001:155) one aim of CLT is to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

In cases where CLT was applied, they could not use it to teach the four macro skills of English language. Language theoreticians strongly imply that all aspects of language interrelate and intertwine. They claim that students should be given the opportunity to simultaneously use all language skills (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities (Carrasquillo, 1993; Farris, 1989; Farris and Kaczarski, 1988). Pedagogical Content Knowledge (PCK) occurs when the teacher interprets the subject matter and finds different ways to present it and make it accessible to learners, (Magnusson, Borko, & Krajcik

199; Mishra & Koehler 2006). If one of the two, between content knowledge and pedagogical knowledge is lacking, lesson delivery is compromised. Paige (2000) argued that the best-prepared teachers are ones who have a strong background in their specific subject area, asserting that understanding pedagogy is unnecessary in becoming a quality teacher. Only one student teacher from the five observed, successfully used CLT to integrate and teach the four macro skills of English language.

Related findings to this study include, Suo (2015) who perceived that the foreign language education in Mainland China only focuses on the training language skills of listening, speaking, reading, and translating, neglecting the students' all-around development resulting in students' shortage of comprehensive capabilities and creativity. Similar findings were by Munakaampe (2005) who conducted a study to establish the level of implementation of the communicative approach to English language teaching and possible constraints expressed by teachers. The results indicated that regardless of the type and amount of training, teachers were not implementing the communicative approach and did not understand the psychological processes of language learning. In the same line, Mareva and Mapako (2012), established that while all the teachers claim to be aware of this approach to language teaching and indeed demonstrate a degree of understanding of what the approach entails, the teachers hold eleven (11) glaring misconceptions about CLT.

Document analysis on lesson plans revealed that none of the five student teachers observed used language based realia as teaching technique to integrate language skills. They all used prescribed text books as a resource for their teaching hence there was no wide interactions with other books to enrich their lessons. Some teachers taught from self-prepared notes without identifiable sources while others had rich communicative lesson plans but lacked the skill to integrate the four basic skills of English. According to Richard and Rodgers (2001), many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built.

Teacher educators were of the view that student teachers were not adequately prepared to use the communicative approach to teach the four basic skills of English language. Common themes included inadequate time allocated to method courses, inadequate practical experience and lack of coordination between the Curriculum Development Center (CDC) and universities (teacher

training institutions). These findings are in line with Mahbubu-ul-Alam et al (2015) who conducted a study to show the magnitude of teacher training as a major requirement for effective implementation of CLT in the present context of Bangladesh. Study findings revealed a need for CLT training for teachers. Most of the teachers had inadequate knowledge in CLT and had challenges to use the approach in the teaching of the four macro skills of English. Hence they needed training so that they could understand and be able to develop CLT teaching techniques. Mulenga (2015) agrees with these findings as well. He wanted to establish whether or not the English language teacher education curriculum at the University of Zambia had relevant knowledge and skills for teaching English language in Zambian secondary schools. Findings revealed that the two schools in the university which prepared student teachers had different aims about the same curriculum. To a large extent, this led to the poor coverage and understanding of skills and knowledge in methodology courses. The poor grounding in methods had a definite impact on English language learners in schools.

Sakui (2004) had similar findings in a study titled ‘Situating evaluation perspective, the practices and beliefs of Japanese teachers of English implementing communicative language teaching (CLT)’. A number of issues were brought out as reasons for failing to abide by the CLT dictates as prescribed by the course outline. Challenges such as inappropriate pre-service training among others were highlighted as the major reasons for failing to implement CLT in Japanese schools. Similarly Simuyaba et al (2015) study ‘Titled theory against practice: Training of teachers in a vacuum’. Findings indicated that time for teaching practice or practicum was not adequate. It was too short to make any substantive effect on the student teacher.

5.4 Chapter Summary

Most of the final year student teachers could not use the communicative approach to teach English as a second language. This is because they did not understand all the characteristics and principles of CLT and therefore, could not use them to teach the four macro skills of English language. Teacher educators were of the view that student teachers did not receive enough training in methods and had inadequate teaching practice to successfully use the communicative approach to integrate the four macro skills of English language.

CHAPETR SIX

CONCLUSION AND RECOMMENDATION

6.0 Overview

The previous chapter provided discussion regarding ‘Final year student teachers’ preparedness to use the communicative approach to teach English as a second language at Nkrumah University’. This chapter consists of conclusion and recommendations drawn from research findings. The conclusion will be summarised according to research objectives.

6.1 To establish final year student teachers’ use of the characteristics of CLT to teach English as a second language,

In order to establish student teachers’ use of characteristics of CLT, participants were asked a number of questions with the aid of the research question. Findings revealed that most final year student teachers could mention and explain some characteristics of communicative language teaching. They also mentioned principles as characteristics of CLT because they could not distinguish between the two. It was also revealed that most student teachers could mention and explain similar characteristics of CLT while failing to explain similar ones as well. All participants were able to differentiate between teaching English using CLT and teaching English using traditional methods. However, the study established that most final year student teachers could not explain how to use characteristics of CLT to teach English language

6.2 Determine final year student teachers’ understanding of CLT principles

In order to determine final year student teachers’ understanding of the communicative language teaching principles, the following questions were asked to respondents. What is CLT? Mention and explain principles of CLT. And explain the difference between communicative competence and linguistic competence.

The study revealed that final year student teachers were able to mention some principles of CLT. They also explained the concept of communicative competence and further distinguished it with linguistic competence. However, it was established that most final year student teachers could not explain how they could use principles of CLT to teach English as a second language.

6.3 To analyse student teachers' classroom application of CLT in teaching the four micro skills of English language

The third objective analysed student teachers' class room application of the communicative approach in the teaching of the four macro skills of English language. Document analysis, Classroom observation and face to face interviews were used to answer the third research objective.

The study established that most of the final year student teachers were not fully prepared to use the communicative approach to teach English as a second language. This is because they did not clearly understand some characteristics and principles of CLT and therefore, could not use them to teach the four macro skills of English language. Teacher educators were of the view that student teachers did not receive enough training in methods and had inadequate teaching practice to successfully use the communicative approach to teach the four macro skills of English language.

6.4 Recommendation for future research

Based on the above findings, discussions and conclusions, the following recommendations are suggested.

- i. Since research has established that ability to mention and explain some characteristics and principles of CLT does not necessary translate into ability to use them to teach English language in a class room set up, this study recommends a longer teaching practice duration and a longer period for teaching methodology courses in teacher training institutions.
- ii. Colleges and universities responsible for teacher training should revise the course syllabi in line with current and recommended teaching approaches and methods. This will ensure that teacher training is responsive to the needs and demands of the current school system.
- iii. The government through the Ministry of Education should intensity monitoring of both public and private teacher training institutions to ensure that the training of teachers is of high quality and in line with the current teaching trends.
- iv. The curriculum development center (CDC) should engage teacher educators in teacher training institutions to take part in revising school syllabi so that changes to the syllabus are quickly noted and communicated to student teachers in their training institutions.

6.5 Areas for further research

Arising from research findings, there is need to establish whether communicative language teaching (CLT) is still a relevant approach for teaching English as a second language in the Zambian context

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APPENDICES

Appendix 1 Interview Guide for Student Teachers

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

Dear Respondent,

My name is Phiri Aubrey a Masters student at the University of Zambia. As part of my school work, I am doing research on a study titled, 'Final year student teachers' preparedness to use Communicative Approach to teach English as a second language at Nkrumah University in Zambia'. You have been selected to answer this questionnaire because you are a final year student teacher of English, and therefore very relevant to this study. You are welcome to this interview, feel free to contribute and answer questions freely. You are also free to ask any question concerning this interview and the study. Further, your name, identity, or institution will not be published for confidentiality reasons. Participation in this study is by informed consent. You are also free to withdraw from this study at any time.

1. Are you aware of the recommended methodology for teaching English language at secondary school?
2. Are you aware of the four macro skills of English language?
3. Did you integrate these four macro skills of English in your lesson?
4. Was your lesson communicative? If yes what evidence do you have?

Thank you for time God Bless You

Appendix 2 Focus group discussion guide

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

1. What is communicative Language Teaching CLT?
2. Mention characteristics of CLT? Explain how you could use characteristics of CLT to teach English language?
3. Mention principles of CLT? Explain how you could use principles of CLT to teach English language?
4. Explain the difference between teaching English using CLT and teaching English using oral based approaches such as audio-lingual.
- 5 Explain the difference between communicative competence and linguistic competence?
- 6 What are your general views on CLT approach to English language teaching?

End of Discussions thank you

Appendix 3 Interview guide for Teacher Educators

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

1. Are you aware of the recommended methodology for teaching English language at secondary school?
2. How prepared are final year student teachers to use the CLT to teach the four macro skills English language?
3. If not prepared, what are the reasons for the unpreparedness?
4. Are there some challenges that you face when preparing student teachers to use a recommended language teaching approach like CLT?
5. If they are there, mention them and how you think they can be resolved?
6. What should be done to help student teachers become more prepared to use CLT to teach English language?

Thank you, God Bless

Appendix 4 Observation guide for student teachers

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

AREA OF OBSERVATION	YES	NO	COMMENTS
PREPARATION			
Evidence of communicative lesson plans			
Evidence of realia on lesson plans e.g Magazines, newspapers, graphics,			
Integrating the four macro skills of English language			
Use of learner centered techniques			
Teacher as a facilitator of learning			
Information gap teaching techniques			
Meaning in the teaching materials			

Appendix 5: Letter of Consent



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
+260-1-292702

Date: 29-03-19



Conducted

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

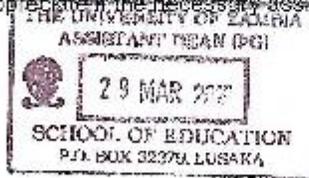
The bearer of this letter Mr./Ms. HARI ANBRET Computer number 2017019544 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/~~PhD~~ programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/~~her~~

Yours faithfully

Emmy Mbozi



Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRES



Passed through this department



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drqs.unza.zm | Website: www.unza.zm

Approval of Study

20th June, 2019

REF NO. HSSREC: 2019-MAR-015

Mr. Aubrey Phiri
The University of Zambia
School of Education
Department of Languages and Social Science Education
P.O. Box 32379
LUSAKA

Dear Mr. Phiri,

RE: "ASSESS FINAL YEAR STUDENT TEACHERS' PREPAREDNESS TO USE THE COMMUNICATIVE APPROACH TO TEACH ENGLISH AS A SECOND LANGUAGE AT NKURUMAH UNIVERSITY, ZAMBIA"

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee (HSSREC) resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary /Expedited Review	Approval No. REF No. HSSREC: 2019-MAR-015
Approval and Expiry Date	Approval Date: 20 th June, 2019	Expiry Date: 19 th June, 2020
Protocol Version and Date	Version-NIL	19 th June, 2019
Information Sheet, Consent Forms and Dates	• English.	To be Provided
Consent form ID and Date	Version	To be Provided
Recruitment Materials	Nil	Nil