

**A CRITICAL APPRAISAL OF THE COMMUNICATIVE APPROACH  
IN SELECTED LUSAKA BASIC SCHOOLS**

THESIS  
M. Ed.  
Mun  
2005  
C.I

By

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A dissertation submitted to the University of Zambia in fulfilment of the requirements for  
the degree of Master of Education in  
Educational Psychology

The University of Zambia

October 2005



## DECLARATION

I, Yvette Hamusonde Munakaampe, do hereby declare that this dissertation represents my own work, and has not previously been submitted for a degree award at this or another university.

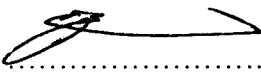
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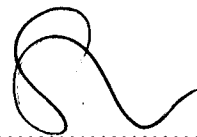
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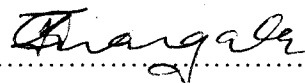
## APPROVAL

This dissertation of Yvette Hamusonde Munakaampe is approved as fulfilment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia

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## ACKNOWLEDGEMENTS

It would not have been possible for me to accomplish this academic achievement without support from other people. My gratitude goes to my supervisor, Professor C. P. Chishimba and Dr. K. Muller, my co-supervisor for their guidance. I would also like to thank the office of the Provincial Education Officer for Lusaka, for the kind reception. From the basic schools that I visited, many thanks go to the management teams and all the teachers who responded to my questionnaires. My gratitude also goes to Mr. Batra Kasimbo and Mr. Darius Kaluba, whose assistance during fieldwork was invaluable.

In a special way I wish to express my sincere gratitude to Dr. M.M. Chishimba and Mr. A. Moonga for their encouraging comments. I would never forget to heartily thank the friends of my friend, from the school of Engineering, who understood my struggle and showed me kindness and respect.

Many thanks to my children: Collins, who never lost hope, Nelson, who prayed and journeyed with me, and Margaret, who suffered many long hours of my absence from home. Many more thanks to my dearest GM for everything; words cannot express how I feel.

Most of all, I thank God the almighty for bringing all these people into my life.

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## **DEDICATION**

To Zamiwe Buumba Nyirenda for the joy you brought into our lives

## ABSTRACT

The purpose of this study was to establish the level of implementation of the communicative approach to English language teaching and possible constraints expressed by teachers. The study focused on four areas, i.e., the training that teachers had received, the presence of real life communication and pupil response during English lessons and the creation of conducive classroom and school environments. Ninety Grade Five class teachers from selected Lusaka basic schools participated in the study. Data was collected through questionnaires, interviews and observations.

The results indicated that regardless of the type and amount of training, teachers were not implementing the communicative approach and that they did not understand the underlying psychological processes of language learning. It was also found that 76% of the teachers did not see it as the best approach to English language teaching at Grade Five. It was further found that there were no communicative exercises in the classrooms, pupils displayed little activity during the English lessons and that the school environments were not conducive for the approach.

Based on the findings it is recommended that the Ministry of Education embark on deliberate support programmes such as introducing training intervention for all teachers implementing the communicative approach, a monitoring structure that will include teacher trainers, and reducing English classes to manageable sizes. It is further recommended that the support services should include supplying material resources such as supplementary readers, activity kits, charts, cue cards, and picture rolls to classrooms. Lastly, it is recommended that the Grade Seven English examination should test communicative skills.

## **CHAPTER 1**

### **INTRODUCTION**

This dissertation is based on the results of a study that focused on establishing the successes and possible constraints in the implementation of the communicative approach to English language teaching at Grade Five in Zambian basic schools. Grade Five was selected because it is the foundation level for the implementation of the approach. The aim of the first chapter is to present an overview of the communicative approach in Zambia as the background information to the study, the research problem, objectives of the study, and the research methodology. Chapter two consists of a literature review. The research methodology is discussed in chapter three, and data is presented and discussed in chapter four. Chapter five consists of conclusions and recommendations.

#### **The Background to the Communicative Language Teaching Approach in Zambia**

As the most important official language, English is used for many purposes in Zambia: it facilitates interaction in routine daily lives such as official duty, business, public media information and entertainment. Most importantly English is the language of education. The implication is that if English is not extensively and properly taught, it may reduce pupils' chances of educational success. A child who, at any stage, displays lack of skill in the language of instruction may not be expected to cope with the other demands of the curriculum. For this reason, English Language, as a school subject, has continued to occupy a central place in the school curriculum.

Zambia has undergone two major English language curriculum changes since independence. The first one was in 1966, when the English Component of the

Zambia Primary Course (ZPC) was introduced to replace the "Day-by-Day- English Course". Whereas the former "Day-by-Day- English Course" used Grammar translation methods, the English Component of the ZPC used the Audio-lingual methods of language teaching. The approach of the English Component of the ZPC to language teaching was behaviourist-structural. It was typical of the audio-lingual designs of the 1950s and early 1960s. It assumed that children would master English by mastering its structural blocks and rules. Speech was regarded as the starting point. Aeth (1992:16) observed that the course relied on a well-defined and unvarying methodology with few techniques of English Language Teaching (ELT). The mechanical process of habit formation viewed repetition drills as the most effective way of getting learners to form correct habits. It used a very structured and rigid approach including instruction details, dialogue drills, and prescribed sequence of lessons. Teachers who took part in the 1983 evaluation exercise reported that they found the English component too prescriptive, repetitive and, boring.

Kelly (1994) described how the ZPC did not encourage an actual understanding of word meaning as a negative result of the prescribed restrictive rote-teaching. He reports on a class, which responded, "I am 12 years old" to the question "How old are you?" indicating that little attention was paid to meaning during language drills, and he emphasized the need for changing or revising the course. Bransford, Brown and Cocking (1999) concur with Kelly by stating that the emphasis on mechanical drilling and forming of rigid Stimulus-Response associations prevent children from processing the semantic components of a new language and to express their own meaning.

The communicative approach to language teaching in Zambia is being implemented through the Zambia Basic Education English Course (ZBEC), which was introduced in 1992 to replace the English component of the ZPC. The process of curriculum change from ZPC to ZBEC began in 1983 with an evaluation carried out by the Ministry of Education (MOE) under the auspices of the Curriculum Development Centre (CDC).

According to Aeth, (1992:13), it was hoped that the ZBEC course would provide ‘... a greater balance between accuracy and fluency activities and afford pupils the opportunity to become more actively engaged in the language learning process. It was assumed that children would acquire enough basic language skills from Grade One to Grade Four to be ready for exposure to the communicative teaching approach at Grade Five, which was considered the foundation level for the approach. At this level of education, the pupils are around eleven years old. According to Piaget (1972: 20), they are on the threshold between the ‘*formal-operational*’ stage (7 to 11), and the ‘*concrete operational*’ stage (12 to 15) in their process of cognitive development. At this level of development they are seen to be able to engage in abstract thinking, and to be responsible for their own learning as principal actors in a communicative classroom. Therefore, it calls for teachers who are well versed in ways of preparing and setting up pupils’ learning tasks and understand that they are facilitators of learning rather than the sources of knowledge.

Being an approach rather than a set of prescribed teaching methods, its success depends on the teacher’s proficiency in classroom management skills, strategies, and techniques in deciding on what to teach, when to teach it, and how to approach the task teaching it. It was designed in response to ‘...new findings in psycholinguistics

and educational psychology’ (MOE 1995: Foreword).

According to the Grade 1-7 Syllabus, and Teachers’ Handbooks, at the end of Grade 7 pupils should be able to manipulate accurately the core structures of English, use English effectively and appropriately in situations they are likely to meet inside or outside of school. At the end of basic school the Ministry of Education expects that every pupil should have attained a suitable level of competence in the communication skills of speaking, listening, reading and writing.

**The structure of the Zambia Basic Education English Course (ZBEC)**

As illustrated by Figure 1 below, the syllabus takes a theoretically cyclical approach and consequently the same functions are either repeated or referred to at various stages of the course. The spiral approach is demonstrated by the Grade 1-7 syllabus. It does not introduce any new materials, but is a consolidation of the entire course.

Figure 1: The Structure of the English Basic Education Course

| GENERAL AIMS                |                             |                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| TERMINAL OBJECTIVES         |                             |                             |                             |                             |                             |                             |
| GRADE 1                     | GRADE 2                     | GRADE 3                     | GRADE 4                     | GRADE 5                     | GRADE 6                     | GRADE 7                     |
| <u>Specific Objectives</u>  | <u>Specific Objectives</u>  | <u>Specific Objectives</u>  | <u>Specific Objectives</u>  | <u>Specific Objectives</u>  | <u>Specific Objectives</u>  | <u>Specific Objectives</u>  |
| Listening & Speaking Skills | Listening & Speaking Skills | Listening & Speaking Skills | Listening & Speaking Skills | Listening & Speaking Skills | Listening & Speaking Skills | Listening & Speaking Skills |
| Reading Skills              | Reading Skills              | Reading Skills              | Reading Skills              | Reading Skills              | Reading Skills              | Reading Skills              |
| Writing skills              | Writing skills              | Writing skills              | Writing skills              | Writing skills              | Writing skills              | Writing skills              |

The aims of the terminal objectives are achieved through the practice of specific objectives. Here the grammatical and lexical exponents, which range from simple to complex, are listed against each objective in the grade-by-grade objectives.

The specific objectives are constant while the depth of the learning material increases as pupils progress from one grade to the next. As a foundation level, Grade Five is considered important because it must lead to pupils being able to manipulate the core structures of English accurately by the end of Grade 7. In addition to being expected to use English effectively in all situations pupils are also expected to be able to express and find out intellectual attitudes, to express personal meaning such as emotional and moral attitudes, use language to get things done, and to use language for social purposes. They should further be able to express concepts and relationships, and to talk about quality and quantity, understand the most common and useful grammatical terms and their functions, and acquire an active vocabulary of about 1500 – 2,000 words. Stress and intonation should also be within an acceptable range (MOE, 1995).

### **The Curriculum Documents of the Zambia English Basic Education Course**

A close look at the documents reveals that, true to the requirements of the Communicative Language Teaching approach, teachers are expected to be well equipped with different approaches, methods and techniques in language teaching. They should also realise the need for a teacher to possess an understanding of the process of learning. The purpose for flexibility in planning and organising lessons is to enable both teachers and pupils to respond to different situations.

There is a syllabus for the lower and middle basic classes. Apart from this syllabus, there is a handbook containing the general aims and objectives for the entire course. The third one is the Grade-by-Grade Syllabus. The syllabi expand the objectives and also give exponents for each objective. The Grade-by-Grade objectives are identified under the same headings in both the lower and the upper grades. The progression is clearly seen, as the exponents become more and more complex, by the grades.

Secondly, there are teachers' handbooks. The first one gives the teacher guidelines on how to use the syllabus to prepare schemes of work, and the Teachers' Guide gives detailed instructions for language games, dialogues, and the preparation of teaching aids such as puppets, drawings and charts.

Thirdly, pupils have a textbook, which is also the course book. It suggests classroom activities and it also integrates all the components of the language course. In each unit of the pupils' book, the centre of interest is the reading passage. Lastly, there is the exercise book, which is the pupils' workbook.

In an effort to make the learners independent, self confident and competent users of English, the course gives freedom to teachers. The Teachers' Guide for the basic education course provides the units rather than lesson plans. Teachers are expected to use them to prepare their own schemes of work. They handle the unit, which should take about two weeks to cover, as a whole. If they do not find it necessary to cover a particular objective before moving on to the next, they may prepare their own sequence from the table of contents, and their records of work only requires to indicate the unit, activity and the page number. In addition the teachers are expected to build their revision scheme systematically into their teaching notes for many units,

and may switch from one method to another as one lesson may integrate all the communicative language skills: speaking, listening reading and writing.

### Scope and sequence

The other aspect of the curriculum that needs to be looked at is that of scope and sequence, which may be better appreciated if the components are examined separately because they run as separate syllabi through out the course.

Table 1. The writing syllabus showing scope and sequence and the spiral approach

| GRADE | PRESENTATION                                                                           | H/WRITING                                                                                          | SPELLING                                                                                                                 | PUNCTUATION                                                                                                               |
|-------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1     | Form patterns and letters neatly                                                       | Copy from the board to practise hand and eye co-ordination                                         | Spell identified words correctly                                                                                         | Copy capital letters when they are used                                                                                   |
| 2     | Review Grade 1 work, copy date, write neatly                                           | Copy correctly, neatly and with greater control                                                    | Spell correctly begin, to keep personal, spelling dictionary<br>Take dictation                                           | Capital letters full stop, when they are used.                                                                            |
| 3     | Head each piece of work, copy neatly accurately from the board                         | Copy words and sentences containing alphabet neatly, motor control, lines margin punctuation       | Spell correctly, identified words from each unity, follow phonic rules, take dictation, continue teaching tails, cursive | Capital letters, full stop, capitals, when they have not been supplied                                                    |
| 4     | Review of the above, write neatly and legibly at all times                             | Neat cursive, margins, lines and punctuation.                                                      | Spell correctly identified words from each unit, dictation, and personal dictionary.                                     | Use punctuation, run on sentences, passages, question marks full stop, and capital letters.                               |
| 5     | Review of Grade 1-4 work: Date neatness, accuracy heading. Underlining writing legibly | Grade 1-4 work, cursive, neatness, punctuation marks                                               | Take dictation of several sentences show that they can use words from their personal/dictionary.                         | Logical order, cues sequence expanding notes tables, charts, picture, sentences paragraphs, address on envelopes          |
| 6     | Review of Grade 1-5 work                                                               | Copy cursive, lines, margins, punctuation marks use printed script neatly H/writing, signs notices | Spell correctly identified words from each unity, dictation. Grammatical rules, passing on messages                      | Run-on sentences, lists proper Nouns, heading subjects punctuation possessives, addresses contractions controlled writing |

Source: Ministry of Education, 1995

## **Implications for English Language Teaching in Zambia**

Aeth (1992:13) has observed that the new approach entails a major shift in the teaching approach and kinds of classroom activities required. He also observes that materials provide a greater balance between accuracy and fluency. The course has numerous language activities and tasks without any dominant methodology to guide the teacher. The Communicative Language Teaching approach sees making mistakes as a result of the process of learning. It emphasises getting the message across and encourages allowing learners to think creatively by making 'true for me' statements.

Chishimba (1982, 1985) however, had cautioned that the approach would not work because of the complexity of the language situation for the ordinary child who is growing up and being educated in Zambia: While Kashoki (1970, 1978) observed that the average Zambian school going child did not have the motivation to want to speak English, especially outside the classroom. Serpell (1978: 434) states that due to the contrast between the school and home environment, the child '... has little hope of applying to the learning tasks at school the skills and knowledge he has acquired at home...' Chishimba, therefore, suggested that it would not be possible for schools and teachers to give pupils the English language experiences required for the Communicative Language Teaching approach both in the classroom and in the school environment. Although the communicative approach has been in use in Zambia since 1992, no study was found to focus on the implementation of the approach at Grade Five, its foundation level. In view of this background, it was seen as important to go to the classrooms not only with questionnaires, but also interview schedule and observe teachers as well as pupils, in order to establish how the approach is currently working in Zambia at Grade Five.

## **The Statement of the Problem**

Since it had not been established as to what extent teachers have adapted to the Communicative Language Teaching approach, the study aimed at investigating the implementation of the communicative approach and to explore possible constraints as expressed by teachers at Grade Five and also as observed in the classroom as well as the school environment. The following areas were investigated: the teachers' preparedness to implement the approach in terms of training; the presence of exercises that encourage pupils to engage in real life communication in the classroom processes, and how pupils respond to the teaching. Classroom as well as school environments were also observed for facilitating the approach.

## **The Purpose of the Study**

The purpose of the study was to conduct a critical appraisal of the communicative approach that would help establish its level of implementation and possible constraints expressed by teachers towards the approach at the Grade Five level in selected Lusaka basic schools.

## **Objectives of the Study**

1. The first objective of the study was to find out if teachers were trained and prepared well enough to be able to implement the communicative approach effectively. The questions emanating from the first objective of the critical appraisal are as follows:
  - a. What types and what amount of training have the teachers received to be able to implement the communicative approach?
  - b. What is the teachers' general opinion of the ZBEC English course?
  - c. What is the teachers' understanding of the causes of some of the

- most common errors committed by pupils in areas such as spelling, inflections for tense, plurals, and subject-verb agreement?
- d. How do teachers perceive the relations among correctness, accuracy and fluency in the classroom?
2. The second objective was to establish whether there were real life communicative exercises in the classrooms during the English lessons. The questions emanating from the second objective of the critical appraisal are as follows:
- a. Is there sufficient real life communication in the classroom?
  - b. What roles do pupils play in terms of eagerness to speak, write, read or listen?
  - c. How do teachers handle grammatical errors committed by the pupils, i.e., wrong forms of English?
3. The third objective of the study was to establish if and how teachers and schools create classroom and school environments that are conducive for the implementation of the communicative approach. The questions emanating from the third objective of the critical appraisal are as follows:
- a. How do teachers appreciate learner qualities?
  - b. How do teachers perceive pupils practising the use of taught language skills in the classroom?
  - c. How do teachers evaluate whether school environment encourage practising the use of taught language skills?

## **Definition of Terms**

**Approach:** Theories about the nature of language learning that is the source of principles of language teaching (Richards and Rogers, 1986: 15).

**Basic School:** A government school offering the Zambian Basic Education Course from Grade 1 to Grade 9.

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

**Curriculum Implementation:** The process of putting into practice an idea, programme or a set of activities (Fullan, 1982: 248).

**Method:** The overall plan for the presentation of language material (Richards and Rogers, 1986: 15).

**Syllabus:** The curriculum document, which gives specifications about the graded levels of linguistic proficiency, expected from learners.

## **Chapter 2**

### **LITERATURE REVIEW**

#### **Introduction**

The literature review will firstly focus on how the research findings in developmental psychology that are relevant to the Zambian education have influenced educational theory and practice. Thereafter, it will describe the objectives of the communicative approach to language teaching and its significance for the Zambian Basic Education Course (ZBEC). Finally, the literature review will focus on the research literature related to issues of curriculum.

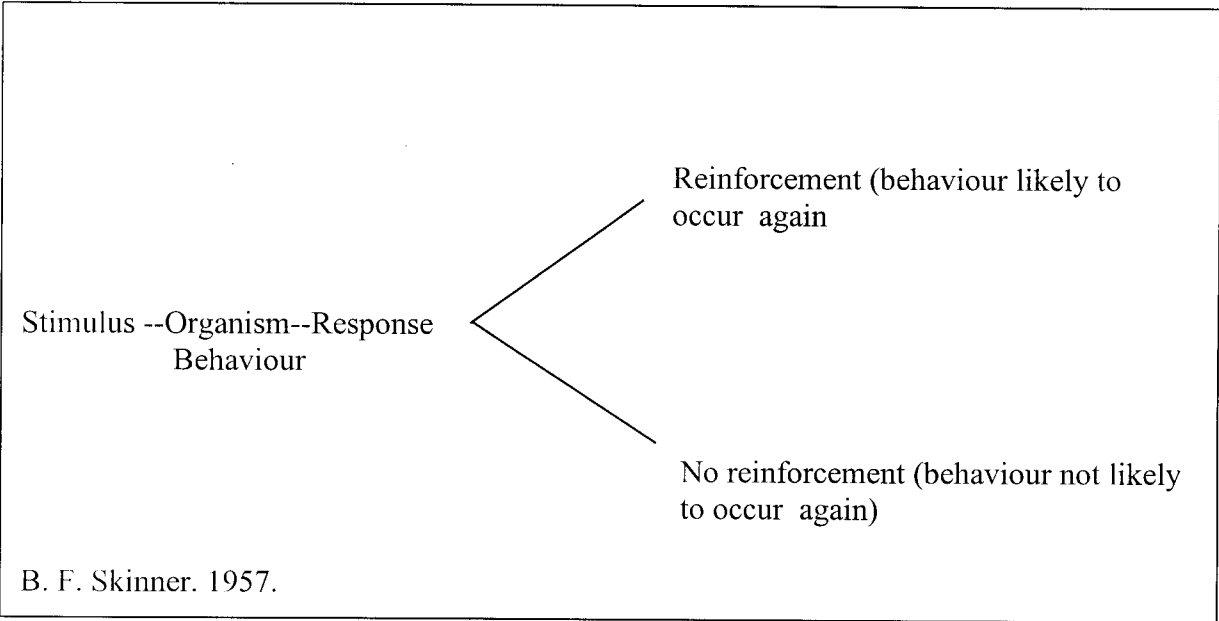
#### **The Influence of Developmental Psychology on Educational Theory and Practice**

Piaget is one of the 20th century researchers in developmental psychology whose findings on the acquisition of knowledge through 'active learning' have influenced educational theory. This theory of learning is contrasted with the S-R conditioning theory suggested by Russian Psychologists who were getting dramatic and impressive results with their animal experiments around 1900. Ivan Pavlov (1849-1936) experimented with animals and observed that if for some time a bell rang before giving food to a dog, the dog would eventually salivate at the ringing of the bell even before the food was presented to it. Pavlov concluded that animals, including human beings, learnt in a similar manner.

B. F. Skinner enhanced the theory that all learning occurred as a result of conditioning. After experimenting widely, he concluded that behaviour was affected by a series of rewards and punishments, i.e. its consequences. He said that people were rewarded and punished, for example, so that they would behave in different

ways. According to this school of thought, a human being as an organism is capable of a wide repertoire of behaviours whose occurrences depend on stimulus, response and reinforcement.

Figure 2: A summary of Skinner’s findings



On the other hand, Ginn (2003: 1) reports that Piaget was interested in the development of knowledge and how children came to know their world. He observed their behaviour and used a set of standard flexible questions to study their cognitive development. He discovered that children's answers led to clues that helped him understand their thinking. Without considering any of their answers right or wrong, he searched for patterns of logic and reasoning in children’s thoughts. Piaget (1972: 20) concluded that intellectual development was a result of the interaction of inborn abilities and factors in the environment, and that ‘...to understand is to discover, or reconstruct by rediscovery. Such conditions must be complied with if, in the future, individuals are to be formed who are capable of production and creativity and not simply repetition’. This is the basic principle of active learning that has continued to influence curriculum development and teaching methods.

## Stages of intellectual development

According to Ginn (2003: 2) Piaget claimed that children pass through a constant sequence of four different stages of thinking and reasoning at different periods in their development. A child cannot skip a stage or reorder them. However there are some variations in the ages at which children attain a particular stage. The first stage is called the '*Sensorimotor* stage', which relates to the first two years of age. The mental structures are mainly concerned with the mastery of concrete objects. This stage is characterised by repetition of circular reactions and egocentricity.

The second stage is called the '*Pre-operational*' stage relating to two to seven years of age. At this stage children are still unable to form abstract patterns and classify objects by a single feature. They learn to use language and to represent objects by images and words. Much mastery of symbols takes place at this stage. However, thinking remains egocentric, children have difficulties taking the viewpoint of others. After the pre-operational stage, they go into the '*Concrete operational*' stage at seven to eleven years. Thinking is more coherent and operations are reversible. They also begin to learn the mastery of classes, relations, numbers and how to reason. Objects are classified according to several features and children can order them in series along a single dimension such as size, time, or weight. From this age they enter the '*Formal operational*' or abstract thinking stage at twelve to fifteen years. This stage deals with the mastery of thought. Thinking is becoming more logical and abstract. Children begin to test hypothesis systematically and they begin to understand transformation, inversion, reciprocity and identity (Huitt and Hummel 2003: 1).

Piaget's approach to learning emphasizes that children cannot learn something until they achieve the necessary prerequisites through maturation. The ability to learn any cognitive content is always related to their stage of cognitive development. Matavelli (1978: 20) concurs with Piaget and writes: '...teachers should be able to assess the child's present cognitive level, their strengths, and weaknesses, implying that they should respond to the learner's changing styles of learning.

Lenneberg (1967) theorised in accordance with Piaget that the acquisition of language is an innate process determined by biological factors that limit the critical period for acquisition of a new language from roughly two years of age to puberty. He held the conviction that after the process of lateralisation is complete, children are capable of logical manipulation of symbols related to concrete objects. Mental actions are reversible, and egocentric thoughts diminish. It can be stated that Zambian children, are no exception to the proposed stages that are related to intellectual development. To this effect, Ginn (2003: 3) reports that Bruner's studies among different cultural settings, including Senegal in West Africa, confirmed Piaget's findings. It can therefore be said that children's stages of intellectual development within the context of their environment appear to be the same across different cultural settings. Further, their order of appearance seems to be constant. However, Bruner claims that the onset age of the stages might vary in different cultural settings.

### **Assimilation, accommodation and equilibrium**

Matavelli (1973: 40) explains the function of the mental structures and writes: 'Intellectual growth involves three fundamental processes: assimilation, accommodation, and equilibrium. Assimilation involves the incorporation of new

events into pre-existing cognitive structures. Accommodation means their existing structures change to accommodate new information. This dual process, assimilation-accommodation, enables the child to form schemata. Equilibrium involves the person striking a balance between him or her and the environment; between assimilation and accommodation. For Piaget, equilibrium is the major factor in explaining why some children advance more quickly in the development of logical intelligence than do others.' When a child experiences a new event, disequilibrium sets in until he or she is able to assimilate and accommodate the new information and thus attain equilibrium.

Writing about language learning, Brown (1980) seems to concur with Piaget by stating that the analysis of errors made in language learning reveals the development of an interlanguage, or a set of rules made up by the learner that map the new language onto their native language. Methods of teaching should allow enough time for this process to take place, implying that a child may not perform well in a class testing exercise if it is administered immediately after the introduction of a new concept. Therefore, whereas the old audio-lingual methods of the Zambia Primary Course prescribed continuous testing after lessons, the communicative approach does not encourage extensive testing.

### **How children learn**

Piaget's findings may be applied to the science of education in several ways. They afford a means of assessing individual student's capacity for benefiting from a programme of instruction and diagnosing his difficulties. They also offer guidance for planning the contents of curriculum as a whole in the light of established norms

of development. Lastly, they suggest methods of teaching once the curriculum has been decided (Boyle, 1976).

Piaget has shown that:

1. Learning is not a spontaneous process, but is provoked by situations. The changes in linguistic behaviour, which are brought about by learning, are limited to the specific intellectual structures required to deal with the particular situation. Traditional teaching looked at language learning as S\_R conditioning. Now the emphasis is on how a learner constructs his own language. Knowing something means acting on it and mentally transforming its properties. An operation always forms part of a total structure, and this structure must exist in some form before the child is able to operate upon the language.
2. Physical maturation is not sufficient to explain how intellectual structures appear. Both Piaget and Bruner seem to agree that these intellectual structures appear at different ages in different cultural settings, while their order of appearance is constant. Some times children learn out of logical necessity. It is not always that the structures of concrete operations depend on experience.
3. When faced with new information, a child will have to react in order to compensate for the disturbance that the new information causes. Equilibrium means he has attained reversibility and can balance information in one direction by another transformation in an opposite direction. The most advanced level of equilibrium is that of formal operations, where any transformation in one direction can be balanced by a transformation in another direction. In the

progression from the sensorimotor to the stage of formal operation equilibrium is crucial.

4. The S-R paradigm of classical learning theory is inadequate as an explanation of learning because stimulus is defined as something that cannot occur unless the organism has the appropriate structure that makes the response possible. In another sense, potential response must exist before the stimulus, otherwise the organism will not respond as desired.

Piaget suggests that the essential element in behaviour change is the structure that makes a response possible. S-R cannot therefore lead to intellectual development because it is limited to physical experience: it cannot occur unless the organism has the appropriate structure that makes the response possible. In a sense, potential response must exist before the stimulus.

This leads to the model of schema: The hypothesis of schemata is that the organism will be able to recall and relate new information to the old. In this way the past has an influence and facilitates learning. Past experience is kept in a pattern in which the organism tries to fit in new information. This pattern is the schema. A person relies upon his schemata from time to time because he becomes conscious of the schematic structures within himself. This is done by abstraction or symbolising. As the situation demands it can be by non-verbal such as images or physical patterns or by language. According to Piaget, this operation begins as early as when the child first learns to make patterns of its own vocal sounds.

Similarly, children who are learning English in a classroom have to fit the phonetics, syntactic patterns and word formations of new language into the schema with only patterns of the first language.

Huitt and Hummel (2003: 3) state that the central theme of Piaget's findings is that both learning and thinking involve the participation of the learner. While knowledge is transmitted verbally, it must also be constructed and reconstructed by the learner. Piaget asserted that the child must interact with his environment in order to know and construct knowledge about it. The learner must not be regarded as a vessel to be filled with facts.

Moulton (1970) agrees to a great extent with Piaget in that he, too, has been intrigued by how children seem to learn languages easily. He advises that when an adult learner describes the target language as being difficult they should remind themselves that there are children, as young as three or four, who can speak the difficult language fairly fluently. He also suggests that perhaps by observing how children acquire in language the home, classroom practice could be enhanced. Some of his observations are as follows:

### **Mimicry and imitation**

In the home children learn the language as it comes (Moulton, 1970). They will copy what they hear and say what they are told to be the correct form. From these correct forms children use analogy to say things which they have never heard before. For example if each time a child is shown his/her chair he/she is told 'sit', that child will begin to call the chair "sit. In a similar manner they will also call a cup 'drink', a hoe 'dig', and so on. Later they will make such analogies as: walk – walked and go-

goed, cup – cups and man – mans. The people they talk to are aware that they are in the process of learning and they keep on reinforcing the correct forms the child has mastered. This way, the older members of the family teach him/her to say only the correct things. The following is a summary of his observations:

### **Practice**

In the home environment the child practices so much. He/she spends so much time at the language talking with his/her parents, brothers and sisters, if any. If no one else is around, they either talk to their toys or themselves.

### **Relevance**

Everything the child learns is relevant to his/her environment. This gives them the opportunity to practice saying the same things over and over again. If they learn to call a dog ‘goggie’ it will please the whole family so much that even older of the family will start calling it ‘goggie’ for some time just to please the child. At the same time, they may also reinforce it towards the correct form or the name of the dog. He/she will also be seeing and calling the dog several times in a day.

### **Making generalisation**

From a logical point of view, one would expect that since a child learning English in their natural environment would begin with correct forms such as: ‘go – went’, ‘break – broke’, and then extend them to new items by *generalisation*. On the contrary, what happens is different: the first past tense a child learns may be the correct form of an irregular verb. However, as soon as the child learns the past tense of a new word such as: ‘walk – walked’, or ‘help – helped’, the new words seem to replace the correct forms of the regular verbs and the child will

now tend to make such utterances as *breaked*, *goed*. They may also make such utterances for new plurals as: *'foots'*, *'feets'* or *'footses'* learnt from *'boxes'*. The regular forms seem to push out the correct form of the irregular forms by over-generalisation. The child may take a long time to relearn the correct forms. Since such utterances are not reinforced they eventually drop out of his/her vocabulary.

It is interesting to note that the child makes utterances, which he/she has never heard from adults around them. Therefore they are not imitations, but a result of their own attempt at regularity and analogy in their language. In a normal Zambian learning situation these utterances may be classified as wrong forms, and a child who delays in grasping the prescribed correct form may be labelled dull and stupid. , since the literature has suggested that utterances that are commonly called errors or wrong forms are made in the process of learning, the study explores and leads to an understanding of how teachers treat these utterances .

Moulton suggests that the experiences of language learners in general must be similar to what children undergo when they are learning their first language. According to Slobin (1971) Bruner conducted studies among different cultural settings, including Senegal in West Africa. From these studies, he concluded that children's intelligence within the context of their environment is the same across different cultural settings. He also observed that the scope of any such environment is wide enough for any community to deal with their social and natural environment for survival.

The language is used to express the experiences they go through in a given geographical setting. Investigation into child speech has shown that children's language acquisition process is common in all first language learning situations. Benjamin Bloom has categorised instructional learning objectives into three:

### **Psychomotor**

Teaching skills should include psychomotor – perceptual strategies, ie. what kind of practice do children need after or during initial teaching?

### **Cognitive**

While teaching cognitions elaboration provides for opportunity for new thought, content. Will they be listening, experimenting, note taking, comparing and contrasting, arguing, critiquing, inventing discussing, developing ideas, defending, justifying, analysing and explaining?

### **Affective**

Teaching affects calls for personal commitment and emotional involvement. It involves relating learning experience to personal life, cultivating trust and freedom, and appreciating age, maturity, and respect for one another. Since it is in the attitudes, there must be interaction with the children and also the milieu. Over and above, the teacher must provide the role model that the children need. Bloom (1976) agrees that the school can enhance learning by creating an environment as close as possible to the natural environment.

## **The Mastery Learning Model**

Bloom (1956), and educational psychologists from the University of Chicago developed a taxonomy of educational objectives that would facilitate mastery learning. He has expressed the view that encountering favourable learning conditions enhances mastery, motivation and the rate of learning. His Mastery Learning Model advances memory, translation, interpretation, and application. He suggests that

analysis, synthesis and evaluation are the factors teachers should seek to satisfy in order to help the memory of their pupils.

Bruner (1966) concurs with Bloom in that under certain conditions children can grasp aspects of knowledge at an earlier age than generally held, and that the school can enhance learning by creating these conditions. His studies among English speaking children have also shown that if a child is brought up in an institution, or if it is hospitalised for a long time, its linguistic growth will be slowed down due to limited reinforcement from the people around him.

A major theme in Bruner's theoretical framework is that learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. As a result the learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e. schema, mental models) provides meaning and organisation to experiences and allows the individual to go beyond the information given. As far as instruction is concerned, the teacher should try and encourage students to discover principles by themselves.

The teacher and student should engage in an active dialogue; the main task of the teacher is to present information to be learned to match the learner's current state of understanding. He suggests that the curriculum should be organised in a spiral manner so that the student continually builds upon what they have already learned. Bruner (1966) states that a theory of instruction should address the students' predisposition towards learning, the ways in which a body of knowledge can be

structured so that the learner can most readily grasp it, the most effective sequences in which to present material, and the nature and pacing of rewards and punishments.

According to Bruner (1993, 1996), good methods for structuring knowledge should result in simplifying, generating new propositions and increasing the manipulation of information for effective instruction. He suggests that the programme takes readiness into consideration. The implication is that instruction must be concerned with the experiences and contexts that make the student willing and able to learn. Secondly, he recommends the spiral organisation of instruction. This aspect would enable the learner to grasp new information easily. Instruction should be designed to facilitate extrapolation and or fill in the gaps.

### **Implications for English Language Teaching in Zambia**

Piaget's findings are important for Zambian education. By emphasizing active learning and a learner-centred educational philosophy, the Zambian education policy follows a Piagetian-inspired curriculum. The Zambian education system (MOE, 1996: 44,45) attaches great importance to the improvement of the quality of education through a 'learner-centred' educational delivery. Modern educational scientists use this term to refer to environments that pay careful attention to the knowledge, skills, attitudes, values and beliefs that learners bring to the classroom. According to the policy document of the Ministry of Education (MOE, 1996: 44), implementation should stimulate learning through inquiry, guided discovery, problem solving, application, and similar activity-based teaching and learning method.

In line with the proponents of cognitive functional objectives in language learning who advocate that there is much more to language learning than skill acquisition, the

policy document (MOE, 1996:32) recognises that “knowing has shifted from being able to remember and repeat information to being able to find it and use it. The ZBEC (CLT), which was viewed as a new approach to Teaching English as a Second Language (TESL), was a major shift from the traditional behavioural functions to the understanding that learners must be allowed to think and to make sense out of the language they are learning. The policy document states that “The curriculum should respond to the child's unified outlook on life by itself being unified and integrated. ...Hence, the curriculum as taught should stimulate learning through inquiry, guided discovery, problem solving, application, and similar activity-based teaching and learning methods” (MOE 1996: 44).

A Piagetian-inspired curriculum emphasises active learning based on a learner-centred educational philosophy. Teaching methods, which suggest teacher lectures, drilling, emulation, lecture demonstrations, presentations, and programmed instruction should be avoided in learner centred education. Instruction should be individualised as much as possible and children should have opportunities to communicate with one another, to argue and debate issues, while the teacher functions as the facilitator of knowledge to guide and stimulate the pupils. The teacher should present pupils with materials and situations that allow active learning. They must also allow children to make mistakes and learn from them. Learning is much more meaningful if the child is allowed to experiment on his or her own rather than only listen to the teacher lecture. Piaget encourages working together in project work, seeking information and desiring to communicate their acquired knowledge with those around them in their natural social environment. He suggests that under conducive conditions children might grasp aspects of knowledge at an earlier age than generally assumed, and encourages schools to enhance learning by creating

these conditions (Boyle 1970:120).

## **The Communicative Language Teaching Approach**

### **Background**

The practice of the communicative approach to language teaching in Zambia must be understood and evaluated against what the literature reveals about its origin and suggested classroom processes. It began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguists on speech acts.

Wilkins (1972) was one of the scholars whose writings contributed towards the development of the Communicative Language Teaching approach. He proposed the synthetic and analytic organisation of language syllabi. He described the notional categories of communicative competence such as: time, sequence, quantity, location and frequency, and the communicative functions that express the speaker's intention such as request, refusal, offers, denial, and complaints. Hymes (1972:19), too, described the sociocultural indicators of communicative competence as the ability to use language in terms 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, and lastly, whether (and to what degree) something is in fact done, and what its doing entails.

Widdowson (1979:117-142) suggested that communicative competence has to do

with rules of both grammar and use. While he emphasised the communicative value in linguistic systems found in text and discourse in terms of cohesion and coherence; Munby (1978) suggested that the distinction of 'usage' and 'use' is based on the notion of 'effectiveness for communication referring to sociocultural orientation, sociosemantic basis, and discourse level of operation. Later, Canale (1983) and Swain (1980) identified four communicative competencies that a learner needs to be equipped with the following competencies:

### **Grammatical competence**

Grammatical competence is the same as linguistic competence, or the knowledge of grammar. It refers to what Hynes (Hymes (1972:19) calls "what is formally possible."

### **Discourse competence**

Discourse competence refers to the interpretation of messages and how meaning is represented in relationship to the discourse.

### **Socio-linguistic competence**

Socio-linguistic competence has to do with the understanding of what language to use in different socio contexts in which communication becomes necessary or occurs.

### **Strategic competence**

Strategic competence refers to the ability of the speaker to cope with communication demands and make up for inadequacies. Related to these competencies, a hypothesis developed by Swain (1980) states that a comprehensible input, referring to opportunities to produce comprehensible

messages in the target language, is necessary. This is called the “comprehensible input Hypothesis.”

Howatt (1984) described two versions of language learning: a weak vs a strong one, i.e. ‘learning to use English’, vs. ‘using English to learn it’, while Johnson and Littlewood (1984:74) suggested that a display of language acquisition indicates both cognitive and behavioural skill development, and argued that in order to attain skill, ‘practice’ was the most important contribution. Both Savignon (1983) and Berns (1984) emphasised that social interaction, involving expression, interpretation, and negotiation of meaning were important for the acquisition of communicative competence. The functional view of language visibly stands out in the writings of the scholars that contributed towards the development of the communicative approach.

The advantage of the communicative approach is that it gives pupils enough realistic and whole language experiences. They learn how to communicate using appropriate social language, gestures, or expressions. Richard and Rodgers (1986: 66) state that Communicative Language Teaching pays ‘systematic attention to functional as well as structural aspects of language. According to Galloway (1993: 3), the theory behind this approach looks at language as communication, and its goal is communicative competence as in the culture of the target language, and she observes that the communicative approach has been successfully adapted to all levels of language teaching. As different proponents of Communicative Language Teaching emphasized different aspects of the approach it has been adapted to different teaching methods known under different names such as: Notional-Functional, Teaching for Proficiency, Proficiency-based Instruction, and Communicative Language Teaching.

## **The approach**

### **The theory of language**

It follows that the functional view of language should be behind the Communicative Language Teaching approach to language teaching. From the literature, it can be gathered that there are two principles that may be cited as learning theories. The first one is that the learning activities presented must involve real communication, which promotes learning; and the second one is that the learning tasks must be meaningful to the learner.

### **The design**

Some of the objectives of the Communicative Language Teaching approach are that pupils will learn to use language as a means of expression, and that they will learn to use the new language as a means of expressing their values and judgements in ways that best meet their communication needs. The Communicative approach to language teaching often uses a functional-notional syllabus.

### **Some examples of communicative exercises**

During a communicative classroom exercise, pupils form their own different opinions of the topic. After that discussion may follow in English about their experiences and viewpoints. Because of the wide variety of activities used, it is difficult to summarize the procedures in communicative classes. Some examples of such classroom activities are presented below:

## **Cue cards**

The teacher begins by handing out cards, each with a different name printed on it. Then he or she may model an exchange of introductions in English. Using appropriate language and gestures, he or she explains the task and encourages and gets the students to introduce themselves and ask their classmates for information. In such learning activities the teacher does not ask questions whose answers she/he already knows. Seeking information is just like in real life experiences because the teacher is interested to find out what happened. The pupils are responding in English to a question in English. They cannot predict the answers, as they are each holding cards with their new identities written on them so that there is an authentic exchange of information.

## **Eavesdropping**

The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Willetts and Thompson of the Centre for Applied Linguistics. Students are assigned to listen to a conversation in the target language in a public place. As they report back, they answer some general questions about their experience, such as: who was talking, their approximate ages, where they were when they eavesdropped, what they were talking about, what they said, and if they found out that someone was listening to them. The exercise puts students in a real life situation.

Richards and Rodgers (1986) suggest that an evaluation of some performance indicators to assess the presence of the Communicative Language Teaching approach in a language classroom may be conducted by looking out for the following:

- what is paramount between meaning and rules;

- memorised dialogues and drilling
- dialogues that centred on communicative functions;
- effort at achieving effective communication;
- effort at achieving correct pronunciation;
- whether or not interaction is encouraged;
- learner qualities are appreciated (such as age, pace of learning, mental age, previous experiences, environment, first or other languages);
- what is encouraged among reading, listening, writing, and speaking (i. e. learners creating their own language);
- variation between function and meaning;
- attempt to motivate the pupils;
- the teacher can predict what language children will use; and
- the goal between fluency and accuracy or acceptable language.

Therefore, the literature has brought out the three elements of theory in Communicative Language Teaching:

1. Learning is facilitated by real life communication.
2. Learning tasks that are meaningful to the learner also facilitate learning.
3. Language that is meaning to the learner enhances the learning process. This implies that the selection of learning tasks and activities should be based on the learner's meaningful and authentic language use.

### **The Role of the Teacher in the Communicative Approach.**

Gerngross and Puchta (1984: 92) suggest that in a communicative classroom, the teacher takes the role of a facilitator and listener rather than that of a speaker. He or she exposes the pupils to three aspects of communicating in the function of the target

language: the linguistic, social and strategic context. Larsen-Freeman (1986: 20) emphasizes that the teacher should be a patient listener,' as this is what makes their own lessons more communicative. The teacher encourages easy communication with his or her pupils, as well as among the pupils. After setting up the exercise based on a real life situation, he/she steps back and observes, or acts as a referee by helping to increase pupils' responsibility to participate in order to gain confidence in using the whole target language. The question to ask is: to what extent are teachers at Zambian basic schools practising what is suggested above?

### **Teacher training and curriculum implementation and curriculum change**

The classroom and school situation might, however, not be in line with the idealistic demands of the communicative approach as the official curriculum in Zambia. Darling-Hammond (1998: 646) recommends that teachers who have to implement a new curriculum should increase their knowledge, intellectual awareness and capacity to redesign their teaching practices as the official curriculum changes. Haamujompa (1987: 16) observed that, the majority of teachers are understood to have little understanding of curriculum theory. He emphasized that the classroom can only be bettered by teachers who are able to plan, use, evaluate and criticize the curriculum, which is not possible if they cannot understand it. Chishimba (1985: 40) had cautioned teachers against accepting a curriculum they could not critique.

McLaughlin (1998: 82) states that since teachers form the connection between educational policy and implementation, they should teach the official curriculum. However, a curriculum may be difficult to implement if training does not prepare teachers adequately for classroom practice. Fullan (2000:75) shows how important the preparation of teachers for curriculum implementation is. He cites the study done

by Lortie, which focused on what teachers do and think as they implement a curriculum. It was based on 94 interviews conducted in Boston with both primary and secondary school teachers. The findings of this study revealed that training does not prepare teachers for the classroom adequately, and that teachers continued to struggle with different anxieties privately (p. 119). He found that each teacher was virtually autonomous with respect to classroom decisions, selecting materials, determining class organization, and choosing instructional procedures (p 122). Fullan (2000) observes that a young teacher who is confronted with such a situation may either use any methods to try and make an impact, or relearn his or her methods from a veteran teacher.

This may be true of Zambian teachers because Haamujompa (1987:14) noted that in Zambian primary (middle basic) schools, where every teacher is a teacher of English, "...it is assumed teachers have to make the decisions about their practice, and that, sometimes, they use criteria other than those specified" Aeth (1992:13-14) states that although in preparation for the implementation of the Zambia Basic Education Course, the Ministry of Education worked in collaboration with the ten teacher training colleges to make the necessary changes in the training programmes, these colleges were not ready to effect the changes as they too had been prepared to teach how to use Zambia Primary Course methods, and the end result was stagnation into 'half understood routines performed irrespective of classroom reality'.

Eight years after the introduction of the Zambia Basic Education Course Kelly and Kanyika (2000:3) conducted a National Assessment of learning achievement among Grade Five pupils in Zambian basic schools. They evaluated the learning achievement among 8,000 Grade Five pupils drawn from 400 schools. Among the

skills that were tested was basic reading for comprehension in English.

Some of the findings of the National Assessment are important for the successful implementation of the communicative approach in Zambia. Although they reported a low achievement level of 33% in the specified English language skills, they found that most Grade Five teachers in basic schools were well-educated and highly dynamic professionals. They also reported that teachers made use of various teaching strategies and methodologies, and that they monitored pupil performance through homework and extensive testing, which may be indicative of the presence of audio lingual teaching methods where testing was done continually in order to have constant feedback.

Mulenga, Lamminmaki, Ahonen, Chakulimba and Lyytinen (1997), who drew their sample comprising 14 head teachers and 58 teachers from 14 schools in Lusaka, found results that were similar to Kelly and Kanyika's findings. They sought to determine what influenced pupils' reading skill levels in Zambia. Mulenga et al. reported that some of the findings of the study agreed with Kelly and Kanyika that although teachers in basic schools were well educated and displayed enthusiasm for the job, many of their pupils either read poorly or were illiterate. The studies cited above seem to indicate that teachers in Zambian basic schools have the academic attainments required to teach at this level, but they may lack teaching proficiency.

Boyle (1970:113) and Slobin (1976:7) also suggest that classroom language teachers need to have an understanding of the process of learning in order to enhance individual pupils' benefit from a curriculum, by diagnosing and paying attention to their difficulties. Although she focused on reading problems, Constable (1984)

conducted a study, which is relevant for the present study in that it shed some light on Zambian (basic school) teachers' understandings of the psychological process of learning in relation to the curriculum they were implementing. The study involved 270 Primary school teachers, and 59 Teacher Training college tutors. Constable's study observed unsatisfactory teaching methods as one of the causes of low achievement in English. Constable (1984:2) suggested that one contributing factor to low achievement was the unsatisfactory teaching methods, as many teachers did not seem to be aware of psychological processes involved in learning to read. Although Constable's study was lacking in observational advocacy, Aeth (1992:4) concurs with her by stating that teacher-training courses in Zambia lacked on pedagogical competence of students but rather concentrated on "knowing about linguistics and methodology rather than 'knowing how to teach'. He writes that this is reflected in the lesson plans and schemes of work that are in accordance with the models. He reports that he observed many student teachers who failed to adjust their lessons to some other more appropriate activity even after discovering that most of their pupils were not able to read from the material presented for a lesson which involved reading.

### **Teacher resistance to curriculum change**

Research has shown that a curriculum may fail due to teacher resistance. For some reasons, teachers may resist a curriculum change and make it difficult to implement it. Chikalanga (1980) conducted a preliminary study involving in-service teachers from Kitwe Teacher Training College. He investigated the methodological aspects of the Zambia Primary Course, and he found out that Zambian teachers did not adjust to a new syllabus because they considered the methods they were originally trained in

as being the best. Aeth (1992: 16) also states that teachers teach the way they were taught and not the way they were taught to teach.

A report by Simpson (1979) on teacher behaviour shows that professional teachers do not easily change their methods to adopt the new teaching methods. Reporting on the Nicaragua Literacy Campaign, he concurs with the view that teachers seem to take their own experiences of education or initial training as the most important basis for their teaching methods and may display a suspiciously neutral attitude towards change.

More than anyone else before him, Zvaiwa (1981) brought to light some teacher behaviours in Zambia that indicate resistance to change. He conducted a study aimed at finding out whether teacher competencies were adequate in order for them to use the available teaching materials in the implementation of the English Component of the Zambia Primary Course (ZPC). He based his study on 20 primary schools, involving 300 teachers in Lusaka Rural. He found that old teachers who had pre-service trained to teach in vernacular languages spoke with nostalgia about the old methods of the Day-by-Day English Course which had been phased out in 1966, and believed them to be better than those prescribed by the ZPC curriculum. Zvaiwa concluded that the English curriculum in the ZPC was being implemented poorly. In addition, Zvaiwa's study is important because he brought to light the fact that some teachers' pre-service training was so rigid, that they would resist being successfully retrained in any new method.

A study conducted by Miller (2001: 704) on the Mexican experience demonstrates that it is very difficult to have all the teachers implement a new official curriculum.

The study sought to find out to what extent teachers used the official curriculum. He conducted classroom observations, interviews, and administered questionnaires over a period of twenty years. He found that although cursive writing was removed from the curriculum in 1972, and only reinstated in 1992, 38% of the teachers taught cursive writing during this period. In 2001, after it had been reintroduced into the official curriculum, only 49 % of the teachers were teaching it. Therefore it is possible that teachers may outwardly display that they have accepted the new curriculum but teach according to how they were taught or to what they think is the best way.

### **The Importance of Pupil Motivation in a Communicative Classroom**

Motivation of pupils in the classroom is the most important factor for the success of the Communicative Language Teaching approach. Galloway (2003:1) writes:

“ Pupils’ motivation to learn comes from their desire to speak, write, read or listen in a way that is meaningful to them.” Lack of motivation may lead to failure to acquire the expected competence as explained by the Affective Filter Hypothesis. According to the "*Affective Filter Hypothesis*" in acquiring a second language, comprehensible input may not be utilized if there is a "mental block" that acts as a barrier to language acquisition. The filter becomes active when the learner is unmotivated, lacking confidence, or concerned with failure. The filter however is inactive, when the learner is not anxious and is trying to become a member of the speaking group. Exercises should therefore be communicative in the real sense and they should motivate the pupils by treating topics of their interest, at an appropriately challenging level.

## **The Role of Pupils in a Communicative Classroom**

The scene of a communicative classroom is supposed to be active because the motivated pupils engage in activities that promote learning through the use of the target language as they carry out tasks that they find meaningful to them in terms of expressing their value judgements. They learn to express English functions that meet their own needs in real life. A classroom during a communicative activity is far from quiet, however. The students engage in most of the speaking, and, frequently, the scene of a classroom during a communicative exercise is active. Sometimes pupils have to leave their seats to complete a task. They gain confidence in using the target language in general because they are eager to participate. This way, Larsen-Freeman (1986) observes that, pupils become more responsible managers of their own learning. This implies that the classroom must be set up for the communicative approach in terms of space and the arrangement of furniture so as to allow movement, discussion, and exploration. The classroom should be supplied with teaching and learning aids such as picture roles, cue cards, puppets, and appropriate reading materials.

However, research has shown that the reality of the ordinary Zambian basic school classroom might be different because pupils do not seem to be motivated. William's (1993) study for example observed English Language teaching practices and pupil's responses in Grade Four classrooms in Zambian basic schools. Grade Four is the final grade for preparing pupils for communicative lessons at Grade Five. He recorded that Zambian pupils displayed poor reading habits and that they neither spoke nor read English aloud except when repeating after the teacher. He cited teacher training college lecturers who agreed that Zambian teachers were poorly trained since the teaching of reading had not received enough attention. Williams

reports: "...a large number of pupils appear to flounder through lessons in a 'miasma' of incomprehension. One has the impression that they expect to be mystified by the educational experience."

It seems, therefore, that as they are being received from lower basic school into Grade Five, Zambian school children are not competent to engage in communicative exercises. In view of pupils speaking English only after the teacher, Chishimba (1985: 44) had observed earlier that "...the current situation is that the majority of teachers in the primary schools are imperfect speakers of English..." and that "...these teachers cannot bring about a generation of better speakers of English than themselves."

Labov (1972: 124) also suggested that speech patterns for modelling in second language teaching should be based on the grammar and pronunciation of a speech community, rather than an individual member of the community because the speech behaviour of a community is more regular and systematic, while that of an individual is '...a mosaic of unaccountable and sporadic variation.' However he adds that (where properly trained teachers and appropriate resources are available), it is possible that individual grammar can be modelled successfully. In view of the above, unless teachers are well trained, they might not be trusted as role models for pupils.

### **The Importance of Creating Conducive School Environments**

Another important aspect that enhances motivation and learning in the communicative approach is the creation of school environments that the practising communities needed to surround the children. Hammerly (1987) found that learners attain proficiency if they become involved in a "*community of practice*" of the target

language. This term refers to the larger community surrounding the learner. In such a community, learning a new language includes learning certain beliefs and behaviours to be acquired as target language experiences.

From their studies on the acquisition of a second native language by immersion pupils, Lambert and Tucker (1972) showed that a language practising community, rather than the classroom, enhances second language proficiency. They observed that there was no relationship between second language proficiency and time spent in the classroom. What seemed to influence proficiency among second language learners was the exposure to the language environment in or outside the school.

Kashoki (1970,1979) observed that the average Zambian school child does not possess enough motivation to speak English outside the classroom. Consequently, all the reinforcement, follow-up activities have to take place within the classroom. The CLT classroom should be set up for exploration, enquiry, debate, arguing and discussion. Creating conducive learning environments by relaxing the classroom atmosphere is very important for teachers in the Communicative Language Teaching approach. Research has shown that learning may be difficult if the environment is hostile.

A case study of Zambia, carried out by Africa (1980) indicates another problem that might affect the creation of a conducive language environment. The study investigated the role of English in multilingual states. The sample consisted of 211 respondents from six sub-populations including primary and secondary school pupils and teachers from urban and rural areas and their parents. Among other findings, Africa (1980:22) recorded that, although they displayed much enthusiasm for

teaching, many teachers in primary schools were not proficient users of English, and therefore, they could not be seen as role models for their pupils. He also reported that some classrooms in which English was taught and spoken had no natural atmosphere of English. In addition, no English was heard outside the classrooms, indicating that the school environment was not conducive for the active use of English. The researcher also found that some teachers at primary schools did not implement the curriculum as specified. Africa found that classroom atmospheres were often not relaxed and many pupils exhibited low levels of motivation for learning English.

The literature indicates that Zambian Grade Five pupils in basic schools are often not exposed to sufficient community practice in English language, teachers should encourage the use of English within the classroom and the school environment so that pupils can practice the use of the English language skills they are taught.

It is, therefore, important to find out if Zambian teachers have been prepared well enough to fulfil the roles expected of them in the successful implementation of the communicative approach at Grade Five.

## **Summary**

For the communicative approach to be implemented successfully at Grade Five in Zambian basic schools, teachers have to be well prepared for communicative classrooms through comprehensive pre-service as well as continual in-service training. Such training programmes should be based on children's language acquisition and their stages of thinking and reasoning at different stages of intellectual development. In order for them to participate actively in communicative activities, pupils too should have acquired the necessary levels of proficiency in

English by the time they enter Grade Five. The other language programmes to which children are exposed before they reach Grade Five should have taken care of their language learning requirements at the earlier stages; the sensorimotor, pre-operational and the concrete operational stages, as suggested by Developmental Psychology

Schools too, have an obligation to create and sustain conducive classroom and school environments. Classroom environments should be relaxed in order to allow exploration and discovery, while school environments should provide the required practicing communities. It is also important to further investigate the successes and constraints of the communicative approach in order to provide programmes of supportive interventions for teachers who are implementing the Communicative Language Teaching approach at Grade Five in Zambian basic schools.

## CHAPTER 3

### METHODOLOGY

#### Research Design

The present study employed a descriptive survey approach. An ex post facto research technique was applied using training background as the main independent variable. Data was evaluated both quantitatively and qualitatively for the purpose of triangulation.

#### Instrumentation

The questionnaires, based on ideas of Richards, and Rodgers, (1986), were developed by the researcher. The questionnaire items, which covered teacher-training, communication in the classroom, pupil response during the lessons, and the creation of conducive learning environments centred on the objectives of the study (see Appendix 2). In the questionnaire for teachers the items were grouped as follows:

Figure 3. Questionnaire Items and Data Related

| <u>ITEMS</u> | <u>RELATED DATA</u>                         |
|--------------|---------------------------------------------|
| 1 -5         | Demographic                                 |
| 6-10         | Training background of respondents          |
| 11-12        | Respondents' evaluation of ZBEC (CLT)       |
| 13, 19       | Respondents' understanding of teacher roles |
| 14 -18       | Classroom processes                         |
| 20 -25       | Appreciation of learner qualities           |

Data obtained from questionnaires were complemented with semi-structured interviews grouped into training backgrounds of respondents, easy and real life

communication in the classrooms, pupil's response to the Communicative Language Teaching approach, and creating conducive environments (see Appendix 7). Data collected through observation was also based on teacher roles, the presence of communicative activities in the classrooms and pupil response, classroom and school environments. Extra interviews with adult people from the milieu were conducted in order to collect data on the general opinion of the parents, teachers, and others on the impact of the communicative approach in Zambia. The purpose of administering both, questionnaire interviews and classroom observations was to validate the findings and responses reciprocally through triangulation.

### **Procedure of Sampling and Data Collection.**

The questionnaire for teachers contained both, open ended and closed questions. The open-ended questions were aimed at enabling the teachers to express their views on their practice and understanding about their work (Nwana, 1982). The study targeted all the 478 Grade Five teachers in Lusaka Province, and their classrooms in the 45 middle basic schools. Twenty-two schools were randomly selected to give a sample of 95 teachers to participate in the study. The questionnaires were handed to all the 95 teachers in the schools. On the first visit to each school, questionnaires were presented, and appointments for interview and observation were made for the appropriate time, mostly on the following day. 90 out of the 95 teachers responded. Ten classrooms were observed. The results of the open-ended interview questions with responding teachers were integrated in the database. Data from observation and interviews with extra adult respondents are presented separately (see Tables 32 and 33).

## **Data Analysis**

Data collected through questionnaires and interviews with responding teachers were arranged in a spreadsheet with columns representing the variables and the rows representing the respondents. Coding of responses (see Appendix 7) was done in preparation for the use of the Statistical Package for Social Sciences (SPSS) to analyse the data quantitatively (see Appendix 8). Since most variables were discrete, Chi-Square was used where possible, as the main analysis to establish statistical significance in the relationship between the independent and the dependent variables.

Further a correlation analysis was conducted between continuous and/or dichotomous variables. This information was analysed and presented qualitatively.

Data cleaning involved accounting for accuracy of data entry, missing values and typing errors. It also involved identifying outliers, assessing normality of distribution, and the suitability of the variables for parametric statistical tests of significance. Five participants, who could neither be interviewed nor observed, were excluded from further analysis. 90 respondents remained in the study.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

#### **Introduction**

In an effort to critically establish the constraints and successes of the implementation of the communicative approach in Lusaka basic schools, pre-service training of teachers i. e. whether ZPC or ZBEC trained, emerged as the main independent or grouping variable in the study. SPSS was used for statistical analysis by assigning values to variables. In the study, the values assigned to variables denoted qualitative differences. The results are presented in the same order as the objectives of the study (see Page 9).

#### **Descriptive statistics**

Descriptive statistics were generated from data from interviews and analysed to determine whether assumptions of normality of distribution of the variables were met. Some variables corresponding with these in the questionnaire did not yield any variance and were constant (See Table 2 below).

Table 2. Descriptive Statistics: Data that did not yield variance

| Questionnaire item                                                             | Response            | Total | Percentage |
|--------------------------------------------------------------------------------|---------------------|-------|------------|
| 10. What do you know about ZBEC (CLT)                                          | It is pupil centred | 90    | 100        |
| 14. Are your lessons quiet and orderly?                                        | Yes                 | 90    | 100        |
| 15.Do you always ask well prepared questions?                                  | Yes                 | 90    | 100        |
| 16. Do you give dialogues and short word lists for pupils to memorise?         | Yes                 | 90    | 100        |
| 17. Do you always explain rules?                                               | Yes                 | 90    | 100        |
| 20. Where do your pupils practise the use of language material you have taught | During the lesson   | 90    | 100        |
|                                                                                | Yes                 | 90    | 100        |
| 24. Do you give class work from other sources (apart from the text book?)      |                     |       |            |

Data presented in Table 2 were not analysed quantitatively but were taken into account in the qualitative discussion.

Table 3 (based on Appendix 12) provides the Mean, Standard Deviation (SD), Minimum (Min) and Maximum (Max) scores the Skewness (Skew), and Kurtosis (Kurt) of the continuous or dichotomous variables from the questionnaire and interviews. Skewness and Kurtosis are zero if the variable is normally distributed. Variables with Skewness and Kurtosis values of more than 1 were analyzed with non-parametric tests.

Instead of frequency tables, cross tabulations are presented with the main independent variable to explore whether perceptions of respondents who were ZBEC (CLT) trained differ from the perceptions of the ZPC trained respondents.

Table 3: Descriptive Statistics of Continuous and Dichotomous Variables

| QUESTIONNAIRE                                                                                                                    | Mean | STD  | Min. | Max. | Skew  | Kurt   |
|----------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|-------|--------|
| 6. Evaluation of ZBEC (CLT) 1.=Yes 2 =No                                                                                         | 1.77 | 0.43 | 1    | 2    | -1.28 | -0.367 |
| 13 Teachers role during classroom activity 1.=<br>Marking 2= Correcting or guiding                                               | 1.83 | 0.37 | 1    | 2    | -1.82 | 1.34   |
| 18.Type of punishment for errors. 1= Rewrite<br>2- Listen to another pupil 3= Standing in<br>front of the class 4= Do not punish | 3.10 | 1.36 | 1    | 4    | -0.87 | -1.23  |
| 19. Perception of role of teacher in CLT 1=<br>Guiding 2= Correcting                                                             | 2.10 | 0.30 | 2    | 3    | 2.71  | 5.48   |
| 23. Percentage pupils mastering unit. 1= 50 and<br>above % 2=30-50 % 3=15-30 % 4. 15 &<br>below                                  | 3.16 | 0.72 | 1    | 4    | -0.43 | -0.30  |
| 24. Provision of improvised resources<br>1=Materials from lower grades. 2= I only<br>use the textbook 3. Other sources           | 1.28 | 0.45 | 1    | 2    | 1.01  | -1.00  |
| 25 Giving remedial work 1=Yes 2= No                                                                                              | 1.96 | 0.21 | 1    | 2    | -4.50 | 18.63  |
| 26.Giving tests 1. After each lesson 2. After two<br>weeks 3 Monthly 4=Termly.                                                   | 1.39 | 0.68 | 1    | 3    | 1.50  | 0.84   |
| INTERVIEW (1=Yes 2=No)                                                                                                           |      |      |      |      |       |        |
| 1. Is ZBEC (CLT) better than ZPC                                                                                                 | 1.49 | 0.50 | 1    | 2    | 0.05  | -2.04  |
| 2. Does teacher make efforts to motivate<br>pupils                                                                               | 1.73 | 0.44 | 1    | 2    | -1.07 | -0.87  |
| 3. Does teacher listen to pupils                                                                                                 | 1.58 | 0.50 | 1    | 2    | -0.32 | -1.94  |
| 4. Does teacher use alternative materials                                                                                        | 1.59 | 0.49 | 1    | 2    | -0.37 | -1.91  |
| 5. Is there real life and easy<br>communication                                                                                  | 1.83 | 0.37 | 1    | 2    | -1.82 | 1.34   |
| 6. Does teacher ask well prepared<br>questions                                                                                   | 1.03 | 0.18 | 1    | 2    | 5.29  | 26.55  |
| 7. Does teacher give dialogues to<br>memorize                                                                                    | 1.07 | 0.25 | 1    | 2    | 3.53  | 10.72  |
| 8. Do pupils practise after classes                                                                                              | 1.70 | 0.46 | 1    | 2    | -0.89 | -1.24  |
| 9. Are errors corrected immediately                                                                                              | 1.03 | 0.18 | 1    | 2    | 5.29  | 26.55  |
| 10. Are accuracy and fluency balanced                                                                                            | 1.70 | 0.46 | 1    | 2    | -0.89 | -1.24  |
| 11. Does teacher appreciate learner qualities                                                                                    | 1.57 | 0.50 | 1    | 2    | -0.27 | -1.97  |
| 12. Punishment for wrong forms of English                                                                                        | 1.43 | 0.50 | 1    | 2    | 0.27  | -1.97  |
| 13. Does teacher give remedial work                                                                                              | 1.61 | 0.49 | 1    | 2    | -0.46 | -1.83  |
| 14. Does teacher give a test after each<br>lesson                                                                                | 1.27 | 0.44 | 1    | 2    | 1.07  | -0.87  |
| 15. Does school environment encourage<br>CLT                                                                                     | 1.67 | 0.47 | 1    | 2    | -0.72 | -1.52  |
| 16. Relaxedness of classroom                                                                                                     | 1.62 | 0.49 | 1    | 2    | -0.51 | -1.78  |
| 17. Is classroom set up for CLT                                                                                                  | 1.62 | 0.49 | 1    | 2    | -0.51 | -1.78  |
| 18. Are pupils eager to participate                                                                                              | 1.69 | 0.47 | 1    | 2    | -0.83 | -1.34  |
| 19. Can they speak well enough English                                                                                           | 1.82 | 0.38 | 1    | 2    | -1.71 | 0.96   |
| 20. Can they read from teaching materials                                                                                        | 1.74 | 0.44 | 1    | 2    | -1.14 | -0.72  |

Descriptive statistics in Table 3 show a negative picture of the Communicative Language Teaching approach at Grade Five

**Demographic data**

Table 4 is a summary of findings against item 1 on the questionnaire. More female than male teachers participated in the study. In addition, more female teachers trained under ZBEC (CLT) than male (see Table 4). These could be the general trends for Grade Five teachers in Lusaka.

It also follows, as shown by cross tabulation, that the ZPC trained teachers should be less in number and older with longer experience since it was offered earlier than the ZBEC (CLT), which offers the communicative approach. However, all the teachers were taught English by either the ZPC audio-lingual methods or the Day-By-Day English Course. According to Table 4, the majority of the respondents were between 31 and 39 years old, indicating that they are still energetic and can still continue learning in order to improve their practice, while the younger ones are even better advantaged. Almost all the teachers held certificates, which is the minimum teaching qualification in Zambia, as those who upgrade themselves do not return to teach at the same level.

Table 4. Cross tabulation between Course Trained and Gender of participants

|        | <u>Course trained</u> |            | Total | %     |
|--------|-----------------------|------------|-------|-------|
|        | ZPC                   | ZBEC (CLT) |       |       |
| Female | 23                    | 27         | 50    | 55.6% |
| Male   | 20                    | 20         | 40    | 44.9% |
| Total  | 43(47.8%)             | 47 (52.2%) | 90    | 100%  |

Chi-square analysis ( $X^2$  (3 df, N=90) 15.8,  $P<.01$ ) indicates that there was no significant difference between the groups.

Table 5 Cross tabulation between Course Trained and Age

|       |             | <u>Course trained</u> |            |       |
|-------|-------------|-----------------------|------------|-------|
|       |             | ZPC                   | ZBEC (CLT) | Total |
| Age   | 20-30       | 6                     |            | 25    |
|       | 31-39       | 17                    | 22         | 39    |
|       | 40-49       | 16                    | 6          | 22    |
|       | 50 or above | 4                     |            | 4     |
| Total |             | 43                    | 47         | 90    |

Cross tabulation with age indicated that it was more likely for older teachers to be trained under ZPC whereas the majority of the younger teachers trained in ZBEC (CLT) (See Table 5). The majority of the respondents were between 31 and 39 years old approximately one quarter of the respondents were younger and one quarter older than this average group. Chi-square analysis ( $X^2$  (df, N= 90) =  $P < .05$ ,  $X^2$  (3 df, N=90) 15.8,  $P < .01$ ) indicates no significance difference according to age in the results.

Almost all the respondents were trained as either primary or basic school teachers and possessed certificates. This is the minimum qualification to teach at a basic school in Zambia.

Table 6 Educational Backgrounds of the Respondents

|             | Total | %     |
|-------------|-------|-------|
| Certificate | 86    | 95.6  |
| Diploma     | 4     | 4.4   |
| Total       | 90    | 100.0 |

Table 6 is a summary of findings against item 4 on the questionnaire. The teaching experience of the respondents ranged from 1 to above 21 years (see Table 7).

Table 7. Cross tabulation between Course Trained and Length of service

|                   | <u>Course trained</u> |     |            |       |      |
|-------------------|-----------------------|-----|------------|-------|------|
|                   |                       | ZPC | ZBEC (CLT) | Total | %    |
| Length of Service | 1                     | 10  | 20         | 30    | 33.3 |
|                   | 2                     | 8   | 17         | 25    | 27.8 |
|                   | 3                     | 16  | 8          | 24    | 26.7 |
|                   | 4                     | 9   | 2          | 11    | 12.2 |
| Total             |                       | 43  | 47         | 90    | 100  |

( $X^2$  (3 df, N=90) 13.54,  $P < .01$ ).

The more experienced teachers were the more likely they were to have been originally trained under ZPC. The less experienced teachers were likely to be ZBEC (CLT) trained.

**Data relating to the training background of respondents**

The first objective of the study was to find out the training that teachers had received. In the study sample there are more teachers trained to teach the ZBEC, which embraces the communicative approach to language teaching, than those trained to teach the ZPC (see Table 7). The older the teachers were in service the more likely they were trained under ZPC than the younger teachers who were more likely trained under ZBEC (CLT) (see Table 7).

The above-mentioned trend was also reflected in a significant correlation coefficient between age and trained course ( $r = -.416$ ,  $p < 0.01$ ). Therefore, the older and more

experienced the teachers were, the more likely they were to be ZPC trained. Teachers who were originally trained under ZPC indicated that they learnt to teach the communicative approach through three ways: self-study, workshops and in-service training (see Table 8).

Table 8. The Distribution of formerly ZPC trained respondents according to how they learnt to use ZBEC (CLT)

|                       | Total | %     |
|-----------------------|-------|-------|
| Self-study            | 17    | 39.5  |
| Never used ZBEC (CLT) | 9     | 20.9  |
| Workshops             | 7     | 16.3  |
| In-service            | 10    | 23.3  |
| Total                 | 43    | 100.0 |

A positive factor was that there were more teachers trained to teach the communicative approach than those who had not trained in any way (see Table 5). However, Table 8 shows that 95% of the ZPC trained sub-sample have not undergone any training to teach the ZBEC (CLT). There are also, teachers who have only attended workshops, and may not be considered as having trained enough to be able to implement the approach. However, even the ZBEC (CLT) trained teachers do not indicate much of the communicative approach in their practice, and that they are teaching in similar ways, despite the differences in training.

Objective 1b was to find out the teachers’ opinion of the Basic Education English course. Tables 9 to 11 are summaries of findings to questions relating to objective 1b.

Table 9. Cross tabulation between course trained and evaluation of ZBEC (CLT)

| <u>Evaluation ZBEC<br/>(CLT)</u> | <u>Course trained</u> |            |    |
|----------------------------------|-----------------------|------------|----|
|                                  | ZPC                   | ZBEC (CLT) | %  |
| Best approach                    | 17                    | 4          | 21 |
| Not best approach                | 26                    | 43         | 69 |
| Total                            | 43                    | 47         | 90 |

The two teacher groups differed in the way they evaluated ZBEC (CLT). The teachers who had been originally trained in ZBEC evaluated it more negatively than those who trained under ZPC. However the majority of the ZPC trained teachers favoured the ZPC.

Table 10 is a summary of findings against item 1 on the interview sheet. 51 % of the total sample indicated that ZBEC (CLT), which embraces the communicative approach, was not better than ZPC. The background training of the respondents did not influence their suggestion of a better approach to language teaching than ZBEC (CLT).. What emerged from his question was that regardless of the course they trained to teach, the majority favoured the new Breakthrough to Literacy (NBTL) programme over ZBEC (CLT), whereas the minority saw the traditional ZPC course as better than ZBEC (CLT) (see appendix 14 Note  $\chi^2(1) = 12.08, p < .01$ ). Therefore, the opinion that NBTL is better than ZBEC (CLT) is significant. There is a correlation of -.368 between training and evaluation of ZBEC (CLT), and that of -.311 between training and suggestion of a better approach. Cross tabulation with the course trained and evaluation shows that 18.8 % of the total sample that were ZPC trained felt that ZBEC (CLT) was the best course.

Table 10. Cross tabulation between Course Trained and whether ZBEC (CLT) is better than ZPC

|                               | Course trained |            |    | %     |
|-------------------------------|----------------|------------|----|-------|
|                               | ZPC            | ZBEC (CLT) | F  |       |
| Is ZBEC (CLT) better than ZPC |                |            |    |       |
| Yes                           | 11             | 28         | 39 | 51.1  |
| No                            | 32             | 19         | 51 | 48.9  |
| Total                         | 43             | 47         | 90 | 100.0 |

$(X^2\ C1, N=90-10.57, P< .01)$

In the interviews, respondents explained that they preferred NBTL to the ZBEC (CLT) because it was visible that the NBTL was well supported by the Ministry of Education while the communicative approach was not. ZPC trained respondents revealed that they were aware that ZBEC (CLT) curriculum was supposed to be different from the course they were trained to teach and that ZBEC (CLT) was confusing because, while there were many things to do, it had no proper guidelines. The four respondents aged above 50 expressed each in different interviews that if they could teach English the way they were taught in the 60’s, all pupils would learn quickly and they would be speaking and writing very good English. ZBEC (CLT) trained respondents revealed that they knew what they were supposed to do, but without support services it was not possible to implement the Communicative approach.

Table 11. Cross tabulation between course trained and suggestion of better approach than ZBEC (CLT).

| <u>Suggest an approach which is<br/>better than CLT</u> | <u>Course trained</u> |            |
|---------------------------------------------------------|-----------------------|------------|
|                                                         | ZPC                   | ZBEC (CLT) |
| ZPC                                                     | 5                     | 5          |
| NBTL                                                    | 38                    | 42         |
| Total                                                   | 43                    | 47         |

$(X^2 \text{ C1, } N=90=0.22, P>.5)$

Another positive factor that emerged was that some of the negative opinions expressed by teachers about the Basic Education English course do not arise from the communicative approach per se, but from matters that touch on policy and administration of education in Zambia. Responses to item 10 on the questionnaire for teachers indicate that all the respondents knew that the course was supposed to be pupil centred although data overwhelmingly shows that there is no Communicative Language Teaching approach in the classrooms. More of the ZBEC (CLT) trained teachers seemed to compare the communicative approach with the NBTL. It was visible that the Ministry of Education better supported the NBTL while the communicative approach was not.

Therefore they seemed to find the communicative approach frustrating due to lack of support. Teachers reported that they found the approach confusing because it had no proper guidelines and that it suggested many things to be done without the teaching aids required. ZBEC (CLT) trained teachers claimed that they knew what they were supposed to do, but without support services it was not possible for them to implement the communicative approach. Table 11 also shows that teachers were

aware of inadequacies in the teaching of English, implying that given a forum, they could guide further teacher training and support intervention programmes by helping in identifying the areas that need improvement in the curriculum process.

Tables 12 to 15 relate to objective 1c, which sought to find out respondents' understanding of errors committed by the pupils, i.e., wrong forms of English in the process of learning and how they handled them. Table 12 gives a summary of findings against item 8 on the questionnaire. Spelling errors and translation problems were often cited as the most frequently encountered errors committed by the pupils. Some respondents reported plural vs. singular or grammar errors. 70% of the respondents blamed the errors on mother-tongue interference. Statistically significant differences emerged in the types of errors encountered ( $X^2$  (3 df, N=90)= 2.78,  $P < .01$ ).

The presence of teachers of long experience, aged above 50 who had not undergone in-service training in order for them to fully appreciate the approach could be a major constraint to the successful implementation of the communicative approach because their belief that the way they were taught in the 60's was the best implied that the modern approach is not good. They could influence the young teachers to think that the methods they were taught at college were not effective. This kind of talking is likely to cause young teachers to start re-learning methods from the veterans, and in the process fail to implement the official curriculum.

The more teachers undergo ZBEC (CLT) in-service training the more they evaluate the ZBEC (CLT) positively. The background training of the respondents did not influence their suggestion of a better approach to language teaching than ZBEC

(CLT). Not considering the course they trained to teach, the majority favoured the new Breakthrough to Literacy (NBTL) programme over ZBEC (CLT). A marginal sub sample of teachers saw the traditional ZPC as better than ZBEC (CLT) ( note  $\chi^2(1) = 12.08$ ,  $p < .001$ ). Therefore, the opinion that NBTL is better than ZBEC (CLT) is significant. However, a correlation of  $-.368$  between training and evaluation of ZBEC (CLT), and that of  $-.311$  between training and suggestion of a better approach correlation indicate that the more teachers were ZBEC (CLT) trained the more they evaluated ZBEC (CLT) negatively. Cross tabulation with the course trained and evaluation shows that 18.8 % of the total sample that were ZPC trained felt that ZBEC (CLT) was the best course.

Keeping in mind that these are the ZCP trained teachers that have experienced both courses, and that the ZBEC (CLT) trained have only experienced one course, the Chi-square hypothesis testing has shown that there is no significant difference in the opinion that ZPC is better that ZBEC (CLT) (see Appendix 15. Note.  $\chi^2(1) = 0.22$ , not significant).

Table 12. Cross tabulation between Course Trained and errors most frequently encountered

|        |                    | <u>Course Trained</u> |            |       |      |
|--------|--------------------|-----------------------|------------|-------|------|
|        |                    | ZPC                   | ZBEC (CLT) | Total |      |
| Errors | Plural vs Singular | 2                     | 6          | 8     | 8.9  |
|        | Spelling           | 19                    | 16         | 35    | 38.9 |
|        | Tenses             | 20                    | 21         | 41    | 45.6 |
|        | Grammar            | 2                     | 4          | 6     | 6.7  |
| Total  |                    | 43                    | 47         | 90    | 100  |

In the interviews most of the respondents indicated that mother tongue interference was the main reason for errors. Examples such as “ Is it going home?” “I put where?” where the utterance is following grammatical rules of the local language were cited. Some spelling errors such as ‘air’ for ‘hair’ were said to come from wrong speech. A number of respondents admitted that the teaching of English in basic schools, especially the lower foundation levels, was inadequate.

Cross tabulation and Chi-square analysis between pre-service training background and reasons teachers gave for the errors in Table 13 indicated that teachers from both training backgrounds did not differ in their views on reasons for pupils’ errors..

Table 13. Cross tabulation between Course Trained and reasons for pupils’ errors in  
Table 12

|                   |               | <u>Course trained</u> |            |       |       |
|-------------------|---------------|-----------------------|------------|-------|-------|
|                   |               | ZPC                   | ZBEC (CLT) | Total | %     |
| Reason for errors | Students dull | 3                     | 1          | 4     | 4.4   |
|                   | Slow learners | 4                     | 2          | 6     | 6.6   |
|                   | Mother tongue | 36                    | 43         | 79    | 87.7  |
|                   | interference  |                       |            |       |       |
| Total             |               | 43                    | 46         | 89    | 98.8. |

No variability was observed between the two teacher groups ( $X^2$  (3 df, N=90)= 2.19,  $P<.05$ ). Table 14 is a summary of findings against item 18 on the questionnaire. Almost 70 % of the respondents indicated that they did not punish children for wrong answers while the rest indicated that they did punish pupils.

Table 14. Cross tabulation between Course Trained and Punishing pupils for wrong answers

|            |                       | ZPC | ZBEC (CLT) | Total | %    |
|------------|-----------------------|-----|------------|-------|------|
| Punishment | Rewrite               | 15  | 10         | 25    | 27.8 |
|            | Detaining after class | 2   | 1          | 3     | 3.3  |
|            | Other                 | 26  | 36         | 62    | 62.9 |
| Total      |                       | 43  | 47         | 90    | 100  |

There are no significant differences between the ways in which the two teacher groups reported on how they punished pupils for wrong answers ( $X^2$  (3 df, N=90)= 2.779,  $P<.05$ ).

Table 14 shows that both ZPC and ZBEC (CLT) trained respondents punished pupils for wrong answers. The 26 ZPC trained respondents who indicated that they did not punish include the nine respondents who have undergone in-service training in the ZBEC (CLT) approach.

Table 15 is a summary of findings against 12 on the interview sheet. In interview, however, more of the respondents indicated that they did punish pupils. They explained that they only punished in simple ways such as rewriting or making them listen to another pupil. They explained that they never gave corporal punishment.

Table 15. Punishing pupils for wrong answers (interview).

|       | Total | %     |
|-------|-------|-------|
| Yes   | 51    | 56.7  |
| No    | 39    | 43.3  |
| Total | 90    | 100.0 |

$\chi^2$  (3 df, N=90)= .339,  $P<.05$ ).

Punishment is known to help suppress undesired behaviour and not to encourage learning. Although it is not encouraged in the communicative approach, cross tabulation shows that both ZPC and ZBEC (CLT) trained respondents punished pupils for wrong answers. Responses on whether or not teachers gave punishment varied significantly from results from the interview because most of them understood punishment to be inflicting pain, labour-intensive, or strenuous exercise.s They therefore, did not regard some types of punishment they gave as serious. However, there is indication that teachers do give pupils to do what may be understood as punishment.

Tables 14 and 15 indicate that teachers did not handle errors according to the psychological theory behind Communicative Language Teaching approach. Where as proponents of active learning suggest that learners' errors indicate that the process of learning is in progress, respondents did not relate any errors positively to the process of learning. They only indicate that mother-tongue interference was the main factor behind their pupils' errors.

### **Findings on the presence of communicative exercises**

The second objective was to establish whether real life communication exercises took place in the classrooms during the English lessons. Motivation of pupils, the teachers' ability to listen to pupils, and the use of alternative materials that may interest pupils are some of the activities that enhance the Communicative Language Teaching approach.

Objective 2a was to find out if there was real life communication in the classroom. Findings presented in tables 16 to 18 relate to the presence of real life communication in the classroom. Findings against item 13 on the questionnaire indicate that none of the respondents indicated the correct role of the teacher in the Communicative Language Teaching approach. Table 16 below shows that during a classroom activity, respondents continued to either mark written work or to correct pupils' speech.

Table 16. Understanding of Role of Teachers during a classroom activity.

|                                       |                   | <u>Course Trained</u> |            | Total | %    |
|---------------------------------------|-------------------|-----------------------|------------|-------|------|
|                                       |                   | ZPC                   | ZBEC (CLT) |       |      |
| <u>Teachers' role during activity</u> | Marking           | 9                     | 6          | 15    | 16.6 |
|                                       | Correcting errors | 34                    | 41         | 75    | 83.3 |
|                                       | Total             | 43                    | 47         | 90    | 100  |

There is 1 to 1 correlation between testing and teachers role during a pupils' classroom activity, implying that teachers who test extensively were likely to mark and correct pupils work during a classroom activity they had set up.

Table 17 is a summary of responses against item 5 on the interview/observation sheet. In open interview respondents explained that they could communicate easily with only about 15% of pupils in a classroom.

Table 17. Distribution of responses on easy and real life communication in the classroom

|       | Frequency | %     |
|-------|-----------|-------|
| Yes   | 15        | 16.7  |
| No    | 75        | 83.3  |
| Total | 90        | 100.0 |

Cross tabulation shows that ZBEC (CLT) trained teachers were more likely to encourage real life communication in the classroom than the ZPC trained teachers. Implying that their pre-service training might have handled the aspect of encouraging real life communication in the classroom.

Findings against item 3 on the interview sheet relate to teachers listening to pupils. The correlation coefficient of -.773 between course trained and listening to pupils is notable. This shows that teachers did not sit back to listen to pupils.

Table 18. Cross Tabulation between Course Trained and Encouraging Real Life Communication

|                                            |     | <u>Course Trained</u> |            |     |       |
|--------------------------------------------|-----|-----------------------|------------|-----|-------|
|                                            |     | ZPC                   | ZBEC (CLT) | %   | Total |
| <u>Encouraging Real life communication</u> | Yes | 11                    | 13         | 27  | 24    |
|                                            | No  | 32                    | 34         | 73  | 66    |
| Total                                      |     | 43                    | 47         | 100 | 90    |

Chi-square analysis yielded no significant difference between the two teacher groups.

From both interview and questionnaire, most of the respondents indicated that there was no easy real life communication during English lessons. Most of the classrooms

were not conducive for the Communicative Language Teaching approach since walls were bare and pupils sat in a manner that they were all facing the front. In a few classrooms where space allowed, pupils sat in a manner that encouraged speaking, i.e. desks were arranged in such a way that about four pupils faced one another. Yet it was still observed that they did not speak English in any communicative way. Respondents continued to correct, guide pupils, and to mark pupils work during a classroom activity.

This is contrary to CTL because teachers' behaviours do not help relax the classroom mood. This implies that pupils are not free to generate their own language fluently. Although the negative correlation coefficient indicates that A positive indicator of its successful implementation was shown, by cross tabulation, that ZBEC (CLT) trained teachers are more likely to encourage real life communication, the Communicative Language Teaching approach is not there in the classroom..

Results from the interviews and observation all show that classrooms were quiet and orderly This was an indicator that there were no communicative activities because pupils were passive during English lessons. All the respondents indicated that they asked well-prepared questions, and that they were able to predict the correct answers they expected from pupils. This indicates that teachers do not ask questions as would happen in real life communication where questions are meant to find out about something they do not know from pupils experiences, or for pupils to communicate among themselves. The correlation coefficient of -773 between course trained and listening to pupils both show that teachers did not listen to pupils for two-way communication as in real life, and neither do they sit back to listen to pupils speaking English among themselves. Data, therefore, seems to indicate that teachers do not

encourage their pupils to engage in mimicry, imitation, practice, generalisation or learning from their own mistakes. It follows that what they are taught is not relevant to their natural environment, and therefore does not motivate them to speak, write, read or write.

Objective 2b was to find out if Grade Five pupils responded to communicative approach in terms of being eager to speak, write, read, or listen. Summaries of findings to items relating to objective 2b show that teachers felt that their pupils did not respond in a communicative way. Table 19 (below) shows that teachers did not feel that their pupils were eager to participate in classroom activities.

Table 19. Cross Tabulation between Course Trained and Pupils Being Eager to Participate.

|                                                     |     | ZPC | ZBEC (CLT) | %   | Total |
|-----------------------------------------------------|-----|-----|------------|-----|-------|
| Are pupils eager to speak,<br>write, read or listen | Yes | 9   | 19         | 31  | 28    |
|                                                     | No  | 34  | 28         | 69  | 62    |
| Total                                               |     | 43  | 47         | 100 | 90    |

Data analysis has shown that there are no activities that involve real life and easy communication in the classrooms. Correlation results with easy real life communication in the classrooms are also negative. It can be concluded that there are no communicative exercises and that the first and second elements of the theory of language do not apply in the classrooms (see Page 29).

Table 20. Motivation of Pupils

|       | ZPC | ZBEC(CLT) | Total |
|-------|-----|-----------|-------|
| Yes   | 9   | 19        | 28    |
| No    | 34  | 28        | 66    |
| Total | 43  | 47        | 90    |

According to findings presented in Table 20, most of the respondents indicated that their pupils were not motivated during the English lessons. There is a notable coefficient correlation of .652 between motivating pupils and their ability to speak English well enough to engage in a conversation, implying that if pupils were able to speak English well, they would be easier to motivate. A marginal difference was found between the two teacher groups where a somewhat higher percentage reported that their pupils were motivated.

From observation it was also noted that pupils were not motivated. As established by the literature, lack of motivation among pupils results in lack of confidence in communicating in English fluently. Therefore the Affective Filter Hypothesis suggests that that the majority of Grade Five pupils constantly have active mental blocks that act as barriers to acquiring English as a second language. School environments, too, do not provide the exposure as that of practising communities.

$$(X^2 \quad C1, N = 90 = 3.98. P<05)$$

The ZBEC (CLT) trained teachers seemed to be aware of the importance of motivation in the English language classroom, while the ZPC trained teachers did not emphasize motivation. In the interview, participants explained that they used reading materials from the NBTL resources. Since there are no other teaching

materials apart from the English 5 text book, all the respondents indicate that they gave activities as they appeared in the text book, and not as they interested the pupils.

Table 21 shows that ZBEC (CLT) trained teachers seem to be more innovative in finding alternative teaching materials than the ZPC trained teachers. Chi-square analysis indicated a significant difference in the two teacher groups. (Note  $X^2$  (C1, N=90)= .17.76,  $P<.001$ ).

Table 21. Distribution of Respondents According to Using other Resources.

|                       |                        | ZPC | ZBEC (CLT) | Total | %    |
|-----------------------|------------------------|-----|------------|-------|------|
| Alternative resources | Lower grade text books | 40  | 25         | 65    | 72.2 |
|                       | Other                  | 3   | 22         | 25    | 27.8 |
| Total                 |                        | 43  | 47         | 90    | 100  |

Responses to items 21 and 22 on the questionnaire for teachers show that respondents followed the textbook without consideration of what interested pupils most, implying that the functional element of theory of Communicative Language Teaching does not apply (see page 29).

Secondly, objective 2b was to find out if pupils were able to speak English well enough to engage in a conversation or discussion. Table 22 is a summary of findings against item 19 on the interview. In interview respondents said that only about 15 % of the pupils were able to communicate freely in English. With the rest of the pupils, they indicated that it was not possible to converse in English because they could not speak English well enough to engage in a discussion or conversation.

Table 22. Are Pupils able to Engage in a Discussion in English (Interview)

|       | Total | %     |
|-------|-------|-------|
| Yes   | 16    | 17.8  |
| No    | 74    | 82.2  |
| Total | 90    | 100.0 |

Thirdly, objective 2b was to find out if pupils were able to read from the materials presented by the teacher. Table 23 shows that most of the respondents indicated that pupils could not read from the materials they presented. It was also observed that reading classrooms were not active. In one classroom pupils were given books to read on their own although the teacher revealed that about one quarter of the class were illiterate.

Table 23. A Summary of Findings against Pupils Being able to Read from Presented Materials

|       | Total | %     |
|-------|-------|-------|
| Yes   | 23    | 25.6  |
| No    | 67    | 74.4  |
| Total | 90    | 100.0 |

The results indicate that 75 % of the pupils were found to be passive during the English lessons. Teachers were found to put emphasis on written work, which corresponds closely with the textbook to show that they had taught. The use of one textbook as the course book, as well as the scheme of work without regard for the pupils' interests indicates one way in which learner qualities are not appreciated. Close correspondence between the textbook and pupil's exercise books was observed. Such lessons are not likely to motivate the pupils into desiring to speak, write, read or listen.

In relation to what roles pupils played in response to the teaching of English, the coefficient correlation of .652 between motivating pupils and their ability to speak English indicates that as long as pupils cannot speak English it is not possible to motivate them for Communicative Language Teaching. For the reason that some pupils cannot read from the Grade Five textbook, where possible, teachers try to use NBTL books meant for lower basic grades to encourage such pupils to read. However they use the materials without regard for the Communicative Language Teaching approach. Data analysis reveals that pupils did not respond in a communicative way, but were subjected to teacher much teacher talk, instructions, and inconsistent modelling styles of speech without allowing pupils to creating their own language.

Objective 2c was to find out how teachers handled grammatical errors committed by the pupils. The findings relate to findings from 1b in that, since teachers do not understand the psychological process of language learning, they cannot handle pupils' errors positively. It can be concluded that teachers do not handle pupils' errors as suggested by Developmental Psychology theory embedded in the Communicative approach.

### **Findings relating to classroom and school environments**

The third objective of the study was to establish if the teachers and schools create classroom and school environments conducive for the implementation of the communicative approach. Table 24 is a summary of findings against item 7 on the questionnaire. It indicates that regardless of training background, almost all the teachers did not allow pupils to make mistakes for the sake of fluency in communication.

Table 24. A summary of Findings against Correcting Errors Immediately

|       | Total | %     |
|-------|-------|-------|
| Yes   | 87    | 96.7  |
| No    | 3     | 3.3   |
| Total | 90    | 100.0 |

In the interviews, however, 38 % of the respondents indicated that they did not correct errors immediately while 55% still indicated that they did correct errors immediately after a lesson

Table 25. Cross Tabulation between Training of Teachers and Correcting Errors Immediately

|                                  |     | ZPC | ZBEC (CLT) | %   | Total |
|----------------------------------|-----|-----|------------|-----|-------|
| Errors are corrected immediately | Yes | 12  | 26         | 42  | 38    |
|                                  | No  | 31  | 21         | 58  | 52    |
| Total                            |     | 43  | 47         | 100 | 90    |

Explaining rules of grammar and correcting errors continuously, and immediately they are heard from pupils’ speech emphasises correctness without encouraging fluency, which is not in line with active learning. The apparent inconsistency in the results seems to indicate that teachers were free to express themselves in the questionnaire while in the interview they appeared to have been inhibited.

Table 26 is a summary of findings against item 6 on the interview sheet. It shows that 93.3 % of the respondents gave memory work while data collected by the questionnaire indicated that all the respondents gave pupils dialogues and word lists to memorize. This result indicates that to a large extent, teachers are using methods

that are based on behavioural S-R conditioning theory.

Table 26. Cross Tabulation between Course Trained Giving Dialogues/word Lists to Memorise

|                                | <u>Course trained</u> |     |            |       | <u>%</u> |
|--------------------------------|-----------------------|-----|------------|-------|----------|
|                                |                       | ZPC | ZBEC (CLT) | Total |          |
| <u>Dialogues are memorized</u> | Yes                   | 32  | 34         | 66    | 93.3     |
|                                | No                    | 11  | 13         | 24    | 6.7      |
| Total                          |                       | 43  | 47         | 90    | 100      |

Nearly all the respondents indicated in interview that they gave dialogues and word lists to memorize. Results from observation also indicate that repetition drilling was used, with the teacher as the model for spoken English. Respondents revealed that they gave memory work due to the shortage of books; a situation which does not allow them to keep the sets of books overnight as they circulate among all the classes.

There is correlation coefficient of .592, .597 and .594, respectively, between pupils being able to speak and being eager to speak, and between pupils' ability to read from materials presented by the teacher and pupil's participation during the English lesson. The correlation coefficient between conducive learning environments and pupils speaking English and reading is significant. It shows that if the environments were enabling, pupils would be able to speak, read, write and listen in communicative ways, and that the more pupils are able to speak English, the more they may be eager to participate during the English lesson, and the more they may be.

There are notable relationships between the creation of conducive learning environments and other variables: .560 with the use of other teaching materials,.540 with balancing accuracy and fluency, and .516 with pupil’s eagerness to participation. These data indicate that the more classroom environments are conducive for the Communicative Language Teaching approach, the more teachers may use other materials, balance accuracy and fluency, and the more pupils may be eager to participate.

Table 27, below, is a summary of findings against item 26 on the questionnaire. Cross tabulation of data shows that the more teachers are ZPC trained the more likely they are to give testing exercises soon after a lesson. Nonetheless, it must be noted that even ZB EC (CLT) trained teachers test quite extensively. According to Table 27 ZPC trained teachers were more likely to test soon after the lesson than ZBEC (CLT) trained teachers ( $X^2$  (3 (1), N=90 = 6.14,  $P<.05$ ) .

Table 27 shows that there is extensive testing in English language classrooms at Grade Five. 73 % of the respondents indicated that they gave testing exercises after each lessons. Cross tabulation of data shows that the more teachers were ZPC trained the more likely they were to gave testing exercises after each lessons.

Table 27. Cross Tabulation between Course Trained and Giving Tests

|                     |                        | <u>Course Trained</u> |            |     |       |
|---------------------|------------------------|-----------------------|------------|-----|-------|
|                     |                        | ZPC                   | ZBEC (CLT) | %   | Total |
| <u>Giving Tests</u> | Test after each lesson | 35                    | 30         | 72  | 65    |
|                     | Test two weeks         | 6                     | 9          | 17  | 15    |
|                     | Test every month       | 2                     | 8          | 11  | 10    |
| Total               |                        | 43                    | 47         | 100 | 90    |

That even ZBEC (CLT) trained teachers test quite extensively is worth noting here because there is 1 to 1 correlation between testing and teachers role during a pupils' classroom activity The implication is that teachers who test extensively also mark and correct pupils during an activity.

Table 28 Cross Tabulation between Course Trained Giving Testing after Lessons.

|                            | <u>Course Trained</u> |            |                   |              | <u>%</u> |
|----------------------------|-----------------------|------------|-------------------|--------------|----------|
|                            |                       | <u>ZPC</u> | <u>ZBEC (CLT)</u> | <u>Total</u> |          |
| Giving tests after lessons | Yes                   | 30         | 36                | 66           | 73.3     |
|                            | No                    | 13         | 11                | 24           | 26.7     |
| Total                      |                       | 43         | 47                | 90           | 100      |

This may indicative of the fact that some of the pupils are tested while they are still in the learning process of assimilation, accommodation and equilibrium, and that they are exposed to more new material before it is complete and they have mastered an exercises (see page 15).

Objective 3a was to find out if teachers appreciated learner qualities. Table 29 is a summary of findings against item 11 on the interview. According to Table 29, 43.3 % of the respondents indicated that they did appreciate learner qualities. Although it shows that 43.3 % of the respondents indicated that they did appreciate learner qualities, this was not observed. The only quality that seemed to be appreciated was age as respondents indicated that older looking pupils were normally given responsibility over the others as class captains or prefects. No teacher was observed to give individual attention to a pupil.

Table 29. Cross Tabulation Between Course Trained and Appreciation of Learner Qualities

| <u>Course Trained</u>                    |     | ZPC | ZBEC (CLT) | Total | %    |
|------------------------------------------|-----|-----|------------|-------|------|
| <u>Learner qualities are appreciated</u> | Yes | 17  | 22         | 39    | 43.3 |
|                                          | No  | 26  | 25         | 51    | 56.7 |
| Total                                    |     | 43  | 47         | 90    | 100  |

In Table 30, below, cross tabulation of interview finding shows that 61% of the respondents did not give remedial work due to over enrolment. Data indicated that the more teachers are ZBEC (CLT) trained the more likely they are to give remedial work ( $X^2$  (1) N=90= 6.36,  $P<0.05$ ). The negative correlation of -.261 between course trained and giving remedial work is significant because it indicates that there is little remedial work given.

Table 30. Cross Tabulation between Course Trained in and Giving Remedial Work

| <u>Course Trained</u>             |     | ZPC | ZBEC (CLT) |
|-----------------------------------|-----|-----|------------|
| <u>Do you give remedial work?</u> | Yes | 11  | 24         |
|                                   | No  | 32  | 23         |
| Total                             |     | 43  | 47         |

Data presented in Table 31 corresponds with Table 29 in that after giving a test, teachers proceed to the next unit in the syllabus although less than half the class have not mastered the learning materials in the current unit (see Table 31 below). Such teacher behaviour cannot work well for the successful implementation of the communicative approach. Chi-square analysis showed no significant variations between the two teacher groups, i.e. whether they were ZPC or ZBEC (CLT) trained.

Table 31. Cross Tabulation between Percentage of Pupils Mastering and Course Trained

|                                |           | <u>Course Trained</u> |            |       |      |
|--------------------------------|-----------|-----------------------|------------|-------|------|
|                                |           | ZPC                   | ZBEC (CLT) | Total | %    |
| <u>Percentage of mastering</u> | 50% Above | 1                     |            | 1     | 1.1  |
|                                | 50%       | 7                     | 7          | 14    | 15.6 |
|                                | 16-30%    | 20                    | 25         | 45    | 50.6 |
|                                | 15%       | 15                    | 15         | 30    | 33.3 |
| Total                          |           | 43                    | 47         | 90    | 100  |

The literature has shown that a teacher may be handling pupils who are at different stages of intellectual development, and therefore may not learn at the same pace. Remedial work encourages learning among pupils who may be slow learners, or miss out on certain learning points for some reason.

Pupils do not practise the use of what language skills they have been taught. This finding implies that pupils are not encouraged to form correct English language behaviours through practice (see page 12). Although teachers have reasons for not giving remedial work, Table 31, shows that most of pupils do need remedial work. As suggested by the communicative approach, a teacher may not move on to the next unit if the majority of the pupils have not mastered what has been covered. Cross tabulation indicates that the more teachers are ZBEC (CLT) trained the more likely they are to give remedial work. However, the negative correlation coefficient of -.261 between course trained and giving remedial work is significant.

Objective 3b was to find out how teachers perceive pupils practising the use of taught English language skills in the school environment, or elsewhere. According to

findings against item 20 on the questionnaire, most of the teachers do not hear their pupils speaking English in the school environment, or anywhere else apart from the classroom. In addition, most of the teachers indicated that pupils did not practise even in class. Table 32 is a summary of findings from against item 8 on the interview.

Table 32. Pupils’ Practising the Use of Taught Material

|       | Total | %     |
|-------|-------|-------|
| Yes   | 27    | 30.0  |
| No    | 63    | 70.0  |
| Total | 90    | 100.0 |

In interview, the participants indicated that their pupils practised the use of language skills they taught in class. According to Table 32 70 % of the teachers felt that their pupils did not practise the use of language skills taught. Although it has already been established that most of the pupils are passive in the classroom, teachers also felt that the only place where most of the pupils were likely to speak English was the classroom.

Objective 3c was to find out if teachers perceived school environments as those that encouraged the practice of English language skills taught in class. Table 33 is a summary of findings against item 15, which relates to objective 3c on the interview. It shows that school environments were not found to encourage Communicative Language Teaching approach because they did not provide the community of practice required for the approach.

Table 33. Cross Tabulation between Course Trained and School Environments

Encouraging English

|                                                    |     | <u>Course Trained</u> |            |       |       |
|----------------------------------------------------|-----|-----------------------|------------|-------|-------|
|                                                    |     | ZPC                   | ZBEC (CLT) | Total | %     |
| The school environment encourages speaking English | Yes | 14                    | 16         | 30    | 33.33 |
|                                                    | No  | 29                    | 31         | 60    | 73.33 |
| Total                                              |     | 43                    | 47         | 90    | 100   |

Correlation coefficient between the creation of conducive learning environments and other variables indicate that if the environments could be made conducive, Communicative Language Teaching approach would be enhanced. Chi-square (= 0.022) was not significant.

**Data Collected from Observation**

**Communication in the classrooms**

Much of the data collected from observation validates data collected by questionnaires and interviews. One negative notable observation was that there was extensive use of the local language, even by some teachers. Pupils from urban schools were more likely to be encouraged to speak English outside the classroom, from home or at social gatherings. This may explain why some pupils at such schools were heard speaking English. It was also observed that among the pupils about 15 % or less indicated by raising their hands that they desired to say something in response to the teacher’s question, and the teacher would call out their names. Pupils also spoke after the teacher. No communicative response or activity was observed among pupils. It was observed that the pupils were both quiet and passive. The teachers always reminded them to keep quiet. Many of the schools in

rural areas did not have very large classes, and so did schools that are close to one another and those that are in low residential areas. In such schools the smallest class observed had 20 pupils. Schools that are found in shanty compounds or close to the compounds, and those that are far apart had up to 66 pupils in a classroom.

### **Teacher roles**

Teachers displayed roles that were not in accordance with the communicative approach. They did not set up communicative exercises, they did not listen to pupils in communicative ways, and neither did they encourage pupils to communicate fluently as they corrected each error they heard immediately. They listened to pupils when they were waiting to hear an answer they expected. It was observed that correctness was emphasized rather than fluency. The teachers did most of the speaking as they explained or demonstrated how to say a word or a structure. When they asked a question and the pupil did not pronounce a word correctly, the teacher quickly corrected the pupil. In one crowded classroom the teacher drilled the pupils by having them repeat one word at a time after him. Later he would simply point at a word and the pupils chorused the words in a short passage written on the board. In three classrooms observed by the researcher pupils started speaking Nyanja the moment the teachers turned their backs to write on the board. After being reminded to keep quiet, most of them remained quiet for the rest of the lesson. A few would talk in response to the teacher's questions.

All the teachers observed attempted to model their speech for the pupils. In three schools, teachers spoke English with an accent where they seemed to stress imaginary vowels (such as 'wello done,'). Some female teachers (id 7, 16, and 64 observed and many others) tended to pronounce "r" in words where it did not exist.

Some mixed it up with 'I' in their speech, and yet others tended to end words with a vowel sound. With an exception of only three urban schools, in most of the schools visited pupils were not heard speaking English among themselves. Outside the classroom, the researcher engaged some pupils in simple conversations, although they were from mixed grades. Some of the teachers were heard speaking to pupils in Nyanja, the local lingua franca. In spite of the data displayed in Table 29, 43% of the respondents appreciated learner (individual) qualities teachers' appreciation of learner qualities, in terms of paying individual attention to pupils, pupils' interests, reference to pupil experiences, was not observed. Once again, it was visible that older looking pupils were given responsibility over the other pupils as class captains or prefects.

### **Pupil response**

In three of the schools each pupil had three exercise books for English: one for word lists, one for class work, and the third one for homework. In four of the schools each pupil had a book for class work and another one for homework. The exercise books showed that class work matched the contents of the textbook closely, and that pupils did some written work almost everyday. Writing activities were observed when pupils copied a passage from the book or the board were required to fill in the blanks. Copying word lists from the passage and dictation were also observed. Reading was either silent or after the teacher. In one classroom, the teacher kept on correcting the pupil as they read, and finally she read out the passage herself in order to demonstrate the correct ways of pronouncing each word in the passage for the pupils.

## **Environments**

Table 34, below, shows findings from the ten classrooms that were observed. Classrooms were not set up for the Communicative Language Teaching approach because there were no teaching aids for the communicative approach. Teachers interviewed explained that they could not leave picture rolls, cue cards, charts and other teaching aids for fear of vandalism. In the past, such teaching aids had attracted thieves to break in. Table 34 shows that some classrooms were set up for the communicative approach. This result relates to the arrangement of desks in some classrooms. In six urban classrooms observed, desks were turned around so that four or six pupils faced one another in a manner that would facilitate communication among pupils. In most classrooms, textbooks had to be shared. In one classroom, there were less than ten textbooks and it was observed that up to three pupils shared one book. However, in four classrooms observed, NBTL reading materials from lower grades were present.

There was no deliberate encouragement by school authorities for pupils to speak English outside the classroom. It was observed that pupils from low-density urban areas could converse better in English than those from high-density areas. Those from the rural areas displayed poorer skills than the urban pupils. Even teachers were heard speaking to pupils in the local languages.

Table 34. An Overview of Observation Results

| Id | Classroom environment                                         |                                                                   |                                  |                                                 | Teacher Roles        |                                          |                                                   | Pupil Response           |                                       |                                                           |
|----|---------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------|-------------------------------------------------|----------------------|------------------------------------------|---------------------------------------------------|--------------------------|---------------------------------------|-----------------------------------------------------------|
|    | Teachers' pre-service training, or how The teacher learnt CLT | Arrangement of desks for communication (debate, conversation etc) | Pictures , cards, charts for CLT | Classroom mood for Easy real life communication | Setting up CLT tasks | Encouraging easy real life communication | Listening to pupils as in real life communication | Speaking as in real life | Listening for real life communication | Writing & Reading as in real life communication (for CLT) |
| 1  | ZPC                                                           | 3                                                                 | 0                                | 0                                               | 0                    | 0                                        | 1                                                 | 0                        | 0                                     | 0                                                         |
| 4  | ZPC trained/ in-service on CLT                                | 0                                                                 | 0                                | 2                                               | 0                    | 1                                        | 2                                                 | 1                        | 0                                     | 0                                                         |
| 7  | ZPC trained - attended workshops on CLT                       | 0                                                                 | 0                                | 0                                               | 3                    | 1                                        | 1                                                 | 0                        | 0                                     | 0                                                         |
| 16 | ZBEC (CLT) trained                                            | 3                                                                 | 0                                | 0                                               | 0                    | 0                                        | 1                                                 | 0                        | 0                                     | 0                                                         |
| 17 | ZBEC (CLT) trained                                            | 3                                                                 | 0                                | 0                                               | 0                    | 0                                        | 0                                                 | 1                        | 0                                     | 0                                                         |
| 23 | ZBEC (CLT) trained                                            | 0                                                                 | 0                                | 0                                               | 0                    | 0                                        | 0                                                 | 1                        | 0                                     | 0                                                         |
| 53 | ZPC                                                           | 3                                                                 | 0                                | 0                                               | 0                    | 0                                        | 0                                                 | 0                        | 0                                     | 0                                                         |
| 64 | ZBEC (CLT) trained                                            | 3                                                                 | 0                                | 0                                               | 0                    | 0                                        | 2                                                 | 1                        | 0                                     | 0                                                         |
| 78 | ZBEC (CLT) trained                                            | 0                                                                 | 0                                | 2                                               | 0                    | 0                                        | 2                                                 | 0                        | 0                                     | 0                                                         |
| 83 | ZPC trained in-service on CLT                                 | 3                                                                 | 0                                | 2                                               | 0                    | 1                                        | 1                                                 | 1                        | 0                                     | 0                                                         |

Note: the Indicators of the presence of the Communicative Language Teaching approach: 0 - not present; 1- Not much; 2 – Much; 3 – Very much.

## **Findings from the Opinions of extra respondents from the milieu**

In addition, 15 adult persons from the milieu were interviewed. They were asked to give an opinion of the communicative approach, or if they did not understand it, the teaching of English in general in Zambia (See Appendix 6).

Responses from teacher trainers imply that once teachers have been trained, there is no curriculum audit to find out whether they implement the communicative approach or not. High school teachers also admitted that they did not adhere to the approach, and that they did not see much difference between the old and the new syllabi. They complained that the combinations of transformations (rewrites) in the English 10, English 11, and English 12 books are difficult to handle, and are not well thought out. They also reported that English 10 Book 2 was too difficult for Grade 10 pupils, and that many other assorted passages from the other books, too, were too difficult for pupils.

Parents were asked about their opinion of the use of the communicative approach to teach English in schools. They expressed ignorance about the approach and just complained that the levels of spoken English among school going children had gone down. They also expressed that they were aware of inadequacies in schools; some time back children would come home with text books to do home work, but now they have to copy the question and do home work without text books. It is important to note that the format of the Grade 7 examination has not changed over the years in spite of curriculum changes that have taken place. As a result children who are exposed to drilling and memory pass the examination although the ZPC was phased out many years ago. Parents are more concerned with seeing their children pass the

Grade Seven examination, and those who can afford pay teachers for extra lessons, where their children are drilled for examination purposes. The opinion of a teacher who offered extra lessons was sought too. He revealed that he made his pupils go through each question from past examination papers until they could remember all the questions and answers. He boasted that at that time he was coaching a full class and that all the parents were happy because he had even made Grade Five and Six pupils pass the examination with flying colours.

Data seems to indicate that some teacher trainers, are not concerned about how their students put what they teach to use because they are not involved in monitoring implementation, except during the student teaching practice exercise. Parents are only concerned about the Grade Seven examination, and not the actual teaching. Most of the support they give their children is aimed at seeing them proceed to Grade 8.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The purpose of the study was to establish the level of implementation of Communicative Language Teaching and possible constraints expressed by teachers towards the approach at the Grade Five level of Basic Education in Zambia.

#### Conclusions

##### **Teacher training and preparedness to implement the communicative approach**

The first objective of the study was to find out the training that teachers have received in order to be able to implement Communicative Language Teaching approach. Objective 1a was to find out what types and what amount of training the teachers have received to be able to implement Communicative Language Teaching approach. Teachers have received three types of training as follows: Pre-service, in-service, and workshops. There are also, teachers who have not received any training in the use of communicative Language Teaching approach. The implication is that only pre-service and in-service trained teachers are likely to have an understanding of the approach. Those who only attended workshops and only have basic ideas, and those who have not trained in any way, are not capable of implementing the communicative approach. It also implies that that the teacher training that is available whether pre-service or in-service in the communicative approach enables them to have an idea of how they are supposed to teach English.

Objective 1b was to find out the teachers' general opinion of Communicative Language Teaching at Grade Five. Although there are more teachers trained to teach

the communicative approach, 76% feel that it is not the best approach to language teaching at Grade Five. Teachers also feel that the approach taken by the New Break Through to Literacy is better and more successful than Communicative Language Teaching approach due to the support it was receiving from the Ministry of Education and the programme leaders. Data analysis seems to indicate that the lack of support is more frustrating for teachers that were pre-service trained to teach Communicative Language Teaching approach.

Objective 1c was to find out the teachers' understanding of the causes of some of the most common errors committed by pupils in the process of language learning. It can be concluded that they do not understand the process of language learning as suggested by psychological theory.

### **Real life Communication in the classrooms**

The second objective was to establish whether real life communication exercises took place in the classrooms during the English lessons. Objective 2a was to find out if there was real life communication in the classrooms. Data analysis has shown that there are no activities that involve real life and easy communication in the classrooms. Correlation results with easy real life communication in the classrooms are also negative. It can be concluded that there are no communicative exercises in the classrooms.

Objective 2b was to find out if Grade Five pupils respond to Communicative Language Teaching approach in terms of being eager to speak, write, read, or listen during the English lessons. 75 % of the pupils were found to be passive during the

English lessons. It can be concluded that pupils are not motivated, and therefore, are not eager to do any of the above. Teachers were found to put emphasis on written work, which corresponds closely with the textbook to show that they have taught. In terms of pupils being able to speak English well enough to engage in a conversation or discussion, it can be concluded that most of the pupils are not able to converse or discuss a topic in English. For pupils being able to read from the materials presented by the teacher, it can be concluded that most of the pupils were not able to read from the textbook for comprehension.

Objective 2c was to find out how teachers handled grammatical errors committed by the pupils. The findings relate to findings from 1b in that, since teachers do not understand the psychological process of language learning, they cannot handle pupils' errors positively. It can be concluded that teachers do not handle pupils' errors as suggested by Developmental Psychology theory embedded in the Communicative approach.

Objective 2d was to find out how teachers perceived the relation among correctness, accuracy and fluency in the classroom. Because teachers correct errors immediately, correctness is emphasized and that there can be no fluency in pupil's work.

### **Creation of conducive environments**

The third objective of the study was to establish if the teachers and schools created classroom and school environments conducive for the implementation of the communicative approach. Objective 3a was to establish if teachers appreciate learner qualities. It was found that teachers did not appreciate learner qualities for the

purpose of Communicative Language Teaching approach. Objective 3b was to find out how teachers perceived their pupils practising the use of the English language skills taught in the classroom or elsewhere. It can be concluded that pupils do not practise the skills as suggested by the communicative approach, and therefore cannot generate their own language during the English lessons.

Objective 3d was to find out if teachers felt that the school environments encouraged practising the use of taught language skills. It can be concluded that school environments are not conducive for communicative Language Teaching approach because they do not encourage speaking English outside the classroom.

### **Opinion of extra respondents from the milieu**

Data collected from extra respondents indicates that there is a gap between teacher training and the implementation of the communicative approach because the teacher trainers are not involved in monitoring its implementation. The approach does not seem to be working at both upper basic, and high school levels because it is not successful at the foundation level. Data has shown that even teachers at other levels have difficulties in implementing it.

Finally, the Grade Seven examination, which is not based on communicative approach, has continued to influence the teaching of English. It has caused teachers and parents to think that in order to pass the examination, children must be exposed to teacher talk, repetition drills, memory work, and revision of past examination papers.

## **Recommendations**

### **Teacher Training and preparedness**

1. Since teachers who have undergone in-service training in the communicative approach indicated positive attitudes towards the approach the Ministry of Education should encourage all the teachers who were originally trained to teach the Zambia Primary Course to attend in-service training in the communicative approach.
2. Teacher trainers should design courses with increasing depth into the communicative approach and its related theories in Developmental Psychology for all the Grade Five teachers. Such programmes may enhance their understanding their pupils' psychological processes of learning, how to approach different teaching tasks, and the importance of creating classroom and school environments that are conducive in the successful implementation of the communicative approach.
3. The University of Zambia and other teacher training colleges should be involved in monitoring the implementation of the approach in schools so that training programmes may be responsive to the constraints teachers encounter in the classrooms.

### **Real life communicative exercises in the classrooms**

4. The Ministry of Education should encourage teachers to teach the official curriculum by providing support services in the classrooms. These should include providing graded readers, charts, cue cards, picture rolls, and other

teaching aids prepared for Communicative Language Teaching approach at the level of Grade Five, so that teachers do not use materials meant for other grades or programmes. The support services will enable teachers to create conducive classroom environments, as it is doing for the New Breakthrough to Literacy, so that they may teach English as suggested by the approach.

5. Since the Communicative Language Teaching approach cannot work in large classrooms, the Ministry of Education should provide more classroom space either by building more schools in residential areas where there is over enrolment, or creating Communicative Language Teaching classrooms as subject rooms, as they do for other subjects such as Science and Home Economics. This will reduce the number of pupils in each classroom, and enable teachers to set up communicative learning activities.
6. The teaching of English at lower basic school should prepare the pupils for the communicative classes in terms of pupils being able to speak English well enough to engage in a conversation or discussion.

#### **Creation of environments conducive for the communicative approach**

7. Since the school environments do not encourage the speaking of English, communicative classrooms will have opportunities to explore, speak, write, read, and listen to one another within the Communicative Language Teaching classroom. Teachers will also have more time to pay attention to

individual pupils, relax the classroom atmosphere to make it psychologically secure for pupils, to motivate them, and to give and supervise remedial work.

**From extra respondents**

8. Since the influence of the English Grade Seven examination does not encourage the use of the communicative approach at middle basic school, the Ministry of Education should consider changing it to a format that will test pupils' communicative skills.

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## APPENDICES

### Appendix 1: Letter of Introduction from the PEO Lusaka Province

*All correspondence should be addressed to  
The Provincial Education Officer*

*Telephone: LUSAKA 250655*



In reply please quote:

No. ....

## REPUBLIC OF ZAMBIA MINISTRY OF EDUCATION

PROVINCIAL EDUCATION OFFICER  
LUSAKA REGIONAL HEADQUARTERS  
P/B RW 21E  
LUSAKA

11<sup>th</sup> March, 2004

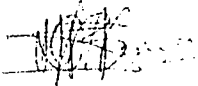
To: ALL HEADTEACHERS  
LUSAKA SCHOOLS.

RE: FIELD WORK FOR M. ED STUDENT

The bearer of this letter is Mrs. Yvette H. Munakaampe who is a student at the University of Zambia, School of Education.

She is in your school to collect data for research purposes. By copy of this letter all Headteachers in Lusaka Province are requested to co-operate with her.

This office will appreciate it greatly if the necessary assistance is rendered to her.

  
D.S. Bowasi  
PROVINCIAL EDUCATION OFFICER  
LUSAKA PROVINCE

## Appendix 2: Letter of introduction

I am Yvette Hamusonde Munakaampe a Master of Education student with the University of Zambia carrying out a research on the implementation of the Communicative Language Teaching in Zambian basic schools I have been allowed to carry out the research study by the Ministry of Education. (See letters).

Kindly complete the questionnaires. return it by April 5. The information obtained by means of these questionnaires will be used only for the purpose of this research. All information will be dealt with in a confidential manner. The purpose of the questionnaires is to collect data on the implementation of the Communicative Approach.

Please read the instructions carefully before responding. Indicate your response where applicable with a (X) cross in the appropriate box or column.

Thank you for your cooperation.

### Appendix 3: List of Basic Schools Visited

| Pilot        | Assisted by:                                                          |
|--------------|-----------------------------------------------------------------------|
| Chainda      | Mrs. A. Mainza Hamuchiliba                                            |
| Chilanga     | Mr. D. Kaluba & Headteacher                                           |
| Mt Makulu    | Mr D. Kaluba & Headteacher                                            |
| Ng'ombe      | -                                                                     |
| Ndeke        | Mr Kapapa & Mr                                                        |
| Silverest    | Mrs L. Shumba                                                         |
| Research     |                                                                       |
| Chinyunyu    | Mr. B. Kasimbo & Headteacher                                          |
| Kapete       | Mr. B. Kasimbo & Headteacher                                          |
| Chitemalesa  | Mr. B. Kasimbo & Headteacher                                          |
| Nyangwena    | Mr. B. Kasimbo & Headteacher                                          |
| Mulola       | Mr. B. Kasimbo & Headteacher                                          |
| Chinkuli     | Mr. B. Kasimbo & Headteacher                                          |
| Kumena       | Mr. B. Kasimbo & Headteacher                                          |
| Kaseya       | Mr. B. Kasimbo & Headteacher                                          |
| Mpemba       | Mr. B. Kasimbo & Headteacher                                          |
| Kapwelyomba  | -                                                                     |
| Ngwelele     | Headteacher, Mrs. Mwaba, Mrs. Bulundo                                 |
| Thornpark    | Mrs Siakakole & Mrs Matantilo                                         |
| Northmead    | D/headteacher, Mrs. Shalala                                           |
| Kalingalinga | D/Headteacher & Mrs Mwanza.                                           |
| Regiment     | Headteacher & Mr. Yandikani                                           |
| Woodlands B  | Headteacher, S/teacher and Miss F. Zulu                               |
| Chibolya     | D/Headteacher & Miss C. M Mulenga                                     |
| Lusakasa     | Headteacher, Mr. Chileshe                                             |
| Kamanga      | Mrs E. Choogo                                                         |
| Twatasha     | Mrs M. Mukonka                                                        |
| Chinika      | Mrs. M. Mukonka                                                       |
| Balmoral     | Mr. Kaluba & Headteacher                                              |
| Kasisi       | Mr. Mulenga Chonzi, Mrs F. Chimimbe, Ms S. T. Lungu, Ms. Mudenda Pai. |
| Chipapa      | Mr. D. Kaluba & Headteacher                                           |
| Musamba      | Mr. Kaluba & Headteacher                                              |
| Shamilimo    | Headteacher & A.                                                      |
| Munkolo      | Mr. D. Kaluba & Headteacher                                           |

## Appendix 4: Questionnaire for Teachers

Introduction: The questions below are about teaching Grade 5 English. You are kindly requested to answer all the questions as freely and honestly as possible. Your answers will be treated as strictly confidential. Tick where appropriate.

### Part A: Biographical information

1. Sex: Coding: 1. Male 2. Female

2. Age . 1. 20 ☐ 30 ☐ ☐

2. 31 to 39 ☐3. 40 to 49 ☐4. Above 50 ☐

Coding: 1. 20 to 30

2. 31 to 39

3. 40 to 49

4. Above 50

3. Highest academic attainment:.....

Coding: 1. Senior Secondary school. 2. Junior Secondary school

4. Length of service as a teacher:

1-5 ☐6-10 ☐

11-20

21 and above

Coding 1. 1-5

2. 6-10

3. 11-20

4. 21 and above

5. Which course were you trained to teach? ZPC ☐ ZBEC (CLT) ☐

Coding: 1. ZPC 2. ZBEC (CLT)

6. How did you learn to teach ZBEC (CLT)?.....

Coding:

- 1. Self study
- 1 Never used
- 2 Attended workshops
- 3 In-service training

Part B: Questionnaire on the teaching of English

7. Do you correct errors immediately. Yes ☐ No ☐

Coding: 1. Yes 2. No.

8. What are the most common errors you come across in your pupils' work or speech?.....

Coding:

- 1. Plural vs Singular
- 2. Spelling.
- 3. Tenses.
- 4. Mother tongue translation.

9. What is the reason for the errors above?.....

Coding:

- 1. Some pupils are slow and dull.
- 2. Mother tongue interference
- 3. Inadequate teaching at lower grades

10. What do you know about ZBEC (CLT)?.....

Coding: 1. Pupil centred.

11. How would you evaluate ZBEC (CLT)? Good, better, best etc).....

Coding:

1. Best approach

2. Not the best approach

12. Suggest a better approach than ZBEC (CLT). .....

Coding:

1. ZPC

2. NBTL

13. What do you do during pupil's classroom activity .....

Coding: 1. Marking 2. Correcting or guiding

14. Are your lessons always quiet and orderly? Yes ☐ No ☐

Coding: 1. Yes 2. No

15. Do you always ask well-prepared questions? Yes ☐ No ☐

Coding: 1. Yes 2. No

16. Do you give your pupils short dialogues or word lists to memorize?

Yes ☐ No ☐

Coding: 1. Yes 2. No

17. Do you explain rules? Yes ☐ No ☐

Coding: 1. Yes 2. No

18. How do you punish pupils for making errors? .....

Coding:

1. Rewrite

2. Listen to another pupil

3. Standing in front of the class

4. Do not punish

19. What is the teachers' role in the Communicative Approach?.....

- Coding:
1. Guiding
  2. Correcting

20. Where do your pupils practise the use the material you have taught them? .....

- Coding:
1. During the lesson
  2. Outside the classroom.

21. What activities do you think your pupils find most interesting?.....

- Coding: 1. I follow the textbook.

22. How often do you give them this activity?.....

- Coding: 1. I follow the textbook.

23. What class percentage may master a unit before you move on to another unit?

Above 100 % ☐      50 % ☐      16 %-3 % ☐      15 % ☐

Coding:

1. 50 and above
2. 30to 50%
3. 16 to 30
4. 15 and below

24. Do you give class work from other sources (apart from the textbook)?

.....

- Coding:
1. Materials from lower grades.
  2. I only use the textbook
  3. Other sources

25. Do you give remedial work?      Yes ☐      No ☐

- Coding: 1. Yes    2. No

26. How often do you give testing exercises? .....

- Coding:
1. After each lesson
  2. After two weeks
  3. Monthly
  4. Termly.

## Appendix 5: Interview for Teachers

| OBSERVATION                                                   | PARAMETER                                                               | YES | NO |
|---------------------------------------------------------------|-------------------------------------------------------------------------|-----|----|
| TEACHER<br>PREPAREDNESS<br>(Prep 1-4 on SPSS<br>spreadsheet)) | 1. Is ZBEC (CLT) better than ZPC                                        |     |    |
|                                                               | 2. Teacher motivates pupils.                                            |     |    |
|                                                               | 3. Teacher listens to pupils.                                           |     |    |
|                                                               | 4. Teacher uses other materials apart from textbook.                    |     |    |
| COMMUNICATION<br><br>(Comm 1-6 on SPSS<br>spreadsheet)        | 5. There is easy real life communication.                               |     |    |
|                                                               | 6. Dialogues are memorized.                                             |     |    |
|                                                               | 7. Questions are well prepared (answers are predictable).               |     |    |
|                                                               | 8. Pupil practise use of learnt material.                               |     |    |
|                                                               | 9. Errors are corrected immediately.                                    |     |    |
|                                                               | 10. Correctness, accuracy and fluency are balanced.                     |     |    |
| ENVIRONMEN<br><br>(EnvirO1-7 on SPSS<br>spreadsheet)          | 11. Learner qualities are appreciated on individual basis.              |     |    |
|                                                               | 12. Wrong forms are punished.                                           |     |    |
|                                                               | 13. Teacher gives remedial work.                                        |     |    |
|                                                               | 14. There is testing after the lesson.                                  |     |    |
|                                                               | 15. The school environment encourages communicating in English.         |     |    |
|                                                               | 16. The classroom mood is easy and relaxed.                             |     |    |
|                                                               | 17. The classroom environment encourages exploration and participation. |     |    |
| PUPIL RESPONSE<br>(Pup res 1-3 on<br>SPSS spreadsheet)        | 18. Pupils are eager to speak, write read, listen.                      |     |    |
|                                                               | 19. Pupils are able to speak English and to engage in a discussion.     |     |    |
|                                                               | 20. Pupils are able to read from presented material.                    |     |    |

Appendix 6: Opinion of Extra Respondents from the Milieu

| Id | Sex | Occupation                           | Response                                                                                                                                                              |
|----|-----|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2  | F   | High school teacher of English       | Many things exist on paper in Zambia. CLT is just one of them. Books are not enough here. We have to change lessons at short notice, depending on the book one finds. |
| 3  | M   | UNZA lecturer- School of Education   | Its not there: teachers are complaining that it is confusing.                                                                                                         |
| 4  | F   | Teacher of English- High school      | I just teach using any book available and my pupils pass.                                                                                                             |
| 5  | M   | Professor – School of Education      | Teachers are complaining. It is confusing.                                                                                                                            |
| 6  | M   | Lecturer (HOD) – School of Education | It has been there for 15 years.                                                                                                                                       |
| 7  | M   | Lecturer- Languages                  | We teach students CLT and other methods, they pass. What they do after that is up to the Ministry of Education to monitor.                                            |
| 8  | F   | Parent – retired teacher             | I don't know about any new approaches, I don't see the textbooks anymore. Children Now speak bad English                                                              |
| 9  | F   | Parent – Self employed               | Children don't know English                                                                                                                                           |
| 10 | M   | Parent – Lecturer                    | My children naturally speak very good English, just like me.                                                                                                          |
| 11 | F   | Teacher – Grade 10 11, 12 (English)  | Those things are on paper                                                                                                                                             |
| 12 | M   | Teacher – Grade 7                    | I have never liked it                                                                                                                                                 |
| 13 | F   | Teacher – Grade 7                    | I try to use CLT but it is hard.                                                                                                                                      |
| 14 | M   | Teacher- Grade 4                     | It depends on the pupils. Here the pupils are dull. We have to drill them.                                                                                            |
| 15 | M   | Parent (Nurse)                       | I pay for extra lessons because my children cannot pass if I just depend on schools.                                                                                  |