

UNIVERSITY OF EDUCATION, WINNEBA

**COMMUNICATIVE LANGUAGE TEACHING APPROACH BY ESL
TEACHERS IN SHS: THE CASE OF TAMALE METROPOLIS**



JOSHUA ADJEI

MASTER OF PHILOSOPHY

2023

UNIVERSITY OF EDUCATION, WINNEBA

**COMMUNICATIVE LANGUAGE TEACHING APPROACH BY ESL
TEACHERS IN SHS: THE CASE OF TAMALE METROPOLIS**



**A thesis in the Department of Applied Linguistics, Faculty of
Foreign Languages Education, submitted to the school of
Graduate Studies, in partial fulfilment
of the requirements for the award of degree of
Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba**

JUNE, 2023

DECLARATION

STUDENT'S DECLARATION

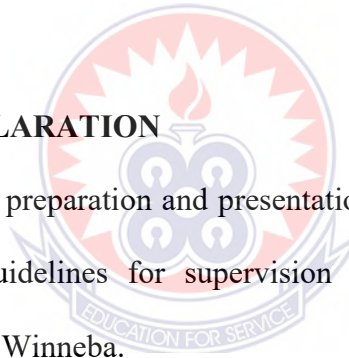
I, Joshua Adjei, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.



NAME OF SUPERVISOR: Professor Rebecca Atchoi Akpanglo-Nartey

SIGNATURE.....

DATE.....

DEDICATION

In memory of my late mother, Akua Babomile Janet



ACKNOWLEDGEMENT

This work became successful through the guidance of my supervisor, Professor Rebecca Atchoi Akpanglo-Nartey in the Department of Applied Linguistics. I express my heartfelt appreciation to you for the guidance and encouragement throughout the period of this work.

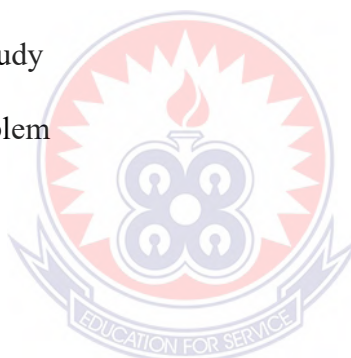
I cannot also forget the contributions of Professor Charlotte Fofu Lomotey as well as Dr. Kwaku Ofori for their guidance and support throughout the period of my study at the University of Education, Winneba.

I am equally indebted to Dr. Sefa Owusu, the Head of Department, Applied Linguistics, University of Education, Winneba for his contribution to the success of this work.

I wish to equally express my profound appreciation to my family especially my wife, Jessica and daughters, Jemima and Janet for their support and encouragement throughout the period of this work. To all my friends both in the University of Education, Winneba and at home, I say may God richly bless you for contributing both in cash and in kind towards the success of this work.

TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	7
1.4 Research Objectives	7
1.5 Research Questions	8
1.6 Significance of the Study	8
1.7 Delimitations of the Study	9
1.8 Limitations of the Study	10
1.9 Summary of Chapter	10
CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Brief history of CLT	11
2.1.1 Phase 1: Traditional Approaches (up to the late 1960s)	11
2.1.2 Phase 2: classic communicative language teaching (1970s to 1990s)	15



2.1.3 Phase 3: Current Communicative Language Teaching (late 1990s to date)	16
2.2 Meaning of CLT	19
2.2.1 Characteristics of CLT	20
2.3 Theoretical framework	23
2.4 The Role of ESL Teacher in a CLT Classroom	29
2.5 The role of the Learner in a CLT Classroom	32
2.6 Language teaching practices that can be integrated into CLT Lessons	34
2.7 Perception of Teachers towards CLT	41
2.7.1 Related studies	41
2.9 Factors that deter teachers from the use of CLT	44
2.9.1 Teachers' pedagogical knowledge	45
2.9.2 Large Classroom	48
2.9.3 Washback	52
2.9.4 Teacher Cognition	56
2.10 Selecting Appropriate Methodology for ESL Classroom	58
2.11 Factors Influencing the Selection of Teaching Methods in an ESL Context	60
2.12 summary of Chapter	63
CHAPTER THREE: METHODOLOGY	65
3.0 Introduction	65
3.1 The Research Approach	65
3.2 Research Design	66
3.3 Population	67
3.4 Sample and Sampling Technique	68

3.5 Instruments for Data Collection	69
3.5.1 Questionnaire	70
3.5.2 Observation	71
3.5.3 Interviews	73
3.6 Analysis of Data	74
3.7 Validity and Reliability	76
3.7 Ethical Considerations	77
3.8 Summary of Chapter	78
CHAPTER FOUR: RESULTS AND DISCUSSION	79
4.0 Introduction	79
4.1 Practices teachers use to implement CLT	80
4.1.1 Teacher centered learning activities	80
4.1.1.1 Drilling students on language items	81
4.1.1.2 Memorization of language items	82
4.1.1.3 Dictation tasks	84
4.1.1.4 Grammar exercises	85
4.1.2 Learner Centered Activities	87
4.1.2.1 Having a debate or a role play	88
4.1.2.2 Group discussion on a topic	89
4.1.2.3 Practice speaking in pairs	91
4.1.2.4 Story telling	92
4.1.2.5 Picture description	93
4.1.3 Summary	95
4.2 Perceptions of ESL teachers towards the use of CLT	96
4.2.1.1 CLT is not tested in Exams	96

4.2.1.2 CLT wastes Teaching time	97
4.2.1.3 CLT is only suitable for lower grade learners	98
4.2.2.1 Errors should be corrected immediately	100
4.2.2.2 Errors impede language acquisition	101
4.2.3.1 CLT is a western methodology	102
4.2.3.2 Our lang. curriculum does not support the use of CLT	103
4.2.3.3 Grammatical competence is the most important criterion by which language performance should be judged	104
4.2.6 Summary	105
4.3. Factors that deter teachers from the use of CLT	105
4.3.1.1 Teachers lack training on CLT	106
4.3.1.2. Large class size	108
4.3.1.3 The existing examination system in Ghana	109
4.3.1.4 Educational achievement is based on passing examination in Ghana	110
4.3.2 Teacher related factors that deter teachers from implementing CLT.	112
4.3.2.1 Teachers lack knowledge about CLT	112
4.3.2.2 Teachers have little time to use communicative activities	114
4.3.3 Student related factors that deterred teachers from implementing CLT	115
4.3.3.1 Students resistance to participate in CLT activities	115
4.3.3.2 Students are less confident and less prepared for CLT activities	116
4.3.3.3 Students' low proficiency level in English language	117
4.3.4. CLT related factors	118
4.3.4.1 Lack of effective assessment instruments	119
4.3.4.2 CLT is not suitable in our context	120
4.3.4.3 Summary	121

4.4 Conclusion	122
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	124
5.0 Introduction	124
5.1 Summary of Findings	124
5.1.1 Language teaching Practices teachers use in their classrooms	125
5.1.2 Perceptions and attitude of teachers towards the use of CLT	126
5.1.3 Factors that deter teachers from the use of CLT	127
5.2 Pedagogical implications	127
5.3 Suggestions for Future Research	130
5.4 Conclusion	130
REFERENCES	132
APPENDIXES	148
APPENDIX A: Introductory Letter	148
APPENDIX B: Questionnaire For Teachers	149
APPENDIX C: Interview Guideline for ESL Teachers	154
APPENEDIX D: Classroom Observation Checklist	156



LIST OF TABLES

Table	Page
3.1: Sample Size of Participants for the Study	69
4.1.1: Teacher Centered Practices	81
4.1.2: Learner Centered Practices in CLT Classroom	87
4.2.1: The role of CLT in the academic performance of students	96
4.2.2: CLT and Error Correction	99
4.3.1: Factors Related to Educational System	106
4.3.2: Teacher Related Factors	112
4.3.3: Student Related factors	115
4.3.4: CLT Related Factors	118



ABSTRACT

One of the influential theoretical developments in language teaching and learning especially in ESL classroom is communicative competence as it is believed to help in redefining the target of second language (L2) instruction in the classroom. Although most teachers recognize the importance of CLT, many of them do not adhere to its tenets. Thus, this study examines the use of CLT among SHS teachers in the Tamale Metropolis. The study attempts to understand the language practices used by teachers to implement CLT. Next, the study aims to understand the perception of ESL teachers towards the CLT approach. Finally, the study investigates the factors that could deter teachers from the use of CLT. The mixed method approach was used. Questionnaire, interview and observation were used to gather data. The findings revealed that majority of the teachers do not adhere to the tenets of CLT. The study showed that some factors could deter teachers from the use of CLT. The study further reveals that teachers lack understanding of CLT as evidenced in their perceptions towards the approach. It is recommended that English language teachers should try as much as possible to adopt appropriate strategies to teach English Language. The study recommends a reduction on the focus on exams to elevate communicative skills. Continuous teacher training should be strengthened to keep teachers abreast with trends in ESL methodology.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

The introductory chapter of this study discusses the background to the study, statement of the problem and the purpose of the study. The chapter also examines the research objectives, research questions and the significance of the study. Further, the chapter discusses the delimitations and limitations of the study and concludes by making a summary of the issues discussed in the chapter.

1.1 Background to the Study

Language is the very essence of humanity and an important as well as effective tool for socialization. As individuals or members of a social group, our ability to function effectively in all spheres of life depends fundamentally on our language abilities Dakubu (1988).

According to Sackey (1996) one prevailing challenge especially in Anglophone African countries, is the acquisition of adequate English language proficiency for effective communication. Communication is necessary in every society and anyone who needs to live a meaningful life cannot ignore the essence of effective communication. The relevance of communication in English is even critical in Ghana since English is our lingua franca, and our success in academia and career depend on our English competency Fianu (1985). This assertion presupposes that every student in Ghana needs English to succeed in academic life and beyond. The importance of acquiring appreciable level of communicative skills is confirmed by Curriculum Research and Development Division of Ghana Education Service which states its objective in the English Syllabus as the need for students to communicate

appropriately in speech and in writing after they have been taught. (Junior High School English Syllabus, 2007)

According to the Ministry of Education Teaching Syllabus for SHS (2010), English is used as the official language and medium of instruction in Ghanaian schools from upper primary school level to all higher levels. The need to study English is therefore crucial for students since it is the medium for teaching and learning, for official work and for international communication.

The Senior High School is the second level of education in Ghana. By this stage, students would have been introduced to the basic language skills such as listening, speaking, reading and writing. These skills must be improved considerably to give students the confidence as they communicate in the language Ministry of Education, Teaching Syllabus for SHS (2010).

Over the years, ESL teaching and learning theories and approaches such as the grammar translation and audiolingual have not been able to adequately meet the communicative needs of learners in English language (Brown, 2000). Since English language has become a global lingua franca, there is the need for ESL teachers to employ innovative approaches in their classrooms to meet the communicative needs of students so as to function effectively both in and outside the classroom (Kachru & Nelson, 1996).

The Communicative Language Teaching (CLT) approach has therefore been considered as an appropriate teaching and learning approach to enhance learners' communicative abilities (Savignon, 1987; Savignon, 2002).

Though language teachers try to implement the CLT approach in their classrooms as much as possible, several of them still have challenges on how to apply its tenets effectively to enhance students' communicative abilities (Dos Santos, 2016).

In the view of Larsen-Freeman (2000), it is not enough for students to learn grammatical rules through repetitive drills without being able to use the rules in contextual situations. Students have to therefore be engaged in classroom activities that will help improve their language abilities.

Since CLT places the learner at the centre of the teaching and learning process, it thus helps to meet the communicative needs of learners. In CLT, learners are given opportunities to develop autonomous learning based on their own learning styles and strategies while the teacher becomes a facilitator and a guide to learners' activities (Brown, 2001).

This assertion by Brown is supported by Savignon and Wang (2003) who expressed a similar view that CLT focusses on the learner and not only on the processes. This should be the focus of the ESL teacher in the classroom.

The purpose of CLT is to enable students to become competent in the use of the target language and teachers must act as partners in the process (Savignon, 1987; Savignon, 2002).

Ministry of Education, (2010) emphasis the need for SHS students to be able to use language effectively in daily life. Despite the above call, students in Senior High Schools in the Tamale Metropolis are still not able to communicate effectively both in written and spoken contexts. This means that the students have not yet achieved the communicative ability in the target language (English language). This situation is due

to non-adherence to the tenets and principles of CLT by English language teachers (Kennedy, 2002).

To be able to function effectively in the communicative world, the development of communicative competence in English as a second language amongst learners (especially students at Senior High School) is important, (Ministry of Education, 2010). This explains why teachers should use systematic and innovative language teaching approaches to make learners more functional in daily interactions (Kennedy, 2002).

Language researchers have argued that the traditional methods of language teaching and learning were unable to meet the communicative needs of students (Baugh, 1993; Emerson, 1971). For example, it was argued that learning social terms, interpersonal and intercultural interactions were as important as learning grammar and vocabulary (Howatt & Widdowson, 2004). In addition, language learning is not limited to training and language skills but also involves the ability to communicate effectively in a particular context (Richards & Rodgers, 2001).

In contrast with the traditional approaches, the communicative language teaching approach provides a range of innovations and opportunities which both teachers and learners can utilize for effective language teaching and learning (Kennedy, 2002). This means that communicative language teaching can be used to fill the shortfalls of the traditional language teaching approaches since it offers the learner the opportunity to use language in context.

1.2 Statement of the Problem

Greenwood (2002) observes that when CLT is used effectively in ESL classroom, the communicative ability of learners is improved significantly. Research into ESL teaching methodology recognizes the influence of CLT on the communicative ability of learners Kayi (2006).

In a study by Surajwaran (2019), it was observed that students speaking test results improves when they participated in CLT activities. This shows that CLT activities have a positive impact on the students' communicative competence. Similarly, in a study to find out the challenges of students in African classrooms using Ghana as a case study, Borti (2008) argued that Communicative Language Teaching has improved the communicative skills and the general proficiency of the selected Ghanaian students who are part of the bigger picture of African students.

Alam (2016) in a study on the role of CLT in enhancing the speaking skills among students, observed that there was an improvement in the students overall speaking skills after CLT implementation. In a study, Ochoa et, al., (2016) observed that students find CLT activities more motivating. Students feel more motivated when they participate in communicative activities that help them improve their fluency, pronunciation, and performance when communicating in English. When they interact with one another in communicative activities such as class discussions, games, pair/group work, role plays, and oral presentations within groups, they feel more confident.

Although most teachers recognize the importance of CLT, many of them do not have much confidence in practicing it effectively in the classroom. Akurugu (2010) contends that the standard of English language among Senior High School students in

Ghana is falling and this could be traced to the traditional methods of teaching English language. According to Arhin (1998) despite the different stages of English Language education in Ghana, the Structural Approach is still the preferred language teaching approach of many English language teachers. Their lessons, therefore, focus on teaching grammatical structures, introducing lists of novel vocabulary and correcting the students' pronunciation. This phenomenon is as a result of the assumption that the priority for learning English is to master the language hence grammar must be emphasized. The Structural Approach, however, contrasts the CLT which focuses primarily on communicative competence. The fact is that, Communicative Language Teaching (CLT) does not only focus on communicative competence but it also integrates grammatical and functional aspects of the language.

According to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence. Thus, the teacher-dominated view has shifted to the learner-centered view. This new language teaching paradigm demands not only new textbooks but also a new approach to teaching English to equip learners with the appropriate skills to use language to meet daily needs (Feez & Joyce, 1998).

Though English language teachers recognize the significance of CLT and affirm its use in their classrooms, the tenets and principles of the approach are not adhered to (Feez & Joyce, 1998). In practice, there is no practical use of CLT in the ESL classrooms (Brown, 2000). The students are therefore not able to communicate effectively in English language. It is against this background that the current study seeks to find out how CLT is used in ESL classrooms in the Tamale Metropolis.

1.3 Purpose of the Study

It has been observed that a good number of SHS students in Ghana, particularly in the Tamale metropolis are unable to communicate effectively in English language both in speaking and in writing. This results in their poor performance in internal and external examinations. Those who attempt to speak are handicapped in terms of competence in their expressions.

There is a general acceptance that communicative language teaching has been the preferred teaching strategy amongst teachers in Ghana and for that matter the Tamale metropolis. The fact that students are often unable to communicate or perform well in real-life situations is an indication that there is a void to be filled.

The purpose of this study is to find out how teachers use communicative language teaching in ESL classroom. The research investigates the perception of teachers towards the use of CLT. An investigation of ESL teachers' understanding of English teaching, predominantly the difficulties and challenges they face in the implementation of CLT practices in their classes can be very informative and provide guidance to how to introduce CLT in ESL settings more effectively and efficiently. Thus, the present study is vital to facilitate positive changes in English teaching, as well as to provide practitioners real assistance.

1.4 Research Objectives

The objectives of this study are;

1. To identify the practices that teachers engage in to implement CLT.
2. To investigate the perception of teachers towards CLT in the Tamale Metropolis.

3. To establish the factors that could deter teachers from the use of CLT in SHS in the Tamale Metropolis.

1.5 Research Questions

Based on the above objectives, the current study has the following research questions:

1. What practices do teachers engage in to implement CLT in the SHS class?
2. What are the perceptions of teachers towards the use of CLT in SHS in the Tamale Metropolis?
3. What factors deter teachers from the use of CLT in SHS in the Tamale Metropolis?

1.6 Significance of the Study

It is a belief of language researchers that communicative competence is one of the important factors in the target language learning. This is because it demonstrates how much knowledge the learner has gained in the use of language for communication Rao (2002). So, it is highly demanded that language teachers adopt the appropriate language teaching approaches so as to meet the needs of learners (Ellis, 1996). The CLT approach is therefore seen as a solution to the communicative needs of learners.

The present study is significant in that it aims to inquire about the possible reasons why CLT as an innovative approach is not being effectively integrated into English classrooms by ESL teachers. Besides, the findings of this study would be useful to the overall use of CLT in ESL situations, providing insights into the potential issues needed to be addressed for English teaching in different ESL contexts.

Theoretically, the study contributes to the growing literature on how teachers use CLT as well as the perception and difficulties in the use of CLT to improve learners'

communicative competence. The study also brings to bare the factors that hinder the effective use of the CLT by teachers in SHS in the Tamale metropolis and generally, Ghana. This serves as a means of using effective strategies to improve the conditions in ESL classroom to enhance the communicative ability of learners.

Pedagogically, the study provides insight into the relevant language practices such as cooperative learning, learner centered strategies and how to limit the level of teacher involvement in the use of CLT in the language classroom. This makes learners have autonomy over their learning.

Teachers who participate in this study would have a valuable experience for self-reflection on the pedagogical approach in the classroom. This in turn would provide insights for them to see their strengths and weaknesses in their teaching, thus enable them to improve their classroom practices. It also serves as the basis for future research in a related field.

Finally, the study serves as a reminder to English language curriculum designers to emphasis the use of CLT in ESL classroom and also assess the processes teachers would go through to use CLT in the classroom to enhance the quality of ESL instructions.

1.7 Delimitations of the Study

In an attempt to explore CLT in SHS in Ghana, the research concentrates on the SHS in the Tamale Metropolis. The research is delimited in scale because out of about fifteen SHS in the Tamale Metropolis, the research concentrates on ten where five teachers of English were selected from each of the ten schools. Data was collected from these teachers to explore the processes teachers go through in the use of CLT in

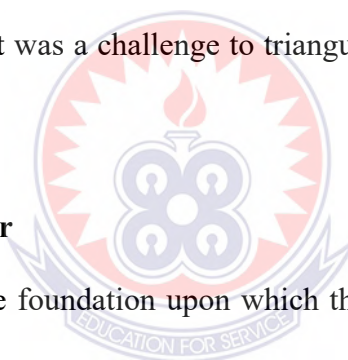
the English language classroom, difficulties teachers encounter in their attempt to use the approach and the attitude of teachers towards CLT.

1.8 Limitations of the Study

One major limitation faced by the researcher was the size of the population. The research could not cover all the ESL teachers in the metropolis. This could affect the generalizability of the research result. Most of the teachers were not ready to allow the researcher into their classrooms to observe how CLT is used by teachers despite that permission was granted by the school authority. This limited the validity of the result of the study. This is because observation as an instrument was meant to serve as a back up to the questionnaire that was used to gather data. This also affected the analysis of the result as it was a challenge to triangulate the data at the analysis stage of the study.

1.9 Summary of Chapter

The chapter discusses the foundation upon which the study develops. Specifically, it includes background to the study, the statement of the problem, purpose of the study, research objectives and research questions. The chapter further discusses the significance of the study, delimitations and limitations and limitations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature on the use of communicative language teaching approach in the ESL classroom. It discusses the brief history of CLT, the meaning of CLT, the characteristics of CLT and the theoretical framework for the study. The chapter further discusses the roles of both the teacher and the learner in the communicative process. Finally, the chapter discusses the implications of CLT to language teaching and learning. The following literature was reviewed and form the basis for the data analysis. The processes teachers go through in the use of CLT in ESL classroom, teachers' perception towards CLT and factors that deter teachers from the use of CLT in ESL classroom.

2.1 Brief history of CLT

Over the last 50 years, there have been numerous shifts in the thinking about language teaching and learning methodology. CLT's effectiveness prompted a rethink of language education approaches and methodologies. Richards (2006), divides language teaching into three phases:

Phase1: Traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present).

2.1.1 Phase 1: Traditional Approaches (up to the late 1960s)

By the traditional approaches, the basis for language teaching was grammatical competence. Thus, grammar was placed at the centre of language teaching methodology. This resulted to the use of a deductive approach in teaching grammar

where teaching starts by the introduction of rules and then learners were given examples to follow (Richards & Rodgers, 2001).

Students were taken through elaborate grammar rules and then given opportunities to practice. Grammar was taught deductively as opposed to inductive approach. Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice. Language learning was practically seen as an exhibition of a strong knowledge of grammatical patterns and sentence structures (Brown, 2001).

The four language skills of speaking, listening, reading, and writing were introduced after a basic understanding of language was constructed through controlled practice, oral drills and memorization. Accuracy was given prominence at the expense of fluency.

At the first stages of language teaching, teachers emphasized accurate knowledge of grammar, as well as accurate pronunciation. Memorization of dialogs, question-and-answer practice, replacement drills, and various forms of guided speaking and writing practice were all frequently used techniques (Larsen-Freeman, 2000). Errors were considered as inadequate learning and students were discouraged from making errors since it was thought that errors could become a permanent part of their speech (Brown, 2000.) Richards and Rodgers (2001) emphasized the importance of perfect pronunciation and knowledge of grammar from the initial stages. The Grammar Translation Approach is a popular name for this method of language instruction (GTM).

The two approaches that were founded on these principles were Audio-lingualism in North America and Situational Language Teaching in the United Kingdom. Syllabus mostly comprised of graded word and grammatical lists. The situational approach, according to Rutherford (1987), views language as a collection of products that can be acquired sequentially as collected entities. Second language acquisition (SLA) research has revealed that L2 acquisition is a process that may be taught as a succession of products.

In relation to the linguistic theory, Noam Chomsky criticized the restricted view of language and language learning (Savignon, 1987). Chomsky argued that structural linguistic theory was insufficient in explaining the principal characteristic of language – the creativity and uniqueness of individual sentences.

His view of language and language learning moved the focus of American linguistic studies from surface structural features towards deep semantic structures. Thus, this paradigm shift led the way for the development of more communicative approaches to second language learning (Savignon, 1987).

Based on the views espoused on the traditional approach to language teaching, Hymes (1971) proposed the term communicative competence to refer to the use of language in a social setting in response to this shift in language technique. With this, communication entails negotiation of meaning between speaker and listener, as well as author and reader.

Students were taught how to apply grammatical phrase patterns using the Audio-lingual approach (Larsen-Freeman, 2000). According to the approach, the best way to

learn the target language's sentence patterns is through conditioning, which involves shaping and reinforcing learners' responses to stimuli.

In audio-lingual activities, students are exposed to a range of dialogues that they must listen to, repeat, and recall in addition to drilling patterns Brown (2001). Dialogues give learners a structure and an understanding of how to apply patterns in various situations. Typically, dialogues depict socio-cultural circumstances in a target language, such as greetings, opinion exchanges, likes and dislikes, and basic safe themes (weather, hobbies, etc.) that aid students in memorizing which utterance is appropriate in each situation. Learners concentrate on accurate pronunciation, intonation, emphasis, and rhythm utilization by repeating and memorizing the entire dialogue or specific parts of it.

According to Brown (2001), the audio-lingual technique is based on linguistic and psychological theory. To elaborate this, (Larsen-Freeman, 2000, p.47-50) gives the expanded illustrations of some common techniques associated with the Audio-lingual Method: “Dialogs memorization; Backward Build-up (Expansion Drill); Repetition drill; Chain drill; Single-slot Substitution drill; Multiple-slot; Transformation drill; Question and Answer drill; Minimal Pairs Analysis; Complete the dialog and Grammar games”.

The view of this current study is that teachers in the Tamale Metropolis still rely on these approaches to teach language despite their inadequacies. The discussion on these traditional approaches has revealed that they fail to enhance the language ability of learners and rather dwell so much on the memorization of rules and structures of the target language with little or no emphasis on the use of language in contextual situations. This does not enhance the linguistic ability of learners.

2.1.2 Phase 2: classic communicative language teaching (1970s to 1990s)

While grammatical competence was required to produce grammatically correct sentences, the focus shifted to the knowledge and skills required to use grammar and other aspects of language appropriately for various communicative purposes, including making requests, giving advice, making suggestions, describing wishes and needs, and so on, Richards (2006). Communicative skill was required to use language effectively Austin (1999). Rather than simply specifying the grammar and vocabulary that students must master, it was argued that a syllabus should identify the following aspects of language use in order to develop students' communicative competence:

1. Consider the learner's goals for learning the target language as thoroughly as possible; for example, using English for business, in the hotel industry, or for travel.
2. An idea of where they will want to use the target language, such as in an office, on an airplane, or in a store.
3. The learners' socially defined role in the target language, as well as the role of their interlocutors; for example, as a traveler, a salesperson speaking with clients, or a student in a school.
4. The communicative activities in which the students will participate.
5. The language functions involved in those events, or what the learner will be able to do with or through the language, such as making introductions, explaining concepts, or describing plans.
6. The target language variety or varieties that will be required, such as American, Australian, or British English, as well as the levels of spoken and written language that the learners will need to achieve.
7. The grammatical information that will be required

8. The vocabulary or lexical content that will be required (van Ek & Alexander 1980).

2.1.3 Phase 3: Current Communicative Language Teaching (late 1990s to date)

The communicative approach has been widely used since the 1990s. It describes a set of very general principles based on the notion of communicative competence as the goal of second and foreign language teaching and a communicative syllabus and methodology as the means of achieving this goal (Richards, 2006).

Current practices in communicative language teaching are based on the following core assumptions or variations on them (Bachman, 1990).

1. When learners engage in interaction and meaningful communication, they are more likely to learn a second language.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning, the

ultimate goal of learning is to be able to use the new language both accurately and fluently.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

The adoption of the CLT as an alternative to the traditional approaches of language teaching and learning has yielded some good results. This is because studies have shown improvement in learners' communicative skills with the advent of the CLT. For instance, Chang (2014) discovered that engaging learners in CLT instructions and activities has a positive effect on students' learning motivation. When students engage in self-directed activities in the classroom, they become more motivated to use the target language without fear of making mistakes, which are an unavoidable part of the language acquisition process (Brown, 2000). CLT enables learners to negotiate meaning through communicative tasks, resulting in proficiency in the target language.

Based on this, the researchers suggested that teachers engage students in each communicative activity multiple times in order to provide opportunities for students to practice English, encourage them to be independent learners, and provide an

enabling environment in the classroom. They also suggested that teachers provide students with frequent constructive feedback and error correction on their performance during these activities in order to further motivate them. They also suggested that teachers give students equal opportunities to participate and interact in the classroom in order to achieve efficient results (Chang, 2014).

For instance, “Hot Seat” as a communicative activity offers learners opportunities to communicate in authentic situations using English language to practice targeted grammatical structures or vocabulary and to get to know each other (Chang, 2014). Wajid and Saleem (2017) investigated learners' perspectives on the influence of CLT on their attitudes towards English language learning in the classroom to confirm the effectiveness of CLT on language enrichment. The study's findings revealed that students at King Abdul-Aziz University (KAU) had positive attitudes towards improving their speaking skills on a more personal level.

Similarly, in a case study conducted by Incecay and Incecay (2009) to determine Turkish college students' perceptions of the effectiveness of communicative and non-communicative activities in their classes, the findings revealed that students benefited from CLT when communicative and non-communicative activities were combined in English classrooms. In other words, combining CLT with traditional teaching practices appeared to benefit students. This is because the majority of students were able to use language effectively when participating in CLT activities.

As a result, researchers and language practitioners consider teaching for communicative competence as the most effective method of instruction (Berns, 1990). Thompson (1992) agrees with the argument, stating that CLT is primarily designed to promote meaningful communication both in and out of the classroom. The

assignments in this technique are genuine activities that lead to a real-life situation. The "Communicative Approach is a well-thought-out and essential approach to language teaching and learning because it places a strong emphasis on communication," (Brown, 1994, p.71). This improves learners' communication skills because they can use language in context through meaning negotiation.

According to the preceding discussion, CLT is the best way to fill the void left by previous language teaching approaches, as most of them focus on cramming grammatical knowledge at the expense of true communicative ability which is a multi-faceted approach. As a result, CLT centers the teaching and learning process on the learner.

Based on the preceding arguments, the current study seeks to investigate the processes teachers go through in the use of CLT in ESL classrooms, the perception of ESL teachers towards the use of CLT and the factors that deter teachers from the use of CLT in ESL classroom in SHS in the Tamale Metropolis.

2.2 Meaning of CLT

CLT is frequently regarded as an approach, rather than a method that aims to make communicative competence the goal of language teaching. It develops procedures for teaching the four language skills that recognize the interdependence of language and communication (Richards & Rodgers, 2001). CLT focuses on language use, fluency development, learner-centeredness, and the ability to communicate in a variety of contexts. It discusses how learners should learn a language, the roles of teachers and learners in the ESL classroom and classroom activities that aid in ESL acquisition (Richards, 2005). This means that CLT is a learner-centered approach.

Brown (2007) argues that Communicative Language Teaching is an eclectic blend of previous methods' contributions into an approach that goes beyond teaching rules, patterns, definitions, and other knowledge about language to teaching genuine, spontaneous, and meaningful communication. The traditional approach to grammar teaching is ignored in CLT while fluency development is emphasized.

Similarly, Lightbrown and Spada (2013) assert that CLT is a teaching approach that prioritizes communication of meanings through contextual activities over abstract teaching of grammatical rules. The mere mastery of linguistic forms and structures (grammar and vocabulary) in their opinion, is no longer the goal of language learning. Because simply mastering the structure of a language is insufficient for students to function in contextual environments outside the classroom. Language teaching and learning should therefore be geared towards communicative functions. According to Dos Santos (2020), the CLT approach is a universal effort that has found inspiration and direction in the interaction of initiative both theoretical and applied in many different contexts.

2.2.1 Characteristics of CLT

According to Richards and Rogers (2001), there has been no widely accepted model of CLT, nor a single source of authority on this approach; as a result, CLT is open to a variety of explanations. CLT is defined by some as a combination of grammatical and functional teaching, while others define it as a teaching method that engages students in interactive tasks through cooperative learning.

Brown (2007, p.206) does not give a definite explanation to CLT. Rather, Brown sees CLT in interrelated features. These include;

- the components of communicative competence: grammatical, discourse, functional, sociolinguistic, and strategic competence
- the pragmatic, authentic, functional use of language in contextual situations which include the significance of language forms
- CLT also recognizes the fact that fluency and accuracy are complementary, not mutually exclusive
- CLT emphasis classroom activities that enhance students' communicative skill in real life situations outside the classroom
- CLT recognizes that autonomous learners would continue to learn the language beyond the classroom contexts
- CLT admits that the teacher's role is a facilitator and guide, not a dictator of knowledge
- CLT also sees the students' roles as co-learners in the classroom where cooperative and collaborative learning is emphasized. Based on the characteristics above, the ESL teacher needs to be conversant with the needs of learners and should have adequate knowledge in the language to meet these needs.

Richards and Rogers (2001) distinguish between the Communicative Approach and the Audiolingual Method by elaborating on some CLT characteristics. Emphasis on meaning, communicative functions, the significance of contexts, opportunities to communicate (through trial and error), fluency, and effective communication are some of the characteristics of CLT. Other characteristics include the use of minimal drilling, the use of pair or group work to promote learning, and teachers' roles as facilitators and guide in the teaching and learning process.

In the view of Nunan (1991, p.279) there are five essential features which the communicative language teaching approach is premised on. These include;

- CLT puts emphasis on learning to communicate through interaction in the target language
- CLT uses authentic texts into the learning situation
- CLT gives opportunities for learners to focus, not only on language acquisition, but also on the learning process itself
- CLT encourages the use of learner's own personal experiences as important factor to classroom learning
- CLT connects classroom language learning with language use outside the classroom context

From the foregoing discussion, it can be observed that, the various characteristics only differ in terms of approach but offer similar meaning.

In contrast, Savignon (2005, p.645) argues that there are no clear-cut features of CLT and offers features which she posits are non-characteristic features of CLT.

- CLT is not the same as exclusive oral communication. It therefore does not exclude writing activities
- CLT does not mean that irrespective of the type of classroom activities, small or pair work should be used in the teaching and learning process. Some tasks depend on the context of learning and therefore maybe inappropriate when conducting such activities with pair work or group work.
- CLT is not a one-cup-fits-all approach even though it is globally recognized. Its application and the type of learning tasks therefore depend on the learning situation and learning needs of the students.

- CLT does not ignore the significance of knowledge of syntactic rules of language, discourse grammar, and sociocultural awareness of the target language. Rather it integrates all these aspects of language acquisition processes in order to achieve competence in the target language.

Savignon (2005, p.645) further argued that, contexts or situations in which CLT is practiced is important to its implementation. It is therefore better to view CLT as “an approach or theory of intercultural communicative competence to be used in developing materials and methods appropriate to a given context of learning”.

Despite its subjectivity in relation to nature and what its features are, the primary characteristics of CLT revolve around the development of learners' communicative competence by using a variety of classroom tasks.

2.3 Theoretical framework

The constructivist theory of second language acquisition, which is rooted in Piaget's cognitive developmental theory and Vygotsky's sociocultural theory, informs the current study's theoretical perspective. Based on the premise that knowledge is socially constructed, this study is designed from Guba and Lincoln's (1994) social constructivist perspective. Guba and Lincoln's social constructivism is appropriate for guiding this study for the following reasons:

First, the research perspective of Guba and Lincoln is consistent with the social constructivist nature of language learning and teaching. Vygotsky (1978) for example, contends that language is learned through social interaction. Similarly, the study's focal point, communicative language teaching (CLT), emphasizes that foreign language should be taught through social interactive activities (Lee & VanPatten,

2003). As a result, Guba and Lincoln's social constructivist viewpoint is consistent with the nature of language learning and the CLT perspective on foreign language teaching.

Second, the social constructivist methodological principles are consistent with the study's purpose. According to social constructivism, for example, people construct language based on their experiences, activities, and perceptions (Guba & Lincoln, 1994). According to studies, teachers' implementation of CLT varies depending on their teaching experiences and attitudes towards foreign language learning and teaching (Hiep, 2007; Liao & Zhao, 2012; Sato & Kleinsasser, 1999). As a result, understanding CLT implementation requires taking into account the influence of teachers' experiences, activities, and attitudes.

Furthermore, true knowledge in social sciences is the result of interaction between the researcher and participants from an epistemological standpoint (Lincoln, Lynham & Guba, 2011). According to Hatch (2002, p.15) "the researcher and respondents construct the subjective reality under investigation through mutual engagement".

Finally, the researcher investigates social phenomena as they occur naturally in the social constructivist perspective (Creswell, 2007; Guba & Lincoln, 1994; Hatch, 2002). In other words, the researcher does not change the conditions or behaviors under investigation. This feature is appropriate for this study because it enables the researcher to know the processes teachers in the Tamale metropolis use to implement CLT in their language classrooms.

Language pedagogy has incorporated a wide range of teaching methodologies that emphasize the centrality and diversity of learners, as well as their active participation

in authentic and meaningful pursuits as individuals and groups (Kaufman, 2004). According to constructivist philosophies, people create their own meaning through experience. This means that constructivism refers to how people construct or interpret reality based on their own experiences (Brooks & Brooks, 1999; Jonassen, 1992). This is an indication that a certain prior linguistic knowledge can be the basis for acquiring a language.

Constructivism also values experience. As a result, education and training must be grounded in reality. Furthermore, classrooms should be designed and organized so that students can ask critical questions, discuss ideas and experiences, and connect with one another (Brooks & Brooks, 1999).

The father of social constructivism, Lev Vygotsky, believed that knowledge is constructed through dialogue and interaction with others (Vygotsky, 1978, p.86). He proposed that knowledge is co-constructed in a social environment and that people use language as a tool to construct meaning during social interaction. The use of language as an inter-psychological tool between individuals in an environment is central to the social constructivist view of the learning process. Successful learning is said to result in an internal dialogue that can be used as an intra-psychological tool in the future in a variety of situations (Marsh & Ketterer, 2005; Vygotsky, 1978).

Piaget's concepts include active learning, schemes, assimilation, and adaptation. Vygotsky's (1978) work gave rise to concepts such as social constructivism, group work, apprenticeship, and others. Students generate new ideas or concepts by drawing on what they already know and have learned in the past.

A cognitive framework is used by the learner to select and change information, construct hypotheses, and make judgments. Cognitive structures (e.g., schema, mental models) provide meaning and organization to experiences and assist a person in negotiating meaning. Creating a classroom environment where students are encouraged to engage in "meaning making," a term coined by Jerome Bruner in 1990, is central to the idea of a constructivist-learning environment (CLE). Within this environment, students are encouraged to apply their knowledge, skills, and attitudes to "construct understandings of the world" and "search for tools to help [them] understand [their] experiences" (Brooks & Brooks, 1999, p.4).

Teachers in constructivism encourage students to investigate language rules on their own. The teacher and student are engaged in an active conversation, with the teacher serving as a facilitator.

In a constructivist learning environment, the teacher's "focus is on guiding rather than telling" (Applefield et al., 2001, p.15). "A constructivist framework challenges teachers to create environments in which they and their students are encouraged to think and explore" (Brooks & Brooks, 1999, p.30). Constructivist curriculum is designed to allow students to build on prior knowledge. As a result, learning is seen as a contextual process in which facts are not separated from the contexts and environments in which they apply. Motivation is essential because it activates the learner's sensory apparatus. Relevance, curiosity, enjoyment, accomplishment, achievement, external rewards, and other motivators all contribute to making constructivism learning easier (Vygotsky, 1978). Thus, engaging students in language enrichment activities enhances language acquisition.

Constructivism is related to language teaching and learning situations because it views learning as an active process of structuring meaning and expects a language teacher to act as a facilitator rather than a knower (Reinfried, 2000). Teaching is seen as showing or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, and causing someone to know or understand something (Phillips, 2000). Bruner (1966, p.40-41) states that a theory of instruction should specify the following: the experiences that most effectively implant in the individual to learn, the ways in which a body of knowledge should be structured to be most readily grasped by the learner, and the most effective sequence in which to learn.

According to Can (2009, p.68) the principles of constructivism in SLA include:

1. It is based on action-orientedness and cooperative learning, creative forms of classroom work, learning by projects, and, LBT - learning by teaching are essential in the constructivism classroom.
2. More concentration on the Learner-centredness which means more individualization of learning, and autonomy of learner.
3. Process-related awareness is essential in the constructivist classroom and learning awareness, language awareness, intercultural awareness.
4. Holistic language experience is the soul of this theory in the language classes, which depends on content-orientedness, authentic and complex learning environment.

Tam (2000, p.67) describes constructivist teacher traits as follows:

1. The teacher is one of many resources available to students, not the primary source of information.

2. The teacher engages students in experiences that challenge previous conceptions of their existing knowledge.
3. The teacher uses student responses in the planning of next lessons and seeks elaboration of students' initial responses.
4. The teacher encourages questions and discussion among students by asking open-ended questions.
5. The teacher assists students to understand their own cognitive processes (metacognition) by using cognitive terminology such as classify, analyze, create, organize, hierarchy, etc. when framing tasks.
6. The teacher encourages and accepts student autonomy and initiative by being willing to let go of classroom control.
7. The teacher makes available raw data and primary resources, along with manipulative and interactive physical materials.
8. The teacher does not separate knowing from the process of finding out nouns and verbs.
9. The teacher facilitates clear communication from students in writing and verbal responses, from the point of view that communication comes from ones deep structural understanding of the concepts being communicated. When they can communicate clearly and meaningfully, they have truly integrated the new learning.
10. Errors are seen as an integral part of the language learning process

Based on the above discussion, the constructivist theory of language teaching underpins the current study. The data of this study was analyzed under the assumption that the learner and teacher are co-constructors of meaning and play important roles in the language acquisition process. Although the learner and teacher serve

complementary functions, learner autonomy is highly desired in language teaching and learning.

The perception of the teacher towards a learning approach is of significance to the acquisition process and the resultant processes employed to achieve the desired results, (Mirel, 1998). Classroom conditions such as the relationship between teacher and learner, the number of learners, curriculum needs and the quality of instructional activities that allow the learner to interact with language improve the acquisition processes of learners (Jonassen et al, 1999).

In conclusion, in an active constructivist learning classroom, both the teacher and learner play significant roles coupled with effective classroom conditions in the achievement of the desired learning outcomes.

2.4 The Role of ESL Teacher in a CLT Classroom

According to Richards and Rogers (2001), Darn (2005), Richards (2006), Wu (2008), Larsen-Freeman and Anderson (2011) and Littlewood (2012) a language teaching technique is considered CLT if it follows the following principles;

- CLT is the student-centered teaching approach in which students are provided opportunities to develop both accuracy and fluency, but fluency is more important than accuracy (Richards & Rogers, 2001).
- Students grasp the language used by native speakers in reality thanks to authentic textbooks (Littlewood, 2011).
- Communicative skills such as listening, reading, writing, and speaking are combined through the common CLT activities such as pair work, group-work, role-play, games, using pictures and clips to modify the lesson to help students get used to communicating the real language (Richards, 2006).

- Teachers are required to be tolerant of students' errors since "Errors of form are tolerated during fluency – based activities and are seen as a natural outcome of the development of communication skills" (Larsen- Freeman & Anderson, 2011, p.164). For this reason, the teachers should "note the students' error during fluency activities and return to them later with an accuracy-based activity" (Larsen- Freeman & Anderson, 2011, p.164).
- Teachers also have to reduce teacher talking time and maximize the use of second language but make sure that students can understand the lesson (Darn, 2005; Wu, 2008).

To fulfill the principles, the teacher must perform a variety of tasks in the classroom (Littlewood, 1981). In the CLT classroom, the teacher serves two important roles: facilitator of communication and independent participant in the learning process (Breen and Candlin, 1980). Brown (2001) argues that a teacher has four primary duties as communication facilitator, need analyst, counselor, and group process manager. From the preceding discussion, the teacher in a CLT classroom remains an active participant in the process. Although CLT is primarily a learner-centered approach, it does not imply that the teacher should abdicate responsibility to the learner.

As a facilitator, the teacher assists students in planning and carrying out their own learning, such as setting goals, selecting materials, and assessing progress, so that they can gain the necessary skills and knowledge to apply. To fulfill this role, the teacher must perform three sub-roles: language model, co-communicator, and controller (Harmer, 2007). For example, in fluency practice exercises, the teacher is expected to simulate a communication scenario in order to improve students' fluency skills. In

addition, the teacher creates a conducive environment for students to perform communicative competence tasks. This is due to the CLT methodology's opposition to heavy teacher-controlled drills, memorization quizzes, and extensive commentary on English forms.

Teachers use need analysis to plan lessons by analyzing students' learning styles, learning assets, and learning goals. Furthermore, the counselor's position requires that the teacher be an effective communicator by employing paraphrasing, confirmation, and appropriate feedback to improve speaker intention and hearer interpretation.

As a group manager, the teacher's job is to monitor, encourage, and discourage the tendency to fill in gaps in lexis, grammar, and strategy (Finochiaro & Brumfit, 1983; Littlewood, 2011). Furthermore, the teacher should keep track of when he or she will discuss or practice later. At the end of the tasks, the teacher suggests alternatives and extensions and assists the group in self-correcting the conversation. At this point, the emphasis should not be on error analysis because errors are unavoidable in the language acquisition process. As a result, learner errors should be viewed as a progression in learning the target language.

Scholars such as Vygotsky and Piaget have argued that a student-centered approach fosters independence, a discovery mindset, and the ability to take responsibility for one's own learning. The teacher also uses this technique to observe student behavior changes by having a good understanding of task design, activity organization, classroom setting selection, and evaluation criteria. This means that language teaching methodology should be capable of influencing learners to fit into any real-life situation. CLT should be able to produce language learners who can use language to negotiate meaning and meet daily needs through language.

As a result, Brown (1994, p.77) states that, “the teacher is expected to act as a co-learner where learners are responsible for their own learning needs and are able to use language for their everyday needs both in and outside the language classroom”.

According to Atkins (1996) research shows that by asking questions, allowing students to ask and answer questions, and creating an environment that encourages participation, teachers can positively influence students' understanding of lessons. Learning is a deliberate developmental process in which students make sense of new information by applying previous knowledge. The roles of the teacher and learner are primarily defined by their contributions to the learning process in terms of the tasks that must be completed. Furthermore, the type of interaction in the classroom is determined by the role-relationship between the teacher and the learner.

Different types of language classrooms exhibit distinct patterns of interaction as a result of differences in teacher and learner responsibilities in relation to the expectations in the teaching-learning process. Everyone in the classroom, not just the teacher, manages classroom performance in a CLT classroom. According to Allwright (1984), teachers are no longer just teachers, and learners are no longer just learners, because they are both learning managers. The traditional image of the teacher as the dominant authority figure in the classroom has outlived its usefulness, and the teacher now has to facilitate the communicative process in a classroom where students feel safe, unthreatened, and non-defensive.

2.5 The role of the Learner in a CLT Classroom

Prior to the introduction of CLT into language classrooms, the learner's role in a language class was limited because most lessons were centered on the teacher. Students were expected to blindly follow their teachers. The teacher acted as the full

jug, transferring information from the full jug to the empty mug-learners. The 'functional aspect' (Halliday, 1970, p.145) and 'communicative skill' of language use were not addressed. There was little or no oral work and only a few written exercises (Richards & Rodgers, 2002).

Again, during material selection, learners' needs, learning styles, preferences, and learning goals were not taken into account. They were not permitted to question or suggest the content of classroom activities. The teacher constantly introduced new language materials. Byrne (1986) concurs with this assertion, stating that the teacher was the focal point of activity at this time. Teachers at GTM strictly monitored students' practice. In a class, there was no or very little student-student or student-teacher interaction (Richards & Rodgers, 2002, p.6). As a result, the entire language process became tedious and monotonous.

CLT philosophy is based on Hymes' (1972) theory of 'communicative competence.' Learners in CLT contribute significantly to L2 teaching and learning. When learners engage in meaningful communicative activities, they can achieve functional language qualities. According to (Finocchiaro & Brumfit, 1983, p.91-93), "language is learned through trial and error". According to (Mclean, 2012, p.33), "the student can only be put back on his own resources when the teacher's authority recedes". CLT advocates for a method that is "teacher-directed and student-centered" (Rance-Roney, 2010, p. 20).

Learners in L2 instruction and learning complete a series of exercises assigned by teachers in order to engage in genuine dialogue with authentic resources. These assignments are completed in pairs and groups. In line with this assertion, Larsen-

Freeman (1986) suggests that teachers should encourage students to participate actively in the classroom, both among themselves and with teachers.

CLT focuses on communication processes rather than language form. Students in L2 classes are assigned various roles (Richards & Rodgers, 2002). Breen and Candlin (1980) make the following observations about the function of learners: The learner's function as a negotiator implies that the learner is a part of the general learning environment, where the learner participates in the same activities as every other learner in the classroom.

Finally, CLT advocates for a learner-centered, teacher-directed classroom scenario in which students' responsibility is to "create meaning and connect with others in authentic circumstances" (Rance-Roney, 2010, p.20). As a result, rather than relying on the teacher for their learning needs, students are expected to contribute to the improvement of communicative skills (Belchamber, 2007).

2.6 Language teaching practices that can be integrated in a CLT Lessons

Galloway (1993) proposed an intriguing practice in which a teacher in a communicative classroom for beginners can begin by handing out cards with different names printed on them to serve as new identities. The teacher then models an introduction exchange in the target language. The teacher conveys the task at hand using a combination of the target language and gestures, and encourages students to introduce themselves and ask their classmates for information. As the students do not know the answers beforehand, there is an authentic exchange of information. This compels the students to engage in oral communication and as a result develops their communicative ability.

Listening is another activity proposed by Galloway in CLT. This activity is a reinforcement listening exercise. The teacher can play a recorded exchange between two people meeting each other for the first time. This particular exercise is called "Eavesdropping" and aimed at advanced students. Where students may be required to identify the following questions:

- Where were they when you eavesdropped?
- Who was talking?
- About how old were they?
- What were they talking about?
- What did they say?

This type of activity places students in a real-life listening setting in which they must report what they hear. During class discussions, students are encouraged to express their thoughts on the subject. This allows pupils to use the target language when discussing their personal experiences and perspectives. The communicative tasks can encourage students to communicate confidently in the target language using contextual situations. This is because the topics are meaningful to them, provided that they are created at an acceptable degree of difficulty.

The use of the CLT approach fosters oral competency in students by encouraging participation, promoting confidence, preparing students for real-life communication, and developing communication strategies through activities. The CLT approach is effective in the language classroom because it enhances teachers' roles and encourages participation from students with low proficiency.

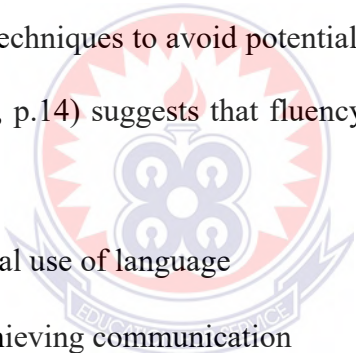
Every CLT activity places a high value on communication skills. Students in a communicative class are given opportunities to use the language in a variety of tasks

in order to gain communicative competence. Typically, activities in a communicative language classroom are classified into several categories. Paulston and Bruder (1976) divided the types of activities they thought would help students achieve communicative competence into four categories:

- **Dialogs and Social Formulas:** These include greetings, partings, introductions, excuses, compliments, complaints, hiding feelings, and so on. It is actually very difficult to lie, complain, or turn someone down for a date in another language, and students of a foreign language must be taught how to interact with those who do.
- **Community Oriented Tasks:** Those are sets of exercises which compel the student to interact with native speakers outside the classroom.
- **Problem-Solving Activities:** The students are presented with a problem and some alternative solutions, from among which they have to choose one or create their own.
- **Role Plays:** In role plays, students are assigned imaginary roles. The students may even act out the role of themselves. The simplicity of role plays and the improvisation is a matter of student proficiency. Paulston and Bruder (1976) maintain that the teacher should attach importance to the format of the role play which consists of three basic components, whether or not it is a complex one. In the situation, the teacher clearly explains the scene and the plot of the role play, which is followed by the description of the task and the action to be accomplished. Then, the teacher assigns the roles, the list of characters, making sure that the roles are not too elaborate for the students to carry out. Useful expressions, part contains the linguistic information, primarily expressions and phrases that will facilitate the acting out of the roles.

Similarly, Celce-Murcia (1991) investigated classroom activities that help students improve their communication skills and classified them into four categories: Activities with a linguistic structure; Performance activities; Participation activities; and Observation Activities.

Another distinction can be made between fluency and accuracy exercises. One of the most frequently agreed-upon objectives of CLT is to improve language fluency. "Natural language usage occurs when a speaker engages in meaningful connection and maintains understandable and continuing communication despite communicative ability limitations," (Richard, 2006, p.14). In order to achieve fluency, he suggested that teachers design classroom activities in which students must negotiate meaning and use communication techniques to avoid potential communication breakdowns. As a result, (Richards, 2006, p.14) suggests that fluency activities include the following elements:

- 
- They reflect natural use of language
 - They focus on achieving communication
 - They require meaningful use of language
 - They require the use of communication strategies
 - They produce language that may not be predictable
 - They seek to link language use to context

Other activities that can be used in a CLT classroom are shown as follows:

- Information-gap activities: The term information gap is a significant part of communication in a CLT classroom. This primarily is based on the fact that in their everyday live, people generally communicate in order to get information they do not possess. This is referred to as an information gap. More real

communication is likely to occur in language classes if students can participate in information gap activities to exchange unknown knowledge. They will use available language, grammar, and communication skills to perform a task in this manner.

- Jigsaw activities: With these activities the class is divided into groups and each group has part of the information needed to complete an activity. The groups are expected to fit the pieces together to complete the whole. This way, they use their language resources to communicate meaningfully and so take part in meaningful communication practices.
- Communication games: These games basically involve information-gap activities which are aimed at provoking communication in the classroom. The games are generally in the form of puzzles, drawing pictures and putting information and instructions in the correct order. The student has a piece of information which is part of the whole. The task of the student is to walk around to get the necessary information in order to satisfy the entire information through which an artificial need on the part of the learners is created to get them to speak. Students feel it as a challenge to participate; thus, an unconscious learning and practicing of knowledge occurs which takes out the fear learners have for speaking in the class (Johnson & Morrow, 1981).

Aside from that, a language teacher could use cooperative learning to encourage students to participate in communicative activities in the classroom. According to Slavin (1999), cooperative learning refers to a variety of instructional strategies in which students collaborate in small groups to assist one another in learning academic information. Higher-level students will help lower-level students improve their subject knowledge.

Cooperative learning is based on the idea that rewarding a group rather than an individual will motivate students to assist one another in understanding academic material. Each team member is responsible not only for learning the materials but also for assisting teammates in comprehending the subject and completing the assigned assignment. As a result, it promotes a sense of achievement. The teacher's role is minimal. Learners' communicative skills improve significantly when they are given control over their learning needs through group facilitation.

Furthermore, mediated learning is increasingly important in a cooperative classroom. Facilitation, modeling, and coaching are all aspects of mediation. Facilitating include generating a stimulating environment and activity for connecting new materials to past knowledge, facilitating cooperative work and problem solving, and presenting students with a variety of authentic learning tasks. Giving hints or clues, providing feedback, redirecting students' efforts, and assisting them in utilizing the method are all examples of coaching. This is to ensure that they receive the appropriate amount of assistance when they require it (Mandal, 2009).

Students should be able to express themselves competently in the target language without fear both at school and at home if the above activities are used effectively.

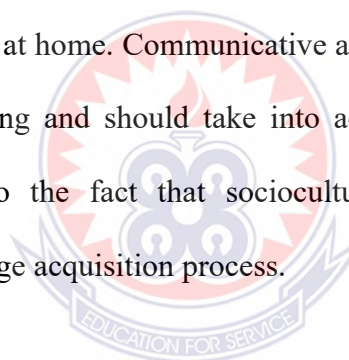
According to Richards and Rogers (2001, p.165), the types of practices or activities that can be used in the communicative approach are not limited to a set number or set of options. This means that the number of communicative activities or practices that can be incorporated into CLT lessons is limitless. They argue, however, that in order to be considered communicative, activities must have certain characteristics, such as the ability to engage learners in communication and assist them in achieving specific communicative skills set in the lesson objectives, as well as provide learners with the

opportunity to complete tasks that involve "information sharing, negotiation of meaning, and interaction" (Richards & Rogers 2001, p.165).

Littlewood (1981, p.17) proposes four goals of communicative activities that should improve the process of language learning. The first goal is to provide learners with what he refers to as "whole-task practice," or the opportunity to practice a combination of individual skills in order to master a larger one. The second goal is to increase learners' motivation, which means encouraging them to achieve their goals (ability to communicate with others) by participating in various classroom activities. The third goal is to encourage learners' natural learning by using the target language for communication both inside and outside the classroom. The final goal is to create a learning environment. Littlewood (1981, p.20), divides communicative activities into two main categories: "functional communicative activities and social interaction activities". Functional communicative activities are those practices that challenge learners to navigate through a series of language items available to them at a specific level to solve problems. These activities demand learners to do whatever they can with the language at their disposal to share, discuss, and evaluate information in order to carry their intended meanings across. With the social interactive activities, Littlewood (1981) argues that learners apart from paying attention to the aim of communication by getting the messages across effectively, they also have to focus on the social context in which the interaction takes place. Thus, social interaction activities are activities that give learners opportunity to engage in communication or interaction in the real-life situations outside the classroom. Such activities may include conversations, discussions, dialogues, role plays, debates, improvisations, and other simulation activities.

According to Rao (2002) games, role plays, simulations, and problem-solving tasks are communicative activities. Rao defines communicative activities as student-student interaction, student-teacher interaction, and the use of songs, while non-communicative activities include drilling, dictionary exercises, grammar rule explanation, and error correction. Sato and Kleinsasser (1999) supported this claim by referring to role play, games, surveys, group work, and simulations as communicative activities.

Based on the discussions above, the current research agrees that CLT activities should include all activities that have the potential to improve learners' communicative abilities. These activities should allow students to use language to meet their daily needs both at school and at home. Communicative activities should thus be dependent on the context of learning and should take into account the learner's sociocultural context. This is due to the fact that sociocultural competence is an essential component of the language acquisition process.



2.7 Perception of Teachers towards CLT

Teachers' perceptions, beliefs, and metacognitive knowledge, have been identified as critical factors in the learning process and overall classroom success (Breen & Littlejohn, 2000). Teachers' perception plays a significant role in the success or failure of various theoretical and practical L2 teaching and learning issues, including CLT.

2.7.1 Related Studies

Ellis (1994), as cited in Karim (2004, p.26), conducted a study in Vietnam to determine the appropriateness of the communicative strategy. One of the significant challenges in implementing a communicative strategy in Vietnam was the teachers' devotion to tradition. Two historical realities supported this: the Vietnamese cultural

version of questioning written words and the examination system emphasis grammar-translation.

According to the study, teachers in Vietnam disregard the use of CLT in the classroom because they continue to teach students using traditional methods such as grammar translation and audio lingual. As a result, teachers were ambivalent about CLT. This could be due to either the teachers' lack of knowledge of the CLT approach or to some other factors. This goes to support the argument that the environment in which learners experience the language is very important, as it may affect all aspects of the learning process, from motivation to teaching methods used by teachers (Aleixo, 2003).

Karim's (2004) study looked at the views of university-level EFL teachers in Bangladesh towards CLT. According to the research, most teachers had positive feelings about CLT's basic concepts. He also observed that the teachers were aware of the characteristics of CLT and that their perceptions of CLT were consistent with their CLT practice. Teachers engaged students in a variety of activities to help them use the language to meet their daily needs.

Chang (2000) conducted a study in Taiwan for 110 high school English teachers' perception toward and use of CLT. According to the findings, Taiwanese high school English teachers dislike CLT. Those who have a positive attitude towards CLT are more likely to focus on activities that only improve the accuracy of language items at the expense of the overall development of all grammar, discourse, strategic, and sociolinguistics competence. The study also revealed that most teachers continue to use memorization and repetitive drills to help students master language without actually applying the language rules in context.

Similarly, Nitish (2012) investigated teachers' perception toward CLT in Bangladesh and discovered that they were supportive of the approach in theory but were hesitant to use it in the classroom. They prefer to use the grammar translation method because they are familiar with it. Most teachers, particularly in secondary schools in Bangladesh, have only a rudimentary understanding of communicative language teaching (CLT) and numerous misconceptions about how to use it in the language classroom. CLT is generally seen as a foreign approach to language teaching among the teachers and hence is not appropriate in the Bangladesh classroom. This may result to negative attitudes towards the use of CLT in ESL classroom.

Although Australian Japanese teachers agree that CLT is used in their classrooms, Sato and Kleinsasser (1999) discovered that their practices are not based on CLT in the way that it is commonly articulated in the literature. Rather, they develop CLT based on their personal perspectives and experiences. Because they appear to lack knowledge in the use of CLT, they prefer to implement elements of grammar translation in place of CLT. This is due to the fact that the activities used in the classroom were more focused on grammar translation than CLT. Sato and Kleinsasser suggested that teachers focused more on memorization and correct pronunciation in order to achieve language competence.

According to Gamal and Debra (2001), cultural tradition is another issue that impact the attitude of teachers in the way of CLT application in Egypt. It is Egyptian cultural traditions that students avoid expressing their views for fear of losing face or offending others. Group work, pair work, and discussion thus become less fruitful because of students' negative attitude towards these activities. Apart from this, as stated by Gamal and Debra, teachers are seen as knowledge holders and they might

consider that if they play games with students or ask students to role-play in class, they might not be seen as doing their job. This finding is consistent with Burnaby and Sun's (1989) findings that Chinese teachers felt they were not teaching when they use CLT activities and anticipated that the students would complain against them.

Defeng Li (1998) conducted a study at a Canadian university with 18 South Korean secondary English school teachers to identify their perceived difficulties in adopting CLT. All participants completed a written questionnaire, and ten were interviewed as well. According to the study's findings, teachers reported having difficulty implementing the CLT approach in their classrooms. Korean teachers reported four types of difficulties: "those caused by i) the teacher, ii) the students, iii) the educational system, and iv) CLT itself" (Li, 1998). This means that a variety of factors can lead to either a negative or positive teacher attitude toward the use of CLT in the classroom.

According to Sato and Kleinsasser (1999), as cited in Pham (2006), teachers who do not have a thorough understanding of CLT find it difficult to develop practices that are appropriate to the learning context, and thus frequently return to traditional teaching.

2.9 Factors that deter teachers from the use of CLT

A number of factors influence the success of an educational program; however, many experts believe that teachers are at the heart of good curriculum implementation (Borg, 2009; Fullan, 2007). Teachers are at the heart curriculum changes (Fullan & Hargreaves, 1992).

Alwan (2006) supports the argument by stating that teachers' interpretations, perceptions, and beliefs influence and impact instructional technique decision-making. Because they use the curriculum in the classroom, teachers are regarded as the most important actors in curricular implementation and transformation.

According to Larsen-Freeman (2000), CLT employs strategies for developing communicative skill in context. However, CLT theories and practices have encountered a number of challenges in EFL/ESL contexts (Anderson, 1993; Ellis, 1996; Li, 1998; Liao, 2000; Takanashi, 2004; Yu, 2001). These factors seem to have impediments on the implementation of CLT in ESL classroom;

2.9.1 Teachers' pedagogical knowledge

According to Fullan (2007), a curriculum that is not clear would not bring the desired results. Fullan (2007) further argues that a hazy curriculum will not produce the desired results. According Fullan (2007) teachers are unable to implement curriculum components in the classroom when they lack clear curriculum direction. This explains why teachers should be involved in curriculum planning and implementation. This may make it difficult for them to articulate the characteristics that distinguish CLT from GTM, though they may be able to demonstrate the knowledge in their classroom practice to some extent. Curriculum complexity is defined in the innovation literature as the extent to which teachers are confronted with the application of new materials, the application of the learning of new skills, and the expectation that they will alter their existing beliefs about teaching and learning (Fullan, 2007).

In innovation literature, curriculum complexity refers to the extent to which teachers are faced with the application of new materials, application of the learning of new

skills, and the expectation that they will alter their existing beliefs regarding teaching and learning (Fullan, 2007).

GTM classroom features are still used by teachers, primarily in rural areas. The majority of teachers were unable to demonstrate CLT classroom activities Brown (2001). For one reason, a new program or strategy will compete with long-held ideas about language teaching and learning, which are the result of prior teaching and learning experiences, prejudices, and beliefs (Larsen-Freeman, 2000).

Teachers' educational attitudes and perceptions, on the other hand, have an impact on classroom behavior, influence what students learn, and are a powerful driver of teachers' teaching style, despite the fact that they are held unknowingly in many situations (Karavas, 1996). This has the potential to deter teachers from implementing CLT in their classrooms.

CLT ideas and practices are discovered to be incompatible with how it is applied. Chowdhury and Ha (2008) questioned whether CLT was culturally and pedagogically appropriate in Bangladesh, a completely different Eastern culture. This assertion may be true for Ghana, where most language teachers believe that certain approaches to language teaching are inappropriate for classroom instruction. Many researchers have conducted investigations into CLT in the classroom where teachers have reported that they had encountered many challenges in implementing the CLT approach. For instance, Shiba's (2011) study in Libyan secondary schools utilized classroom observation and interviews with teachers, and concluded that difficulties such as a lack of adequate training hinder the implementation of the CLT approach. Again, Li's (2001) study in South Korea concluded that, due to the students' lack of knowledge of

English structures, the teachers encountered difficulties in oral communicative activities.

The quality of English language teachers is always regarded as a major issue in the context of English language teaching. There are low-quality English language teachers who lack pedagogical knowledge, according to Hamid (2010). If this occurs, teachers will find it difficult to adopt required language teaching methodologies, such as CLT.

To support this claim, Islam (2015) conducted a study in Egypt to determine the factors that discourage teachers from using CLT and discovered that English teachers did not receive regular effective training and that only a few teachers in selected schools received CLT training. There is a significant lack of government support or initiatives for English teacher education and training.

Inadequate in-service training is one of the constraints that prevents teachers from implementing CLT Li (1998), forcing them to rely on the traditional method (Brutt-Griffler & Samimy, 1999). This is an unfortunate reality, because training opportunities are frequently the occasions when teachers are expected to find feasible solutions to problems encountered in the classroom. They became especially important if they are related to new educational policies that necessitate extensive changes to instructional materials.

Researchers in this field have been concerned about the challenges of communicative language education. Al Asmari (2015) investigates the issues that prevent Saudi Arabian teachers from using CLT in the EFL context, specifically at Taif University's English Language Center. The study revealed numerous barriers to CLT

implementation at Taif University, including students' poor English proficiency, limited access to CLT resources, and a lack of CLT training and enthusiasm. A comparable study by Nayeem et al., (2020) investigated how CLT implementation affects school teachers in Bangladesh. According to the study, the problems were caused by the Bangladeshi school system, the students, and the approach itself.

Teachers' CLT practice might be influenced by students' willingness and incentive to utilize English in the classroom. The teachers' efforts to implement it are hampered by students' opposition and low English competence. These findings corroborate prior research (Li, 1998; Liao, 2000; Tsai, 2007), which found it difficult for teachers to perform communicative activities with students who have inadequate English ability or who refuse to work in groups.

2.9.2 Large Classroom

There is no universal agreement on how many students constitute a large classroom. According to Ur (2005), the concept of large class is relative, and varies depending on the context. Ur went on to say that in some private language schools, a class of 20 students is considered large, while in others, a class of 40 to 45 students is considered large, and in still others, a class of more than 100 students is considered large. Practitioners from various pedagogical contexts define a large classroom in different ways. As a result, even within the same country, teachers' perceptions of large classes may differ depending on the educational context and level of education Shamim et al., (2007).

A class is considered large when the teacher finds it difficult to address the needs of each individual student due to the large number of students present in the classroom (Charleston, 1976). According to Benbow et al., (2007), a classroom is considered

large if the student teacher ratio exceeds 40 and such classrooms are common, particularly in developing countries, where the student number in the class reaches 100 or higher. Teachers all over the world face a variety of challenges when attempting to teach in overcrowded classrooms. According to Sharndama (2013), a large class is one that has more students than the recommended class size, more students than learning materials and physical structures, prevents the teacher from working as expected, and hampers students' learning.

In extremely overcrowded classrooms, both the teacher's performance and the students' learning suffer greatly Sharndama (2013). In large classes, the teacher must spend valuable class time controlling noise and student disruptions rather than focusing on teaching and learning activities. Individual students are buried in such crowded classes (Abioye, 2010), in the sense that the teacher tries to interact with students from diverse sociocultural backgrounds and learning abilities using the same instructional technique because it is difficult for the teacher to provide for each student's individual learning needs and aspirations at the same time. Although students are highly motivated to learn a language, insufficient learning materials and overcrowded classes may contribute to an unfavorable learning environment.

English language teachers around the world, particularly in developing countries, have been dealing with large classes (Watson, 2006). This is true for Ghanaian Senior High schools, where most language classes have more than 50 students. According to Sharndama (2013), financial constraints, a lack of space, materials, and qualified teachers force the government and school administrators to run large classes with little training in how to use methods other than the lecture method, with little emphasis on collaboration, exploration, and sharing of ideas. Although large classes are disliked,

they do exist in many ESL settings, and educators cannot easily eliminate this problem.

Ives (2000) presents a list of challenges that the teachers experience in such classes.

1. Management of the paperwork: handing out, collecting, and recording tests and other assignments, make-up work.
2. Management of distractions: talking, late arrivals, early departures
3. Perceived anonymity of the students: difficulty of learning names, of taking attendance, of getting students to come to class, of getting students to participate in class, of getting students to do assignments in a timely manner
4. Lack of flexibility in class activities: difficulty in varying activities, in doing group work, in enhancing critical thinking and writing skill
5. Diverse background and preparation of the students.

Similarly, Ur (2005) stated that it is difficult for teachers to handle disciplinary issues, correct written work, motivate students, ensure effective learning, find appropriate materials, track individual progress, and ensure participation. These are the most difficult challenges for teachers in large classes Jimakorn et al., (2006). Teaching large classes was perceived as a difficult job by the teachers because they experienced difficulty in several aspects such as maintaining a relationship with their students, monitoring students' activities and progress, and providing feedback and assessments. It is difficult for the teachers to become acquainted with the students and to address the mixed ability students (Nikam, 2016; Ramji Bhai, 2012).

Practitioners have proposed some strategies for dealing with the aforementioned issues that a teacher may face in a large classroom. As some of the alternatives that teachers can try in a large heterogeneous class, Khati (2010) recommended creating a

collaborative working environment, providing a variety of works, and involving all students in various activities appropriate for different levels. Similarly, Harmer (1998) proposed that teachers use student leaders as one of several strategies for managing an overcrowded classroom. Although the job of teaching a large language class is demanding, pedagogical planning, preparation, proper classroom management and handling, and monitoring of students' behavior can help (Nikam, 2016). While large classrooms seem to be an unavoidable feature of the developing countries, teaching and learning in such contexts can still be improved by building the capacity of the teachers and school leaders to cope with this environment (Benbow et al., 2007).

Large class sizes, according to researchers, have a negative impact on students' achievement. This is due to the fact that specific language skills, such as speaking and listening, are not addressed in a large class. In large classes, students frequently feel anonymous and passive, which can lead to disciplinary issues. Hassan (2012) refers to this as "the logistic problem". Many academics agree that large classes pose a significant challenge for teachers at all levels. Ning and Qiang (2011), (Allam, 2006), Brouwers and Tomis (2000), and (Sakui, 2011) conducted studies that support this argument. Teachers find it difficult to interact with students in large classes.

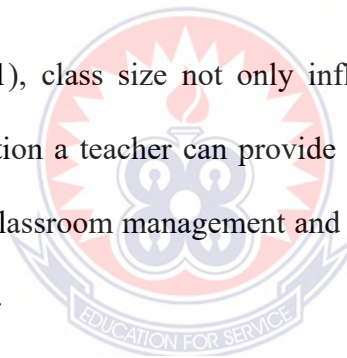
Bamba (2012) shared similar sentiments. She claims that Ivorian teachers believe that large classes do not provide a conducive environment for teaching and learning. Bamba compares large and small classes based on her own experiences as both a teacher and a student. She maintains that students and teachers face numerous disadvantages and difficulties at the same time.

Class size, whether small or large, improves teaching and learning and even influences teachers' technique selection. According to Locasro (2001), large classes

are not a pedagogical disaster, but rather an environment that necessitates more demands and accepted techniques to deal with. Researchers such as Hess (2001) and Xu (2002) have discussed the advantages of large classes. According to them, large class sizes should encourage teachers and researchers to devise appropriate teaching strategies to mitigate the disadvantages associated with them.

It is thus worth noting that implementing modern teaching approaches such as CLT in large classes is a difficult task. It is an idea shared by many scholars and researchers, including Bamba (2012) and Littlewood (2007). They all believe that due to a lack of resources and equipment, as well as class size, teachers struggle to execute and plan CLT activities.

According to Izzo (1981), class size not only influences but also determines how much personalized attention a teacher can provide each student. Classroom size is a major issue that affects classroom management and adds to teachers' workload during instruction, Sakui (2007).



Horning (2007) agrees with the preceding viewpoints and believes that class size affects the teaching and learning process. Smaller classrooms, particularly in writing and reading, she believes, are preferable to larger classes. She believes that these abilities are critical in the process of learning a language.

2.9.3 Washback

It is common to find studies that emphasize the uses, impact, and consequences of tests in educational, social, political, and economic contexts (Shohamy, 2001). Several studies in the field of language testing (Khaniya 2005, Luxia 2005; Smith 1991; Wall 2000; Wall & Alderson 1993; Winke 2011;) have examined the impact of

examinations on teaching, learning, and the larger social context. The influence the tests exert on teaching and learning is referred to as washback. The term “washback” that refers to “influence” of a test on teaching and learning, is commonly used in language teaching and testing literature (Alderson et al.,1993). Washback as described, functions as the powerful determiner of what happens in the classroom, and the teachers and learners do things they would not necessarily do because of the test.

Washback, according to Khaniya (2005, p.56), is an "inherent attribute of examination that can influence teaching and learning methods". He went on to say that the concept of washback, which had negative connotations at first, evolved into "washback validity," which is now regarded as one of the most important criteria for a good examination. According to Xie et al., (2013), among the washback studies, many of them highlighted the negative effects of standardized language tests on teaching and learning. She observed an excessive testing practice that impedes the classroom goal of improving language ability.

When important educational and professional decisions such as admission, graduation, employment, or promotion are made based on test results, such tests are considered high-stakes tests (Muñoz & Álvarez, 2010). The impact of a high-stakes test is so influential that the test result is considered a determiner of the test taker’s life chances (Crooks, 1998). The results of high-stakes tests such as public examinations, large-scale standardized tests, or the external examinations reach far beyond the classroom and are used for policy purposes: assessing educational equity, providing evidence on school and effectiveness, allocating compensatory funds to school, evaluating effectiveness, accrediting school districts, classifying students for

remediation and certifying successful completion of high school Airasian and Madaus (1983).

Test results are the tools that exert serious influence not only on the individuals but also on the programs because important decisions about the educational system and the program are made based on the test results (Smith, 1991). These decisions have either negative or positive impact on the administrators, teachers, and students. Due to this fact, these tests most often determine the teachers' preferences and the content covered in the classroom. Teachers select the content areas to be discussed in the classroom and the teaching learning activities based on the test tasks (Smith, 1991). Abioye (2010), argues that although only the students take tests, the teacher is also being tested by such tests in the sense that the aim of the test is to assess the extent to which the student achieved the instructional goals. This is one of the main reasons why teachers want students to perform their best in the tests; because the test scores are used to evaluate the teachers.

According to Hamp-Lyons (1997), when a test of communicative competence contains a high percentage of decontextualized grammar, teachers may be more concerned with the grammar topics rather than assisting their students to improve their language proficiency. This is what Luxia (2005) referred to as teaching to the test content, where the teaching content focuses on what the teachers believe the test measures, allowing for a negative washback.

Smith (1991) conducted a qualitative study on the impact of external testing on teachers in Arizona elementary schools. The interview data revealed that teachers were concerned about their students' performance in an external examination and the consequences of that performance. They saw their student's poor performance in such

exams as a source of shame and guilt. The classroom observations revealed that this type of test anxiety resulted in teachers teaching to the test by discarding content areas that were not tested by the tests. This practice was described by Smith as curriculum narrowing.

A well-designed test promotes good teaching, whereas a poorly designed one tempts teachers and students to engage in test practices that ignore long-term learning goals (Green, 2013). Therefore, it would be wise to use exams in such a way that they contribute to enhancing learning achievement (Khaniya, 2005).

Language teachers are frequently under pressure to teach to pre-designed language testing requirements for school assessment, which are typically paper-based formats (Klein Sasser & Sato, 1999; Li, 1998; Saengboon, 2002; Sato, 2002; Wang, 2002).

These standardized paper-form tests (which include true-false, matching, multiple choice, and fill-in-the-blank questions) frequently "have limited utility in assessment contexts" (Canagarajah, 2006, p.240). They failed to accurately and fairly reflect students' language competence and learning outcomes, becoming one of the constraints to CLT. Because paper-based tests are the most common testing formats, developing communication skills through CLT is difficult.

Teachers who have poor performing students and need to raise their students' standards use methods that do not support the use of CLT, such as memorizing and drilling approaches (Morgan, 2016). This interference of teaching standardized testing saps teachers' creativity, consumes the majority of class time, and causes teachers anxiety. This denies teachers the opportunity to implement CLT because their goal is for students to pass their exams, not to communicate effectively.

Although research has shown that the constraints teachers encounter affect their practice in the classroom, it is important to understand more fully how these constraints are related to each other and to identify their effects on teachers' practices, as well as how the teachers' cultural basis and biases affect their methods. This is why this study also aims to connect an investigation of the factors that deter teachers from the use of CLT in their classroom practices.

2.9.4 Teacher Cognition

The focus of language pedagogy research has shifted from observable teacher behavior to language teachers' thinking, beliefs, planning, and decision-making processes (Fang, 1996). According to Richards (2008), teacher cognition is an important component of foreign and second language teacher education because it encompasses teachers' mental lives, how they are formed, what they consist of, and how teachers' beliefs, thoughts, and thinking processes shape their understanding of teaching and classroom practices. Teacher cognition is defined by Borg (2003, p.45) as "what teachers think, know, and believe, and the relationships of these mental constructs to what teachers do in the language-teaching classroom" and "an inclusive term to embrace the complexity of teachers' mental lives."

Teaching entails much more than simply imparting knowledge and skills to students. According to Richards (2008), teaching is a complex cognitively driven process influenced by classroom setting, instructional goals, learners' motivations, learners' participation, and the teacher's management of critical moments during a lesson.

Beliefs are the consciously or unconsciously held propositions serving as a guide to one's thought and behavior (Borg, 2001). They are the best indicators of the decisions teachers make in their profession as well as the strongest factors through which we

can predict their teaching behavior (Pajares, 1992). According to Basturkmen et al. (2014), beliefs are the assertions that the teachers make about their ideas, thoughts, and knowledge and are expressed as evaluations of what should be done, and what is preferable. All teachers hold their own beliefs regarding education, teaching, learning, schooling, their profession, their students, subject matter, and their roles and responsibilities (Borg, 2003).

According to Richards (1998), the belief system that teachers develop over time is a primary source of their pedagogical practices and is made up of information, attitudes, values, expectations, principles, and assumptions about teaching and learning. Several factors influence a teacher's belief. The belief system that teachers hold has a filtering effect on the instructional decisions they make and the activities they perform (Clark & Peterson, 1986, p.283). A belief system like this is shaped by a variety of factors such as schooling, professional coursework, contextual factors, and the classroom (Borg, 2003). Experiences from teacher education programs are another important source of teacher beliefs (Vibulphol, 2004).

Some of the teacher's beliefs are discovered to be relatively stronger than others. According to Kane et al., (2002), the ease with which a teacher can change his or her beliefs is related to the strength of those beliefs; the stronger the teachers' beliefs are grounded in their personal experience, the more resistant they are to change. According to Zheng (2014), the relationship between beliefs and classroom practices ranges from consistent to very inconsistent because teachers' claims of using communicative approaches are frequently not supported by observations of their practice.

Tamimy (2015) conducted a case study in an Iranian context to investigate how teachers' beliefs are reflected in their classroom practices and to identify the factors impeding the transfer of beliefs into practices. He interviewed five EFL teachers and observed their classroom practices to determine their beliefs about language teaching. The study clearly demonstrated inconsistencies between teachers' beliefs and actual classroom practices. The degree of inconsistency was found to be primarily influenced by teaching experience. Other factors cited by teachers as impeding the transfer of their beliefs into practice in an EFL classroom included socioculturally diverse learners, a lack of resources, a time constraint, and washback.

Borg (2003) reviewed 64 studies about teacher cognition published between 1976 and 2002 and came up with the conclusion that the reviewed studies were largely qualitative. He also identified two curricular areas: grammar and literacy instruction were emphasized by most of these studies, and most of the studies were carried out in an ESL context with small group of motivated adult learners. Similarly, after reviewing 15 studies carried out in the area of teacher cognition, Basturkmen (2012) concluded that there exists more consistency in the belief and classroom practices of more experienced teachers than novice teachers.

2.10 Selecting Appropriate Methodology for ESL Classroom

The literature available on language teaching and learning offers insights on several methods and techniques, however, selecting the most appropriate ones among them may be somewhat daunting (Waters, 2009). According to Adamson (2004), despite the claims of proponents of some methods, there is no consensus among practitioners on the best or right way to teach a language. Individual differences of the learners and specific learning contexts make teaching unique each time. Highlighting the

uniqueness of each learner, teacher, and the learning context, Brown (2007), indicated that there is no single method to be used to meet the needs of all learners, it becomes the responsibility of the language teacher to select the appropriate strategy to be used to enhance the learning needs of learners.

According to Holliday (1994, p.68), “a potentially appropriate and culture sensitive English language teaching methodology is constantly adaptable to whatever social situation arises”. The balance of grammar and communication in a language classroom has been a key issue debated over the century regarding the selection of language teaching method. Language teachers are sometimes found to be rigidly committed to a single ideology regardless of the circumstances.

Larsen-Freeman et al. (2011) posit that methods are decontextualized because they address what, how, and why but say little or nothing about who/whom, when, and where. As a result, selecting one method as a super method is not advisable. Littlewood (2007) also emphasized the idea that no single method is designed to meet the needs of all teachers and students in all contexts. Various methods are developed to fit specific contexts. As a result, language professionals must be sensitive to the sociolinguistic context and learners, and choose methods that complement the social reality (McKay et al., 2009). Similarly, according to Bax (2003), context and contextual factors are high priorities for many teachers and material developers.

According to Nguyen et al., (2014) anyone aspiring to be a good language teacher must understand what has and has not worked for whom in what context. Rather than searching for one ideal method, it is better to determine a method after having a good understanding of how the learners learn. For these reasons, it seems appropriate to

adapt the methods and make sure that the teacher and the student play an active role in choosing them, sustained by continuous motivation (Mitariu, 2016).

2.11 Factors Influencing the Selection of Teaching Methods in an ESL Context

In the context of ESL teaching, several factors influence language teachers' choice of one teaching method or practice over another. According to Zheng (2014), the selection of teaching methods and strategies is generally influenced by either teacher cognition based on their own experience or contextual factors such as curriculum, classroom setting, language learners' interest, time, assessment system, and resource availability.

Most teachers teach the way they do because they believe the methods are effective for their purposes (Hayes, 2009). For example, some teachers may still prefer and use traditional methods such as the Grammar-Translation method because they believe it is useful and appropriate for certain groups of students. Their own language learning and teaching experience, societal cultural values, as well as the constraints and opportunities that surround them all contribute to the formation of such beliefs.

Contextual factors are also likely to have a strong influence on teaching decisions. According to Ur (2013), some key factors influencing teaching decisions include the nature of the target learner population, stakeholders' expectations and/or demands, upcoming examinations or assessment procedures, and the individual teacher's own preferences, strengths, and weaknesses.

The mismatch between what the curriculum intends to develop and what the examination system intends to assess creates a real confusion among the teachers and constraints their choices of teaching methods. Green (2013) maintained that an

inclination with test formats leads to tedious, less effective classroom activities. There has been a wide discussion about teachers' perception about implementing learner-centered instructional practices, and the problems experienced in an ESL context. Adhikari (2010) used a questionnaire and an interview to collect data on Nepalese English language teachers' perceptions of CLT and its implementation in Nepalese Secondary Schools. The study found that secondary school English teachers in Nepal have a basic understanding of CLT and are eager to implement it in English language classes, but they are limited by factors such as very limited in-service training, large classroom sizes, limited teaching materials, and excessive teaching hours assigned to them.

Renandya et al., (1999) conducted a survey in which 212 English teachers from ten Asian countries responded to a set of questionnaires in order to learn about English language teaching trends and practices in Southeast Asia. The responses of the participants revealed that, while Asian English teachers were moving towards learner-centered approaches to teaching, their assessment practices remained somewhat traditional.

Hu (2005) conducted a study on contextual influences on instructional practices in a Chinese context with the goal of investigating English language teaching practices and the factors that influence those practices in secondary-level classrooms. A questionnaire on various instructional practices was completed by 252 Chinese secondary school graduates. Data analysis revealed that instructional practices in EFL classrooms are fundamentally influenced by context. Communicative language teaching was practiced to some extent in the country's socioeconomically developed regions, while traditional language teaching practices remained in the less developed

areas. This disparity in instructional practices was influenced by a variety of economic, social, and contextual factors.

Chang (2014) conducted a similar study to investigate the factors influencing instructional practices in Taiwanese college-level English classes. The factors influencing EFL teachers' instructional practices were revealed by analyzing data collected from eight teachers from two universities in southern Taiwan using an interview as a research tool. Local situational factors related to teachers, students, and the educational systems were found to promote or hinder CLT implementation in Taiwanese college English classes.

Nguyen et al., (2014) reported similar findings in their study on factors influencing English language teaching and learning in higher education in Vietnam. The analysis of data about classroom practices gathered from eight classroom observations at Vietnam's HUTECH University looked into several factors that hampered the quality of English teaching and learning. Inadequate time for communicative activities, large class sizes with mixed ability students, teachers' limited ability in classroom management, time management and lesson preparation, and limited use of teaching aids and technology were among the factors.

Similarly, Zhang et al., (2014) used questionnaire and interview as research tools to describe how the psychological construct "teacher's belief" is shaped by contextual factors such as learning culture, curriculum reform, high-stakes testing, and school environment in their study on secondary level English teachers' beliefs in the context of curriculum reform in China. It went on to discuss the impact of teachers' beliefs about foreign language teaching on the choice of instructional practices in English language classrooms. The teachers held both traditional and constructivist beliefs.

As the literature demonstrates, the selection of language teaching methods in various EFL and ESL contexts is influenced by a variety of factors. Among these factors, washback, teacher cognition, and teacher experience have received the most attention.

2.12 Summary of Chapter

The important components of the literature that supports the study have been extensively examined in this chapter. The chapter has covered a brief historical overview of traditional approaches to language teaching before the arrival of CLT and communicative competence, among other topics. As a result, both the grammar translation and audiolingual approaches were considered. The classic communicative language teaching was also explored in this chapter. The chapter also discussed the meaning and the characteristics CLT. The study also discusses the theoretical framework that underpins the research work. The chapter also discusses some models of communicative competence.

The chapter then addresses the teacher's and learner's roles as primary participants in the CLT process in a language classroom. For example, Allwright (1984) claims that teachers and learners can no longer be thought of as separate entities because they are both learning managers. The traditional image of the teacher as the dominant authority figure in the classroom has outlived its usefulness, necessitating the facilitation of the communication process in a classroom where students feel safe, unthreatened, and non-defensive. The chapter also provides an overview of language learning activities that can be integrated into CLT to increase learners' participation in communicative activities in the classroom. Again, the chapter reflects on teachers' attitudes on the use the CLT in a language classroom.

Perhaps more importantly, the chapter highlights issues that could discourage teachers from implementing CLT, such as class size, teacher awareness of CLT, and teachers' overreliance on traditional grammar translation and audiolingual techniques. Finally, the chapter discusses the implications of CLT to the ESL teacher and teacher education.



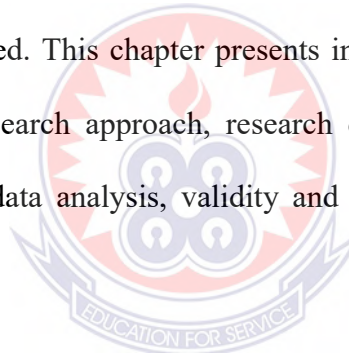
CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology is an important component of any research study. It provides the framework upon which the process is conducted (Brown, 1996).

Research methodology refers to the researcher's general approach to carry out the research project (Babbie & Mouton 2008). Leedy and Ormrod (2010) agree with Babbie and Mouton (2008) that research methodology refers to the researcher's general approach in carrying out the research project. Mouton (2001) argues that research methodology is a focus on the research process and the kind of instruments and procedures to be used. This chapter presents in detail the research methodology which embodies the research approach, research design, data collection site, data collection instruments, data analysis, validity and reliability and finally the ethical considerations.



3.1 The Research Approach

The mixed method approach has been considered as a method of research which can be described in a variety of ways, making it a difficult concept for one to understand (Niglas, 2009). As a result, Johnson et al., (2007) see it as the type of research in which a researcher or a team of researchers use elements of qualitative and quantitative approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques) for the broad purposes of understanding and corroboration. Greene (2007, p.13) believes that this approach "provides researchers with opportunities to compensate for inherent method weaknesses, on inherent method strengths, and eliminate inevitable method biases".

Creswell and Plano Clark (2011) argue that the mixed method approach enables a greater degree of understanding to be achieved than if a single approach were used for a study. They also suggested characteristics which highlight some key elements within the mixed methods research. They state that researchers collect and analyze both qualitative and quantitative data in a sequential or simultaneous and rigorous manner which combines the two forms of data.

In this study, the researcher used the mixed method approach to enable him gather data numerically, ensure a high sense of reliability of the data gathered and also to provide in-depth and broader information about the practices teachers engage in to use CLT in their language classrooms. The approach also enables the researcher to understand the perception of teachers towards the use of CLT as well as the factors that deter teachers from using CLT in their language classrooms.

Onwuegbuzie (2004), states that the goal of researchers using the mixed methods approach is to draw from the strengths and minimize the weakness of the individual approaches. Williams (2007) also postulates that the mixed methods approach to research provides researchers with the ability to design a single research study that answers questions about both the complex nature of phenomenon from the participants' point of view.

3.2 Research Design

Durrheim (2004, p.29) defines research design as "a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy". Leedy (1997) supports the above claim and postulates that research design is a plan for a study, providing the overall framework for collecting data. According to MacMillan et al., (2001) it is a plan for selecting

subjects, research sites, and data collection procedures to answer the research questions. The philosophical viewpoint underpinning the study is the social constructivist paradigm.

In short, research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer your research questions.

In order to be able to investigate the use of CLT by teachers in the ESL classroom, the researcher used the convergent parallel design to collect both quantitative and qualitative data through the use of questionnaire, interview and observation. The study incorporated questionnaires, observations and interviews to achieve a real picture of how CLT is used in ESL classroom in the Tamale metropolis.

3.3 Population

Bless and Higson-Smith (2008) define population as a complete set of events, people or things on which the focus of the research falls and in which the researcher has an interest and about which the researcher wants to determine some characteristics. The population may be all the individuals of a particular type or a more restricted part of that group (Best, 2005). A population therefore is any group of individuals which have one or more characteristics in common that are of interest to the researcher.

The population for this research work comprised ESL teachers in the SHS in the Tamale Metropolis of the Northern Region. There are 15 (10) SHS in the Tamale metropolis. Each SHS has about ten (10) ESL teachers. In all, the total population of the study was one hundred ESL teachers.

3.4 Sample and Sampling Technique

In a research work, the basic purpose is to identify principles that have universal application, because the study of a whole population to arrive at generalizations would be impracticable, if not impossible. Some populations are so large that their characteristics cannot be measured; before the measurement could be completed, the population would have changed (Best, 2005).

As the population was very wide, the researcher decreased the area of population to conduct the study. That is, a sample of the ESL teachers was obtained for the purpose of this study.

A sample is a set of individuals selected from a population and intended to represent the population under study. According to Henning (2004) sampling is a process of selecting research participants.

A random sampling technique was employed by the researcher to select a section of the teachers irrespective of their gender using a yes or no approach. Those who selected yes were sampled for the research work. This ensured a fair representation. The sampling size of fifty (50) is considered pertinent in respect of time and money for collecting and organization of data. Five (5) ESL teachers were randomly selected from each school. Thus, the sample population for the study was fifty (50) ESL teachers. The researcher used the random sampling technique because it ensured that the sample was not biased, hence, all the teachers had an equal chance of being selected. The teachers were selected using the yes or no approach. In all, the total number of teachers involved in this study were fifty ESL teachers. The sampling size of fifty is considered pertinent in respect of time and money for collection and organization of data.

The population was made up of fourteen females and thirty-six males. For the purpose of confidentiality, the schools were given codes beginning from 1 to 10. Table 3.1 illustrates the information on the sample size.

Table 3.1: Sample Size of Participants for the Study

SCHOOL	NUMBER OF PARTICIPANTS	TOTAL
SCH 1	5	5
SCH 2	5	5
SCH 3	5	5
SCH 4	5	5
SCH 5	5	5
SCH 6	5	5
SCH 7	5	5
SCH 8	5	5
SCH 9	5	5
SCH 10	5	5
TOTAL		50



3.5 Instruments for Data Collection

In research work, data illustrate information that is collected in a systematic way and organized and recorded to enable readers to interpret the information correctly (Antonius, 2003). Data enable readers to see what the researcher has seen. Data makes research empirical, and empirical research is highly valued because it represents something outside our opinions and ourselves (Griffe, 2012). Examples of data collection instruments include questionnaire, tests, observation schemes, and transcription protocols.

In this study, the researcher employed questionnaires, interviews and observations to collect data for the study. These instruments allowed the participants (teachers) to express their opinions on factors that could be obstacles towards their use of CLT. The instruments further verify the processes teachers go through in the use of CLT in the ESL classroom and the perceptions of teachers towards CLT in the Tamale metropolis.

3.5.1 Questionnaire

According to Krathwohl (1998) one benefit of using questionnaires as instruments of gathering data is the fact that questionnaires can be used for large amount of data which can be collected quickly and economically from a large sample. Again, questionnaires are more common forms of data collection tools and can easily be assessed. This makes them reliable. Marshall and Rossman (1999) assert that questionnaires generally are accurate, convenient and can be generalized.

Besides these advantages, questionnaires sometimes may not be able to examine complex social relationships of interaction (Marshall & Rossman, 1999). This study used questionnaire to gather data relating to practices teachers use to implement CLT. The questionnaire is also designed for the teachers of English in SHS in the Tamale metropolis to investigate the factors that could deter them in their use of CLT, as well as to ascertain their perceptions towards the use of CLT in the classroom. (See Appendix B). A five-point Likert scale was used for the questionnaire. The purpose of using the five-point scale was to include more variables and options for the respondents to respond to so as to get a deeper insight into what they really do in their classrooms. The questions were thematically categorized to assess the information on three research questions. The questions were thoroughly checked with the help of

some language teachers to eliminate unnecessary questions. A pilot test of the questions was carried out on some selected ESL teachers.

After the pilot test was conducted, the final set was prepared with some changes according to the information received from the pilot test. The respondents were tasked to respond to them appropriately using the five-point Likert scale.

3.5.2 Observation

Another instrument used to collect data for the study is observation. “Observation is the systematic description of the events, behaviors, and artifacts of a social setting”, (Marshall & Rossman, 1989, p.79). It is also a tool used by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior to collect data. Observation is used in both quantitative and qualitative studies.

In this study, the researcher assumes the role of observer as a participant where the researcher participates in the social setting under study, but is not a group member. By participating in group activities, the researcher is able to understand what is being observed (Marshall & Rossman, 1999). This gives the researcher a better experience about the needed information. The researcher is also able to gather first-hand information on the entities being observed.

Observation provides the researcher the opportunity to get rich, detailed descriptions of the social setting in the field notes and to view unscheduled events, improve interpretation, and develop new questions to be asked participants (DeMunck & Sobo, 1998). Participant observation, in particular, is helpful to allow the researcher to

understand the participants' situation by taking part in activities in which participants are involved.

The purpose of the observations conducted in this study was to obtain direct information regarding the teachers' actual classroom behaviour. Data analysis allow us to determine whether or not their professed beliefs and attitudes were reflected in their behaviour, and to identify which components render their teaching traditional or communicative.

Observations can be used to triangulate data, that is, to ascertain the findings obtained from one source of data with those from another source or another method of collecting data. According to Marshall and Rossman (1999) through observations, the researcher will get to understand phenomena that participants may find difficult talking about in interviews, if the topics are considered impolite or sensitive for participants to talk about.

According to Schensul and LeCompte (1999) acceptance to observe a specific setting of a particular group is based on whether group members feel safe and comfortable with you, and believe that involvement in the research will be safe for the community. This may sometimes cause participants to hide certain aspects of what is being observed. Observation in the current study was used to find out the language instructional processes teachers in the Tamale metropolis go through to implement CLT in their language classrooms.

The checklist observational guide is used in the study. This helped the researcher to list probable activities that are observed in a particular setting. The researcher is able

to focus aspects that are relevant to the study, rather than trying to capture everything that happens, much of which may not be applicable to the study.

Among other things in the current study, classroom instructional activities such as the level of learners' participation, teacher involvement in the lesson, both learner and teacher feedbacks, assessment and evaluative strategies are observed in a natural class environment (see Appendix D). The observation also assisted the researcher to identify the factors that could deter teachers from the implementation of the CLT in their classrooms. The researcher used field notes as a means of recording what had been observed. This gave the researcher first-hand information on the type of instructional method employed by ESL teachers to teach.

3.5.3 Interviews

In addition to the questionnaire, interviews with ten participants were conducted as another important mode of data collection for this study. Afterwards, Patton's "maximum variation sampling" (Lincoln & Guba, 1985) was followed in order to ensure that the participants chosen for the interviews are representative of the sample of sixty-one as a whole. The respondents were coded as Respondent 1 to Respondent 10. This was done for easy identification. As described by Berg (1989), there are three types of interviews: the standardized interview, the unstandardized interview, and the semi-standardized (semi-structured) interview.

For this study, semi-structured interviews were used. Berg (1989, p.17) notes that this type of interview is conducted in "a systematic and consistent order, but it allows the interviewers sufficient freedom to digress; that is, the interviewers are permitted to probe far beyond the answers to their prepared and standardized questions". An

interview is a very personal way of gathering information since it allows for adaptability in questioning.

From this point of view, the interview data helped the researcher gain deeper insights regarding the use of CLT in SHS in the Tamale metropolis, which would have been harder to achieve otherwise. Furthermore, the interview data complemented the questionnaire data as it enabled the researcher to get follow-up information in the case of ambiguous and incomplete responses from the questionnaires. Through interviews, descriptive data are gathered in the interviewees' own words (Bogdan and Biklen, 2007). Dornyei (2013) argues that the questions provide guidance and direction, and the interviewer is free to follow up on any interesting developments that may arise during the interview session. The interview structure simply provided guidance and directions to the interviewees (Dornyei, 2013).

Each interview lasted fifteen minutes and they involved a list of open-ended questions addressing the various issues related to CLT and the use of it in ESL contexts, particularly in the Tamale metropolis (See Appendix C). The participating teachers were asked to review the questions briefly before the interview. As Marshall and Rossman (1999, p.108) stated "typically, qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories" Hence, it was made clear to the interviewees that the interviewer could ask some follow up questions.

3.6 Analysis of Data

According to Bogdan and Biklen (2007), data analysis means working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns. Burns (2000, p.430), asserts that data analysis means

to “find meanings from the data and a process by which the investigator can interpret the data” In a similar vein, Marshall and Rossman (1999), noted that, the aim of the data analysis is to make the data meaningful. To interpret the data requires acute awareness of the data, concentration, as well as openness to the situation in the setting.

The data for this study were analyzed by careful organization of data in search of patterns, critical themes and meanings that emerge from the data. A theme is a ‘patterned response or meaning’ (Braun & Clarke 2006, p.82) derived from the data that informs the research question.

At the end of the questionnaire, the participants who voluntarily agreed to participate in the interview session were sampled to participate in a face-to-face interview. The interview allowed the researcher to ask individual questions to the participants for further clarification on the responses they gave in the questionnaire.

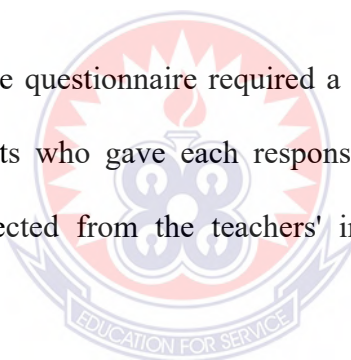
After the researcher had gathered the data from the questionnaire it was analyzed descriptively using the SPSS software. This enabled the researcher to use numerical values to represent scores in the sample. Frequency counts were used to consider the language teaching practices, the perceptions of teachers as well as the factors that could deterred teachers from the use of CLT. As every statement of the questionnaire required a response on the Likert scale, the percentage of respondents who gave each response was calculated. This allowed inferences to be made which can be corroborated using other methods of data collection (Merriam, 2001).

Ten of the respondents were interviewed on the processes they go through to implement CLT, the factors that deter them from using CLT as well as their

perceptions towards CLT. Each interview conducted was transcribed for data analysis. The data collected were integrated to address the research questions. Henning et al., (2004 p.105) argues that “it is better for the researcher to be responsible for transcribing data. The better the researcher knows the data, the more competent he/she would be in the categorization, coding and labelling”.

The questionnaire was analyzed descriptively using the SPSS on a five-point Likert scale. This enabled the researcher to assign numerical values to each score. Frequency counts were also used to understand the knowledge of teachers on CLT in ESL classroom, the perception of teachers towards CLT as well as the factors that deter teachers from implementing CLT in their language classrooms.

As every statement of the questionnaire required a response on the Likert scale, the percentage of respondents who gave each response was calculated and discussed. Similarly, the data collected from the teachers' interview and observations were analyzed qualitatively.



3.7 Validity and Reliability

According to Delport and Rosenberg (2011) reliability deals with what is being measured. Muijs (2011, p.61) also states that "whenever researchers want to measure something, there is some element of error what he calls measurement error".

Various kinds of checks can be conducted by researchers to determine the validity of the research methods used. Although all types of validity can significantly contribute to the success of any research, construct validity is more relevant and important in this study. Construct validity implies that the instrument used should cover the topic under investigation fairly and comprehensively (Gas & Mackey, 2007).

Good construct validity can be assured by seeking the reflections of experts on the content and structure of a questionnaire (Cohen et al., 2000; Bryman, 2008). Subsequently, the research supervisor for this study reviewed items in the teachers' questionnaire. Again, to ensure that the instruments measure what was intended, a pilot test was conducted on the questionnaire and the interview guide. This was done to remove any form of bias and ambiguity to maintain its validity. The data were also triangulated using multiple data sources. According to Cohen and Morrison (2000, p.112), triangulation is "the use of two or more methods of data collection to study a particular phenomenon". " For the purpose of this study, three sources of data were triangulated to ensure maximum reliability.

3.7 Ethical Considerations

The protection of human subjects through the application of appropriate ethical principles is important in all research study. In relation to this study, permission was sought from the heads of the various schools where the participants were drawn. The ethical approval was granted before the data was collected. Further permission was sought from the teachers who participated in the questionnaire and interview sessions. The researcher explained the purpose of the exercise and assured respondents that their responses would remain anonymous as possible.

To ensure that the respondents remain anonymous, the researcher assigned numbers to the questionnaire so as to avoid having names of respondents on the face of questionnaire. No personal particulars of the respondents were used during the data analysis session.

The researcher sought permission from the teachers to observe their lessons. Here, the researcher only acted as an observer. Since a checklist was prepared for the

observation session, the participants' teaching sessions were not recorded. This was to make the participants confident that whatever they provide was kept anonymous.

3.8 Summary of Chapter

This chapter discussed the methodology that used to address the research questions raised in the study. The chapter focused on the research design, the approach to the study, which was the mixed method, population, sample and sampling technique, instruments for collecting data, and the data analysis. The researcher used the convergent parallel design to get a vivid picture of how CLT is used by ESL teachers.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter discusses the results of the data obtained from ESL teachers by the use of questionnaire, interview and observation. The data from each data collection instrument were further explained separately in the chapter to answer the research questions. In all, answers to three research questions, which include the practices teachers go through in using CLT, the perceptions of teachers towards CLT and the factors which deterred teachers from the use of CLT were discussed.

The discussion of the results was carried out based on the research questions. The first section discussed the results of the research question one (1) which sought to find out the practices ESL teachers employed to implement CLT in their language classrooms in SHS in the Tamale Metropolis. The results show that ESL teachers predominantly used teacher centered activities in their classrooms. The second part discussed the results obtained from the research question two (2). This research question sought to ascertain the perceptions of ESL teachers towards CLT especially in the Tamale Metropolis. Here the results indicate that the perception of teachers towards CLT is mostly influenced their use of the approach in their classrooms. Finally, the third part discussed the results from the research question three (3) which assessed the factors that deterred ESL teachers from implementing or using CLT in their language classrooms. varied factors have shown to impede the implementation of CLT in the ESL classroom.

4.1 Practices Teachers use to Implement CLT

Research question one sought to find out the language teaching practices that teachers use to implement CLT. This research question has two themes. These are teacher centered practices and student-centered practices. The research question sought to find out the various teacher centered as well as student centered activities ESL teachers use to implement CLT.

To answer the research question, a five-point Likert scale analysis was performed to understand language teaching practices that participants use to implement CLT and the extent of use. This enabled the researcher to ascertain how participants implement the tenets of CLT. It also revealed participants understanding and knowledge of the fundamental principles of CLT.

The results from the two themes indicated that majority of the teachers used teacher centered practices to implement CLT. This showed a misapplication of the principles and basic tenets of the CLT approach. CLT is based on learner centeredness and gives learners the autonomy over their learning needs. When a language classroom is heavily reliant on the teacher, it deprives learners from taking charge of their learning needs (Larsen-Freeman, 2000).

4.1.1 Teacher-centered learning activities

This is the first theme of research question 1. It presents language teaching and learning practices that are mostly teacher centered and how often teachers used these practices in their classrooms. The data revealed that majority of the teachers used this teacher centered activities in their ESL classrooms. The data indicate that the classroom practices of the teachers are not in tandem with the tenets of CLT. Their responses are gathered in table 4.1.1.

Table 4.1.1: Teacher Centered Practices

Questionnaire item	N	Very Often Frequency (%)	Rarely Frequency (%)	Neutral Frequency (%)	Mean	TOTAL (%)
1.Drilling students on language items to be learnt	50	49(98)	01(2.0)	0(00)	4.18	100
2.Making students memorize language items	50	45(90.0)	05(10.0)	0(00)	3.98	100
3.Dictation task	50	50(100.0)	0(00)	0(00)	3.7	100
4.Grammar exercises	50	50(100.0)	0(00)	0(00)	4.3	100

4.1.1.1 Drilling students on language items

The results as indicated in table 4.1.1 showed that, majority of the ESL teachers in SHS in the Tamale metropolis relied on drilling students on language items as a practice to implement CLT in SHS. This is because, an overwhelming majority of 98% of the teachers with a mean of 4.18 responded that they drill students on language items as a practice to implement the principles of CLT in their ESL classrooms. This comprised of 32% of the teachers who always used the practice and 52% who reported that they used it very often in their ESL classrooms. 14% responded that they often used the practice in an attempt to implement CLT. Only 2% responded that they rarely used the practice in their ESL classroom as a strategy to implement CLT. The implication is that majority of the teachers used drilling in their classrooms. The reliance on drilling in a language classroom will not lead to development of communicative skills of the learner Larsen-Freeman (2001). The use of language drills is an indication that the teacher is not a facilitator but the sole source of knowledge where the learner becomes the receiver of knowledge. This

confirms the argument by Richards and Rodgers (2001) that over reliance on drills deprives learners the opportunity to gain autonomy over their learning needs. One basic characteristic of CLT is the use of minimal drills, the use of pair work or group work to promote learning, and teachers' role as facilitators and guides in the teaching and learning process. Similarly, in the interview session, R4 indicated that:

R4 *“I use drilling most in my lessons because I want the students to understand the grammar items so that they can use them well”*

It is obvious that teachers are interested in building the language ability of their learners, but the use of inappropriate practices such as drilling may not help the situation. Although speaking English fluently is often cited as an end goal by teachers, truly fluent English is broadly speaking, an objective only few learners achieve. While this may be demotivating to both learners and their teachers, promoting oral fluency is essential for the students in order not to only help their speaking ability, but also to further develop their general English ability (Larsen-Freeman, 2000). It is therefore necessary for language teachers to use practices that truly make learners to have control over their learning.

4.1.1.2 Memorization of language items

Another teacher centered practice used predominantly by the teachers to implement CLT is the practice of making students memorize language items to be learned. From table 4.1.1 questionnaire item 2, 90% of the respondents with a mean value of 3.98 indicated that they used the practice in their classrooms. This is made up of 34% who responded that they always used the practice, 44% who very often used the practice, and 12% who often used the practice. Only 5% responded that they rarely used the practice and 2% were neutral. The use of memorization by a majority of the

respondents indicates that majority of the teachers still relied on traditional approaches of teaching English language where grammar was placed at the center of language teaching methodology. Memorization of language items is a key component of the grammar translation approach to teaching language. This resulted to the use of deductive approach in teaching English language where teaching starts by the introduction of rules (Richards & Rodgers, 2001). This approach does not involve the learners in the learning process. For a truly communicative learning, the learner should be at the center of the learning process. This is in consonance with Bachman (1990), who argue that effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchanges. When language learning is tailored along this line, it enhances the communicative skills of the learner.

During the interview session, respondents were asked which practice they use to enhance their students understanding. Respondents 8 indicated that;

R8 *“I usually make my students to memorize grammar items so that they will not forget the rules. This will help them use language in their daily interactions”*

This comment goes to buttress the response on item 2 on table 4.1.1. It is therefore clear from the responses on the table above that the teachers relied on the traditional language teaching practices. This does not inure to the benefits of the learner. The use of memorization will only make students learn the rules of the language without being able to use them in context to make meaning Austin (1999). This therefore results to acquisition of accuracy without fluency, contrary to the tenets of CLT.

4.1.1.3 Dictation tasks

The data on table 4.1.1 item 3 indicated that dictation tasks were also used by a majority of the respondents to implement CLT in the ESL classroom. All the respondents affirmed this. This comprised of 34% of the respondents who indicated that they always used the practice and 32% of those who said they very often used the practice. 34% of the respondents often used the practice to implement CLT. This has a mean value of 3.7. This mean value is an affirmation that a majority of the respondents always used dictation tasks in their classrooms.

It is evident that majority of the respondents relied on dictation tasks in their language classroom. The use of dictation would not enhance the communicative ability of learner. This is because learners are only to produce words orally or in written forms. This does not give the learner the opportunity to use the language items in contextual situations. This practice only builds the pronunciation skill which is aimed at accuracy with little or no room for fluency (Brown, 2001). This is typical of traditional approaches to teaching language, the basis for which was grammatical competence (Larsen-Freeman, 2001).

In a similar way, during the interview session, the respondents indicated that, they used dictation most in their classes because they wanted their students to use the right vocabularies in their writing. For instance, respondent 3 indicated that;

R3 “Dictation will help the students to use the right words in the right context. This will enhance the writing ability of the students”

It can be seen from the discussion that; the teachers were more focused on teaching of form. Like their responses in the interview and the questionnaire, their priority was on structure or grammar and pronunciation without taking into cognizance the ability to

use the items in contextual situations. According to Richards and Rodgers (2001), CLT lays emphasis on classroom activities that enhance students' ability to use language in contextual situations. Any language teaching activity that does not prioritize learners' ability to use language in context is therefore not grounded in the CLT approach Green (2013).

4.1.1.4 Grammar exercises

From table 4.1.1 item 4, it can be seen that an overwhelming majority of the respondents indicated that they always use grammar exercises in their classrooms. this has a 100% response rate. The results from the table shows that 40% of the respondents used grammar exercises always in their classrooms, 50% used it very often and 10% used it often. This has a mean value of 4.3. These results indicated that majority of the respondents were only interested in teaching grammatical structures and as such always teach grammar in isolation.

This develops the accuracy skill of learners without fluency. This explains why grammar should not be taught in isolation or outside context. Larsen-Freeman (2000) notes that CLT does not mean zero grammar. She intimated that, practicing dialogues and engaging in conversation will make students learn the appropriate grammatical structures and develop fluency in the use of the target language. It is therefore significant that language teachers should teach grammar in context. Doing this will expose learners to the various situations a particular grammatical structure could be used. This will develop the fluency as well as the accuracy ability of learners. Teaching grammar in isolation therefore limits the communicative ability of learners.

The results on table 4.1.1 item 4 are corroborated by the response during the interview session. For instance, respondent 9 indicated that;

R9 *“I always teach my students grammar so that they can internalize the grammatical rules and use them later in their speaking and in essays”*

This is an indication that, teachers teach grammar in isolation and expect the students to be able to use these structures appropriately in speech and in writing. This is contrary to the basic tenets of CLT (Bachman, 1990). When students are taken through elaborate grammar rules and then given little opportunity to practice, grammar is said to be taught deductively as opposed to inductive approach (Richards & Rodgers, 2001). This deprives students the opportunity to learn language in context and thus will not develop their fluency skill.

CLT does not ignore the significance of the knowledge of syntactic rules of language, discourse grammar, and sociocultural as well as sociolinguistic awareness of the target language. Rather it integrates all these aspects of language acquisition processes in order to achieve competence in the target language Savignon (2005). This means that CLT encompasses several practices and cannot be achieved by relying on a single language teaching practice.

Lightbrown and Spada (2013), argue that CLT is a teaching approach that prioritizes communication of meanings through contextual activities over abstract teaching of grammatical rules. The mere mastery of linguistic forms and structures (grammar and vocabulary), in their opinion, is no longer the goal of language learning. The use of grammar translation, drilling students on language items, and dictation tasks would not enable learners to engage in practical activities so as to enhance their communicative ability.

In conclusion, the data from table 4.1.1 is an indication that, the claim by the teachers that they use CLT in their language classroom is contrary to what really happens in

their classrooms. The relationship between beliefs and classroom practices ranges from consistent to very inconsistent because teachers' claims of using communicative approaches are frequently not supported by observations of their practice (Zheng, 2014).

4.1.2 Learner-Centered Activities

This is the second theme of the research question 1. It presents some learner-centered language learning activities and how often teachers used these practices in their classrooms. The data indicated that majority of the teachers do not use learner-centered activities in their ESL classrooms. Table 4.1.2 illustrates the learner-centered activities and the percentage of teachers who use these activities in their classrooms.

Table 4.1.2: Learner Centered Practices in CLT Classroom

Questionnaire Item	N	Very	Rarely	Neutral	Mean	TOTAL
		Often Frequency (%)	Frequency (%)	Frequency (%)		
1.Having a debate or a role play	50	08 (16.0)	40(80)	02(04.0)	2.28	100
2.Group discussion on a topic	50	08 (16.0)	40(80.0)	02(04.0)	2.28	100
3.Practice speaking in pairs	50	07(14.0)	43(86.0)	00(00)	2.3	100
4.Story telling in front of the class	50	07(14.0)	43(86.0)	00(00)	2.14	100
5.picture description	50	05(10.0)	45(90.0)	00(00)	2.3	100

4.1.2.1 Having a debate or a role play

From table 4.1.2, 40 of the respondents representing 80% indicated that they rarely engage learners in role play activities in their classroom. Of the remaining 20%, 8% stated that they very often use the practice in their classrooms, 4% indicated that they always use the practice and 2% affirmed that they often use the practice in their classroom. However, 4% of them remained neutral. This has a mean value of 2.28. This indicates that an overwhelming majority of the teachers do not engage their students in role play activities.

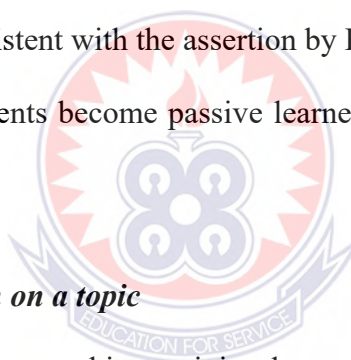
One significant benefit of engaging learners in practical activities such as role play is that, they make learners to use language at their own pace Larsen-Freeman (2000). This practical language teaching strategy enables students to use language in contextual situations and ultimately improve their communicative ability both at home and in school Larsen-Freeman (2000).

The result on table 4.1.2 item 1 therefore means that learners were deprived of the benefits to use role play in the classroom. This means they were not given opportunity to practice or use language in interactive practices. This is contrary to the basic tenets of CLT. Students gain autonomy over their own learning when they interact with each other through play activities in the class. Through these activities, they explore and negotiate the use of language structures through try and error practices (Karavas, 1996). This makes them develop language themselves with little teacher involvement. On the other hand, when students sit in class and only listen and repeat what the teacher dictates, it does not develop their ability to use language,

Similarly, during the interview session, the respondents indicated that they rarely allow their students to engage in role play activities because there had no space in their classrooms. For instance, respondents 10 stated that;

R10 *“I have never engaged my students in role play activities because the students are so many in the class. About 72 students in my class are not convenient for role play activities”*

This is in conformity with the results on table 4.1.2 item 1 where 80% of the respondents affirmed that they rarely used role play in their classrooms. It was observed during the classroom observation session that, the students in the various classes were so many for effective practical activities during lessons. This made the teachers to only do the talking while the students were passive recipients of knowledge. This is consistent with the assertion by Richards and Rodgers (2001) who indicated that when students become passive learners, it will not help in their use of language.



4.1.2.2 Group discussion on a topic

Another practical language teaching activity that could be utilized in CLT classroom is the use of group discussion among learners. From table 4.1.2 item 2, a total of 40 respondents indicated that they rarely engaged their learners in group discussion. This represents 80% of the respondents. 8% revealed that they used the practice very often while 4% indicated that they always engaged their students in group discussion. On the other hand, 4% remained neutral. This has a mean value of 2.28. From the data above, it is clear that a vast majority of the respondents do not engage their students in group discussion as a practice for language teaching in their classrooms.

Group discussion is an essential component of a CLT classroom. It engages the learner in a series of language and speech acts as well as strategies. This enables the

student to negotiate meaning through authentic situations. When learners engage in group discussion, they achieve grammatical, discourse, functional, sociolinguistic, and strategic competences (Richards & Rodgers, 2002). This supports the assertion of Breen and Candlin (1980) that learners' function as negotiators and are a part of the general learning environment, where they participate in the same activities as every other learner in the classroom when they participate in group discussions. However, the data on table 4.1.2 item 2 implies that group discussion is not used by a majority of the respondents. This deprives learners of the opportunity to interact with each other. This is contrary to the principles of CLT.

The response on table 4.1.2 item 2 was confirmed during the interview session. A majority of the respondents indicated that they do not engage learners in group discussion. Respondents 6 intimated that;

R6 *“it is difficult to engage the students in a group discussion because of the low level of proficiency of the students. You have only one hour to teach a period. If you want to engage the students in a group discussion, you will never complete the syllabus before they write their final exams”*

The response from the interview is in agreement with the data on table 4.1.2 item 2. This means that the selection of CLT as a teaching strategy is dependent on some factors, among which is class size. Bamba (2012) shared similar sentiments. She argues that large classes do not provide a conducive environment for teaching and learning in a CLT classroom.

During one of the observation sessions, it was realized that the class was so large that it was difficult to walk between rows to observe what the students were doing. This situation will not encourage teachers to engage learners in any interactive activity in the class.

4.1.2.3 Practice speaking in pairs

One obvious teaching strategy in a CLT classroom is to allow students to practice speaking in pairs. The teacher could use activities which will allow students to engage in conversation activities. This will enable students to take turns to practice speaking in pairs. This will help the students to develop their communicative skills.

From table 4.1.2 item 3, it was revealed that 86% of the respondents affirmed that they rarely engaged their students in speaking in pairs activities in their classrooms. However, 6% indicated that they always engaged their students in the practice. Again, 4% said they very often used the practice while another 4% indicated that they often engaged their students in practice speaking in pairs activities in their classrooms. These have a mean value of 2.3, indicating that an overwhelming majority of the respondents do not use the practice in their classrooms.

What this therefore means is that the students in these classes were denied an interactive opportunity which could enhance their communicative competence. According to Richards (2006) practicing speaking in pairs reflect natural use of language, focus on achieving communication, require meaningful use of language and require the use of communication strategies to achieve meaning. When students engage in this activity, it helps to develop their communicative ability. However, the data on table 4.1.2 item 3 shows a mismatch between what ESL teachers professed and what they practiced in the classroom.

Similarly, during the interview session, it was revealed by the respondents that they do not engage students in speaking in pairs activities. According to them, the students are unwilling to participate in speaking activities. This is because they students find it

difficult to speak English language. This demotivates them from engaging their students to practice speaking in pairs. For instance, respondent 1 intimated that;

R1 *“sometimes when you want students to perform some activities that require them to interact in English language, they shy away because they are unable to speak English language. This does not encourage me to engage them in such activities”*

This confirms the responses on table 4.1.2 item 3. It is clear from the above extract that the teachers hardly engage learners in activities that could help improve the language ability of students. This will ultimately not enhance the language competence of the learner.

4.1.2.4 Story telling

Another learner centered practice which was not given attention by the respondents is storytelling. According to Applefield et al., (2001) Story telling is a communicative practice that enhances learners' communicative skills and motivates learners to practice speaking voluntarily. Unfortunately, 86% of the respondents indicated that they rarely engaged their students in storytelling in their classrooms. However, only 14% indicated that they often engaged their students in storytelling activities. This has a mean value of 2.14. This therefore indicates that a majority of the teachers do not engage their students in storytelling activities in their classrooms.

The lack of communicative activities such as storytelling in a language classroom means that learners are not given the necessary exposure to practice spoken language in the classroom. This makes such classrooms teacher centered, thus, defies the tenets of CLT in a language classroom. When learners are given the right environment to practice spoken language in context, it enhances their communicative ability (Larsen-Freeman, 2000). This explains why learners in a language classroom should be

engaged in a variety of language enrichment practices to develop their communicative abilities.

4.1.2.5 Picture description

It can also be said that engaging learners in communicative practice such as describing a picture to a friend will enhance the communicative competence of learners Lightbrown and Spada (2013). From table 4.1.2 item 5, it can be seen that 90% of the respondents indicated that they rarely engaged their students in picture description activities in the class. 10% however indicated that they often use the practice in their teaching. This constitutes a mean value of 2.3. This implies that a majority of the teachers do not use the practice in their classrooms.

According to Richards and Rodgers (2001) one benefit of engaging students in picture description activities is that it helps the students to build their stock of vocabulary. This will enable them to use language fluently. Any activity that allows students to take charge of their learning needs fits into the constructive model of language learning. Picture description therefore fits into the constructivist teaching model because it allows learners to be actively engaged in the leaning process where the teacher only serves as a facilitator and a co-learner.

When learners are engaged in communicative activities it boosts their self-confidence and serves as a motivation for them to participate in interactive activities. Taking turns to describe a particular picture by learners in groups builds cooperation and acceptance of individual difference among group members. According to Ochoa et al., (2016), Students feel more motivated when they participate in communicative activities that help them improve their fluency, pronunciation, and performance when communicating in English. When they interact with one another in communicative

activities such as class discussions, games, pair/group work, role plays, and oral presentations within groups, they feel more confident. Engaging students in picture descriptive activities will therefore be an avenue for learners to develop self-confidence and a stock vocabulary for daily interactions.

When the respondents were asked during the interview session of some practices they engage their students, their responses indicated that, only a few of them engage their students in learner centered activities. For instance, respondent 2 stated that;

R2 “I used drilling and grammar exercises most in my lessons and engaged my students in written exercises. This will help me to assess my students on what they have learnt”.

One of the respondents indicated that she wanted to complete the syllabus before the students write their final examination. Engaging students in activities such as storytelling, picture description, roleplay and group discussion will not help her to complete the syllabus.

R7 “If I use these practices in my class, I will not complete the syllabus before the students write their final examination”

The interview response above validates the data on table 4.1.2 item 5. This implies that the teachers practically do not use CLT related activities in their language classrooms. This discussion goes to support Richards (2008) argument that, teacher cognition is an important component of foreign and second language teacher education because it encompasses teachers' mental lives, how they are formed, what they consist of, and how teachers' beliefs, thoughts, and thinking processes shape their understanding of teaching and classroom practices. This explains why there is a mismatch between what language teachers profess and what actually happens in a classroom.

According to Richards and Rogers (2001) CLT admits that teachers' role is a facilitator and guide, not a dictator of knowledge; CLT lays emphasis on classroom activities that enhance students' communicative skill in real life situations outside the classroom (Mitariu, 2016). This is best achieved through the use of learner centered practices. This is contrary to the responses on both the questionnaire and the interview session.

The same can be said of the constructivist teaching model which sets the framework for this study. In a constructivist learning environment, the teacher's focus is on guiding rather than telling Applefield et al., (2001). This requires the use of practices such as practice speaking in pairs, group discussion on a topic, engaging in a role play etc. The constructivist teacher should therefore dwell on learner centered, less structured, scaffolding, challenging, interesting, motivational, individualistic learning, rich learning tasks, cooperative learning, autonomous learning, action oriented, authentic learning activities These are the tenets of the CLT approach.

4.1.3 Summary

This section presented the results of Research Question 1. The question had two themes. Theme one discussed some teacher centered language teaching practices or activities ESL teachers engaged their students in their classroom. The second theme sought to understand how frequent teachers resort to the use of learner centered practices to implement CLT.

The overwhelming endorsement of teacher centered language teaching practices such as fill in blanks, drilling students on language structures to be learnt, memorization of language structures, grammar exercises as well as dictation tasks over learner centered practices such as practice speaking in pairs, storytelling, role play, debate and

discussion on a topic, showed that the teachers do not engage their students in CLT related practices in their classrooms. The data on tables 4.1.1 and 4.1.2 showed that ESL teachers rely on traditional approaches (teacher-centered) practices to teach English language instead of using the communicative approach.

4.2 Perceptions of ESL teachers towards the use of CLT

A Likert scale analysis was performed to find out the perceptions of teachers towards the use of CLT in ESL classroom. The research question has varied perceptions drawn from literature to ascertain how these perceptions influence the use of CLT. The data show that teachers hold varied perceptions on the use of CLT in ESL classroom. These perceptions have a great influence on the use of CLT in the language classroom. This is illustrated in table 4.2.

Table 4.2.1: The role of CLT in the academic performance of students

Questionnaire item	N	Agree Frequency (%)	Disagree Frequency (%)	Undecided Frequency (%)	Mean	TOTAL (%)
1. CLT is not tested in exams	50	50 (100.0)	00 (00.0)	00 (00.0)	4.52	100
2. CLT wastes Teaching time	50	49(98.0)	01 (02.0)	00 (00.0)	4.48	100
3. CLT is only Suitable for lower Grade students	50	48 (96.0)	00 (00.0)	02 (04.0)	4.5	100

4.2.1.1 CLT is not tested in Exams

From table 4.2.1 item 1, 26 of the respondents representing 56% of the respondents strongly agree that CLT is not tested in exams while 24 of the respondents representing 48% agree with the statement that CLT is not tested in examination. This

indicates that the variable has a 100% affirmation. This has a mean score of 4.52. This is an indication that all the respondents agreed to the statement. This could stem from the fact that the respondents lack the understanding of the nature of questions usually set in various examinations in the country. Questions on English language in the various examinations across all levels require students to exhibit or demonstrate their understanding of language use. This demands students to use grammatical, discourse as well as sociolinguistic knowledge in their essays.

The lack of appreciation of the nature of questions makes teachers to think that students do not need to use CLT in their examinations. The ability to express oneself in both written and spoken forms is indeed CLT.

Similarly, in the interview session, respondent 4 had this to say;

R4 *“Sometimes you struggle to see which question demands the use of CLT in the examination”.*

This goes to buttress the fact that teachers avoid the use of CLT because they believe that CLT is not normally tested in examinations. Continues use of CLT therefore deprives learners the opportunity to really learn what in their view is examinable.

4.2.1.2 CLT wastes Teaching time

One other perception of teachers in relation to CLT and passing examination is that, the respondents were of the view that CLT wastes teaching time which could have been used to teach important aspects of the syllabus that will come in the final examination. From table 4.2.1.2 item 2, 28 Of the respondents representing 56% strongly agreed to the statement while 22 of them representing 44% agreed with the statement. This has a mean score of 4.48. this indicates that a majority of respondents agreed with the statement. Most ESL teachers see CLT activities as a waste of

instructional time because the activities do not necessarily reflect any grammar base exercises. Rather CLT engages learners in oral language fluency activities. Most teachers are driven by the view that they want their learners to pass their internal and external examinations. washback therefore plays a significant role in the determination of a teaching approach for most ESL teachers Shohamy (2001).

The interview response affirms the above assertion. Respondent 2 indicated that;

R2 *“CLT activities mostly waste time. The need for the students to complete the syllabus is very important because if they don’t complete the syllabus, they will fail the external exams”*.

With this response, it is evident that teachers will avoid the use of CLT in their ESL classrooms.

4.2.1.3 CLT is only suitable for lower grade learners

From table 4.2.1 item 3 above, one other perception of teachers towards CLT is the fact that they see CLT activities as activities meant for the lower grade learners not for SHS classrooms. While 50% of the respondents strongly agreed with this statement, another 50% equally agree with the statement. In all this has a 100% affirmation. This has a mean score of 4. 5. The indication is that all the respondents affirmed the statement.

It is the view of the respondents that the activities for fluency development in learners could only be appropriate to lower grade students at the primary school. This view stems from the fact that grammar teaching has taken center stage in ESL classroom. The focus of teachers is on passing examinations and not the use of language in everyday context.

Zheng (2014) asserts that the selection of teaching methods and strategies is generally influenced by either teacher cognition based on their own experience or contextual factors such as curriculum, classroom setting, language learners' interest, time, assessment system, and resource availability. It can be seen from the data that teachers' understanding of the demands of the language curriculum influences their choice of a teaching approach in a language classroom. Sometimes the expectation of the society is not consistent with the dictates of the curriculum goals. When this happens, teachers are torn between teaching to meet the demands of the society or the curriculum. This lack of focus influences the selection of a teaching strategy.

During the interview session, respondent 10 intimated that;

R10 *“sometimes the activities involved in CLT appear to suit the lower grade students. They need to be engaged in several activities. At the SHS students need to pass their exams, engaging SHS students in these activities takes precious teaching time”.*

The extract from the interview session shows enough motivation for teachers not to engage learners in CLT activities.

Table 4.2.2: CLT and Error Correction

Questionnaire item	N	Agree	Disagree	Neutral	Mean	TOTAL
		Frequency (%)	Frequency (%)	Frequency (%)		
1. Errors should be Corrected immediately	50	50 (100.0)	00 (00.0)	00 (00)	4.52	100
2.Errors impede Language learning	50	50(100.0)	00 (00.0)	00 (0.0)	4.52	100

4.2.2.1 Errors should be corrected immediately

One other view that featured prominently in the data is the relationship between error correction and CLT. From table 4.2.2 item 1, it can be seen that 26 of the respondents representing 52% strongly agreed that errors should be corrected immediately in language teaching and learning. Another 24 of the respondents representing 48% agreed with the statement. In all this has a 100% affirmation with a corresponding mean score of 4.52.

CLT is an error friendly approach in that errors in CLT are seen as a learning process. The learner soon gets over the errors as the learning continues over time (Brown, 2000). Error correction should therefore be seen as a continue process. As the learner negotiates meaning through try and error means, errors will occur. These errors need not be corrected immediately because the learner will eventually overcome them through every day contextual activities Larsen-Freeman (2001). With a mean of 4.52, the teachers agreed that errors should be corrected immediately during teaching and learning. This assertion contravenes the tenets of CLT and error correction.

Judging from the interview response, it is clear to conclude that the respondents do not understand the tenets of CLT in ESL classroom. For instance, R1 indicated that:

R1 “I correct students’ error immediately because if I don’t do that, they will continue to commit those errors and these errors could become part of them in future”.

In contrast to this affirmation by the respondents, CLT is error friendly. According to Littlewood (2011), in CLT, the emphasis should not be on error correction because errors are unavoidable in the language acquisition process. As a result, learner errors should be viewed as a progression in learning the target language. Emphasis should

therefore not be put on learner error in a CLT classroom. This finding indicates that to some extent the teachers do not understand the use of CLT in ESL classroom.

4.2.2.2 Errors impede language acquisition

As shown in table 4.2.2 item 2, the teachers agreed with the statement that, errors impede language acquisition with a mean of 4.52. In effect, 56% strongly agreed and 44% agreed that errors impede language acquisition.

Similarly, in the interview, R8 indicated that;

R8 “When learners make errors, it impedes their language acquisition process. As a result, they are unable to communicate well”.

Learners are expected to engage in interactive activities irrespective of their fluency level in the target language. Since language fluency is a process, learners will eventually overcome their deficiencies. This is supported by Rein fried, cited in Can (2009, p.68) “errors are seen as an integral part of the language learning process and learners should engage in a series of “try and error “activities in order to internalize the L2 structures”. They will eventually overcome their errors as the progress in the acquisition process. What is important is that, the teacher should involve the learner in self-corrective activities. The frequent correction of errors by teachers at every error point defies the basic principles of the relationship between errors and CLT in a constructivist classroom.

The data is an indication that the teachers are still fixated on the traditional approach of grammar translation to teach English language.

4.2.3: English Language curriculum and the use of CLT

Questionnaire item	N	Agree Frequency (%)	Disagree Frequency (%)	Undecided Frequency (%)	Mean	TOTAL (%)
1. CLT is a western methodology	50	50(100.)	00 (00.0)	00 (00)	4.64	100
2.our lang. curriculum does not support the use of CLT	50	48 (96.0)	02 (04.0)	00 (00.0)	4.48	100
3. Language performance should be judged on grammatical competence	50	50 (100.0)	00 (00.0)	00 (00.0)	4.46	100

4.2.3.1 CLT is a western methodology

As shown in table 4.2.3 item 1, a mean of 4.64 indicates that the respondents strongly agreed to the statement that CLT is a western methodology. 64% of the respondents strongly agreed to the statement and 36% agreed. CLT is adequately treated in the English language teaching syllabus for SHS (2010). The assertion by the teachers that CLT is a western methodology is therefore not accurate. To buttress the view of the teachers on the place of CLT in our language classroom R6 indicated in the interview that:

R6“CLT seems more like a foreign approach to language teaching. most of the activities prescribed in CLT cannot be carried out in our classrooms because of the nature of students”.

Based on the extract above it can be concluded that the teachers have limited understanding of the content of the English language teaching syllabus for SHS. The idea that CLT is a western methodology makes the teachers to avoid the use of CLT

in ESL classroom. Teacher cognition therefore plays an important part in the choice of a teaching approach (Hayes, 2009).

4.2.3.2 Our lang. curriculum does not support the use of CLT

As seen in Table 4.2.3 item 1, the teachers indicated with a mean of 4.48 that our language curriculum does not support the use of CLT in our classrooms. 32 of the respondents representing 64% strongly agreed to the statement and 16 of them representing 32% agreed to the statement. In all there is 96% agreement that our language curriculum does not support the use of CLT. However, 4% of the respondents disagree with the statement. This has a percentage of 4. The perception that “our language curriculum does not support the use of CLT” is however contrary to the proposals in the English language syllabus for SHS 1-3 (2010). The syllabus proposes the use of CLT in our language classrooms and also spells out the various practical activities as well as the assessment procedures for CLT lessons. This perception by the respondents therefore implies that they are not conversant with the language syllabus. This lack of understanding of curriculum direction will make teachers to adopt inappropriate strategies they deem fit to teach Larsen-Freeman (2001).

Similarly, during the interview session, respondents indicated that the English language syllabus compels them not to engage students in practical activities. For instance, respondent 9 indicated that:

R9 *“The curriculum is not explicit or clear enough on how students should be assessed using CLT activities. Sometimes if you want to dwell on the CLT oriented activities in your class, you will not what others are teaching. This will make your students not to pass their examination”.*

The interview response above affirms the results on table 4.2.3 item 1. It is clear that the respondents were influenced by the perceived mismatch between what the curriculum proposes and the demands of examinations. This is supported by the assertion of Green (2013) that the mismatch between what the curriculum intends to develop and what the examination system assesses creates a real confusion among teachers and constraints their choices of teaching methods. This therefore calls for a proper training of language teachers on the rationale for the language teaching curriculum.

4.2.3.3 Grammatical competence is the most important criterion by which language performance should be judged

From the data on table 4.2.3 item 3, it can be seen that 23 of the respondents representing 46% strongly agreed that grammatical competence should be used to judge a student's language performance. It can also be realized from the data that 27 of the respondents representing 54% of the respondents agreed to the statement on item 5 on table 4.2.3. This has a total mean value of 4.46, an indication that all the respondents agreed to the statement. It is therefore clear that this perception makes teachers to put much emphasis on grammar teaching and thus resort to grammar translation.

Contrary to this, CLT goes beyond just teaching repetitive grammar to embrace the overall language performance. The rationale for CLT is to develop the ability of learners to use language fluently. This is in line with Lightbrown and Spada (2013) who assert that CLT is a teaching approach that prioritizes communication of meanings through contextual activities over abstract teaching of grammatical rules. CLT should therefore be prioritized in a language classroom. This will make students

develop grammatical, strategic as well as sociolinguistic competence in the target language.

Similarly, during the interview session, the respondents affirmed the data on table 4.2 .3 item 3. They agreed that grammar should be considered and given much emphasis in language teaching because the learner will use grammar to communicate. For instance, respondent 7 intimated that:

R7 *“I always teach my students grammar because without grammar their spoken English will be bad. Grammar will help them to speak good English”*

This response goes to buttress their perception that grammatical competence should be the basis for judging language performance. It is true to maintain that teachers prioritize the teaching for grammatical competence over any other language skill. Grammar though is a significant component of language, teaching it in isolation will not help students to develop the appropriate language ability. Teachers should therefore teach grammar in context using the CLT approach.

4.2.6 Summary

The research question sought to understand the perception of teachers towards the use of CLT in ESL classrooms. Teachers held various views about the use of CLT, some of which include; CLT would not let students pass their examination, grammatical competence should be the basis for teaching language and many others were some of the perceptions teachers had towards the use of CLT. The data therefore, indicates that the perceptions as discussed greatly influence the use of CLT by ESL teachers.

4.3. Factors that deter teachers from the use CLT

This research question has four themes. These themes include educational system related factors, teacher related factors, students related factors, and CLT related

factors. Respondents were expected to indicate the extent to which they agreed that each of the factors provided could be a hindrance to the use of CLT, using a Likert scale of 1-5.

Table 4.3.1: Factors Related to Educational System

Questionnaire item	N	Agree Frequency (%)	Disagree Frequency (%)	Undecided Frequency (%)	Mean	TOTAL (%)
1. Teachers lack training on CLT	50	46(92.0)	04 (08.0)	00(00.0)	4.48	100
2. Classes are too large for the effective use of CLT	50	46(92.0)	00 (00.0)	04 (8.0)	4.46	100
3. The existing examination system in Ghana	50	49 (98.0)	01 (02.0)	00 (00.0)	4.46	100
4. Educational achievement is based on passing examination in Ghana	50	50 (100.0)	00 (00.0)	00 (00.0)	4.64	100

4.3.1.1 Teachers lack training on CLT

From table 4.3.1 item 1, it can be seen that, 28 of the respondents representing 56% of the respondents strongly agreed to the statement that the lack of training on CLT deter them from the use of the approach in their classrooms while 18 of the respondents representing 36% of the respondents agreed to the statement. This has a cumulative response rate of 92%. On the other hand, 4 of the respondents representing 8% disagree to the statement. The mean value for this statement is 4.48. This indicates

that an overwhelming majority agreed that the lack of knowledge or training on the use of CLT deterred teachers from engaging their students in CLT practices.

Though teachers admitted the relevance of CLT in language teaching, they were handicapped in its implementation because of limited training. The response from the teachers was an indication that most teachers do not still understand the basic principles and tenets of CLT because they hardly undergo in-service training on the methodology of teaching. This is consistent with Shiba (2011) who asserted that factors such as a lack of adequate training hinder the implementation of the CLT approach in most ESL classrooms.

This means that the teacher's knowledge in a particular language teaching approach influences its implementation in the classroom. It is clear from the responses that the teachers are not conversant with the tenets of CLT. As a result, they resort to traditional approaches to teaching language.

Similarly, during the interview session, the teachers responded that they had never been trained in the use of CLT. All the five respondents confirmed that, they do not understand the use of CLT. This made it difficult for them to use the approach in their classrooms. For example, respondent 5 stated that;

R5 "Since I completed university some eight years ago, I have never undergone any training on CLT and how to use it in ESL classroom"

This is consistent with (Brutt-Griffler & Samimy, 1999) who argue that inadequate in-service training is one of the constraints for implementing CLT, forcing them to rely on the traditional methods such as grammar translation. This explains why language teachers should be taken through continuous training in the methods of teaching to keep them abreast with current demands of language teaching in ESL classroom.

4.3.1.2. Large class size

From table 4.3.1 item 2, it can be realized that 29 of the respondents representing 58% strongly agreed that large class size deterred them from using CLT. 17 of the respondents with a percentage of 34% agreed to statement. This sums up to a total percentage of 92. Only 8% of the respondents disagreed to the statement. This has a mean value of 4.46 indicating that a majority of the respondents agreed to the statement.

Large class sizes do not offer favourable conditions to teaching and learning. This is because activities that demand practical involvement of learners cannot be carried out. A classroom should provide a suitable learning environment, where learners' best interests are taken into account. This can be hampered by the overcrowded classes that teachers have to teach. In some classes we still have teacher to student ratio of 1:75. This situation makes it difficult for teachers to use learner centered approach such as CLT. This is consistent with Sharndama (2013), who posits that a large class size prevents the teacher from working as expected, and hampers students' learning.

In large classes, the teacher must spend valuable class time controlling noise and student disruptions rather than focusing on teaching and learning activities. Individual students are buried in such crowded classes. This condition does not ensure effective use of CLT because teachers find it difficult to use learner-centered practices to engage learners in the class. As a result, teachers resort to teacher-centered practices.

During the class observation session, it was realized that most of the classes were large, making teaching and learning difficult. For instance, one class had about 72 students. In this class, the teacher found it difficult to engage learners in practical activities. This definitely became a constraint for the teacher to use learner centered

activities such as role-play and pair work, practice speaking in pairs etc. The situation in the classroom reduced the teacher to a provider of knowledge instead of a facilitator and a co-constructor of knowledge. This is because the teacher hardly engaged the learners in the classroom activities. Students therefore became passive recipients of knowledge.

4.3.1.3 The existing examination system in Ghana

The data on table 4.3.1 item 3 indicate that 24 of the respondents representing 48% of the total respondents strongly agreed that the existing examination system deterred them from the use of CLT while 25 of the respondents representing 50% agreed to the statement. In total this is made of 98% of the respondents. However, only 2% of the respondents disagree with the statement. This has a mean value of 4.46. This is an indication that, an overwhelming majority of the respondents agreed that the existing examination system is a hindrance to their use of CLT in the classroom. The emphasis on test results by both policy makers and parents of students makes it daunting for teachers to employ innovative practices like CLT that will build the language competence of learners. This is because at the end of each academic year, the performance of the teacher is judged base on the pass rate of the students in both internal and external examinations.

The basic aim for most teachers therefore is to teach curriculum contents that they believe are examinable and not what learners will use language for. This makes teachers teach to the test. This is consistent with Crooks (1998) who asserts that the impact of a high-stakes test is so influential that the test result is considered a determiner of the test taker's life chances.

The results of high-stakes tests such as public examinations, large-scale standardized tests, or the external examinations reach far beyond the classroom and are used for policy purposes: assessing educational equity; providing evidence on school and effectiveness; allocating compensatory funds to school and districts; evaluating effectiveness; accrediting school; classifying students for remediation and certifying successful completion of high school (Airasian et al.,1983). These situations compel most language teachers to abandon interactive teaching methods such as CLT for approaches they think would make students to pass examinations because final examination results are used to assess and evaluate the effectiveness of the teacher.

Similarly, during the interview session, the respondents indicated that CLT prescribes practices that students will not be tested on. Engaging learners in CLT activities means that the learners will not pass their examinations. For instance, respondent 3 indicated that:

R3 “If you engage students in these CLT activities, your students will fail and the school management will blame you for that. So, I am forced to teach the topics WAEC normally sets questions on”.

4.3.1.4 Educational achievement is based on passing examination in Ghana

From table 4.3.1 statement 4, it can be seen that 36 teachers representing 64% strongly agreed to the statement while 18 respondents representing 36% agreed to the statement. This has an overwhelming endorsement of 100%. The mean value is 4.64. This is an indication that all the respondents agree that educational achievement is based on passing examination in Ghana. This deters teachers from the use of CLT in their language classrooms.

The tendency for one’s educational achievement to be measured by the success in examination and not how one is able to use language in different contexts is very high

in Ghana. This notion by the society makes teachers to employ strategies they deem fit for that purpose of passing examination. By this, most teachers will rather employ strategies they believe will make students pass their examination rather than considering the total development of the learner in language fluency. This is consistent with Morgan (2016) who asserts that teachers who have poor performing students and need to raise their students' standards use methods that do not support the use of CLT, such as memorizing and drilling approaches.

This interference of teaching standardized tests saps teachers' creativity, consumes the majority of class time, and causes teachers anxiety. This denies teachers the opportunity to implement CLT because their goal is for students to pass their exams, not to communicate effectively. To these teachers, the ultimate goal of teaching language is for students to pass examinations because that is the only means by which their work can be assessed. This confirms Khaniya (2005, p.56) who indicates that “Washback is an inherent attribute of examination that can influence teaching and learning methods”.

Similarly, during the interview sessions, respondents intimated that they could not use CLT because it is time consuming and the activities involved do not reflect the type of questions students are expected to answer in their final examinations. For instance, respondent 4 indicated that:

R4 *“CLT seems to be time consuming and the activities in it do not come in exams. If I want to use CLT it means that my students will not cover much of the topics before their final exams. I believe that CLT is best for the primary school”*

The statement above is an indication that teachers are compelled to use strategies other than CLT in their classrooms to meet the demands of examinations which they believe is the only way to measure learning output.

4.3.2 Teacher related factors that deter teachers from implementing CLT.

The impact of CLT in second language (English language) acquisition is very significant. However, the use of CLT is usually hampered by some factors. Among them are the factors which are related to the language teacher. Table 4.3.2 illustrates responses from teachers on how teacher related factors deterred them from using CLT.

Table 4.3.2: Teacher Related Factors

Questionnaire item	N	Agree Frequency (%)	Disagree Frequency (%)	Undecided Frequency (%)	Mean	TOTAL (%)
1. Teachers lack knowledge of CLT	50	46 (92.0)	04(8.0)	00(0.0)	4.2	100
2. Teachers have little time to use communicative activities	50	50 (100.0)	00 (0.0)	00 (00.0)	4.46	100

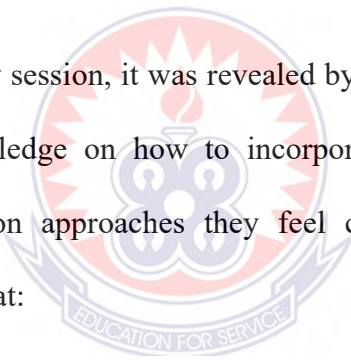
4.3.2.1 Teachers lack knowledge about CLT

From table 4.3.2 item 1, it can be seen that 18 of the respondents representing 36% strongly agreed with the statement, while 28 respondents representing 56% agreed with the statement. This has a total percentage of 92. However, only 4 of the respondents representing 8% disagreed with the statement. The mean value for this is

4.2. The implication is that majority of the respondents agree to the statement. Teachers' pedagogical knowledge is key to the implementation of any language teaching strategy including CLT.

When teachers lack knowledge about a particular teaching approach, it makes it difficult for them to articulate the characteristics that distinguish the approach from other approaches. They may either abandoned it or adapt unconventional means to implement it in the classroom (Hayes, 2009). This is consistent with Adhikari (2010) who asserts that most teachers do not use the CLT because they lack training on it. The lack of in-service training for most teachers on modern approaches to teaching and learning compels them to rely on traditional approaches to teaching.

Similarly in the interview session, it was revealed by majority of the respondents that they have limited knowledge on how to incorporate CLT in their lessons. This compels them to rely on approaches they feel comfortable with. For instance, respondent 1 indicated that:



R1 *“Though CLT is a good approach to use in the classroom, I find it difficult to implement it in my class because I actually find it difficult using it. I have not been trained on how to use it”.*

This statement confirms the response on table 4.3.2 item 1. The lack of knowledge on CLT by teachers therefore deters them from using CLT in their language classrooms. Teachers will therefore rely on grammar translation in their language classrooms where repetitive drills and memorization become the norm. What this implies is that continuous teacher training is relevant to the implementation of teaching strategies and approaches in ESL classroom.

The findings corroborate the argument by Ur (2013) who asserts that teacher's own preferences, strengths and weaknesses about a particular teaching approach could determine whether the approach would be used or not by the teacher. This indicates that lack of sufficient knowledge on the CLT approach by teachers would compel them to avoid it for approaches they are familiar with.

4.3.2.2 Teachers have little time to use communicative activities

Another observation from table 4.3.2 is that all the respondents affirmed to the statement that teachers have little time to use communicative activities. 46% of the respondents strongly agreed to the statement while 54% agreed to the statement. This has a mean of 4.46 indicating an overwhelming endorsement of the statement.

CLT strives on learner centeredness. This means that learners are given opportunity to interact with each other where the teacher acts as a facilitator and a co-learner. This requires the provision of learner centered teaching and learning activities and ample time for practice. Teachers have often complained about the little time allotted for teaching English language on the time table. The limited time makes it difficult for them to engage students in practical activities.

Similarly, during the interview session, respondent 10 confirmed this by stating that;

R10 "The time allotted to teaching a period on the time table is so little that sometimes before you start explanation, your time is up. With this, I cannot use the CLT which requires a lot of time"

In most Ghanaian SHSs, the teacher is overburdened. Most language teachers teach more than five classes with the average number of students in each class being sixty (60). Teachers are therefore in a rush to complete their syllabus and scheduled work schemes in order to meet the expectations of impending examinations. Engaging

students in practical activities is seen as time wasting. This makes teachers to rely on approaches that use minimal learner involvement.

4.3.3 Student related factors that deterred teachers from implementing CLT

Factors that deter teachers from implementing CLT are varied. Among these factors are those that are related the student. These are illustrated in table 4.3.3.

Table 4.3.3: Student Related factors

Questionnaire item	N	Agree Frequency (%)	Disagree Frequency (%)	Undecided Frequency (%)	Mean	TOTAL (%)
1.Students resistance to participate in communicative class activities	50	50(100.0)	00(0.0)	00(0.0)	4.48	100
2.Students are less confident and less prepared for CLT lessons	50	50(100.0)	00 (0.0)	00 (0.0)	4.44	100
3.Students have low-level English proficiency	50	50(100.0)	00 (0.0)	00 (0.0)	4.48	100

4.3.3.1 Students resistance to participate in CLT activities

From table 4.3.3 item 1 above, it can be seen that students' resistance to participate in CLT activities is one of the student related factors that deterred teachers from implementing CLT. 24 of the respondents representing 48% strongly agreed to the statement while 26 of the respondents representing 52% agreed to the statement. This cumulatively is 100 with a mean of 4.48. This implies that all the respondents agreed to the statement.

CLT is a learner focused practice where the student is expected to be engaged in practical activities. This develops the language ability of the student. However, the lack of interest by students to participate in CLT activities makes it difficult to use CLT. The lack of interest by students to participate in classroom activities is a drawback to the use of CLT. This makes teachers to rely on teacher centered activities which require little or no learner involvement.

This was confirmed during the interview session. For instance, respondent 4 intimated that;

R4“Sometimes you want students to take part in class activities and they are not ready to participate. Only a few of them sometimes voluntarily come out to do simple demonstrations”.

The role of the student is important for the use of CLT. It is therefore significant that language teachers find appropriate means of motivating students to take part in classroom activities. This will help develop their communicative abilities.

4.3.3.2 Students are less confident and less prepared for CLT activities

From table 4.4.3 the respondents indicated that the fact that students are less confident and less prepared for CLT activities deterred them from implementing CLT. This is illustrated in table 4.3.3 item 2.44% of the respondents strongly agreed while 56% agreed to the statement. This sums up to a total percentage of 100 with a mean of 4.44. This implies that there is an overwhelming agreement to the statement.

CLT advocates for a learner-centered, teacher-directed classroom scenario in which students' responsibility is to create meaning and connect with others in authentic circumstances. When the learner is proficient in the language, it serves as a motivation for him/her to constantly engage in class activities. This raises the confidence level of the learner. The low level of English language proficiency among

learners makes them less confident and less prepared to participate in CLT activities.

In the interview session, respondent 3 intimated that;

R3 “My students are not confident to speak in English though I have constantly encouraged them to take part in class activities. Most of them cannot even construct simple sentences”.

When students are unwilling to participate in class activities, it defeats the principles of CLT and leads to teacher centeredness. This makes it difficult to engage students in classroom activities.

Also, during the observation session, I observed a conversation lesson where the teacher wanted some students to play the roles of a seller and a buyer. This was to teach the students the simple present tense. Most of the students were not willing to come out. Those who eventually did could not carry out the expected activity. This made the teacher to resort to verbal explanation.

4.3.3.3 Students’ low proficiency level in English language

Another indication from the data on table 4.3.3 item 3 is that 52% of the respondents agreed that students’ low proficiency level in English language deterred them from using CLT while 48% strongly agreed to the statement with a 100% endorsement rate. The mean for this statement is 4.48.

Since CLT is a learner centered approach, it requires learners to take charge of their leaning needs. This is achieved when the learner engages in interactive activities through speaking. Taylor, (1983) argues that when students have low level proficiency in English language, it becomes difficult for them to participate in speaking activities. This will therefore defeat the principle of learner autonomy in the classroom. This deters teachers from implementing CLT in such a learning environment. The low level of students’ proficiency means that they are unable to

communicate and take part in communicative activities in the classroom. This will defeat the basic principle of CLT.

Similarly, during the interview session, respondent 2 remarked:

R2 “My students have limited knowledge of English language, most of them cannot just speak and form simple sentences. Because of this they will not participate in class discussions. This makes it difficult to introduce CLT in my classes.”

CLT is a learner-centered language teaching practice where the learner is expected to be the focus of teaching and learning. This implies that the learner is supposed to be encouraged to participate in classroom activities. When students find it difficult to speak or engage in oral activities, it becomes difficult for CLT to be used in the class.

4.3.4. CLT related factors

This theme discusses the factors that are related to CLT approach which deterred teachers from implementing CLT. Though teachers have accepted CLT as the appropriate approach to the teaching and learning of English language so as to achieve communicative competence, adjusting to the tenets and principles makes it difficult to fully implement it. Certain variables within the CLT approach as illustrated in table 4.3.4 deterred teachers from using it.

Table 4.3.4: CLT Related Factors

Questionnaire item	N	Agree Frequency (%)	Disagree Frequency (%)	Undecided Frequency (%)	Mean	TOTAL (%)
1. lack of effective assessment instrument	50	50 (100.0)	00(0.0)	00(00.0)	4.4	100
2. CLT is not suitable in our context	50	50(100.0)	00 (0.0)	00(0.0)	4.5	100

4.3.4.1 Lack of effective assessment instruments

From table 4.3.4 item 1, it can be seen that all the respondents agreed that the lack of effective and efficient instrument to assess communicative competence deterred them from implementing CLT. This variable had 48% of the respondents strongly agreeing while 52% agreed to the statement. This has a 100% endorsement. The mean for this variable is 4.48. This implies that all the respondents agreed to the statement.

These responses are however contrary to the English language syllabus for SHS (2010). The English language syllabus for SHS provides clear descriptions of assessment tools that can be used to evaluate communicative competence of students, and thus can be used in communicative classrooms. Teachers are supposed to engage students in oral presentations, storytelling, role play activities and group projects so that students could demonstrate their communicative language skills. The response from table 4.3.4 indicates that teachers do not follow the assessment guidelines in the English language syllabus. As a result, many teachers used testing of grammar knowledge because it is easier to apply and grade as opposed to those testing communicative competence. This potentially deterred them from implementing CLT.

Unlike grammar translation where teachers could easily construct grammar exercise on language items to assess the level of students' understanding, CLT does not lend itself to written exercises for students' assessment. Students have to exhibit their understanding by engaging in communicative practices to show competence. This may be a daunting task to teachers with little experience in the teaching of language.

The inability to choose assessment tasks for students in a CLT classroom implies that the teachers lack understanding in the use of CLT. This is consistent with Zheng (2014) who argue that the selection of teaching methods and strategies is generally

influenced by either teacher cognition based on their own experience or contextual factors such as curriculum, classroom setting, language learners' interest, time, assessment system, and resource availability.

During the interview session, the teachers revealed that it is difficult to assess the level of understanding of their students in CLT. This is because they are not able to use classroom practical activities to show proof of assessment. For instance, respondent 3 intimated that:

R3 “if I use CLT in my class I cannot assess my students using the CLT activities. I will not have any written exercise to show proof of what they have learnt”

This view by the teachers indicates that they have little knowledge in the use of CLT. This explains why they constantly rely on traditional approaches such as grammar translation with repetitive drills and emphasis on accuracy instead of fluency. This response is an indication that language teachers need to engage in continuous teacher training to be conversant with the current demands of language pedagogy.

4.3.4.2 CLT is not suitable in our context

From table 4.3.4 item 2 it can be seen that this variable has a 100% endorsement. 25 of the respondents representing 50% strongly agreed. An equal number of 25 respondents representing 50% agreed with the statement with a mean value of 4.5. This implies that all the respondents agreed that CLT is not suitable in our context.

This view by the respondents is contrary to the proposals by the English language syllabus for SHS. The SHS English language syllabus (2010) proposes the use of CLT in language classroom. The syllabus equally spells out how assessment in a CLT classroom should be carried out. This implies that majority of the respondents are not

conversant with the SHS English language syllabus. This made them dwell on grammar teaching at the expense of teaching for communication. The lack of knowledge in CLT makes teachers use approaches they think can meet the needs of their learners.

Similarly, during the interview session, respondent 1 indicated that;

R1 “The syllabus book we use to prepare for teaching is so much on grammar. There is no much CLT in the syllabus”

By this response, it is clear that the respondents are not conversant with the English language syllabus for SHS. With this lack of knowledge, teachers will fall on what they think will fit the situation.

4.3.4.3 Summary

In this section, the results of Research Question 3 have been presented. Research question 3 generally discusses the factors that deterred ESL teachers from the use of CLT in the language classroom. This consisted of four themes. Theme one discusses the educational system related factors, theme two discusses teacher related factors, theme three discusses student related factors and the fourth theme discusses the factors that are related to the CLT approach.

It was realized that ESL teachers are aware of the positive impact of CLT in the development of communicative ability of learners. However, certain factors as discussed in relation to the various themes under the research question 3 hinder their use of the approach in their classrooms. As a result, they often rely on traditional approaches to teach English language.

4.4 Conclusion

CLT is a learner-centered approach to teaching English language Larsen-Freeman (2000). This means that the learner is the focus of the teaching and learning process. It is therefore the role of the ESL teacher to facilitate and guide the process of learning in the language classroom. This is achieved through engaging learners in practical activities that ensure that learners become autonomous during the learning process. According to Nuna (1991) CLT gives opportunities for learners to focus, not only on language acquisition, but also on the learning process itself.

It is clear from the discussion that ESL teachers still rely on teacher centered practices to teach English language. This makes language classrooms teacher-centered with little opportunity for learner engagement. The response from the teachers indicates that their perceptions towards CLT influence their choice of a teaching strategy in the ESL classroom. This confirms the argument by Breen and Littlejohn (2000) who posited that teachers' perception plays a significant role in the success or failure of various theoretical and practical L2 teaching and learning issues, including CLT. The results from the analysis indicated that the perception of the respondents greatly influenced their choice of ESL approach.

The results from research question 3 indicates that though ESL teachers appreciate the significance of the CLT in the teaching and learning of language, certain factors serve as a hindrance to their use of the approach in their classroom. It is also clear that there is a mismatch between what the English language syllabus proposes and what is actually practiced in the classroom by ESL teachers.

In conclusion, the chapter discusses the findings of both statistical and non-statistical data. It discussed the practices ESL teachers use in their classrooms. The findings

revealed that ESL teachers still rely on traditional approaches to teaching English language. There is little or no use of learner-centered practices. This defeats the principles of CLT.

The chapter also discussed the perception of ESL teachers towards the use of CLT and found that the perceptions of teachers influence their choice of a particular approach. The perception of teachers towards CLT therefore makes them to avoid it for traditional approaches.

Finally, though ESL teachers appreciate the significance of CLT in language teaching, certain factors deterred them from using the approach in their classrooms.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study, using SHS ESL teachers in the Tamale metropolis as a case, investigates the language teaching practices teachers use in their classrooms, perceptions of teachers towards CLT and the factors that deter teachers from using CLT in their classes.

This chapter discusses the summary of the findings of the objectives of the study which include the practices teachers use in their ESL classrooms, the perceptions of teachers towards the use CLT and the factors which deter teachers from using CLT in their ESL classrooms. Finally, pedagogical implications for the study, conclusions and suggestions for future research were also discussed.

5.1 Summary of Findings

The main purpose of this study was to find out how ESL teachers at the SHS level in the Tamale metropolis implement CLT in their classrooms. The evidence of the findings showed that while teachers in the Tamale metropolis understood the need for CLT to be used in their classrooms, there is a mismatch between what the curriculum proposes and the actual use of the approach in the classroom. This goes to support the argument by Wong (2012) that most ESL teachers claim to use the CLT approach in their classrooms but its principles are rarely being practiced. The findings also indicated that most ESL teachers lack basic knowledge about CLT. The perceptions of ESL teachers influence their choice of teaching strategies. Though teachers underscore the significance of CLT, certain factors deterred them from using the

approach. This calls for in-servicing training for ESL teachers. The summary of findings from the analysis is presented as follows:

5.1.1 Language teaching Practices teachers use in their classrooms

This objective had two themes; teacher centered-learning activities and learner-centered learning activities. The findings on this objective indicated that most ESL teachers in the Tamale metropolis relied or used teacher centered practices in their classrooms. This implies that they rarely use CLT. The indication is that there was an overwhelming agreement of the use of teacher centered practices among the teachers.

The findings on table 4.1.2 showed little or no use of learner centered practices or activities such as engaging students in a debate or role play in class, practice speaking in pairs, storytelling and describing a picture to a friend in class as intimated by the respondents. This is an indication that the teachers had little understanding of the CLT approach or avoided the use of the CLT related practices because of some other reasons. Allowing learners to participate in practical activities improves their language ability and eventually improve their fluency skills (Larsen-Freeman, 2000).

It was also revealed that ESL teachers at the SHS level in the Tamale metropolis explained grammatical structures to their students in isolation, rather than in context. This encouraged rote learning (Ellis, 1996). Thus, students in these classes learn grammatical items abstractly. This practice will not help students to be able to use language to communicate in everyday context. Teaching grammar in isolation implies emphasis on accuracy to the neglect of fluency.

5.1.2 Perceptions and attitude of teachers towards the use of CLT

The respondents had various perceptions towards the use of CLT. Most of the respondents believed that CLT is a foreign methodology that did not have a place in the Ghanaian context. Hence, they believed that CLT would not make students pass their examinations. This perception is consistent with the literature because the issues of washback determine the choice of teaching approach of many language teachers. Washback, according to Khaniya (2005, p.56), is an "inherent attribute of examination that can influence teaching and learning methods".

The findings also pointed to the fact that the respondents relied heavily on teacher centered strategies such as grammar as a means to achieve language. This is because to them, grammatical correctness was the way to achieve meaning. This is consistent with the argument by Hayes (2009) that teachers teach the way they do because they believe the methods are effective for their purposes.

Test results are used to assess both the teacher and the student. This compels teachers to teach to the test thus avoiding CLT. This does not make the teacher a facilitator to learning but a dictator of the pace of students' learning. The teacher's ingenuity is thereby stifled. The over reliance on traditional methodology will not develop the communicative ability of learners.

Furthermore, the results indicated that teacher cognition influences the choice of teaching method or approach. This is consistent with Basturkmen et al. (2014) and Zheng (2014), who posited that the selection of teaching methods and strategies is generally influenced by either teacher cognition based on their own experience or contextual factors such as curriculum, classroom setting, language learners' interest, time, assessment system, and resource availability. It is clear from the data that the

perception of the respondents towards CLT compels them to avoid the use of it in their classroom.

5.1.3 Factors that deter teachers from the use of CLT

The findings of the study show that certain factors deterred ESL from the use of CLT in their classrooms. These factors are discussed under four themes. These include; educational system related factors, teacher related factors, student related factors and CLT related factors. The results from the data indicated that though teachers appreciate the importance of CLT in the development of fluency skills in learners, there is a mismatch between what the curriculum proposes and what is actually practiced by ESL teachers in their classrooms. This is consistent with Chang (2014) who argued that, local situational factors related to teachers, students and the educational system were found to promote or hinder CLT implementation.

5.2 Pedagogical implications

This study offers many implications for English language teachers, policy makers in language education as well as the entire teaching and learning process. This is because language teaching practices and methods are key to the acquisition of language by learners. It is therefore important for policy makers in language teaching and learning as well as language teachers to implement and adopt processes that will ensure the effective teaching and learning of language in our schools. The findings of the study provide some fundamental perspectives into how CLT is implemented in our SHSs.

The views of teachers as established in the findings indicate that teachers still rely on the traditional approach to the teaching of English in general. This does not inure to the benefits of the students. Teachers could therefore improve their efficiency in CLT implementation. This can be through continuous CLT preparatory training that

focuses on constructive hands-on lessons. Furthermore, information and instructional support for teachers must be widely available in the curriculum. Another important factor in making CLT effective is reducing the number of students in a single class, which can simplify the learning experience for students. The study also recommends a reduction on the focus on examination to the development of communicative ability in students.

The findings also imply that teachers must also be familiar and comfortable with a wide range of active communication strategies that are essential for communicative competence. This is in addition to the duties of a CLT teacher, such as needs analyst, counselor, and group process manager (Richards & Rodgers, 2002). All these suggest that teachers have a lot of responsibilities, which may be overwhelming for traditional teachers.

The ESL program should be reorganized to allow for more time for additional task-based practices. This will enable teachers to engage students in a more effective learning experience. Teachers must invest in professional development to expand their knowledge and keep up with changing trends in their fields.

Similarly, efforts should be made to make the classroom environment more appealing and conducive for the implementation of learner-based practices. This entails providing adequate technologically enhanced resources in schools, such as data displays, web and computer connections and interactive boards for diverse group projects. Giving students and teachers proper training on how to use ICT tools in teaching and studying English can help build a solid foundation that will improve educational quality. Teachers must be made aware of the CLT principles and how

they are applied in language classrooms. The curriculum must be structured to emphasize CLT elements.

Based on the preceding discussion, teacher education programs should be modified to prepare prospective teachers for the difficult task ahead of them. In-service programs should be designed to assist teachers to use the newly adopted paradigm to achieve communicative competence. Teachers who claim to "follow government instructions while continuing to practice examination-oriented classroom education" will be a thing of the past if this is taken into account Littlewood (2011).

In the process of effective integration of CLT into English teaching, special attention should be paid to teacher training. Markee (2001, p.120) puts forward that, "teachers can easily change their values and help bring about deeper changes if they understand why there is the need to change". Therefore, the most imperative and effective way for teachers to use CLT is to provide in-service teachers with opportunities to retrain themselves in CLT. When the teachers better understand the principles of CLT as well as explore how it works in English language classrooms, they can meet the demands of CLT more effectively and feel motivated to overcome the potential constraints in the use of CLT.

Finally, in order to successfully implement CLT in ESL classrooms, important variables such as large class sizes and over-reliance on traditional approaches to language instruction should be avoided in the language classroom. Class sizes should be reduced and placement tests should be administered to ensure that students are placed in the most appropriate class for their needs. Formal exams should be modified to assess students' communicative competence. These tests should assess not only

grammar and vocabulary, but also listening, speaking, conversation, and writing abilities.

5.3 Suggestions for Future Research

The present study confirmed that there is a mismatch between what the language curriculum proposes and what teachers actually practice in the classroom. This is because the responses revealed that teachers exhibited a misunderstanding of the basic tenets and principles of CLT as captured in the literature.

As intimated in the present study, there are still some important questions that remained unanswered with regards to the actual use of CLT in SHSs in Ghana. Some of these questions include;

1. What is the actual implementation and relevance of CLT in the Ghanaian context? A better understanding of this question will unravel the true significance of CLT in our classrooms.
2. What is the level of understanding of teachers in the basic principles and tenets of CLT? To answer this question will improve teachers' knowledge in the tenets of CLT in our schools.
3. The study focused on teachers' perspectives. A study that includes students' perspectives would help to better understand the CLT situation.

In conclusion, this study could be carried out in different parts of the country to understand how CLT is actually implemented in our SHSs.

5.4 Conclusion

In conclusion, the study sought to understand the use of CLT by SHS teachers in the Tamale metropolis. The findings from the study established that there is a mismatch

between what the curriculum proposes and what is actually practiced in the language classroom. This was due to a number of factors.

The findings indicated that the perception of teachers influence their choice of a teaching approach. The findings also indicated that the examination based educational system, large class size, low proficiency level of students and over reliance on traditional approaches were barriers to the effective implementation of CLT in our SHSs. From the findings, it can be concluded that, the effective and efficient use of CLT is yet to be fully realized in language teaching and learning.



REFERENCES

- Abioye, T. (2010). Managing language testing in Nigerian large classes: Processes and prospects. *English Language Teaching*, 3(2), 82-87.
- Adamson, B. (2004). *Fashions in language teaching methodology*. In A. Davies & C. Elder (Eds.), *The Handbook of Applied Linguistics* (pp. 604–22). Malden, MA: Blackwell.
- Adhikari, K. (2010). An investigation of Nepalese English teachers' perception of CLT and its implementation in Nepalese secondary schools. *Journal of NELTA*, 12(1-2), 1-7.
- Airasian, P. W., & Madaus, G. F. (1983). Linking testing and instruction: Policy issues. *Journal of Educational Measurement*, 20(2), 103-118.
- Akurugu, B. M. (2010). *The Attitudes and Perceptions of Students about the Study of English Grammar: The Case of Selected Senior High School Students in Northern Region*. Unpublished PHD Thesis. University of Science and Technology. (KNUST).
- Al Asmari, A. A. (2015). Communicative language teaching in EFL university context: Challenges for teachers. *Journal of Language Teaching and Research*, 6(5), 976–984.
- Alam, M. (2016). Challenges in implementing CLT at secondary schools in rural Bangladesh. *INTESOL Journal*, 14(1).
- Alderson, J.C. & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14, 115-129.
- Aleixo, M. B. (2003). *Teachers' perceptions of communicative language teaching use in Brazil*. Unpublished MA thesis, West Virginia University, West Virginia, US. Accessed on-line on June 5, 2003, from <http://kitkat.wvu.edu:8080/files/2947.1.Aleixo-Marinathesis.pdf>.
- Allam, A. (2006). Effective Management and Change in Africa. *International Journal of Management Practice* 2(2), 159- 171.
- Allwright, R. L. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5(2), 156-171.
- Alwan, F. H. (2006). *An analysis of English language teachers' perceptions of curriculum changes in the United Arab Emirates*. (Unpublished doctoral dissertation). University of Exeter, United Kingdom.
- Anderson, J. (1993). Is a communicative approach practical for teaching English in China? Pros and cons. *System*, 21(4), 471-480.

- Applefield, J., Huber, R., & Moallem, M. (2001). Constructivism in theory, and practice: Toward a better understanding. *High School Journal* 84(2), 35-54.
- Antonius, R. (2003). *Interpreting Quantitative Data with SPSS*. London: Sage Publications.
- Arhin, V.E. (1998). *Improving English Language. The Communicative Language Teaching Approach*. Post Graduate thesis, University of Ghana.
- Atkins, A. O. (1996). *Teachers' Opinions of the Teacher Evaluation Process*. New York: Pearson Education, Inc.
- Austin, J. L. (1999). How to do things with words. In A. Jaworski & N. Coupland (Eds.) *The discourse reader*. London: Routledge.
- Babbie, E. & Mouton, J. (2008). *The Practice of Social Research, South African Edition*. Cape Town: Oxford University Press, Southern Africa.
- Bachman, L. (1990). *Fundamental considerations in language testing*. New York: Oxford University Press.
- Bamba, M. (2012). *Seeking Effective Approaches to Teaching Large EFL Classes in the Ivory Coast*. (Doctoral dissertation, Indiana university of Pennsylvania).
- Basturkmen, H., Loewen, S., & Ellis, R. (2014). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243-272.
- Basturkmen, H. (2012). Review of research into the correspondence between language teachers' stated beliefs and practices. *System*, 40(2), 282-295.
- Baugh, A. (1993). *A history of the English language*. Englewood Cliffs, N.J: Prentice-Hall.
- Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57(3), 278-287.
- Belchamber, R. (2007). The advantages of communicative language teaching. *The Internet TESL Journal*, XIII (2). Retrieved from <http://iteslj.org/Articles/Belchamber-CLT.html>.
- Benbow, J., Mizrachi, A., Oliver, D. & Said-Moshiro, L. (2007). Large Class Sizes in the Developing World: What Do We Know and What Can We Do? *American Institutes for Research under the EQUIP1 LWA / US Agency for International Development*. Retrieved July 24, 2017 from <http://www.equip123.net/docs/E1-LargeClassrooms.pdf>.
- Berg, B. L. (1989). *Qualitative research methods for the social sciences*. Boston: Allyn & Bacon.

- Berns, M. (1990). *Contexts of competence: Social and cultural considerations in communicative language teaching*. New York: Plenum Press.
- Best, J. W. & Kahn, J. V. (2005). *Research in Education*, (9th ed). New Delhi: Prentice-Hall of India Private Limited.
- Bless, C. & Higson-Smith, C. (2008). *Fundamentals of Social Research Methods: An African Perspective*. (3rd ed.). Lansdowne: Juta.
- Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for Education: An Introduction to theory and Methods*. Boston: Allyn and Bacon.
- Borg, M. (2001). Teachers' beliefs. *ELT journal*, 55(2), 186-188.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research into what language teachers think, know, believe and do. *Language Teaching*, 36(2), 81-109.
- Borti, A. (2008). *Improving the Standard of English in Junior High School Through Communicative Language Teaching*. Master thesis, University of Ghana.
- Braun V, Clarke V. (2006). Using thematic analysis in psychology. *Qual Res Psychol*. 3(2), 77-101.
- Breen, M. P., & Candlin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2), 89-112.
- Breen, M. P., & Littlejohn, A. (2000). The significance of negotiation. *Classroom Decision-making: Negotiation and Process Syllabuses in Practice*, 5-38.
- Brooks, J., & Brooks, M. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brouwers, A. & Atomic, W. (2000). Teacher Burnout, perceived Self- efficacy in Classroom management, and Student Disruptive Behavior in Secondary Education. *Curriculum and Teaching*, 14(2), 7-26.
- Brown, H. D (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey. Prentice Hall.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. (4th ed.) New York: Longman.
- Brown, H. D. (2001). *Teaching by principles: An Interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th Ed.). White Plains, NY: Pearson Longman.

- Brown, S. R. (1996). Methodology and Qualitative Research. *Qualitative Health Research*, 6(4), 561-567
- Bruner, J.S. (1966). *Towards a Theory of Instruction*. Cambridge: Harvard University Press.
- Brutt-Griffler, J., & Samimy, K. K. (1999). Revisiting the colonial in the postcolonial: Critical praxis for nonnative-English-speaking teachers in a TESOL program. *TESOL Quarterly*, 33(3), 413-431.
- Bryman, A. (2008). *Social Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge Taylor and Francis Group. Cambridge: Cambridge University Press.
- Burnaby, B. & Sun, Y. (1989) Chinese teachers' views of Western language teaching: context in forms paradigms. *TESOL Quarterly*, 23 (2), 219-238.
- Burns, R. B. (2000). *Introduction to research methods*. London: Sage.
- Byrne, D. (1986). *Teaching oral English*. Harlow: Longman.
- Can, T. (2009). Learning and teaching languages online: A constructivist approach. *Novitas-Royal*, 3(1), 60-74. Retrieved on 2nd January, 2016 from: http://novitasroyal.org/vol.3_1/can.pdf.
- Canagarajah, S. (2006). Changing communicative needs, revised assessment objectives: Testing English as an international language. *Language Assessment Quarterly*, 3(3), 229-242.
- Celce-Murcia, M. (1991). *Teaching English as a second or foreign language*. (2nd ed.). Boston: Heinle and Heinle.
- Chang, L., U. (2000). *Communicative language teaching: Senior high school English teachers' beliefs and practice*. Unpublished Master thesis. Tamsui: Tamkang University press.
- Chang, M. (2014). Factors affecting the implementation of communicative language teaching in Taiwanese college English classes. *English Language Teaching*, 4(2), 3-12.
- Charleston, M. M. (1976). The large class and effective instruction. *Educational Review*, 22(1), 38-44.
- Chowdhury, R., & Ha, P. L. (2008). Reflecting on Western TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305-316.
- Clark, C.M. & Peterson, P. L. (1986). *Teachers' thought processes*. In Wittrock, M.C., & American Educational Research Association (Eds.) *Handbook of Research on Teaching* (3rd ed.). (pp. 255– 296). NY: Macmillan.

- Cohen, L. & Morrison, K. (2000). *Research Methods in Education*. London: Routledge.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications, London, UK.
- Creswell, J. W. & Clark, P.W.R. (2011). *Designing and Conducting Mixed Methods Research*. (2nd ed.). London: Sage Publications.
- Crooks, T.J. (1998). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58(4), 43-481.
- Curriculum Research and Development Division, Ministry of Education (2007). *Teaching Syllabus for English, Junior High School Form Two*. Accra MOESS.
- Dakubu M.E. (1988). *The Language of Ghana*. London: KPI Limited.
- Darn, S. (2005). Teacher talking time. Teaching English. Retrieve from <http://www.teaching-english.org.uk/articles/teacher-talking-time>.
- De Munck, V. C. & Sobo, E. J. (1998). *Using methods in the field: a practical introduction and casebook*. Walnut Creek, CA: Altamira Press.
- Delport, C. S. L. & Roestenburg, W. J. H. (2011). *Quantitative Data Collection Methods*. In De Vos A.S., Strydom, H., Fouche C.B. & Delport C.S.L. Research at the Grass Roots for the Social Sciences and Human Service Professions. (4th ed.). Pretoria: JL Van Schaik Publishers.
- Dornyei, Z. (2013). Communicative language teaching in the twenty-first century: *The principled communicative approach*. J. Arnold, & T. Murphy, *Meaningful Action (Eds.)*, 161–171.
- Dos Santos, L. M. (2016). How do teachers make sense of peer observation professional development in an Urban School? *International Education Studies*, 10(1), 255-265. Available at: <https://doi.org/10.5539/ies.v10n1p255>.
- Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms, *Journal of Education and e-Learning Research*, 2020. *Journal of Education and E-Learning*, 7(2), 104-109.
- Durrheim, K. (2004). *Research in Practice*. Cape Town: Software Publications Pty, Limited.
- Ellis, G. (1994). The appropriateness of the communicative approach in Vietnam: an interview study in intercultural communication. *ELT Journal*, 50 (3), 11-78.
- Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal*, 50(3), 213-218. Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639-662.

- Emerson, O. (1971). *The history of the English language*. Ann Arbor, M.I: Plutarch Press.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Education Research*, 38, 47-65.
- Feez, S., & Joyce, H. (1998). *Text-Based Syllabus Design*. Australia: Macquarie University.
- Fianu, E. (2005). *Principles and Methods of English Language Teaching (ELT)*. Accra.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). London, UK: Routledge.
- Fullan, M., & Hargreaves, A. (1992). *Teacher development and educational change*. London, UK: Falmer/Routledge.
- Galloway, A. (1993). "Communicative Language Teaching: An Introduction and Sample Activities." *ERIC Digest*. ERIC identifier: ED, 357-642.
- Gamal, G., & Debra, M. (2001). The communicative approach in Egypt: Exploring the secrets of Pyramids. *TEFL Web Journal*, 1 (2). Unpublished MA Thesis, <http://www.teflweb-i.org/1n2lGahinMvhill.html> (Access date: July 10, 2003).
- Gass, S. & Mackey, A. (2007). *Data Elicitation for Second and Foreign Language Research*. New York, London: Routledge.
- Green, A. (2013). Washback in language assessment. *International Journal of English Studies*, 13(2), 39- 51.
- Greene, J. C. (2007). *Mixed Methods in Social Inquiry*. San Francisco, CA: Jossey-Bass.
- Griffie, D. T. (2012). *An Introduction to Second Language Research Methods Design and Data*. Hamilton: TESL -EJ Publishers.
- Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. Newbury Park, CA: Sage.
- Halliday, M. A. K. (1970). "Language Structure and Language Function." In J. Lyons (ed.), *New Horizons in Linguistics*. Harmondsworth: Penguin.
- Hamid, M. O. (2010). Globalization English for everyone and English teacher capacity: Language policy discourse and realities in Bangladesh. *Current Issues in Language Planning*, 11(4), 289-310.
- Hamp-Lyons, L. (1997). Washback, impact and validity: Ethical concerns. *Language Testing*, 14(3), 295- 303.
- Harmer, J. (1998). *How to Teach English*. London: Longman.

- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Essex, England: Pearson Education Ltd.
- Hassan, M. F. (2012). *Effective Teaching in Large Classes*. Department of Educational and Psychological Sciences, College of Education. Iraq: University of Babylon.
- Hatch, A. J. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Hayes, D. (2009). Non-native English-speaking teachers, context and English language teaching. *System*, 37(1), 1-11.
- Henning, E., Van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria, RSA: Van Schaik Publishers.
- Hess, N. (2001). *Teaching Multilevel Classes*. Cambridge: Cambridge University press.
- Hiep, P., (2007). Communicative language teaching: unity and diversity. *ELTJ* 61(3), 193- 201.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
- Horning, A. (2007). The Definitive Article on Class Size. *Journal of Council of Writing Program Administrators*, 31(1-2), 11-34.
- Howatt, A. R. & Widdowson, H. (2004). *A history of English language teaching* (2nd Ed). Oxford: Oxford University Press.
- Hu, G. (2005). Contextual Influences on Instructional Practices: A Chinese Case for an Ecological Approach to ELT. *TESOL Quarterly*, 39(4), 635-660.
- Hymes, D. (1971). *Competence and performance in linguistic theory*. R. Huxley & E.
- Hymes, D. H. (1972). *On communicative competence*. In C. J. Brumfit, & K. Johnson (Eds.). *The communicative approach to language teaching* (2nd Ed., pp. 5-27). Oxford: Oxford University press.
- Incecay, G., & Incecay, V. (2009). Turkish university students' perceptions of communicative and non-communicative activities in EFL classroom. *Procedia Social and Behavioral Sciences*, 1, 618-622.
- Islam, S. M. A. (2015). *Language policy and practice in secondary school context in Bangladesh: Challenges to the implementation of language-in-education policy* (Doctoral dissertation). Aalborg University, Denmark. Retrieved from http://vbn.aau.dk/files/219478235/S.M._Ariful_Islam_EPUB.pdf
- Ives, S. M. (2000). *A Survival Handbook for Teaching Large Classes*. UNC Charlotte Faculty Center for Teaching. Retrieved July 24, 2017 from <http://teaching>.

uncc.edu/learning-resources/articlesbooks/best-practice/large-classes/large-class-handbook

- Izzo, S. (1981). *Second Language Learning: A Review of Related Studies*. Arlington: National Clearinghouse for Bilingual Education.
- Johnson, K., & Morrow, K. (1981). *Communication in the classroom*. London: Longman.
- Johnson, R. B., Onwuegbuzie, A. J. & Turner, L. A. (2007). Towards a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1 (2), 112-133.
- Jonassen, D. H. (1992). Evaluating constructivist learning. *Educational Technology* 31(9) 28- 33.
- Jonassen, D., Peck, K., & Wilson, B. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle Rive, NJ: Merrill.
- Kachru, B. B., & Nelson, C. L. (1996). *World Englishes*. In S. L. McKay & N. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 71-102). Cambridge, UK: Cambridge University Press.
- Kane, R., Sandretto, S., & Heath, C. (2002). Telling half, the story: A critical review of research on the teaching beliefs and practices of university academics. *Review of Educational Research*, 72(2), 177-228.
- Karavas-Doukas, E. (1996) Using attitude scale to investigate teachers' attitudes to the communicative approach. *Journal*, 50 (3), 187-199.
- Karim, K., M., R. (2004). *Teachers' perceptions, attitudes, and expectations about communicative language teaching (CLT) in post-secondary education in Bangladesh*. Unpublished Master thesis, University of Victoria.
- Kaufman, D. (2004). Constructivist issues in language learning and teaching. *Annual Review of Applied Linguistics*, 24, 303-319.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 7(11). Retrieved from <http://iteslj.org/Techniques/Kayi-Teaching Speaking.html>
- Kennedy, P. (2002). Learning cultures and learning styles: Myth-understandings about adult (Hong Kong) Chinese learners. *International Journal of Lifelong Education*, 21(5), 430-445. Available at: <https://doi.org/10.1080/02601370210156745>.
- Khaniya, T. R. (2005). *Examinations as instruments for educational change: investigating the washback effect of the Nepalese English exams*. Unpublished Ph.D. thesis. University of Edinburgh.

- Khati, A. R. (2010). Exploring Common Expectations from Students in Large Multilevel Secondary Level English Classes. *Journal of NELTA*, 15(1-2), 98-105.
- Krathwohl, D. R. (1998). *Methods of educational and social science: An integrated approach*. Newbury: Sage.
- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford: Oxford University Press.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2001). *Teaching Grammar*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed.). Boston: Heinle & Heinle.
- Larsen-Freeman, D. (2015). Research into Practice: Grammar Learning and Teaching. *Language Teaching*, 48(2), 263-280.
- Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*. New York: McGraw-Hill, Inc.
- Leedy, P. & Ormrod, J. (2010). *Practical Research: Planning and Design*. Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.
- Li, Defeng, (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32 (4), 677-703.
- Li, D. (2001). *Teachers' perceived difficulties in introducing the communicative approach in South Korea*. In: Hewing, A., Hall, D. (Eds.), *Innovation in English Language Teaching*. London: Routledge, pp149–166.
- Liao, J., & Zhao, D. (2012). Grounded theory approach to beginning teachers' perspectives of communicative language teaching practice. *Electronic Journal of Foreign Language Teaching*, 9(1), 79-90.
- Liao, X. (2000). How communicative language teaching became acceptable in secondary schools in China. *The Internet TESL Journal*, 6(10). Retrieved from www.aitech.ac.jp/~iteslj/Articles/Liao-CLTinChina.html on January 21, 2010.
- Lightbrown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

- Lincoln, Y. S., Lyn ham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 97-129). Thousand Oaks, CA: Sage.
- Littlewood, W. (2011). *Communicative language teaching: An expanding concept for a changing world*. In E. Hinkle (ed.), *Handbook of Research in Second Language Teaching and Learning, Volume II* (pp. 541-547). New York: Routledge.
- Littlewood, W. (2012). Communication-oriented language teaching: Where are we now? where do we go from here? *Language Teaching*, 47(3), 349-362.
- Littlewood, W. T. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Locastro, V. (2001). Teaching English to Large Classes. *TESOL Quarterly*, 35 (3), 493- 506.
- Luxia, Q. (2005). Stakeholders' conflicting aims undermine the washback function of a high-stakes test. *Language Testing*, 22(2), 142-173.
- Markee, N. (2001). *Managing curricular innovation*. Cambridge: Cambridge University Press.
- Marsh, G. E., & Ketterer, J. J. (2005). Situating the zone of proximal development. *Online Journal of Distance-Learning Administration* 8(2). Retrieved on 2nd January, 2016 from: <http://www.westga.edu/~distance/ojdla/summer82/marsh82.htm>.
- Marshall, C. & Rossman, G. B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.
- Marshall, C. & Rossman, G. (1999) *Designing Qualitative Research*. Thousand Oaks, CA: Sage.
- McKay, S. L. & Rubdy, R. (2009). *The social and sociolinguistic contexts of language learning and teaching*. In M. H. Long & C. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 9-25). Chichester, England: Wiley-Blackwell.
- Mclean, A. C. (2012). Destroying the teacher: The need for learner-centered teaching. *English Teaching Forum*, 50 (1), 32-35.
- McMillan, J. and Schumacher, S. (2001). *Research in Education: A Conceptual Introduction*. New York: Longman.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Francisco, California: Jossey-Bass Publishers.

- Ministry of education (2010). *Teaching syllabus for English Language (SHS)*. Accra: CDD press.
- Mirel, B. (1998). Applied constructivism for user documentation. *Journal of Business & Technical communication*, 12 (1), 7-50.
- Mitariu, C. A. (2016). A short contrastive analysis of the evolution of foreign languages teaching/learning methods. *Quaestus*, 9, 225-230.
- Mandal, N. K. (2009). Assessment of English Teaching Methodologies at Secondary level in Bangladesh. *Language in India*, 12(1), 310-327.
- Morgan, H. (2016). Relying on high-stakes standardized tests to evaluate schools and teachers: *A bad idea*. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/00098655.2016.1156628>.
- Mouton, J. (2001). *How to Succeed in Your Master's and Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik Publishers.
- Mujis, D. (2001). *Effective Teaching: Evidence and Practice*. London: Paul Chapman Publishing.
- Muñoz, A. P., & Álvarez, M. E. (2010). Washback of an oral assessment system in the EFL classroom. *Language Testing*, 27(1), 33-49.
- Nayeen, C. M. J., Islam, K. M. A., Chowdhury, F. N., & Zayed, N. M. (2020). Testing Communicative Language Teaching (CLT) through English for Today (EFT) in Bangladesh: Challenges Faced by Tertiary Students Initially. *American International Journal of Education and Linguistics Research*, 3(2), 19–27.
- Nguyen, H. T., Warren, W., & Fehring, H. (2014). Factors affecting English language teaching and learning in higher education. *English Language Teaching*, 7(8), 94-105.
- Nikam, S. J. (2016). Teaching compulsory English course to large classes: Some observations. *Language in India*, 16(11), 169-181.
- Niglas, K. (2009). How the Novice Researcher Can Make Sense of Mixed Methods Designs. *International Journal of Multiple Research Approaches*, 3(1), 34-46.
- Ning, W, Q. (2011). *Teaching Large Classes in China- English as a foreign Language*. Beijing: Normal University press.
- Nitish, K., M. (2012). School Teachers' Attitudes toward Communicative Language Teaching in Bangladesh. *English Discipline, Khulna University, Khulna-9208, Bangladesh*, 4(5), 20-28. Available at <http://www.Sciencepub.net/researcher>
- Nunan, D. (1991). Sociocultural aspects of second language acquisition. *Cross Currents*, 19, 13- 24.

- Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L., & González, P. (2016). The effect of Communicative Activities on EFL learners' motivation: A case of students in the amazon region of ecuador. *Colombian Applied Linguistics Journal*, 18(2), 39-48. <https://doi.org/10.14483/calj.v18n2.10018>
- Onwuegbuzie, A. J. (2004). Positivists, Post-positivists, Post-structuralists, and Post-Technology (IT) Field in south African: A step by step Approach. *South African Journal Information Management*. 5(4) 189-194.
- Pajares, F., (1992). Teachers' beliefs and educational research: clearing up a messy construct. *Review of Educational Research*, 62(2), 307-332.
- Paul, D. (2009). *Institutional Dialogue*. <https://www.researchgate.net/publication/3130>.
- Paulston, C. B., & Bruder, M. N. (1976). *Teaching English as a second language: Techniques and procedures*. Cambridge, Massachusetts: Winthrop Publishers, Inc.
- Pham, H. H. (2006). "Imported" Communicative Language Teaching: Implications for teachers. *English Teaching Forum Online*, 43(4). Retrieved April 7, 2007.
- Philips, D. C. (2000). *Constructivism in education*. Chicago, IL: University of Chicago Press.
- Ramjibhai, S. G. (2012). Teaching compulsory English to large classes in India. *Language in India*, 12(3), 553-557.
- Rance-Roney, J. A. (2010). Reconceptualizing interactional groups: Grouping schemes for maximizing language learning. *English Teaching Forum*, 48 (1), 20-26.
- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*, 30(1), 85-105.
- Razmjoo, S. A., & Riazi, A. M. (2006). Is Communicative Language Teaching practical in the expanding circle? *Journal of Language and Learning*, 4(2), 144-171.
- Reinfried, M. (2000). *Can radical constructivism achieve a viable basis for foreign language teaching? —A refutation of the "Wolff-Wendt" theorem*. Retrieved from http://webdoc.gwdg.de/edoc/ia/eese/artic20/marcus/8_2000.html
- Renandya, W. A., Lee, L. W., Wah, C. L. K., & Jacobs, G. M. (1999). A survey of English language teaching trends and practices in Southeast Asia. *Asian Englishes*, 2(1), 37-65.
- Richards, J. C. (2005). *Communicative language teaching today*. Cambridge: Cambridge University Press.

- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2002). *Approaches and methods in language teaching*. Delhi: Replika Press Pvt. Ltd.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd Ed.). Cambridge: Cambridge University Press.
- Richards, J. C. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177.
- Rutherford, W. (1987). *Second language grammar: learning and teaching*. London: Longman.
- Sackey, J.A (1996). *The English Language in Ghana, a Historical Perspective*. (ed) *English in Ghana*. Pg 126-139. Accra Ghana English Studies Association.
- Saengboon, S. (2002). *Beliefs of Thai EFL teachers about communicative language teaching*. (Doctoral dissertation). Indiana University Bloomington, USA.
- Sakui, K. (2011). Classroom Management in Japanese EFL Classroom. *Jalt Journal*, 29(1), 41.
- Sato, K. (2002). Practical understandings of communicative language teaching and teacher development. In Savignon, S. J. (Ed.), *Interpreting communicative language teaching: Contexts and concerns in teacher education* (pp. 40-81). New Haven, London: Yale University Press.
- Sato, K., & Klein Sasser, R. (1999). Communicative language teaching (CLT): Practical understandings. *Modern Language Journal*, 83(4), 494–517.
- Saunders, M. (2009). An Investigation into the Effects of Revision Strategy Instruction on L2 Secondary school Learners. *System*, 28 (1), 97 - 113.
- Savignon, S. (1997). *The Communicative Competence*. Theory and Classroom Practice. Texts and Contexts in Second Language Learning (2nd ed). New York: McGraw-Hill.
- Savignon, S. (2002). *Interpreting Communicative Language Teaching. Context and Concerns in Teacher Education*. New Haven: Yale University Press.
- Savignon, S. (2005). *Communicative language teaching: Strategies and goals*. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 635-651). Mahwah, NJ: Lawrence Erlbaum Associates.
- Savignon, S. J. (1987). Communicative language teaching. *Theory into Practice*, 26(4), 235-242.
- Schensul, J., & LeCompte, M. (1999). *Ethnographer's Toolkit*. Walnut Creek, CA: Altamira Press.

- Shamim, F., Negash, N., Chuku, C. & Demewoz, N. (2007). *Maximizing learning in large classes: Issues and options*. Addis Abbaba: The British Council. Retrieved July 24, 2017 from <http://www.teachingenglish.org.uk/sites/teacheng/files/ELT-16-screen.pdf>.
- Sharndama, E. C. (2013). Application of ICTs in teaching and learning English (ELT) in large classes. *Journal of Arts and Humanities*, 2(6), 34-39.
- Shiba, S. (2011). *An investigation of Libyan EFL teachers' conceptions of the communicative learner-centered approach in relation to their implementation of an English language curriculum innovation in secondary schools*. PhD thesis (unpublished), Durham University.
- Shohamy, E. (2001). Democratic assessment as an alternative. *Language Testing*, 18(4), 373-391.
- Slavin, R. E. (1999). Comprehensive approaches to cooperative learning. *Theory into Practice*, 38(2), 74-79.
- Smith, M.L. (1991). Put to the test: The effects of external testing on teachers. *Educational Researcher* 20, 8-11.
- Surajwaran M. & Azlina A. (2019). The Impact of the Implementation of CLT On Students' Speaking Skills. *International Journal of Scientific and Research Publications* DOI: 10.29322/IJSRP.9.04.2019.p8814.
- Takanashi, Y. (2004). TEFL and communication styles in Japanese culture. *Language, Culture and Curriculum*, 17(1), 1-14.
- Tam, M. (2000). Constructivism, instructional design, and technology: Implications for transforming distance education. *Educational Technology & Society*, 3(2).
- Tamimy, M. (2015). Consistencies and inconsistencies between teachers' beliefs and practices. *The Qualitative Report*, 20(8), 1234-1259.
- Thompson, G. (1992). "Some misconceptions about communicative language teaching." *ELT Journal* 50/1, 9-15.
- Tsai, T. H., & Lee, F. M. (2007). A case study: Communicative language teaching in Taiwan. *Journal of Far East University*, 24(3), 15-37.
- Taylor, B. P. (1983). Teaching ESL: Incorporating a communicative, student-centered component. *TESOL Quarterly*, 17(1), 69-88.
- Ur, P. (2005). *A Course in Language Teaching: Theory and Practice*. Cambridge: Cambridge University Press.
- Ur, P. (2013). Language-teaching method revisited. *ELT Journal*, 67(4), 468-474.
- Van Ek, J., & Alexander, L. G. (1980). *Threshold Level English*. Oxford: Pergamon.

- Vibulphol, J. (2004). *Beliefs about language learning and teaching approaches of pre-service EFL teachers in Thailand*. (Unpublished doctoral dissertation, Chulalongkorn University, Bangkok). Retrieved July 24, 2017 from <http://cites.eerx.ist.psu.edu/viewdoc/download?doi=10.1.1.634.3253&rep=rep1&type=pdf>.
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: MIT Press.
- Wajid, M. A., & Saleem, M. (2017). Learner conformity to Communicative Language Teaching Approach in EFL contexts: A case study in Saudi Arabia. *International Journal of Language and Linguistics*, 4, 240-249.
- Wall, D. (2000). The impact of high-stakes testing on teaching and learning: Can this be predicted or controlled? *System*, 28(4), 499-509.
- Waters, A. (2009). A guide to methodologia: Past, present, and future. *ELT Journal*, 63(2), 108-115.
- Watson Todd, R. (2006). Why investigate large classes? [Special Issue: Large Classes] *KMUTT Journal of Language Education*, 9, 1-12.
- Williams, C. (2007). Research Methods. *Journal of Business and Economic Research*, 5, 6572.
- Winke, P. (2011). Evaluating the validity of a high-stakes ESL test: Why teachers' perceptions matter. *TESOL Quarterly*, 45(4), 628-660.
- Wong, C. Y. (2012). A case study of college level second language teachers' perceptions and implementations of communicative language teaching. *Professional Educator*, 36(2), 1- 18.
- Wu, W. (2008). Misunderstandings of communicative language teaching. *English Language Teaching*, 1 (1), 50-53.
- Xie, Q., & Andrews, S. (2013). Do test design and uses influence test preparation? Testing a model of washback with structural equation modeling. *Language Testing*, 30(1), 49-70.
- Xu, Z. (2002). Problems and Strategies of Teaching English in Large Classes in the People's Republic of China. In *Expanding Horizon in Teaching and Learning. Proceedings of the 10th Annual Teaching Learning Forum*. (pp. 7-9).
- Yu, L. (2001). Communicative language teaching in China: Progress and resistance. *TESOL Quarterly*, 35(1), 194-179.
- Zhang, F., & Liu, Y. (2014). A study of secondary school English teachers' beliefs in the context of curriculum reform in China. *Language Teaching Research*, 18(2), 187-204.

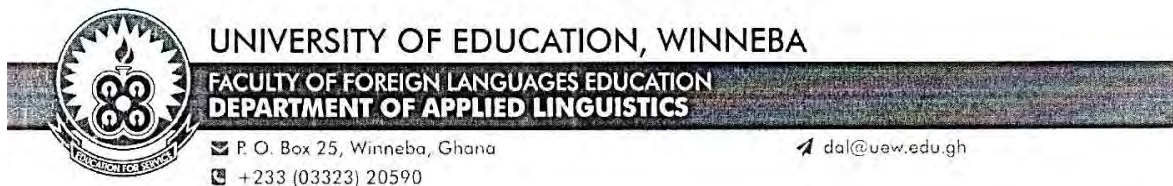
Zheng, H. (2014). The dynamic interactive relationship between Chinese secondary school EFL teachers' beliefs and practice. *The Language Learning Journal*, 41(2), 192-204.



APPENDIXES

APPENDIX A

Introductory Letter



Our Ref: UEW/AL/VOL.1/161

October 5, 2022

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

A LETTER OF INTRODUCTION: MR. JOSHUA ADJEI

I write to certify that Mr. Joshua Adjei was offered admission into Department of Applied Linguistics, University of Education, Winneba to pursue Master of Philosophy (M.Phil.) degree in Teaching English as a Second Language (TESL).

He was admitted into the University in 2021/2022 academic year with student number 220001134.

Mr. Adjei is working on the topic: **The use of CLT in Senior High Schools: The case of Tamale Metropolis.**

We would be grateful if your outfit would offer him the necessary assistance to enable him gather the required data for his project.

Thank you.

Yours faithfully,
[Signature]
DEPARTMENT OF APPLIED LINGUISTICS
UNIVERSITY OF EDUCATION
WINNEBA
Dr. Sefa Owusu
Ag. Head of Department

APPENDIX B

Questionnaire for Teachers

The questionnaire was adapted from Karavas-Doukas (1996), *ELT Journal*, 50. P. 187-196.

Dear Sir/Madam,

Thank you for your willingness to participate in this study. This questionnaire is a research tool for gathering information for my research entitled, "The Use of Communicative Language Teaching Approach by ESL teachers in SHS: The case of Tamale Metropolis" under the guidance of Prof. Rebecca Akpanglo-Nartey, Department of Applied Linguistics, University of Education, Winneba. Your sincere responses to the questionnaire will help me gain valuable insight into the instructional practices of English language teachers in their use of the CLT approach in ESL contexts. The information you provide will be kept highly confidential and used only for this research purposes. Your participation in this study is completely voluntary. I would appreciate your honest opinions and assure you that your responses will be completely anonymous. If you have any questions or concerns about this study, you may contact me at joshuaadjearashad@gmail.com or by phone 0201124892/0551929448. Thank you for your time and effort.

Please report only what you actually practice, not what you think is correct or would like to practice.

KEY

1. CLT – Communicative Language Teaching
2. ESL – English as a Second Language
3. ELT – English Language Teaching
4. SLA – Second Language Acquisition
5. L1 – First language
6. L2 – Second Language

4.1 language teaching practices

Table 4.1.1: Teacher Centered Practices

Questionnaire item	Always Frequency (%)	Very Often Frequency (%)	Often Frequency (%)	Rarely Frequency (%)	Neutral Frequency (%)	Mean
1.Drilling students on language items to be learnt	16 (32.0)	26 (52.0)	07 (14.0)	01 (2.0)	00 (0.0)	4.14
2.Making students memorize language items	17 (34.0)	22 (44.0)	06 (12.0)	03 (6.0)	02 (4.0)	3.98
3.Dictation task	17 (34.0)	11 (22.0)	13 (26.0)	08 (16.0)	01 (2.0)	3.7
4.Grammar exercises	19 (38.0)	25 (50.0)	03 (6.0)	02 (4.0)	01 (2.0)	4.18

Table 4.1.2: Learner Centered Practices

Questionnaire item	Always Frequency (%)	Very Often Frequency (%)	Often Frequency (%)	Rarely Frequency (%)	Neutral Frequency (%)	Mean
1.Having a debate or a role play	02(4.0)	04 (8.0)	2 (4.0)	40 (80.0)	02 (04.0)	2.28
2.Group discussion on a topic	02 (4.0)	04 (8.0)	02 (4.0)	40 (80.0)	02 (04.0)	2.28
3.Practice speaking in pairs	03 (6.0)	02 (04.0)	2 (04.0)	43 (86.0)	00 (00.0)	2.3
4.Story telling in front of the class	00 (00.0)	00 (00.0)	07 (14.0)	43 (86.0)	00 (00.0)	2.14
5.picture description	00 (00.0)	00 (00.0)	05 (10.0)	45 (90.0)	00 (00.0)	2.3

Table 4.2. ESL teachers' perceptions towards the use of CLT

Questionnaire item	Strongly Agreed Frequency (%)	Agreed Frequency (%)	Strongly Disagreed Frequency (%)	Disagreed Frequency (%)	Undecided Frequency (%)	Mean
1.Our language curriculum does not support CLT	26 (52.0)	24 (48.0)	00 (00.0)	00 (00.0)	00 (00.0)	4.52
2.Error should be treated frequently	26 (52.0)	22 (44.0)	02 (4.0)	0 (00.0)	00 (0.0)	4.48
3.By mastering the rules of grammar, Students become fully capable of communicating in the target language	25 (50.0)	25 (50.0)	00 (00.0)	00 (0.0)	00 (0.0)	4.5
4.CLT would not help learners to pass their examinations	27 (54.0)	23 (46.0)	00 (00.0)	00 (00.0)	00 (00.0)	4.54
5. Language performance should be judged on grammatical correctness	27 (54.0)	23 (46.0)	00 (0.0)	00 (00.0)	0 (0.0)	4.54

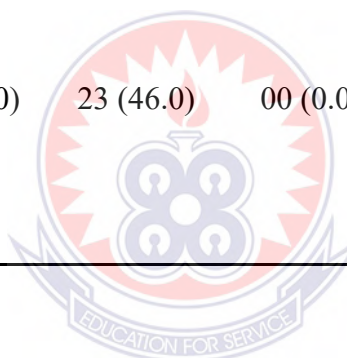


Table 4.3 Factors that deterred teachers from using CLT**Table 4.3.1 Factors Related to Educational System**

Questionnaire item	Strongly Agreed Frequency (%)	Agreed Frequency (%)	Strongly Disagreed Frequency (%)	Disagreed Frequency (%)	Undecided Frequency (%)	Mean
1. Teachers lack training on CLT	28 (56.0)	18 (36.0)	04 (08.0)	00 (00.0)	00 (00.0)	4.48
2. Classes are too large for the effective use of CLT	29 (58.0)	17 (34.0)	00 (00.0)	05 (10.0)	00 (00.0)	4.46
3. The existing examination system in Ghana	24 (48.0)	25 (50.0)	01 (02.0)	00 (00.0)	00 (00.0)	4.46
4. Educational achievement is based on passing examination in Ghana	32 (64.0)	18 (36.0)	00 (00.0)	00 (00.0)	00 (00.0)	4.64

Table 4.3.2: Teacher Related Factors

Questionnaire item	Strongly Agreed Frequency (%)	Agreed Frequency (%)	Strongly Disagreed Frequency (%)	Disagreed Frequency (%)	Undecided Frequency (%)	Mean
1. Teachers lack knowledge of CLT	18 (36.0)	28 (56.0)	00 (00.0)	4 (8.0)	00 (0.0)	4.2
2. Teachers have little time to use communicative activities	23 (46.0)	27 (54.0)	00 (0.0)	00 (00.0)	00 (0.0)	4.46

Table 4.3.3 Student Related factors

Questionnaire item	Strongly Agreed Frequency (%)	Agreed Frequency (%)	Strongly Disagreed Frequency (%)	Disagreed Frequency (%)	Undecided Frequency (%)	Mean
1.Students resistance to participate in communicative class activities	24(48.0)	26 (52.0)	00 (0.0)	00(0.0)	00 (00.0)	4.48
2.Students are less confident and less prepared for CLT lessons	22 (44.0)	28 (56.0)	00 (0.0)	00 (0.0)	00 (0.0)	4.44
3.Students have low-level English proficiency	24 (48.0)	26 (52.0)	00 (0.0)	00 (0.0)	00 (0.0)	4.48

Table 4.3.4 CLT Related Factors

Questionnaire item	Strongly Agreed Frequency (%)	Agreed Frequency (%)	Strongly Disagreed Frequency (%)	Disagreed Frequency (%)	Undecided Frequency (%)	Mean
1. lack of effective assessment instrument	20 (40.0)	30 (60.0)	00(0.0)	00 (0.0)	00 (0.0)	4.4
2. CLT is not suitable in our context	25 (50.0)	25(50.0)	00 (0.0)	00(0.0)	00 (0.0)	4.5

APPENDIX C

Interview Guideline for ESL Teachers

The objective of this interview is to examine the language teaching practices used by teachers use in their classrooms, the perception of teachers towards the use of CLT and the factors that deter teachers from the use of CLT. The researcher will treat this information with the outmost confidentiality therefore give objective and wholehearted information. Think carefully before you give your response to each statement below:

1. Why will you use another method in your ESL classroom instead of CLT?
.....
2. what constraints may hinder the implementation of CLT?
.....
3. Do you think using language for a real communicative purpose will result in fluency and accuracy?
4. If you aim for communicative competence, which would you focus on accuracy or fluency and why?
.....
5. What do errors represent in language teaching?
.....
6. which language teaching approaches do you normally use in your ESL classroom and why?
.....
7. How often do you undergo training on CLT?
8. What role do you assume in your classroom, a provider of knowledge or a guide of students' activities?.....
9. Do you agree that CLT would make learners more engaged in a lesson? Why?
.....
10. Do you immediately correct learner errors you leave them after the activity is finished?
.....
11. what are some of the practices in a CLT classroom?
.....

12. Do you feel prepared to use the CLT approach in your classroom

.....

13. What are some of the practices you normally use in your ESL classroom?

.....

.....

14. Do you explain grammar rules or do you teach them implicitly through pattern drilling?

.....



APPENEDIX D

Classroom Observation Checklist

The following were observed in the ESL classroom involving five teachers.

	Yes	No	Comments
1. Provides learners with activities that have to be carried out in pairs or groups.			
2. Provides contrived forms.			
3. Provides forms in context.			
4. Minimal use of L1			
5. Corrects selected errors.			
6. Tolerates learners' errors.			
7. Encourages learners to correct each other's errors.			
8. Encourages learners to self-correct themselves			
9. Dominates classroom situations			
10. Monitors classroom situations.			
11. Engage learners in group works			
12. Allow learners to use language items on their own			

