

**IMPLEMENTATION OF THE COMMUNICATIVE
APPROACH TECHNIQUES BY TEACHERS OF FRENCH IN
SECONDARY SCHOOLS IN KABWE DISTRICT, CENTRAL
PROVINCE, ZAMBIA**

By

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DECLARATION

I, Elias A. Mukayi, 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 by means of complete references.

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CERTIFICATE OF APPROVAL

This dissertation by Elias A. Mukayi is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Applied Linguistics of the University of Zambia.

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ABSTRACT

French has been taught in Zambia as a Foreign Language even before independence. Manchishi and Chishiba (2016) indicate that French was introduced in African schools, as a subject, in the educational system of the then Northern Rhodesia in 1953. At that time, French was offered at Munali Boys Secondary School, in Lusaka and Chipembi Girls in Chisamba. In 1964, when Zambia obtained its Political Independence from Britain, the teaching of French spread to 12 other secondary schools. The French Language Syllabus for Secondary Schools recommends that teachers of French use CLT in their teaching to enable the learners develop Communicative Competence (MESVTEE, 2013). The study explored the implementation of CLT in Government Secondary Schools of Kabwe District.

The purpose of the study was to establish how teachers of French as a Foreign Language in Kabwe District were implementing the Communicative Language Teaching Approach, as recommended by the Syllabus and the extent of the implementation. The objectives of the study were (i) to assess teachers' understanding of CLT, (ii) assessing teachers' Teaching Techniques in a French Class and establishing the possible challenges faced by teachers of French in implementing CLT. The study employed a descriptive design under qualitative approach. The study participants comprised of 14 teachers, 3 subjects specialists and 178 pupils who were purposively sampled. Data was collected through interview guides, naturalistic observation schedules and Focus Group Discussions guide and analyzed using thematic analysis.

The study findings revealed that teachers had very little ideas that CLT aims at making learners attain communicative competence. In terms of teaching techniques used, the study revealed that CLT, to a large extent, was absent in all the lessons observed. Teachers have been using various techniques more especially the Grammar Translation approach, which is dominated by structure. Most of the lessons were organized around teacher centered whole class pedagogical activities without any noticeable form of communicative activities and CLT instructional procedures. As regards to challenges faced, the study revealed factors such as inadequate pre-service training, insufficient funding to procure Text books, negative attitudes of the teacher toward CLT, form-based examinations and pupils' low French proficiency to be among other factors hindering teachers from implementing CLT.

Bordering on the findings of the study, the following recommendations were made. Among them, the need for the trainers of teachers of French to be practical and not theoretical in their training. The study recommended that teachers of French be sensitized on the need to implement the recommended approach. The sensitization will act as a Continuous Professional Development (CPD) to remind them of the pedagogical requirements of the syllabus and also that monitoring of teachers by standard officers should be effectively done and there should be increased funding to schools, the French Section in particular so that equipment and materials to support CLT is procured.

Key words: *Communicative Approach, Communicative Competence, French as Foreign Language, Teachers, Understanding, Application, Challenges, Kabwe*

DEDICATION

This paper is dedicated to my mother Astridah Mututa who as a young “poor” widow saw the need to take me to school and see to it that I am where I am today. She showed me that investment in education is one of the sure ways through which I can make it in life. To my Wife Yalonda ‘Kaluwa’ Mukayi for the support and trust she gave me. To my children: Paxima, Saline and Credo for their belief in me, which made me, soldier on despite working under very difficult circumstances.

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ACRONYMS

CDC-	Curriculum Development Centre.
CLT:	Communicative Language Teaching.
CLA-	Communicative language ability
CC-	Communicative Competence
CLT-	Communicative Language Testing
CPD-	Continuing Professional Development
DEBS-	District Education Board Secretary
ECZ-	Examination Council of Zambia
FFL-	French as Foreign Language
FGD-	Focus Group Discussion
LATAZ:	Languages Teachers' Association of Zambia.
FLE -	Francais Langue Etrangere.
MoGE-	Ministry of General Education
MESVTEE-	Ministry of Education Science, Vocational Training and Early Education
SESO-	Senior Education Standards Officer
UNZA-	University of Zambia

DEFINITIONS OF KEY TERMS

Approach- theories about the nature of language and language learning that serves as the source of Practices and principles in language teaching. It is a set of correlative assumptions dealing with the nature of language teaching and learning of language

Communicative Language Teaching: Approach to teaching French as a Foreign Language with Emphasis on communication.

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

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

Method: By definition, a method is a procedure or technique used by teachers to teach a lesson. **It is an** overall plan for the orderly presentation of the language material all of which is based on an approach.

Methodology: Methodology refers to more than a simple set of methods. It is the rationale and the philosophical assumptions that underlie a particular study. It indicates the theoretical analysis of the methods. In language teaching, methodology means the study of pedagogical practices in general, including theoretical implications and related research. It includes what is involved in how to teach.

Technique- the specific stratagem designed to accomplish an immediate objective.

Syllabus: Simply put syllabus is a language program. This includes objectives of linguistic materials and how they are sequenced to meet the needs of learners.

CHAPTER ONE

INTRODUCTION

1.1 Overview

In this chapter, the researcher presents the background to this study, statement of the problem, objectives of the study, research questions, and scope of the study, limitations of the study, significance of the study, theoretical framework, conceptual framework and operational definitions.

1.2 Background to the Study.

It is a common truism that the teaching of language has been a dynamic field of education where a number of changes have taken place and implemented over time Whong, (2011). These changes in teaching approaches and methods have been necessitated by a demand for the most suitable approaches for language teaching. At any given moment in the past, when linguists and teachers realized that particular theories of language and language learning were not meeting the needs of a society, they initiated a search for a new approach that would solve the problem. Howatt, (1984).

Stem, (1992) affirms that Communicative language teaching with its emphasis on meaning and communication and its characteristic of learner- centeredness, has served as the dominant approach to French as a Foreign Language teaching for a long time. This approach has been used to teach French in many countries in the world. For example, some of the African countries in which the approach has been found useful are Uganda, Kenya, Rwanda, and Nigeria. (Mamadou, 2011).

Lane, (2000) states that Communicative competence is one of the key aspects of life amongst human beings. Consequently, language should be taught in a way that the learner achieves this goal. This calls for use of effective teaching methodologies. To achieve competence in using French as a Foreign Language, the teaching has witnessed a lot of methodological changes starting from the Grammar- Translation method to the Communicative method which is currently found to be one of the most effective and most commonly used in the teaching of FFL for effective communication in the world. (Box, 2003). It could therefore be

argued that any breach on the requirements for the application of the method, could possibly lead to negative outcomes on the part of the learners.

The French language teaching development introduced different innovations in terms of methods and approaches. It was within this perspective that the Ministry of Education (MOE) adopted the first generation Audio-visual method 'Voix et Images de France', a method which was already in use at that time in several countries, for example Ghana and Nigeria. But soon this method was decried for using a mechanical approach to teaching especially imparting parrot-like and impermanent language skills and neglecting the learner's potential participation in the learning task, (Obura, 1982).

According to Mulwa (2007), the rejection of this first generation Audio-visual method gave way to 'Pierre et Seydou', (translated: "Peter and Seydou"), another second generation Audio- Visual method of French teaching, which saw the introduction of reading and writing skills in the second month of the first year of secondary education. This method was, however, not any better in ensuring communicative competence on all the skills in FFL learning classes.

Despite all these developments, the learners of French continued to suffer a communication crisis in French. Many could conjugate verbs correctly and show a fairly good aptitude for grammar and syntax. However, this was not matched with any corresponding degree of communicative competence across all skills of listening, speaking, reading and writing. With this method, learners could memorize disjointed sentences in French, as well as pronounce them with the correct French accent, due to the emphasis on phonetic correction and the repetitive aspects of the method, (Rivers 1982). However, the learners remained unable to hold a discourse of any value with speakers of French. This is the reason behind the introduction of the Communicative Approach as a teaching method of French as a Foreign Language.

1. 2. 1 Approaches used to teach French as a foreign Language: Historical Perspective

1.2.1.1 Grammar translation

The Grammar Translation method as an approach was originally used to teach Latin and Greek. Its main purpose was to give students the capacity to access and appreciate literature while helping them to understand their first language better, through extensive analysis of the target language and translation.

This method had its weaknesses. One of its great weaknesses was that the Grammar-Translation Method totally ignored oral proficiency, a major component of language teaching (Hadley, 2001). There were very few opportunities for listening and speaking although passages and sentences for reading and listening purposes were, supposed to fulfil this function. Most of the time in class was used for explaining grammar and vocabulary, as an end in itself, rather than speaking the language, much to the disadvantage of the students, who had the need for oral proficiency. The push for communicative competence in the FL was so urgent that it did not take long before the direct approach was initiated.

1.2.1.2 Direct Approach

This approach was born out of the idea that one learns language by listening to it in large quantities. According to Coady and Huckin (1997), the main qualities of the Direct Approach are: The entry point in a lesson presented in this method is naming of the objects within the classroom, leading to situations. The main drawback in this method is that students spent a lot of time answering the teacher's questions, which led to less personalization. Little correction in grammar and absence of structured situations often led to inaccurate or false fluency, and consequently no communicative competence as has been described earlier in this study. For the purpose of more interaction with, and amongst the learners, the Audio-visual approach was put in place and was part of French government efforts to diffuse the teaching of FL into Africa particularly in the newly independent Anglophone countries.

1.2.1.3 Audio-Visual

The Audio-Visual Approach of teaching FFL was introduced in Zambia in the 60s after the country's independence. Also christened SGAV, (Structuro-globale-Audio- Visuelle), its aim

was to promote the French Language worldwide mainly for speaking purposes. According to Muyskens (1998), the following are the general characteristics of the audio-visual approach:

- 1) To give the learner the same language ability as that of the native speakers.
- 2) Mother tongue is forbidden in all forms, in the class.
- 3) Learning is stimulus-response based.
- 4) There are no explanations at the start of the course, and drills are mainly the driving force in language learning.
- 5) Listening, speaking, reading and writing should be the order in which learning takes place.

The Audio-Visual approach did not manage to give the learner the anticipated language ability as that of the native speaker, or understand them, when they talked between themselves or in the media, (Germain, 1993). This is one of the reasons behind the adoption of the CLT by the MoGE, in Zambia. The Audio-Visual method was abandoned for the CLT for a variety of reasons. It did not encourage writing as contends in Owuondo, (2011), but encouraged only memorized speech lines. Furthermore, the learner was hardly given any chance to move away from the mechanical presentation-repetition-explanation-memorization cycle, to produce his own meaningful conversations other than sentences devoid of any wholesome meaning, as a unit. These memorized lines were not consciously pegged to any specific speech act, as we know them today, under the CLT. They therefore did not present any tangible way of handling the cultural dimension in FFL learning, which is important today, in the process of language acquisition and competence.

Owuondo (2011) therefore uses the term "speaking" to mean just that, literally, not "speech", of "speech act", as used, in the communicative approach. The Audio-Visual Method had earlier been elaborated in the United States under the name Audio-Lingual, but had been criticized for encouraging parrot like learning of phrases, which did not help learners to acquire any significant degree of communicative competence in French.

By the 1980s, most learners of French in Zambia, were therefore able to pronounce French more like the native speaker, but hardly able to carry on a conversation on a specific area. This

therefore, led to the MoGE, with the advice of the Curriculum Development Centre (CDC) and the then Inspector of French, to adopt the Communicative Approach as a method of teaching French as a Foreign Language in Zambian secondary schools.

1.2.1.4 Communicative Approach.

Communicative Language Teaching is an outgrowth of the functional view of language, which sees language as a tool for making meaning, and that language develops through interaction and use, Whong, (2011). The focus in language teaching is on communicative proficiency rather than mastery of structures. It begins from a theory of language as communication Richards and Rodgers, (1986). The goal of language teaching in CLT according to Richards and Rodgers, (1986) is to develop communicative competence, which covers both spoken and written language

CLT has not only developed out of linguistic concerns but also because of a broader trend in education as well. Progressivism in mainstream education emphasizes the needs of students as individual; it promotes the idea that active learning through doing and discovery is more effective than the passive absorption of bodies of knowledge Whong, (2011).

Since the 1970s, the scope of CLT has expanded worldwide because of its wide appeal. It is often regarded as the harbinger of new era in language teaching. The French Language syllabi have from sometimes used the principles of CLT. The Zambia Education Curriculum Framework (2013) directs that the content, structure and process of teaching at both Junior and Senior Secondary School Levels should go towards developing a learner capable of communicating effectively in both speech and writing (MESVTEE, 2013). Similarly, the syllabi for French Language in their preamble state that the recommended methodological interpretation of the French Language syllabi is ‘functional’ and ‘communicative’ (MESVTTE, 2013). For the Zambian Senior French Language Syllabus, Text Based Integrated Approach is used with CLT. A text-based approach explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are.

1.2.1.5 Features of the Communicative Approach.

The first consideration would be the class activities that typify the Communicative Approach. Blumfit, (1984) encouraged the need for activities to give fluency to the learners. In his view, such activities would help learners to produce and understand items, which they gradually acquire during learning sessions, which are focused on linguistic form or 'accuracy work'. Modard, (1990) in his teaching manual "Aspects of Methodology in the Didactics of French as a foreign language" outlined actions and activities which the teacher of French as a Foreign Language needs to incorporate into his Communicative Approach-based FFL teaching program. The key actions prior to starting teaching are:

- i) Identification of learning groups based on age and purpose
- ii) Needs analysis and expectations of the learner;
- iii) Analysis of the teaching and learning manuals;
- iv) Definition of the Learning Objectives.

The continuous teaching process requires the teacher to involve his learners in the following activities, incorporated into the normal skills of listening, speaking, reading and writing: role play ;simulation; brain storming; activities involving reapplication of already acquired communicative linguistic competence; dramatization; case study; debates; games; narration; micro dialogues; guided oral production ,Ozsevik,(2010)

1. 3 Statement of the Problem

Bryman and Bell (2010) stated that a problem statement usually explains the problem your process improvement project will address. In general, a problem statement will outline the negative points of the current situation and explain why this matters. It also serves as a great communication tool, helping to get support from others.

There have been changes in the approaches toward the teaching of French as a foreign Language in Zambian schools. The changes have been necessitated by the desire to move from traditional approach to one that promotes real-life communication. The French Language Syllabus for Secondary Schools states that teachers of French use CLT in their teaching to enable the learners develop communicative competence (MESVTEE, 2013). However, results from some studies showed that teachers were not implementing CLT. Chishipula (2016). This

being the case, using Kabwe District Secondary Schools as a case study, the researcher wanted to establish if teachers were implementing CLT in the Teaching of French as Foreign Language. In a question form, “How are teachers of French in Kabwe District implementing CLT”?

1.4 Purpose of the Study

The purpose of the study was to establish how teachers of French as a Foreign Language in Kabwe District were implementing the Communicative Language Teaching Approach as recommended by the Syllabus.

1.5 Research Objectives

Study objectives define the specific aims of the study. That is, why they should be clearly stated in the introduction of the research protocol. Objectives can, and often do, state exactly which outcome measures will be used within the statement (Bryman and Bell, 2010). The objectives, in a research, answer the question: What does one want to archive? (Dube, 2017). They are important because they not only help guide the development of the protocol and design of study but also play a role in sample size calculations and determine the power of the study.

This research therefore aimed to achieve the following objectives:

1. To establish familiarity by teachers with the Communicative Approach
2. To assess teachers’ Teaching application of CLT
3. To establish the possible challenges faced in the implementation of the Communicative Approach.

1.6 Research Questions

Dube (2017) contended that the research question operationalizes an objective. According to Fouché and (De Vos (2005):100) it asks the “what” question, with reference to what the researcher wants to find out about the topic. Haynes (2007:94) suggested that it is important to know “where the boundary between current knowledge and ignorance lies.” From the objective formulation, the research question can be formulated.

Based on the objectives stated above, this study sought answers to the following questions

1. What is the teachers' understanding of CLT?
2. What techniques are teachers using to teach FFL?
3. What are the possible challenges faced by teachers of FLE in the implementation of CLT?

1.7 Significance of the Study:

Gash (2010) suggested "Significance of the study provides answers as to what the study will contribute. It should specifically state the value of the study." Significance of the study in a dissertation is a part where the researcher tells the importance and purpose of that particular study. The researcher also tells how the study would be beneficial to society and specific people. The significance of a study typically includes an explanation of the work's significance, its potential benefits and its overall impact. It attempts to explain to readers why a researcher's work is worth performing. The rationale often explains which specific groups of people can benefit from the research. It typically indicates how the specific project fits within the developing body of knowledge.

In the case of this study, the findings may contribute to a wider body of knowledge in the area of Communicative Approach in French Language Teaching. The findings may be valuable for teachers and curriculum designers who play an important role in shaping the education system in Zambia. In addition, this study may be valuable to teacher educators (French)

1.8 Limitations

All studies have limitations. However, it is important that one restrict the discussion to limitations related to the research problem under investigation. There are some limitations related to methodology, research process and those related to the researcher. James and Murnan (2010:82) noted that limitations of the study are those "characteristics of design or methodology that impact or influence the interpretation of the findings" from the research. They are the constraints on generalizability; applications to practice, and utility of findings that are the result of the ways in which one initially chose to design the study or the method used to establish internal and external validity.

This study was confined to fourteen schools in Kabwe district of Central province. These schools were chosen because they have been offering French as a Subject. The small size of the sample limited the representation of the research findings, as it only focused on a small

population, namely teachers and learners of French as a Foreign Language. This means that the findings of the study would not be generalised to a wider population to other districts or provinces.

1.9 Delimitation/ Study Site

The research was conducted in Kabwe Districts Secondary schools and Curriculum Development Centre.

1.10 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks presented in the study suggest how certain variables interact to ensure effective application of Communicative approach to the teaching of French. The right process of that interaction is important as it determined the acquisition of communicative competence by the learners

1.10.1 Theoretical Framework

In terms of theoretical Framework, this study was guided by Spector's (1984) theoretical model. The model posits that a successful innovation is dependent on sufficient change in the teacher's behaviour "so that the role behaviour become in congruent with the role demands of the innovation" (1984:571). Spector's model incorporates the major factors (change, Teaching, institutional setting, change Agent) and the connections between these factors influence the teacher's behaviour as he coped with the demands of the innovation. Spector also looked at the teacher's past experience to have an influence on the way he perceives an innovation. The model also states that once teachers are willing to make some of the changes demanded by the innovation, a cycle begins in which experimental behaviour are reinforced and repetition encouraged.

Spector's model sits well with this study. The teacher, to begin with, plays a pivotal role in the success of any classroom innovation, in this regard, CLT. His/her past experience in terms of pedagogy has an influence on his perception of the new approach. Additionally, his/her attitude determines the success or failure of CLT. Apart from the teacher, if CLT is to be implemented, other variables should interact well with the teacher and meet the demands

of CLT. Institutional factors such as the sizes of the classes, teaching and learning materials and the general organisation of the education system should be in conformity with the tenets of CLT.

Theoretical Model of Factors Influencing a Teacher's Willingness to Embark on a New Initiative in Class. (Spector 1984: 572)

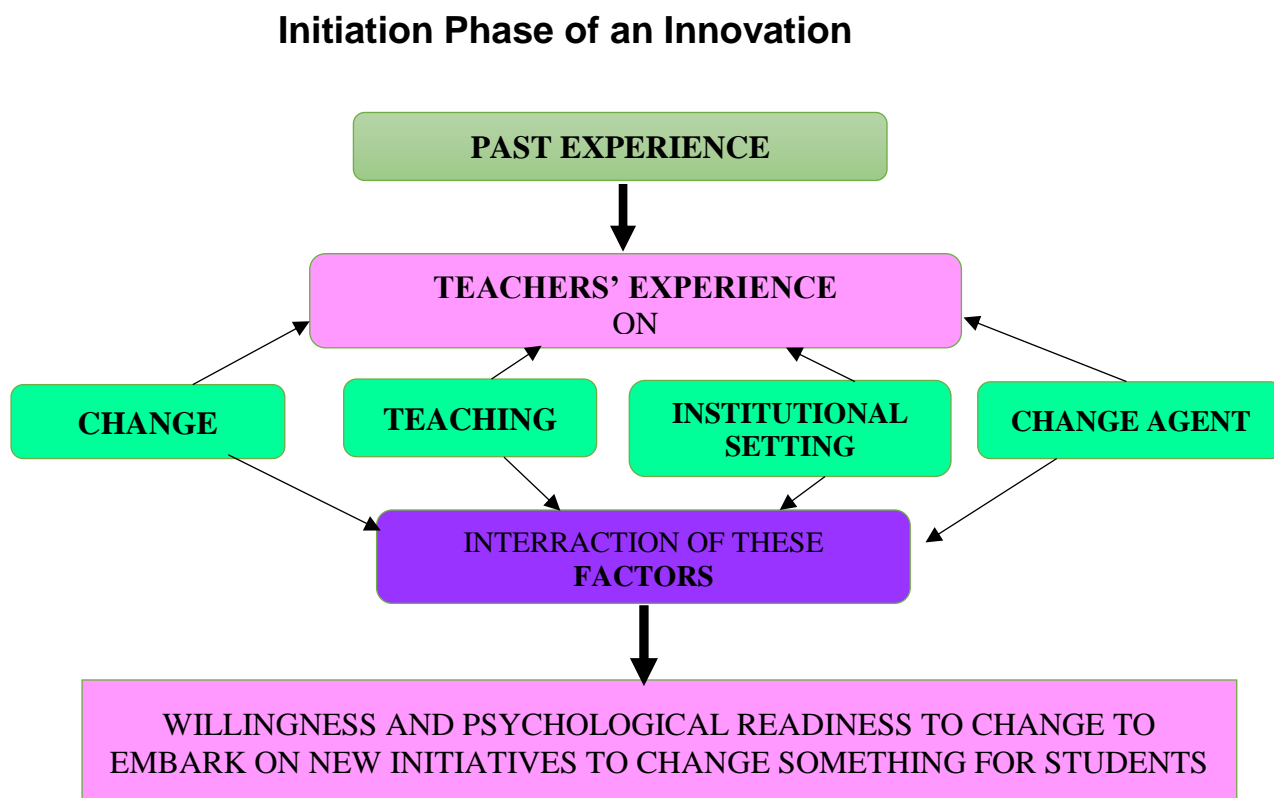


Figure 1.1

1.10.2 Conceptual Framework

As stated earlier, this conceptual framework was inspired by Spector (1984) theoretical model, as seen in Figure 1.1.

A functional as well as skill-based syllabus, qualified teachers, suitable resources and adequate time allocation, are the basic independent variables which come into play to ensure acquisition of communicative competence by the learners of FFL. The intervening

variable is the effective application of the communicative approach in the teaching of FFL. Figure 1.2 is a graphic representation of the conceptual framework for this study.

The successful application of the communicative approach to teaching of FFL is dependent on the knowledge and competence of the teacher. Modard (2005) referring to Besse,(1985) states that teachers of French using this method need to have a good knowledge and capacity to organize the large quantity of morpho-syntactic structures in grammar in order to be able to select appropriate resources, including production of authentic documents that can withstand the rigours and demands of the learner. Furthermore they need to have the capacity to manipulate these structures in an effective manner, within the confines of allocated teaching time, all the skills of language learning i.e.; listening, speaking, reading and writing. These have been presented in this study as the intervening variable under the heading 'effective use of the communicative approach'. The teacher would need enough time and relevant resources, to achieve his goals, while the syllabus would have to allow the necessary content, for the attainment of the desired outcome.

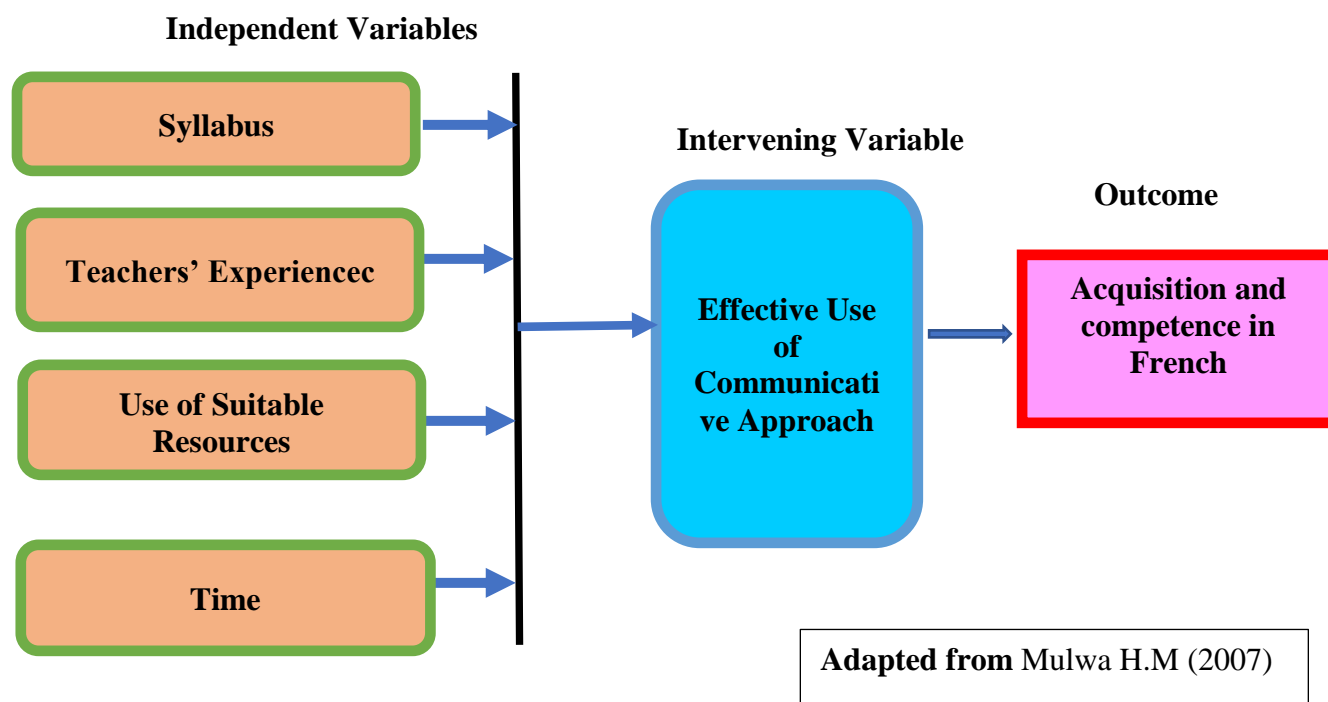


Figure 1.2 Conceptual Framework on Effective Implementation of Communicative Approach to FFL

1.12 Organisation of the Dissertation

The dissertation is organised in seven chapters. The first chapter gives the introduction to the study. It further outlines the study purpose, study questions and objectives. Chapter Two reviews the available literature on the study. It also explains the approach citing its merits and demerits. It further reviews various literature locally and foreign on the Text based Integrated Approach. The third chapter explains the methodology used in the study. It also explains on the sample size that was used in the study. Chapter Four discusses the presentation of findings. Chapter Five explains the discussion of findings according to research objectives. Finally, Chapter Six discusses the findings and recommendations for further research.

1.13 Summary

In this chapter, we have looked at the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, delimitations, limitations and operational definitions. In the chapter to follow, we present literature reviewed for the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Overview

This chapter reviews literature on a variety of issues related to the study. The focus of the review will be on the research already carried out and the scholarly work presented in books and journals as well as work from the internet. In this respect, the following areas will be discussed: The nature of communicative competence; Teachers' Understanding of CLT and the Extent of its Implementation The teacher's role in using the Communicative Approach; The Communicative Approach: challenges and problems and conclusion.

2.2 Communicative Language Teaching (CLT) Approach

CLT Approach is derived from a multidisciplinary perspective that includes, at least, Linguistics, Psychology, Philosophy, Sociology and Educational Research. According to Savignon (1991) CLT is a recent and widely used hybrid approach to language teaching, essentially viewed as progressive rather than traditional. It has no single authority or text on it, or any single model that is universally acceptable as authoritative Richards and Rodgers, (1986). However, Howatt (1984) distinguishes between a 'strong' and a 'weak' version of CLT. The weak version stresses the importance of providing learners with opportunities to use their language for communicative purposes and, characteristically, attempts to integrate such activities into a wider programme of language teaching. The 'stronger' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication so that it is not merely a question of activating an existing but inert knowledge of language, but of stimulating the development of the language system itself. The former could be described as "learning to use a language; the latter entails using English to learn it" Howatt, (1984).

By and large, CLT traces its roots from the functional view of Language as proposed by Wilkins (1972). It "starts from a theory of language as communication." (Richards & Rodgers, 1986; 69). The goal of language teaching in CLT is to develop what Hymes (1972) referred to as 'Communicative competence.'

2.3 Principles and Characteristics of CLT

Arising from the language and learning theories, CLT adheres to a range of principles, which in turn give rise to particular teaching methods and ultimately teaching techniques. As afore stated, CLT gives primary attention to function of the language and secondary importance to structural aspect of language. The functional view sees language as a system for expressing meaning and thus the primary purpose of language is to facilitate interaction and communication Littlewood (1981). Meaning in this regard is paramount than the traditional focus on grammar rules as highlighted by Richards & Rodgers, (1986). Widdowson (1978) refers to it as ‘value,’ as opposed to dictionary meaning which he refers to as ‘signification’.

Functionalists are not necessarily dismissive of structure forms but see forms as a realization of function. The interest is in exploring the mapping from function to form. Many problems with or questions about language forms or structure should be addressed as they arise. If the teacher explicitly introduces them, this should not be done outside meaningful language tasks. Attention to form will occur if there is a breakdown in communication or if a learner is unclear about some points of language Whong, (2011).

As a way of ensuring that tasks are meaningful, a CLT practitioner will need to be aware of the learners ‘language learning needs. Needs analysis is an accepted practice in CLT. This could include formal assessment that takes place before a course is designed, but in most CLT settings, it happens more informally, as teachers are expected to gauge the needs of their learners from day to day, and plan lessons accordingly Whong, (2011).

Fluency and accuracy are seen as complementary principles underlying communicative techniques (Brown, 1994). However, at times fluency may have to take more importance than accuracy because fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context (Richards & Rodgers, 1986). Fluency is emphasized over accuracy in order to keep learners meaningfully engaged in language use. Learners are therefore, encouraged to speak without worrying too much about correct forms as long as communication is successful. This does not mean that errors are entirely ignored, but they are often seen as secondary to the more important aim of maximizing language production. This can

also apply to written forms. CLT teachers should comment on the ideas and/or overall message of writing. The extent to which they comment on the grammar, vocabulary and spellings is likely to vary unless these errors lead to an inability to make sense of the written message. This is supported by a view that sees language development as occurring in natural settings, as it may be more useful to overlook errors, which signal a level of development yet to be achieved Whong, (2011).

Language teaching techniques in CLT are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. CLT classrooms should provide opportunities for the use of real situations that necessitate communication. The situations should mirror the real life; it must be authentic in terms of being realistic as opposed to being contrived purely for teaching purposes Widdowson, (1984). Creative role-plays, simulations, dramas, games, project stimulate real situations. Classroom activities should be designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing (Richards & Rodgers, 1986). Similarly, CLT use authentic materials taken from non-pedagogic sources; such as magazines, brochures and real videos or audio broadcasts Whong, (2011). It is felt desirable in CLT to give students the opportunities to develop strategies for understanding language as it is actually used by native speakers.

CLT is in support of collaborative learning. Cooperative Learning requires learners to work together for greater improvement in individual learning and allows learners to learn from each other Whong, (2011). This interaction can either be in the flesh through group and pair work or in their writings (Richards & Rodgers, 1986). CLT is in this regard, a learner centered and experience based approach. It promotes learner autonomy; language-learning users should take ownership of their language development instead of relying heavily on the teacher or the classroom materials. This is compatible with the idea of reflective learning which is associated with techniques such as the use of learner diary, journal or blog, in which learners are asked to record their thoughts and observations about the process of learning as they experience it (Whong, 2011). The roles of the teacher in this regard is that of an organiser, a

guide within the classroom procedures and activities and also a researcher and learner. The teacher also assumes the roles of a need analyst, counselor and group process manager (Richards & Rodgers, 1986).

CLT is also compatible with a socio-cultural view, which sees language as tied to cultural practices and contexts. In order to promote a connection between language and culture, a CLT classroom can try to create the atmosphere of the culture in which the target language is spoken. This can be done physically with cultural artefacts such as pictures, photos, magazines, books and music. Of course, any attempt to create a genuine target language atmosphere requires the (exclusive) use of the target language by the teacher, not only during formal instruction but also in the formal interactions that take place, as well as an insistence that learners use only the target language while in class. This will maximize the amount of natural input that learners receive in class Whong, (2011).

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 Whong, (2011).

2.4 Communicative Competence

Communicative Competence as a concept was proposed to counter Chomsky's Competence or performance distinctions. For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them produce grammatically correct sentences in a language (Richards & Rodgers, 1986). Such a view according to Hymes (1972) was sterile and argues that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's (1972) theory of communicative competence refers to the knowledge and abilities required for a speaker to be able to participate successfully in a speech community Whong, (2011). In Hymes view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to whether something is formally possible, feasible and appropriate and is in fact done or performed Hymes, (1972).

Hymes's (1972) communicative competence view is complemented by Halliday's elaborate theory of the functions of language, which is favoured in CLT. Halliday describes seven (7) basic functions that language performs for children learning their first Language (Richards & Rodgers, 1986). These are the instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions. These functions can be interpreted as; using language to get things done, control the behaviour of others, create interaction with others, express personal feelings and meanings, learn and discover, create a world of the imagination and finally using language to communicate information respectively (Richards & Rodgers, 1986).

Another theorist frequently cited for his views on the communicative nature of language is Henry Widdowson (1978). His view focuses on the communicative acts underlying the ability to use language for different purposes. He represents a view of the relationship between linguistic system and their communicative values in text and discourse.

A more recent but related analysis of communicative competence is found in Canale and Swain (1980), in which four dimensions of communicative competence are identified as grammatical, sociolinguistics, discourse and strategic competences. To begin with, Canale and Swain (1980) acknowledged that grammatical or linguistic competence is an essential part of being communicatively competent. This type of competence includes the linguistic forms, which are traditionally subsumed under the category of grammar, including rules of sentence structure, word formation and pronunciation. The second dimension is sociolinguistics or pragmatic competence which refers to an "understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction" Richards & Rodgers, (1986). Discourse competence is understood in terms of the interaction of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Lastly, they proposed strategic competence which basically refers to the coping strategies that are employed by communicators to initiate, terminate, maintain, repair, and redirect communication (Richards & Rodgers, 2001).

Bachman (1990) modified Canale and Swain competence and modelled the simplest yet most comprehensive diagrammatic representation of communicative competence which he calls

‘Language Competence.’ His model is nodular and hierarchical; hierarchical in the sense that each level of nodes of competence is supportive of a higher composite competence. He placed grammatical and discourse competence under one node, which he calls organization competence. Organization competence involves the rules and system that govern what we can do with different forms of language, both at sentence level and discourse level. The inclusion of ‘pragmatic competence’, which in turn is sub-divided into functional and sociolinguistic aspects, is a response to the perceived importance of pragmatics in recent theories of `communicative competence Weimann, (1996).

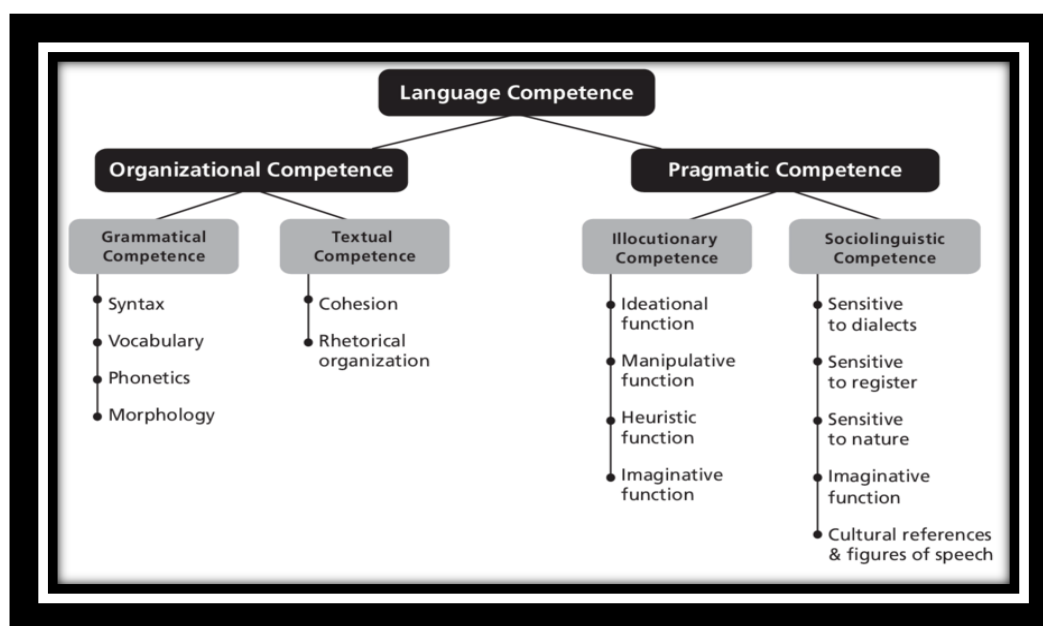


Fig 2.1 Components of Language Competence (Bachman, 1990, p. 87)

Bachman (1990) appends strategic competence as a completely separate element of communication language ability, which essentially serves an executive function of making the final decision, among all possible alternatives, on wording, phrasing, and other means for negotiating meaning.

From the foregoing discussion, it is clear that CLT has rich, eclectic theoretical base but not much has been documented. Nevertheless, elements of an underlying learning theory can be discerned in some CLT practices. Some of the practices as suggested by Richards & Rodgers (1986) include communicative principle, task principle and meaningfulness principle. Suffice to state that more recent accounts of CLT have attempted to describe theories of language learning processes that are compatible with the CLT Approach. Among other theorists, include Savignon (1983), Krashen (1981) and Johnson (1984).

2.5 The nature of Communicative competence

Communicative competence is a term coined by Hymes (1972), to explain the degree of linguistic ability of a language learner in the process of language acquisition and use. Today this type of communicative competence has led to discovery of three other types involving assessment of sociolinguistic appropriateness, maintenance of coherent discourse and adjustment to interactional demands. These latter forms of communicative competence were incorporated into the CLT.

According to Richards, (2006), Communicative competence in Foreign Language learning involves the following abilities, on the part of the teacher and the learner;

- a) Knowing how to apply language for a variety of purposes and functions
- b) Being able to vary use of language depending on setting and participants
- c) Having the ability to produce and understand different types of texts
- d) Being able to maintain communication even when limited in one's knowledge of language

In this definition Richards seems to imply that all the four skills of language learning have to be taken into consideration, in using the communicative approach to teach French Language. Furthermore, one has to have acquired enough ability in lexis, syntax, phonology and semantics in order for him have communicative competence.

In addition to the above, a learner has to be able to know the kind of language to use when in a variety of settings, that is ability to choose correct language for formal and informal situations, especially in speech. Conversely, the learner should be able to differentiate when language is used formally, and the underlying meaning in terms of seriousness, urgency et

cetera. He should also be able to appreciate when informal language is used with the underlying tones involving casualness, humour et cetera.

2.6 Teachers' Understanding of CLT

Studies have been conducted to assess teachers' understanding of CLT. Among them is the study by Vongxay (2013) who conducted a qualitative research to explore the understandings and attitudes of English teachers in Lao Higher Educational Institution in New Zealand. According to his report, most of the interviewees appeared to have a superficial understanding of CLT. For them, CLT meant an interaction among students in the classroom activities while teachers acted as facilitators, assistants and consultants who guide students. These teachers also reported that communication activities only refer to speaking and listening tasks and none of them mentioned that communicative activities could be in forms of writing, reading as well as the involvement of sentence structure, which was the key element of communicative competence.

Another study by Singh and Li (2004) found that most teachers and students in an English-major college in China reported that CLT is concerned with teaching only speaking and listening without grammatical competence. As a result, both teachers and students in their research put the stress on speaking and listening skills. In relation to this, Sato and Kleinsasser (1999) conducted the research on the views and practices of CLT by Japanese Second Language in-service teachers. These teachers reported that for them CLT means group work and pair work that only related to speaking. Most of the teachers in the study understood that there was no grammar involved in communicative activities while some teachers in this research project did not directly mention grammar usage in the communicative activities. To support this result, Li (1998) also found that Korean Secondary School English Teachers defined communicative activities as group work and pair work which only focused on speaking and there was no grammar involvement. These findings are also similar to Gamal and Debra (2001) findings that Egyptian teachers perceived communicative tasks as speaking activities. The teachers did not refer to the involvement of sentence structure, which is also one of the key elements of communicative competence.

Sakui (2004) in the study of language teaching in Japan reported that teachers found it very difficult to define CLT. However, even though the wording varied, the overriding themes included the aspect that there has to be a need for communication, self-expression, exchanging opinions in English, understanding English utterance, not worrying too much about grammar, guessing from contexts and general comprehension. The study also revealed that teachers reported that CLT applies to all four skills, with the exception of one teacher who stated that CLT applies to conversational skills only. According to these interpretations, Sakui (2004) reported that there was congruence between these teachers' understandings and the course of study that the goal of CLT is to exchange messages in English, with little attention paid to linguistic forms. The interview further revealed that most teachers thought they needed to teach grammar before giving learners opportunities to use and apply the target linguistic forms in communicative tasks. These data show that teachers' understanding of CLT is more semantic than conceptual. In defining CLT, they reported lists of features but their definition lacked the coherence of a methodology incorporating goals, planning and tasks. In contrast, their philosophy of their teaching revealed a conceptual Schema in which grammar instruction serves to build knowledge about language and CLT consisted primarily of fluency building and grammar manipulation activities. The teachers' practices were much closer to Audio-lingual in that the goal was the correct production of sentences.

Mareva and Mapako (2012) did another remarkable study on secondary school teachers' conception of CLT in ESL context. The focus of the study was on how CLT is conceptualized by secondary school teachers in Masvingo District in Zimbabwe. They employed qualitative research design and data was collected through in depth interview with the 24 purposively sampled secondary school teachers. The study established among other things that CLT was understood to focus on communicative competence where interactive techniques such as pair work, group work, role play and games are used in the CLT classroom. Teachers conceptualized it as a paradigm that foregrounds meaning and contextualized teaching where a wide variety of learning aids that initiate and sustain communication are used. The interviewees also showed an awareness of CLT as a learner-centered approach where the student is expected to take center stage in the learning process. The researchers

however, unearthed eleven misconceptions, which suggested that the implementation of CLT in secondary schools in Zimbabwe remain controversial. These misconceptions include the understanding that CLT implies that teachers abdicate their roles since the approach is learner-centered. The researchers also stated that the respondents said that the approach encourages the abandonment of teaching grammar and placed emphasis on the skills of speaking and listening.

Like the earlier reviewed studies, many pertinent issues were brought out about teachers understanding of CLT. It would be of great importance also to see how Zambian Secondary School Teachers of course using Kabwe District as a case study understand CLT since no meaningful research has been done in this area so far.

2.7 Implementation of the CLT by Teachers

The implementation of CLT is a complicated issue involving various factors. The findings by Sakui (2004) on the extent of the implementation of CLT reveals that in actual classroom teaching, grammar instruction was central, and far more applied than CLT. Teachers spent most of the class time involved in teacher-fronted grammar explanations, chorus reading, and vocabulary presentations. Students attended to teachers' explanations, learnt to translate at the sentence level, read the textbook aloud in choral reading, copied vocabulary items in their notebooks, and engaged in sentence manipulation exercises. CLT activities, in which meanings are negotiated, seemed to play a much smaller role. Generally, in the observed class periods taught by Japanese teachers, if any time at all was spent on CLT it was a maximum of five minutes out of 50.

One exception to this pattern occurred when CLT teaching was implemented once a week and the goal of the class was oral communication. Team-teaching instruction was carried out using English, adopting different communicative activities such as information gap, game activities, question and answer, role plays and dramas. In most of these activities, teachers initially presented the target grammar features. The communicative activities were designed so that students comprehended and produced target grammatical items correctly, usually at

the sentence level, through oral interaction tasks. These practices mostly resembled Audiolingual practices.

Similarly, Vongxay (2013) study revealed a partial implementation of CLT. All the teachers in the study reported that the department's syllabus was based on grammatical linguistics rather than other skills like speaking, reading and writing. On the other hand, listening and oral communication subjects were removed from the department's syllabus. Due to the syllabus, there was more focus on grammatical knowledge than on the other skills and both teachers and students definitely had to concentrate on sentence structure. Not only did the syllabus emphasise grammar, but teachers in this study also persevered in using grammar-based teaching approach in classes rather than the recently introduced CLT into their classroom teaching. Only 30% of CLT was applied into their classroom while 70% was still teacher centred.

In another study, Weimann (1996) revealed that CLT was absent from the classroom in Ciskeian secondary schools in the Republic of South Africa. In all the classrooms observed, most activities were organised in terms of a teacher-student/ class format focusing on teacher-led, whole-class activities. Supporting a transmission mode of teaching in which little opportunity is provided for 'natural communication' in the classroom. Students are not afforded opportunities for initiating discourse and thus play no role in the negotiation and creating of learning opportunities. Students are offered few opportunities for practicing language skills in an integrated, whole-language manner using sustained speech. The classroom interaction perpetuated the exchange of information, which was predicted and artificial. Classroom practice utilized materials that were pedagogic in nature and thus did not exemplify the type of language material that students were likely to encounter in 'real-world' language environment.

The fact that CLT calls for real life communication during French lessons cannot be over emphasized. It is however, not clear what variables the research used to measure the presence or absence of real life communication because a critical examination of the

instruments used does not convincingly bring out this aspect. The instruments for lack of a better term were not comprehensive enough taking into account the complexity of CLT. It is therefore, expected in this research that variables from COLT protocol are used when designing the instruments so that CLT can be comprehensively examined in the lessons. The researcher also looked at CLT at primary level, Grade Five to be specific. This study changes the focus as it looks at CLT at secondary school level because teachers at this level specialize in particular subjects and it is therefore, expected that more time is probably spent on pedagogy.

Despite the joy of adopting the communicative approach in the teaching by the Zambia educators and in spite of the fact that since the adoption, the Government had made some effort to review the curriculum, the extent to which the communicative approach had aided learners in the acquisition of communicative ability in French appeared yet to be established. While looking at merits of the communicative approach, Owuondo, (2011), indicated that all skills of FFL learning are introduced at the same time, at the beginning of the secondary school cycle in Form one. What she did not explore was how these skills were introduced and carried out, whether indeed; time allowed coverage of the content required to attain all the competencies, including the socio-cultural, besides writing. Similarly, Kangethe (2006) indicated that the time consecrated to classroom oral practice, in Forms three and four was not sufficient to allow learners to acquire competence in FFL. Again there is no clear indication on what can be done to address this issue or how the teacher, within the context of the CLT, can ensure better acquisition of communicative competence.

This study aimed at establishing some of the possibly unnecessary excesses in the use of time the teacher could avoid in the FFL class and ensure maximization of opportunities available to bring out the best in each learner, faced with any possible challenges in the learning of FFL today in Zambia secondary schools. Chang (2010), reports that instructions in FL teaching were still based on traditional approaches

Furthermore Chang,(ibid) says that even if policies and curricula support the adoption of CLT, only the classroom teachers can decide what really happens in their classrooms and therefore it was essential to learn the teachers' views regarding the implementation of CLT. While it is indeed in order, to seek the views of teachers, as this researcher did, it is also necessary to point out that any teaching methodology presents itself to its users accompanied with a certain measure of prescription. Therefore, in the process of trying to find out factors facilitating the use of CLT, it was necessary for this researcher, to assume that teachers had been trained in CLT, for purposes of standard classroom observation.

Studies done in China on willingness of teachers to adopt CLT in FL teaching indicate that prior to the introduction of CLT, in 1992, 87% were using grammar translation methods, with very unsatisfactory results, Liao (2000). Furthermore, the majority of teachers did not adopt the method immediately mainly because they were coerced into accepting it by a rather dictatorial system. To date, no research has been carried out in Zambia to determine whether teachers have embraced the CLT as the best way to teach FFL. Besides, Liao (2000) adds that at first, many teachers have a tendency to accept CLT with enthusiasm, only to revert to older, less effective methods. The fact that the Examinations Council of Zambia examination results in French have been declining over the last few years could mean that perhaps teachers have not embraced the CLT as prescribed. This study will address the possible use of other methods and the resulting repercussions on the current situation prevailing in FFL teaching, in Zambia.

According to Drame (2004), Foreign Language teachers in Senegal accept the CLT as a better method for achieving communicative competence, more than other more grammar- based traditional approaches. The teachers had problems grasping and applying fully, all the requirements of CLT, due to what Drame calls poor activity design. The teachers' poor working conditions did not help matters either, and this tended to exacerbate the already poor use of the CLT, leading to teachers' blending of CLT with traditional methods, as they doubted the success of their learners in national examinations. This study was done in French. As has already been stated, the challenges with which teachers may be faced, in Zambia, in

the implementation of CLT have not been researched on. This is one of the reasons why this study is crucial to the FFL teaching fraternity, in Zambia

In Uganda, according to Kangethe, (2006), learners' participation in the FFL class is reduced to listening, reading class textbooks aloud or silently, answering the teachers' questions or doing exercises from the textbooks.

This is one of the weaknesses of teaching FFL in schools today in Zambia as well. However, Kangethe does not suggest activities that the teacher may lead learners into, in the way of developing communicative competence among them. This study has tried to establish these other activities, as well as how they are carried out inside the classroom by both teachers and learners of FFL, and to what degree they are effective in helping the learners to develop their communicative competence, as well as what impediments may lie in the path to achieving this goal.

Besse, (1985) says that the Communicative Approach brought in new concepts in language learning, which did not exist until its introduction. These include:

- The acceptance of translation into L1, as opposed to earlier methods such as the Audio-Visual.
- The reintroduction of grammar rules and explanations since learning involves cognitive processes which the learner himself has to control depending on the content being learnt.

The Communicative Approach seems to place the needs of the learner at the forefront in the lesson progression. At the start of the lesson, some form of brainstorming is encouraged as a way of getting the learner to start from the known, especially in the area of necessary vocabulary. Exercises in response to simple questions involving simple situations are encouraged. In a new topic, involving a variety of lexis, the learners are introduced, through discovery, to the new lexis beginning with what they already know. This is one of the examples where translation is applied, particularly with beginners. The idea here is that learning a language is not an end in itself but rather a means to being able to do things with it, for example, shopping. Modard (2005).

In conclusion, Savignon, (2003), asserts that the term "communicative competence" characterizes the ability of the classroom language learner to interact with other learners, to make meaning of what they say, as distinct from their ability to recite dialogues or perform on discrete point tests of grammatical knowledge. That is what the CLT aims to achieve, in a normal FFL learning class.

2.8. Implementation of CLT in Zambia

The introduction of The Communicative Approach (see description of this method in chapter one), as a method for the teaching of FFL in Zambian Secondary schools, was met with both enthusiasm and awe, at the same time, by teachers of French and the French teaching fraternity. Many teachers had never had prior knowledge of this method although by then it had been in use in quite a number of countries for some time, for example Turkey, United States, and Spain (Mamadou, 2011).

In Zambia, studies reviewed included those undertaken by various individuals among them Munakaampe (2005), Chishipula (2016) and Zulu (2016). In 2005 a study titled, 'A Critical Appraisal of the Communicative Approach in Selected Lusaka Basic Schools' was conducted by Munakaampe. The purpose of this study was to establish the level of implementation of the communicative approach to English language teaching and the possible constraints expressed by the teachers. The study had four areas of focus, these were, the training that teachers received, the presence of real-life communication, pupil response during English lessons and the creation of conducive classroom and school environments.

Data collection was done through questionnaires, interviews and classroom observation. Ninety grade five teachers were investigated. The findings revealed that although most teachers were trained to teach using the communicative approach, most of them were not implementing it in the classroom. Further, there were no communicative exercises in the classroom, there was little activity from the pupils, and the school environment was not conducive for the approach. Apart from that, 76% of the teachers in this study indicated that the communicative approach was not the best approach to use to teach English to grade five learners.

Munakaampes' (2005) study is different from this study in that it was concerned with the teaching process at primary level. This study on the other hand was concerned with the teaching of communicative competence in the teaching of French Language. Moreover, the study under review was conducted at primary level (grade 5) and it focused on establishing the level of implementation of the communicative approach at grade five. However, this study was conducted at senior secondary level and it aimed at establishing whether teachers were using communicative techniques in testing learners' language abilities. The focus of the two studies is thus different.

Chishipula (2016) did a study in Chongwe District on the Factors Hindering Teachers of English Language from Implementing Communicative Language Teaching (CLT) Approach. Her study was aimed at exploring the extent to which CLT was absent in English Language lessons showed that CLT to a large extent was absent in all the lessons observed. Structural lessons dominated and these were explicitly taught outside meaningful language tasks. All the lessons were organised around teacher centred, whole class pedagogical activities without any noticeable form of communicative activities and CLT instructional procedures. The study also showed that the text based course books used in the schools under study to teach English Language were pedagogical in nature and no authentic materials were used in all the lessons observed. It is also worth noting that Chishipula highlighted some factors hindering the implementation of the CLT in a class such as inadequate pre-service training, insufficient funding to support CLT, large classes, negative attitude of the teacher toward CLT, from based examinations and pupils' low English proficiency to be among other factors hindering teachers from implementing CLT. However, this study had emphasized on the challenges faced by teachers of English in the implementation of the communicative approach while giving little attention on the prescribed pedagogical techniques used in the Communicative approach and in other languages such as French.

Zulu (2016) did another study on the implementation of Communicative Language Testing in Zambia. He highlighted that communicative approach to language teaching

recommended in Zambian schools entails that communicative techniques should be used in testing the learners. This is so because the techniques used in testing learners' and the teaching approach should be in tandem. Using the recommended approaches in language testing is important because it helps teachers to set clear objectives that relate to what should be tested and how it should be tested in the learners. This helps in regulating both the teaching and the learning processes. However, it was not known whether teachers were using communicative techniques in testing learners' language abilities at secondary school level in Lusaka district.

The findings revealed that teachers were not using communicative testing techniques because they were not familiar with them. The study by Zulu showed that teachers of language mostly test linguistic and not communicative competence. This entails that learners would be able to produce less to no language at all because most of the questions that teachers ask are of multiple choice especially for comprehension and structure. This eventually means that the tests given are not about real-life communication.

2.9. A Communicative Language Teaching Lesson

The methods preceding the CLT had their positive as well as negative points as far as the acquisition of communicative competence was concerned. Although the Audio-visual method was aimed at developing a communicative competence in spoken French, it did not entirely attain this objective for the following reasons, as outlined by Germain, (1993).

- Lack of authentic learning materials, for example reading texts, which did not depict life as lived by the native speakers, but artificial in the sense that they were fashioned to contain only basic French, without considering the appropriateness of the language used, particularly with regard to situation and context.
- The notion of Basic French on which the Audio-visual method based its choice of lexical items goes against the generative aspect of language development. Words such as *se peigner* (to brush one's hair), not used in daily spoken French today were in the lists whereas words such as *informatique* were left out altogether.

The Communicative Approach places the needs of the learner at the forefront in the lesson progression. At the start of the lesson, some form of brainstorming is encouraged as a way of getting the learner to start from the known, especially in the area of necessary vocabulary. Exercises in response to simple questions involving simple situations are encouraged. In a new topic, involving a variety of lexis, the learners are introduced, through discovery, to the new lexis beginning with what they already know. This is one of the examples where translation is applied, particularly with beginners. The idea here is that learning a language is not an end in itself but rather a means to being able to do things with it, for example, shopping. Modard (2005).

The typical CLT-based lesson envisages three developmental phases. The first phase involves the introduction of the tasks to be accomplished in the lesson. No longer is the learner led by gestures to get to know what he is learning, as was the case with the Audio-visual methods. He is told what he will be able to achieve by the end of the lesson. This allows him to decide what lexis he needs to bring into the topic in order to "function" fully in the next phase.

The next phase therefore involves the learner in a process of active participation in understanding and producing, or playing out, the task in question, having been fully guided by the teacher, on lexis, as well as the socio-cultural attitudes that go with it. It is a phase where the teacher plays the role of animator; answering questions, if need be, in L1 that the learner may have, in order to successfully carry out his task to termination, Nunan, (2003).

In the last phase, the learners will have been in their focus groups and will have found a solution to the task they will have chosen or been assigned by the teacher. In this phase, the acquisition of lexical items and certain language mechanisms are exercised within situations which learners are encouraged to make as authentic as possible. Each member of the focus group will have been enabled to have a chance to participate in the production phase, within the structure of the task, through the teachers' guidance.

This phase allows the learner to solve the task both at personal as well as at group level allowing him to personalise his expression, if the activities within each task are diversified

enough. This seems to be the basic notion in applying the CLT for acquisition of communicative competence

2.10 Challenges in the Use of Communicative Language Teaching

The National policies and school curricular have recommended that CLT be used in the teaching of French as a Foreign Language. This does not mean that the implementation of CLT has been easy sailing. Researchers and scholars have pointed out that the implementation of CLT has encountered problems and resistance (Chang, 2010; Liao, 2000). The research studies have reported a lack of CLT activities in FFL classrooms. The instructions are still predominantly based on traditional approaches. Most of the factors hindering teachers from implementing CLT relate directly to the teachers, pupils and the educational system as well as to the learning environment.

A research conducted in Bangladesh by Li (1998) has shown that there the implementation of CLT was not without any challenges. CLT implementation in EFL context faces many challenges which according to Chang (2011) include: (a) lack of teacher-training (b) local culture of learning and teaching (c) language test and (d) lack of teachers' access to policy making process. In the context of Bangladesh, Ali and Walker (2014) have identified four broad reasons that encumber the implementation of CLT in the country. These barriers are (a) lack of adequate teachers' training (b) inconsistency in language practices (c) lack of cooperation among different stakeholders and (d) little impact of development projects. They suggest incorporating an ELT policy within the national ELT curriculum.

The Majority of the language teachers of the rural secondary level schools in Chittagong, Bangladesh have pointed out many hurdles to implementing CLT in rural areas. As observed from the analysis of the data, Li states that one of the main barriers of implementing the method is Lack of training. Most teachers in Bangladesh confirm being aware of the Communicative approach but they were not trained on how to implement the approach in lesson delivery. This is also contained in Chishipula (2016) who argues that the failure or success of an innovation has so much on the training experiences of the teachers. In this regard, the responses from all the teachers showed that the training they underwent did not

prepare them for the teaching of CLT. The argument was that training was more theoretical than practical and the time spent on CLT was limited.

Kendall (1989) observed that resistance to change has its origin in the participant's early experiences and training. Furthermore Chang, (www.ccsenet.org/journal/index/cit/17603), says that even if policies and curricula support the adoption of CLT, only the classroom teachers can decide what really happens in their classrooms and therefore it was essential to learn the teachers' views regarding the implementation of CLT. While it is indeed in order, to seek the views of teachers, as this researcher did, it is also necessary to point out that any teaching methodology presents itself to its users accompanied with a certain measure of prescription. Therefore, in the process of trying to find out factors facilitating the use of CLT, it was necessary for this researcher, to deduce that teachers had been trained in CLT, for purposes of standard classroom observation.

Studies done in China on willingness of teachers to adopt CLT in French Language teaching indicate that prior to the introduction of CLT, in 1992, 87% were using grammar translation methods, with very unsatisfactory results, Liao(2000). Furthermore, the majority of teachers did not adopt the method immediately mainly because they were coerced into accepting it by a rather dictatorial system. To date, no research has been carried out in Zambia to determine whether teachers have embraced the CLT as the best way to teach FFL. Besides, Liao (2000) adds that at first, many teachers have a tendency to accept CLT with enthusiasm, only to revert to older, less effective methods. The fact that ECZ examination results in French have been declining over the last few years could mean that perhaps teachers have not embraced the CLT as prescribed. This study addressed the possible use of other methods and the resulting repercussions on the current situation prevailing in FFL teaching.

According to Musthafa, B. (2001) the main difficulty in implementing CLT in rural areas is insufficient teaching aids. Many rural secondary schools are deprived of audio-visual class room, projector and 24 hour electricity supply, etc. Similarly, Chishipula (2016) reported that the schools were poorly funded and as a result, they were unable to buy the teaching and

learning materials. The only materials that most of the schools stated had were course books, chalk and in certain cases Manila paper. As stated by Rao (2002), most education institutions do not have enough financial resources required to provide the audio- visual equipment, photocopiers and other facilities that are required to support the dynamic teaching associated with CLT. The findings are similar to those recorded by Mareva and Nyota (2011) in a study of English Language teaching in Masvingo urban and peri-urban secondary Schools. Analysis showed that teachers relied heavily on the textbooks as a source of material and the chalkboard as a learning aid. They stated that their findings are in support of Structural Approach and not CLT.

2.11 Weaknesses of Communicative Language Teaching

The introduction of The Communicative Approach, as a method for the teaching of FFL in Zambian secondary schools, was met with both enthusiasm and awe, at the same time, by teachers of French and the French teaching fraternity. Many teachers had never had prior knowledge of this method although by then it had been in use in quite a number of countries for some time, for example Turkey, United States, and Spain (Mamadou, 2011).

Despite the joy of adopting the communicative approach in the teaching by the Zambia educators and in spite of the fact that since the adoption, the Government had made some effort to review the curriculum, the extent to which the communicative approach had aided learners in the acquisition of communicative ability in French appeared yet to be established. While looking at merits of the communicative approach, Owuondo, (2011), indicated that all skills of FFL learning are introduced at the same time, at the beginning of the secondary school cycle in Form one. What she did not explore was how these skills were introduced and carried out, whether indeed; time allowed coverage of the content required to attain all the competencies, including the socio-cultural, besides writing. Similarly, Kangethe (2006) indicated that the time devoted to classroom oral practice was not sufficient to allow learners to acquire competence in FFL. Again there is no clear indication on what can be done to address this issue or how the teacher, within the context of the CLT, can ensure better acquisition of communicative competence. This study aimed at establishing some of the unnecessary excesses in the use of time the teacher could avoid in the FFL class and ensure

maximization of opportunities available to bring out the best in each learner, faced with any possible challenges in the learning of FFL today in Zambia secondary schools. Chang (2010), reports that instructions in FL teaching were still based on traditional approaches. If this late in the day, after the introduction of the communicative approach, teachers were still slipping back into yesteryear methodology, then there was a need to address this problem.

According to Drame (2004), Foreign Language teachers in Senegal accept the CLT as a better method for achieving communicative competence, more than other more grammar-based traditional approaches. The teachers had problems grasping and applying fully, all the requirements of CLT, due to what Drame calls poor activity design. The teachers' poor working conditions did not help matters either, and this tended to exacerbate the already poor use of the CLT, leading to teachers' blending of CLT with traditional methods, as they doubted the success of their learners in national examinations. As has already been stated, the challenges with which teachers of French language may be faced, in Zambia, in the implementation of CLT have not been researched. This is one of the reasons why this study is crucial to the FFL teaching fraternity, in Zambia.

In Uganda, according to Kangethe, (2006), learners' participation in the FFL class is reduced to listening, reading class textbooks aloud or silently, answering the teachers' questions or doing exercises from the textbooks.

This is one of the weaknesses of teaching FFL in schools today in Zambia as well. However, Kangethe does not suggest activities that the teacher may lead learners into, in the way of developing communicative competence among them. This study will try to establish these other activities, as well as how they are carried out inside the classroom by both teachers and learners of FFL, and to what degree they are effective in helping the learners to develop their communicative competence, as well as what impediments may lie in the path to achieving this goal.

Moreover, the fact that CLT is an umbrella term is one of its greatest weakness Whong, (2011). CLT as earlier discussed is an approach and not a method. A language teacher will therefore, be required to adhere to the general principles of CLT and choose from a range of methods, mixing them up as appropriate to the particular context and to keep the class interested and engaged. This creates a big problem for the teachers and in many cases, they fail to implement the tenets of CLT and resort to the use of traditional practices. The other major challenge of CLT Approach as suggested by Swain (1985) is that it fails to account for the knowledge and skills that students bring with them from the mother tongue. The belief that students do not possess or cannot transfer from their mother tongue, normal communication skills is one of two complementary fallacies that characterize the communicative approach. He also contends that the second fallacy is what he terms the 'whole-system' fallacy. The assumption that when teaching a 'piece of language' the teacher endeavors to teach everything about that piece of language without considering how much of the teaching is new to students and is relevant to their needs. Swain (1985) also observes that after several expensive years of communicative teaching there is no proof that a single student has a more effective command of English than he or she had learned the language by different methods twenty years earlier.

Similarly, whitely (1993) questioned whether in fact there had been a shift towards CLT in the classrooms because most teachers have only a vague notion of what it entails. He contends that an apparent lack of theoretical understanding is the reason why the channels of diffusion of CLT in the field have been relatively unsuccessful.

Another criticism of CLT is that many classroom activities discourage reflection and contemplation because of the emphasis on over-response interactional activities such as role/game playing, and group discussions (Tarvin & Al-Arishi, 1991). Individual reflection is often neglected and the impulsive student who responds readily to some or other stimulus is rewarded while the students who take time to reflect on a situation or a problem are penalized.

Despite these weaknesses, which in many cases can be justified, CLT is widely acknowledged as the ideal approach to contemporarily teaching of language because of its broad appeal.

2.12 Summary

Considering the literature reviewed in this chapter, one would rightly infer that teaching a foreign language like French demands that one considers several factors. One of the factors is that the teacher of the foreign language must be well equipped with skills to use the conventional and the most effective approaches and methodologies. In addition, the school or institution must support the provision of relevant resources and creation of supportive atmosphere for learning. The curriculum must also be suitable to allow flexible teaching and learning. In terms of helping the learners to become competent in the target language, the teacher must understand the use and usage of the foreign language. The use here means the ability to produce correct sentences and in general have acceptable level of communicative competence, in FFL. It also means manifestation of the linguistic system and the usage, which is the ability to apply the knowledge of the rules, for effective communication in the performance of various functions.

In conclusion, a close look at a number of studies undertaken on the Communicative Approach shows that most of the researchers have tackled the issues to do with hindrances in the implementation of the approach while others have dealt with the testing techniques and still others have looked so much in the area of syllabus. This study has attempted to look at the types of materials used in schools. It is clear that some of the text books used in the teaching and learning of French are Methods on their own. Therefore, the availability of a particular textbook among many reasons can have an impact in the implementation of an approach in this case the CLT. More research is required in this area owing to the small sample sizes used in the studies. The following chapter will deal with research design and methodology for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This section describes the research design that was employed, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical issues.

3.2 Research Design

Dube (2011) pointed out that a research design is an outline on how the problem of investigation is solved, a process of meticulous selection of methods to be used to answer the research question and solve the research problem. According to Kombo and Tromp (2006), a research design is regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. This study is qualitative in nature using a descriptive design. According to Kerlinger (1969), descriptive studies are not only restricted to facts findings, but also may result in the formulation of important principles of knowledge and solution to significant problems. They involve measurements, classification, analysis, comparison and interpretation of data. This method is the most appropriate for the study because the researcher wanted to gain an in depth understanding of the implementation of the communicative Approach by teachers of French Language.

3.4 Target Population

Borg and Gall (1986) define target population as all the members of a real or hypothetical set of people, events or objects to which the researcher wish to generalize the results of the research. According to Saunders, et al. (2003:76) a population is the full group of potential participants to whom the researcher wants to conduct the research for the study. Kombo and Tromp (2006:76-78) on the other hand stated that, “A population is a group of individuals, objects or items from which the samples are taken for measurement.” They further suggest qualities of effective population. The researcher must identify and choose the respondents that meet the questions the research is seeking to address. An effective population is supposed to be accessible to the researcher and the respondent should have an idea of the topic under

study. The population for this study comprised all teachers of French Language in Kabwe Secondary Schools and all Grade 11 learners taking French language as a subject in Kabwe District. Others are the subjects specialists among them: The Senior Education Standards Officers from provincial Education Office, Specialists from Curriculum Development Centre and those from Examinations Council of Zambia.

3.5 Sample size and Sampling Procedures

Sampling according to Sidhu, (1984), is the process of selecting a sample from the population. Individuals or objects selected should contain elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). The research used purposive sampling, as the group targeted is the most reliable for the study.

The eligible participants included one (1) Senior Education Standards Officer (SESO) in charge of Languages, one (1) Subject Specialist (French) from the Curriculum Development Centre (CDC), 14 teachers from 14 schools and 178 learners from the named schools. The Schools were purposefully selected, as those are the only schools in Kabwe offering French as a subject at Senior Secondary level. As for the Teachers, the 14 teachers were picked out of a total number of Twenty Teachers of FFL in Kabwe. These teachers were purposively sampled. Purposive sampling according to Kasonde (2013) is the method where the researcher purposefully targets a group of people believed to be reliable for the study. The power of purposeful sampling lies in selecting cases with rich information for in-depth analysis related to the focal issue being studied.

As for the learners, 178 Grade Eleven (11) pupils were used as participants. The Grade 11 pupils have considerable experience in the schools and were expected to express themselves intelligibly, having already had three years or more, of French learning.

3.5.1 Demographic Characteristics of Participants

3.5.1.1 Background of the Participants

Professional Qualifications: Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social

phenomena. In a way, the response of an individual is likely to be determined by his/her educational status and therefore it becomes imperative to know the educational background of the respondents.

The researcher investigated professional qualification of administrators and teachers. All respondents had a professional qualification of a minimum of Secondary School Diploma. 14 teachers took part in this study. Out of this number, 2 were Master's Degree holders, 9 were First Degree holders while 4 were Diploma holders.

Data pertaining to qualification and percentages is presented in Table 3.1 below.

Table 3.1 Teachers Qualification

S/N	School	Masters Degree	Bachelor's degree	Diploma
1	A			1
2	B			1
3	C		1	
4	D		1	
5	E		1	1
6	F		1	
7	G		1	
8	H		1	
9	I	1		
10	J		1	
11	K		1	
12	L	1		1
	10	2	8	4

The teachers participating in the study gave their biographic data covering age, gender, academic qualification, designation and teaching experience in terms of years. Teachers involved in teaching of French in these 14 schools, answered set structured, open and closed ended questionnaires.

3.5.2 Designations of the teachers

The teachers sampled fell under two categories namely those who were simply subject teachers and those who had other responsibilities outside of their teaching duties. The latter fell into one category that is, that of Head of Department, (HOD). Table 3.2 shows the percentage distribution of teachers in terms of their designation.

Table 3.2 Teachers Designation

Designation	Number
Subject Teacher	10
Head of Department	4
Total	14

Table 3.3: Age distribution of the French language teachers in the schools

Respondent Teacher	Age range	Number
A	21-25	0
B	26-30	1
C	31-35	3
D	36-40	4
E	41-45	2
F	46-50	1
G	51-55	3
H	55-above	0
Total		14

According to the teachers' responses, Three quarter of the teachers of French in Kabwe district were 36 years old and above. This means that they had undergone a long methodological history in terms of the teaching of FFL in Zambia was concerned. Only about a quarter of teachers were below the age of 35.

3.5.2.2 Teaching Experience

Respondents were required to indicate the number of years they had spent as teachers since first appointment as teachers. The findings show that there was a good distribution of number of service that respondents (administrators and teachers) have been in service since first appointment. The number of respondents who had served up to 5 years is 1. Majority of the respondents have adequate pedagogical experience with about 80%. The majority of them

have already served more than 21 years of active service in the teaching of French Language. Others have served between 6 to 15 years.

Table 3.5: Teaching experience of the French language teachers in the schools

Teaching Experience (Years)	Number
Less than 5	1
6-10	2
11-15	4
16-20	3
21-and above	4
Total	14

Table 3.6: Institutions where the French teachers were trained

Institution	Frequency
Nkrumah Teachers college	3
University of Zambia	2
Nkwame Nkrumah University	5
Zambian Open University	1
Universite Stendhal Grenoble	1
Makerere University	1
Total	14

The table above revealed that the majority of Teachers of French in Kabwe District are a product of the Nkwame Nkrumah University formerly Nkwame Nkrumah College of Education while one is from Zambian Open University and two from the University of Zambia. One from Makerere and yet another one from Universite Stendhal de Grenoble 3.

3.6 Research Instruments

Research instrument according to Kasonde (2013) is the tool that the researcher uses in collecting the necessary data. The most common research instrument used include: questionnaires, interviews schedules, observation, checklist and focus group discussion guide.

The instruments used for this research were questionnaires, semi-structured interview schedules, Focus Group Discussion and an observation checklist. A questionnaire is described by Gillham (2008) as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Peterson (2006) argues that a questionnaire enables quantitative data to be collected in a standardized way so that the data is internally consistent and coherent for analysis. A questionnaire was used to establish how teachers perceived themselves to be teaching French using CLT. It was anticipated that responses to items in the questionnaire would provide an indication of the extent to which CLT was absent in the French lesson.

An interview schedule can be defined as “a list of specific questions or a list of topic to be discussed” (Dawson, 2009; 29). The research employed a semi-structured interview guide for the sake of flexibility as it consisted of both open and closed ended questions. The instrument allowed the researcher to get a complete and detailed understanding of the challenges in the implementation of the Communicative Approach to teachers of French as a Foreign Language.

Classroom observations in a general sense, consists of a set of observation categories that directs teachers and researchers in their search for information, inferences and explanations of teaching and learning (Genesse & Upshur, 1996). Observations can take a relatively open-ended form (anecdotal records) or a focused form with predetermined response categories (i.e. observation checklists or rating scales). The observation checklist as afore mentioned was used in this study.

3.7 Data Collection Procedure

Shortly before going out to the field for data collection, the researcher visited the District Education Board Kabwe Office in order to seek permission to conduct the research. That was preceded by collection of an introductory letter from the University of Zambia, recommending me to seek a research permit from the MoGE, to conduct this study in the selected schools. After the permit was granted, the researcher visited the selected schools to introduce himself to the school administrators and teachers. The researcher also establishes relevant times within the school timetable, when Grade 11 students were to have lessons.

The teacher was then given the questionnaire to fill. For the learner, a Focus Group Discussion was conducted in groups of six (6). According to Krueger (2002) groups of six (6) students each, form an ideal group for the round table conference, for the FGD administration.

As earlier stated, the data for this research were collected through questionnaires, observations and interviews. The questionnaires were distributed to all the 14 teachers of French in the fourteen Schools of Kabwe District. Enough time for scoring was given to the respondents after which the researcher collected the questionnaires.

From each school, a lesson was observed. The observations were conducted in the classroom under natural, non-manipulative setting using an observation checklist. The researcher was a non-participant observer and sat at the back of the room to avoid any interference to the setting. The observed lessons lasted for forty minutes each and the whole exercise took closer to a month. The observation sheet was used to code the classroom activities of each lesson.

The interviews with the teachers were conducted at the end of the classroom observation phase and after all the questionnaires were scored. Face to face interviews with the fourteen teachers was conducted. Each of the interviews lasted for between fifty minutes to one hour and was conducted during each participant's free time. The interview was recorded with the help of a digital Tablet for accuracy. The interview added to the in-depth description and understanding of the practices observed in the respective classrooms.

As for the Senior Educational Standards Officer Languages, the Subject Specialists at Examinations Councils of Zambia and Curriculum Development Centre, an interview was conducted separately.

3.8. Data Analysis

Data Analysis is a process of examining what has been collected in a research and making deductions and inferences. "It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions"

(Kombo & Tromp 2009). The research employed a qualitative method and therefore, data analysis occurred both within the qualitative approach.

Thematic Analysis was employed after the data collection exercise where field notes were arranged according to the Themes in relation to the set objectives. Processing of data included coding and a descriptive analysis. The raw data were sorted out and grouped into major themes. The information was categorized according to themes. After this, the interpretations and discussions were made. In order to be authentic, some verbatim from the respondents was included.

3.9 Ethical Considerations

The study took into consideration some ethical issues. Permission was sought from the District Education Board Secretary, the Headteachers and the teachers to allow the researcher conduct the study in the respective schools. The researcher did not force the participants who were not willing to take part in the study. The names of all the participants were not of interest to the researcher nor were the names of the schools involved. Only the information given was of interest to the researcher.

3.10 Summary

This chapter has presented the methodology used in the research in terms of research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical issues considered.

CHAPTER FOUR

PRESENTATIONS OF FINDINGS

4.1 Overview

This chapter presents the findings of the research from the field. Data were collected from teachers, through interviews, questionnaires as well as observation of the same respondents, in an actual teaching classroom situation, Focus Group Discussion (FGD) with the learners, and interviews with Subjects specialists from Curriculum Development Centre, Examinations Council of Zambia as well as Provincial Education Office.

In the case of this study, the questions raised were: What is the teachers' understanding of CLT? What technique are teachers using to teach FFL? and the challenges faced by teachers of FLE in the implementation of CLT thus, the presentation of findings is guided by the research questions.

The following findings relate to the research questions that were stated in Chapter One as follows:

1. What is the teachers' understanding of CLT?
2. What techniques are teachers using to teach FFL?
3. What are the challenges faced by teachers of FLE in the implementation of CLT?

4.2 Question One: What is the teacher understanding of CLT?

4.2.1 Findings from Teachers

Data to this question was collected using the qualitative methods. The teachers were asked to define CLT Approach in their own understanding, to list some characteristics of communicative Approach and differentiate communicative approach from other approaches previously used in the teaching of French as a Foreign Language. The following table shows their responses on the definition of communicative approach.

4.2.2 Question: What do you think CTL is? Define it in your own words.

In an interview, all the 14 teachers under study were asked to define Communicative Language Teaching in their own terms. Various responses were brought up. Below are some of their definitions:

- Grenoble:** *CLT is a method where teachers are not supposed to teach grammatical rules to the pupils."*
- Besanson:** *Its is the teaching of language that puts emphasis on interaction Between Teaching materials/Learners in a simple way*
- Metz:** *It is an approach that helps learners to communicate freely because the teacher teaches them language according to the learning situation for communication*
- Tampom:** *CLT is a method that does not involve the teaching of grammar."*
- Etang Salee:** *It is a teaching method used in teaching in order to deliver knowledge in a very simple and communicative way*
- Jules le Bain:** *It is an approach particularly used in foreign and second language. It emphasizes that the goal of learning language is to produce a learner who is able to use language effectively in any given situation.*
- Mayotte:** *A situation where teaching of language follows real life experience/situation*
- Saint Denis:** *An approach that emphasizes interaction*
- Bordeaux:** *Overtime, I have lost contact. I do not remember what it is.*
- Gironde:** *CLT is a Method that helps learners to easily communicate according to the learning situation for communication*
- Toulouse:** *"CLT is a method where teachers are not supposed to teach grammatical rules to the pupils."*
- Montpelier:** *"CLT is a situation where teaching of language follows real life Experience/situation"*
- Cannes:** *CLT is a method used to teach oral skills so that pupils become fluent speakers of the French Language."*
- Reinne:** *CLT is about teaching oral communication skills using techniques such as role Play"*

From the definitions above, what was so notable was the fact that none of the respondents could give a comprehensive explanation of CLT. An explanation that would take into consideration the language and learning theories of CLT, the classroom activities as well as the roles of both the teacher and pupil. Nevertheless, six (6) respondents showed some understanding of CLT practice to include communication principle and meaningfulness principle even though their definitions were generally mere descriptions of isolated principles or tenets associated with CLT. What was clear from their definitions was that they had scanty

ideas that the ultimate goal of CLT in language teaching is for learners to gain communicative competence. However, it was noted that their understanding of communicative competence was very misleading and because of that, their definitions gave rise to several misconceptions.

A close look at the teachers' definitions shows that Five (5) respondents gave definitions which suggested that CLT is all about teaching of oral communication skills or rather listening and speaking only.

Two (02) teachers understood CLT as an approach where grammar is not taught to the learners.

Some definitions given included the following:

Teacher Tampom: "CLT is an approach that does not involve the teaching of grammar."

Teacher Toulouse: *"CLT is an approach where teachers are not supposed to teach grammatical rules to the pupils."*

There were some misconception arising from three (03) respondents who in their definitions regarded CLT as a method when it is supposed to be an approach as clearly indicated in the question.

Teacher Etang Salee: *It is a teaching method used in teaching in order to deliver knowledge*

in a very simple and communicative way

Teacher Gironde: *CLT is an Method that helps learners to easily communicate according to the learning situation for communication*

Teacher Cannes: *CLT is a method used to teach oral skills so that pupils become fluent speakers of the French Language."*

The study revealed that Four teachers thought that CLT is an approach where learners' linguistic errors do not really matter as long as a message has been passed.

Figure 4.1 below shows the levels of teachers' understanding of CLT.

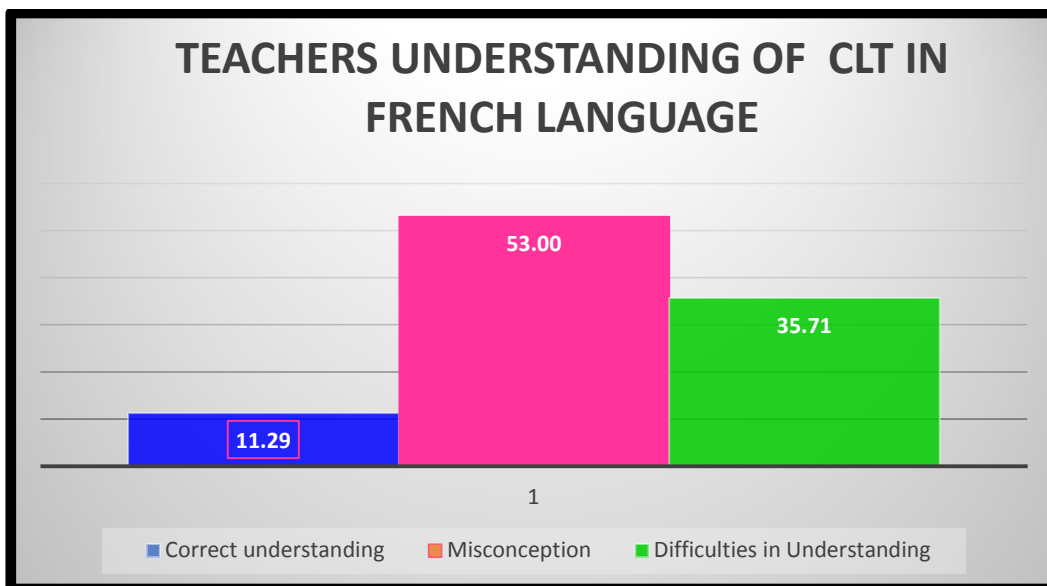


Figure 4.1: Teachers understanding of CLT

The figure above shows that only eleven percent of teachers of French had a correct understanding of what communicative approach is, fifty three percent (53%) had a misconception and thirty-five Nine percent (35) had difficulties in describing what CLT really is.

The misconception identified came from respondents who regarded CLT as an approach were All learners' errors are tolerated. The study also reviewed that teachers had a notion that CLT teachers should always use group or pair work to teach the learners. Arising from the respondents' definitions is the misconception that CLT is a method of language teaching. Five (5) respondents in their definitions referred to CLT as a method even when it was clearly stated in the question that it is an approach

4.2.3 Findings from Standards Officer and Curriculum Specialists

The subject specialists were asked in an interview to find out their understanding on CLT.

The following are their views: **Participant A:**

CLT is an approach of language teaching that emphasises interaction as both the means of the ultimate goal of study. The learners in CLT learn and practice the target language through interaction with one another and the tutor/teacher.

Learners converse about their experiences inside and outside class for a purpose other than the realm of traditional grammar/language learning. Here, language skills in all type are promoted in all types of situations.

Participant B had this to say

this is a teaching approach, which involves the teaching of a language in this case French based on the use of the target language

Participant C on the other hand had this to say.

CLT is a method, which promotes the emphasis to communication without necessarily looking at the rules of grammar.

From the definitions above, it is clear to state that one of the three respondents had a fairly good understanding of what Communicative Language Teaching is all about. Participant A had well defined CLT as an Approach while Participant C defines it as a method and Participant B looks at CLT as an approach but her definition is not sufficiently inclusive as it lacks key components.

4.3 Question Two: What techniques are teachers using to teach French Language?

This question aimed at establishing the techniques used by teachers in teaching French as Foreign language. It also seeks to establish whether teachers were using any other method besides the Communicative Approach to teach French, and the reasons for which they used those methods.

4.3.1 Findings from Teachers

Teachers were interviewed on the methods they were using in the teaching of FFL. Table 4.1 indicates the teachers' multiple responses.

Other Techniques teachers used to teach French

SN	TEACHER	TECHNIQUE A	TECHNIQUE B	TECHNIQUE C
1	Grenoble	Jeux de Role	Self-Explanation Reading	
2	Besason	Jeux de Role	Repetition	
3	Metz	Traduction	Jeux de Role	Questions and Answers
4	Tampon	Brainstorming	Jeux de role	Simulation
5	Etang Salee	Jeux de Role	Questions and Answer	Brainstorming
6	Jules le Bain	Class Discussion	Grammar Translation	Questions and answer

7	Mayotte	Word Attack	Question and Answer	Grammar translation
8	Saint Denis	Different techniques	Audio Visual	
9	Bordeaux	Question and answer	Interactive Internet	
10	Gironde	Simulation	Group work	Translation
11	Toulouse	Teachers exposition	Group work	
12	Montpellier	Traduction	Audio Visual	
13	Cannes	Interactive Internet	Group work	Ecclectique
14	Reinne	Group work	Translation	

Table 4.1: Methods used in the Teaching of FFL

Table 4.1 showed that majority of the teachers used Role Play, drama and music, conversation and translation, which are all components of CLT. Instead of using the Techniques of Communicative Approach, 8 out of 14 teachers were using the Audio-visual and Traditional grammar methods that are not part of the CLT. These together with audio-visual methods constituted 57.1% of all the respondents using other methods whose validity for efficient teaching of communicative competence, has been, to a large measure, disproven. This in itself is an indicator that a large number of teachers in the field today are not using CLT for the benefit of their learners, as expected by the MoGE and the CDC.

As already stated, other methods used by the teachers such as role-play, drama, music, conversation and translation, are components of CLT, in the context of this study. This also raises the question of teachers who were aware of the history of FFL teaching methodology and the position of the CLT within that context, knowledge that is necessary for them, as they adopt the use of Communicative Approach in the teaching of FFL.

A look at the classroom observation indicate that teachers were using techniques interchangeably. Below is a table showing the techniques used by most teachers.

Techniques used by Teachers of French

Sn	Technique	Frequency
1	Grammar Translation	6 out of 14
2	Audio Visual	2 out of 14
3	Questions and Answers	4 out of 14
4	Group work	5 out of 14
5	Jeux de role	5 out of 14
6	Interrative Internet	2 out of 14
7	Brainstorming	2 out of 14

Table 4.2 Techniques used in a class of FFL

A follow-up question was then asked to find out if teachers were using Communicative Techniques

Four teachers claimed they were using Communicative Techniques in their lessons, Two attested that they were not using any communicative technique while the remaining eight were not too sure either the techniques they were using were part of the techniques recommended for use in communication approach.

Some teachers were not certain on whether they used communicative techniques pointing to the fact that they were not sure of the difference between techniques recommended by the communicative approach and those recommended by other traditional approaches.

One teacher had this to say: “*I cannot say I use communicative techniques or not because I don’t know the difference between communicative techniques and other types of techniques. so for me it can be a yes or no*”.

Figure 4.2 shows teachers responses on whether they were using communicative techniques in their lessons.

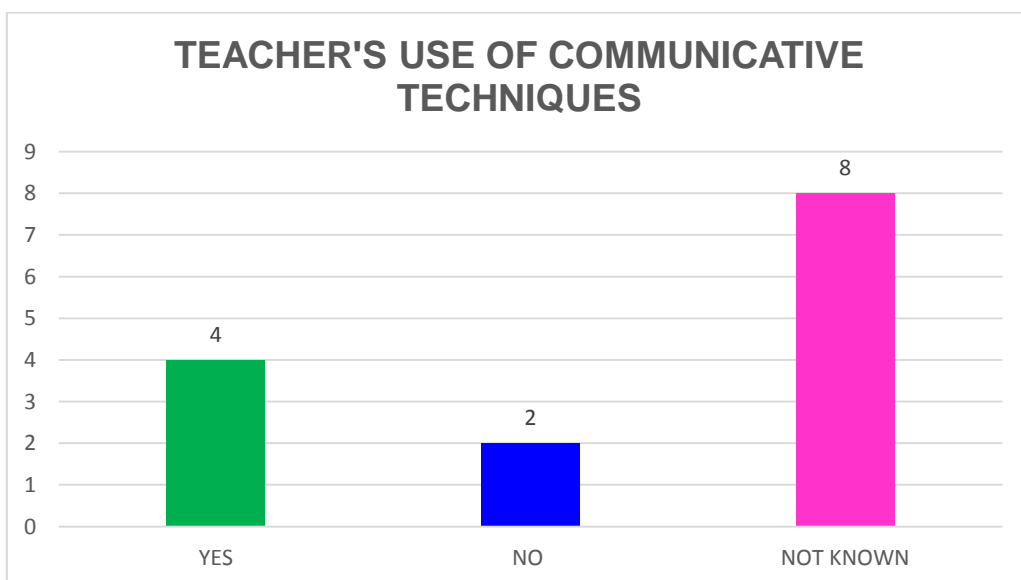


Figure 4.3

4.3.2 Approaches used by teachers

When asked on the approach they used in teaching, most teachers said they did not know the approaches they used in delivering French lessons to the learners. Others pointed to the fact that the issue of approaches have not been emphasized in schools. One of the teachers had this to say:

the issue of approaches is not considered in most schools. I have taught in three different schools myself and in the schools I have been, the issue of approaches never came up.

In line with this, another teacher said,

“Mentioning the approach is really hard, maybe if we say we use a mixture of approaches then maybe we will be saying the correct thing”.

When asked on the skills and values they desire to teach from the lessons, most teachers said they prepare fluency, grammatical skills, comprehension and composition writing skills.

4.3.3 Language used by teachers to conduct their lesson

In the FGD, learners were asked what languages their teachers used while teaching them, in class. Table 4.9 below shows the responses obtained from the groups.

Language used by Teachers in delivery of French lessons Language used

Language Used	Number of Teachers
French	3
French and English	7
French-English/Bemba	4
Total	14

Table 4.3: Languages used in a class of FFL

Table 4.3 indicated that French teachers in Kabwe mainly used both English and French languages when teaching French lessons in schools. This factor is expected as the CLT does encourage use of the local language as well as official language as a means of facilitation of faster acquisition of communicative competence in the target language in this case French as Foreign Language. On the contrary, when learners were asked whether they get an opportunity to speak French in class, only a few said they got that opportunity. This is far too short of the expectations of the CLT as an approach to teaching of FFL.

4.3.4 Activities during which learners expressed themselves in French

Learners in the FGD were asked when their teachers gave them a chance to speak French. This was aimed at finding out the degree of preparedness on one aspect of the teacher to use the CLT in his/her French lessons.

Activities used to encourage speech among learners

ACTIVITIES	Number of Teachers
Role play	1
Classroom presentations (exercises)	3
Question and answers	6
Drama and Songs	3
	14

Table 4.4: Activities used in a class of FFL

In the majority of the FGD sessions, learners seemed to overwhelmingly agree that the best chances they have to express themselves in French, during the lessons, were in the question and answer sessions. Classroom presentations based on chosen subject per student.

According to the groups' revelations, most teachers to facilitate speech of French given short not often used Role-play. From the activities mentioned it was the least used by the teachers, as a means to encourage learners to practice on speech as a means for acquisition of competence, in spoken French. This seems to imply that teachers were more geared towards encouraging learners to dwell on those activities, which encouraged practice towards success in the examination, even when others such as the role-play might have generated more enjoyment, if the learners were directed towards them.

4.3.5 Findings from Subject Specialists

A question was asked to the subject specialists to give examples of Communicative language Teaching (CLT) activities in a classroom?

One of the participants (A) had this to say:

- Interview: this activity is oral in nature. A learner can be given a set of questions to ask fellow learner. Learners can take turns asking and answering in a pair. The teacher as a facilitator can monitor the responses of structure while still being communicative and learners in turn benefit from the conversation.
- Role-playing: for instance, two learners are paired to discuss a familiar topic in a given location in a *designated* timeframe.

- Group work: This activity is a collaborative activity whose purpose can promote CLT. The teacher here will monitor the learners' contributions. Equal participation/contribution is encouraged.
- Information Gap: completing information gap activity promotes pupils ability to communicate about the unknown/missing information
- Opinion sharing: learners here are allowed to share their opinion about a given topic. Here, they will engage in communicative/conversational skills while talking about what they know about something.

Another Specialist also shows familiarity with the CLT approach and she cited some examples of CLT activities as follows:

- Role Play (Jeu de role)
- Use of notions and situations to practice the target language eg at the hospital, markets etc so as to bring out the functional and structural aspects of a language

The third participant (C) however could not recall the types of activities. She stated that it has been long when she did that.

4.4 Question Three: Challenges faced by teachers in the implementation of CLT?

4.4.1 Challenges faced by Teachers

Teachers were asked to say what challenges they were facing in the implementation of the Communication approach. The answer from the respondents were grouped and categorized in relationship to time, teaching and learning resources, syllabus requirements and workload.

Most teachers had acknowledged having used isolated tenets of CLT in their French lessons but they felt that there were many challenges faced in the implementation of CLT by the teachers themselves, pupils and the education system as a whole.

4.8.1 Factors Attributed to the Teachers.

SN	TEACHER	CHALLENGES FACED
1	Grenoble	<i>Language barrier sometimes makes the work difficult and lack of teaching</i>
2	Besanson	<i>learning materials.</i>
3	Metz	<i>Some learners don't know French and later on English as official language</i>
4	Tanpom	<i>We have not been helped by the system hence we teach the same old things</i>
5	Etang Salee	<i>Inadequate time, Resources not available, Learning and Teaching Materials and Lack of support from Administration</i>
6	Jules le Bain	<i>In learning French, the local environment is not conducive enough to learn the foreign language. Lack of time</i>
7	Mayotte	<i>Large numbers of learners taking French. Lack of sufficient time to cover the scheme of work.</i>
8	Saint Denis	<i>Lack of pedagogical materials, Lack of understanding of the lesson by pupils with difficulties in english</i>
9	Bordeaux	<i>Shortage or absence of authentic documents Up to date reference books Lack of Audio Visual equipment, French language laboratory Cultural visit, French Days</i>
10	Gironde	<i>Lack of perfect mastery of the language on the part of the teacher resulting in lack of creativity.</i>
11	Toulouse	<i>Lack of Text books in line with the revised syllabus</i>
12	Montpellier	<i>Slow progression of learners in acquiring the linguistics competences</i>
13	Cannes	<i>Learners have less time to practice unless they are in class</i>
14	Reinne	<i>Lack of appropriate materials in line with the syllabus</i>

Table 4.5: challenges faced by teachers

From the verbatim above, the study found that most of the challenges teachers face in the implementation of the CLT fall under the following categories: Lack of Training in CLT,

Lack of appropriate materials in line with the revised French Secondary School Syllabus, Insufficient time, lack of creativity from teachers to come up with authentic materials.

4.4.2 Inadequate CLT pre-Service Training.

All the Fourteen (14) respondents reported that implementing CLT was a very difficult undertaking owing to the fact that teachers did not possess the required knowledge and skills to do that. The argument was generally that colleges and universities did not adequately train them in CLT. Some interviewees stated that they had very little knowledge about CLT and hence they could not implement it. Other respondents stated that they had the knowledge of CLT and its principles, but they did not possess the required skills and expertise of putting the premises of CLT into practice. They reported that their pre-service was more theoretical and less practical as far as CLT is concerned. Teacher Mayotte for instance said:

At the University where I trained, CLT Approach was taught to us in a two hours' lecture which was not enough for me to effectively use it in a classroom. It was all theorised without a demonstration of how to implement the tenets in a classroom situation.

Similarly, teacher Bordeaux said:

CLT was taught in very few hours. The lecturer actually just listed the classroom activities that go with it. I am surprised to learn that CLT is enshrined in the French Secondary School Revised Curriculum.

I thought it was just those many irrelevant things that we learn in universities, which normally remain, in our exercise books after we have graduated.

Additionally, teacher Cannes reported that peer teaching at the college of education was haphazardly done and there was no guidance in the area of CLT. He reported:

I know that CLT classroom activities include role-plays, dialogues, group discussions but frankly speaking I don't even know how to prepare some activities because my training lacked the practical aspect. My lecturer for methodology never demonstrated to us how to do that.

4.4.3 No opportunities for Re-training in CLT

When the respondents were asked if they had any opportunities for retraining in CLT, they all stated that Alliance Francaise of Lusaka has been organizing meetings to retrain teachers in pedagogical skills. However, only two of the Fourteen responded and acknowledged having

attended such training simply because they are Head of Departments in their schools. The rest of the teachers have never had such opportunities. They reported that C.P.D meetings were conducted regularly in schools and the Languages Teachers' Association of Zambia (LATAZ) organised conferences every year though most teachers of French are left out. Only HODs and in most cases one teacher of English Language are sponsored to attend such meetings.

Teacher Besanson said:

We have CPD Meetings regularly in our Schools but CLT is never discussed. Isolated CLT tenets such as the use of group work is encouraged but at no time were these tenets linked to CLT. We are only instructed to use these tenets in our lessons without any explanation of where they stem from.

Equally, Grenoble stated that:

C.P.D presentations in language department is always done in English subject. She added that that usually covers topics which are in the examinations papers for English language not French.

4.4.4 Lack of Awareness of the syllabus Specifications

The study found that Four (4) of the respondents were not aware that the French Senior Secondary Syllabus recommend the use of CLT approach in the teaching of French as a Foreign Language.

Teacher Mayotte for example said:

I did not know that CLT is what guides the French Senior Secondary School Syllabus.

Another teacher Montpellier stated that:

From my 10 years in active service as a teacher of French, No H.O.D or standards officer has ever reminded me about this.

4.4.5 Lack of Time for Developing CLT Materials and Activities

All the respondents felt that they lacked time for developing materials and activities for CLT. The interviewees from the schools that had Open Learning Classes (OLC) reported that they began teaching at 07:00 hours, break for lunch at 13:00 hours and continue after lunch until 17:00 hours or 17:30 hours in certain cases. This situation according to them made it practically impossible to plan for CLT activities. They stated that by the time they reached

home, they were too exhausted to do any preparatory work. In addition to the heavy teaching loads, respondents reported that co- curricular activities such as sports, preventive maintenance, clubs and other responsibilities took up much of their preparatory work. Teacher 13 said:

I start work at 06:40 hours in the morning and teach until 13:00 hours. In the afternoon, I have to attend to the poultry and school garden as I am the Production Unit In charge. Besides, I have to attend to the computer lab as I am also the ICT teacher.. I have the weekend to attend to my family and go to church. You can see my schedule is so tight that I can't find time for CLT.

The reaction by teacher Etang Salee was similar to that of teacher Grenoble. Teacher Grenoble stated that: teaching CLT is very demanding, as it requires a lot of time for preparations. She stated that her teaching load was too heavy hence; she had no time for planning. She reported that she could not even remember the last time she went to class with a teaching aid.

4.4.6 Low Motivation

Two (2) teachers reported that they were not motivated to implement CLT because their salaries were too low and government has not upgraded since they obtained their degrees. The interviewees stated that teaching French Language was so demanding They argued that it would therefore make little sense to venture into yet another tasking undertaking of CLT taking into account the fact that from the time they completed their degree programme, they have never been upgraded. Their salaries are still low. They stated that they would willingly implement CLT if they were upgraded to the correct qualification of degree holder. Teacher Toulouse said:

Why should I stress myself with CLT when I get very little which cannot afford me a decent accommodation? Nowadays you have to work twice harder for you to make end mee/t. That is why I have to spend most of my time at the tuition centre. I need to raise money for my children school fees and for my accommodation. If I decide to spend time in school planning for CLT, what do you think will happen to my children? They will obviously be in the streets.

4.4.7 Lack of Creativity and Low French Language Proficiency

It was also reported by two interviewees that initiating CLT activities was a very difficult task for teachers because they were not French Speaking and unlike their colleagues in other schools,

they did not benefit from the exchange visit to France or French speaking countries. They stated that planning, initiating CLT activities requires creativity, and grammatical competence, which they stated, was lacking in most of the teachers of FFL. Teacher Gironde said:

Teachers do not use CLT because this approach is not easy to implement by non-native speakers of French.as it requires a lot of linguistic and grammatical competence. I personally avoid CLT activities because they stress me. Preparing a role, play, can take me even two weeks.

4.4.8 Challenges faced by learners in the French lessons.

The learners were observed to be having some difficulties during the learning of French.

A question was asked to find out what challenges they were facing in leaning French. The finding from all the Twenty nine (29) Focus Group Discussions established from the 178 learners selected from 14 schools indicted the common challenges, which are highlighted in the table below.

Challenges as observed by the researcher during the FGD.

S/N	Nature of challenge
1	Lack of Oral French language practice
2	Lack of exposure to French environment
3	Lack of variety of learning materials
4	Too much content to cover within allocated time
5	French learning materials unavailable
6	Poor Distribution of French Teachers in schools

Table 4.6

4.4.9 Lack of Oral French Language Practice

From the lesson observation, and even the FGD, it was clear that most learner had a very low proficiency in the target language. The lack of French Language practice was an obstacle to the successful implementation of CLT. Nine (9) respondents stated that pupils only try to use French Language during French Lessons. When learning other subjects and outside the class, pupils use English and or Bemba as local languages. They stated that the revised school curriculum had even complicated matters for them. Teacher Bordeaux said:

The revised curriculum has complicated matters for us. Today, the use of Bemba is so rampant so much that pupils hardly try to speak English and later on French as a foreign language.

4.4.10 Lack of exposure to French Environment

The respondents linked the low levels of French oral practice to lack of exposure to French speaking environment. It was reported by Eleven (11) FGD that it was very difficult to engage pupils in activities that depict real life situations because they are not exposed to such situations. This was reported also by another group, which suggested some exchange visits among French learners from other schools.

4.5 Challenges faced by subjects' specialists

In the interview with the Subjects specialists, the following were the findings:

4.5.1 Lack of Training or retraining

It was reported that the training for CLT practitioners is not available. Sometimes a small portion of teachers are given opportunities to participate in National conferences where CLT training is conducted. However, wrong selection of teachers by authorities is an impediment to implementing the method in schools. Sometimes suitable teachers are not chosen for training; rather less skilled teachers get the opportunity to attend these workshops and seminars. It often strikes and demoralizes other teachers. The Subject Specialist (S2) has the same opinion. He also opines that the lack of follow-up training is also greatly responsible for CLT not being implemented properly at the secondary school level.

4.5.2 Poor Academic Background

The weak academic background, which is pointed out by Teacher Besancon, is another challenge to implementing CLT. According to Besancon, the students being admitted to secondary schools have poor knowledge of French. It often becomes difficult for French teachers to conduct CLT oriented classes. Teacher Etang Sale opines that these students are neither motivated by family nor by schools to learn French through CLT. Guardians are either reluctant to know or they are ignorant about what happens in French classes.

4.6 Summary of the Findings

Having conducted the interviews, questionnaires and class observations, it is clear that teachers of FFL in Kabwe were not inclined to CLT. All the classroom practices revealed that CLT was absent in the French Language lessons. From the study, what dominated was the teaching of grammar and vocabulary. The explicit teaching of language rules was not done in the target language instead teachers were doing a lot of Translanguaging and code switching. One can say that there was no immersion into the target language a situation which did not reflect an authentic input so that the structure of language reflects the functional or communication uses.

It is worth noting that there was some evidence that learners were not given an opportunity to negotiate meaning through engagement in gap tasks such as role-plays, debates etc. Debate and group work tasks, which call for active language interaction, were also not present. Though some respondents admitted that they used group work, the classroom practices observed showed that none of the teachers in all the lessons used group work.

Moreover, the study also revealed that materials for exercise in terms of textbooks were purely pedagogical. It was found that from all the 14 schools under study, there was a serious shortage of textbooks. The few books, which were available, were mostly not in line with the recommended Communicative Approach. Some schools were using Tempo, while others are using Lwangwa, Contact and even Pierre et Seydoux which are mostly not in line with the revised curriculum.

CHAPTER FIVE

DISCUSSION

5.1 Overview

This chapter discusses the findings, which were presented in chapter four. The discussion is guided by the objectives of the study, which were: Teachers Familiarity with the CLT in French Language, to assess Teachers Techniques in a French Language Class to establish Challenges faced in the implementation of the CLT by both teachers and learners.

5.2 Objective one: Teachers' Understanding of CLT Approach in FFL

Alsaghiar (2018) describes CLT is a foreign language teaching approach that strives to promote students' ability to use the foreign language for communicative purposes such as introducing and expressing themselves, communicating in public places, exchanging information with others, and understanding formal and informal use of a foreign language. In other words, it aims at teaching students the use of the foreign language for everyday life. It is considered a teaching approach rather than a method because it provides a set of principles that the instructor follows to create a communicative and interactive classroom environment to allow students use and practice the foreign language in the classroom (Richards & Rodgers, 2014), rather than dictating specific procedures to follow.

Similarly, Richards and Rodgers (1986) look at Communicative Language Teaching as an approach rather than a method. For these theorists the CLT is a philosophy of teaching based on the communicative use of the language. In addition, many linguists have advocated the CLT approach as it promotes functional concepts and especially communicative competence, a term that creates an interdependence when talking about a communicative language approach, rather than grammatical structures, as central to teaching. This study recorded diverse responses from the fourteen (14) teachers interviewed. It was highlighted in the previous chapter that none of the teachers under study gave comprehensive accounts of the CLT. Five (5) teachers defined CLT by describing isolated tenets associated with it. Of course, these respondents demonstrated that they had only vague ideas that CLT aims at making learners attain communicative competence but what was lacking in their descriptions

was an in depth understanding of communicative competence. As a result, their definitions gave rise to misconceptions. It was also noted that Four (4) of the respondents could not define CLT. Five (05) of them said that they had forgotten what they had learnt in their pedagogical course at colleges and universities hence making it difficult for them to understand what really CLT is while the other two (2) gave some definitions which were closer to be correct but lacked some key component of CLT.

5.2.1 Teachers' definitions of CLT

Teachers were requested to define, in their own words, what CLT was, as an approach for teaching FFL.

Table 4.8 showed that the majority of the teachers had no idea about the description of Communicative approach of teaching French. Out of these numbers of teachers, 8 of those trained at Nkwame Nkrumah University could not define the Communicative approach. 2 of Zambian Open University trained teachers indicated that they had not been teaching French and were not conversant with this approach and so were unable to give a definition.

In general, it can be concluded that the definitions given by most teachers fell short of what the CLT really is. The majority definitions were, in reality, bits of what the CLT is. Some indeed did not understand the difference between some more traditional methods such as Situational Language Teaching (SLT) on the one hand, and the CLT, which is eclectic in nature, on the other.

It is instructive to note that throughout history, one of the major contributing factors to poor performance in national examinations has been lack of regular teacher exposure to emerging trends in both methodology and indeed technology. Reyner et al (2001) has commented that ...many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely based their instruction on a given method...' while examining factors which affect quality teaching in ESL in Nigeria.

The findings of the study are in agreement with Chishipula (2016) whose study aimed at assessing teachers' understanding of CLT revealed that teachers had scanty ideas that CLT

aims at making learners attain communicative competence even though, all the fourteen teachers under study could not give a comprehensive theoretical account of CLT.

When teachers cannot define the approach they are using and why they use it as opposed to another approach, then it follows that they would find it difficult to choose, select, adapt and apply content, method and techniques appropriately for effective learning, much more so when the subject is foreign language teaching. The result can only be negative, and indeed can lead to deterioration of standards, both in the teachers and learners' performance. This seems to be the case with the use of CLT in the sampled teacher population in the sampled schools. This experience has therefore not been a facilitating factor for the application of CLT, rather than per the stated objective.

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. But despite the teachers' flashes of awareness of what CLT entails, a number of misconceptions were identified.

Similarly, the findings of the study are consistent with the findings of several other studies. Sukui (2004) in the study of language teaching in Japan reported that when teachers were asked to define CLT in their own words, they often said it was a difficult task. He revealed that even though the wording varied, the overriding themes included the aspect that there has to be need for Communication, self-expression, exchanging opinions in English, understanding of English utterances, not worrying too much about grammar, guessing from context and general comprehension. The study reported that teachers' understanding of CLT was more semantic than conceptual. He reported that teachers' definitions lacked the coherence of a methodology incorporating goals, planning and tasks.

The studies by Vongxay (2013) Singh and Li (2005), Sato and Kleinsasser (1991) showed related results. The study by Vongxay (2013) in particular indicated that teachers in Lao Higher Education Institute in New Zealand had a superficial understanding of CLT. The teachers as

reported by Vongxay (2013) defined CLT as interaction among students in the classroom activities. To these teachers, CLT meant speaking and listening tasks and none of them mentioned that it could be in the form of writing, reading as well as the involvement of sentence structure which are also elements of communicative competence.

The findings by Vongxay (2013), bring this discussion to yet another component of the findings of the study. As earlier stated, a number of misconceptions about CLT were identified from the definitions given by thirty-one (31) respondents.

As earlier stated, five (5) respondents defined CLT as an approach that focuses on the teaching of oral communication skills or listening and speaking only. It is of course true that CLT requires active learning and not passive reception of knowledge and therefore, interactive activities or gap tasks such as role plays, debates are encouraged (Richards & Rodgers, 1996). However, this does not mean that other skills are not taught. In fact, CLT is characterised by an integrated skills approach where a single activity or set of activities make use of all four skills: speaking listening, reading and writing. “The more traditional practice of teaching each skill separately does not sit well with an approach which mimic real life interaction’ (Whong, 2011; 132).

Two (02) teachers understood CLT as an approach that does not involve the teaching of grammar. (1996) also identified this misconception as well as Mapako and Nyota (2012). What is fact is that, CLT places emphasis on meaning but that does not mean the structural aspect of language should not be taught. Explicit teaching of language or structures as suggested by Whong (2011) should occur in the context of use and not outside meaningful tasks. As a matter of fact, Canale and Swain (1980) identify four dimensions of communicative competence and grammatical competence is one of them. It is an essential part of being communicatively competence.

Three (03) respondents regarded CLT, as an approach where learners’ errors are tolerated. In CLT, fluency is emphasized over more traditional focus on accuracy. Learners are therefore, encouraged to speak without worrying too much about ‘correct’ forms provided

communication is successful (Whong, 2011). This does not mean that errors are entirely ignored. There is selective error correction so that students are not distracted or discouraged. In other words, correction of errors is done when errors lead to a breakdown in communication because “language is created by the individual often through trial and error” (Richards & Rodgers, 1986). Additionally, Alsaghiar (2018) argues that in the CLT approach, the Teacher accepts students’ errors and understands that making errors is a necessary part of the language learning process. Therefore, the teachers main goal is improving students’ language fluency rather than accuracy. This means improving students’ ability to engage in and maintain meaningful and comprehensible conversations with others despite their language limitations and errors

Six (06) respondents in their definitions referred to CLT as a method of language teaching. Many teachers generally hold this misconception. Whong (2011) categorically states, “CLT is an approach, and not a method. It adheres to a range of principles, which in turn give rise to particular teaching methods.” So a language teacher is required to adhere to the general principles of CLT and choose from a range of methods. To think of CLT as a method, is a great omission on the part of the teachers. Moreover, Richards and Rodgers (1986) described Communicative Language Teaching as an approach rather than a method. For these theorists the CLT is a philosophy of teaching based on the communicative use of the language. In addition, many linguists have advocated for the CLT approach as it promotes functional concepts and especially communicative competence, term which creates an interdependence when talking about a communicative language approach, rather than grammatical structures, as central to teaching.

Concluding on this objective, the study showed that some teachers defined CLT as an approach where teachers use group work or pair work. Mapako and Nyota (2012) and Thompson (1996) also reported this misconception. The emphasis on learning from others through interaction makes the use of group work very common in CLT. It does not mean therefore that group work should be used in virtually every lesson. In the same vein, Savignon (2002) acknowledges the importance of group task in providing increased

opportunity and motivation for communication but warns that group or pair work may be inappropriate in some contexts

5.3 Objective Two: To assess Teachers teaching Techniques in a French Class

Results show that three out of fourteen teachers were using conversation and translation as one of the methods they considered separate from the CLT. As already discussed, translation is a part of the eclectic uses of the CLT, designed to facilitate acquisition of communicative competence, through access of L1. This however is not the way it was being used. Learners were speaking in English then the teacher would ask others to translate the same message into French. This is reminiscent of the Grammar -Translation method, which has since been rejected, as a means to speedy acquisition of Language, at least in the context in which those teachers used it.

As already discussed, teachers were observed not to be applying most of the required acts in their lessons, such as negotiation of meaning, as well as speech acts except within the context of the instructions given in the class textbook. It can be concluded that the teachers were, firstly, not using the CLT as required. Secondly, they did not seem to understand the methodological changes in the history of teaching of FFL, which prevented them from making informed decisions on the methods they were using.

5.3.1 Reasons teachers gave for using other methods other than CLT

Teachers were asked to give reasons for choosing to use other methods, besides CLT. Table 5.1 indicates the teachers' multiple responses to these questions.

Reasons for using other Methods

METHODS	REASONS
Interactive internet	Acquisition of lexis
	Francophone culture
	Variety of exercises
	Games/illustrations
Audio-visual	Control of teaching contents
	Classroom control
	Examination oriented learning
Traditional grammar	Check learners' grammar level
	Acquisition of grammar rules

	Examination orientation
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Table 5.1 Reasons for using other Methods

5.3.2 Interactive learning

Applying a communicative approach to language in a classroom includes activities such as role-playing games, storytelling, the information gap and other simulation games that require changing roles of students, so that the role adopted by the teachers must also change accordingly.

According to Savignon (1971:12)

...learners of all ages can also enjoy numerous language games or activities for the variety and group interaction they provide. So long as they are not overused and are not promoted as the solution to all manner of language learning problems, games and other activities that focus on language in a wide range of formats are a welcome addition to a teacher's repertoire." (Savignon, 1971: 12)

When participants were asked why they used the interactive internet to teach French 10% argued that learners were able to access more vocabulary. Learners were also able to learn more about the francophone world thereby expanding their knowledge on various aspects of the francophone culture. The same 10% of the teachers who used this technique also said that it helped learners to gain hands on experience, and as such were more involved, to improve on their communicative competence. It also allowed students opportunity to do as many exercises involving various language acquisition skills, as possible. Only 10% of the teachers were able to have their learners' access a computer laboratory where they can effectively use this invaluable learning resource under the activities proposed. Learners who were taught using the internet were also able to, for example, play language related games such as word building, as well as conjugation of verbs, which the teachers felt were very effective in allowing learners to take charge of their own learning. This is in line with Littlewood (as cited in Hinkel, 2011: 548):

"...the experience of natural, untutored second language acquisition shows that through participating in interaction, learners not only consolidate their capacity to communicate with their existing knowledge of the language but actually extend this knowledge".

All in all, we can conclude that the implementation of a communicative approach to language through an interactive teaching and learning does not seem to be an easy task. In Wesche and Skehan's words (2002, cited in Hinkel, 2011: 549), there should be developed more *activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems*, without forgetting the most important thing which is to achieve classroom interaction with a communicative purpose.

5.3.3 Audio-visual method

The Audio-visual method was used as a means of foreign language acquisition, prior to the present more eclectic methods such as CL T, for the same purposes as already discussed in Chapter 2 of this study. The Audio-Visual method was rejected as less effective for all skills involved in acquisition of communicative ability, for many reasons, particularly its prescriptive and rigid nature, limiting the learner's ability to develop his or her own language acquisition strategies.

It came as a surprise, therefore, to see that this method was in use by 20% of the teachers interviewed. Example is given here of one teacher, who spent more than five minutes trying to get learners to pronounce the velar R sound as opposed to the trill R, which they seemed to be more familiar with. Yet the Communicative Approach does not insist on this aspect of differentiation, since it has no effect on acquisition of communicative competence. The reasons the teachers gave for using this method were the same ones indicated in the literature review. Control of learning content as applied by 50% of the teachers, was a mechanism found retrogressive to speedy acquisition of communicative competence because it limits the acquisition of vocabulary through a deliberate control mechanism called fundamental French. As already discussed in Chapter two of this study, acquisition of communicative competence does not function in controlled lexis but rather in speech acts.

The majority of the teachers said that the audio-visual method was effective for orienting learners towards answering questions in the School Certificate (ECZ) Examinations. This would therefore mean that the need to pass the examination superseded the need for lasting possession of communicative competence for the learners. It would also mean that the

examination format needed to be overhauled to reflect the communicative nature of the CLT as a method of teaching FFL.

5.3.4 Traditional Grammar and Explanation of verb conjugation

A small percentage of the teachers used traditional grammar and was of the opinion that it helped them to check students' grammar and speed up acquisition of language. Again, it was surprising that this method was still in use in normal secondary school FFL teaching classes, in Zambia today. All the respondent teachers had been trained in the use of CLT as one of the more effective means of language acquisition including Grammar. They were also supposedly trained on the evolution of Foreign Language Teaching methodology and the reasons for adopting certain methods in favour of others at various points in history.

Acquisition of grammar rules was another reason given by 40% of the teachers for using this method. They argued that since the Final examination in French paper one (1) had dominant grammar based items, then it was only fair to use those methods which they felt would enable the learners to be able to imbibe the grammar rules much more effectively. This argument would only seem plausible if those advancing it were not aware of the alternative and more effective grammar learning strategies put in place by the proponents of the CLT. It is indeed an indicator that teachers had not internalized and conceptualized the approaches to teaching of grammar using the CLT, especially since these were improvement on the teaching of grammar, except to some larger classes, which was not the case with the ones observed in this study.

Munakaampe (2005) reported similar findings. Teachers displayed roles that were not in accordance with the CLT Approach. They did not set up communicative exercises nor allowed pupils to communicate with each other even in classes where they were arranged in a manner that they were all facing each other. The classrooms as reported by the researcher were quiet and orderly. Pupils were passive and only answered predictable questions asked by the teacher.

Weimann (1996) reported similar findings. His study revealed that the classroom activities were organised in terms of a teacher-student/ class format focusing on teacher led, whole class activities, supporting a transmission mode of teaching in which little opportunity is afforded to the learners to initiate a discussion.

5.3.5. Use of the Communicative Approach

Some questions concerning key areas of teaching French using the CLT were put to the teachers. The aim was to see how willing and ready they were, to apply these activities into their lesson.

5.3.6 Brainstorming

According to the teachers responses, brainstorming activities were used on a very small scale. For example, 40% of the respondents used brainstorming on most situations to gauge level of learner's vocabulary. This was, surprisingly one of the main activities in CLT being implemented. From here, one can therefore claim that despite the fact that a number of teachers were not conversant with CLT, they were however using some techniques recommended for use in CLT.

5.3.7 Role Play

The class observation revealed that role-play as a technique of teaching French as Foreign Language was used in some cases but not as encouraged by the Communicative approach. According to Alsaghiar (2018) When using CLT, the Teacher works as a facilitator, co-communicator, and creator of a communicative environment by engaging students in pairs or group activities where they use the foreign language to interact with each other. The instructor prepares collaborative activities and intervenes when students need help, so he or she does not dominate the classroom interaction or use the lecture method in which students would be expected to passively listen to him or her. The teacher increases the use of the French language (target language) and decreases the use of students' first language in the classroom. The teacher and students should use the target language in this case French as much as possible, since using the students' first language hinders the quality of interaction and communication in the classroom (Larsen-Freeman, 2000; Littlewood & Yu, 2011).

5.3.8 Use of negotiation of meaning

Negotiation of meaning is a process, in the learning of FFL, which learners go through, in order to reach a clear understanding of each other. It is also a process through which learners go, with their teachers, to establish meaning of words, in context.

From the observations made, it was clear that negotiation of meaning as implied in the Communicative approach had not been fully grasped by the respondents, as many of them had understood it to mean translation in the Grammar and Translation method sense, while a few had said they were not sure how to apply it. This can be summarized to mean that there would not have been any preparedness on the part of the teachers to apply this aspect of CLT, since they hardly knew it.

Supporting this point, Alsaghiar (2018) is of the view that the teacher should teach students to use the foreign language appropriately in different situations (e.g., malls, airports, hotels, workplace). This involves teaching students the use of formal and non-formal language. In addition, the teacher should familiarize students with conversational strategies such as: asking for assistance from the other speaker, asking for repetition, and expressing non-understanding. These strategies enable the student to improve language fluency and overcome conversational breakdowns. The exams and quizzes that the instructor uses should focus on language usage, not knowledge of grammar.

5.3.9 The use of the socio-cultural content of the lesson

Concerning the exploitation of culture-laden content in the lesson, respondents seemed not too ambitious to exploit this aspect of CLT. As observed, only a small number of the respondents noted and exploited this content, while the majority of them did not explain it or give learners chances to express their opinions on it.

This was a major professional flaw, as culture cannot be removed from language learning.

5.3.10 Use of French versus English during lesson delivery

It was observed that the majority of the respondents were using English as well as French during the lesson sessions. However, further observation indicated that the learners

were dissatisfied with the bigger part of lesson time they were allowed to practice speech in French. Furthermore, teachers were observed to use most of the teaching time telling learners what the latter could have been allowed to discover for themselves.

From the observations outlined above, it seems that the use of English, mainly to explain rules of conjugation, grammar and other instructions was far outweighed by failure to use less time and give more chances to learners to acquire competence in communication.

5.3.11 Activities that allowed learners to express themselves in French

Learners were asked in which classroom activities teachers allowed them to express themselves in French; The majority of them said it was during asking and answering general questions and answering sessions. These were the most frequent moments they spoke in French. Others feel like it is in the class presentations at individual level, and still another small number feel like during reading aloud.

While question and answer activities, as well as reading aloud, are normal activities within the CLT, they are also common to other older methods of French teaching, which have already been proven less effective than communicative approach, in ensuring acquisition of communicative competence. As such they cannot be seen as an indicator of teachers' readiness to adopt and use CLT.

Class presentations at individual level, as a class activity was highly rated by both learners and teachers. This activity is central to Communicative learning, but also an examination-oriented activity. A close examination of the areas that the learners were engaged in for presentations seems to indicate that the choices of these areas were more related to the examination than the Communicative approach. This is so especially when one considers that role play, central to CLT, was not the most important activity teachers considered letting learners participate in, in guiding them towards acquisition of communicative competence.

One can therefore state that although, the teachers of French in most schools employed a lot of grammar-translation techniques, they implemented some CLT features. First, they encouraged students through positive feedback. Second, they accepted students' errors and used the

repetition feedback strategy to correct their errors implicitly. Third, they used pair work activities to complete activities. However, some teachers used visual aids, mainly pictures, but they did not discuss the pictures with students. Finally, when students worked in pairs or groups, they discussed the activities in English and these activities tended to be more structural-based activities.

5.4. Objective Three: To establish challenges faced by teachers in the implementation of CLT

Challenges faced by teachers

Teachers were asked to say what challenges they were facing in the implementation of the Communication approach. The answers from the respondent were grouped and categorized in relationship to time, teaching and learning resources, syllabus requirements and workload.

5.4.1 Lack of Teaching and Learning Materials

Most teachers said that they did not have enough teaching materials apart from the textbooks, which, in some of the schools had to be shared, sometimes by more than two learners. In most of the schools, there were no French books at all, in the school library. When asked why this was the case, the French teachers concerned said that the few books available were kept by the teachers themselves in their drawers, in the staffroom for fear they may be stolen. Many schools did not have any reference materials such as bilingual French-English - English -French dictionaries, teaching manuals, or even verb conjugation and grammar manuals. Many of the schools too, had no magazines depicting life in the Francophone world. This generalized lack of learning resources seemed to be pervasive in most of the schools.

The situation regarding lack of teaching materials seemed to be the greatest challenge in the schools. Out of the 90% of the schools lacking teaching and learning resources, 70% did not have a fully functional French room. The few posters depicting life in the Francophone countries were not posted on the walls, for learners' use. Radio-cassette players, an already outdated teaching aid as far as FFL teaching is concerned, seemed to be

the major tool for the purposes of teaching the listening skills. Even then, most of the cassette players, as already stated, were dysfunctional and in some instances, teachers themselves had to read the dialogues to the learners, but listening exercises could not be performed.

The generalised lack of teaching and learning resources had many negative effects on learners regarding the acquisition of communicative competence. One of the most possible effects could be the inability of learners to draw information on all areas of learning French, from as wide a field as possible. This would lead to low levels of competence in lexis amongst the learners and in turn lead to limited referential ability. The result would be lack of communicative ability for the learners of French. Lack of real life exposure on Francophone world, in terms of learning resources, as already observed, can lead to inability for the learner to relate to the language he is learning, leading to inability to construct the francophone situations and, consequently inability to communicate in French.

Schools therefore need to acquire the minimum necessary resource infrastructure for the teaching and learning of FFL if they are to make headway into the realization of the goal of teaching communicative competence to their students.

5.4.2 Lack of time for Developing CLT materials and Activities.

The majority of the respondent (74%) identified lack of time for preparation as the main impediment in the implementation of CLT. The teachers reported that they had little time for planning because of overloaded responsibilities. What was so notable as that CLT was too demanding unlike traditional methods of teaching. This view is however contrary to Mareva and Mapako (2011) who look at this as a misconception. These researchers agreed to the fact that CLT teachers had to be resourceful but denied the understanding that CLT places too much demands on the teachers. Citing Richard and Rodgers (1995), they argued that CLT weans the teacher from the rigours of taking centre stage in the language learning classrooms. The teachers' role is to facilitate communication between all participants in the classroom, and between the participants and the various activities and texts. CLT calls for

increased planning and research and such responsibilities cannot be down played. In fact, the idea of resourcefulness in CLT well acknowledged by Mareva and Mapato (2012) entails a lot of work for the teacher than portrayed.

5.4.3 Inadequate time allocated for teaching French lessons

The time allocated to the teaching of French in the schools was another major challenge to the teachers responding to this question. According to them, 80% felt they could not teach French effectively within such a limited time. As already discussed in the literature review, the present time allocated to French is 4 lessons in Grades 10 to 12 while Grade 8 to 9 is 3 lessons per week. This much-reduced time allocation for FFL teaching had had its drawbacks, as observed. One is the reduced ability for learners to be able to acquire enough functional ability of communicative competence, as expressed by Owuondo (2011) and Choka (2008), in the literature review.

5.4.4 Lack of Awareness of the syllabus specifications

Having a well-developed course **syllabus** requires the teacher to organize early and think precisely about teaching. It will help students know what is expected from them from the start of the course, and the syllabus will allow them to plan their semester efficiently. According to Cunliff (2015) since the syllabus is one of the first materials students will have about the course, the design of the syllabus is your opportunity to make a good first impression on your students. An organized, comprehensive, easy-to-read syllabus will make a positive first impression on your students by showing them that you have put a lot of thought and effort into the organization of the course, considered what they will learn, and that you care about the quality of their experience in the course. On the other hand, a disorganized, incomplete, and hard-to-read syllabus will make a negative impression on your students by showing them that you have not thought deeply about the organization of the course or what they will learn, and it may suggest that you are not very interested in giving students a high-quality experience.

However, this is not the case in this study. The findings showed that 28% of the respondents were not aware that the Revised French Language Syllabus were guided by CLT premises as

highlighted in the background to the study. What was even more surprising was that these respondents had the syllabi in their teaching files but could not actually read and interpret it. This kind of attitude was worrisome and it raises concerns over the roles of H.O. Ds and standard officers. It certainly gives an impression that monitoring of the school is not as effective as expected. From the interviews with some H.O. Ds, it appears they are also moving at the same wave length as the teachers in their departments. This kind of situation most likely could be stemming from the earlier discussed factor of training. John (1989:9) argues that teacher training would clarify policy aims as expressed in the syllabus; would show how ends and means are related; how they are embodied in the teaching programme and how classroom procedures complement the programme materials and optimize learning opportunities. He further argues that clarification of the policy aims requires active role in syllabi or curricular policy document to give students a firm grasp of the appropriate choices and give them a repertoire of skills and techniques to implement these choices. This unfortunately is the gap identified in the Zambian teacher training institutions.

5.4.5 Inadequate pre-service Training in CLT

Spector (1984) theory states that the failure or success of an innovation has so much on the training experiences of the teachers. Kendall (1989) who observed that resistance to change has its origin in the participant's early experiences and training supports this. In this regard, the responses from all the teachers showed that the training they underwent did not prepare them for the teaching of CLT. The argument was that training was more theoretical than practical and the time spent on CLT was limited. On average, the respondents stated that CLT was discussed in just one-hour lecture, which was not adequate to prepare them for classroom practice. This simply implies that University and College lecturers are not CLT oriented. It leaves one to wonder if they too have the required skills and knowledge in CLT to enable them train others. This thought could possibly be justified by the findings by Ridge (2000) on the CLT challenges for teacher trainers in South Africa. He revealed that language teachers trained in South Africa were generally given little time for them to afford their students a basic grounding in Applied Linguistics. He further reported that some of the lecturers lacked a comprehensive understanding of the field or had little 'hands on' with the exigencies of teaching in schools. An investigation of the lecturers' knowledge and skills

in CLT will be of great significance so that the issue at hand is holistically comprehended. Further research is therefore needed.

5.4.6 Inadequate Opportunities for Continuous professional Development in CLT.

It came to the attention of the researcher that there are fewer opportunities for retraining through the Language Teachers Association of Zambia LATZ. However, findings revealed that in most cases whenever a meeting is called, a Head of Department is sent to represent the school. In fewer cases one Teacher is asked to accompany the HOD and in most of the cases a teacher of English language is picked at the expense of teachers of local or foreign languages. This on its own has an adverse effect on the exposure of teachers of French to other emerging approaches and techniques in language teaching. Related to the above stated matter is the fact that teachers are not given any opportunities for re- training in CLT. It was also established that schools conduct the INSERT activities within the school. Even during these meetings, it is mostly English language, which is discussed. When asked why, it was revealed that in most schools there is only one teacher of French apart from a few where there were two teachers offering French. This situation made it difficult to conduct the lesson cycles and other ordinary CPD where pertinent issues related to French teaching are concerned.

In line with the aforementioned, one can therefore argue that C.P.D Meetings are not serving the purposes they are deemed to serve especially if it is acknowledged as Factoran (2009) suggests that in – service training among other aims promote the continuous improvement of the total professional staff of the schools and eliminates deficiencies in the background preparation of teachers and other professional workers in education. The deficiencies in teaching about CLT can only be eliminated through C.P.D Meetings and other Professional Conferences and workshops. If C.P.D Meetings are made exam oriented, the wider goal of C.P.D is defeated.

5.4.7 Learners' views on challenges experienced while learning French.

During the Focus Group Discussion sessions, 29 groups were formed out of the 178 participants. These were asked to name the factors, which they considered an impediment to acquisition of communicative competence in French. Various responses were given among

them inadequate time available for practicing French, lack of exposure to Francophone environment, lack of learning materials.

5.4.8 Lack of Teaching and Learning Materials

Lack of teaching resources was identified to be a factor hindering the implementation of CLT. Ninety (90%) of respondents reported that the schools were poorly funded and as a result, they were unable to buy the teaching and learning materials. The findings also revealed that French text books were very expensive that school cannot easily manage to procure from their little and irregular funding. It was also revealed that due to the serious shortage of teaching and learning materials, Schools were made to improvise. This has however contributed to the use of different methods in schools, as there is not uniformity in the specific materials to be used.

5.4.9 Lack of Exposure to Francophone environment

It was interesting to note that all of the learners were of the view that lack of exposure to francophone environment was the greatest drawback to the acquisition of communicative competence. One would have perhaps expected that shortage of learning resources would have been their greatest concern. This goes to show that indeed, acquisition of speech in FFL learning, and language acquisition in general, is first and foremost a social affair. Learners have earlier indicated that they needed more exposure to a Francophone environment so that they could feel to be in touch with the living aspect of the language.

Perhaps schools are finding it increasingly difficult to find time for international exchange programmes with francophone countries and even intra-national exchange programmes with francophone based institutions. This would at least allow learners to get a glimpse of what a native speaker sounds like and indeed how one can "live" in French.

5.4.10 Specialists views on challenges faced in the implementation of CLT

Lack of Training or retraining

It was reported that there are no training organized for teachers of French in order for them to refresh their mind in various professional and pedagogical skills. The subject specialists who

confirm that every year there are seminars and national conferences did not support this claim. They argue that opportunities are always there for teachers of languages to regroup to discuss various professional matters. The only challenge is that Sometimes a small portion of teachers are given opportunities to participate in National Conferences where CLT training is being discussed. However, wrong selection of teachers by authorities is an impediment to implementing the method at schools. Sometimes suitable teachers are not chosen for training; rather less skilled teachers get the opportunity to attend these workshops and seminars. It often strikes and demoralizes other teachers.

5.4.11 Structural Exams

It was reported that the current French examinations are more grammar oriented. This on its own is a setback toward the implementation of CLT. An interview with the Subject Specialist revealed that teachers have been finding it less relevant and perhaps a sheer waste of time to teach CLT because the Examinations Council of Zambia exams is not responding to the promotion of CLT. What was reported was that the skills of listening and speaking were only tested at Grade 9 and 12 national exams even though; this was not given adequate coverage.

It was further revealed that in most cases the types of questions given in most tests are closed questions or multiple choices. These types of questions do not bring out all the linguistics competencies. In most case, it is only listening and reading which are developed and no speaking or writing skills, which are tested. Consequently, with or without realizing, this kind of test will lead the mindset of teachers and learner to focus on grammar as they may think that this is the way to get good mark in French and graduate from their school.

Nevertheless, the responses from the subject specialist gave an impression that CLT is all about teaching the skills of listening and speaking only. In as much as it is a fact that CLT includes these skills, it must be stated that the skills of reading and writing must be taught in CLT. CLT actually advocates for an integrated teaching of the four skills. Whong, (2011).

It is also important to state that what is cardinal in CLT is the manner in which grammar or structures are taught. What was observed during the lessons was that structures are explicitly

taught and this is against the CLT tenets. The teaching of grammar must be done implicitly and in meaningful contexts.

The findings discussed are related to those established by Weimann (1989) who reported that Ciskeian Secondary Schools teachers were hindered from implementing CLT because of structural tests and examinations. Equally, examinations in Taiwan were also reported to orient teaching in the colleges studied. The respondents (teachers) stated that if the examinations included communicative question in addition to grammar, it would naturally lead the teachers to teach in a communicative way. Chang, (2010).

5. 5 Summary

The discussion shows that teachers' understanding of CLT was meagre. The study also revealed that largely CLT was absent in the French Language lessons and several factors were identified to have a bearing upon the successful implementation of CLT.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS.

This chapter is in two parts. The first part summarizes the research findings as analysed and discussed in the previous chapter of this study. The second part gives recommendations on the issues arising out of this study.

6.1 Conclusion

The fundamental principle of CLT is to enable learners to understand and use the target language for communication. Two basic assumptions underlying this approach to language learning are that the core of language learning is the development of communicative competence and that the starting point for language learning is not grammatical rules but context, function, meaning and the appropriate use of the language. Richards and Rogers (1986:71).

The first objective of the study sought to establish teachers' familiarity with the Communicative Approach. The teachers were asked to define Communicative Approach, state the characteristics of communicative language teaching, and differentiate communicative teaching from other approaches. Additionally, other questions that sought to establish their understanding of communicative language teaching were asked. The findings revealed that most teachers could not give a detailed account of what communicative Approach is. However, the study showed that fifty-one percent of the respondents (51%) had misconceptions about CLT. Generally, the misconceptions derive from the point of view where some teachers believe that CLT is all about teaching oral communication skills and has nothing to do with the teaching of grammar. The study also showed that Thirty-five (35.71%) of the respondents had difficulties in defining CLT some even claimed that they had forgotten what they learnt about CLT. During interviews and discussions, both SESO and CDC French specialists acknowledged the fact that the French Syllabus recommend the use of CLT but they expressed ignorance on whether teachers are fully aware of this approach. The implication of these findings is that there is a challenge in terms of the communicative techniques being used if we are to develop communicative competences.

The second objective of the study was to assess teachers' techniques in a French Class. The findings revealed that teachers were not using communicative techniques in teaching FFL. This was because they used mixed techniques. Further, most items tested learners' knowledge (linguistic competence) of the language and not the communicative competence. Teachers' lessons were also not authentic (did not represent the real world situation). This meant that teachers of French in Kabwe secondary schools were not implementing the communicative language approach in the teaching of French as foreign language.

The third and last objective sought to establish the challenges faced in the implementation of the CLT by both the teacher and learners. Several factors were reported and were therefore, classified into three categories. The first one was those attributed to the teachers and include factors such as inadequate CLT training, lack of awareness of the syllabus specifications, lack of time for developing CLT materials and activities, poor enumeration, lack of creativity and low French language proficiency. The factors attributed to the pupils included their negative attitude towards CLT, low levels of French Language proficiency and lack of French Language practice. Lack of teaching and learning materials, large classes, and structural exams, limited time allocation on the timetable and lack of convenient CLT classrooms formed the last category of factors and were attributed to the education system as a whole.

6.3 Recommendations

It is the researcher's view that the study would provide feedback to the government, education officers, school administrators and teachers that would be useful in order to enhance student communicative competences in secondary schools. In view of the findings of the study, various recommendations were generated as follows:

1. The MoGE should begin conducting in-service training so that teachers who may not be aware of CLT are sensitized on the approach in vogue. The teachers who may be aware of CLT also need to be sensitized also so that they get committed to the approach and implement it correctly.

2. The trainers of French Language teachers should endeavour to prepare student teachers adequately not only theoretically but also practically by giving them frequent opportunities for exposure to CLT approach during their period of training.
3. The Ministry of General Education should procure French Text books in line with the revised Curriculum just like it was done in other subjects.
4. The monitoring of schools by standards officers should be effectively done so that teachers are guided on the pedagogical requirements of the syllabus.

6.4 Areas for Further Research

This study had looked at the implementation of Communicative Language Approach in the teaching of French in Secondary schools. From the findings, one may suggest that a similar study be undertaken to assess the Implementation of the CLT in universities and Colleges of Education.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

Dear

respondent

I am a post graduate student at the University of Zambia collecting information on 'Implementation of the Communicative Approach by teachers of French as Foreign Language in Kabwe District'. Please be as honest as you can when answering the questionnaire. Your responses will be kept confidential and will only be used for academic purposes. You are not required to write your name on this questionnaire.

SECTION A: BIOGRAPHICAL INFORMATION

Please complete each item by ticking in the box which most appropriately answers the question.

1. What is your gender? A: Male B: female

2. How old are you?

A. 18 – 23 years ☐

B. 24 – 29 years ☐

C. 30 – 35 years ☐

D. 36 – 41 years ☐

E. 42 – 47 years ☐

F. 48 and above ☐

3. State the type of school where you teach?

A. Government School ☐

B. Private School ☐

C. Grant Aided ☐

4. Are you trained to teach French as Foreign language?

A. Yes ☐

B. No ☐

5. For how long have you been teaching?

A. 1 -5 years ☐

B. 6 – 10 years ☐

C. 11 – 15 years ☐

D. 16 – 20 years ☐

E. 26 and above ☐

6. What is your highest professional qualification?

A. Certificate ☐

B. Diploma C. ☐

C. Degree ☐

D. Master's Degree ☐

7. What grade(s) are you currently teaching?

A. 8 – 9 ☐

B. 10 – 12 ☐

8. What position do you currently hold?

A. Head of department ☐

B. Head of section ☐

C. Classroom teacher ☐

APPENDIX 2: INTERVIEW SCHEDULES FOR TEACHERS.

I am a post graduate student at the University of Zambia Collecting information on various issues related to CLT. I would like to have a discussion with you on your understanding of CLT and factors hindering teachers from implementing CLT. The discussion will be kept confidentially, so feel free to share your opinion.

1. Where were you trained?

.....

2. What qualification did you obtain?

.....

3. For how long have you been teaching?

.....

4. What grade do you currently teach?

.....

.....

5. What is your position in school?

.....

.....

6. What approach do you use to teach French Language?

.....

.....

.....

7. What do you think CLT is? Define it in your own words?

.....

.....

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8. Are you aware that CLT Approach guides the Secondary School French Language Syllabi?

.....

9. How important do you think it is?

.....
.....

10. Have you been helped to implement CLT by the Standard Officers?

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.....
.....

11. Have you received retraining in CLT through CPDs, Workshop or any other in service training?

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.....

12. What difficulties do you face in implementing CLT?

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13. What do you think should be done to effectively implement CLT?

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14. What comment would you like to make with regards to the teaching of CLT?

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APPENDIX 3: INTERVIEW SCHEDULES FOR CURRICULUM DEVELOPMENT CENTRE SPECIALIST-FRENCH LANGUAGE

- 1.** For how long have you been in this position

.....

- 2.** What is Communicative language Teaching (CLT)

.....

.....

.....

- 3.** Are you familiar with Communicative Language Teaching (CLT)?

.....

- 4.** Can you give examples of Communicative language Teaching (CLT) activities in a classroom?

.....

.....

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.....

.....

- 5.** What are the challenges that teachers of French Language (FLE) are facing using Communicative Language Teaching (CLT) Techniques

.....

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- 6.** Any suggestions regarding the use or implementation of Communicative Language Teaching (CLT) in class?

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**APPENDIX4: INTERVIEW SCHEDULES FOR EXAMINATIONS COUNCIL OF
ZAMBIA SUBJECT SPECIALIST-FRENCH LANGUAGE**

1. For how long have you been in this position?

.....

2. What is Communicative language Teaching (CLT)

.....

.....

.....

.....

3. Are you familiar with Communicative Language Teaching (CLT)?

.....

.....

4. Can you give examples of Communicative language Teaching (CLT) activities in a classroom?

.....

.....

.....

.....

5. What are the challenges that teachers of French Language (FLE) are facing using Communicative Language Teaching (CLT) Techniques?

.....

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.....

6. Any suggestions regarding the use or implementation of Communicative Language Teaching (CLT) in class?

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APPENDIX 5: INTERVIEW SCHEDULES FOR STANDARDS OFFICER- LANGUAGES

1. For how long have you been in this position?

.....

2. What is Communicative language Teaching (CLT)

.....

.....

.....

.....

3. Are you familiar with Communicative Language Teaching (CLT)?

.....

.....

4. Can you give examples of Communicative language Teaching (CLT) activities in a classroom?

.....

.....

.....

.....

5. What are the challenges that teachers of French Language (FLE) are facing using Communicative Language Teaching (CLT) Techniques?

.....

.....

.....

6. Any suggestions regarding the use or implementation of Communicative Language Teaching (CLT) in class?

.....

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APPENDIX 6: FOCUS GROUP DISCUSSION WITH TEACHERS

1. Are you familiar with Communicative Language Teaching Techniques?

.....
.....

2. Were you trained in the use of Communicative Language Teaching Techniques?

.....
.....

3. What is your understanding of Simulations, Jeux de role, Brainstorming .

Simulation.....
.....

Jeux de Role
.....
.....

Brainstorming.....
.....

4. What techniques do you use in the teaching of French as Foreign Language (FFL) in your class?

.....
.....
.....

5. What challenges are you facing in the use of Communicative Language Teaching Techniques

.....
.....
.....

6. What are your suggestions regarding the use of Communicative Language Teaching Techniques in class?

.....
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.....

7. Is Communicative Language Teaching Techniques discussed during CPD?

.....

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APPENDIX 7: FOCUS GROUP DISCUSSION FOR PUPILS

1. Why did you choose to learn French?

.....

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2. What are the types of exercises that teachers give you?

.....

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.....

3. Do you do group work?

.....

4. Does your teacher encourages you to speak in French through exercises?

.....

.....

5. What are the problems you are facing in French?

.....

.....

6. How would you like French to be taught in school?

.....

.....

