

**TEACHERS' APPLICATION OF THE COMMUNICATIVE LANGUAGE
TEACHING APPROACH IN SELECTED SECONDARY SCHOOLS OF
MUFULIRA DISTRICT, COPPERBELT ZAMBIA**

BY

MAKINA ZULU PATRICIA

2015131191

Supervisor: Mwanza, D. (PhD)

**A Research Dissertation submitted to the University of Zambia in Partial
Fulfilment of the requirement for the award of Masters of Education in Applied
Linguistics**

THE UNIVERSITY OF ZAMBIA

2017

COPYRIGHT

All rights reserved. No part of this dissertation may be altered, reproduced, stored in any retrieval system, and transmitted in any form by electronic, photocopying, recording or otherwise before seeking permission from the author or the University of Zambia.

© 2017 Patricia Makina Zulu

DECLARATION

I, Makina Zulu Patricia, do hereby declare that, the *‘Teachers’ Application of the Communicative Language Teaching Approach in Selected Secondary Schools in Mufulira District’*, is my own piece of work. All the works of other persons cited have been dully acknowledged and that this work has never been submitted or presented for award of any degree at any University.

Name of (Candidate).....

Signature

Date.....

CERTIFICATE OF APPROVAL

The University of Zambia approves the dissertation by Makina Zulu Patricia as a fulfilling part of the requirements for the reward of the degree of Master of Education in Applied Linguistic.

Examiner 1

Name Date: Signature.....

Examiner 2

Name Date: Signature.....

Examiner 3

Name Date: Signature.....

DEDICATION

I dedicate this dissertation to my dad without whom my educational journey would have just been a dream, for believing in me at all times. My late mother for always pushing me to be the best I can be. To my husband Bruce Shikabonga for suffering my absence and taking up the role of a mother to our children. To you I say thank you for your understanding and patience. My children; Chikondi, Bwalya and Ethan for putting up with my absence, to you I say thank you.

ACKNOWLEDGEMENTS

I want to thank God above all else for being with me throughout my studies and for granting me good health. I am dully grateful to Dr Mwanza for supervising my research, for his valuable guidance, patience and for his mentorship. I want to acknowledge Dr Banda for his counsel and his scholarly guidance from the beginning of my studies to the end. Dr Manchishi for his scholarly advice during the research proposal and his motivational words and for inspiring me to do this study. Dr Mwansa, Dr Tambulukani, Dr Munsaka and Dr Simwinga for all the scholarly help they rendered me.

I also want to thank my fellow students for supporting me with study material and for being there for me physically and emotionally. Special thanks go to you Christine Kombe for always being there for me, for being my study partner and my elder sister. IdahLungu, Leonard Munsaka, and Dennis Likomena you all made my studies easier and fun.

My husband Bruce for being part of my studies through and through and for being handy in downloading my learning materials for me amidst your busy schedule at work. Mrs Mpande of Ipusukilo Secondary school for granting me permission to study on full time basis and everybody else who played a part in my study.

ACRONYMS

CLT:	Communicative Language Teaching approach.
CDA:	Critical Discourse Analysis
CPD:	Continuous Professional Development
DEBS:	District Education Board Secretary
EFL:	English as a Foreign Language.
ESL:	English as a Second Language.
ELT:	English Language Teaching.
NBTL:	New Breakthrough to Literacy
SLA:	Second Language Acquisition.
ZBEC:	Zambia Basic Education Course

TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ACRONYMS	vi
ABSTRACT	xii
CHAPTER ONE	1
1.1 INTRODUCTION	1
1.2 Background to the study.....	1
1.2.1 Grammar Translation Approach	1
1.2.2 The Direct Approach.....	2
1.2.3 Audio Lingual Approach.....	3
1.2.4 Audio Visual Approach	4
1.2.5 The Cognitive Code Approach	4
1.2.6 Situational Approach.....	5
1.2.7 Text Based Integrated Approach.....	6
1.2.8 Communicative Language Teaching Approach.....	6
1.3 Statement of the Problem	8
1.4 Purpose of the Study	9
1.5 Objectives.....	9
The objectives of the study were to establish:	9
1.6 Research Question.....	9
1.7 Significance of the Study	10
1.8 Delimitation of the Study	10

1.9 Limitation of the Study	10
1.10 Operational Definitions	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	12
2.1 Introduction	12
2.2 A Teachers' Understanding and Application of Communicative Language Teaching	12
2.3. Teachers' Preparedness to Teach Using Communicative Language Teaching ..	17
2.4 Teachers' Attitudes towards Communicative Language Teaching	21
2.5. Challenges Faced by Teachers when Using Communicative Language Teaching	24
2.6. Summary	26
CHAPTER THREE: THEORETICAL AND CONCEPTUAL FRAMWORKS	27
3.1 Introduction	27
3.1.1 Constructivist Theory	27
3.1.2 Code and Pedagogic Discourse Theories	30
3.1.3 Critical Discourse Analysis	31
3.2 Conceptual Framework	34
3.2.1 Introduction	34
3.2.2 Communicative Competence	34
3.2.3 Summary	36
CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY	38
4.1 Introduction	38
4.2 Research Design	39
4.3 Target Population	40

4.4 Sample Size and Sampling Techniques	40
4.5 Data Collection Techniques and Instruments	41
4.5.1 Interviews	42
4.5.2 Lesson observations	44
4.5.3 Document analysis	44
3.6 Data Analysis	45
3.7 Data Validation	45
3.8 Ethical Considerations	46
3.9 Summary	47
CHAPTER FIVE: PRESENTATION OF FINDINGS	48
5.1 Introduction	48
5.2. Teachers' Understanding of the Communicative Language Teaching Method..	48
5.3 Teachers preparedness to teach using Communicative Language Teaching Method	51
5.4 Teachers classroom application of the Communicative Language Teaching Method	53
5.4.1 Interview data with teachers on classroom application of CLT	54
5.4.2 Lesson observation.....	55
5.4.3 Lesson descriptions	56
5.4.4 Document analysis	61
5.5 Teachers' Attitudes towards Communicative Language Teaching	62
5.6 Challenges teachers face when using Communicative Language Teaching Method	64
5.7 Conclusion	65
CHAPTER SIX: DISCUSSION OF FINDINGS	67
6.1 Introduction	67

6.2 Teachers’ understanding of Communicative Language Teaching Method	67
6.3 Teachers’ views on their preparedness to use CLT	70
6.4. Teachers’ Application of CLT in their lesson delivery.....	71
6.4 Summary	76
6.5. Teachers’ attitudes towards the Communicative Language Teaching Method. .	80
6.6. Challenges faced by teachers when applying the Communicative Language Teaching Method.	82
CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS.....	85
7.1 Introduction	85
7.2 Conclusions	85
7.2.1 Teachers’ Understanding of Communicative Language Teaching.	85
7.2.2 Teachers' Preparedness to Teach using CLT	85
7.2.3 Teachers' Application of Communicative Language Teaching Method.....	86
7.2.4 Teachers' Attitudes towards Communicative Language Teaching Method.....	86
7.2.5 Challenges Teachers faced when using Communicative Language Teaching Method.	87
7.3 Recommendation.....	87
REFERENCES.....	88
APPENDICES	95

LIST OF APPENDICES

Appendix i: lesson observation guide for researcher.....	95
Appendix ii: interview guide.....	96
Appendix iii: lesson plan	97
Appendix iv: lesson plan.....	98
Appendix v: letter of consent.....	99

ABSTRACT

The study aimed at establishing teachers' classroom application of the Communicative Language Teaching (CLT) approach to English language teaching. The study was anchored on four objectives namely: teachers understanding of CLT, Teachers classroom application of CLT, teachers attitudes towards CLT, and the challenges faced by teachers when using CLT to teach English in secondary schools. A qualitative research design was employed through the use of face to face interviews, document analysis and lesson observations. 40 teachers of English who were purposively sampled participated in the study. The findings were analysed thematically. In respect to theory, Constructivism, Critical Discourse Analysis and Pedagogical Discourses theories framed the study.

The findings from the study indicated that teachers had low to moderate understanding of the Communicative language teaching method. Other teachers held misconceptions about the method which further misguided their classroom application. One misconception that the teachers held was that CLT encouraged errors and neglected grammatical correctness of utterances. In addition, while most teachers held negative attitudes towards the approach, some of them held positive attitudes towards CLT. These attitudes had implications on the aspects and quality of CLT which teachers used. Those who held negative attitudes claimed that CLT was too involving and that it was not modelled on the Exam in terms of its content and general demands. In practice, it was clear how teachers contested as well as negotiated the syllabus recommendation. The challenges which teachers faced in the teaching of English using CLT included overcrowding in classes which made it difficult for teachers to use communicative activities, as well as lack of teaching materials which made the lessons less multimodal. Others claimed that they were not adequately trained in CLT, thereby lacking capacity to apply the method. Arising from the findings, the study recommended that there was need for Continuous Professional Development (CPD) among serving teachers to acquaint them with the classroom demands of the Communicative approach to language teaching.

CHAPTER ONE

1.1 INTRODUCTION

This chapter provides the background to the study, the statement of the problem, the aims, objectives, research questions, and significance of the study.

Zambia is a multilingual country with 72 dialects which can be clustered into between 24 to 30 languages (Kashoki, 1978). English is the sole official language which makes communicative competence in English a necessity among the citizenry. Thus, the methods of teaching of English are of paramount interest among scholars. In this view, it was important to find out how teachers conceptualised the recommended method and how they recontextualised the teaching of English language using CLT. In this study, the application of CLT is used to refer to the use of CLT techniques by teachers during lesson delivery. The interest of the study intends to find out whether the teachers understand the principles of Communicative Language Teaching and how they apply it in the classroom situation.

1.2 Background to the study

The following section gives an account of the development of teaching methods leading to the communicative language teaching method.

1.2.1 Grammar Translation Approach

The Grammar Translation Approach dominated from 1840s to 1880s. It involved the use of two languages; the target language and a language of classroom instruction. The classroom activities mainly focused on translation Richards and Rodgers (2001) noted that Grammar Translation is a way of studying language first through a detailed analysis of its grammatical rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language (Mwanza 2016). The Grammar Translation approach was developed to help the English foreign language learners to acquire mastery of the rules and form of the language. It focused on the rules of grammar of the target language. The purpose of the grammar translation method was to help students read and understand foreign language literature. (Larsen

–Freeman, 2000). The approach employed the method of translating one language into another. According to Richards and Rodgers (1986:4) “The sentence is the basic unit of teaching and language practice.” Much of the lesson is devoted to translating sentences into and out of the target language. By so doing, it was hoped the learners would learn the features of the target language and become fluent.

However, the Grammar Translation approach was criticised because it focused more on the grammatical correctness of the target language and neglected the communicative aspect of language. Richards and Rodgers (1986:5) states that, “Toward the mid-nineteenth century several factors contributed to a questioning and reflection of the Grammar Translation approach.” Linguists argued that the Grammar Translation method did not offer enough opportunities for practice in the target language. In this method, the teacher is the authority and the pupils do as they are told. Thus, the learners did not develop critical thinking as learning was mostly through rote memorisation. These weaknesses made the applied linguists to think of an alternative approach. Thus the Direct approach was born.

1.2.2 The Direct Approach

After using Grammar Translation approach for some years, the linguists criticised it and started looking for alternatives. It was felt that language was supposed to be learnt in a natural way and not by way of translating it from and into another language. Richards and Rodgers (1986:9) affirm this by stating, “ that a foreign language could be taught without translation or the use of the learners native tongue if meaning was conveyed directly through demonstration and action.”

Using the two languages as was done in Grammar Translation approach became quite boring and seen to be ineffective. Therefore, the target language became the language of instruction. The Direct method placed much emphasis on accuracy and as such errors were corrected instantly as they were not tolerated. Interaction was more inclusive of the pupils than the Grammar Translation method as it was a two way thing between the teacher and the pupil.

However, the direct approach had its own weaknesses. Richards and Rodgers (1986:10) state that, 'It overemphasised and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom.' The Direct approach needed teachers who spoke the second language with native like fluency so that the learners could learn from him or her. The reality however was that not all teachers were native speakers or had native like fluency. This caused challenges for strict adherence to the direct approach. Furthermore, it tended to rely so much on the teachers' skill than the textbooks ignoring the fact that not all teachers were proficient enough in the second language. Richards and Rodgers (1986:10) added that, "strict adherence to Direct method principles was often counterproductive, since teachers were required to go to great lengths to avoid using the native tongue, when a simple brief explanation in the student's native tongue would have been a more efficient route to comprehend." Considering these weaknesses, linguists sought to develop another method of teaching foreign language.

1.2.3 Audio Lingual Approach

In the mid 1940's, it became apparent the direct approach was not producing learners who could speak the target language. Linguists from the behaviourists' school of thought believed that language like any behaviour could be learnt by repeating the action until a habit was formed. Richards and Rodgers (1986:51) state that, 'Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes.' Therefore, the Audio Lingual approach was introduced. It was popularised from 1940 to 1950s. The approach emphasised more on speech than writing. Primarily language is what is spoken and what is written is secondary (Brooks 1964). The teacher was the director of learning while the learners were passive. The learning was through drills and rote memorisation of dialogue.

The weakness of this approach was that the learners could not function in real life. The learners were not able to communicate effectively even after the drills in the target language. Chomsky (1966:153) who opposed structural linguistics argued that, "Such

a learning theory could not possibly serve as a model of how humans learn language, since much of human language use is not imitated behaviour but is created anew from underlying knowledge of abstract rules”.

1.2.4 Audio Visual Approach

The audio visual was first developed in France in the 1950's. This approach was intended for teaching language at the early stages of second or foreign language. It was premised on the theory that language learning is acquired through habit formation and that foreign language was more effective if speaking precedes any other form of language.

Mamun (2014:13) states that “visual aids can draw the attention of the learners easily. Learners become easy and comfortable as well as attentive in the class if appropriate visual aids are used in the classroom.” Visual aids use both sound and picture, it is easier to capture the attention of the learners. It also uses modern technology which is also helpful in improving the learner's skills.

The drawback to this approach is that, audio lingual requires expertise on the part of the teacher in order to operate the equipment used. It has also been said to be an expensive method to use as it requires more resources. Thus, because of the cost, many teachers especially in the developing world cannot keep up with the cost restraints. The method therefore became less popular despite its advantages.

1.2.5 The Cognitive Code Approach

Following the weaknesses of the Audio Lingual approach and audio visual approach, the Cognitive Code approach was introduced in the 1960s based on the premise that language is rule governed. Richards and Rodgers (1986:60) state that the Cognitive Code approach referred to a view of learning that allowed for a conscious focus on grammar and that acknowledged the role of abstract mental processes in learning rather than defining learning simply in terms of habit formation. This entails that the teacher should teach the rules of the language in order to teach language. In the same vein Skehan (1998:30) stated that “the Cognitive Code approach enables maximum creativity in what is said. There is no constraint on the production of each utterance

and so constructions can be accomplished in total freedom.” This meant that the learners were given much more freedom to be creative as they learnt the language. Unlike the Audio Lingua approach where the teacher was in the centre of the learning process and pupils simply repeated after him or her, the code gave the learners freedom to use their mental capacity to create sentences.

The weakness of the Cognitive Code approach was that it concentrated so much on rules and neglected other equally important aspects of language like semantics. Carroll (1966:102) argued that, “Once the student has a proper degree of cognitive control over the structures of a language, facility will develop automatically with the use of language in meaningful situations.” Even though the intentions of the Cognitive Code approach were good, it neglected the social context in which the language is used. It tended to use the rules in isolation of the social context in which they exist. Therefore, against these weaknesses the Situational approach was developed to try and bridge the gap.

1.2.6 Situational Approach

It was developed in the 1960’s as a reaction to Cognitive and Audio Lingual. It sought to present language situationally. Richards and Rodgers (2001:37) state that the impetus to develop the situational method by language teaching specialists stemmed from the argument that the most important aspects of foreign language learning was vocabulary, followed by reading skills. The focus was on the ability of the learner to speak language correctly and appropriately in specific situations. The Situational approach employed the use of visual and audio aids.

The weakness of this approach was that it tended to predict how language was to be used in specific situations when that does not happen in real life. Conversations in real life are not that predictable. Topics of discussions can be predicted just like responses cannot be predicted. There is no one to one on language use to situation. Mwanza (2016) states that “..the method made an assumption that language as used in real life communication can be predicted. In other words, one cannot predict language forms or actual utterances which can be used in a particular situation.”

1.2.7 Text Based Integrated Approach

This proposes that a series of lessons such as a two-week work would be taught in one unit encompassing comprehension, summary, reading, composition including structures. The teacher carefully picks a text which is to be used to teach different topics. The thought was that learners would be familiar with the passage and therefore find it easier to do the work. Mwanza (2016) agrees with this by stating, ‘‘The Text-based Integrated Approach means that a series of lessons such as two weeks work will be used for different topics and language skills.’’ The disadvantage is that the learners tend to get bored reading and using the same story over and over and eventually lose interest.

1.2.8 Communicative Language Teaching Approach

The Communicative Language Teaching approach (CLT) was then developed to try and remedy the Text Based approach and the Situational approach. Hymes (1972) argued that the goal for language learning is communicative competence. It was against this argument that CLT principles were developed. Richards (2006:9) argued in favour of CLT that, ‘‘While grammatical competence was needed to produce grammatical correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and so on.’’ From this preposition we can deduce that CLT was still concerned with grammatical correctness of utterances but with an added dimension of function. Language is used as a tool to communicate different functions such as asking for forgiveness, making requests, asking for directions and giving directions among other things. According to Littlewood (1981:1) ‘‘One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.’’ CLT refers to both the process and goals in the classroom learning where communication is the ultimate goal of learning. It recognises the use of grammar in language but more so their appropriateness in usage: That is, it takes into consideration the appropriateness of the language when used with people of different ages and status and the manner in which a person expresses what he or she intends to communicate. This involves the tone of the word and the selection of the

words to be used appropriately. Richards (2006:13) states the main principles of CLT as;

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up her or his communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading and listening together since they usually occur so in the real world.
- Let students induce or discover grammar rules.

From the principles we can argue that CLT proposes a holistic approach to language learning than the traditional methods such as audio lingual which views errors as a deterrent occurrence to language learning which was undesirable and should be corrected immediately, unlike the communicative Language Teaching method which viewed errors a normal occurrence in the language learning procedure.

In this method, the teacher did not take the central role but took the role of the facilitator, where the pupils participated more through interaction with each other in situations which depict real life. It allows the pupils to use language freely. The role of the teacher is to provide opportunities in which learners can practice speaking, listening and reading skills in a manner which fosters communication. Through practice, the learners acquire accuracy and fluency of the English language. Wali (2009) states that the Communicative approach uses a variety of communicative activities such as group work, pair work, class discussion, debate, role play and simulation. The definition by Wali suggests that the approach should be used with other approaches to make teaching of the second language easier. This would develop an effective teacher of language. Communicative language teaching approach to language teaching employs the use of techniques such as, role-play, games, group work and simulation in the acquisition of language. This approach puts emphasis on

interaction among learners and the aim is for the learners to use the target language in real life situations. That is to say the learners must be in a position to apply the grammatical rules learnt in performing functions in the target language.

The communicative language teaching approach combined the grammatical and semantical branches of linguistics and therefore seemed more favourable to teach the target language. Moreover, since the communicative language teaching method did not put much emphasis on the correction of errors but emphasised effective communication in situations outside the classroom, the communicative language approach seemed more appropriate for a multilingual country like Zambia as it allowed a bit of code switching and gave learners a lot of opportunities for learners to practice the target language. English being the official language in Zambia, and taught as an important subject to the learners, has to be taught in such a way that the learners can use it to function in real life situations. CLT is more favourable to the Zambian situation as it combines principles from other methods and making it eclectic in practice.

It is for this reason that the senior secondary syllabus recommends it to be used at secondary school. (CDC, 2012:4) states that “The senior secondary school English language syllabus recommends the use of the Communicative approach in tandem with the text based integrated approach.” This implies that the goal of English language teaching is communication in which learners should attain communicative competence. In this vein, teachers are supposed to be familiar, hold positive attitudes and apply the method correctly and appropriately in the classroom. However, whether the teachers understand, appreciate it or even use it effectively in their delivery of English language lessons is not known.

1.3 Statement of the Problem

The Communicative Language Teaching Method is the main recommended teaching method in the senior secondary school English language Syllabus in Zambia. The implication is that teachers are supposed to be trained in the method and apply it in the classroom when teaching English. However, it is not known how teachers actually understand the method and how they practically apply it in their lesson delivery and

the attitudes they hold towards the method. Stated as question, the problem being investigated is; ‘How are the teachers’ applying of CLT in selected secondary schools in Mufulira district and what attitudes do they have on the use of CLT in their lesson delivery?’

1.4 Purpose of the Study

The study sought to establish teachers’ understanding and application of the communicative language teaching approach in selected secondary schools in Mufulira.

1.5 Objectives

The objectives of the study were to establish:

1. Teachers’ understanding of Communicative Language Teaching.
2. Teachers’ preparedness to teach using Communicative Language Teaching.
3. Teachers’ classroom application of Communicative Language Teaching.
4. Teachers’ attitudes towards Communicative Language Teaching.
5. The challenges teachers faced in using Communicative Language Teaching in their lessons.

1.6 Research Question

Arising from the objectives, the following are the research questions:

1. How do teachers understand Communicative Language Teaching?
2. How prepared are the teachers to teach using Communicative Language Teaching?
2. How do teachers apply Communicative Language Teaching in the classroom?
3. What attitudes do teachers have towards Communicative Language Teaching?
4. What challenges do teachers face when using Communicative Language Teaching to teach?

1.7 Significance of the Study

This study is significant in that the research outcomes have the potential of bringing out the understanding of CLT by the teachers and this may inform the teacher educators in Zambia of the manner in which their institutions implement CLT. In addition, it may also bring to the attention of the policy makers in Zambia the attitudes and competences teachers have in CLT. It will also contribute to the body of knowledge which could be referred to in future scholarly studies.

1.8 Delimitation of the Study

The study was conducted in Mufulira district of Zambia because of the proximity and access to the researcher. The study was limited to six secondary schools and the samples were drawn from the urban areas, peri-urban areas and the rural areas of Mufulira. The researcher sampled 40 teachers in total. The study will only concern itself with the effective use of CLT in lesson delivery and not any other teaching approach. The researcher will therefore, not look at how effective a person can deliver an English lesson, but how well the teacher can use CLT techniques to deliver an English lesson.

1.9 Limitation of the Study

The study was conducted in one district and as such, the findings may not be generalised to the whole country.

1.10 Operational Definitions

Acquisition: Learning a second language.

Application: Use of CLT techniques in the classroom

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

Communicative Competence: The knowledge of language and the ability to use it effectively.

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

Method: A particular procedure for accomplishing something.

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

Recontextualisation: Use of teaching techniques in the teacher's own context and understanding.

Target Language: The language being studied.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter will present and discuss the literature surrounding CLT by different scholars around the world and by scholars within Zambia. It will analyse the findings by other scholars and try to compare them with the studies in Zambia and especially the study at hand which focuses on teachers' application of the Communicative language teaching method in selected secondary schools of Mufulira district. Therefore, this chapter will analyse studies concerning Teachers' views on CLT, the implementation of CLT techniques and principles, teachers' attitudes and the challenges of implementing CLT techniques when teaching English.

2.2 A Teachers' Understanding and Application of Communicative Language Teaching

Even though CLT was proposed in Britain as a method for teaching English to non-English speaking students. It is now being used in most countries around the world. Richards and Rodgers (2003:155) state that the aim of CLT is "to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the inter-dependence of language and communication". CLT proposes that the teaching of the four macro skills should be done in view of the social context in which they are to be used. The teachers are to teach English with a view of making the learners proficient in the English language. CLT is not only concerned with the outcome of learning but also the procedure in which teachers delivered the lessons. Richards (2006:13) advances the main principles of CLT as:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up her/his communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.

- Link the different skills such as speaking, reading and listening together since they usually occur so in the real world.
- Let students induce or discover grammar rules.

From the principles above, the teacher's role is to facilitate the learning of the English by planning in advance what macro skills to teach and creating opportunities which allow for pupils to practice their communication skills. The lessons should include real communication between and among the pupils. This may involve activities where one person is inquiring for something and the other person supplying the answers to the questions as it would happen in real life communication. The teachers' interest is to make the pupils communicate effectively. The teacher allows the errors during the discussion so as not to disturb the flow of the discussion. However the teacher takes note of the errors and corrects them after the discussion. Xiaoju (1984) agrees with Richards by stating that there are three conditions that must be met before any learning activity can be called communicative. The conditions are that; there should be real situations and real roles. The teacher should provide real situations in which learners must interact. For example buying and selling at the market. Situations which are familiar to the learners make it easy for learners to role play. Secondly, there should be need, purpose, and substances for communication. When people speak there is something they want to communicate, it can be to ask for directions, give directions or even to express annoyance but there is always something they want to put across. Thirdly in a communicative lesson there should be freedom and unpredictability. When people want to communicate something, they have the freedom to choose the words to use. One idea can be expressed in so many ways and cannot therefore be predicted.

My research therefore, will show in chapter four whether during lesson observation, the teachers were using the CLT principles advanced by Richards and other CLT proponents.

The need to learn English for communication grew at a fast rate and the traditional methods like Grammar Translation and Audio Lingual were not producing the required results in people learning English as a foreign language (EFL). Vongxey (2013) cited (Liao, 2000; Ying, 2010) "Due to the needs of international communication in the

1990's, the CLT approach was introduced in many countries where English is learnt and spoken as a foreign language in EFL classroom.' Vongxey who did a qualitative research on the implementation of CLT in Lao agrees with the need to teach English for communicative purposes and not just for prestige of learning a foreign language.

Vongxey (2013) stated in her research findings that the learners in Lao had difficulties in engaging in communicative activities because of their cultural upbringing which rendered them to be passive in class as they waited for the teacher to call for answers. This meant that the pupils could not participate fully in the communicative activities as it meant they had to wait for teachers' go ahead every now and then. Similarly, Hui (1997) conducted a study which also stated that cultural background of the learners is influential in the effective implementation of CLT in the classroom.

Mareva (2012) did a study on teachers' conception of communicative language teaching. The research was a case study of Masvingo district and it aimed at finding out if teachers understood CLT in order to use it effectively. The findings showed that the teachers had a fair understanding of what the approach was all about. However, he also noted that the teachers had some misconceptions of CLT which suggested a controversy to its implementation. The following were some of the misconceptions established;

- a. CLT implies the teacher abdicates his role as a teacher.
- b. CLT eschews the teaching of grammar.
- c. CLT means pair work and group work in every lesson.
- d. CLT places too much emphasis on the development of speaking and listening skills at the expense of reading and writing.
- e. Material for CLT is scarce and expensive.
- f. CLT means the language teacher should ignore learners' errors.
- g. CLT places too many demands on the teacher.
- h. CLT aims at achieving native like pronunciation in second learners.

Even though teachers in Masvingo seemed to know ideally what CLT entailed, they did not fully understand the principles of how the theory worked. The assumptions made by teachers indicate a certain level of ignorance on the understanding and

consequently implementation of CLT principles. In chapter four of my study I will show how teachers in Mufulira understand CLT and if they held any misconceptions.

Lungu (2006) conducted a quasi-experimental study on the effectiveness of Communicative Approaches and Traditional methods on reading and writing achievement in English. The study revealed that communicative approaches were more effective. This was done by comparing the mean achievement of 2001 baseline study and the actual study he did in 2004 that used communicative approaches and those that used traditional methods.

A study conducted by Mwanza (2016) in Lusaka on teachers understanding and application of Eclecticism indicated that teachers had limited understanding of the approach. The study used both the qualitative and quantitative research design. While some teachers were able to define the approach correctly, they were not able to apply it correctly in the classroom. Even though his study was on eclecticism, the principles on which CLT and eclecticism are founded are very similar. Richards and Rodgers (2001:160) argue in support of this statement by stating “Traditional procedures are not rejected but are reinterpreted and extended...Eclecticism subscribe to the same or similar philosophy of language teaching”. From Mwanzas’ study it was observed that teachers had mixed attitudes towards the approach. The findings also indicated that some time felt the approach was time consuming and that the use of different methods in a lesson could confuse the learners. The participants from the study seem to be under the impression that the use of different methods would happen haphazardly, they neglect the cardinal aspect of teaching which is lesson planning. If a lesson is well planned, there is no way the learners could be confused as the lesson would be planned in such a way that learners would be able to follow and learn easily. The study also established that the teachers used the teaching methods devoid of real life situations. The teachers were more interested in constructing sentences. The communicative way of teaching requires that the teaching of English language be done in manner which real life use of language. Kilfoil and Walt (1997:12) confirms this by stating “A learner can be regarded as communicatively competent when she has the ability not to apply the grammatical rules of language in order to form grammatically correct sentences but also know when and where to use these sentences and to whom.” Teaching English

like any other language is not only about the mastery of rules but also the ability of the learners to use the rules communicatively.

From the studies done in other parts of Africa, it can be observed that CLT has been embraced as the recommended approach in the teaching of English to the learners in the classrooms, and like the other countries in Africa, Zambian Senior Secondary School syllabus also advocates for the use of CLT as one of the recommended approaches to be used during English lesson delivery.

CLT stresses the development of fluency and not just accuracy. In as much as the approach aims to have learners who know the target language rules, the approach's goal is to have learners who can express themselves effectively and appropriately. Language is a cultural aspect and therefore each culture has a way of using it depending on the social context. Therefore, merely grasping the grammatical rules without knowing the cultural etiquettes is not enough. However, Chishimba (1989) did a study which tried to establish the best teaching methods for Zambian schools where he argues that "it would not be possible for schools and teachers to give pupils the English language experiences required for CLT approach both in the classroom and in the school environment" Chishimba seemed to suggest rather wrongly that the low English proficiency of the pupils was a hindrance to learning English. Kashoki (1978) seemed to share the same views as Chishimba. He observed that the average Zambian school going child did not have motivation to want to speak English, especially outside the classroom. The lack of interest by the pupils to use English outside the classroom meant that the learners were not learning English for communicative purposes but for examination purposes only. This is contrary to what the learning of English and other languages is about. I find these arguments to be an unfair account of the situation as and also suggests that the two researchers did not fully understand the principles of CLT and as such their conclusions are rather misinformed. Taking Kashoki's view into light for example, one can argue that the Zambian child could not speak nor seem to be motivated because the teachers continued to teach the learners using the traditional approach and did not teach grammar in real social context in which utterances are made. Further, teachers failed to contextualise CLT in order to reap the benefits of the methods as used in particular contexts. Learners should acquire grammatical rules

simultaneously with communication. If learners are taught the English language in the context that is meaningful, then they would gradually learn to express themselves as opposed to what was suggested by Chishimba and Kashoki. Since the two studies were done about 28 years ago, my study, in the chapters to come, will show if teachers still hold the same views as theirs.

CLTs' aim is to ensure learners are able to communicate fluently and effectively. Therefore, as the learners begin to express themselves, the focus is not so much on their grammatical errors but on the ability for them to put their message across. Unlike the assumption that Kashoki had that Zambian children are not ready for CLT approach in their classroom, CLT does allow the children to use their local language when the English vocabulary falls short. The teacher would later come in with the correct words in English that were supposed to be used, that way pupils would not shy away from communicative activities.

2.3. Teachers' Preparedness to Teach Using Communicative Language Teaching

Ridge (1992) did a qualitative research on CLT whose title was, "Communicative Language Teaching: Some Challenges for Teachers in South Africa." The purpose for the study was to find out if teachers were adequately trained to teach English using CLT or not. Ridge argued that "the focus for the teacher colleges should be on education rather than training." From this statement Ridge seems to be making an assumption that the teacher training colleges are not preparing the teachers well to implement CLT principles in class. The article established that teachers have had problems in implementing CLT satisfactorily as highlighted by (Ridge 1992, Jessop; 1994, Makoni 1994; Vander Merve 1994) and the assumption was that South Africa did not have teachers whose proficiency in the English language was of high standard. Karras and Wolhuter (2015:13) states that, "There seems to be a general agreement that the processes of teaching and learning are highly dependent on quality teachers." Teacher preparedness is key in the implementation of any teaching method by the teachers and as a researcher I share the same views as the other researchers who have acknowledged the importance of teacher preparedness. Nyarigoti (2013) did a qualitative study in Kenya on the Continuing Professional Development (CPD) for

English teachers. The study aimed at establishing the teachers' views, needs and challenges concerning CPD. The study established that the training the teachers got during Pre-service training was insufficient and to some extent outdated. From Nyarigotis' study we can establish that the teachers are not effectively trained and that they don't feel confident in the training they received. Unfortunately from the studies conducted in Africa especially, teachers seem not to be well prepared to employ CLT. This study will try to establish if this is the case with teachers in Mufulira.

In the same vein, Adedimeji (2011) also conducted a qualitative study in Nigeria in which he stated that teachers should be professionally trained and well informed if they are to achieve the goal of teaching English as a language. He stated that the teachers' approach to teaching should be founded on principles but at the same time not be dogmatic. They should be constantly trying to improve themselves and update their knowledge in the subject. The assumption from the study brings to the fore the issues of how teachers were and possibly where teachers were trained. As a teacher of English, one should be ready to adapt new methods of teaching even if they seem to conflict with the methods in which one trained. In Adedimeji's study, he indicated that the teacher should behave like a student and be humble enough to learn from the peers. Of course, this assertion does not mean the teacher should announce to the learners that he or she is in a continuous process of learning but rather the teacher should be open minded to learn new methods and skills to help the learner acquire communicative competence.

Motsoeneng (2003) did a qualitative study in South Africa's Kwazulu –Natal on the non-effectiveness of the Communicative Language Teaching Approach (CLT) in the Teaching and Learning of English as a Second Language (ESL) in Selected Black High Schools in Lower Umofoloji . The purpose was to find out if CLT was implemented in the teaching of English for both written and spoken. The findings of this research were that many teachers were not able to implement the approach deductively and they also lacked appropriate training regarding the use of CLT. Motsoenenga (2003) stated that "The manner in which it was miss-presented in the observed lessons, one could easily conclude (incorrectly) that it had not yet been introduced." From this it can be concluded that even though teachers claimed to be using CLT, the techniques they

used in their lesson delivery had nothing or little to do with CLT. Whether it was a question of not understanding the principles of CLT or it was just a case of what the teachers felt comfortable with.

In a qualitative study conducted in Ligrari in Kenya by Maryslessor *etal* (2014), on the challenges teachers faced when using CLT in teaching ‘Listening and Speaking’ lessons. The study like many studies before indicated that lack of resources also posed a challenge to the teachers who wish to use CLT. They indicated that lack of text books, audio tapes and radios made it hard to use CLT effectively. The findings also showed that the teachers put more emphasis on syllabus coverage than on teaching English language for communicative purposes. Maryslessor *etal* (2014) started that “The research conducted in Ligrari indicated lack of time as the biggest challenge. They said 40 minutes was not enough for meaningful activities to be done. The wide syllabus did not help matters therefore they opted to leave out practical lessons.” To the teachers it was more important to cover as many topics in the syllabus than to have learners who could communicate effectively in English. This was due to the fact that the nature of examinations in Kenya did not encourage aspects of CLT like role play, dialogue, debate, public speaking for example. This realisation made the Kenyan teachers drop the use of CLT activities as it did not seem to help the learners in their examination.

In another qualitative study conducted in Kenya, the researchers Onchera and Manyasi (2013) sought to establish the depth learners were exposed to handling appropriate functional text varieties. From this study the findings indicated that learners are not fully exposed to variety of texts. The texts used in the lessons were shallow and did not have variety of form. The study findings assume that the teachers were not creative enough to explore other materials which were rich in text varieties. Like the study done in Ligrari Kenya, the teachers in this study also stated that the number of lessons allocated to them were too many such that they opted to relegate teaching writing skills. It was noted that exposure to functional texts was very minimal. The behaviour by the participants in this study seem to have the misconception that CLT can only be used to teach oral language and not written language. Richards and Rodgers(2001:163) argues against this by stating that the objectives of CLT reflects the learners needs in

the domain of reading, writing, listening and speaking and each of which can be approached from a communicative perspective. Onchera and Manyasi (2013) stated that “What emerges here is a scenario whereby the students are given tasks to perform, which are not marked, revised and necessary corrections done in class.” Even though CLT principles states that the learners are supported to be given enough time to practice on their own and among themselves, it does not entail that the role of the teacher must be ignored and done away with. The teacher is supposed to offer guidance and facilitate the learning. The study also indicated from the data collected from the observation that the teachers dominated the lessons by giving lengthy explanations. Few learners were given a chance to explain concepts. The study concluded that the teachers neglected the use of CLT principles especially in the teaching of functional writing skills.

In a mixed method study design done by Kobo (2013), two curriculum documents were analysed from two countries; Lesotho and South Africa. Both the Lesotho Form E and South African grade 12 English first additional language curricula are informed by CLT. However, the Lesotho National Curriculum Assessment Policy Statement (NCAPS) adhered to the requirement for use of local context. The material and resources used were selected from local texts, situations and content while as the South African Cambridge O Level English Syllabus (COEL) does not take into account the local context but relies heavily on the teachers’ training and availability of locally produced texts and materials in English. From the way the two syllabi the Lesotho syllabus makes it easy for the teachers to teach because the materials and resources were already adapted to the local context. Whereas the South African one relied heavily on the expertise of the teacher to recontextualise the syllabus and texts to suit the context in which they were teaching. The quality of teachers handling English has already been put under question by some researchers in South Africa. Therefore leaving it all up to the teacher may render a challenge to the teaching of English communicatively to the learners. This assumption takes us back to the need to have well trained teachers to handle English. Whether the syllabus is adapted to the local context or whether the syllabus ascribes to foreign context, in the long run it’s still a question of how well equipped the teacher is to handle teaching English for

communicative purposes. Nyarigoti (2013) also did a study which established that the Kenyan Secondary School English Curriculum is based on an integrated approach to teaching of English where teachers were required to teach English using Literature and English to teach Literature in symbiotic relationship. The outcome of this has not been so successful and to this the researcher established that language teachers need to be abreast with the effective instructional practices that are based on constantly evolving research outcomes on the teaching of English language.

Conclusion

The literature reviewed showed that the teachers of English were not adequately prepared to teach using Communicative Language Teaching method therefore, they did not feel confident to implement it. It was also observed in some studies that teachers themselves had low proficiency in English.

2.4 Teachers' Attitudes towards Communicative Language Teaching

The effective implementation of CLT in the teaching of English is heavily dependent on the teachers' attitude towards the communicative language teaching method. Banda (2015) stated that there could be many aspects teacher that could affect the choice of techniques that a teacher can employ in a classroom situation. From this statement, we can suppose that the teacher has the power to pick the technique that he/she feels is adequate for the delivery of a lesson. This being the case, we can argue that the methods and techniques suggested by the syllabus are not really binding as the teacher is free to choose the techniques to employ.

Vongxey (2013) stated in her study which employed the mixed research design that since CLT was adopted in Loa in 2005 in the Department of Languages in New Zealand, there has been no particular research that has been conducted on teachers' perspective of English teaching. The researcher noticed that even after introducing CLT in 2005, the learners were still not able to communicate efficiently using English so in her study she wanted to investigate the teachers' attitude towards CLT. The findings of the study were that most teachers had a negative attitude towards CLT and this attitude stemmed mostly from the low proficiency in English by the teachers and

also from lack of efficient teacher preparedness. Vongxey (2013) also noted that teachers' attitudes play a big role in the way they implement CLT techniques in their lesson delivery. Othman (2016) who did a research on the implementation of CLT method in Saudi Arabia also agrees with Vongxey (2013:79) as his findings establish that:

Classroom teaching practices are still devoted to secondary purposes, Such as teaching grammar, translating literary texts, memorisation, rote learning... This reality may indicate an incompatibility between the government's efforts to develop TEFL and the practices used by English language teachers in their classes. This incompatibility, however, May also suggest that English language teachers have their own reasons for not teaching English for communicative purposes.''

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. In Zambia English is not the native language even though it the official language. The learners in Zambia have similar challenges with those learning English as a foreign language because they have their own languages which influence the learning of English.

Othmans' findings suggest that even though educational policies may dictate what methods the teachers may use, the teachers have the power to use the methods they feel most comfortable with. This is in line with the study's supporting theory of Critical Discourse Analyse (CDA). In chapter four I will show if the same is the case with our teachers here in Mufulira. It will show if what is stipulated in the syllabus is what the teachers go by or if they use their own methods and techniques. Vongxay (2013) quoted (Nunan, 2003, Littlewood, 2007) as follows " Even though national policies and school curricula shifted toward CLT in a variety of EFL contexts, researchers have pointed out that there is still a gap between policy and teaching practices.''

Munakampe (2005) conducted a study which employed both the qualitative and quantitative research design titled "A Critical Appraisal of the Communicative Approach in Selected Lusaka Basic Schools." In her study, it was established that the

more teachers undergo ZBEC [CLT] in-service training, the more they evaluate ZBEC [CLT] positively. The background training of the respondents in her study did not influence their suggestion of a better approach to language teaching than ZBEC [CLT]. Munakampe (2005) stated, “Not considering the course they trained to teach, the majority favoured the New Breakthrough to Literacy (NBTL) program over ZBEC [CLT].” Furthermore she stated that the more teachers were trained in CLT the more likely they evaluated it positively. From this we can infer that teacher training is important in the effective application of CLT in the classroom.

Munakampe’s study also indicated that the respondents in her study including those who taught using CLT punished the learners for wrong answers in an attempt to make them do better. She rightly observed that punishment is known to help suppress undesired behaviours and not to encourage learning. However, she failed to bring out clearly what the teachers were supposed to do to encourage the pupils to learn English for communication. She mentioned that pupils who gave wrong answers were punished but she leaves out a cardinal point regarding CLT principles which states that the teacher should encourage learners to participate in classroom activities. We do not know what the teachers did to encourage those pupils who gave the right answers for example. Munakampe is right when she states that “Proponents of active learning [CLT] suggest that learners’ errors indicate that the process of learning is in progress.” As opposed to Chishimba and Kashoki who suggest errors are indications of no learning taking place or the lack of ability for learner to use English to learn. In her findings Munakampe’s respondents only alluded the mistakes to mother-tongue interference as the main factor behind their learners’ mistakes. From this we can assume that teachers did not want to take blame in the failure by their learners to use English effectively. From the results from her study, it was indicated that the respondents did not use CLT effectively because their classrooms were quiet and orderly. Unlike Munakampe, Lungu (2006) seems to think otherwise from his statement in his study. According to Lungu, teachers who participated in Communicative teaching had more organised learning as lessons were well planned by the teachers and pupils used a variety of teaching materials and resources that exposed them to tasks of real life situations. I share Lungu’s accession in that

orderliness is not necessarily an indication that a teacher is not using CLT to teach but rather indicates good class management by the teacher.

Conclusion

The studies revealed established that the teachers had moderate to negative attitudes towards teaching using CLT. This stemmed from their inadequate training in the method. The negative attitudes generally entails that the teachers did not use CLT in their lessons. However, it did not always follow that those who had positive attitudes used CLT in their lessons.

2.5. Challenges Faced by Teachers when Using Communicative Language Teaching

Ozsevik (2010) conducted a study in Turkey which employed both the qualitative and quantitative research design established that the teachers faced a number of challenges which hindered them from implementing CLT in their classrooms. The large classes were said to be a challenge for the implementation of CLT in the classrooms as teachers expressed that it was hard to conduct group work due to the large number of pupils in the classroom. From the interview, one respondent explained that the large numbers were necessitated by the Director of National Education which stated that, the minimum number of students in a class has to be 30 in state run schools. Furthermore, the participants in the study indicated that their heavy workload did not allow them to use communicative activities as they had to cover many grammar points in readiness for the national wide standardised tests at the end of the year. The study revealed that Turkish education was solely exam oriented and as such students are usually competitive and are left on their own by the teachers since it is believed that they will be alone in the exam. From this we can establish that the role of the teacher is subdued. CLT entails that learning be learner centred but it does not state that that the teacher has no role to play, rather the teacher should be present to introduce the topic, guide the learning activities and be the knowledgeable person in the process of language learning. Respondents also mentioned that primary education in Turkey is heavily focused on memorisation of rules and facts thereby making it difficult for students to adjust in secondary school. Ozseviks (2010) indicated that “When students

start learning English in the fourth grade, they have too much difficulty to adjust themselves to the language learning and teaching practices which do not resemble to the ones that they already know.” This supposition means that the implementation of CLT only begins at secondary level and the learners find the introduction of CLT to be foreign to them.

A qualitative study conducted in Malaysia by Raissi and Norb (2013) on the perceptions and challenges regarding the implementation of CLT established that most of the participants believed that interactions between teachers and students and students with each other can bring about proficiency in the English language. Like many other studies, the study also established some challenges which the implementation of CLT possess. The participants in the study indicated the lack of teaching resources in some instances. Raissi and Norb (2013) stated that “The participants mentioned that although the school had projectors and CD players they had to bring their own laptops.” From this finding, we can establish that the teachers in Malaysia are aware that CLT encompasses a lot more teaching aids than what other participants envision. As Raissi and Norb (2013) explains, “In order to create real life situation context in class, teachers should incorporate authentic tasks as well as group discussions, debates, games, presentations and multi-media (audio, video) to improve students’ level of communicative competence during class discussions.” CLT classroom activities should depict real life situations and with the advancement of technology, teachers should be ready to use multi-media resources in their lessons. The research also established that the textbooks used did not have enough authentic materials which can help the students improve their competence. It was also established that all secondary schools in Johor state used the same textbooks which were adapted to the district as assigned by the Malaysian Ministry of education however, they also incorporated some supplementary materials like grammar and workbooks. The findings indicate that the Ministry of Malaysia has taken into consideration the cultural and social settings of Johor district and makes textbooks based on the social setting of the district. This is in line with the principles of CLT that advocates the adoption of real life situations which are authentic to the learners. Even though the Ministry of education required that teachers use the same text books in the

district, the teachers used their power to use other materials other than the gazetted text books.

2.6. Summary

In this chapter the researcher reviewed studies done on the understanding and application of CLT by teachers who teach English outside Africa, in Africa and Zambia. The literature reviewed showed the teachers' attitude towards the use of CLT and highlighted some of the misconceptions that they have. The researcher analysed the findings of the other studies and brought to the fore the CLT principles as proposed by the approach. The review also aligned the study with the theoretical framework which the study is based on.

CHAPTER THREE: THEORETICAL AND CONCEPTUAL FRAMEWORKS

3.1 Introduction

This chapter will discuss the theories and concepts that frame my study and how they are relevant to the study.

Mak'oibila and Onchera (2013:694) defined a theory as: "A theory of language teaching has several characteristics. These include its explicitness, usefulness, its applicability, its explicitness, coherence and consistency, its comprehensiveness, verifiability, simplicity and clarity." Therefore, the theories that my study has used are useful in bringing out the objectives of the study as they are in tandem with what I will be investigating. "The Communicative Language Teaching Approach (CLT) refers to both the processes and goals in classroom learning and the fact that communicative comprises abilities in expression, interpretation and negotiation of meaning." (Savignon 2002) From Savignons' statement we can conclude that CLT puts emphasis on learners' interaction in the target language for communicative purposes. CLT puts emphasis on meaningful language learning where learners are not taught grammatical rules in abstract but in meaningful situations where they can put in practice the grammar learnt. Richards, (1986:69) States that, "Another frequently cited dimensions of CLT, its learner-centred and experience-based view of second language teaching..." Hymes (1975) agrees with this by stating that communicative competence is key in language learning. Thus, teachers understanding and application of the communicative language teaching method was framed by the following theories:

3.1.1 Constructivist Theory

Constructivism has many applications in different fields. However, in education and specifically in this study, it is used as a learning theory. Sjober (2007:1) states that constructivism is "any teaching that is somewhat child centred, caring, inclusive, or based enquiry, discovery or any kind of active involvement from the learners." CLT advocates for inclusiveness of the pupils in their learning. The teacher is merely the facilitator as the

learners themselves must participate and discover things on their own. That is to say, as they practice speaking, learning takes place. Taber (2011:40) emphasises the importance of the theory in education by stating; “Constructivism in education has been seen as a progressive, as a basis for current good practice.” Learners are not to be viewed as empty vessels but that they can contribute to their learning process meaningfully.

CLT draws on the Constructivist theory which looks at how meaningful learning can take place in a classroom. Grennan, Brooks and Brooks (1993) cited in Brooks and Brooks (1999:4) states that “when the constructivist theory is applied in the classroom:

Students’ opinion is sought and valued. The learning experience must be close to the life experience and relevant to the students’ lives. The constructivist teacher gives a broader understanding of the subject rather than focusing on small bits of information. Constructivist teachers’ assess the whole learning experience of students rather than assessing only what can be measured by ‘paper and pencil assessment.

From this view, it can be concluded that activities should be related to activities that take place every day in the learners’ life, activities such as asking for permission, giving directions. Furthermore, it implies that learning should be learner centred, where the learner is not just a passive listener but an active participant. Furthermore, the above observation indicates as is in the principles of CLT that the activities should be meaningful to the learners by taking into account their cultural background. I draw on the aspect of meaningfulness to the learner in my study because Zambia is multilingual and has diverse cultures. Therefore, a teacher should reconstruct the teaching materials to suit the culture of the learners so that learning can be meaningful and thus easier. Woolfolk (2014:384) states, “Learning is more than receiving and processing information transmitted by the teachers or texts. Rather, students must actively participate in their own personal construction of knowledge.”

Constructivism is the theory of learning drawn from psychology. It tries to explain how learners learn best and the best way for teachers to disseminate knowledge in the classroom. Vygotsky who is one of the proponents of constructivism in Woolfolk (2014:389) emphasised that “the social interaction, cultural tools, and activity shape individual development and learning.” The understanding here is that the teacher should use situations that are real when teaching. Cultural tools refer to language among other things which a teacher can use to teach English to the learners. The teacher can allow the use of the learners’ local language to illustrate a point. Similarly the teacher can allow the pupils to use some words in their local language when their English vocabulary falls short. The teacher should allow the learners to interact with each other in meaningful activities. Here Vygotsky indicates that through use of English language by the learners, learning actually takes place.

The constructivist theory is not only concerned with the individual learning but also public knowledge (Woolfolk 2014) This entails that even as a learner learns a language, he or she must also be aware of how language is used socially in the culture in which one belongs. CLT therefore draws on this theory that language learning must not be learnt in isolation of the social context but must be meaningful. In addition, CLT draws from constructivism in terms of appropriateness of the use of language. The learners do not just acquire the linguistic knowledge of the language but also learn how, when and with whom to use it. To achieve this, the theory proposes the idea of scaffolding; the assistance provided by more competent peers or adults and even the use of technology. The teacher in this case provides the learner with the support they need until they are competent enough to do it on their own or with less help. The theory suggests that teachers give clues to learners but not answers. The teachers merely show the learners how it is done and the learners have to figure out the answers by themselves. In the case of English language teaching, the teacher provides the learners with situations in which to practice their language without giving them the answers so that through their practice they can learn the language from activities such as debate, discussions and role play.

3.1.2 Code and Pedagogic Discourse Theories

The Code and Pedagogic theory is used in the study with extended notion of recontextualisation of the education knowledge. Singh (1997:7) cited Bernstein (1996) “Recontextualisation refers to the rules or procedures by which educational knowledge is moved from one education site to another.” The statement looks at how teachers interpret and apply the syllabus and the approaches suggested therein. In this theory, many factors are said to influence the learning process. Mwanza (2016) states that teaching and classroom interaction is influenced by several factors such as, “Government through curriculum, syllabus, teacher training, national exams, school knowledge and the learners’ social cultural background on the other hand.” This information informs the teachers of the method and techniques to use in order to meet their objective and the learners’ learning needs. From the stated factors that influence the teaching and learning process, the teachers sometimes go against the suggested teaching methods in the syllabus in order to cover as many topics as possible in order for the pupils to pass the examinations. Furthermore, the knowledge helps the teacher to bring the information to the level of the learners’ ability. Bernstein (1973) states that every pedagogic discourse is characterised by power and control. In agreement with Berstein, Haugh (2009:152) states, “the code theory examines the reproduction of power by looking at the way content is classified and the interactions are framed.” The power struggle trickles down from policy makers through school administrators to the teachers. The teachers exercise their powers by showing dominance over the pupils and choosing and rearranging the contents of the subjects to be taught. The school may have uniform schemes of work for each subject, however, the teacher is in control of what content and when to teach the content. Further, while policy makers impose methods which teachers should employ to teach, teachers may not always follow what is stipulated in the syllabus or curriculum.

Mwanza (2016) explained further that Zambian schools like schools around the world, are characterised by both vertical and horizontal discourses. Bernstein (1999:159) as quoted by Mwanza (2016) explains that:

[Horizontal discourse] is a form of knowledge, usually typified as every day or common sense knowledge. Common because all, potentially or actually have access to it...it is likely to oral, local, context dependent and specific, tacit, multi-layered, and contradictory across but not within contexts... A vertical discourse takes the form of a coherent, explicit and systematically principled structure, hierarchically organised...or it takes the form of specialised languages with specialised modes of interrogation and specialised criteria for the production and circulation of texts.

Zambia being a multilingual country, consideration by the teacher has to be made to include all learners from different background, as most of the learners come from homes that are not fluent English users therefore, the teacher should allow room for grammatical errors so that smooth learning can take place. This draws from CLT characteristics that the teacher can allow some learners and allow the learners to code switch when it is necessary. Thus, the theory will be used to analyse how teachers allow the co-working of the vertical and horizontal discourses in the learning of English which is also a core feature of the Communicative language teaching Method.

3.1.3 Critical Discourse Analysis

Critical Discourse Analysis (CDA) is a theory that was shaped by the works of Norman Fairclough and other linguists who were interested in the way relationships worked and influenced language. 'Critical' in this theory has not been used the way it is usually used in language. Wodak (2007) explains the meaning of 'critical' as used in CDA as follows: 'Critical' means not taking for granted, opening up complexity, challenging reductionism, dogmatism and dichotomies, being self-reflective in my research. Furthermore that, 'Critical' thus does not imply the common sense meaning of being negative rather sceptical. Proposing alternatives is also part of being 'critical'. From Wodaks' explanation, CDA has been used to look at how teachers view themselves in terms of the training they got. When critically analysed, the accession by Wodak also looks at the attitudes that teachers hold towards some teaching methods and their willingness to learn

and use other methods that they may not have been exposed to during their training. The teachers should be willing to use other methods if the methods they have been using traditionally do not seem to yield the desired results. Fairclough (1993:135) defined CDA as follows;

Discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practice, events and texts, and (b) wider social and cultural structure relations and processes, to investigate how such practices, events and texts arise out of and are ideologically shaped by relationships of power and struggles over power; and to explore how opacity of these between discourse and society is itself a factor securing power and hegemony.

The theory observes that there is power struggle in society (education system) where we have the imposers of power and the seemingly oppressed. The theory tries to analyse how these power struggle relations work out in reality. In line with the study at hand, the theory looks at how the language policy makers and the policy implementers, in this case the teachers relate. In addition, it also looks at how the teachers and the pupils relate. In terms of content it also looks at what influence the pupils have over the content which is given to the by the teachers. In other words, the theory will be used to examine the power relations in the classroom and how this affects pedagogical choices and practices in the school and classroom setting. It will also be used to analyse text or documents used. Batstone (1995: 198-199) observes that;

Critical Discourse Analysts seek to reveal how texts are constructed so that particular (and potentially indoctrinating) perspectives can be expressed delicately and covertly; because they are covert, they are elusive of direct challenge, facilitating what Kress calls the “retreat into mystification and impersonification.”

In relation to the study, the theory will look at how teachers of English though being on the receiving end of power, exercise their power and authority in the classroom. As Batstone (1995) observes, the rebellion against the imposed policies are done in a manner which is subtle. The senior English syllabus prescribes that the teachers use the CLT approach. In this study, I investigate the techniques that the teachers use in their lesson delivery; is the use of CLT only on paper and teachers use other techniques apart from the ones proposed? CDA will work at bringing out the reasons why the teachers choose the technique that they use. Dijk (2004) agrees with this observation by stating, “We want to know how discourse enacts, expresses, condones or contributes to the reproduction of inequality. At the same time, we listen to the experiences and opinions of dominated groups, and study the most effective ways of resistance and dissent.” The learners can resist the teachers’ power by resisting participating in some activities such as group work or debate. This power struggle if not well handled can deter the teacher from meeting his or her objectives.

CDA is not particularly concerned with the academic side of things rather on the social events that shape the academics. Van Dijk (1996) states that, “CDA objective is to perceive language use as a social practice. The users of language do not function in isolation, but in a set of cultural, social and psychological frameworks. CDA accepts this social context and studies the connections between textual structures and takes this social context in account and explores the links between textual structures and their function in interaction within the society.” The teachers choice of techniques should be guided by the cultural setting in which the learners exist. Role play or dramatization situations should be on issues which are familiar to the learners for them to participate with interest.

This tells us that even if theories may suggest ways in which lessons should be conducted, the cultural and social settings may dictate how the teachers should deliver their lesson. Therefore, CDA will help to find out the attitudes of the teachers towards CLT.

3.2 Conceptual Framework

3.2.1 Introduction

A conceptual framework of a study is a model of what the researcher intends to study. It is a working theory of what the researcher plans to investigate. A conceptual framework is an analytical tool with several variations and contexts. It gives assumptions, beliefs and theories that support one's work. It further affirms the research being undertaken.

3.2.2 Communicative Competence

Since the study looked at Communicative Language Teaching method, communication competence is used to analyse the application and understanding of CLT by the teachers. Although the term communicative competence was first coined by Chomsky, Dell Hymes popularised it by making it more holistic

Hymes (1972:281) states that

“ a person who acquires communicative competence has both the ability and the knowledge of the language. That is, a person is aware of: whether (and to what degree) something is formally possible, whether (and to what degree) something is feasible in virtue of the means of implementation available, whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated, whether (and to what degree) something is in fact done, actually performed, and what it's doing entails.”

From this it can be established that communicative competence encompasses not only the linguistic knowledge of language but also the ability to use it appropriately in all given situations. Therefore, the teacher of English must equip the learners with knowledge and

linguistic tools that enable the learner to communicate effectively and appropriately at all times.

In the same vein Savignon (1997:272) agrees with Hymes by proposing three elements of communicative competence as follows:

- Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system.
- Communicative competence applies to both written and spoken, as well as to many other symbolic systems.
- Communicative competence is context specific. Communication takes place in an infinite variety of situations and success in a particular role depends on one's understanding of the context and on prior experience of similar kind.

Communicative competence therefore, means that a person can use language to communicate in all situations and that utterances cannot be predicted in a conversation. A person's vocabulary is not static but continuously grows as a person learns new words everyday. With this knowledge proposed by Savignon, language learning is not limited to speaking only but to all the aspects of language. Communicative language teaching aims at making learners communicatively competent. In relation to the study, teachers are supposed to teach English to the learners in a manner in which they will be competent in speaking, writing and in interpreting correctly what the other speaker is trying to communicate.

The communicative language teaching approach is anchored on the four dimensions of communicative competence. Richards and Rodgers (2001:160) cited Canale and Swan (1980) on communicative competence as stating;

Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is "formally possible." It is the domain of grammatical and lexical

capacity. Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to the entire discourse or text. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

The four dimensions proposed sum up communicative competence in that a person who can use the four dimensions can use language to communicate effectively. The four dimensions looks at language use holistically. That is, a person is expected to know the rules of the language and at the same possess knowledge of societal norms for appropriate use of language, unlike what Chomsky initially proposed. Language is not only that which is spoken but encompasses written texts as well. Therefore, a language learner should not only produce verbal but written language too. Strategic competence is a person's ability to remedy communication and to ensure there is no break in communication.

The conceptual framework is relevant to the study in that language teaching should help learners develop all the four dimensions of language. Since communicative language teaching aims to produce learners who are able to use language effectively, the conceptual framework of the study acts as a yard stick upon which teaching and learning of language in this study is anchored. Since the study sought to establish the teachers' application of CLT in their lessons, the conceptual framework is indeed very informative to the study.

3.2.3 Summary

From the above theories, we can relate with CLT principles of learning being meaningful. The teacher as a facilitator should help the learners to interact in an environment that is

conducive and bring learning experiences that are familiar to the cultural background of the learners. While it is believed that communicative language teaching approach is an effective way of teaching English as a second language, it is not known if CLT techniques are used effectively to teach English language for communication. No known study has been done to establish how teachers of English understand CLT and how they feel about using it in the classroom. The theories will help the study with the understanding of the teachers' choices of teaching methods and techniques in their English language lesson delivery.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In this chapter I explain the research design and the methods used in data collection and analysis. The chapter also explains the instruments which were used during the process.

The study has used a comparative research design which is informed by a qualitative research approach. The design as applied in this study aimed at providing detailed evidence of the usage of Communicative Language Teaching approach by teachers in secondary schools. The study also aimed to establish the preparedness and the understanding of the teachers to teach English using CLT. It further sought to find out the attitudes the teachers had towards CLT. The study also explains the choice of method used in the study. Furthermore, the target population, sample size, sampling procedures are also presented in details. The procedure of data collection and methods of data analysis are presented in this chapter. The chapter discusses critically the reliability and validity of the methods and instruments used in relation to the findings of the study. By so doing, the chapter explains how the supposed weaknesses to the study were dealt with scholarly. The chapter concludes with the discussion of ethical issues which were considered in the study.

Cresswell (2009) explains that the choice of research design and methods of data collection and analysis are influenced by the nature of the problem of the study, the researcher's personal experiences and the target population. The need to do this study arose from my personal interest as a teacher of English and matron for the school debate club. Seeing how the learners failed to hold meaningful conversation for long in English prompted me to find out if the recommended teaching approaches for senior English syllabus were understood and if at all they were applied in the lessons. Therefore, I chose to do a study on CLT as it is one of the recommended approaches.

4.2 Research Design

Many scholars have attempted to define research design. Parahoo (1997:142) defines it as “a plan that describes how, when and where data are to be collected and analysed.” Any researcher who embarks on collecting data must have a plan of how to go about his study. Apart from having a case to study, a researcher should also know when and where he/she would collect the data. Kasonde (2013:34) defined research design as “a guideline upon which the researcher draws his/her roadmap to conduct a particular research project, spells out what type of data will be yielded, indicate the source and the nature of data, whether primary or secondary.” From the research design, we can tell if the data will be statistical or non-statistical or if it will include both. The kind of source for data collection also helps to verify if the data is reliable and valid. Burns and Grove (2003:142) defined research design as “a blue print for conducting a study with maximum control over factors that may interfere with the validity of findings.” The research design is chosen in relation to what the researcher wants to study therefore, the researcher has control of what design to use that will best serve his/her objective

This study has applied a Qualitative design to data collection and analysis. The descriptive survey was used in line with the nature of the study which dictated to describe the state of affairs as it exists in reality. Cresswell (2003:18) defines qualitative approach as:

One in which the inquirer often makes knowledge claim based primarily on Constructivist perspectives i.e the multiple meanings of individuals' experiences, meanings socially and potentially constructed. The researcher collects open ended, emerging data with the primary intent of developing themes from data.

In this study the qualitative research design was used to collect data and their understanding of CLT. Leedy (1993:142) stated that the qualitative research design is “concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings. The qualitative researcher attempts to attain rich, real, and valid data and from a rational standpoint, the approach is

inductive.” The qualitative design seeks to investigate how human beings relate with each other and also brings out what values individuals hold over certain phenomenon. The study sought to establish what attitudes the teachers have on applying CLT in their lessons

This study employed the use of face to face interviews, document analysis and classroom observations so that data collected can be validated through triangulation. By using interviewing, the researcher could paraphrase questions so that the research objectives could be met. In this study the one to one interview was chosen so that I could get what individual teachers felt about using CLT. Classroom observation was also used to check if what the teachers said in the interviews correlate and to observe how they applied CLT in their lesson delivery.

4.3 Target Population

Burns and Grove (2003:43) states that "the population includes all the elements that meet certain criteria for fusion in a study" The study's target population was drawn from 13 secondary schools in Mufulira district.

4.4 Sample Size and Sampling Techniques

Latham (2007:2) defined sampling as being, “the ability of the researcher to select a portion of the population that is truly representative of the said population.” Sampling can be said to be the process of making a choice of the number of participants and the area where to get the respondents. Following this definition, the schools were randomly picked and they were all within the population of Mufulira. The study was carried out in selected secondary schools in Mufulira district on the Copperbelt province. The sample included six secondary schools which were randomly picked. From the six schools, 42 participants who comprised 36 class teachers and 6 Head of Departments were sampled and participated in the study. The sampling was purposely conducted in a manner that two schools were picked from the urban area, two schools from peri-urban and two schools from the rural areas of Mufulira. The participants ranged from newly deployed teachers to long serving teachers. Each school provided six teachers and 1 Head of Department per

school which amounts to 42 respondents. The respondents sampled were purposively picked and consisted of teachers trained from different Colleges of Education. The schools sampled were in the peri-urban and urban areas and rural areas. I purposefully chose the teachers who teach senior classes as my participants because that is where the syllabus recommends the use of CLT.

In any given study, sample size is important and what determine the size of the sample under study are the objectives of the study and the research design. Mukonde (2009) quotes Robson (1993:217), saying that, “sample size in qualitative research is small. The purpose of selecting the case or cases is to develop deeper understanding of the phenomena being studied.” In qualitative study the researcher seeks to establish deeper understanding of the phenomena being studied therefore, the research requires to take more time to interview and to observe so that the data collected can be a true reflection of what was studied. To do so, the researcher needs only a small sample size. Thus, this study had a total sample of 42 who were also interviewed, some observed in the classroom. After interviewing all the 42 respondents, the researcher managed to reach the saturation point and collected data in line with all the research objectives/questions.

4.5 Data Collection Techniques and Instruments

The study used three main research techniques for data collection namely: Face to face interviews, document analysis and lesson observation. The interview technique involved face to face interviews with the selected respondents. Lesson observation involved physical observations of English lessons among selected teachers. Document analysis involved the study of the senior secondary English syllabus and lesson plans.

The study used three main instruments to collect data namely: Interview Guide, Observation checklist, observation checklist. The Interview Guide was used as a guide for the interview while the Observation Checklist was used during lesson observation. Other instruments included voice recorder, video recorder and notebook. The researcher intended to use video recorder to video tape all the observed lessons but could not do so to all the six teachers who were observed as some respondents were uncomfortable of

being filmed. Since it is unethical to force the respondents, the video shooting was done to only those teachers who felt comfortable with being filmed. The recorder was used to record the interviews and the interview guide was used to ask the questions in line with the objectives and maintain a systematic flow of information. The observation checklist was used during lesson observation as a guide to establish if the teachers used CLT in their lessons. The note book was used to make notes from the interview and the voice recorder was used so that the research could revisit the recording for accurate transcription of their responses. The instruments were necessary because they have enabled the researcher to collect data from interviews in natural settings and in unadulterated manner. The natural setting included teachers' personal cubicles, HOD's offices and secluded classrooms.

4.5.1 Interviews

The study used a qualitative research design and as such I used the interview technique to collect data from the respondents. Cohen *et al* (2011) states the advantage of using interviews as being a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The interview allows the researcher to get data from the respondents not only from what they say but from their gestures and body language, something which is not possible to do using the questionnaire technique and as such the study considered the interview technique to be more effective in this qualitative research. The objectives of the study were to establish the teachers' attitudes to establish the challenges of using CLT in their lesson delivery. The one on one interview was used to meet the objectives of the study.

Even though we have established why the interview technique is useful in this study or any related study, it is important for any researcher to consider what type of interview to employ. That is, whether to use focused group interviews or one on one interviews, unstructured or semi-structured interviews. Byrne (2004:182) stated this about questioning technique in the interviews "Open ended and flexible questions are likely to get a more considered response than closed questions and therefore provide better access to interviewees' views, interpretations of events, understandings experiences and

opinions... (qualitative interviewing) when done well is able to achieve a level of depth and complexity that is not available to other, particularly survey-based approaches.” For my study, I used the semi-structured questions which were open ended to conduct the interviews. A question guide which had 7 questions was formulated in line with the research objectives and I familiarised myself with the questions. The guide reflected the research questions. In the same vein, Burns (1997) argued that an interview guide maybe developed for some parts of the study in which, without fixed wording or ordering of questions, a direction is given to the interview so that the content focuses on the crucial issues of the research. In the same vein, Burns (1997) argued that an interview guide maybe developed for some parts of the study in which, without fixed wording or ordering of questions, a direction is given to the interview so that the content focuses on the crucial issues of the research. The interview guide helped the researcher to meet the objectives of the study and not to stray from the topic at hand. Cohen *et al.*,(2007) stated this concerning the qualitative study, compared with unstructured interviews, semi- structured interviews permit the researcher to have greater flexibility to arrange the questions, so that the participants can define their own experiences

Burns (1997) suggested that “Considerable use of parroting and minimal encouragers will keep the informant conversing.” The interviews were conducted in settings which the respondents were comfortable with. There were one to one kind of interviews and the respondents were free to express their views. The questions were phrased in a manner which was easy to understand and where the respondents were not clear clarification was given.

The recording device was used as the interviews were conducted for reference at a later stage. Patton and Cochran (2002:23) suggested that if a recorder is to be used permission from the respondents must be sought prior to the interview and the need for the recording must also be explained to the respondents. I followed Patton and Cochran suggestions and sought permission to do the recordings. I also used a note book to write down the responses for easier transcription. Burns and Grove (2003:58) explained that “interviewing refers to structured or unstructured verbal communication between the

researcher and the participants in which information is presented to the researcher.’’ The interview involves verbal communication between the researcher and the participants. It allows for the researcher to ask further questions where the response is not clear and it also allows the researcher to ask the same question in a different manner which the respondent can understand.

4.5.2 Lesson observations

The study used lesson observations to collect data. The study used observation technique to consolidate on the data which was established from interviews. Patton and Cochran (2002:20) argued in favour of observation method by stating that, “observational data is very useful in overcoming discrepancies between what people say and what they actually do and might help you uncover behaviour of which the participants themselves may not be aware.’’ Participants may give data to the interviewer but when observed the data given may not be what or how they apply it. Hancock *et al*(2007:18) also states in favour of observation technique, “Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate.’’ Observations make it possible for the data to be validated. The only way to establish if the respondents practice what they say is by observing them in practice.

The respondents were informed beforehand that they would be observed to remove the surprise element. However, they were not told what the research was looking for in order to avoid the Hawthorne effect. The researcher was a quiet observer of the lesson. In addition to observing the lesson and recording it, the researcher also took notes following guidelines in the observation checklist.

4.5.3 Document analysis

The analysis involved the study of the syllabus to analyse what teaching methods are recommended for teaching English to senior classes. The study further analysed how the recommended methods were incorporated in the English text books. The researcher also

analysed the lesson plans to see if teachers incorporated the CLT techniques in their teaching and how they practically implemented the method.

3.6 Data Analysis

The data were collected through one to one interviews, lesson observations and document analysis. The specific documents analysed in my study were the lesson plans. The data were analysed by use of thematic analysis. Patton and Cochran (2002:23) explain thematic analysis as “analysis that looks across all the data to identify the common issues that occur, and identify the main themes that summarise all the views you have collected.” In my study I grouped the data into five themes stemming from the five study objectives. The themes were formed by grouping similar findings under one theme. What this means is that regardless of the source of the data, if the findings were similar they were put under one theme. To do this I took time to read through and listen carefully to all the data I had collected. Hancock *etal* (2010:31) states that if the researcher is clear what question he/she is set to address, it will be easier to make sense of the mountains of data you have generated and to present it in a meaningful and interesting manner. Having made themes using my study objectives, it was easier for me to put the data into the right themes and in a coherent manner. Data analysis also entailed that the researcher interpreted and analysed the data which was collected in order to present it in a comprehensible manner.

3.7 Data Validation

The data were validated through triangulation. The research methods, research instruments used, types of data and sources were all triangulated. I used the qualitative methods to collect data. Neuman (2011:92-93) states that,

Qualitative data is not imprecise or deficient; the data are highly meaningful. Instead of converting social life into variables or numbers, we borrow ideas from people we study and place them within the context of natural setting. We examine motifs, themes, distinctions and ideas instead of variables, and we adapt the inductive approach of grounded theory...qualitative data document

real events. They are recordings of what people say (with words, gesture and tone), observations of specific behaviours, and studies of the written documents or examinations of visual images. These are all concrete aspects of the world.

In my study I used the data which my respondents gave me without altering them and I paid attention to detail in the way the lessons were conducted by reading the teacher body language and even the general way he or she delivered the lesson. I used an interview guide and observation guide to conduct the interviews and to observe lessons respectively. This ensured that I kept to my objectives and hence, validating my study. By interviewing them and observing them I was able to analyse what they claimed to know and do is actually true when they deliver their lessons. Aguma (1995:75) as quoted by Mwanza (2016) agrees with this assertion by stating that “qualitative research methods can give valuable insight into the local situation and peoples’ feelings and can help ascertain how local culture and beliefs affect human behaviour patterns.”

3.8 Ethical Considerations

I got ethical clearance from the ethics board from the University of Zambia. I got consent from the respondents before interviewing them and observing the lessons. Confidentiality was upheld during data collection. Beachamp and Childress (1983) advances four things that the researcher should uphold during data collection.

- Autonomy; respect the rights of the individuals
- Beneficence, doing good
- Non- Malaficence: not doing harm.
- Justice: particularly equity.

The researcher got permission from the District Educational Board Secretary (DEBS) before conducting the research in schools. The purpose as well as the nature of research was explained to the DEBS. In addition, before conducting interviews in schools, I sought permission from the head teachers and explained to them the purpose of the research and

the methodologies to be used. The rights of the respondents were respected as proposed by Beachamp and Childress. It is for this reason that when the teachers showed reluctance and unwillingness to be filmed, I did not force them but rather I managed to film only those who were willing to be filmed. To keep the respondents autonomous, the interview guide had no provision for the name therefore, ensuring that the respondents remained unknown. Furthermore, the data collected was not shown to others but were seen only by the researcher. This ensured that the research was done in a way that is ethically acceptable. Bryman (2008:133) also emphasised on the importance of observing ethics during research as he stated, “ethical issues cannot be ignored as they relate to the integrity of a piece of research and of the disciplines that are involved.”

3.9 Summary

This chapter discussed the target population, sample size, instruments for data collection and the method the researcher used to collect data. I showed in this chapter why I chose to use the qualitative research design by bringing to the fore the merits and strengths of the design. It also discussed how the study was made valid and reliable by the researcher. Ethical considerations were also explained in full.

CHAPTER FIVE: PRESENTATION OF FINDINGS

5.1 Introduction

This chapter presents the findings of the study according to the objectives of the study which are:

- To establish teachers' understanding of CLT.
- To establish teachers' preparedness to teach using CLT.
- To establish teachers' application of CLT techniques in the classroom.
- To establish teachers' attitudes towards CLT.
- To identify the challenges teachers face when using CLT in their lessons.

The chapter breaks down the objectives into themes and presents the results of analysis of qualitative data gathered from the research. The study used the interview method where the respondents were interviewed face to face and the interviews were recorded to refer to during transcription. The lesson observation method was also used where the researcher used the video recordings and observation checklist for accurate transcription.

5.2. Teachers' Understanding of the Communicative Language Teaching Method

The first question was to establish the teachers' understanding of CLT. It is imperative for this study to establish whether the teachers actually understood what Communicative Language Teaching is all about and if they are aware of the techniques used in the delivery of English lessons in the classroom. Without the understanding of CLT, the application of CLT techniques is almost impossible. Therefore, the findings will be of much help to the study even to understand teachers use and attitudes.

The teachers who were interviewed showed that they had some understanding of what CLT is all about in general. The teachers expressed different levels of understanding of what CLT entails in lesson delivery. The teachers understood CLT to be teacher centred method where the teacher took the role of facilitator and pupils interact through the use of techniques such as role play and group work. Those who showed understanding of the communicative language teaching method had the following to say:

T1: Communicative Language Teaching approach is an approach where pupils are allowed to interact with each other through situations given. The teacher can give the pupils group work or questions for them to discuss.

T2: This is a method used to teach language basing on the communicative purposes.

T3: From the word communicative itself, it's more like discussion method.

T4: I think the focus in CLT is more on the learner. It's about having the connection with the learners as you teach.

T5: It is an approach where you communicate with the pupils. It is not based on you doing all the talking.

T6: CLT is an approach which deals with tactics of approaching teaching.

T7: This is based on one on one communication, that is, at times you can use question and answer type of teaching.

T8: I can say that Communicative Language Teaching is a method where a teacher acts as a facilitator in the classroom.

Most of the teachers explained that CLT involved the pupil interaction and that it was an approach which is pupil centred. The following were some of the responses:

T9: Communicative Language approach is an approach where there is interaction. The pupils are put in situations where they are supposed to deliver the message.

T10: You allow the learners to develop the skills of interaction so that when they graduate they use it to communicate in businesses and even at work.

T11: The Communicative Language Teaching is an approach to language teaching that emphasizes interaction as both means and ultimate goal of study.

T12: CLT emphasizes on the communication and not so much on the mistakes of the pupils. The teacher allows the pupils to make mistakes as they talk in English.

T13: Communicative Language Teaching is an approach which involves the pupils a lot. It has activities which pupils act in and communicate. The teacher can use group work so that the pupils are involved.

The teachers also explained that CLT was about helping the learners to communicate meaningfully rather than being grammatically correct all the time. Consider the following responses:

T13: The understanding of CLT is that the meaning of the sentence is most important even if it is wrongly said or grammatically wrong.

T14: This is a method used to teach language basing on the communication purposes. The teacher involves the pupils in activities such as group work and debate so that the pupils can learn.

Although some respondents showed some understanding of the method, other did not. They clearly stated that they could not explain what CLT was all about. They literary said they did not know or could not remember. One teacher said:

T15: Ba Makina (Ms Makina) I can't remember what CLT is, I know we did it a bit at college but I have forgotten unlike I go and read maybe.

However, when it came to techniques used to deliver CLT lessons, some teachers seemed to be unsure of the techniques used in CLT lesson delivery. When asked about the techniques used in lesson delivery, some teachers said "teachers' exposition and gestures." While others said individual work and question and answer. Some teachers even said teaching materials and role play. From the responses above we can see that even though the teachers have an idea of CLT is, they don't seem to know the techniques used during lesson delivery. Those that seemed to know the techniques were only limited to discussion, role -play and group-work. The majority of teachers seemed to be sure of group work as the technique used in CLT lesson delivery.

Some teachers had some misconceptions about CLT and the application of the method in the classroom. The teachers indicated that for CLT to be applied in the classrooms, the learners needed to be very fluent in English. They also stated that CLT neglected the grammatical correctness of the sentences as it encouraged errors by the learners. Some of the respondents stated that:

T16: "Madam aba abana twakwata (these children we have) can't speak English so you find that fail to use discussion method with them. You find that in a class only the same pupils will participate in such activities, the rest just make noise."

T17: "This method destroys the pupils because it makes the pupils use broken English in the end you find that the pupils cannot speak proper English kabili (because) you can't correct the pupil's mistakes."

T17: Using CLT in lesson delivery is not helpful because it allows the grammatical errors that pupils make therefore, the pupils continue making the same errors over and over. The approach makes the pupils to be comfortable even their English is grammatical wrong. They say "as long as you get what am saying." It is because of this approach that we are having grade 12s who can't speak correct English and very soon we will have teachers who can't communicate effectively in English.

5.3 Teachers preparedness to teach using Communicative Language Teaching Method

The researcher used the face to face interview method to get this data from the participants. With the aid of the interview guide, the researcher was able to get data on the preparedness of the teachers to teach using CLT. This data was important to the study as it gave an insight of the training which the teachers had. Teacher training is an important aspect in teaching as a whole and in language teaching to be specific. The teaching methods which the teachers are exposed to during their training are the ones they use in their teaching because they are more comfortable with them. In this study, it is

significant to establish if the teachers were trained to use CLT to teach English in their lessons. Even though CLT can be argued to be an effective way to teach English for communication, the method will not produce learners who are proficient in English if the teachers themselves who are supposed to be the facilitators of learning are not equipped to teach using CLT.

From the interviews, the data from the participants showed some mixed reactions when asked if they were adequately trained to teach using the CLT method. About half of the respondents indicated that they were trained to teach using CLT. Other respondents indicated they were taught but they did not understand what CLT was all about. They indicated that the training was inadequate. A few responded that they were not taught at all. From my own assertion, the teachers were all trained to teach using CLT however, the quality of the training they received is what is questionable.

The teachers who responded that they were trained to use CLT indicated that:

T1: At College we were taught all the teaching methods including CLT. I feel I was adequately trained to teach using CLT. We had a course which covered teaching methodologies. We even had peer teaching where we practised to teach amongst ourselves using the teaching methodologies learnt.

T2: Yes I can say I was adequately trained to teach using CLT because we had a component which covered teaching methodologies. The component even included teaching practice or school experience.

T3: Yes I was well prepared to teach using CLT because the lecturers taught all the teaching methodologies. We also practised during peer teaching how to apply the methodologies we learnt. Without passing the methodology course you would not graduate, so yes we were trained.

There were some teachers who said they were taught but they felt that they were not adequately trained to use CLT. The following are some of the responses from selected respondents:

T4: Yes I remember being taught the Communicative Language Teaching approach but I can't really remember what it is all about. The lecturers were too fast we didn't really get what CLT is. Even the peer teaching we did was not adequate as we were only given about five minutes each to teach. Sometimes we just introduced the topic and that was all. So you see madam it was difficult to tell if you were doing the right thing or not.

T5: "Ah" madam at the university where I was they just mentioned it but they didn't give us time to practice what they were teaching. You see you may think you have understood meanwhile you haven't. We were taught but it wasn't enough.

T6: We were taught but "eish" I didn't understand. We were just learning for exam purposes right now I can't even remember many of the methodologies we learnt.

A few respondents explained that they really did not remember ever learning CLT at their teacher training institute. They explained that the method was strange to them and they were not exposed to it during their teacher training programme. Consider the following responses:

T7: I really can't remember learning CLT madam. The lecturers who were teaching the methodology components were not serious and most of the time they didn't come.

T8: We were not taught to teach using CLT at all. I remember the Audio Lingual but CLT no, we were not taught.

From the findings, it can be summarised that while some teachers were adequately prepared, others did not receive comprehensive training in the method while others were not trained or exposed to CLT at all. The quality of training was dependent on the institutions where the teachers where trained.

5.4 Teachers classroom application of the Communicative Language Teaching Method

This was the third question of the study. To establish how teachers applied CLT in the classroom, the researcher used the observation method to get authentic data on how the

teachers applied CLT in their English lessons. The use of video films, note book and checklist was implored to get this data. The checklist was used as a guideline to observe if the teachers were applying CLT principles. The note book was used to write down the proceedings of the lesson from the beginning to the end. The video recording was done where participants were comfortable and was used later for data validation. It was important for the researcher to physically observe the lessons so as to compare the data from the interviews and what the teachers actually did in the classroom.

5.4.1 Interview data with teachers on classroom application of CLT

The objective of the study was to establish if the teachers apply CLT techniques in their lesson delivery. Therefore, the study sought to establish if teachers actually use these techniques and how often they did so. To this most of teachers said they use CLT techniques in their lessons, however it is on the frequency that they seemed to differ.

T17: I use Communicative Language Teaching approach in my lessons sometimes depending on the topic that I will be teaching. Some topics do not require CLT, so depending on what am teaching I may use it.

T18: I can say yes I use it quite often maybe two to three times in a week.

T19: I rarely use it in my lessons as the classes are too big and it takes a lot of time to prepare for the lesson, even when teaching you find you don't finish the topic on time.

T20: I follow the method that is in the scheme of work and if the scheme suggests CLT, then I use it.

T21: I don't usually use CLT methods, only when the need arises. There certain topics where communicative language teaching does not work, so in that case you use other methods to teach.

A few teachers said they use CLT in every lesson.

T22: I use CLT in every lesson I teach, be it in composition, comprehension and even summary. Learners are asked oral questions. In every lesson you expect pupils to communicate and as they are communicating that is CLT.

T23: Yes I use CLT on a daily basis.

This being said, there were a few teachers who said they didn't use CLT techniques in their lessons at all.

T24: I don't use CLT when teaching English because it is just a waste of time. I teach my pupils for exam purposes ,am a grade 12 marker and I know what markers look for and my pupils do very well in the exams.

5.4.2 Lesson observation

As stated in the research design, the study used lesson observation to triangulate the research findings. I observed the lessons to establish if what the teachers started in the interviews was what was happening in the classrooms. I used the observation checklist as guideline in my observation. I also used my notebook to make notes of the lesson. The recordings of the lessons were also done in some cases.

One of the teachers I observed whom I shall refer to as teacher A proceeded in his lesson as follows;

During lesson observation, I established that most teachers used the question and answer technique. The teachers introduced the lessons by explaining what they were going to do and later explained the grammatical rules. After this they then involved the pupils by asking them to construct sentences using the rules that they had been given. The teacher corrects the mistakes by giving the pupils the correct way in which to construct the sentences. When the oral exercise is over, the teacher gives them a written exercise to attempt.

Another observation that was made was that the teachers mostly used group work and pair work among the CLT techniques. From the lessons observed no teacher used role play,

simulation, card reading or any other techniques during lesson delivery. In addition macro skills like Comprehension, summary and composition, teachers used only the question and answer technique. It was mostly only in structure lessons that the teachers used group work and pair work.

It was established that the teachers did not use most of the CLT techniques which they mentioned during the interviews. Those that used the group work technique found it hard to finish the lessons as they ran out of time. Furthermore, some pupils didn't seem to take part in the interactions created. Even when they were put in a group, when it was time to present they could not present their findings to the rest of the class and the teachers just had to let them be to save time.

The lesson observation also established that the teachers tried to involve the learners by asking them oral questions. Most of the pupils participated in this activity though a few did not. The teachers observed all seemed to have a good rapport with the learners. This made the learning atmosphere conducive as the learners were at ease with the teachers.

5.4.3 Lesson descriptions

In order to objectively show how teachers applied the Communicative language teaching Method, lesson observations were done. In this section, lesson descriptions are presented which gives an account of w each lesson was delivered and what activities characterised the lesson. A total of six lessons were observed but this section only presents three of them as follows:

School A Teacher A lesson A

The school is located in the peri-urban area of Mufulira. The teacher is a diploma holder from National In-service Teachers College. Nistico and he is the head of department for languages. The class had 55 learners.

The teacher entered the classroom and greeted the learners and asked the learners to greet me too. The teacher wrote the title of the lesson on the board; Relative clause. He then asked the learners to read what he had written on the board.

The teacher then went into explaining what relative clauses are by first defining what a clause is “This is a group of words.” The teacher made the learners repeat the definition a couple of times. Then the teacher defined what a relative clause is, “A relative clause is a group of words that modify a noun or a noun phrase.” Again the teacher made the pupils to repeat the definition a couple of times. From there the teacher asks the pupils what a noun is. The teacher then writes the definitions on the board. The teacher went on to ask what a pronoun is. Two learners raised their hands. The teacher then asked the learners to stand up and sit down three times. After that he asked the learners if they were paying attention to him after that exercise of standing up and down. He repeated the question; what is a pronoun? A number of hands are raised, he points at one. The learner states that “a pronoun is a word that stands in place of a noun.” The teacher then asked the other learners if the answer was correct. They answered “yes” in a chorus form.

The teacher then wrote some sentences on the board and asked the learners to read the sentences on the board. Then the teacher asked the learners to identify the nouns in the sentence. From there he explained that the words ‘that’, ‘those’, ‘whom’ are some of the words that introduce a relative clause. The teacher asked the learners to identify the relative clause. The teacher noticed that only the same learners were attempting to answer, he changed his tactic and started picking learners at random by use of a local song.

“Kambebaeyayisikanganilumeeyayisikanganilumekambebaakoakokambebaakoakokamb eba....”

He gave the first learner a piece of chalk to pass on, where the chalk rested when the song stopped, that learner stood up and gave the answer if he/she/she failed he remained standing, the song started again and the procedure was repeated. After some oral exercise of identifying the relative clauses, the teacher asked the pupils to construct sentences with relative clauses.

-That is the boy who stole my bag.

-That is the boy that was bitten by the dog.

The teacher asked the pupils which words were part of the relative clause. He explained that the sentences had two nouns however it was the noun which was modifying or giving more information that was a relative clause. ‘That is the boy who stole my bag.’ ‘Who stole my bag’ is the relative clause because it tells us more about the boy.

The teacher then gave the pupils a written exercise to identify the relative clauses.

The time for the English lesson was up before the pupils could finish writing the exercise. Therefore, the learners were instructed to do the exercise at home as homework.

School B teacher B lesson B

The school was located in the rural area of Mufulira. The teacher is a diploma holder from Evelyn Hone College. He has been teaching for 7 years. The class had 63 learners.

The teacher walked in the classroom and asked the learners to stand up and greet the visitor (me). He explained to them that I would be among them for the lesson. He asked them to be on their best behaviour. He greeted them and asked them to sit down.

He informed the learners that they were going to learn “Letter Writing” specifically the “Formal Letter”. He wrote the title on the board and asked the learners to read it aloud. The pupils shouted ‘Formal Letter’ The teacher asked the learners to tell him how many types of letters there are. The learners answered that there were three types of letters. He then asked them to mention the types of letters. The learners said that there were informal letters, semi-formal and formal letters. The teacher said “Today we are going to look at the formal letter.” He asked the learners what kind of a letter it was. The learners chorused the answer noisily. The teacher reminded them to raise their hands. One pupils said it was an application letter and another said it was a letter of complaint. The teacher asked the rest of the class if their friends were right. The class chorused ‘yes’. The teacher told the class that both the answers were correct.

The teacher then asked the learners to state the features of the formal letters. The pupils answered that the formal letters had two addresses, dear sir/madam, main body, yours faithfully and signature. The teacher asked the learners what the right term for dear

sir/madam was. Two hands rose and the teacher at one. The learner said it was referred to as the salutation. The teacher asked the class to clap for her. The teacher then asked the learners to demonstrate on the board how the addresses are written. He pointed at one boy whom he told to use his own home address and the municipal council address. The teacher misspelt the word municipal and the learners told him it was not the correct spelling. He then asked them for help. The boy wrote the addresses in the proper places but could not punctuate correctly. Another learner was called to help but equally made a mistake. The teacher called a girl to punctuate the addresses correctly. The girl punctuated the addresses correctly. The teacher asked another learner to go and write the salutation on the board.

From there the teacher told the learners to imagine that their neighbour disposed off garbage carelessly and it was causing healthy risks. The learners should therefore write to the municipal council complaining about this neighbour. The teacher asked the pupils to use the address that he had put on the board and their home addresses. He told the pupils to do the work as homework as the time allocated to the lesson had ended. The pupils asked the teacher how long the composition should be. The teacher answered 250 to 300 words.

School C Teacher C Lesson C

The school is located in the urban area. The teacher is a diploma holder from Nkrumah Teachers of Education and he has been teaching for 8 years. The class had 64 pupils.

The teacher wanted into the classroom and greeted the classroom. He asked the pupils to greet the visitor (me) and told them that the visitor would be learning with them on that day. He asked the pupils not to worry about my presence.

The teacher cleaned the board and wrote that day's date on one corner. He later wrote the topic for the day on the board; Phrasal Verbs. He told the class, "Today we are going to look at phrasal verbs. We have looked at quite a number of structure lessons we have learnt and one of them is the prepositions. Prepositions we said is the relationship between one or two nouns." The teacher then went on to demonstrate what he meant by asking the

pupils where their books are. They answered that the books were on that their desks. He then put a book on the floor and asked the learners where the book was. The learners answered that it was on the floor. The teacher then explained that 'on' was a preposition as it was explaining where the book was. He then asked the pupils to give examples of prepositions and asked them to construct sentences using the prepositions that they gave. For example, "The books are in the bag." "We are in class." One of the learners gave 'no' as a preposition which caused laughter in the class. The teacher asked him how he can use it as a preposition.

The teacher then introduced the topic. "Today we will look at commonly used phrasal verbs." He asked the learners how they prepared for school. The learners answered orally. "I had a bath, then I had breakfast." "I bathed and put on my uniform." The teacher then identified 'put on' as a phrasal verb. He then asked what the difference is between putting on and putting out. The learners explained that putting on is the act of dressing up while putting out is extinguishing. The teacher went on to explain that putting on is used when the person is still dressing up, after that a person can say I am wearing a uniform. The teacher asked the learners to give more examples of phrasal verbs and to construct sentences using the phrasal verbs given.

The teacher told the learners to open their books and to find the appropriate phrasal verbs to fill in the blanks in pairs. After the pair work, the teacher asks the pupils to give their answers and they discussed the answers and made corrections. Finally he gave them individual work to do as homework. He asked them to bring their books for marking the following day.

School D Teacher D Lesson D

The school is located in the peri-urban area of Mfulira district. The teacher is a diploma holder from Nkrumah Teachers' college and he has been teaching for fifteen years to date.

The teacher started the lesson by asking the learners to describe their teacher of English (him). The pupils went on to describe him as; "He is short. He is handsome. He has a big

head. He is well built. He is funny...." The teacher wrote the sentence on the board and underlined the words 'handsome', 'short', 'big', 'funny' and stated that the underlined words were adjectives. He then asked the learners what adjectives are. "What is an adjective?" Some learners raised their hands and said; "An adjective is a word that qualifies a noun or pronoun." Another learner added that an adjective is a word that compliments a noun. The teacher complimented the learners and said that they were correct. From there the teachers stated that these are the words that are used to describe nouns and pronouns, further that adjectives and adverbs are used in descriptive compositions. At this point the teacher introduced the topic for the day: "Descriptive Composition".

The teacher asked the pupils to be in groups of ten. The teacher then asked the learners to describe the school (school D). The teacher asked the pupils to choose a secretary to write down the points as they discussed. The discussion went on for some time. Later on the teacher asked the secretaries to come to the front and give the description of the school. The secretaries went to the front and gave their descriptions. One group refused to present as no one was willing to go to the front. The siren signalling the end of the 80 minutes went no sooner had the teacher written the exercise for the day on the board. After this the teacher then said the class exercise (composition) will be done as homework instead. He asked the pupils to make sure they do the work and bring the books for making first thing in the morning the following day.

In summary, the teachers did not use CLT techniques in their lessons. Only two teachers used CLT techniques in their lessons. However, even the two that used it did not manage to make their lessons communicative as there was no authenticity in their activities.

5.4.4 Document analysis

Lesson plans

The lesson plan is the blue print of how a lesson is going to proceed. Jensen (2001:403) supports this by stating, "All good teachers have some type of plan when they walk into their classroom.... A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student

population, textbooks, and most importantly our goals for our students.” It was important for me to study the lesson plans as well to see how often the teachers use the CLT techniques and how much of the CLT technique they actually do use in their lesson delivery.

It was also established that the lesson plans indicated that teachers use CLT techniques more frequently than what the interview and the lesson observations established. The teachers stated that they wrote the lesson plans for the purpose of monitoring only and did not really go by what they write in the lesson plans.

5.5 Teachers’ Attitudes towards Communicative Language Teaching

The study also aimed at establishing teachers’ attitudes towards CLT. This research objective was important for this study because teachers’ attitudes play a big role in the implementation of education policies as well as teaching methods stipulated in the syllabus. To establish the teachers’ attitudes, the researcher used the face to face interview method to interview the teachers of English. The interview was guided by semi structured questions for easy flow of the interview. To ensure that the data collected was accurate, the researcher employed the use of a note book and an audio tape recorder. The tape recorder was used to make sure the researcher had the correct information since it is not possible to write everything the participant says.

From the interview, the researcher observed that there were different attitudes which teachers held regarding the application of CLT in the classroom. There were some positive attitudes, negative attitudes and some teacher’s attitudes were neutral.

Some teachers held positive attitudes and said that it was an effective way of delivering English lessons. Consider the following responses:

T25: The approach is worthwhile, the more reason we teach English is for Communication, in the market they will use appropriate language, at the bank, they will be able to know how to approach the manager because they will apply what they learnt in class. T26:

CLT is effective as it usually gives you the immediate response from the pupils. It helps you to know the pupils' understanding and how difficult the topic was. You are also able to tell if pupils can communicate using English.

The teachers noted that the approach allowed for pupils to interact with each other and in the process helped the pupils to learn English. They stated that CLT allowed for full pupil participation.

However, there were some teachers who were not so keen on CLT techniques as way of lesson delivery. They explained that the method was not practical in Zambia especially in public schools. Other said that the method can't produce pupils who can communicate and that it was therefore a waste of time using CLT in Zambia. Consider the following responses:

T27: CLT itself is okay however, it does not work so well in our Zambian situation especially in government schools, the pupils we have can't communicate in English therefore, it is hard to use role play or discussion.

T28: CLT is just a waste of time as pupils still can't communicate in English. These pupils we have need to be drilled for them to understand. To me Audio Lingua is better as it teaches pupils how to pronounce words correctly.

T29: It is not a very good method as our classes are over crowded in government Schools, it makes group work difficult to do as pupils are too many. If we have to use CLT it will mean we will not cover much of the syllabus as the Methods take a lot of time. The pupils make a lot of noise during discussions and disrupt the lesson. You will also find that it is the same pupils who participate in these activities as most of them cannot express themselves in English.

CLT is only effective if the pupils can speak English otherwise it is a waste of time.

There were some teachers who were neutral on the use of CLT in the English lessons. They were not too sure if the method was effective or not. They preferred to remain on the neutral on the matter. Two respondents said the following respectively:

T31: Communicative Language Teaching method can be effective sometimes depending on the topic which one is teaching. Sometimes it is not really a good method as it's not all topics which you can use CLT. So I can say it can be both good and bad way of teaching.

T32: I can't really say if it is good or not madam. Sometimes it depends on the topic you are teaching and the class which you are teaching. As you know some pupils cannot speak English so in that case it is not but in classes where pupils can speak English it is good, especially in private schools where pupils speak English.

In Conclusion the study established that the teachers had different attitudes towards CLT. Those that held positive attitudes indicated that CLT was a good method as it helped the learners to participate in the lessons. Those that held negative attitudes felt it was a waste of time as it did not enable the learners to pass their exams. Others were neutral and expressed that it was either good or bad depending on the topic one was teaching.

5.6 Challenges teachers face when using Communicative Language Teaching Method

The teachers were interviewed to establish what challenges they face when using CLT techniques in their lesson delivery. Here all the teachers seemed to have some sort of challenges. The common challenge being that the pupil's language deficiencies where they could or express themselves in English.

T31: It is very difficult to use discussion because most of these pupils we have can't speak English so you find that even when you

want then to do group work, it will be the same people presenting every-time. The other learners do not take part.

T32: CLT possess a lot of challenges when teaching. It is time consuming As you have to put pupils in order and wait for them to settle, and because of the large numbers in the classrooms, it is also difficult to maintain order and for lessons to progress well. There is even no space for pupils to form groups because the pupils are just too many.

The other challenge that was established was that of lack of learning materials. The teachers claimed that it is difficult to teach using CLT as there were so many pupils and very few books.

T33: There are many challenges that we face when using CLT in the classrooms. The classes in government schools are so overcrowded, imagine having 70 Pupils in a class and you only have 20 text books! It is very difficult to teach

In these situations and even if you want to improvise where do you get the money to photocopy every day? Apart from that CLT is very involving, it takes time to prepare for the lessons and with the many classes involved it is hard to do.

5.7 Conclusion

The chapter presented findings from the respondents using the qualitative research design. The study employed the use of face to face interviews aided by an interview guide. The study also used lesson observations to validate the data gathered from the interviews. Lessons plans were also analysed by the researcher for more insight into the study. The researcher also employed the use of a voice recorder, a note book and video recorder to

get detailed data for transcription. The research questions formed the themes for the finding.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.1 Introduction

The previous chapter presented the research findings and transcriptions from interviews and lesson observation descriptions. The chapter presents an analysis of the findings. In so doing, the discussion will show relations and differences between the findings of this study and those of the other studies which have been reviewed in this study. It will also be shown how the theories which are framing this study are applicable to the findings of the study. It is also important to explain the discussion of findings will be done according to the objectives of the study as follows:

6.2 Teachers' understanding of Communicative Language Teaching Method

To find out how the teachers understood CLT, I used the face to face interview technique. I interviewed the teachers as individuals and I explained to them the purpose of the interviews before hand. The teachers interviewed expressed different understandings of CLT. Some teachers expressed some understanding of CLT. 21 respondents understood CLT ideally, this was noted from their responses. From the interview conducted and with the aid of research questions, the findings established that most of the teachers showed partial knowledge of what the communicative language teaching method entails. When asked to explain what they understood by CLT, most of them could not explain effectively what CLT is. The respondents were aware that CLT was a learner centred method however, they showed little knowledge of how to make the lesson interactive and more learner centred as their knowledge seemed to be only limited to group work and class discussion techniques. Therefore, it can be stated that the actual understanding of CLT by the teachers was very shallow.

The teachers were not fully conversant with the principles of the Communicative Language Teaching method and as such they could only give fragments of what the method was all about. The limitation of CLT knowledge by the teachers paved way for misconceptions which were revealed during the interviews.

The teachers who were interviewed in Mufulira district seemed to have some misconceptions about CLT just like the other studies from other scholars indicated. The teachers held views that CLT eschewed the teaching of grammatical correctness of utterances and that the method condoned errors. Brown (1994:245) gives the correct principle of CLT by stating that, "Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use." From Browns' supposition, it can be stated that CLT advocates for accuracy (grammatical correctness) as much as it advocates for fluency. However, to get the learners to the level of communicative competence which is desired, the teacher has to allow the learners to interact with minimal interruption so that the flow of conversation can be as normal as possible, errors can be noted and thrown back to the class for ratification. It is worth remembering here that CLT proposes learning of English to happen in situations which are as natural as possible. They also stated that the communicative language teaching method could only work in schools where learners' English proficiency was good. Stating therefore that the low proficiency in English by learners especially in government schools made the implementation of CLT almost impossible. Richards and Rodgers (2001:156) states that language is created by the individual, often through trial and error.) This is one of the principles of CLT unlike what the participants suggested that errors are a barrier to English language learning. Banda and Mwanza (2015) agree with this by stating that home languages and literacies should be allowed in the classroom as stepping stones to accessing learning. From this we can establish that the learners' low English proficiency is not a hindrance to the application of CLT in the classroom but rather the teacher should tap on the learners' knowledge of the local language to teach English. As the Constructivist theory suggests, learning depends on the sign systems (language, writing system, works of art...) that individuals grew up with: these symbols help the learners to think, communicate and solve problems. (Woolfolk 2014). The need for code switching in the early stages of English learning can therefore not be over emphasised as it is merely the building block of the English language learning process. Some teachers felt that CLT can only be used to teach grammar but could not be used to

teach writing skills and other macro skills contrary to what the tenets of CLT propose. Richards and Rodgers (2001:163) argues that the objectives of CLT reflect the needs of the learners and these needs maybe in the domain of reading, writing, listening, or speaking. Each of which can be approached from a communicative perspective. Most of the teachers understood CLT to be group work and pair work. Arising from the misconception that CLT encourages errors, the teachers also indicated that CLT made the teaching of composition difficult because the learners ' English competence was poor. The teachers also stated that CLT gives the teachers more work as it takes time to prepare ad that it was time consuming. The issue of CLT being time consuming can only be viewed as unprofessional on the part the teachers, as the need for lesson preparation cannot be done away with regardless of whichever approach or method a teacher opts to use. The data presented indicated that the teachers did not prepare adequately for their lessons and therefore they failed to apportion their time well. These misconceptions as forwarded by the teacher suggest that the teachers will interpret the techniques wrongly in class and the obvious outcome would be that what the teachers believe to be CLT application may actually not be correct.

Mareva (2012) conducted a research in Masvingo and the purpose was to establish the teachers' conception of communicative language teaching. The findings indicated that the teachers had a fair understanding of CLT. However, he also indicated that the teachers in his study had misconceptions similar to those in Mufulira district.

The teachers from both studies indicated that CLT demands for teaching materials which are not readily available and expensive. This supposition is not true as CLT advocates for authentic communication situations which can be created by the teacher by mere explanation or use of the chalk board. This supposition by the teachers show that the teachers had no understanding multimodality and semiotic modality.

Thus, in summary, it can be reiterated that while some teachers showed fair understanding of the communicative language teaching method, others did not while others held misconceptions of the method. Lack of understanding and holding misconceptions about

the method imply that the teachers would either not apply the communicative language teaching method or that they would wrongly apply it as they attempt to do so.

6.3 Teachers' views on their preparedness to use CLT

The second objective of the study was to establish the preparedness of the teachers to apply Communicative Language Teaching method in their English lesson delivery. The objective was important for the study for it gave the study an informed picture of the teachers' preparedness to teach using CLT. MoE (1977:61) states the importance of teacher preparedness by indicating that "The teacher should have good command of the subjects he teaches and be resourceful in translating his knowledge of into effective learning experiences for his students." Even though the Ministry of Education document is gender biased by only referring to male teachers, for this study the statement will be used to mean male and female teachers inclusive. Karras and Wolhuter (2015:13) agrees with MoE by stating that "There seems to be a general agreement that the processes of teaching and learning are highly dependent on quality teachers." Teacher preparedness is significant in the teaching of English as well as other subjects as the knowledge of the subject will even help him/her to choose the right method to use for teaching. For the researcher to establish the real reasons for the teachers' attitudes towards CLT the researcher had to investigate the teachers' preparedness. To establish this, the researcher used the face to face interview method to get the data. The researcher used semi structured questions to get the data from the respondents. The Constructivist theory which is one of theories informing this study indicates that the children learn from the environment and the people around them who are more knowledgeable than them. This being the case, the need for the teacher to be well prepared to teach cannot be over emphasised.

When asked if the teachers felt they were adequately trained to teach using CLT, most of the teachers said they were trained to teach using CLT by their respective colleges and universities. Some teachers responded that they were trained to teach using CLT though interestingly when asked to explain what communicative language teaching entails, they could not remember what CLT was all about. They stated that they remember being taught but could not recall what they covered. Twelve respondents said they didn't feel the

training was adequate as it was done in a rushed manor. Among these 5 respondents claimed they did not remember being taught CLT at their colleges. The implication of the inadequate training by the teachers to teach using CLT is that the teachers would not be confident enough to apply CLT in their classrooms and in addition they would adapt the method (often wrongly) in a way that would be convenient to them. Huckin *et al.* (2012:115) state that "the classroom is a place in which power is circulated, managed, exploited, resisted, and often directly impacted by institutional policies and changes." This suggests that the teacher has the power to resist the application of CLT in the classroom even when it is the recommended method to use when teaching English at senior level. From the findings it was established that teacher preparedness is key to the application of CLT in the classroom. Studies done in South Africa by (Ridge 1992, Jessop 1994, Makoni 1994, Vander Merve 1994) indicate similar findings. Their findings established that South African teachers did not have adequate training and that the teachers themselves were not adequately proficient in the English language. Even though the findings in my study does not show the teachers' low proficiency in English, it does share similar findings on teacher preparedness to teach using CLT as most of the teachers were not so efficient in teaching using CLT. The findings established that the teachers in this study though they claimed to have been adequately prepared to teach using CLT did not have the full understanding of CLT.

6.4. Teachers' Application of CLT in their lesson delivery

The study's main objective was to establish how the teachers applied CLT in their classrooms. The study used the face to face interview and lesson observations to establish the application of CLT in the classroom. The study used lesson observation to validate the data given by the teachers during the face to face interviews on their application of CLT in the classroom. Six teachers were observed, one from each school visited. I used the observation check list to establish the application of CLT in the lesson delivery. I also filmed the lessons to use during my transcriptions. I followed the research ethics by seeking permission from the teacher before filming the lessons. Document analysis was

used to find out if teachers used CLT in their classrooms. Lesson plans are the guide which shows how a lesson will progress and the techniques which are employed for each lesson.

Most of the teachers interviewed indicated that they use CLT in their lesson delivery. However, it was on the frequency that they differed. A few teachers who were interviewed stated that they use CLT almost every day in their lessons. However, they were still some teachers who said they never really cared about the methods they used to teach English as long as the pupils were prepared for the examinations. The Code and Pedagogic Discourse theory which happens to be one of the supporting theories of the study indicates that there are many factors that influence the learning process. Mwanza (2016) argued that “Government through curriculum, syllabus, teacher training, national exams, school knowledge and the learners’ social cultural background on the other hand.” The teachers seemed to be more concerned about the performance of the learners in the final exams and not in the communicative purpose of the language. Berstein (1973) states that, “Every pedagogic discourse is characterised by power and control.” Even though the syllabus suggests the methods for the teachers to use when teaching English, the teachers have the power to choose the method which they feel is most beneficial to the learners.

From the responses from the teachers it can be established that CLT is fairly used by the teachers in their lessons. We can suppose that some teachers feel some topics or macro skills cannot be taught using CLT techniques and as such the teachers reverted to the use of traditional method that they feel can accommodate all the macro skills in English learning. Most of the teachers seemed to think CLT can only be used in grammar lessons. It must be mentioned here that even the teachers who gave the correct understanding through explanation of what CLT is also felt Communicative Language Teaching method only works well in grammar lessons. It was observed that the teachers felt CLT cannot be used to teach macro skills such as comprehension and writing skills and as such the teachers mostly used question and answer technique which is not predominantly CLT.

Marevas’ study established that teachers felt CLT eschews the teaching of grammar. This indicates that the teachers felt that grammar cannot be taught using CLT techniques unlike

the findings in my study which was opposite. However in both studies the teachers expressed ignorance on the principles of CLT. In a joint study between Mareva and Nyota (2012), the study indicated that the teachers were ignorant of the CLT principles. It is because of the ignorance of CLT techniques that teachers feel they can only teach Fluency and not competency of English. Vongxey (2013) stated that, “Various research studies showed that teachers usually used form-based instructions because they felt pressure to help students pass the exams.” This finding is shared by some teachers in my study who felt that traditional methods such as Audio Lingua were more suitable for exam preparations as they viewed CLT to be a waste of time.

The data from the lesson observations indicated that the teachers did not fully understand what CLT entailed. The teachers spent most of the time explaining the rules of grammar to the pupils. The pupils were asked to explain the meanings of the words. For example, what is a noun, pronoun, phrasal verb, verb, and clause? After the explanations the lessons took similar patterns of asking pupils to construct sentences. Vongxey (2013) stated from his study that classroom activities are still devoted to teaching grammar, translating literary texts, memorisation and rote memorisation. This was also true with the findings in my study. There was no real life like interactions going on among the learners. From the lessons observed;

Teacher A used the question and answer technique to teach the structure 'Relative Clauses' throughout the lesson. The teacher spent much time on rule explanations and defining concepts. The lesson developed in a sequence of defining concepts, then rule explanation, oral practice and finally written practice by the learners. The teacher used drills when teaching the concepts, this was done by occasionally asking the learners to repeat after him when he gave the correct meaning of word. It was also observed that the teacher punished the learners who gave wrong answers by making them stand for some time till they could get a question right. Correct answers were acknowledged by words such as 'very good', 'clever boy/girl'.

From what was observed in this lesson, the teacher did not apply CLT in his teaching at all. He like other studies had indicated was devoted to traditional methods of teaching such as the Audio Lingua and Cognitive Code approach. This was seen through the use of drills and amount of time spent on rule explanation by the teacher. The use of audio-lingual method entails that the teachers viewed language as a behaviour and that language learning is habit formation. This was clear from the use of oral drills. The use of cognitive code also implies that teachers viewed language as a rule governed system and that language teaching should follow rule explanation. While CLT does not refute the grammatical rules, it does not agree that language learning is habit formation. Therefore, the use of oral drills in the lesson was completely against the tenets of CLT which is the recommended method of teaching. The combination of audio-lingual and cognitive code approach also requires discussion. Since these two methods are built on opposing viewpoints, applying both in the same lesson results in what Weideman (2001) calls unprincipled eclecticism. While cognitive code approach promotes learning participation, audio-lingual method does not. While error is part of the learning process in the cognitive code approach, error is immediately punished in audio-lingual method as it is considered as a bad behaviour. Learning under cognitive code approach is creative while learning under audio-lingual method is mechanic. Therefore, using two methods of opposing principles in one lesson shows that blend of methods was unprincipled and one which can lead to confusion in the classroom. (See also Mwanza, 2016).

Teacher B taught composition to the learners. He used the question and answer technique throughout the lesson. It was also noticed that the teacher carried no teaching material apart from chalk. The teacher engaged the learners by way of oral questions, asking them to shout the answers and occasionally asking a pupil to write the answers on the board. The teacher gave the learners a composition which they could relate to. From what was observed, very little of the lesson was communicative. Most of the lesson was characterised by giving the format of a formal letter which entails the rules of writing a formal letter therefore even in this case we see principles of the Cognitive code approach and the Situational approach. Learners chorusing the answer also indicated an aspect of

Audio Lingual. Even though the exercise given was authentic: Write a letter to the municipal council complaining about your neighbours, garbage disposal. The exercise only came at the end of the lesson and it did not appeal to their age so much. Therefore, it did not invoke much interest in them. The non-use of CLT by the teachers confirms what Bernstein (1973) and Wodak (2004) state that the classroom is filled with power and control and that teachers may decide to use their own powers to resist the official policy as evidenced through lack of uptake of CLT.

Teacher C taught Phrasal verbs to the learners. The teacher used the question and answer method to teach. He involves the learners through oral practice. The lesson was also characterised by rule explanation. There was a bit of authenticity when the teacher explained what prepositions are by placing objects on different places and asking the learners where the object was. The teacher also used pair work to teach.

Even though the teacher used pair work to teach, the lesson could not be qualified as communicative as the pair work only involved answering the questions in the text book. No real life like situation was observed. The lesson was more inclined towards the traditional methods of the Cognitive Code approach than CLT. The teacher overlooked the use of several modalities (Mwanza, 2016) and the focus on form and not function also suggest that language was not taught as a whole (Ali, 1981)

Teacher D taught Descriptive Composition. The teacher began the lesson using the rule explanation technique. More time was spent on defining words such; noun, pronoun, adjective. The teacher engaged the learners by way of oral questions and the use of group discussion and presentation of the outcomes. The 80 minutes lesson ended before the pupils could even start writing the composition which the teacher gave them.

The teacher used the Cognitive Code approach and some aspect of the Communicative Language teaching method.

6.4 Summary

From the lesson observations above, it can be established that of the four lessons observed, only teacher C and D's lesson can loosely be called communicative because they used CLT techniques and involved the pupils more. Even though all the teachers tried to make their lessons interactive, the only technique that was commonly used was the question and answer. The teachers in all four lessons dwelt on rule explanation technique in the classroom.

The teachers failed to finish their lessons within the stipulated time as most of the time was lost during sentence constructions. The findings show the relevance of the Code and Pedagogic Discourse theory in this study. The theory studies how the teachers recontextualise the CLT method in the classroom. It helps the study to establish if the teachers' understanding and application of CLT is in line with CLT principles of teaching and learning English. Bernstein, Haugh (2009:152) "The code theory examines the reproduction of power by looking at the way content is classified and the interactions are framed." From the findings it was established that the teachers understand CLT to be group work mostly. The content of the lessons were also teacher dominated as opposed to the CLT principles. Xiaojun (1984:3) argued that, before any activity can be said to be communicative, these three conditions should be met; there should be real situations and roles, there should be need, purpose, and substance for communication and freedom and unpredictability. Going by this definition of CLT, it can be said that none of the lessons observed were communicative because they lacked the real life situations and freedom for the learners to express themselves. It was also interesting to note that the teachers who indicated that they did not use CLT in their lessons used techniques such as group work, class discussion in their lessons. This led to the assumption that the teachers did not know what CLT techniques are.

Even though we cannot over emphasise the need for planning and going with the plan in the classroom as it is a requirement and good teaching practice, only one teacher out of the six observed carried a lesson plan to class. When asked where their lesson plans were, they either left it in their teaching file or had not written any. The teachers claimed to

have a lot of work and lesson planning was seen as a mere torture by the authorities. They therefore only wrote the lesson plans just to impress the supervisors. The findings reflect the Critical Discourse Analysis theory which is one of the study's supporting theories. The theory states that there is a power struggle in society; the power struggle is between the imposers of power and the oppressed. The findings in the study establish that the teachers did not accept the imposition by the policy makers to have them write lesson plans for each lesson. The teachers stated that the act of lesson planning is tedious and they viewed it as unnecessary. They viewed it as oppression by the authorities hence, they did it reluctantly and only so that they could not get into trouble. Baststone (1995) observes that the rebellion against imposed policies are done in a manner which is subtle. From the findings we can agree with Baststone's statement in that the teachers seem to agree with the policy of using CLT and the writing of lesson plans for effective teaching however, when it comes to implementation they rebel and do what they feel is right for them. The teachers used text books and their knowledge of the subject to teach. Those that taught compositions seemed to be formulating the plan as they went along. Only teachers who taught structures had text books. It was established that the teachers did not use a variety of textbooks but stuck to the textbooks assigned to each grade. For example to teach grade 10s structure they stuck to grade 10 pupils books only other texts such as storybooks, magazines and even other grade 10 textbooks were avoided. When asked why it was so, one teacher stated that was what was put in the schemes of work. In the case we see the imposition of power by the supervisors and the indoctrination of the teachers in the failure to use their creativity and expertise contrary to the roles of the teacher as stated by principles of CLT; "A teacher should be researcher". The teachers in the study did not fulfil their role as researchers and as such failed to use a variety of reference texts in their teaching. It is clear that the power struggle as proposed by the CDA is at play. The teachers chose to abide by the schemes of work at the expense of the learners. The teachers however had some lesson plans in their files. The data collected from the files showed that teachers used the question and answer technique mostly to teach structures. Group work was the most common if not the only CLT that was used in the lesson plans. The analysis of the lesson plans indicated that teachers used the teacher centred method as

opposed to the pupil centred method as proposed by the Zambia senior syllabus. It was observed that even though the teachers said that they use CLT frequently, their lesson plans did not reflect this, and in cases where it was used, only group work among all the other CLT techniques was widely used. It would seem that the teachers in this study were not aware of other techniques that are used in CLT. Raissi and Norb (2013) argued that “in order to create real life situation contexts in class, teachers should incorporate authentic tasks as well as group discussions, debates, games, presentations and multi-media (audio and video)” There so many techniques teachers can apply however they only used group work and discussion in their lessons. It must be noted here that even when they indicated in their lesson plans that they would use the class discussion technique, it was observed with dismay that what they termed class discussion was actually the question and answer technique. In the same vein, Mwanza (2016) also observed in his study none of the teachers used modern technology or ICT in their teaching. This observation was the same as in my study as none of the teachers used modern technology or even mentioned it as part of CLT technique. Whether it was not part of their teacher training we can only speculate for now. From the study it was established that the teachers were not able to recontextualise the content to the level of the learners and present it in the manner which the learners maybe motivated and be able to learn. The teachers observed could not give situations or examples which were familiar to the learners as they stuck to what was written in the text books. Their teaching was mostly biased on rule explanation neglecting the knowledge of the learners' familiar language. At no point did the teachers use the local language to help explain some concepts which were foreign to the learners. Freeman (2000:74) noted that "an information gap exists when one person in an exchange knows something the other person does not.." Therefore to close the knowledge gap, the teachers need to present the content in a manner and language in which the learner would find easier to understand. The teachers viewed the use of local languages as a hindrance to the teaching of English contrary to the principles of CLT. This is in line with the Code and Pedagogic theory which is one of the supporting theories of this study. From the lesson plans, it was also established that teachers did not use their creativity in the choice of techniques as they just copied from each or recycled their older

lesson by just changing dates. It was interesting to note that on one of the lesson plans, the date stamp read 2015 while the date written by the teacher was 2016. Most of the dates could be clearly seen that they had been altered. In some cases the teachers who were teaching the same topic just copied from one person who wrote the lesson plan first, all the techniques and steps were the same. This practice is wrong not only because it is unprofessional but because it deals with different pupils with different capabilities and with different needs, therefore using the copying the same technique to teach all the class is against the communicative way of teaching as it lacks authenticity and does not consider the learner. It therefore, is wonder how these teachers manage to get their lesson plans stamped without the supervisors noticing the trend.

From the observations, it was established that the teachers were able to motivate the learners to contribute to the lessons by praising the learners whenever they gave a correct answer as is encouraged by CLT. One teacher tried to make pupils participate by singing a local song in chinyanja; (kambeba). It must be mentioned here that Mufulira is not a Nyanja speaking district and neither is the teacher a fluent Nyanja speaker. His reasons for choosing the song is only known to himself however this is a clear example of the powers that the teacher have to make decisions in their classes. Fairclough (1993:135) states that CDA is the discourse analysis which aims to explore often opaque relationships of causality ... the theory tries to explain why the teacher chooses one thing or method over the other. As they sang they passed on the piece of chalk and where the song stopped, the person there was to stand up and give the answer. The practice did not always yield the correct answers and when this happened, the learner was made to stand and the song resumed again. The teacher punished the pupils for their wrong answers by making them stand for some time. Munakampe (2005) study also revealed that the teachers punished the learners for their wrong answers by making them write the rules and sentences over and over. This is not part of Communicative Language Teaching principles, errors in CLT are not punishable but are condoned. The mere act of making pupils writing sentences over and over shows that the teachers were still using the Audio Lingua method.

6.5. Teachers' attitudes towards the Communicative Language Teaching Method.

One of the research objectives for this study was to find out the attitudes teachers have towards CLT. Attitudes play a big role in the adaptation of the methods and techniques teachers employ in their lesson delivery. To find out what views the teachers held, I used the one on one interview technique. The teachers interviewed expressed different views on the use of CLT in the lesson delivery. Most of the teachers interviewed for this study stated that CLT is a good method for teaching English in general. However, when asked if it was a good method for them to use in the Zambian situation, most of the teachers said it was not ideal. The reasons that were forwarded for this were that the learners were just too many in their classes. "It is difficult to teach using CLT because the pupils are too many. We have as many as 70 pupils in one class, how do you use group work?" The others felt CLT was not helpful in terms of examination preparations. They indicated that CLT was time consuming and therefore, made it difficult for them to meet their lesson objectives.

There were some teachers who held complete negative attitudes on CLT altogether. The teachers interviewed expressed that, "CLT is not helpful. The important thing is to drill pupils to pass the exams." This sentiment was brought out by a teacher who is a marker at grade 12 level. According to this teacher (grade 12 marker) there was no need to teach the pupils to be communicatively competence as he was aware of the way examinations are structured. This view was shared by other teachers who felt that what was important was for pupils to pass the final exams and that was the only way to judge who a good teacher was. The other teachers felt that CLT was not a good method as it did not help much in the producing of fluent English speaking learners. One teacher stated, "CLT is not a good method that is why we are having grade 12s who cannot speak English because we allow them to speak broken English. Very soon we will have teachers who cannot speak English." Another teacher who was not keen on CLT stated that, "This method (CLT) is not a good method no wonder pupils can't speak good English. Us who were drilled in audio lingual are far better than these pupils. Audio Lingual was better as it

made us pronounce words correctly.” This sentiment was shared by a teacher who has been in the service for 27 years.

The findings reveal that the goal of English teaching as held by the teachers was to enable pupils to pass their final exam. The learning of English for communicative purposes was secondary to passing exams. This was because according to the teachers, a good teacher was one who produced the highest number of learners with high grades. Having a class of learners who are competent orally is not a plus on its own unless they can pass the tests as well. The pressure came from the higher officers who rated the school performance on the pass rate. Since the exams were also structural framed, the teaching of oral skills and listening skills were not seen to be important. Chishipula (2016) also had similar findings on the attitudes of the teachers to teach English for exam preparations. The implications of these findings are that the teachers were not teaching English in a comprehensive way. They are still committed to the traditional methods of teaching which they felt prepared the learners better for the examinations. Even though teachers in some instances held positive attitudes, they did not always apply CLT as argued by Hui (1997) who indicated that the lack of appropriate materials and equipment, administrative constraints among others led to the mismatch between attitudes and implications.

The findings in my study are shared by many researchers. Othman (2016) “Classroom teaching practices are still devoted to secondary purposes, such as teaching grammar, translating literary texts, memorisation, rote learning..” The findings indicate that the teachers seem to prefer traditional methods as compared to CLT. These findings are shared by. Vongxey (2013) observed in his study that the negative attitude arose from low proficiency in English by the teachers who lack proper preparedness. From this we can tell that there are a number of reasons why teachers may hold different attitudes. Dijk (2004) stated that “We want to know how discourse enacts, expresses, condones or contributes to the reproduction of inequality. At the same time, we listen to the experiences and opinions dominated groups, and study the effective ways of resistance and dissent.” Critical Discourse Analysis allows the researcher to find out the attitudes of the teachers who are at the receiving end of the policies. According to CDA attitudes

are important to the implementation of policies and in this case it is important to establish what the teachers' attitudes towards CLT are. The findings are crucial to answering the question why teachers do not apply CLT effectively in the classrooms. Adedimeji (2013) stated that the teachers' choice of approach should be informed on principles but at the same time not be dogmatic." This echoes the principles of CDA in that the theory proposes that the teachers should use the methods they were trained in at the same they should be open minded about learning new and different from the ones they are familiar with. (See notes on CDA in chapter 3) Especially in cases where the methods they are trained in don't work very well, the teachers can and should use other alternative methods.

In summary, it did not always hold that the teachers with positive attitudes implemented CLT in their classrooms nor that those that held negative attitudes did not implement CLT in their classrooms. (see Hui 1997).

6.6. Challenges faced by teachers when applying the Communicative Language Teaching Method.

The data obtained from the face to face interviews established that the teachers had some challenges in applying CLT in their lessons. Among the other challenges, the teachers complained that the number of learners in their classes was too big and this made it difficult to employ CLT techniques like group work. They indicated that there was little space in the classes to form groups and because the learners were too many class management was difficult, therefore they opted to use the teacher centred methods as it was more appropriate. This is in line with Banda (2015) who stated that the number of pupils in class influenced the technique a teacher would choose to employ in his or her lesson delivery. The researcher finds this assertion rather alarming as it entails that CLT will not be employed in many schools for a long time to come as the Education for All policy demands that the number of learners in classes be large. The study by Ozsevik (2010) conducted in Malaysia also indicated that CLT was difficult to apply in a class where there is a large number of learners. What is significant in this establishment is the number difference in number in what the teachers consider 'large'. In Malaysia 30 was considered a very large number while in Mufulira the number was 60 to 70. The number

of learners considered large in Malaysia and other developed countries seem to be the normal number of learners in this study. Whether this is the difference between the developing countries and the developed countries, it is not well established.

The teachers also stated that they did not have enough teaching and learning materials in the schools to successfully employ the CLT method. They stated that they needed more books for pupils to use. The challenge of lack of learning materials was common in many studies however what is worthy of mentioning here is that all the participants in my study were only limited to teaching materials in terms of text books, none of the participants seemed to know that the multi-media and use of ICT were also part of CLT teaching and learning aids. However the studies conducted by Raissi and Norb (2013) Ozsevik (2010) indicated that respondents from Malaysia and Turkey seemed to be aware of the use of multi-media and ICT in the application of CLT in the classroom. This could be due to the fact that the two countries were more developed than the country in which this study was conducted in. What this suggests is that the teachers in this study were not exposed to these techniques during their training.

The other challenge that was noted was that the method was time consuming and as such it was difficult to meet the lesson objectives. This challenge was seen during lesson observation however, the researcher established that in most of the cases the problem of time consuming was artificial and could be avoided. The teachers to begin with did not take seriously their lesson planning and a study of the lesson plans indicated that the teachers did not allocate the time for each activity they would undertake in class. Furthermore, they did not carry the lesson plans with them to act as a guide during lessons. The complacency in the lesson planning paved way to incoherent and poor time allocation to teaching stages which saw them failing to finish their lesson within the stipulated time.

Most of the teachers stated that the low English proficiency by the learners posed a great challenge to the application of CLT in the English lessons. The teachers stated that it was difficult to use CLT because most of the learners they had were not so conversant in the English language. The teachers seem to share the views with Chishimba (1989) who felt

that the *Zambian* children are not ready to be taught using CLT techniques because they could hardly speak English. The supposition by the teachers and Chishimba confirms that the teachers do not fully understand the CLT principles. It is because of the low English proficiency among the learners that CLT was proposed in the syllabus. Richards and Rodgers (2001:156) state that the judicious use of native language is accepted where feasible. Cummins (2014, 2015) argues that translanguaging should be a norm rather than an exception in multilingual classes in order to promote epistemic access among learners of diverse language abilities. This is one of the reasons why the ministry of education included CLT as the main teaching method for teaching English at the senior level because it took into consideration the learners' background and that many are not fluent in English. The teachers seemed to be confusing the principles of Audio Lingual with those of CLT and what this suggests therefore, is that the teachers will continue using drills and other tenets of the traditional teaching methods.

In summary, the large numbers of pupils and lack of teaching materials posed the greatest problem in the application of CLT in the classroom among other challenges which was brought out. They also stated that the low proficiency in English by the learners made it difficult for the teachers to use communicative techniques.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

This chapter tries to provide the synopsis of the finding and the discussions. It gives the salient conclusions on the findings and makes suggestions for future studies as recommendations.

7.2 Conclusions

The study used the qualitative research method and employed the face to face technique, lesson observation and lesson plan analysis. The sample size consisted of 40 senior secondary school teachers from six secondary schools. The sampling technique used was purposeful as the study required only those teachers handling secondary senior classes. The conclusion will be summarised according to the research objectives accordingly.

7.2.1 Teachers' Understanding of Communicative Language Teaching.

The data from the interviews revealed that 21 of the teachers had a clear understanding of what CLT was about. They indicated that CLT was learner centred and it involved learner interaction with the use of techniques such as group work, role play, pair work and debate. 16 of the respondents had partial understanding of what CLT was all about. The findings from established that the teachers had misconceptions about CLT and this was noted from the responses they gave. The misconceptions led to the misinterpretation of the method in the classroom. Of the interviewed teachers five indicated that they had no knowledge of what CLT was. This finding led to the non-use of CLT in the classroom.

7.2.2 Teachers' Preparedness to Teach using CLT

The data from the interviews revealed that the teachers were not adequately prepared to teach using CLT. Though 30 of the participants responded that they were trained to teach using CLT when asked to explain what CLT is, most of the teachers hesitated to give their explanation and even when they did, the explanations were only partly correct. Most of the teachers narrowed CLT to group work and pair work. 6 of the respondents claimed to have been trained but could not remember what they were taught. While 5 of the participants claimed not being trained to teach using CLT at all. The implication of this

inadequacy in training manifested in the mismatch in the techniques they used. Furthermore, the teachers did not feel confident to use Communicative Language Teaching method in the classroom.

7.2.3 Teachers' Application of Communicative Language Teaching Method.

The findings from the lesson observation showed that the teachers hardly applied CLT in their lessons. Of the six teachers observed, only two teachers used pair work and group work respectively. The rest used question and answer techniques only in the classes. Even though the two used group work and pair work their lessons could not be conclusively said to be communicative as they lacked real situations and roles, and also the learners were not given the freedom to express themselves as proposed by Xiaoju (1984:3). The teachers were still devoted to traditional teaching methods. Findings from lesson observations also established that the teachers did not follow the steps which they put in their lesson plans. It was further established that the teachers did not even carry the lesson plans with them as they went to teach. In the same vein, it was established that the teachers were not willing to write lesson plans but that they did it to please their supervisors. Many of the teachers did not consider the lesson plans to be important but rather viewed the planning process as a burden.

7.2.4 Teachers' Attitudes towards Communicative Language Teaching Method

The teachers' held different attitudes towards CLT. From the data gathered from interviews, teachers held positive, negative and neutral attitudes towards CLT. The teachers who held positive attitudes were in favour of using CLT and they indicated that CLT was a good teaching method. However, those that held negative attitudes stated that the method was well suited for classroom use especially government schools where the numbers of learners were too large. Others who held negative attitudes also stated that the method was a waste of time as it did not do much for exam preparation of the learners. While those who held neutral attitudes indicated that CLT was neither here nor there, it all depended on the lesson one was teaching. They stated that sometimes it was useful

while in other instances it was not. They did not show much enthusiasm towards the method.

7.2.5 Challenges Teachers faced when using Communicative Language Teaching Method.

The respondents stated in the interviews that there were many factors that hindered them from using CLT. The teachers said that the large number of pupils was a huge hindrance in the application of CLT in the classroom. They stated that the large numbers of pupils made it almost impossible to use the group work technique as class management was hard. Another challenge that brought forward was the lack of resources in schools. The teachers lamented that the lack of teaching materials like text books made it hard for them to use CLT in the classrooms. In addition, the teachers stated that the low proficiency levels by the learners made it difficult for them to engage in CLT techniques. The teachers also stated that CLT was very involving and time consuming.

7.3 Recommendation

The study has brought to the fore a number of issues regarding the application of CLT in the classroom. Arising from this, a number of recommendations have been suggested. Some of the proposed recommendations included:

- Teachers' continued development programs to be revamped and include more demonstrations on how to apply CLT especially in multilingual and overcrowded classrooms.
- The education policy makers to consider the eclectic method in the teaching of English.
- Teacher training institutions to consider incorporating the teaching of multimodality to the teachers so that they can be well equipped to teach using variety of materials and not only be limited to text books.
- More reading materials to be bought in schools to encourage pupils to read widely. And more teaching materials to be bought.

REFERENCES

- Abahussain, M. O. (2016) *Implementing Communicative Language Teaching Method in Saudi Arabia: Challenges Faced by Formative Year Teachers in State Schools*.
- Adedimeji, M. A. (2011). Towards a Pragma-integrative Approach to the Teaching of 'Use of English' in Nigeria: A case for Human Development. In Opoku-Agyemang. K (ed). *Culture, Science and Sustainable Development in Africa*. Cape Coast: University of Cape Coast Press. 178-198.
- Al Magid, M. A. (2006). *The Effect of Teachers' Attitudes on the Effective Implementation of the Communicative Approach in ESL Classrooms*. Masters' Dissertation. University of South Africa.
- Ali, A.M. (1981). *Teaching to Arab Students*. Jordan: Al – Falah house.
- Anthony, E.M. (1963). *Approach, Method and Technique in English Language Teaching*, 17(1): 63-67
- Banda, D. (2015). *The Application of Approaches, Methods and Techniques in the Teaching of the Four Language Skills*. Unpublished LSE 232/332 module 2
- Banda, F. and Mwanza, D.S. (2015). *Language-in-education Policy and Linguistic Diversity in Zambia: An Alternative Explanation to Low Reading Levels among Primary school pupils*. Lusaka. University of Zambia.
- Batstone, R. (1995). Grammar in Discourse: Attitude and Deniability. In G. Cook and B Seldhofer (eds) *Principle of Practice in Applied Linguistics*, Oxford University Press, PP. 197-213.
- Beauchamp, T. L., and Childress, J.F. (1983). *The Principle of Nonmaleficence. Principles of biomedical ethics*, 106-147
- Bernstein, B. (1973b). *Class, Code and Control*. Vol. 2. London: Routledge and Kegan Paul.
- Byrne, B. (2004). *Qualitative Interviewing. Researching Society and Culture*, 2: 179-192.
- Breen, M.P. & Candlin, C.N. (2001). The Essentials of a Communicative Curriculum in Language Teaching. In Herwings, A. & Hall, D.R.(EDS). *Innovations in English Language Teaching*, pp. 9-26. New York, NY: Routledge.

- Bryman, A. (2008). *Social Research Methods (3rdeds)*. Oxford University Press.
- Brown, H.D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey. Prentice Hall.
- Brooks. J. G., and Brooks. M. M. (1999). *In Search of Understanding: The Case for Constructivist Classrooms*. ASCD.
- Burns, R. (1997). *Introduction Research Methods (3rded)*. to Melbourne: Longman.
- Burns, N. and Grove, S.K. (2003). *Understaanding Nursing Research (3rded)*. Philadephia: W.B. Saunder.
- Carrol, J. B. (1966). The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages. In A. Valdman (ed), *Trends in language Teaching*, 93-106. New York: Mc Graw-Hill.
- Chishimba, M. M. (1989). The Communicative Approach to Language Teaching: Themes and Approaches for Zambian Schools. *Zambia Educational Review*. 6 (1)
- Chomsky, N. (1965). *Aspects of Theory of Syntax*. Cambridge Mass: MIT Press.
- Chishupula, J.(2016). *Factors Hindering Teachers of English Language From Implementing Communicative Language Teaching (CLT) Approach: A Case Study of Selected Secondary Schools in Chongwe District. Zambia*. Lusaka: University of Zambia.
- Cohen, L., Manion, L.,&Marrison (2011). *Research Methods in Education (7thed)*. Abingdon: R.outledge
- Coskun, A. (2011). Investigation of the Application of Communicative Language Teaching in the English Language Classroom-A Case Study on Teachers' Attitudes in Turkey: *Journal of Linguistics and Language Teaching*. Vol. 2. Issue 1
- Cresswell, J. W. (2003). *Research Design: Qualitative,Quantitative, and Mixed Approaches*. Thousand Oaks, CA. Sage.
- Cresswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Incorporated.
- Curriculum Development Centre.(2012). *Senior Secondary School English Language Syllabus*. Lusaka. CDC.
- Fairclough, N. (1992). *Discourse and Social Change Cambridge*: Polity Press.

Halliday, M. A. K. (1975). *Learning how to Mean: Explorations in Developments of Language*. London: Edward Arnold.

Hancock, M. P., Russell, S. H., and McCullough, J. (2007). *Benefits of Undergraduate Research Experiences Sciences*. Washington, 316 (5824): 548-549

Haugen, C, R. (2009). *Recontextualisation of Trainable Learning Strategies and Social Background. In Contextualisations and Recontextualisations of Discourse Equity in Education* (pp. 143-167). Phd Thesis. Trondheim: Norwegian University of Science and Technology.

Helt, R.C. (1982). Developing communicative Competence: A Practical Model. *The Modern Language Journal*, 66(3) pp 255 -262.

Huckin, T., Adrus, J, and Clary-Lemon, J. (2012). Critical Discourse Analysis and Rhetoric and Composition. *National Council of Teachers of English*, 61 (1): 107-129.

Hui, L. (1997). *New Bottles, Old Wine: Communicative Language Teaching in China*, Forum, 35/4, PP. 38-47, retrieved from <http://e.usia.govt/forum/vol35/no4/p34.htm>.

Hymes, D. (1972). On Communicative Competence. In J. B. Pride and J. Holmes (eds), *Sociolinguistics*, pp. 269-93. Harmondsworth: Penguin.

Hymes, D. (1979). On Communicative Competence. In Brumfit, J. and Johnson, K. (Eds), (1979) *The Communicative Approach to Language Teaching*. HongKong: Oxford University Press: 5-26.

International Journal of English and Literature Vol. 3. ISSN: 2226-6348.

Jensen, L. (2001). Planning Lessons. In M. Celce Murcia & L. McIntosh (eds). *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle&Heinly.

Kashoki, M. (1978). Between Language Communication in Zambia. In Kashoki M., and Ohannessian, SE, *Eds Language in Zambia*. London: International African Institute: 123-143.

Kasonde, N.S. (2013). *Writing a Research Proposal in Education Research*. Lusaka: University of Zambia.

Kilfor, W,R. & Van der Walt, C. (1997). *Learn 2 Teach*. Pretoria, RSA: Van Schaik.

- Kobo, J.M. (2013). *Communicative Language Teaching: A Composition of the Lesotho Form E (English) and South African Grade 12 FAL (English) Curricula*. Stellenbosch University.
- Kombo, D. K. & Tromp, D. L. A. (2011). *Proposal and Thesis Writing*. Nairobi: Paulines Publications Africa.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language (2nded)*. Oxford University Press.
- Latham, B. (2007). Sampling: What is it? Qualitative Research Methods, available at [http://webpages.acsttu.edu/rlatham/coursework/5377\(Quant\)/samplig_methodology_paper](http://webpages.acsttu.edu/rlatham/coursework/5377(Quant)/samplig_methodology_paper). Pdf (July 16, 2014)
- Leedy, P. D. (1993). *Practical Research: Planning and Design. (5th Ed)*. New York: Macmillan Publishing Company.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Lungu. E. C. (2006). *The Effectiveness of Communicative Approaches and Traditional Methods on Reading and Writing Achievement in English in Grade Eight in Selected Zambian Basic Schools*. Unpublished Phd Thesis. The University of Zambia.
- Mak'oibila. L. A. & Onchera., P. O. (2013) English Language Teachers' Choice of Second Language Teaching and Learning Theories in Eldoret Municipality. Kenya. *Educational Research* (ISSN:2141-5161) Vol. 4 (10) PP 693-701
- Mamun, A. (2011). *Effectiveness of Audio-Visual Aids in Language Teaching in Tertiary Level*. Dhaka: BRAC University
- Mareva, R. & Mapako, P. F. (2012) Secondary School Teachers' Concept of Communicative Language Teaching: A Case for Masvingo District- Zimbabwe. *In International of Accademic Research in Progressive Education and Development*. Vol. 1. No 3. ISSN: 2226-6348.
- Mareva, R & Nyota, S. (2012). Structural or Communicative Approach: A Case of English Language Teaching in Masvingo Urban and Per-Urban Secondary Schools. *Internal Journal of English and Literature Vol. 3 (5), 103-111*

- Maryslessor, O. A., Barasa, P. L. & Omulando, A. C. (2014). Challenges Teachers Face in the Approach in Teaching listening and Speaking Lessons in Lugerari, Kenya. *International Journal of Science and Research (IJSR)*. Vol. 3. Issue 9
- Mhundwa, P. H. (1998). *Communico-Grammatical Strategies for Teaching ESL: An Applied Linguistics Approach*. Gweru: Mambo Press.
- Ministry of Education (1977). *Educational Reform: Proposals and Recommendations*. Lusaka: Government of the Republic of Zambia Printer.
- MOE, (2012). *Senior Secondary English Language Syllabus*. Lusaka: Zambia Educational Publishing House.
- Motsoeneng, S. W. (2003). *The Non-effectiveness of the Communicative Language Teaching Approach (CLT) in the Teaching and Language of English as Second Language of English as Second Language (ESL) in Selected Black High Schools in Lower Umfolozi District in Kwazulu-Natal*. Unpublished Masters Dissertation.
- Munakampe, Y. H. (2005). *A Critical Approval of the Communicative Approach in Selected Lusaka Basic Schools*. Unpublished Masters' Dissertation. The University of Zambia.
- Mwanza, D. S. (2016). *A Critical Reflection on Eclecticism in the Teaching of English Grammar at Selected Zambian Secondary Schools*. Unpublished PHD dissertation. University of Western Cape.
- Neuman, L. W. (2011). *Basics of Social Research: Qualitative, Quantitative Approaches (3rd ed)*. New Jersey: Pearson.
- Onchera, O.P. & Manyasi, N. B. (2013) Functional Writing Skills for Effective Communication: The English Language Classroom in Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 4(6) : 842-847 @ ScholarlinkResearch Institute Journals (ISSN:2141-6990).
- Ozservik, Z. (2010). *The Use of Communicative Language Teaching (CLT): Turkish EFL Teachers' Perceived Difficulties in implementing CLT in Turkey*. University of Illinois.
- Parahoo, K. (1997). *Nursing Research: Principles, Process and Issues*. Hampshire: Macmillan.

- Paulista, S. & Gomez (2014). *The Application of Communicative Language Teaching: A Particular Case in a Polish Primary School*.
- Patton, M. Q. & Cochran, M. (2002). *A Guide to using Qualitative Research Method*. Available:
<http://fieldsearch.msf.org//msf/bitstream/10144/84230/1/qualitative%20methodology.Pdf> or research
 %% 20 methodology. Pdf(2014, September 27.)
- Raissi, R. & MohdNor, F. (2013). *Teachers' Perceptions and Challenges Regarding the Implementation of Communicative Language Teaching (CLT) in Malaysian Secondary Schools*. 236- Proceedings of the Global Summit on Education.
- Rahman, S. M & Karim, S. M. S. (2015) Problems of CLT in Bangladesh: Ways to Improve. *International Journal of Education Learning and Development*. Vol.3, No 33, pp.75-87.
- Richards, J. (2006). *Communicative Language Teaching Today*. Retrieved from http://www.professorjackrichards.com/pdfs/communicative_language_teaching_today_v2.pdf.
- Richards, J. C. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching. A Description and Analysis*. Cambridge University Press.
- Ridge, E. (1992). *Communicative Language Teaching: Time for Review*. Spil Plus, 21: 95-108
- Richards, J. C. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching. (2nd edition)*. Cambridge. Cambridge University Press.
- Savignon, S. J. (2002). *Communicative Language Teaching: Linguistic Theory and Classroom Practice*. In Savignon, S. J. (ed). *Interpreting Communicative Language Teaching*. New Haven: Yale University Press. 1-27
- Singh, P. (1997). *From Software Design to Classroom Practice: An Australian Case Study of the Gendered Production, Distribution and Acquisition of Computing Knowledge. Feminist Critical Policy Analysis: A perspective from Primary and Secondary Schooling*, 109-133.

- Singh, P. (1997). Review Essay: Basil Bernstein (1996). Pedagogy, Symbolic Control and Identity. *British Journal of Sociology of Education*, 18 (1): 119-124.
- Skehan, P. (1998). *A Cognitive Approach to Language Teaching*. Oxford: University Press.
- Sjoberg, S. (2007). Constructivism and Learning. *International Encyclopedia of Education*. Oxford: Elsevier. (On-line). Disponivel: http://folk.uio.no/sveinsj/constructivism_and_learning_sjoberg_pdf. Recuperado.io
- Stevens, P. (1987). In Long, H and Richards, J. C. (1987). *Methodology in TESOL B Book of Readings*. London: New Bury House Publishers.
- Taber, K. S. (2011). Constructivism as Educational Theory: Contingency in Learning, and Optimally Guided Instruction. *Educational Theory*, 39-61.
- Van Dijk, A. T. (1996). Discourse, Power and Access. In C.R. Caldas-Coulthard, and M. Coulthard (eds.). *Texts and Practices: Readings in Critical Discourse Analysis*, London: Routledge, pp. 84-106.
- Van Dijk, A. T. (2004). *From Text Grammar to Critical Discourse Analysis: A Brief Academic Autobiography Version 2*.
- Vongxey, H. (2013). *The Implementation of Communicative Language Teaching (CLT) in an English Department in Lao Higher Educational Institution: A Case Study*. New Zealand: United Institution of Technology.
- Wali, N. H. (2009). *Eclectism and Language*. *Al-Faith Journal*. No. 39. Diyala University College of Basic Education.
- Weideman, A. (2001). The Old and the New: Reconsidering Eclecticism in Language Teaching. *Linguam*, 17 (1) : 1-13. Doi org/10.5785/17 -1-131
- Wodak, R. & Kendall., G. (2007) *Forum Qualitative Social Research*. Vol. 8, No. 2, Art. 29.
- Xiaoju, L. (1984). In Defence of the Communicative Approach. *English Language Teaching Journal*, 38(1) 2-13

APPENDICES

APPENDIX I

LESSON OBSERVATION GUIDE FOR RESEARCHER

AREA OF OBSERVATION	YES	NO	COMMENTS
PREPATION -Evidence of CLT techniques on lesson plan			
Use of role-play in lessons			
Use of games in lessons			
Use of group-work in lessons			
Use of simulation in lessons			
Use of dramatisation in lessons			
Use of multi-media in lessons			

APPENDIX II

INTERVIEW GUIDE

SECTION A

1. Gender: _____
2. Work place: _____
3. Department: _____
4. Position: _____
5. Period of service _____
6. Qualification level _____
7. Name of institution trained _____

SECTION B

8. What is Communicative Language teaching method/approach?
9. What are the techniques used in CLT?
10. Do you use these techniques in your lesson?
11. How often do you use these techniques in your lesson?
12. Do you find CLT techniques to be effective when teaching English?
13. How do pupils find CLT techniques?
14. Do you find any challenges when using these techniques?
15. According to you, what approach seems to be most effective in teaching English language and why?

Appendix iii: lesson plan

HIGH SCHOOL

LESSON PLAN

SUBJECT: ENGLISH NAME: _____ CLASS: 12T3 PERIOD: 3-4
 TEACHING AIDS: CHALK, CHALKBOARD NO. OF PUPILS: 59 DATE: 20.01.16 TOPIC: ENTREPRE-CLAZE
 REFERENCE: G 12 PPLS TEXT BKS DURATION: 80 MIN

LESSON OBJECTIVES: At the end of the lesson pupils should:

- i) - Read the given cloze exercise (passage)
- ii) - Find the missing grammatical and vocabulary
- iii) - Write the individual work/exercise

RATIONALE: - Write the individual work/exercise

PHASE/DURATION	WORK TO BE DONE TEACHER'S ACTIVITY	PUPILS ACTIVITY	METHOD
80 MIN Step 1 10 MIN	INTRODUCTION Tr: Asks ppls what they did in the previous lesson Tr: Takes time to remind ppls what they did previously Tr: writes the word cloze on the board and asks if ppls know anything about it.	EXPECTED ANSWER VOCABULARY An exercise was written and marked	Question and Answer Class discussion Individual work
Step 2 50 MIN	DEVELOPMENT Tr: Goes through the steps 1. Reading of the passage 2. Check the tense, topic or subject of the passage 3. Check the words before and after the blank spaces 4. Leave the difficult ones and come back to them later	EXPECTED ANSWER A passage or group of sentences where some material (words or phrases) have been removed.	Class Discussion Question and Answer
Step 3.	ILLUSTRATION Tr asks a pupil to find the answer to the following sentence on the board Due - heavy rains, I could not travel.....	EXPECTED ANSWER TO	

Appendix iv: lesson plan

PHASE/DURATION	WORK TO BE DONE		METHOD
	TEACHER'S ACTIVITY	PUPILS ACTIVITY	
Step 4	<p>WRITTEN EXERCISE</p> <p>Tr: Asks ppls to do exercise on page 6 of ppls text books in their ex bks. Q 1-15</p>	<p>EXPECTED ANSWER</p> <p>Trs guide used for answers.</p>	
Step 5 10min	<p>CONCLUSION</p> <p>Tr marks ppls work and encourages others to make corrections</p>	<p>PPLS: Hand in their books for marking</p>	
Step 6	<p>FOLLOW-UP</p> <p>Tr: Discussed with ppls, the answers in class</p>		<p>class discussion</p>
Step 7	<p>HOMEWORK</p> <p>Tr: Asks pupils to do Question 16-20 on page 6 as homework</p>	<p>EXPECTED ANSWERS</p> <p>Trs guide</p>	


SON EVALUATION: ppls participation was good. The class discussion was conducted and individual work given.

EVALUATION:

Rationale for the lesson:

Appendix v: letter of consent

*Revised to
what school?*


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

30 SEP 2016
PROTECTOR GENERAL'S OFFICE
P.O. BOX 443

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

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

Date: 06-09-16

TO WHOM IT MAY CONCERN

Dear Sir/Madam


RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. PATRICIA M. ZULU..... Computer number 2015131191..... 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


06 SEP 2016
ASSISTANT REGISTRAR
Emmy MUBENI
P.O. BOX 32379, LUSAKA

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
30 SEP 2016
HEADTEACHER'S OFFICE
MUFULIRA SECONDARY SCHOOL
P.O. BOX 40894, MUFULIRA