FACTORS HINDERING TEACHERS OF ENGLISH LANGUAGE FROM IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH: A CASE OF SELECTED SECONDARY SCHOOLS IN CHONGWE DISTRICT, ZAMBIA.

BY

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LUSAKA, 2016.

DECLARATION

I Judith Chishipula declares that this dissertation is my own work and that it has not been submitted previously for a degree at this or any other university.

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APPROVAL

This dissertation by Judith Chishipula is approved as a partial fulfilment of the requirement for the award of the degree of Master of Education in Applied Linguistics of the University of Zambia.

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ABSTRACT

English Language teaching has undergone noticeable pedagogical changes over time. From the late 1960s hitherto, Communicative Language Teaching (CLT) Approach has been adopted for use in the syllabi of English as Foreign Language (EFL) as well as English as Second Language (ESL) contexts. The study explored the implementation of CLT in Public Secondary Schools of Chongwe District. The purpose of the study was to establish why teachers of English Language were not implementing CLT. Mixed Method Approach was used and a case study in this regard applied. The findings of the study from the first objective, which 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 fourty one (100%) teachers under study could not give a comprehensive theoretical account of CLT. The study also showed that thirty-one (75.6%) teachers held misconceptions while ten (24.4) could not state what CLT was. The findings of the second objectives, which 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. The findings of the last objective, which intended to establish the factors hindering teachers from implementing CLT revealed factors 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. The study provided a range of practical recommendations that included among others the need for the trainers of teachers of English Language to be practical and not theoretical in their training. It was also recommended that teachers of English Language be sensitised so that they are aware of the pedagogical requirements of the syllabi and also that monitoring of teachers by standard officers should be effectively done and there should be increased funding to schools, the Department of Literature and Languages in particular so that equipment and materials to support CLT is procured.

DEDICATION

This study is dedicated to my ailing mother Mrs. Racheal Mulopwe Chishipula. Her character serves as a reminder to me that a woman is endowed with that unique versatility and tenacity to endure and soar beyond bounds regardless of the circumstances. Under very difficult circumstances, I soldiered on with research.

ACKNOWLEDGEMENT

The writer wishes to acknowledge the many people that gave so generously to their time and expertise in support of this research. Outstanding among them, my supervisor, Dr. P.C. Manchishi.

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ACRONYMS

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language

ELT: English Language Teaching.

ESL: English as a Second Language.

TEFL: Teaching English as a Foreign Language.

C.P.D: Continuing Professional Development.

O.L.C: Opening Learning Classes.

LATAZ: Languages Teachers' Association of Zambia.

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION**</div>

1.1 Overview

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

1.2 Background to the Study

Language teaching is a dynamic field of education where a cluster of changes has been suggested and implemented over time (Whong, 2011). These changes in teaching approaches and methods throughout history stem from a demand for the most suitable approaches for language teaching. At any given moment in the past, when linguists and teachers realised that particular theories of language and language learning were not meeting the needs of a society, they initiated a search for a new approach which would solve the problem (Howatt, 1984; Richards & Rodgers, 1986).

During the first half of the twentieth century, the teaching of English as a Foreign Language (EFL) emerged as an autonomous profession. In the course of time, it spawned further distinct specialisms, notably the teaching of English as a Second Language (ESL), at first in the Empire, later the commonwealth, and more recently in Britain itself. The second strand in the development of English Language Teaching (ELT) in the modern sense was derived from the reinterpretation of the role of English in the Empire. During the nineteenth century, there was a largely unquestioned assumption that English should be taught in the colonial schools in essentially the same way as in Britain. The basic assumption was the assimilation of British culture through the medium of English Literature. There was no provision for language work specifically designed to help the non-native learners. Local examinations were exported in large numbers to the colonies. By the twenties, the notion that English was a second language with a utilitarian function in the communication of knowledge had begun to emerge, though it was not until the fifties that the modern distinction between English as a foreign and a second language became widespread. In broader terms, the twenties were a period of research, the thirties of development (Howatt, 1984).

Needless to state that far-reaching political, economic, and technological changes began to gather momentum from the late fifties onwards, bringing a radical shift in priorities for English Language teaching, and forcing an increasingly varied range of professional specialisms (Howatt, 1984). The transformation of English from the language of imperial power and administration to a new role which was more localised and more pervasive was one of the greatest of all transformations. For Africa, this meant that each newly independent state was to work out its language policy. English-medium policy was maintained in many British colonies for reasons of nation cohesion (Kashoki, 1978; Howatt, 1984).

The English language teaching development introduced different innovation in terms of methods and approaches. The earliest was the Grammar Translation Method which was in vogue up to 1940s. Its genesis was a result of a shift from the use of classics to the vernacular, English included (Richards & Rodgers, 1986; Whong, 2011). This method achieved limited success. The type of Grammar Translation Courses was disliked by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of un usable grammar rules and vocabulary and attempting to produce perfect translation of silted and literary prose (Howatt, 1984).

Addressing the limitations of Grammar Translation Method was the Reform Movement. Howatt (1984) contends that the Reform Movement was the last major initiative towards progress in language teaching methods to have originated in secondary schools. Reformers looked to development in Linguistics and Psychology to establish a link between language teaching and emerging academic fields. They devised a radical departure from existing methods, advocating the Direct Method, in which instructions in the language classroom was limited exclusively to the target language (Richards and Rodgers, 1986). The oral aspect in language teaching was emphasised, as was need to learn sentences rather than isolated words. Full sentences were shown in situations by means of actions and simulations (Richards and Rodgers, 1986). The Direct Method had several draw backs. It over emphasised and distorted the similarities between naturalist first language learning and failed to consider practical realities of the classroom. The method is often described as "a product of enlightened amateurism" (Richards and Rodgers, 1986; 10). In 1920s and 1930s, Applied Linguists systematised the principles proposed by the Reform

Movement and laid the foundation for what developed into British Approach to Teaching English as a Foreign Language (TEFL).

Subsequent development led to the American Audiolingual method derived from the Structural Approach devised by Fries at Michigan and the Situational Language Teaching in Britain (Howatt, 1984; Richards and Rodgers, 1986). Though stemming from different academic and historical traditions, they were quite similar as both emphasised oral skills, with literacy a secondary concern. The difference however, was the theoretical basis. Both Oral/Situational Approaches had the intention of relating language to specific context. Thus structural patterns were taught based on particular social contexts. They were functionally inspired, at least in principles. Audiolingualism relied so much on habit formation as a legitimate means to that end. In both approaches, thought was given to the choice and sequence of structural patterns for instruction; the Audiolingualism Approach based this on the linguistic nature of the pattern, in contrast with the Oral/Situational Approach consideration of function (Whong, 2011).

By mid-1960s, Audiolingualism was rejected in the United States and by the end of sixties, it was clear that Situational Approach had run its course. "There was no future in continuing to pursue the chimera of predicting language on the basis of situational events" (Howatt, 1984, 280). Therefore, Communicative Language Teaching emerged as an attempt to overcome the inadequacies of existing structural syllabuses, material and methods (Howatt, 1984).

CLT is an outgrowth of the functional view of language which sees language as a tool for making meaning and also 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 is to develop communicative competence which covers both spoken and written language (Richards and Rodgers, 1986).

CLT has not only developed out of linguistic concerns but also as a result of a broader trend in education as well. Progressivism in mainstream education emphasises 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 1970s, the scope of CLT has expanded world-wide because of its wide appeal. It is often regarded as the harbinger of new era in language teaching. The Zambian English Language syllabi from early eighties to date have 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 English Language in their preamble states that the recommended methodological interpretation of the English Language syllabi is 'functional' and 'communicative' (MESVTTE, 2013). For the Zambian Senior English Language Syllabus, Text Based Integrated Approach is used with CLT.

1.3 Statement of the Problem

The Zambia English Language Syllabi for Secondary Schools states that teachers of English Language use CLT in their teaching so as to enable the learners develop communicative competence (MESVTEE, 2013). However, results from studies on countries where CLT has been adopted, such as Taiwan, Republic of South Africa, Zimbabwe, New Zealand and indeed in Zambia showed that teachers were not implementing CLT (Chang, 2010; Weimann, 1996; Mareva & Nyota, 2011; Vongxay, 2013 and Munakaampe, 2005). Using Chongwe District Public Secondary Schools as a case study, the researcher wanted to establish why teachers were not implementing CLT. Stated as a question, the research problem was 'What are the factors hindering teachers of English Language in Chongwe District Public Secondary Schools from implementing CLT Approach?'

1.4 Purpose of the Study

The purpose of the study was to establish factors hindering teachers of English Language in Chongwe District Pubic Secondary Schools from implementing the CLT Approach.

1.5 Research Objectives

The objectives of the study were to:

1. Assess the teachers' understanding of CLT.
2. Explore the extent of the absence of CLT in English Language Lessons.
3. Establish the factors hindering the teachers from implementing CLT.

1.6 Research Questions

1. What is the teachers' understanding of CLT?
2. To what extent is CLT absent in English Language Lessons?
3. What are the factors hindering teachers from implementing CLT?

1.7 Significance of the Study

The findings of the study may enlighten the teachers on the pedagogical requirements of the English Language Syllabi and sensitise trainers of English Language teachers on the need to be practical and not theoretical is as far as training in CLT is concerned. The ministry of General Education may also be helped to understand the complexity of introducing CLT so that it gets more focused and efficient in monitoring as well as allocation of resources to schools. Finally, the findings of the study will contribute to the body of knowledge on CLT.

1.8 Delimitation

The study was conducted in Chongwe District Public Secondary Schools.

1.9 Limitation

The study was conducted in one district and hence the findings may not be generalised.

1.10 Operational Definitions

Approach- theories about the nature of language and language learning that serves as the source of practices and principles in language teaching.

Method- the way in which lessons are structured and delivered.

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

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

Innovation-something newly introduced

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Literature review according to Kombo and Tromp (2006, 62) is "an account of what has been published on a topic by accredited scholars and researchers." It involves a critical analysis of documents such as books, magazines, journals, dissertations and newspaper reports. Literature review provides the researcher with a degree of competence within his research area, assists in developing the researcher's knowledge, and identifies the boundaries of previous research therefore, focusing and justifying the research problem (Ng'andu, 2013). This chapter reviews relevant literature.

2.2 Theoretical Framework

The study has been influenced by Spector (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 also 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 2.1

THE INITIATION PHASE OF AN INNOVATION:

Past Experience

↓ dictates

Teacher's Perspective on

Change | Teaching | Institutional Setting | Change Agent

interactions of these factors

↓ determine

Willingess and psychological readiness to change to embark on new initiatives to change something for students.
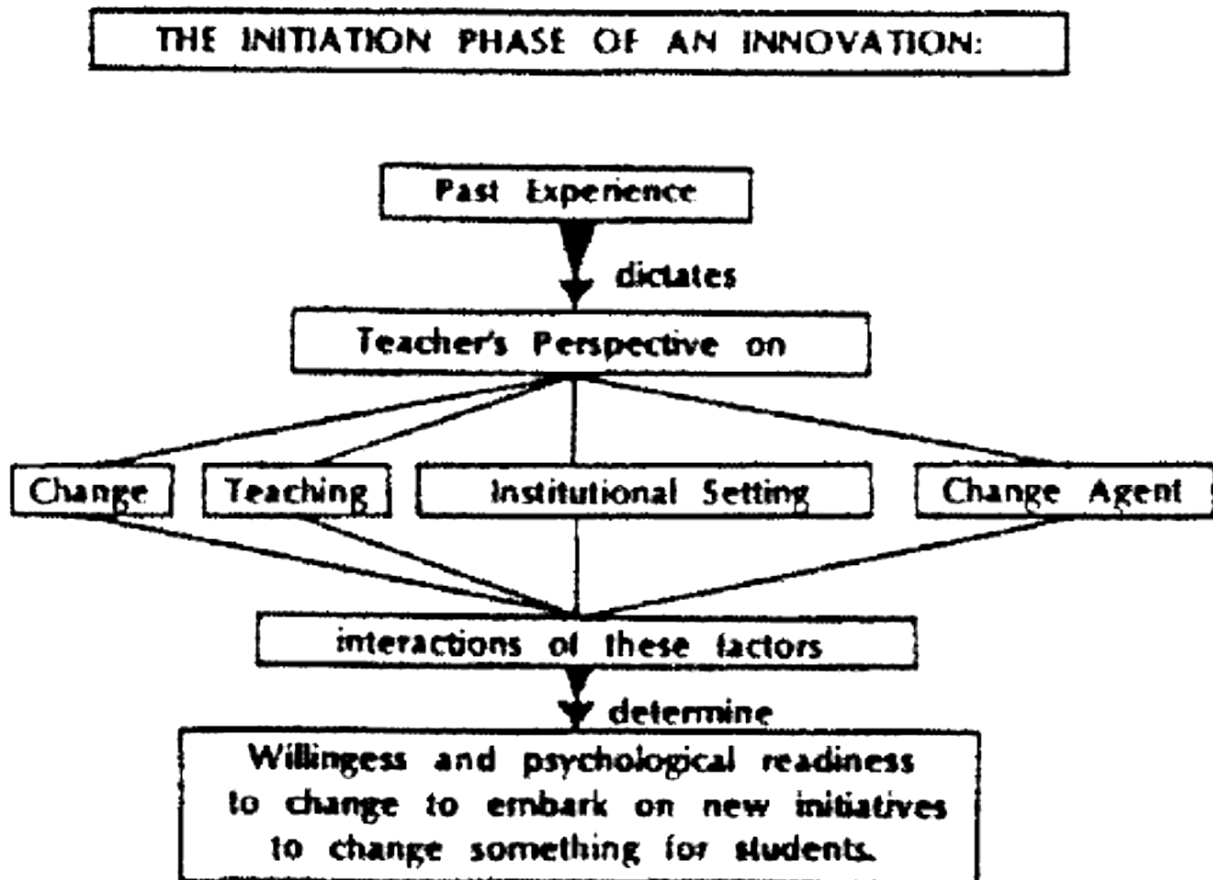
2.3 Communicate Language Teaching (CLT) Approach

CLT Approach is derived from a multidisciplinary perspective that includes, at least, Linguistics, Psychology, Philosophy, Sociology and Educational Research (Savignon, 1991). It 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 English 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 English; the latter entails using English to learn it" (Howatt, 1984; 279).

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.'

2.4 Communicative Competence

The notion of 'communicative competence' was proposed to counter Chomsky's competence/performance distinctions. For Chomsky, the focus of linguistic theory was to characterise 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; 71). 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 organisation competence. Organisation 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).

Components of Language Competence (Bachman 1990, 87):

Figure 2.2

Language Competence

Organisation Competence   Pragmatic Competence

Grammatical   Textual   Illocutionary   Sociolinguistic
Competence   Competence   Competence   Competence

Vocabulary Morphology Syntax Phonology/   **Cohesion Rhetorical**   **Ideational Manipulative Heuristic Imaginative   sensitivity**   **Sensitivity Sensitivity   Cultural**
Graphology   **Organisation functions**   **functions   functions   functions   to dialect   to   to   References**
or variety   Register   Naturalness   and Figures of Speech

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 very little has been written aboutthe learning theories. 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 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 (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 realisation 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 they are explicitly introduced by the teacher, 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. Need 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; realia 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; Richards & Rodgers, 1986). 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 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 in put 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).

2.6 Criticisms and Weaknesses of CLT

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 criticisms 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 characterise 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 endeavours 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 to 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 students who responds readily to some or other stimulus are rewarded while the students that take time to reflect on a situation or a problem are penalised.

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.

2.7 Teachers' Understanding of CLT and the Extent of its Implementation

There are several studies that have been conducted to assess teachers' understanding of CLT. Among other studies 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 (2005) found that most teachers and students in an English-major college in China reported that CLT means 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.

Another remarkable study on secondary school teachers' conception of CLT in ESL context was done by Mareva and Mapako (2012). The focus of the study was on how CLT is conceptualised 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 pay and games are used in the CLT classroom. Teachers conceptualised it as a paradigm that fore grounds meaning and contextualised teaching where a wide variety of learning aids that instigate and sustain communication are used. The interviewees also showed an awareness of CLT as a learner–centred approach where the student is expected to take centre 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. Among these misconceptions include the understanding that CLT implies that teachers abdicate their roles since

the approach is learner–centred. 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, a lot of pertinent issues were brought out with regards to teachers understanding of CLT. It would be of great importance also to see how Zambians Secondary School Teachers of course using Chongwe District as a case study understand CLT since no meaningful research has been done in this area so far.

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 overall actual classroom teaching, grammar instruction was central, and far more fore grounded 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 in English, 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 the other skills and both teachers and students

definitely had to concentrate on sentence structure. Not only did the syllabus emphasis 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 utilised 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.

In the ESL context, Mareva and Nyota (2011) conducted a study in Masvingo urban and peri-urban secondary schools to establish whether the Structural Approach or Communicative Approach was used in teaching. The study established that although the Zimbabwe Secondary 'O' level English language syllabus advocated the CLT Approach, teachers under study preferred the Structural Approach and related methods and techniques and CLT played a second fiddle. The paper concluded that the trend could be as a result of ignorance on the part of teachers of the principles and advantages of CLT, or it could be as result of conservatism.

The researchers did not go further to establish the reasons as to why teachers used structural methods before arriving at conclusions. It was the intention of this research to conduct a comprehensive research so that the matter is well understood. The researcher used questionnaires and document analysis which could have been unsuitable for this kind of research. It is expected in this research that actual classrooms practices are observed and interviews are used so that the problem is well understood. The research also employed COLT protocol so that all the variables of CLT are well examined.

In the Zambian context, one remarkable study was done by Munakaampe (2005). The purpose of the study was to establish the level of implementation of CLT Approach to English Language teaching and possible constraints expressed by teachers. The study focused on four areas; the training that teachers had received, the presence of real life communication and pupils' response during English lessons and the creation of conducive classrooms and school environments. Ninety (90) Grade Five class teachers from selected Lusaka Basic schools participated in the study. Data was collected through questionnaires, interviews and observations. The results indicated that regardless of type and amount of training, teachers were not implementing the CLT Approach and that they did not understand the underlying psychological processes of language learning. It was further found that there were no communicative exercises in the classrooms, pupils displayed little activity during the English Lessons and that the school environments were not conducive for CLT.

The fact that CLT calls for real life communication during English 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 specialise in particular subjects and it is therefore, expected that more time is probably spent on pedagogy.

2.8 Factors Hindering Teachers of English Language from Implementing CLT Approach
National policies and school curricular in a variety of contexts where English is taught as Foreign Language (EFL) and Second Language (ESL) have shifted towards CLT because of its wide appeal. This does not mean that the implementations of CLT in these contexts have been easy sailing. Researchers and scholars have pointed out that the implementation of CLT has encountered problems and resistance (Chang, 2010, Vongxay, 2013; Weimann, 1996; Li 1998; Liao, 2000). The research studies have reported a lack of CLT activities in EFL and ESL 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/students

and the educational system and the learning environment. The literature under review will fall into these categories.

2.8.1 Factors Attributed to Teachers

In classroom innovations, a teacher is a key agent of change (Beeby, 1980). His response to an innovation will partly decide to what extent that change will achieve its goals. While the teacher's role, whether assigned or self-embraced, may be that of an initiator or interpreter of new policies and practices, without the teacher's active co-operation, educational innovation is not possible (Weimann, 1996). A teacher as an agent of educational innovation may resist or embrace the change. Different reasons have been advanced for this state of affair.

To begin with, the negative attitude of teachers towards innovations – CLT in this regard is one of the reasons advanced by different scholars that are impinging on the successful implementation of educational innovations. The word attitude can be interpreted as a dimension of personality that transpires in the individual behaviour in relationship with others, or certain situations. Most psychologists consider attitude as mental predispositions, as an individual's tendency to react in a certain manner, be it favourable or unfavourable towards a certain aspect of reality. Being a latent variable, attitude is practically manifested by the coherence and consistency of individual behaviour and it consists of three (3) dimensions; cognitive, affective and behavioural. Attitude towards a specific change consists of a person's cognitions about that change, affective reaction to that change and behavioural tendency towards that change (Anghelache & Bentea, 2012). Every innovation in this regard is met with different attitudes. Olson (1981) precisely explains that every educational innovations or change is interpreted by beliefs and attitudes because each participant brings with them social and psychological baggage and any interaction is inevitably going to be influenced by perception and beliefs.

The negative attitude that teachers develop towards an innovation can be attributed to different factors. Hurst (1981) summarises the complex conditions in which the acceptance of an innovation takes place to include the need for the teachers to be accurately and adequately informed about the proposed change because if they lack information, they are less likely to be inclined to put the innovation into effect. He further advances that the intended outcomes of an innovation should coincide with teacher's value system in such a way that they are considered to be beneficial. If outcomes are viewed irrelevant or even disadvantageous, the teacher is likely to oppose the change

or at best be half-hearted in implementing it. Hurst (1981) also mentions that any attempt to ask teachers to modify their own classroom practice is futile without the provision of necessary resources. He also argues that it would appear equally futile to ask teachers to change practices or to support and promote reforms where the rate of return or efficiency ratio of yields to input or benefit to cost, is apparently not better than their existing practices. Often teachers involved in planned educational change are required to work much harder for little visible pay-off. Lastly, Hurst (1981) explains that sometimes teachers are faced with a number of simultaneous innovations. Such a situation creates an unreasonable expectation with which to burden teachers. According to Hurst (1981), the extent to which the instigators of innovation are sensitive to the above conditions such as these above will greatly influence the successful implementation of an innovation.

In the same vein, Commonwealth Conference on the Education of Teachers in a changing society reported that the teachers display a negative attitude towards an innovation if their professional standing is threatened and they are not involved in the development process of that innovation (Weimann, 1996).

Gross et. al (1971), gives a different view on why teachers display a negative attitude towards innovations. They contend that a major reason for the failure of the innovation was the initial resistance on the part of those closely involved with the institution or system within which the innovation was being implemented. He argues that participants in the change process are largely dependent upon their formal leaders to overcome such obstacles but the required help might not materialise. Equally, members who were initially supportive of such change develop a negative attitude as a direct result of the frustrations they encountered in their attempt to carry it out.

The afore stated ideas as reported by scholars are well justified in the various studies conducted by researchers on the implementation of CLT.A case study conducted by Doukas (1998) to investigate factors which hindered the implementations of the English Language Secondary School Curriculum Innovation in Greece through a Likert-type attitude scale, a questionnaire and interviews. Findings revealed that the shift towards the CLT Approach did not have any effect on teachers' beliefs because it was considered to have very little value and relevance to their situation and hence teachers could not implement it. Similarly, Weimann (1996) in his study of the factors impinging upon teachers' attempt to implement CLT in Ciskeian Secondary Schools of South

Africa revealed a marked declination towards CLT on the part of teachers involved in the research. The researcher reported that although there were no encounter examples of teachers in the study directly articulating their resistance to CLT, the classroom practices encountered gave an expression to some form of tactic, resistance, whether such resistance was conscious or not. The research findings on the difficulties of implementing CLT in China by Hird (1995) revealed that teachers did not make effort to implement CLT because they thought it was not feasible owing to China's special characteristics which include the teacher's inability to teach communicatively. Chang (2010) in the study of Taiwanese College of English Classes reported that CLT was perceived demanding and as such, teachers developed a very negative attitude that made implementation difficult. Teachers are reported to be unwilling to leave their comfort zone and risk trying the new teaching approach. The study is similar to Kimpson (1985) in a survey of a number of pedagogical innovations who found that teachers tend to implement more effectively curricula which allow them to use instructional strategies which they are familiar with. It appeared that the relationship between teachers' attitudes and the implementation of an innovation depended upon the innovation itself.

From the research reports discussed, it is not clearly stated whether institutions had a system of monitoring and enforcing the standards. The literature under review gives an impression that policy implementation was solely left in the hands of the classroom teachers who decided whether to implement it or not. Crossly (1984) in his study of both the American and Great Britain's Schools reported that within the School context, regular contact with advisory staff overseeing an innovation has potential to generate and sustain the motivation of person charged with implementing the innovation. The research at hand should investigate if there is a relationship between CLT implementation and teachers' incompetence or competence in it, as this area is not reported in the literature under review. It could also be of importance to understand whether the resistance portrayed by teachers, for example, in Ciskeian Schools was partly a protest, in that, the teachers could have not been consulted when the CLT was introduced in their Schools because it is a known fact that circular reforms cannot be imposed on school's unilaterally as such 'top down' imposition, ignoring as it usually does, the perception of the participant is likely to result in resistance to the innovation (Clarke, 1985).

Teachers are also reported in certain instances to have a positive attitude and very willing to implement CLT but are just let down by institutional or other factors. The researchers and scholars have reported inadequate teacher training as one of the contributory factor to the poor implementation of CLT practices in school. Some respondents (teachers) from Taiwanese College of Education and Ciskiean's Schools acknowledged having learnt the approach during their training but they indicated that they lacked the practical aspect of it (Chang, 2011; Weimann, 1996). What came out clearly from these studies was that teacher training did not orient teachers to the practical aspect of CLT. Didactics course and the model presented to them by college lecturers failed to provide sufficient understanding of, and practice in CLT. Vongxay (2013) also reported that most of the teachers in his research said that in order to adopt CLT in their classes, they needed to be retrained to update their teaching skills to facilitate and create communicative activities in the classrooms. The teachers generally complained of a lack of professional development and in house training in CLT. The matter would be further investigated by this research.

Closely related to the above issue, is the lack of English language proficiency by teachers which has been cited as one of the factors negatively affecting the implementation of CLT. Ellis (1996) argues that the successful adoption of CLT into English Languages classrooms depends on among other things, the English Language proficiency of the teachers. Most teachers of English Language have been reported to lack the ability to teach communicatively and this affect their teaching of CLT (Hird, 1995). Similarly, Li (1998) observed in his study that Chinese teachers' abilities in English skills of reading and writing were inadequate to enable them conduct communicative activities in their classes. Similar findings were recorded by Weimann (1996) in Ciskiean Secondary Schools.

By and large, it would be of great interest to investigate if teachers of English in Zambia are also affected in this area especially that unlike Asian States, Zambians hitherto have used English as a medium of instruction from the initial grades to tertiary education (MOE, 1996). Would we safely say that Zambian teachers of English Language have high levels of proficiency in English Language? The research in question attended to such concerns.

Traditional teaching methods do not need more time to prepare teaching materials and create the classroom activities and search for extra information to support the teaching and learning process.

Robert (2004) argues that a traditional teaching method or teacher-centred approach is one where an activity in the class is centred on the teacher and teachers serve as the fount of knowledge, directing the information. CLT gives pupils a greater sense of ''ownership'' of their learning. This therefore, calls for a lot of time to prepare pupils activities. Nevertheless, teachers demonstrated that they did not have enough time to prepare the CLT teaching materials or CLT activities for their classroom teaching because it takes a lot of time to prepare them (Karim, 2004). Teachers said that they were in constant demand in dealing with many administrative and non-academic responsibilities; meetings, consulting with students about personal issues, home room duties and many other duties making it practically impossible to plan for CLT activities.

2.8.2 Factors Attributed to Pupils

Pupils also play a vital role in the successful implementation of CLT. To begin with, CLT offers more interaction among students through co-operative learning (Whong, 2011). However, tradition and culture has been reported by researchers to have a bearing on the successful implementation of CLT in certain instances. Bower and Prodromou (1992) observed that there has been increasing interest in recent years in the relationship between language learning and cross-cultural awareness within the field of English language teaching. The methods and approaches demanded by innovation, for example, are often in conflict with the practitioners own cultural background. Any methodology, such as that under the banner of CLT, which incorporates aspects of pupil centered approach, is likely to clash in practice with traditional values. Because the educational practices of a country or a people are so deeply rooted in its culture and its underlying pre-suppositions, the dominance of the learner's culture, and for that matter, the dominance of the teacher's culture is a factor that needs to be reckoned with when thinking about ESL in general, and about innovation such as CLT, in particular (Alptekin, 1982).

A study of Taiwanese teachers reported that students' cultural background frustrated the teachers' use of CLT (Chang, 2010). Taiwanese teachers involved in the study reported that their pupils were usually quiet and only waited for the teacher's call to answer questions. In Bangladesh context, Chowdhry (2010) wrote that students expects teachers to be authority figures and the teaching methods to conform to the traditional 'lock step' teacher centered approach where teachers give orders to students, who then comply. The unconditioned obedience to authority in which the teacher is seen not as a facilitator, but as a fountain of knowledge is rooted in many of

the traditions (Littlewood, 2000). Doherty and Singh (2005) concluded that western teaching methodology does not suit in EFL settings because it is designed for active, independent, confident co-instructor of classroom interaction and knowledge. EFL students tend to be good listeners and observers (Doherty and Singh, 2005).

It could be interesting to subject the similar studies to where English is taught as a second language. Settings like Zambia could probably give different result from the findings that have been discussed above. The statement by Doherty and Singh (2005) that EFL students are passive and non-interactive may also require verification through research. Future research might also investigate the sex of the pupils that are most affected by tradition and culture. The study reports reviewed are from patriarchal communities but none of them indicated the sex of the pupils that is so much affected by the purported culture and traditions.

Conversely, report finding from studies have also indicated that in certain instances, teachers are reluctant to implement CLT because of the student's culture. Students are reported by Weimann (1996) to discard the new style brought to class by teachers and often report such teachers to the school authorities labelling them "bad and lazy." This according to Weimann (1996) could probably be that pupils are not familiar with the rules of this new game.

The pupils' low proficiency in English language negatively affects the implementation of CLT. Many researchers have conducted extensive studies on Asian students learning and have revealed that most Asian students have limited English Language vocabulary necessary for communicative activities (Chang, 2010 & Li, 1998). According to the findings, when these pupils speak English, they are afraid that some people would make fun of them. They feel embarrassed, shy and gradually, they lose motivation in trying to speak English. During group work, they tend to depend on their higher proficient peers. Odendaal (cited in Weimann, 1996) undertook a literature survey intended to establish the level of English in the so called Black Primary and Secondary Schools in South Africa. He stated that every source consulted either explicitly or by implication was of the opinion that the English used by Black Africans was below standard, although no attempt was made to define such standards. It was also observed that it was reasonably certain that at least 80% of the pupils came from homes where Standard English is either non-existence or a second language or a second dialect. The study relates so well with Weimann (1996) who reported the

same findings on Ciskiean learners in the same state of South Africa. The low levels of English language seriously affected the learning of CLT.

2.8.3 Factors Attributed to the Education System

A study on English teachers' perception in adopting CLT approach in Korea recommended that South Korea needed to change the fundamental approach to education because the predominance of text centered and grammar-centered practices in Korea did not provide the basis for the student-centered, fluency-focused, and problem solving activities required by CLT (Li, 1998). A study on Ciskeian Secondary Schools also reported structural tests and examinations to be a hindrance in implementing CLT. Taiwan examinations were also reported to orient teaching in the colleges studied. The respondents (teachers) observed that if the examinations included communicative question in addition to grammar, it would naturally lead the teachers to teach in a communicative way. The teachers would focus on CLT if listening and speaking test items were included in their examinations. (Weimann, 1996; Chang, 2010).

The larger classes are also a hindrance which was reported by the studies. All the studies under review reported that the big sizes of the classes caused difficulties in organizing groups and oral communicative activities as well as monitoring class activities (Chang, 2010; Weimann, 1996). Teaching large classes was reported to cause disciplinary problems especially when administering communicative activities (Qiang and Ning,2011).

The research reports also indicated that insufficient teaching resources such as authentic materials and language learning equipment in the classrooms posed a challenge. In adopting CLT into the classroom, it requires variable facilities to create teaching aids in order to motivate students to concentrate on communicative activities. Nevertheless, most educational institutions do not have enough financial resources that are required to provide the audial-visual equipment, photocopiers and other facilities and resources that are required to support the dynamic teaching associated with CLT (Rao,2002). In addition, Incecay and Incecay (2009) reported lack of funding as a major problem in implementing CLT. The school under his study was reported to have serious financial problems that it was practically impossible for teachers to implement CLT activities that called for the procurement of equipment and other teaching and learning aids.

Lack of adequate instrument to evaluate students' communicative competence is also another challenge (Weimann, 1996; Chang, 2010). The respondents said that it was difficult to develop tools to evaluate the students' oral performance. Standardised and objective tests and examinations are therefore preferred, (Vongxay, 2013).

2.8.4 Factors Attributed to the Environment

Social interaction is another key element for learning CLT. Lack of English speaking environment is yet another factor identified to be a cause of the poor implementation of CLT by the respondents. The reports, most of which are from EFL countries reviewed that there was a lack of supportive learning environment outside classrooms for CLT practice. The only place the students could use English was a classroom which in many cases did not offer ample time for students to practice the use of English language in meaningful contexts (Vongxay, 2013). The respondents further stated that not only was there no wider English usage outside class but also that the school never created an English environment by organising any events or competitions that would call for the use of English Language.

The difference in learning setting between ESL and EFL is one interesting area for future research. It would be necessary to know how students who learn language as their second language respond in this area because their environment is relatively rich in terms of the use of English Language (Maple, 1989).

A conclusion can be drawn hence forth that CLT approach plays a significant role and is necessary in learning a new language in both EFL and ESL settings. However, a large number of studies have shown that CLT has faced a lot of obstacles. Some of the difficulties include teachers' negative attitude and lack of proficiency in English language by the teachers and pupils as well as cultural factors. Grammar based examination; large class sizes and poor training of teachers are among other factors identified by the studies. More research is required in this area owing to the small sample sizes used in the studies and also that the studies were mainly based on EFL settings. Certain findings also lacked validity and this research could assist to validate them.

2.9 Summary

The studies reviewed in this chapter have demonstrated that CLT is not well understood by the teachers and it is not implemented in many counties where it has been adopted. The literature also

reviewed that various factors hinder teachers from implementing CLT. However, much of literature reviewed was from EFL context as very little research has been done in ESL context, especially here in Zambia. The literature also reviewed gaps in terms of the methods and instruments employed by researchers. Above all, it was noted that no study holistically investigated the problem as Studies reviewed attended to isolated aspects of the problem. This research holistically studied the problem and filled up the gaps that were identified. The next chapter discusses the methodology used in this study.

CHAPTER THREE

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 that were considered.

3.2 Research Design

Research design is a scheme, plan or outline that is used to generate answers to research problems. (Orodho, 2003). In order to address different types of research questions, Mixed Method Approach was used. The combination of both qualitative and quantitative also provided an expanded understanding of research problems (Creswell, 2009). In this regard, Concurrent Triangulation Strategy was employed. The researcher collected both quantitative and qualitative data to determine if there is convergence, differences, or some combination. This comparison is often referred to as confirmation, disconfirmation, Cross-validation, or corroboration (Creswell, 2009). The research also used a case study. A case study is "potentially the most valuable method known for obtaining a true and comprehensive picture of individuality" (Sidhu, 1984; 224). It explores in depth a programme, event, activity, process or one or more individuals (Creswell, 1992). The method was the most appropriate for the research because the researcher wanted to gain an in depth understanding of the factors hindering teachers of English Language from implementing CLT.

3.3 Target Population

"A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher." (Sidhu, 1984). It is from the population that the sample for study is taken. The population for this study comprised all teachers of English Language in Chongwe District of Lusaka province.

3.4 Sample Size

A sample is basically a smaller group of a target population selected for inclusion in a study (Schulze, 2002). By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The sample consisted of 41

participants, all of them teachers of English Language drawn from the six public secondary schools in Chongwe District.

Table 3.1: Characteristics of Respondents:

Variable	Values	Frequency	Percentage
Type of school	Government school	37	90.2
	Grant aided	4	9.8
Gender	Male	11	26.8
	Female	30	73.2
Age	18-23	7	17.1
	24-29	9	22.0
	30-35	9	22.0
	36-41	9	22.0
	42-47	7	17.1
Highest professional qualification attained	Diploma	17	41.5
	Degree	22	53.7
	Master's degree	2	4.9
Grade being taught	8-9	16	39.0
	10-12	25	61.0
Position	Head of department	6	14.6
	Head of section	8	19.5
	Classroom teacher	27	65.9

The table shows that 37 (90.2%) respondents in the study were drawn from government schools while 4(9.8%) came from a grant aided school. In terms of gender, 11 males (26.8%) and 30 females (73.2%) participated in the study. More respondents were in the age range of 24-41. In terms of qualifications, the table shows that 22 (53.7%) were degree holders, 17 (41.5%) were diploma holders and 2 (4.9%) were master's degree holders. Among the respondents 25 (61.0%) taught Senior Secondary while 16 (39.0%) taught Junior Secondary. Of the 41 respondents, 6

(14.6%) were heads of departments, 8 (19.5%) were heads of sections and 27 (65.9%) were mere classroom teachers.

3.5 Sampling Procedures

"Sampling is the process of selecting a sample from the population" (Sidhu, 1984; 253). 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 was the most reliable for the study.

3.6 Research Instruments

The instruments used for this research were structured questionnaires, semi-structured interview schedules and an observation check list. 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 starndardised 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 English 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 English 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 both open and closed ended questions. The instrument allowed the researcher to get a complete and detailed understanding of the factors hindering teachers of English Language from implementing Communicative Language Teaching.

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 check list as afore mentioned was used in this study. It was adapted from the Communication Orientation of Language Teaching (COLT) Protocol (Frolich et. al, 1985).

3.6.1 Communication Orientation of Language Teaching (COLT) Protocol

COLT protocol is an instrument designed specifically for the Second language classroom where language is not only the medium but also the object of study. Its construction followed a review of various instruments designed to emphasise features which were deemed relevant to L2 Classrooms. It contains observation categories derived from theories of communication competence, literature on Communicative Language Teaching and literature reporting research into first and second Language acquisition (Frolich et. al, 1985). Part A of the COLT protocol contains categories associated with pedagogical issues in the CLT literature and describes classroom, in terms of the type of activity that occur. Part B contains categories reflecting issues in first and second language acquisition research and describes the verbal interactions which take place within the classroom activities. Because of the complexity of the COLT scheme, the researcher made modifications so that it is manageable and systematic for use.

3.7 Pilot Study

The basic purpose of a Pilot Study is to determine how the design of the study can be improved and to identify flaws in the measuring instruments (Kidder & Judd, 1996). The questionnaires were pilot tested at Chongwe Secondary School. Teachers of English Language were randomly drawn. The researcher personally administered the questionnaires to teachers. The respondents were requested to provide a feedback to the researchers on any difficulty they had with items in the questionnaire. The pilot test among other things focused on finding ambiguous or poorly worded items. After the pilot test, ambiguous sentences and poorly worded items were corrected accordingly.

3.8 Data Collection Procedure

Data Collection Procedure explains how the data were collected. It includes measuring instruments, details of implementation for any intervention (e.g. length of treatment, time of day) and difference of conditions in treatment groups (If they are multiple groups) (Bui, 2009). As earlier stated, the data for this research were collected through questionnaires, observations and interviews. The questionnaires were distributed to all the 41 teachers of English Language in the six public Secondary Schools of Chongwe District. Enough time for scoring was given to the respondents after which the researcher collected the questionnaires.

From each school, two lessons were observed randomly and that gives a total of 12 lessons that were 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 between forty to eighty minutes each and the whole exercise took one month. The observation sheet was used to code the classroom activities of each lesson. The lessons were also audio-recorded to provide a means of triangulation and thus confirm the coding done during the lessons.

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 fourty one teachers was conducted. Each of the interviews lasted between forty to fifty minutes and was conducted during each participant's free time. The interview was tape recorded for accuracy. The interview added to the in-depth description and understanding of the practices observed in the respective classrooms.

3.9 Data Analysis

Data Analysis is a process of examining what has been collected in a research and making deductions and interferences. "It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions" (Kombo & Tromp, 2006; 117). The research employed Mixed Study method and therefore, data analysis occurred both within the qualitative and quantitative approach.

For qualitative data, the researcher used a linear, hierarchical approach of data analysis; building from the bottom to the top (Creswell, 2009). The data was first organised and prepared for analysis. This involved transcribing recorded interviews, and sorting and arranging the data into different types according to the sources of information. The researcher then read through the data to obtain a general sense of information and to reflect its overall meaning. Data was further analysed with a coding process that generated a small number of themes or categories. These themes were further analysed and the major theories were drawn out.

For quantitative data, the data was analysed using descriptive statistics. Descriptive statistics refers to "a set of concepts and methods used in organizing, summarizing, tabulating, depicting and describing collections of data" (Shavelson, 1996; 8). Researchers use this type of statistical

analysis to describe the data set that was collected from the sample in a comprehensive and meaningful way. Individual scores, percentages, frequency counts are reported and presented using tables, charts and in figures as a graphical representation of the results to supplement the narrative explanation. Statistical analysis using Statistical Package for the Social Sciences (SPSS) Software was used for much of the quantitative data.

3.10 Ethical Considerations

There are several reasons why it is important to adhere to ethical norms in research. Ethical norms promote the aims of research and the values that are essentially to collaborative work. They also make researchers to be held accountable to the public, build public support for research and promote a variety of other important moral and social values (David & Resnik, 2015).

Bearing this on mind, respondents were not coerced into participating in research as consent was sought from all the respondents. The research also guaranteed the participants confidentiality and the participants remained anonymous throughout the study.

3.11 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. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The ultimate goal of any research is to respond to the questions and issues raised at the outset of the research initiative. In the case of this study, the questions raised were: 'What is the teachers' understanding of CLT?''To what extent is CLT absent in English Language Lessons?' 'What are the factors hindering teachers from implementing CLT? Thus, the presentation of findings is guided by the research questions.

4.2 'What is the Teachers' Understanding of CLT?'

In an interview, all the 41 teachers under study were asked to define CLT Approach. The responses varied but what was observed first and foremost was that none of the respondents could give a comprehensive theoretical account of CLT. An account 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 (Richards, 2006). Nevertheless, thirty-one (31) respondents showed some understanding of CLT practice to include communication principle, task 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 a number of misconceptions.

To begin with, twelve (12) respondents gave definitions that suggested that CLT is all about teaching of oral communication skills or rather listening and speaking only. The definitions given in this regard included the following:

Teacher 3: "CLT is about teaching oral communication skills using techniques such as role play"

Teacher 7: "CLT is about teaching listening and speaking."

Teacher 10: "CLT is a **method** used to teach oral skills so that pupils become fluent speakers of English."

Teacher 21: "CLT is a **method** where pupils learn how to speak English language correctly."

Teacher 25: "CLT is a **method** that uses role play so that pupils learn how to speak English.

Related to the above misconceptions, nine (09) teachers understood CLT as an approach where grammar is not taught to the learners. Some definitions given included the following:

Teacher 5: "CLT is a **method** that does not involve the teaching of grammar."

Teacher 9: "CLT is a method where teachers are not supposed to teach grammatical rules to the pupils."

 The other misconception identified came from five (05) respondents who regarded CLT as an approach were learners' errors are tolerated. The study also reviewed that five (5) 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. Fifteen (15) respondents in their definitions referred to CLT as a method even when it was clearly stated in the question that it is an approach. The findings also showed that ten (10) respondents could not commit themselves to any definition. Six (6) of them said that they could not remember what they learnt during training because of the time past while four (4) stated that it was difficult for them to describe CLT. The figure that follows shows the statistical analysis of how teachers under study understood CLT.

Figure 4.1: Teachers' understanding of CLT.
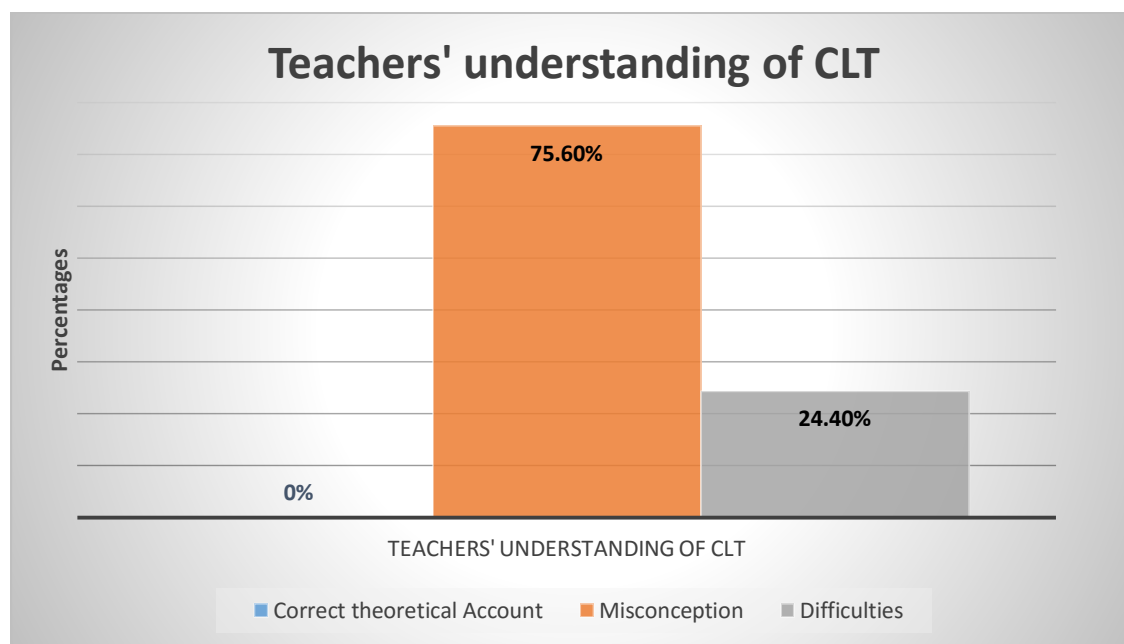
As already stated, none (0%) of the teachers gave a comprehensive theoretical account of CLT while thirty-one (75.6%) held misconceptions and ten (24.4%) teachers had difficulties in defining CLT.

4.3 'To what extent is CLT absent in English Language Lessons?'

4.3.1 Classroom Observation

Although there were slight modifications, the lessons were generally analysed in terms of four (04) parameters outlined in Part A of COLT Observation Protocol sheet and Two (2) parameters contained in Part B of the COLT Protocol. This was done with the help of the audio recordings of the lessons in order to confirm what was noted did in fact occur.

A total number of twelve (12) lessons were observed from six (06) Secondary Schools under study. Of these lessons, six (06) were structure lessons, two (02) comprehension, two (02) summary lessons and the other two (02) were composition lessons. Of the structure lessons observed, two lessons were based on the topic 'Contrast' taught to two different Grade Ten classes from two different schools. The structure topic 'Conditional Sentences' and 'Question Tags' were presented

to Grade Eleven pupils; phrasal verbs were taught to one of the Grade Twelve classes and finally, the lesson on vocabulary words 'Best' and 'Favourite' was taught to one of the Grade Eight classes.

The comprehension lessons observed were based on the topic 'Child Abuse' and 'Effects of Smoking on the Body' taught to Grade Eleven pupils. The Summary lesson was entitled 'Writing Prose Summary' taught to a Grade 10 class. The composition lesson was taught to a Grade 12 class and was based on the topic 'Writing a Newspaper Article.' The researcher did not come across any lesson presented on either listening or speaking skills. All the lessons observed were on the skills of reading and writing.

Part A: Classroom Events.

Lesson Procedure

Generally, all the Structure Lessons observed had a rigid procedure; introduction, presentation of grammatical rules, oral practice and written practice. In all the six (6) structure lessons observed, the teacher first introduced the lesson by revising the previous work with the pupils. The teacher then stated the topic and gave grammatical rules to the pupils with examples and wrote them on the board for pupils to copy in their exercises books. For example:

Teacher 4: **Three Kinds of Condition**

- Teacher gave the rules for the formation of the three main conditional sentences in tabular form.

Kind of Condition	Tense in Conditional Clause	Tense in main Clause
Open/ likely	Present	Future
Unlikely	Past simple	Conditional
Rejected/ Impossible	Past Perfect	Perfect Condition

Table 4.1

Teacher 3: **Question Tags**

Grammatical Rules

- Affirmative Statement → Negative tag.

- Negative Statement → Affirmative tag.

- Tense of the tag should correspond to the tense of the statement.

- Auxiliary verb should be repeated in the question tag.

- Need and dare used affirmatively in the Statement are not repeated in the tag.

- 'Used to' is treated as a full verb rather than an auxiliary.

Teacher 8: **Contrast**.

- Teacher wrote a list of words used in English Language to express two contrasting ideas. She gave examples for each and wrote them on the board.

- After the examples, teacher asked pupils to formulate their own sentences using the structures learnt. After the pupils had practised the structures orally, the teacher gave written exercises. The exercises took different forms but mostly transformations were given. The figure below gives an illustration of the different form based lessons observed.

Figure 4.2: Illustrations of different form based lessons observed.
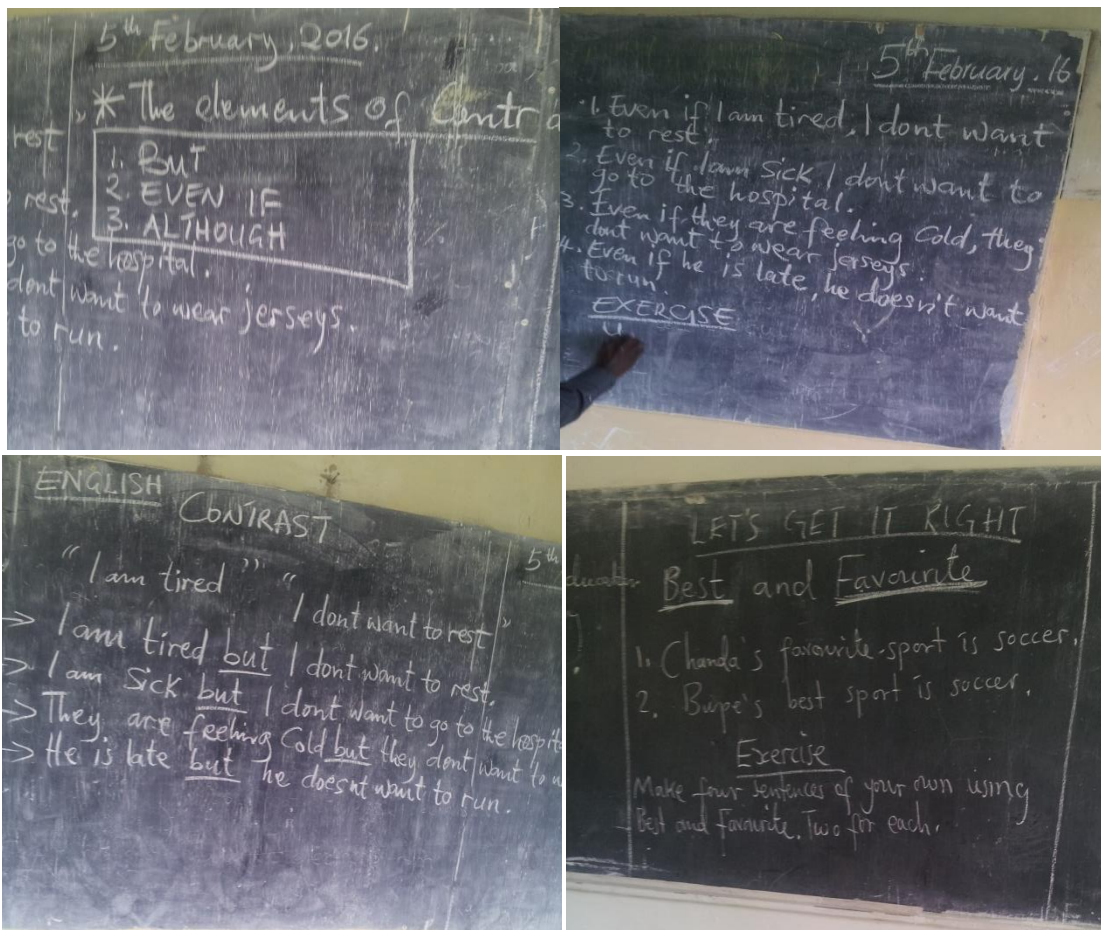
For the comprehension lessons, the general format was the introduction, silent reading of the text by individual pupils or reading loudly by one member of the class. Thereafter, oral questions were asked to assess the pupils' comprehension of the passage. Comprehension lessons ended with pupils writing an exercise.

The summary lessons observed centered on the writing of prose summary. The teacher first defined prose summary and gave points on the board on the procedure to follow when writing prose summary for pupils to copy in their exercise books. Finally, the teacher gave a written exercise.

Composition lessons were on article and report writing. In both lessons, the teacher defined an 'article' and a 'report'. The teacher gave points on the lay out and asked pupils to copy the points in their exercise books. Lastly, pupils were asked to write an exercise from their course books on the compositions taught.

Participant Organisation

The analysis of the lesson from the twelve lessons that were observed revealed that the class activities were organised in terms of a whole class approach which fell into the category of teacher to student or teacher to class (T-S/C). The teachers mainly gave instructions to the whole class and in certain instances teachers could point at individual pupils to give responses to the oral questions especially during oral practice exercise. Of all the lessons observed, no teacher administered group work and only one incident was recorded were pupils were involved in giving choral responses to questions. What was predominant was individual seat work, where by pupils could seat to do work as individuals. At no time during the classroom observations was pair work used.

Figure 4.3 Illustrations of the organisation patterns observed in classrooms:

Content

In virtually all the lessons observed, attention was given to the form of the language rather than function, discourse or sociolinguistics. There was also explicit focus on form as illustrated above but some aspects of discourse during comprehensive lessons were noticed. Generally, the topics had a narrow range of reference and in terms of topic control; the teacher exercised tight control over what took place as he dictated the topics to the pupils. There was no time when a teacher relinquished control to the pupils.

Student Modality

Most of the times, students spent their time listening from the teacher's explanations. During comprehension exercise, pupils were meant to read the texts both silently and aloud. Pupils were also engaged in writing in response to specific tasks set by the teacher and copying down items and instructions from the board.

Materials

The observations showed that teachers only used prescribed course books that were text based and the only time pupils were exposed to the course books was during comprehension and summary exercises. During structure and composition lessons, teachers taught from their own personal notes written on pieces of paper and thereafter wrote the exercise on the board. An analysis of the texts used for comprehension revealed that such materials could be labeled pedagogic. The texts were not authentic so as to mirror the real language world of the learner. The teacher also ensured that there was close adherence to such materials through high level of control. All the lessons observed did not use language-based realia such as magazines, newspapers, graphic, objects or indeed visual sources around which communicative activities could be built.

PART B: Communication Features

Teacher Verbal Interaction

In almost all the lessons observed, the teachers consciously used English, the target language. Only one incidence was observed were a teacher used Nyanja, the regional local language of the province. This was basically done to clarify some concepts that were not well understood by the pupils.

With regards to information gap activities, the researcher did not observe any activity as pupils were not engaged in information gap activities. In all the lessons observed, pupils were passive as they only listened attentively to the teacher.

Student Verbal Interaction

Pupils used English, the target language as they responded to the teachers' questions. There was no instance observed were the student initiated discourse. The teacher directed the lessons rigidly. Most speech examples by the students were 'ultra-minimal' or 'minimal' with few examples of sustained speech. The pupils mostly gave short responses to teachers' questions. During the language lessons, the linguistic form used showed limited restriction. Pupils practiced the linguistic items taught to them by the teacher. The amount of student interaction generally was meager and as a result no attempts were made by other students to incorporate such utterances into the verbal feedback. All the lessons taught were marked by a lack of students requesting

information. In terms of giving information, students gave teachers predictable replies in response to the teachers' questions.

4.3.2 Questionnaires

In order to cross check the findings of the classroom observations, the questionnaires were administered to the 41 teachers under study.

It must be stated from the outset that variables such as gender, age, type of school, type of training, years of teaching experience, professional qualifications, the grades one is teaching and position did not in any way have a bearing on the findings of the study. The results were consistently the same regardless of the outlined variable. The respondents were first asked how often they engaged pupils in activities that were meant to assess their inclination to CLT.

The statistical analysis of the questionnaires administered to all the 41 teachers under study showed that 56.1% teachers frequently engaged students in whole-class discussions and only 2.4% of the respondents stated that they had never done that. The analysis also showed that 4.9% and 36.6% used whole class discussions always and seldom respectively. For group work, a significant number of 70.7% indicated that they used group work seldom and only one respondent (2.4 %) stated that he had never used group work. For individual work, 92.7% stated that they used it always and none of the respondent stated that they have never used it. For role play, 82.9% stated that they had never used role play while 4.9% indicated that they always used role play. Another significant number of 95.1% indicated that respondents had never used co-operative language games in their lessons. Other significant numbers of 90.2%, 85.4%, 63.4%, indicated that the respondents had never engaged pupils in picture strips discussions, rewriting scrambled sentences and dialogues respectively. For debate, 39% indicated that they had seldom used it and 31.7% had never used it. For choral activities, 51.2% stated that they never used it in their teaching while 17.1% indicated that they always used it. The table below shows a detailed analysis of the activities as scored by respondents:

Table 4.2: Assessment of the Presence of CLT Activities in the Classrooms.

ACTIVITY	Always		Frequently		Seldom		Never		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Whole class discussions	2	4.9%	23	56.1%	15	36.6%	1	2.4%	41	100.0%
Group work	2	4.9%	9	22.0%	29	70.7%	1	2.4%	41	100.0%
Individual work	38	92.7%	1	2.4%	2	4.9%	0	0.0%	41	100.0%
Role play	2	4.9%	0	0.0%	5	12.2%	34	82.9%	41	100.0%
Co-operative language games	0	0.0%	1	2.4%	1	2.4%	39	95.1%	41	100.0%
Picture strips discussions	1	2.4%	2	4.9%	1	2.4%	37	90.2%	41	100.0%
Rewriting scrambled sentences	2	4.9%	2	4.9%	2	4.9%	35	85.4%	41	100.0%
Debate	0	0.0%	12	29.3%	16	39.0%	13	31.7%	41	100.0%
Dialogue	0	0.0%	4	9.8%	11	26.8%	26	63.4%	41	100.0%
Choral activities	7	17.1%	6	14.6%	7	17.1%	21	51.2%	41	100.0%

The respondents were also asked to state how they considered some teaching techniques basing on the variables 'very important', quiet important, 'sometimes important' and 'not important'. The statistical assessment indicates that the teachers rigidly provided guidance to what the students were expected to do. Those that considered this variable very important were 87.8%. The exercise of absolute classroom control by the teachers was rated very important by 90.2% respondents. The

analysis also showed that 85.4% of the respondents explicitly focus on the form of the language. The scores for those that regarded the teaching of function discourse and sociolinguistics as very important was at 22%, 14.6% and 4.9% respectively. It is very clear from the statistics that teachers had a very narrow range of reference as only 2.4% and another 2.4% acknowledged that they considered the reference to external and controversial public issues as very important. The majority of the respondents (51.2%) indicated that the classroom reference to date was very important to them. The table below gives detailed information of the statistics.

Table 4.3: Assessment of the Teaching Techniques used in the Lessons.

TECHNIQUE	Very important		Quiet important		Sometimes important		Not important		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Provide guidance	36	87.8%	1	2.4%	2	4.9%	2	4.9%	41	100.0%
Exercise absolute classroom control	37	90.2%	1	2.4%	1	2.4%	2	4.9%	41	100.0%
Explicit focus on form	35	85.4%	3	7.3%	0	0.0%	3	7.3%	41	100.0%
Explicit focus on function	9	22.0%	10	24.4%	18	43.9%	4	9.8%	41	100.0%
Explicit focus on discourse	6	14.6%	4	9.8%	19	46.3%	12	29.3%	41	100.0%
Explicit focus on sociolinguistics	2	4.9%	1	2.4%	13	31.7%	25	61.0%	41	100.0%
Routine classroom reference to dates	21	51.2%	12	29.3%	5	12.2%	3	7.3%	41	100.0%

Routine reference to external information	1	2.4%	2	4.9%	12	29.3%	26	63.4%	41	100.0%
Reference to controversial public issues	1	2.4%	0	0.0%	13	31.7%	27	65.9%	41	100.0%

The respondents were also asked how often in their lessons presentation they allowed certain procedures. In terms of information gap activities, the respondents indicated that 75.6% never ventured into such activities were pupils were allowed to exchange information. 78% of the respondents also indicated that they never allowed pupils to decide on the direction of the classroom activities. About 82.9% stated that they never allowed pupils to move away from the topic while 75.6% indicated that they never allowed pupils to initiate a discussion. On assessment 39% stated that they assessed the learners. About 70.7% stated that they never taught the four language skills of listening; speaking, reading and writing integrative while those that stated that they never taught English from other subjects' material stood at 92.7%. The scores for authentic materials was distributed across but 48.8% stated that they had never used such materials, 29% stated that they frequently used authentic materials and 19.5% stated that they seldom did that. It was also clear from the analysis that 82.9% of the respondents never developed learning materials on specific needs of the learners, an indication that there was too much adherence to the prescribed course book.

Table 4.4: Assessment of the Classroom Instructional Procedures.

PROCEDURE	Always		Frequently		Seldom		Never		Total	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Allow pupils to exchange information	0	0.0%	3	7.3%	7	17.1%	31	75.6%	41	100.0%
Allow pupils to decide on the direction of classroom activity	3	7.3%	0	0.0%	6	14.6%	32	78.0%	41	100.0%
Allow pupils to move away from the topic	1	2.4%	1	2.4%	5	12.2%	34	82.9%	41	100.0%
Allow pupils to initiate a discussion	1	2.4%	3	7.3%	6	14.6%	31	75.6%	41	100.0%
Assess learners before a lesson	4	9.8%	3	7.3%	18	43.9%	16	39.0%	41	100.0%
Teach English skills of listening etc.	4	9.7%	2	4.9%	6	14.6%	29	70.7%	41	100.0%
Teach English from other subjects	1	2.4%	0	0.0%	2	4.9%	38	92.7%	41	100.0%
Use authentic materials	1	2.4%	12	29.3%	8	19.5%	20	48.8%	41	100.0%
Develop learning materials on specific needs	1	2.4%	1	2.4%	5	12.2%	34	82.9%	41	100.0%

4.4 'What are the Factors Hindering Teachers from Implementing CLT?'

During interviews, most teachers acknowledged having used isolated tenets of CLT in their language lessons but they felt that there were many challenges impinging upon the implementation of CLT by the teachers themselves, pupils and the education system as a whole.

4.4.1 Factors Attributed to the Teachers.

Inadequate CLT pre-Service Training.

All the Forty-one (41) 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 4 for instance said:

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

Similarly, teacher 4 said:

> *My lecturer for methodology taught us CLT in one hour. He actually just listed the classroom activities that go with it. I am actually surprised to learn that CLT is what guides our English Language Syllabi. 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 1 reported that peer teaching at his college 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 I will frankly tell you that I don't even know how to prepare cue cards or role cards because my training lacked the practical aspect. My lecturer for methodology never demonstrated to us how to do that.

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 they had 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 for its members but CLT had never been holistically discussed in such forums.

Teacher 2 said:

We have CPD Meetings regularly in our Schools and Zones 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, teacher 12 stated that C.P.D presentations were centered on the teaching of summaries, different compositions and structures that are examined. She reported that only the key areas were discussed in C.P.D meetings because the main aim of CPD is to improve pupils' examination performance. Listening and speaking skills are never discussed because they have no bearing on the pupils' examinations.

Lack of Awareness of the syllabi Specifications

Twenty-One (21) of the respondents stated that they were not aware that the English Language Syllabi were guided by CLT Premises. Teacher 10 for example said:

> *I didn't know that CLT is what guides our English Language Syllabi. No H.O.D or standards officer has ever reminded me about this.*

The similar remarks were given by teacher 5 who stated that she had been using group work in her lessons but she didn't know that group work was actually a tenet under CLT. When the respondent was asked what approach she was using, she was not in a position to explain. She stated that she just taught what was in the course book. What was important according to her was to run through the course books and finish teaching all the topics as outlined. She stated that she did not mind much about the issue of approach or method.

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 07:20 hours in the morning and teach until 13:00 hours. In the afternoon, I teach Open Learning Classes from 13:20 hours to 17:30 hours. Besides, I have to create time within my teaching hours to attend to my pupils' problems in the hostel where I am a house master. On Wednesday afternoon, I meet the members of debate club and on Thursday afternoon, I coach my basketball team. 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 10 was similar to that of teacher 8. Teacher 8 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.

Poor Enumeration

Fifteen (15) teachers reported that they were not motivated to implement CLT because their salaries were too low. The interviewees stated that teaching English Language was so demanding than any subject in school as marking was very tedious and burdensome. They argued that it would therefore make little sense to venture into yet another tasking undertaking of CLT taking into account the low salaries. They stated that they would willingly implement CLT if they were given extra allowance. Teacher 7 said:

> *Why should I stress myself with CLT when I get peanuts from the government? Even you, knows that nowadays you have to spend money where it matters. I spend most of time selling in my shop so that I raise money for my children school fees. 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.*

Negative Attitudes towards CLT

Thirteen (13) interviewees cited laziness as yet another factor negatively affecting the implementation of CLT. One of the respondents (teacher 3) stated that the school tries to provide materials in terms of Manila paper and makers but she has no use for such materials because she feels lazy to prepare visual aids. The respondents also stated that in the ten (10) years she has served, she does not remember using any activities such as debates, role plays, dialogues because she feels lazy to sit and plan for such.

Lack of Creativity and Low English Language Proficiency

It was also reported by two interviewees that initiating CLT activities was a very difficult task for teachers because they were not native speakers of the English Language. They stated that planning

and initiating CLT activities requires creativity and grammatical competence which they stated was lacking in most of the teachers of English Language. Teacher 9 said:

> *Teachers do not use CLT because this approach is not easy to implement by non-native speakers of English. It's only 'Tomlinson' who has the grammatical competence to do that. I personally avoid CLT activities because they stress me. Preparing a role, play, can take me even two weeks.*

Factors Attributed to the pupils
Pupils' Negative Attitude towards CLT

Implementation of CLT is also hampered by the negative attitude that pupils display towards it. Twelve (12) teachers pointed out that pupils were used to a culture where they viewed a teacher as an omniscient being or a fountain of knowledge. They assumed that their role as learners in a classroom was to listen passively to a teacher. The respondents pointed out that it was very difficult to engage the learners in CLT activities because they always wanted to listen to a teacher. If a teacher makes the lessons learner centered, the pupils complained and reported such teachers to the school administration. Such teachers were labeled 'lazy' and were never liked by pupils. What pupils generally knew was that a teacher should teach while they sat back and listened to him/her and thought that the only time they could participate in a lesson was when they were asked a question by the teacher. This according to the respondents made it difficult for a teacher to teach English Language communicatively.

Low levels of English Language Proficiency

The respondents cited low levels of English Language Proficiency as yet another factor making it difficult for teachers to use CLT activities in their lessons. It was reported by Eleven (11) interviewees that it was very difficult to engage pupils in CLT activities such as debates, discussions, role plays, dialogues, communicative games because of low vocabulary levels. It was reported that most pupils shy away because they felt embarrassed to be teased by their fellow pupils every time they uttered ungrammatical sentences. The respondents pointed out that limited command of English language created a problem for students to carry out communicative tasks which often lead to frustrations in the students especially when they were teased. The interviewees

stated that CLT activities are always dominated by few pupils that are fluent in English Language. The majority of pupils became spectators during such activities.

Lack of English Language Practice

The interviewees reported that lack of English Language practice was an obstacle to the successful implementation of CLT. Nine (9) respondents stated that pupils only use English Language during English Lessons. When learning other subjects and outside the class, pupils spoke local languages. They stated that the revised school curriculum had even complicated matters for them. Teacher 18 said:

> *The new curriculum has complicated matters for us. Lately, the use of the local languages in the school premises has become a norm because of the new curriculum which is encouraging the use of local languages. The compulsory teaching of local languages in schools has made us lose the grip over the use of English Language which we cannot enforce any more.*

Similarly, Teacher 5 said:

> *There is a lack of supportive learning environment outside classroom for CLT practice that can enhance the students' English Proficiency. Mostly, pupils just use English in Classrooms especially during English lessons.*

The respondents stated that if pupils used English Language outside classroom, it would motivate then to develop their communicative skills because their goals of learning English Language were to communicate outside the classes. The teachers stated that previously, pupils were compelled to use English within the school premises but because of the coming of the new curriculum, those school rules can no longer be enforced. The use of local languages is receiving a lot of attention from the policy makers and thus no matter how much you teach them; they can't improve their

communication competences because they lack practice outside classroom where the context is real.

4.4.2 Factors Attributed to the Education System.

Lack of Teaching and Learning Materials

Twenty Eighty (28) interviewees reported that the schools had inadequate teaching and learning materials to support CLT. The only materials that the respondents mentioned that were provided by the schools were Manila paper, chalk and makers. They attributed this factor to poor funding from the government. Teacher 31 said it was practically impossible to effect CLT because schools lacked resources to procure audio facilities that support the teaching of CLT. Teachers reported that in many instances, they paid from their pockets to print certain materials for the pupils. Teacher 2 said:

> *CLT is very expensive to effect. It is very difficult to effect it at this school because we lack visual, audio or audio-visual aids. The school just gives us Manila paper for drawing and since we teach senior classes, drawing is out of topic.*

These remarks were also expressed by teacher 6 who said:

> *We don't have any other materials apart from chalk and the course books. The head teacher always tells us that the government stopped funding schools. So what can we do? CLT activities are expensive for government schools.*

Large Classes

Twenty-Three (23) respondents complained that the classes were too big to effectively implement oral communicative activities and collaborative learning like group work, which favours small number of learners. On average, the schools under study had 75 pupils per class. Extreme cases of

between 80-100 pupils per classes were observed. According to the interviewees, this posed a big challenge for CLT. Teachers 16 said:

> *We avoid administering group work because of the numbers of pupils in our classroom. The overcrowded classrooms make management very difficult. This also creates a problem for learners in the classes who may be disturbed by the noise. In essence, meaningful learning does not even occur in big classes.*

Structural Exams

Twenty-Two (22) respondents pointed out that structural and grammar oriented examinations were a major setback to the implementation of CLT. The interviewees pointed out that they found teaching CLT irrelevant and a waste of time because exams were structural in nature. Teacher 14 said:

> *Our main business is to make pupils pass the exams. It goes therefore that we only concentrate on areas that come in the final exams. As long as a child can master the structures, then we are home and dry .*

Similarly, teacher 10 said:

> *What is important is to teach the structures, grammar rules, different compositions and summary writing. Role plays, debate, classroom discussions are only given to my class in instances where I have not prepared anything for my class or I am marking their work. It is just there to keep pupils engaged in something so that they don't make noise.*

The respondents insisted that as long as oral skills were not examined, they would not give the skills of listening and speaking attention. Emphasis according to them was placed on preparing students for examinations that are mostly grammatical in nature.

Limited Time Allocation on the Time Table

The teachers reported limited teaching hours as a hindrance to the implementation of CLT. The Twelve (12) respondents stated that English Language has the maximum of 80 minutes for double periods which according to them was inadequate for CLT activities. Teacher 3 stated:

> *It is very common to fail to finish CLT activities because of limited time. Debate Organisation for example, calls for putting pupils in groups, explaining the motion and giving them a little bit of time for them to come up with points and rehearse them before commencement of the class activity. Just on preparation, we are not talking of less than 30 minutes.*

Classes not Convenient for CLT

Four (4) respondents from one school under study reported that their classrooms were not convenient for CLT. The classes were said to have no electricity required for visual-audio equipment. The classes were also reported to be too small such that there was no adequate space for them to make movements especially when monitoring communicative activities. Teacher 11 said:

> *These classes are too small even for normal classroom learning. When we are teaching, we don't even go at the back. So teaching group work is not possible in this arrangement. Moreover, there is no electricity and hence activities that require the use of audio-visual aid cannot be taught.*

4.5 Summary of the Findings

From the class observation and questionnaires, it is evident that teachers under study were not inclined to CLT. All the classroom practices revealed that CLT was absent in the English Language lessons. From the study, what dominated was the teaching of structure and was explicitly taught. The explicit teaching of language rules did not occur in the language of use. Learners were not immersed in an authentic input so that the structure of language reflects the functional or communication uses. The structures were introduced as some abstract, predetermined set of grammatical constraints. Beyond grammaticality, learners needed to know which social contexts expect such structures. Learners also needed to acquire aspect of semantic which is only possible

if they were immersed in a rich authentic input. Additionally, in both the observations and questionnaires, there was clear evidence that learners were not given an opportunity to negotiate meaning through engagement in gap tasks such as role plays. The information gap, unpredictability, freedom of choice in both the initiation of the response to discourse, is all seen as authentic communication experiences which were not present in the classrooms.

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.

The study also revealed that materials for exercise in terms of texts were purely pedagogical. The course book 'texts' were written specifically for language teaching. In all the lessons observed, teachers did not use authentic materials such as magazines, brochures or real video or audio broadcasts. All the texts used focused on knowledge of the language rather than its use. The lessons were also dominated by the teachers. Pupils were passive participants. The study also reviewed challenges faced by teachers in implementing CLT. Some of the factors were attributed to the teachers while others to the pupils and lastly, to the education system as a whole.

CHAPTER FIVE

DISUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study which sought to establish the factors hindering teachers of English Language from implementing CLT Approach. The discussion is presented according to the objectives of the study which were to; assess teachers' understanding of CLT; explore the extent to which CLT was absent in the English Language lessons and finally, to establish the factors hindering teachers from implementing CLT.

5.2 Assess Teachers' Understanding of CLT Approach

Richards (2006) observes that when pressed to give a detailed account of CLT, teachers' explanations will vary widely. Precisely, the study recorded varying responses from the forty-one (41) teachers interviewed. As stated in the foregoing chapter, none of the teachers gave a comprehensive account of CLT that had a sound theoretical base. Thirty-one (31) teachers defined CLT by describing isolated tenets associated with it. Of course these respondents demonstrated that they had scanty ideas that CLT aims at making learners attain communicate competence but what was lacking in their descriptions was a depth understanding of communicative competence. As a result, their definitions gave rise to misconceptions. It was also noted that ten (10) 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 while the other five (5) stated that it was a very difficult task for them.

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 relate well 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 reviewed 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 utterance, 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 form of writing, reading as well as the involvement of sentence structure which are also element 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, twelve (12) 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. As a matter of fact, CLT is characterised by an integrated skills approach were 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).

Nine (09) teachers understood CLT as an approach that does not involve the teaching of grammar. This misconception was also identified by Thompson (1996) as well as Mapako and Nyota (2012). What is fact is that, CLT places emphasis on meaning but that does not mean 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) identifies four dimensions of communicative competence and

grammatical competence is one of them. It is an essential part of being communicatively competence.

CLT was also regarded by Five (5) respondents as an approach was leaners '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). What has been discussed is especially true in terms of spoken language production but can also apply to written forms (Whong, 2011).

Finally, the study showed that Five (5) teachers defined CLT as an approach where teachers use group work or pair work. This misconception was also reported by Mapako and Nyota (2012) and Thompson (1996). 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.

Fifteen (15) respondents in their definitions referred to CLT as a method of language teaching. This is a misconception that is generally held by many teachers. Whong (2011, 129) 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.

5.3 Explore the Extent to which CLT was absent in the English Language Lessons
Lesson procedure

The study showed that for all the structure lessons observed, a rigid three phase sequence known as Presentation, Practice, and production (P-P-P) cycle was followed. The teacher first presented the new grammar structure by means of giving grammatical rules with examples and this was

followed by oral practice as pupils practiced the new structures in a controlled context through question and answer techniques. The teachers asked specific questions based on the structure learnt and the pupils supplied answers accordingly. The lessons ended with the pupils writing exercise were they practiced the learnt structures in a controlled way.

The P-P-P lesson structure is typical of the Situational Approach to Language Teaching. The assumptions on which it is built have been strongly criticised in recent years especially in the face of CLT Approach (Skehan ,1996). The variety of classroom activities and exercise types under CLT makes the description of typical classroom procedures for CLT not feasible. The grammar based methodologies such as the P-P-P lesson format have given way to functional and skills based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small- group work (Richards, 2006). It must be noted however, that the grammar procedures are not rejected but are reinterpreted and extended in CLT. The new teaching points in CLT are normally introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualised through situational practice to serve as introduction to a freer practice activity, such as a role play (Richards & Rodgers, 1986). Nevertheless, Savignon (1972) rejected the notion that learners must gain control over individual skills such as pronunciation, grammar, vocabulary before applying them in communicative tasks. She advocates for the provision of communicative practice from the start of instructions. This is a major controversy of CLT at the level of classroom procedure.

Participant Organisation

The result from the classroom observation showed that teachers organised their classrooms in terms of a teacher to student/class format, focusing on teacher-led, whole class activities. Participant organisation was linked to teacher centred activities which encouraged learners to be reactive. Triangulation of the findings by way of questionnaires gave similar results. The statistical analysis showed that 56.1% of teachers frequently engaged students in whole-class activities. For group work, 56.1% indicated that they used group work seldom and for individual work, 92.9% indicated that they used it always while for those that had never used role play were 82.9%. Another significant figure 95.1% was for respondents that stated that they have never used co-operative language games in their lessons. Other significant number of 92.5%, 92.1% and 65% was for the respondents that stated that they have never engaged pupils in picture strips discussion,

rewriting scrambled sentences and dialogues respectively. The above stated findings are against the premises of CLT that promote co-operative rather than individualistic approach to learning (Richards & Rodgers, 1986). CLT does not encourage teacher fronted teaching. It is a learner centred and experience based approach (Whong, 2011). Although there were some indications in the questionnaires that teachers used group work (56.1%), actual classroom practices observed showed contrary results as no single lesson observed had actually used it.

Munakaampe (2005) reported similar findings. Teachers displayed roles that were not in accordance with CLT Approach. They did not set up communicate exercises or 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 reviewed 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.

Content

In all the lessons observed, results showed that structure lessons dominated and the focus was the teaching of form rather than function, discourse or sociolinguistics. Admittedly, oral drilling as is the case of some traditional methods (Audio-lingual) did not arise in all the lessons observed. However, similarities in the way oral practice was conducted were observed. The question and answer technique was employed and was rigidly controlled. The structural elements were not contextualised and learners were at no point given an opportunity to discover rules themselves. Stress was placed on the mastery of grammatical rules that were written on the board for pupils to copy in their exercise book and study. The classroom practice clearly reflected the traditional methods of teaching.

To a very narrow extent, it was also noted that some aspects of discourse during comprehension exercise were noticed but no functional or sociolinguistics elements were noted. This as illustrated in Bachman's (1990) Communicative Competence Model is against CLT practices. For learners to gain communicative competence, several elements of language such as sociolinguistics must be covered. The researcher's expectations were that in comprehension lessons for example, learners would gain an understanding of the social context in which communication takes place, roles

relationships, shared information of the participants and the communicative purpose for their interaction but the sociolinguistic elements were virtually absent in all the lessons. It was also observed that teachers firmly controlled their classrooms and dictated the topics to the pupils. Pupils did not have any influence on the topic which in all cases had narrow or limited reference.

The results of the questionnaires showed similar results. They indicated that 88.4% of the respondents focused explicitly on the form of the language. The scores for those that regarded the teaching of function discourse and sociolinguistics as very important was at 22%, 14.6% and 4.9% respectively. The statistical results also showed that teachers have a very narrow reference as only 2.4% and another 2.4% acknowledged that they considered the reference to external and controversial public issues as very important.

The outlined findings are not in conformity with CLT tenets. Its only traditional language teaching methods that gave priority to grammatical competence as the basis of language proficiency and the approach used in this regard was deductive as students were presented with grammatical rules and were made to practice them in a controlled manner (Richards, 2006). In CLT, the approach is inductive. Students are given examples of sentences containing a grammar rule and are asked to work out the rule for themselves. Primacy is given to the language function and structural aspects of language is secondary (Richards & Rodgers, 1986).

The findings of the study are similar to those by Mareva and Nyota (2011). The researcher established that although Zimbabwe Secondary 'O' level English Language Syllabus advocated the teaching of CLT, Zimbabwe as represented by those teaching in Masvingo Urban and Peri-urban Secondary Schools prefered the Structural Approach and related methods. Evidence of the study showed that the teacher focus on grammatical structures and linguistic competence, proliferation of repetition, memorisation and substitution technique, non-contexualisation of language teaching, non-tolerance of errors, preoccupation with accuracy, and teacher dominated lessons. Although the results from the questionnaires indicated that at least some of the teachers believed that CLT promoted realistic English Language practice, in practice they resort to structural methods.

Similar results were obtained by Munakaampe (2005) who reported that there were no communication exercises in the Grade Five English Lessons observed in Lusaka District.

Weimann (1996) also reported that teachers in Ciskeian Secondary Schools of South Africa taught more grammar than any other component of English Language.

It must be stated here that the dominance of structure lessons as argued by teachers during interviews was attributed to the grammar oriented examinations.

It is also demanded in CLT that learners should take ownership of their learning development instead of relying heavily on the teacher or the classroom materials (Whong, 2011). This was not the case in the lesson observed. Pupils could not meaningfully participate in the act of learning and did not have any influence on the topic.

The observation could probably be justified by the remarks from the teachers during interviews. Teachers stated that the pupils were used to a tradition were teachers are seen as 'all knowing beings' and their roles as pupils is to receive the information as it is given to them (see 5.1.2 (i)).

The lessons as earlier indicated, were all narrow or limited in reference. References were made to the pupils' immediate environment and circumstances and they were not afforded an opportunity to think out of the box. The comprehension, composition and summary lessons were based on text based models and could not support individual creativity and personal expression expected in the CLT Approach.

Student Modality

CLT approach is also characterized by an integrated skill approach. A single activity or set of activities in a CLT classroom is likely to make use of all four skills of listening, speaking, reading and writing (Whong, 2011). From the classroom observations, pupils spent their time listening from the teacher's explanation. In the questionnaires, teachers were asked how often they taught these skills intergratively. The statistical results show that 72.5% never did that. The fact that pupils listened more does not mean that listening skills were taught more than the other skills. As earlier indicated, no lesson was specifically taught on listening. The teaching of writing skill dominated all the lessons observed.

Material

Under the banner of CLT, it is expected that authentic materials are used for teaching because they provide exposure to real language, (Richards, 2006). Authentic materials include language based realia such as maps, pictures, symbols, graphs and charts. Different kinds of objects can also be

used to support CLT such as models (Richards & Rodgers, 1996). From the classroom observations, the text based course books that were used for summary and comprehension were not authentic but pedagogical in nature. In many cases, the teachers did not use text books but just gave abstract points especially during composition and structure lessons. It was expected for example, that the composition topic 'Article writing' could have called for the use of authentic materials such as newspapers or magazines. Instead, the teacher just wrote points on how to write an article on the board for pupils to copy. Equally, topics such as contrast could have called for the use of real objects. The possible justification as reported by respondents that teachers are too busy or lazy to plan for CLT activities.

Communicative features (teacher verbal & student verbal interactions)

Generally, from the classroom observations and questionnaires teachers consciously used English, the target language. The teaching in all the classes was not communicative in nature and as such pupils were not engaged in information gap activities. Equally, pupils were passive as they only listened attentively to the teacher. The pupils' speech was ultra-minimal or minimal in all the lessons observed. Pupils only gave short responses to the teachers' questions as they were not engaged in communicative activities.

The findings are similar to Munakaampe (2005). The teachers under study put much emphasis on written work. He also reported that pupils could not cover or discuss a topic in English because of limited vocabulary especially that the school environment did not support the use of English Language and also that pupils were exposed to poor input. Teachers were reported in this study to have made attempts to model the speech of their learners but they spoke English with an accent where they seemed to stress imaginary vowels (such as, well done) and 'r' was put where it did not exist or sometimes mixed it up with 'I' in their speech. Teachers were also reported that they conversed with their learners in Nyanja. (Weimann, 1996) showed related results.

5.4 Establishing Factors Hindering Teachers of English Language from Implementing CLT Approach.

Through interviews with the teachers under study, several factors were identified as a hindrance to the implementation of CLT. The first category of factors was attributed to the teachers and included factors such as inadequate pre-service training, few opportunities for re-training in CLT, lack of awareness of the syllabus specifications, lack of time for CLT planning, poor enumeration,

lack of commitment to CLT, lack of creativity and low English Language proficiency. The second category of the factors were attributed to the pupils and included factors such as pupils' negative attitude towards CLT, low levels of English Language proficiency and lack of English Language practice. In the third category, the interviewees stated that lack of teaching and learning materials had a bearing on the implementation of CLT. They also stated that large classes, structural exams, limited time allocation on the time table were a hindrance to the teaching of CLT. A lack of convenient classrooms for CLT was yet another factor identified.

5.4.1 Factors Attributed to the Teachers
In adequate pre-service Training in CLT

Kendall (1989) observed that resistance to change has its origin in the participant's early experiences and training. 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. On average, the respondents stated that CLT was discussed in just one-hour lecture which was not adequate to prepare them for classroom practice. The findings from other scholars showed related results. For example, Chang (2010) and Weimann (1996) reported that Taiwanese college of Education teachers and teachers at Ciskeians Schools acknowledged having learnt the approach during their training but they indicated that they lacked the practical aspect of it. The respondents argued that didactics course and the model presented to them by College lecturers failed to provide sufficient understanding of, and practice in CLT. Similarly, Vongxay (2013) reported that most of the teachers in his research indicated that in order to adopt CLT in their classes, they needed to be retrained to update their skills to facilitate and create communicative activities in their classrooms.

The findings of this study and indeed those reviewed give an impression that the 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 reviewed 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.

Few Opportunities for Re-training in CLT.

Related to the above stated matter is the fact that teachers are not given any opportunities for re-training in CLT. It was established that schools conduct C.P.D Meetings regularly and also that the Languages Teachers' Association of Zambia (LATAZ) organises Conferences annually for its members but at no time was CLT holistically discussed. Of course, the respondents acknowledged that certain tenets of CLT such as the use of group work and making the lessons learner centred were discussed but they stated that there was no time when these principles were linked to CLT. They stated that the tenets are merely looked at as good practices in education and were not in any way linked to CLT. What came out was basically that C.P.D Meetings and English Language Conferences were dominated by structural topics, summary and compositions. The focus of CPD meetings as reported were the exam items and issues of pedagogy were never discussed.

The findings are slightly different from those reported by Ozsevik (2010). In his study of the 61 teachers in Turkey of the perceived difficulties in implementing CLT, twenty-one of them stated that they participated in at least one training programme devoted to CLT. Nevertheless, Vongxay (2013) study, reviewed a lack of professional Development and in house training in CLT for the teachers under study. In all aspects, the study is very similar to the findings of this study.

It clearly shows from the findings 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 with regards to 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.

Lack of Awareness of the syllabi specifications

The syllabi serve several important purposes and the most basic of them is to communicate the instructors course design (goals, organisation, policies, expectations, requirements) to students

(Parkes &Harris, 2002). It is expected that in a given programme, students should have an in depth understanding of the syllabi specifications. It is however not the case in this study. The findings showed that 40% of the respondents were not aware that the English Language Syllabi were guided by CLT premises. When asked to state what approach they were using, the respondents were at a loss. All they said was that they just followed the topics as outlined in the course book. 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 optimise 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 gives them a repertoire of skills and techniques to implement these choices. This unfortunately is the gap identified in the Zambian teacher training institutions.

The findings of this study are however different from those reported by Mareva and Mapako (2012). In an interview of the 24 Secondary school teachers of Masvingo District, all of them (teachers) Showed awareness of the syllabus specifications that CLT has adopted in the teaching of English Language butthey conceded that they had not taken CLT on board because of its inherent weaknesses.

Lack of time for Developing CLT materials and Activities.

Fifty percent (50%) of the respondents identified lack of time for preparation as a drawback in the implementation of CLT. The teachers reported that they had little time for planning because of teaching overloads and in many cases, they were engaged in the supervision of Co-curricular activities and many administrative activities. What came out strongly was that CLT was too demanding unlike traditional methods of teaching. Mareva and Mapako (2011) regarded this view 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. By and large, the argument by Mareva and Mapato (2012) focuses on one particular role and ignored many others. Richards and Rodgers (1995) Citing Breen and Candlin (1980) discusses the other roles of a teacher in CLT as that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organisational capacities. This can be a daunting task as argued by many respondents taking into account the various non-academic duties the teachers perform in a school set up. Giving pupils a greater sense of ownership in the learning process should not be understood as limiting the duties of the teacher. 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.

 Poor Enumeration

The respondents cited poor enumeration as one of the factors negatively affecting the implementation of CLT. The teachers reported that they were not motivated to implement CLT because their salaries were too low and did not match the demands placed upon them by CLT. The four respondents (33%) argued that they could willingly implement CLT if they were given a pay rise. The impression created was that the approaches and methods they were using then were less demanding and in a way equaled their income. The remarks by the respondents are similar to the observation made by Hurst (1981) that if would appear futile to ask teachers to change practices or to support and promote reforms when the ratio of fields to input is not better than their existing practices. His observation was basically that teachers involved in planned education change are made to work much harder for little visible pay-off. This according to him negatively affected the implementation of an innovation. Precisely, the observation by Hurst (1987) was the bone of contention as respondents strongly felt that a shift to CLT should call for a pay rise.

Negative Attitudes toward CLT

Two respondents (17%) cited laziness as yet another factor negatively affecting the implementation of CLT. One of the two respondents categorically stated that even when she was provided with teaching and learning materials, she found it very difficult to sit and plan for CLT because she felt lazy. This kind of an attitude can have several interpretations. One of it is probably that the teachers in question view the outcomes of CLT as irrelevant and has no impact on the final exams.

This view is similar to the findings of Doukas (1998) in a case study of secondary school teachers in Greece were she reported that the shift to CLT was viewed to have little value and relevance to their situation hence teachers could not respond positively. The teachers' negative attitude could also be as a result of the perception held by some teachers about CLT. Chang (2010) reported that CLT was perceived demanding and as such; teachers developed a very negative attitude that made implementation difficult. It was obvious in this case that those teachers were not willing to leave the comfort zone and try out the new approach.

Nevertheless, whatever the justification could be, the Ministry of General Education must have a system in place to correct this kind of attitudes from the teachers. The findings suggest that monitoring of teaching is not effectively done.

Lack of Creativity and Low English Language Proficiency

Ellis argues that the successful adoption of CLT into EFL classrooms depends on the teachers English Language proficiency among other factors. This statement is true to the findings recorded in this study were some respondents reported that planning and initiating CLT activities required a lot of creativity and grammatical competence which they said was lacking in most of them because they were not native speakers of the language. Similar findings were reported by Li (1998) that Chinese skills of reading and writing were inadequate to enable them conduct communicative activities in their classroom. Weimann (1996) found similar results.

The researcher expected a difficult outcome owing to the fact that English Language has been used as a medium of instruction way back from colonial era (Kashoki, 1989). It is evident by this study that despite using English Language for some time now, the desired proficiency in English Language has not been attained by most teachers.

5.4.2 Factors Attributed to the pupils

Pupils Negative Attitude toward CLT

The study reviewed that pupils displayed a negative attitude towards CLT practices of child centered learning. The respondents stated that it was difficult to engage the learners in CLT activities because of their traditions that looks at a teacher as a conveyer of knowledge. This study is similar to the research findings by Chang (2010) were pupils in Taiwan were reported to be quiet and only waited for the teachers call to answer questions. Similar findings were reported by Chowdhry (2010) in Bangladesh that students expected teachers to be authority figures and the teaching methods to conform to the tradition 'lack step' teacher centred approach. Weimann (1996) also reported that teachers in Ciskesians Schools were reluctant to implement CLT because of the student's culture which looks at a teacher as a fountain of knowledge.

From the findings of this research, it could probably be right to conclude using Doherty and Singh (2005) remarks that western teaching methodology does not suit in EFL settings because it is designed for active, independent, confident co-instructor of classroom interaction and knowledge. What is evident from research is that certain practices are so deeply rooted in the learners' culture and any form of modification is likely to clash with the culture of the learners.

As Weimann (1996) speculated, it could be stated here that the attitude exhibited by the learners could probably be that they are not used to this new game. A lot of sensitisation in this direction could be necessary to get the learners on track.

Low levels of English Language Proficiency

Some respondents reported low proficiency in English Language by the pupils as a hindrance to the implementation of CLT activities such as debates, discussions role plays and dialogues. The findings were that it was difficult to engage pupils in communicative activities because they lacked the oral competence. It was also stated that pupils generally shy away from such activities because they feel embarrassed every time they uttered ungrammatical sentences. The findings are similar to those obtained by Chang (2010), Li (1998) and Weimann (1996).

The possible explanation to this trend could be that most pupils are coming from homes were English Language is never spoken or if it is spoken, it is likely that it is of very low standard. It is also likely as reported by some respondents that the school learning environment does not support

CLT practices. If the school environment does not allow students to practice English Language in meaningful context, then matters are even more complicated. However, further research is required so that the matter is comprehensively understood.

Lack of English Language practice

As stated in the discussion above, nine respondents reported that pupils used English Language during English Lessons only. When learning other subjects and indeed during play time, pupils spoke in their local languages. The teachers attributed the use of local languages to the revised curriculum which they said supported the use of local languages.

The findings showed that teachers have not fully understood the content of the revised curriculum. The curriculum does not forbid the use of English Language. What is stated in the curriculum is that initial literacy should be in a familiar language and English should be taught as a subject from Grade two and also as a medium of instruction from Grade 5 onwards (MESVTEE, 2013). It was even more difficult to prove the respondents claim because the revised Curriculum Framework has just been in force for less than two years which might not be adequate for it to have any meaningful impact on the pupils' vocabulary.

5.4.3 Factors Attributed to the Education System.
Lack of Teaching and Learning Materials

Lack of teaching resources was identified to be a factor hindering the implementation of CLT. Twenty-Eight (28) respondents 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 text books as a source of material and the chalk board as a learning aid. They stated that their findings are in support of Structural Approach and not CLT which advocates the use of realia. Similar findings were also reported by incecay and incecay (2009).

It is obvious that instructional material plays the primary role of promoting communication language use (Richard and Rodgers, 1986). It was therefore expected that apart from the course books, other text-based materials and realia were provided in the classrooms. What came out from the interviews and indeed from the questionnaires was that such materials were non-existence in Chongwe Public Secondary Schools. Of course the respondents heaped the blame on the government which they alleged had not been adequately funding schools. Nevertheless, it is certain that teachers share the blame too because in CLT, teachers have a responsibility to source for materials and realia such as magazines, advertisements, graphs, charts and other different kinds of objects that can help them teach effectively. A teacher in a CLT class is an organiser of resources and a resource himself (Richards & Rodgers, 1986). From the discussion with the respondents, one wonders if at all teachers make such efforts.

Large classes

The large size of classes was identified to be a hindrance to the implementation of CLT by Twenty-Three respondents (23). It was reviewed that collaborative learning which is encouraged in CLT is difficult to implement because of the numbers of pupils that were estimated at 75% per class on average. The difficulties that were faced because of the large classes included management and disciplinary issues. Teachers stated that no meaningful learning took place in such classes and very few learners benefited ultimately from collaborative learning. Ridge (2000) in his study of the challenges faced by teacher trainers in South Africa made similar observations and therefore concluded that the CLT model inherited from Europe and America drive from a context different from what was found in South Africa and this could be generalised to Africa as a whole. His observation was that the model operates on the assumption that the size of the classes (of pupils) will be small (15 or few), making it possible for group or pair work to be managed very effectively with close monitoring and extensive teacher participation. True to the word, public schools in Chongwe District are seriously over enrolled making it practically impossible for CLT activities to be managed and monitored effectively. The onus is therefore on the government to build more schools and create space for the excess number of pupils in schools so that CLT could be effectively implemented.

Structural Exams

Structural and grammar oriented examinations were reported to be a setback in the implementation of CLT. The interviewee pointed out that they found it irrelevant and a waste of time to teach CLT because the national examinations are structural in nature. What was reported was that the skills of listening and speaking were not examined and as such no attention is given to the teaching of these skills.

Nevertheless, the responses from the teachers gave an impression that CLT 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 additive to grammar, it would naturally lead the teachers to teach in a communicative way (Chang, 2010).

Limited Time Allocation on the Time Table

Mareva and Nyota (2011) established during their research that most of the teachers under study rejected group work as a central technique because it was perceived to take much of teaching time. In a way, the findings by these researchers are similar to those established by this research. The teachers reported that English Language had the maximum of 80 minutes for a double period which according to them was inadequate for CLT activities. Their experiences were that they failed to finish communicative activities such as debate in 80 minutes. During classroom observations, the researcher witnessed instances where teachers failed to finish composition and comprehension lessons in 80 minutes. Of course, the lesson as earlier stated were not communicative in nature.

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But it could be stated here that this was common with non-communicative lessons observed as well.

Classes not convenient for CLT

Earthman (2002), reporting on California revealed that comfortable classroom temperature and smaller classes enhance teachers' effective opportunities for students to receive more individual attention ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in substandard buildings by several percentages. In the same vein, four (4) respondents all from one school reported that their classrooms were not convenient for CLT. The respondents reported that their classrooms had no electricity making it so difficult for them to use audio-visual aids. The classes were also reported to have prevented them from using collaborative learning because they were too small and poorly ventilated such that teachers were forced to teach while standing by the window or by the door side.

The report from the respondents was actually a confirmation of what the researcher observed during lesson observations. The kind of infrastructure found at the school in question could not permit interactive learning and the use of teaching aids that may require electricity.

5.5 Summary

The discussion shows that teachers' understanding of CLT was meagre. The study also revealed that to a very large extent CLT was absent in the English Language lessons and several factors were identified to impinge upon the successful implementation of CLT.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter concludes the study and also makes recommendations based on the findings of the study.

6.2 Conclusion

CLT can be understood if it is looked at as a set of principles about the goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006). Basing on this explanation, the results of the first objective which aimed at assessing teachers understanding of CLT reviewed that none of the teachers under study could give a detailed account of CLT Approach. However, the study showed that thirty-one respondents (75.6%) had misconceptions about CLT. Generally, the misconceptions helmed from the semantic understanding that CLT is all about teaching oral communication skills and does not involve the teaching of grammar. The study also showed that Ten (24.3%) of the respondents had difficulties in defining CLT and therefore they either kept quiet or stated that they had forgotten what they had learnt during training.

The second objective of the study was to establish the extent to which CLT was used in English Language lessons. The results obtained through questionnaires and classroom observations showed that teachers under study were not in any way inclined to CLT Approach. The classrooms were organised around teacher-centred, teacher-led, whole class pedagogical activities without any noticeable form of communicative activities and CLT instructional procedure. Pupils were never given any opportunity to initiate discourse and therefore not playing any role in the negotiation and creation of learning opportunities. The language skills of listening, speaking, reading and writing were never taught in an integrative way. More so, of all the lessons observed, only reading and writing skills were taught. What dominated was the explicit teaching of structures. Learners were not immersed in an authentic input so that the structure of language reflected the functional or communicative uses. In all the lessons observed, the structures were introduced as some abstract, predetermined set of grammatical constraints and the lessons followed a rigid three-phase sequence known as p-p-p cycle, typical of a Situational Approach. Presentation of grammatical

rules was followed by controlled oral practice of the structure and thereafter controlled written practice.

The exchange of information within the classroom was mostly predictable and artificial and this basically was in form of teacher-led instructions. The material used which were mainly text based prescribed course books were all pedagogic in nature and no realia were used. From these findings, a conclusion was therefore drawn that CLT Approach to a large extent is not used in English language lessons in Chongwe District Public Secondary Schools.

The last objective of the study was to establish the factors hindering the teachers from implementing CLT Approach. Several factors were reported and were therefore, classified into three themes. The first category was those attributed to the teachers and include factors such as inadequate CLT training, lack of awareness of the syllabi specifications, lack of time for developing CLT materials and activities, poor enumeration, laziness and finally lack of creativity and low English language proficiency. Pupils were also reported to have impacted negatively on CLT and therefore, constituted the second theme. The factors attributed to the pupils included their negative attitude towards CLT, low levels of English Language proficiency and lack of English Language practice. Lack of teaching and learning materials, large classes, and structural exams, limited time allocation on the time table and lack of convenient CLT classrooms formed the last category of factors and were attributed to the education system as a whole.

The study as earlier stated was guided by Spector (1984) theoretical model which focused on the idea that implementation of an innovation requires change in teacher's behaviour so that the role behaviour become in congruent with the role demands of the innovation. Spector posits that the teacher gets to classroom with past experiences which influence his perception of change, teaching, institutional setting and change agent and the interaction of these factors influence teacher's behaviour as he copes with the demands of the innovation.

The findings from the study are in agreement with Spector's model. To begin with, the study revealed that the teacher's past experiences influenced their perception and ultimately the implementation of CLT. The past experiences in this regard, stem from their professional and academic training experiences which influence the classroom style and practices. Precisely, the study revealed that teachers did not receive a thorough grounding in CLT and this affected

perception of CLT and implementation. The desired change in behaviour was not effected by training. 'Behaviour' in this context could be looked at in terms of competences, classroom practices and attitude. If the teacher lacks training, it's obvious that the classroom behaviour will fall short of the demands of the new innovation.

Consequently, if he lacks the flexibility to embrace change and displays resistance for whatever reasons, it becomes unlikely that the change will be effected. Spector (1984) also appreciate the fact that apart from the teacher's behaviour, other factors should move in tandem if an innovation is to succeed. In this regard, factors such as institutional setting which may include infrastructure, resources, management system stifle change and also the teachers' desire to effect change. This has been clearly reviewed by this study. Consequently, if teaching itself is viewed as not rewarding or if the change is looked at burdensome or of little value, implementation get affected. The teachers under study reported that CLT is tasking and not very relevant to their needs and this according to them made implementation difficult.

6.3 Recommendations

6.3 Arising from the findings of the study, the following recommendations were made:

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

2. The trainers of English 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. There should be increased funding to schools and the department of literature and languages in particular so that materials and equipment may be procured.

4. The monitoring of schools by standards officers should be effectively done so that teachers are guided on the pedagogical requirements of the syllabus.

5. The government of the Republic of Zambia should consider building more schools or expanding already existing schools so that they control over enrolment.

6.4 Areas for Further Research

Arising from the research findings, there is need to establish whether the teacher training Institutions in Zambia are preparing students teachers of English Language well enough for CLT. There is also need to evaluate the Secondary School English Language Syllabi and ascertain whether it's meeting the needs of the Zambian learners.

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APPENDICES

APPENDIX 1: OBSERVATION SCHEDULE FOR TEACHERS

OBSERVATION CHECK LIST

The instrument is aimed at establishing the tenets of CLT Approach which teachers use in the classrooms. The observation check list is divided into two parts. Part A describes classroom events at the level of episode and activity while Part B analyses the communicative features of verbal exchanges between teachers and students as they occur within each activity.

The instrument is adapted from the Communicative Orientation of Language Teaching (COLT) Observation Protocol (Frolich, Spada and Allen 1985: 53-55).

NAME OF SCHOOL : ………………….……GRADE…………….…………………….………….

NAME OF TEACHER…………………....…LESSON…………….………..……..…………...

SUBJECT…………………………………..…TOPIC………………………………………………

DATE……………………………………...…………………………………………………….

NAME OF OBSERVER………………….……………………………………………………….

PART A: CLASSROOM EVENTS

1. LESSON PROCEDURE

CATEGORY	YES	NO	COMMENT
Introduction MAIN BODY			
Activity 1			
Activity 2			
Activity 3			
Activity 4			
Activity 5			
Activity 6			
Activity 7			
Activity 8			
CONCLUSION			

2. PARTICIPANT ORGANISATION

ACTIVITY	YES	NO	COMMENT
A.Whole class			
1.Teacher to student or class vice versa			
2.Student to student or student(s) to class			
3.Choral work by student			
B.Group Work			
1.All groups work on the same task			
2.Groups work on different tasks			
C.Individual Seat work			
D.Group/ individual seat work			

3. CONTENT

CATEGORY	YES	NO	COMMENT
A.Management 1.Procedural directives			
2.Disciplinary statements			
B.Explicit focus on language			
1.Form			
2.Function			
3.Discourse			
4.Social linguistics			
C.Other topics			
1.Narrow range of reference			
2.Limited range of reference			
3.Broad range of reference			
D.Topic Control			
1.Teacher control			
2. Pupil control			
3.Teacher/ pupil			

4. STUDENT MODALITY

ACTIVITY	YES	NO	COMMENT
1.listening			
2.Speaking			
3.Reading			
4.Writing			

PART B: COMMUNICATIVE FEATURES
I.   Teacher verbal interaction and student verbal interaction

CATEGORY	YES	NO	COMMENT
1.Use of target language			
A.Use of first language (L1)			
B.Use of second language (L2)			

II.   Information gap

CATEGORY	YES	NO	COMMENT
A.Requesting information			
1.Pseudo			
2.Genuine			
B.Giving information			
1.Relatively predictable			
2.Relatively unpredictable			

III.   Sustained speech

CATEGORY	YES	NO	COMMENT
A.Ultra minimal			
B.Minimal			
C. Sustained speech			

IV.   Reaction to code or message

CATEGORY	YES	NO	COMMENT
Explicit Code reaction			

V.   Incorporating preceding utterances

CATEGORY	YES	NO	COMMENT
A.No incorporation			
B. Repetition			
C. Paraphrase			
D. Comment			
F. Expansion			
E. Elaboration			

VI.   Discourse initiation

CATEGORY	YES	NO	COMMENT
A.Self-initiated			

VII.   Relative restriction on linguistic form

CATEGORY	YES	NO	COMMENT
A.Restricted use			
B. Limited restriction			
C. Unrestricted use			
D. Comment			

…………………………………………..END………………………………………………

APPENDIX 2: 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 'Factors Hindering Teachers of English Language from implementing communicative Language Teaching Approach (CLT) in Secondary Schools'. 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 English 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. 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 ☐

SECTION B: ESTABLISHING THE TENETS OF CLT APPROACH IN CLASSROOMS.

Please tick in the appropriate boxes that represent your opinion.

1. How often in your classroom(s) do you engage your pupils in the following activities?

ACTIVITY	ALWAYS	FREQUENTLY	SELDOM	NEVEER
A. Whole class discussion				
B. Group work				
C. Individual work				
D. Role play				
E. Co-operative language games				
F. Picture strips discussions				
G. Rewriting scrambled sentences				
H. Debate				
I. Dialogue				
J. Choral activities (Repeating model provided by the teacher or textbook				

2. How do you consider the following teaching techniques?

Techniques	Very important	Quiet important	Sometimes important	Not important
A. Providing guidance by the teacher as to what the students are expected to do.				
B. The exercise of absolute classroom control by the teacher				
C. Explicit focus on grammar, vocabulary and pronunciation (Form)				
D. Explicit focus on illocutionary acts such as requesting, apologizing and explaining (Function).				
E. Explicit focus on the way in which sentences combine into cohesive and coherent sequences (Discourse)				

F. Explicit focus on the features which make utterances appropriate for particular contexts (Sociolinguistics)			
G. Routine classroom references to the date, day of the week, weather.			
H. Reference to information beyond the classroom. For example, movies, holidays, school topics, such as extra-curricular activities and information that relates to the student's immediate personal and family affairs.			
I. References to controversial public issues, world events, abstract ideas,			

reflective personal information and other academic subject matters such as Maths and Geography.			

3. In your lesson presentations, how often do you do the following?

ACTIVITIES	ALWAYS	FREQUENTLY	SELDOM	NEVER
A. Allow pupils to exchange unpredictable information (e.g during role play).				
B. Allow pupils to decide on the direction of your classroom activity				
C. Allow pupils to move away from the topic you have decided to deal with in a lesson.				
D. Allow pupils to initiate a				

discussion arising from what has been discussed.				
E. Assess learners before a lesson or course begins.				
F. Teach the English skills of listening, speaking, reading and writing intergratively (occur in combination).				
G. Teach English from other subjects' textbooks (e.g Geography, History).				
H. Use authentic materials				

such as magazines, newspapers and visual aids in your sessions.				
I. Develop learning materials on the particular needs manifested by the class.				

APPENDIX 3: 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 English Language?
7. What do you think CLT is? Define it in your own words?
8. Are you aware that CLT Approach guides the Secondary School English Language Syllabi?
9. How important do you think it is?
10. Have you been helped to implement CLT by the Standard Officers?
11. Have you received retraining in CLT through CPDs, Workshop or any other in service training?
12. What difficulties do you face in implementing CLT?
13. What do you think should be done to effectively implement CLT?
14. What comment would you like to make with regards to the teaching of CLT?

APPENDIX IV: LEETER OF CONSENT

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

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

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

Date: 07/10/15

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./Ms. CHISMIPULA JUDITH ....Computer number 514700778 ....is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

Daniel Ndhlovu (PhD)
ASSISTANT DEAN (PG)- SCHOOL OF EDUCATION

cc   Director DRBS
        Dean, Education