

An Inquiry on University Level Teachers' Perceptions and Practices of Communicative Language Teaching in EFL Classes: The Case of Wollega and Ambo Universities

Ebissa Bekele Abate (PhD- Research Scholar)
(Department of English, Osmania University, Hyderabad- 500 007)
E-mail: barnabas_bekele@yahoo.com

Abstract

The objective of this study is to examine university level teachers' perceptions and practices of CLT in two selected higher institutions in Ethiopia: Wollega and Ambo Universities. To this end, twenty five EFL teachers were selected through census survey and included in the study. Moreover, the study used mixed research method with descriptive design to collect and analyze primary data. The data were collected through multiple instruments: questionnaires, interviews and classroom observation. The instruments were intended to elicit the opinion of respondent teachers. Questionnaire and classroom observations were analyzed quantitatively using percentages and mean counts, while classroom observation was analysed qualitatively based on emerging themes. Thus the findings of the study revealed that: 1) the majorities of informant teachers have good perceptions of CLT principles. 2) the degree of practices of the principles of CLT in the sampled institutions were found to be very weak as a result of: a) large class size, b) lack of appropriate educational resources and facilities, c) learners' lack of interests in the approach. Thus, the researcher concluded that University teachers do not have perception problems, but a short of realizing their perception to their respective classes. Hence, it was recommended that policies and regulations which promote learners English proficiencies from grass root levels should be put in place; the government, the public and stockholders should equip schools with required educational facilities; the faculty and the departments should keep balance between student allocation per class as per the existing resources; and should follow up the practices at closer range with thrift utilization of the available educational resources and facilities.

Index Terms: Teachers, perceptions, practices, communicative language teaching, EFL

1. INTRODUCTION

The failure of traditional [teacher centered] approaches and methods of language instruction to consider learners' learning needs, interests and motivations necessitated the emergence of the most eclectic and liberal method of language teaching commonly referred to as communicative language teaching [Communicative Approach] since early 1970s. As a result, educational policies of many outer and expanded circle countries of the world have promptly shifted towards communicative approach mainly since 1990s (Richards, 2006, p. 9) & (Littlewood, 2007).

Communicative approach to language teaching is particularly an intellectual property of European council of experts emanated from the changes in the British situational language teaching approach dating from the late 1960s (Richard & Rodgers, 2001). Communicative approach stemmed on psycho-linguistic and socio-cultural theory with an emphasis on meaning communication and with a goal to develop learners' communicative competence. The approach emerged as a prominent language teaching method all over the world and gradually replaced the previous traditional methods of language teaching. The concept of communicative competence was introduced by Hymes for the first time in the mid-1960s, and many researchers and practitioners have made special contributions to the development of theories and practices of communicative approach to language teaching. These may subsume: (Savignon, 1972), (Canale, 1983); (Littlewood, 1981); (Nunan, 1989) and (Widdowson, 1990).

The issue of communicative competence has been raised by Hymes in contrast to linguistic competence which was initially used by Noam Chomsky. In its comprehensive sense, competence represents proficiency at its most abstract and psychologically deepest sense (Stern, 1992). Thus Chomsky indicated that at the ground of concrete language utilization for communication, there exists an abstract rule system which inspires knowledge of grammar of the language used by the native speakers, which is termed as speakers' linguistic competence. In contrast, Hymes argue that in addition to linguistic competence, the native speakers have another rule system which is more comprehensive. As to Hymes' view, language is considered as a social and cognitive phenomenon so that syntax and language forms were understood not as autonomous contextual structures, but rather as meaning resources used in particular conventional ways and developed through social interaction and integration of others' speech (Warschauer & Kern, 2000).

Therefore, speakers of a language are expected to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech

community to accomplish specific purposes (Hymes, 1968). Based on this theory, Canale and Swine later extended communicative competence, the underlying systems of knowledge and skill required for communication in to sub categories. Thus, they proposed that what language teachers supposed to teach is no longer just the knowledge of linguistic aspects which prioritize the careful mastery of phonemes, morphemes, syntax, semantics and orthopaedic competence, but also a contemporized and interlinked communicative competence categories at the same time (Canale, 1983, pp. 7-11).

Communicative approach to language teaching was mainly premised on broader conceptual and theoretical positions and as a matter of fact the term has been meant different things to different scholars. Despite the fact, the definition starts with a linguistic theory that conceives language as instrument of communication and its goal is to enhance communicative competence (Richard & Rodgers, 2001). On the other way, Celce-Murcia also defined CLT as an approach which focuses on developing learners' communicative competence in the target language (Celce-Murcia, 1991). Moreover, the approach covers varieties of methods that focus on helping learners to communicate meaningfully in the target language. According to these three scholars, the main relevance of communicative approach seems to promote learners' communicative competence which enhances meaningful communication in the target language through carefully designed procedures of teaching the integrated skills that grant interdependence between language and communication.

Moreover, Richards explained communicative approach as spectrum of principles about goals of language teaching, how learners learn a language, kinds of classroom activities that best facilitate learning and the roles of learners and teachers in communicative classroom (Richardes, 2006, p. 2). As to Jack Richards, it seems that the concept of communicative competence embodies the knowledge of basic principles of rationales for language teaching, the methods, classroom practices, and the role of both classroom participants, teachers and students. Thus teacher trainers at higher institutions should be aware of the approach and consistently implement it in their respective classes. This is mainly because if teacher trainers do not train the prospective teachers in modern ELT approach; it would be difficult to expect prospective teachers to use a new methodology in their own classroom too and it would be difficult for respective students to have good communicative competence.

2. OBJECTIVES OF THE STUDY

The general objective of this study is to investigate perceptions and practices of communicative language teaching in EFL classes of the two Universities under the study. In line with the comprehensive objectives, the following concrete and specific objectives have been stated:

- ❖ To examine EFL teachers' perceptions of CLT
- ❖ To assess EFL teachers' practices of CLT
- ❖ To explore factors (if any) obstructing the practices of the approach

3. RESEARCH QUESTIONS

- ❖ How do EFL teachers perceive CLT?
- ❖ To what extent EFL teachers practice CLT in their classroom?
- ❖ What are the factors that obstruct teacher not to execute CLT?

4. SIGNIFICANCE OF THE STUDY

This research is intended to carefully and scientifically investigate teachers' perceptions and practices of CLT in EFL classes in the selected Universities. Hence, the findings of this study may have the following significance:

- ❖ It may help policy makers to design feasible strategies to enhance CLT
- ❖ It could contribute to improve EFL teaching methodology
- ❖ It could contribute in strengthening/ modifying theories on CLT
- ❖ It may develop instructors' awareness on the use of CLT approach.
- ❖ It may stirrup researchers' motivation and could serve as an input for further studies.

5. METHODOLOGY

The purpose of the current investigation was to find out EFL teachers perceptions and practices of CLT and factors that obstruct the realization of the approach in EFL classes of Wollega and Ambo Universities of Ethiopia. The study was conducted from 15 June, 2012 to 15 January, 2014. To this effect, the researcher designed a questionnaire containing 74 Likert type items. The questionnaire contains four parts: The first part deals with demographic characteristics of respondents, the second part stress on perception issues, the third aspect deals with Practice dimensions and the last section deals with factors that detract the application of the approach in EFL classes. In order to get more detailed information regarding the problem under consideration, interviews were made with selected respondents. The content of the interview is the same with the contents of other instruments. Moreover, to assess the extent to which the respondents substantiate principles of CLT in their respective classroom and to identify observable factors, classroom observations were made using structured

observation checklist. Observation data has been made with a well trained co observer and the mean value of the scores has been taken in the calculations of whether they really practice it or not. Hence, the data collected from the respondents through questionnaire and participant observations were analysed quantitatively using frequency, percentage, mean and grand mean, while the data obtained through respondents interview were analysed qualitatively according to the emerging themes.

6. DATA ANALYSIS AND INTERPRETATION

6.1 QUESTIONNAIRE ANALYSIS

6.1.1 DEMOGRAPHIC CHARACTERISTICS

The first section of the questionnaire contains some preliminary characteristics related to the respondents. These may include: teachers' qualification, gender and teaching experience which may directly and indirectly influence the participants' realization of the instructional approaches.

Table 1: Teachers Qualifications

<i>Qualifications</i>	<i>Frequency</i>	<i>Percentage</i>
<i>PhD</i>	<i>6</i>	<i>24</i>
<i>M.A</i>	<i>15</i>	<i>60</i>
<i>B.A</i>	<i>4</i>	<i>16</i>
<i>Total</i>	<i>25</i>	<i>100</i>

Thus, as contained in the above table, among the total teachers included in the investigation, only 5 teachers which account for 20 percent of the respondents were PhD (English) degree holders, while quite the majority, 15 teachers which accounts for 60 percent of the population were M.A degree holders in English. However, 5 which account for 20 percent of the teachers hold B.A degree in foreign language and literature [English]. This indicates that the majority of the population are M.A holders and only few PhD holders. But still the worst part is B.A degree holders are still teaching at under graduate level without having the minimum requirement to teach in the university. The figure plainly confirms that universities are left much in having sufficient and well qualified teachers.

Table 2: Gender Ratios of Teachers

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Male</i>	<i>20</i>	<i>80</i>
<i>Female</i>	<i>5</i>	<i>20</i>
<i>Total</i>	<i>25</i>	<i>100</i>

In terms of sex composition, among 25 teachers included in the study, the majority 20 teachers which account for 80 percent of the entire population were males, while very few, 5 teachers which constitute only 20 percent of the samples were female respondents. As can be seen from the above table there is complete disparity between the number of male and female teachers. The data shows that the participation of female in the university level teaching is unsatisfactory. In addition, the figure also explicates that the government and the university has to do much to empower females to take part in ELT teaching in higher institutions and universities.

Table 3: Teaching Experience of Teachers

<i>Age Range</i>	<i>Frequency</i>	<i>Percentage</i>
<i>0-5</i>	<i>4</i>	<i>16</i>
<i>6-10</i>	<i>10</i>	<i>40</i>
<i>11-20</i>	<i>8</i>	<i>32</i>
<i>More than 20 years</i>	<i>3</i>	<i>12</i>
<i>Total</i>	<i>25</i>	<i>100</i>

The figures in table 3 above show that, the majority of teachers which account for 40 percent taught English as a foreign language for 6 to 10 years, while 8 of them with 32 percent reported that they taught the language for 11-20 years. 4 of the respondents which account for 16 percent taught the language for 0-5 years, while 3 teachers which account for 12 percent have taught English for more than 20 years. These data, therefore, show that almost all of the instructors who filled the questionnaire had adequate experience in teaching English as a foreign language in Ethiopian context.

6.1.2 PERCEPTION DIMENSIONS

6.1.2.1 ANALYSIS AND INTERPRETATION OF CONCEPTUAL PERSPECTIVES

To assess instructors' conceptual perspectives of CLT approach, six items which contain four favourable and two unfavourable statements were presented to the respondent teachers. The analysis of the response to all items revealed that the majority of the respective teachers with an average mean value of (3.7), which is far beyond average mean value 3.0, have sound conceptual perceptions of the approach.

Table: 4 Analyses and Interpretation of Conceptual Perspectives

No	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
1	CLT is a good approach in EFL instruction	Fr %	8 32	7 28	4 16	3 12	3 12	25 100	3.6
2	CLT fairly treats receptive and productive skills	Fr %	8 32	8 32	3 12	3 12	3 12	25 100	3.6
3	CLT approach help learners to take responsibilities of their own learning than teachers centred approach	Fr %	8 32	7 28	4 16	3 12	3 12	25 100	3.6
[4]	CLT produces fluent but in accurate learners	Fr %	3 8	3 12	4 16	8 32	7 28	25 100	3.5
5	CLT techniques promote learners to take risk and develop self confidence and full potential	Fr %	11 44	8 32	0 0	3 12	3 12	25 100	3.8
[6]	It is unlikely to teach English where it has limited social functions	Fr %	3 12	3 12	1 4	9 36	9 36	25 100	3.7
	Average fr&% for favourable items	Fr %	8.8 35	7.5 30	2.8 11	3 12	3 12	25 100	3.7
	Average fr&% for unfavourable items	Fr %	3 12	3 12	2.5 10	8.5 34	8 32	25 100	3.6
	Average fr&% for all items	Fr %	6 24	5.3 21	2.7 11	5.8 23	5.5 22	25 100	3.7

[] unfavourable statements and their corresponding scale value

Hence, when the analysis is observed in terms percentage quite the majority, 65 percent of the respondent teachers have shown strong agreement with the contents of favourable statements raised in the questionnaire. Moreover, concerning the responses for unfavourable items indicated in the questionnaire, the majority, 66 percent of the respondents rejected the concepts of unfavourable items presented on the questionnaire. Thus the analysis of all the items seems to reveal that rather the majority, which accounts for 66 percent of the respondents, with a mean value of (3.7), have good conceptual perceptions regarding communicative language teaching principles.

6.1.2.2 ANALYSIS AND INTERPRETATION OF STUDENTS' LEARNING PERSPECTIVES

In order to measure teachers' perceptions regarding students' learning perspectives in communicative approach, six items containing five favourable and one unfavourable statements have been presented to the respondents. Hence, the analysis of the respondents' response to each item has shown a promising result as presented in the preceding table:

Table: 5 Analyses and Interpretation of Students' Learning Perspectives

No	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
1	The application of communicative approach in EFL classes better promote students achievement of English proficiency	Fr %	8 32	11 44	0 0	3 12	3 12	25 100	3.7
2	Students' involvement is well promoted in communicative EFL classroom	Fr %	11 44	11 44	0 0	1 4	2 8	25 100	4.1
3	CLT consecrate much responsibility on language learners than on teachers	Fr %	13 52	10 40	0 0	1 4	1 4	25 100	4.4
4	Students' social development is best promoted in communicative EFL classroom	Fr %	12 48	11 44	0 0	1 4	1 4	25 100	4.3
5	Students' problem solving capacity could best be promoted in communicative EFL classroom	Fr %	15 60	7 28	1 4	1 4	1 4	25 100	4.4
[6]	Students' communicative competence could be well promoted when much attention is given to language forms than function	Fr %	1 4	2 8	0 0	9 36	13 52	25 100	4.2
	Average fr&% for favourable items	Fr %	11.8 47.2	10 40	0 0	1.4 5.6	1.6 6.4	25 100	4.2
	Average fr&% for unfavourable items	Fr %	1 4	2 8	0 0	9 36	13 52	25 100	4.2
	Average fr&% for all items	Fr %	6.4 25.6	6 24	0 0	5.2 20.8	7.3 29.2	25 100	4.2

[] unfavourable statements and their corresponding scale value

As shown above on Table-5, the majority, which accounts for 87 percent of the respondent teachers, have shown very strong positive perceptions to items which assonate with learners' learning perspectives in specific communicative classroom. Similarly, for items that dissonant the principles of communicative language teaching, 88 percent of the respondents have rejected the concepts of unfavourable item. Generally speaking, the information contained in the table signifies that the majority, 88 percent of the respondent teachers with a mean value of 4.2 have strong positive understanding concerning learners' learning perspectives in communicative approach. Thus the average mean value 4.2 indicates that the respondents have high positive perception of learners learning perspectives in communicative EFL classes.

6.1.2.3 ANALYSIS AND INTERPRETATION OF LEARNERS' ROLES

So as to observe teachers understanding concerning the role students must play in communicative approach, six items with one unfavourable and five favourable statements were presented to the respective respondents. The analysis of the response given to each item is contained in the following table.

Table: 6 Analyses and Interpretation of Learners' Roles

No	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
[1]	Students come to classroom knowing nothing, so they can't suggest the content of the lessons and activities for them selves	Fr 3 % 12	3	3	2	7	10	25	3.7
2	Providing wider opportunities to learners to take responsibility for their own learning promotes their language learning	Fr 11 % 44	11	11	1	1	1	25	4.2
3	CLT approach to ELT encourages students to take responsibility for their own learning, self discipline and allows each student to develop his/her self potential	Fr 15 % 60	5	20	2	8	1	25	4.3
4	In CLT students are expected to pay equal attention to language form and meanings	Fr 15 % 60	7	28	1	4	1	25	4.4
5	Independent learning could be promoted when learners are given opportunities to negotiate between self, the learning process and the object of learning	Fr 10 % 40	8	32	3	12	2	25	3.9
6	In CLT classes students are expected to interact with each other, their teachers, learning environment and instructional materials	Fr 8 % 32	9	36	3	12	2	25	3.7
Average fr&% for favourable items		Fr 11.8 % 47.2	8	32	2	8	1.4	25	4.1
Average fr&% for unfavourable items		Fr 3 % 12	3	12	2	8	7	25	3.7
Average fr&% for all items		Fr 7.4 % 29.6	5.5	22	2	8	17.6	25	3.9

[1] unfavourable statements and their corresponding scale value

As table-6 indicates, 79 percent of the respondent teachers have shown positive perceptions to items that favour learners' roles in CLT classroom. Thus the sum total of percentages of positive response for favourable items is four times much higher than the sum of unfavourable responses for favourable items which only accounts for 21 percent of the respondents. In addition, the response for unfavourable items, quite the majority, 68 percent of the respondents have indicated their unfavourable perceptions to an item that discord students' role in communicative classroom. Hence the cumulative sum of the percentage of respondents who have rejected the unfavourable items exceeds the sum of percentages of respondents who favourably agreed with the unfavourable items, which accounts for only 24 percent of the respondents. This implies that the great majority 74 percent of the respondent instructors with mean value of 3.9 have high positive perceptions concerning CLT with specific reference to roles students are supposed to play in CLT classroom.

6.1.2.4 ANALYSIS AND INTERPRETATION OF TEACHERS' ROLES

Teachers have numerous roles to play in CLT context. Thus to test teachers' understanding with regards to the same, six items which contain two unfavourable(item 4 & 5) and four favourable items(1, 2, 3 & 6) have been presented to the respondents and the responses were statistically analysed as contained in Tabele-4 as follows:

Table: 7 Analyses and Interpretation of Teachers' Roles

No	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
1	Teachers as authority and instructor is no longer describes teachers role in EFL classes	Fr 11 % 44	8	32	1	4	2	25	3.8
2	Teachers should act as an independent co participant within the learning group in EFL classes	Fr 10 % 40	10	40	2	8	1	25	4.0
3	providing extended lecture in a class is only one of the different roles teachers must play during the course of the lesson	Fr 11 % 44	10	40	1	4	2	25	4.1
[4]	Provisions of extended lectures, writing notes and examples are the only roles of ELT teachers	Fr 1 % 4	1	4	1	44	11	25	4.2
5	Apart from class instruction teachers must supplement the instructional materials, tasks and activities in CLT classes	Fr 12 % 48	12	48	0	4	0	25	4.4
[6]	It is unlikely for teachers to organize language lessons to suit the needs and interest of students	Fr 2 % 8	1	4	1	40	11	25	3.4
Average fr&% for favourable items		Fr 11 % 44	10	40	1	7	1.3	25	4.1
Average fr&% for unfavourable items		Fr 1.5 % 6	1	4	1	42	11	25	3.8
Average fr&% for all items		Fr 6.3 % 25	5.5	22	1	24.8	6.2	25	4.0

[1] unfavourable statements and their corresponding scale value

As contained in Table-7 above, the result from the analysis of the responses for favourable items shows that 84

percent of the respondent teachers with mean value of 4.1 have agreed with positive statements and 86 percent of the respondents with mean value of 3.8 have disagreed with unfavourable items. This shows that the great majority of the instructors perceived that English language teachers have varieties of roles to play in communicative language classroom. In addition not with understanding, very few 16 percent of the respondents have rejected the concepts of favourable statements and only 14 percent of the informants are in favour of the unfavourable items stated under Table-7 above. This indicates that only smaller portion of the respondent teachers have misconceptions with regards to teachers roles in CLT classroom. In concise speech, the majority 85 percent of the respondents with grand mean value of (4.0) have shown sound positive perceptions to teachers' roles in CLT classroom.

6.1.2.5 ANALYSIS AND INTERPRETATION OF ROLE OF GRAMMAR

For items related to role of grammar in communicative EFL classes, six items which contain one unfavourable and five favourable statements were presented to the respondents and the responses were descriptively analysed. Thus, the analysis of the items revealed that the largest share, 84 percent of the respondents have strong positive perceptions regarding the favourable items stated in the questionnaire. This indicates that only 16 percent of the population have confusions concerning role of grammar in CLT classroom. Moreover, the majority that account for 80 percent of the respondents have rejected an items that opposes the role of grammar in communicative approach and only 20 percent of the informants have agreed with the item.

Table: 8 Analyses and Interpretation of Role of Grammar

No	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
1	Language forms with communicative purpose could be taught well in CLT classroom	Fr 8 % 32	8	8	3	3	3	25	3.6
[2]	Grammatical correctness is the best criteria to judge learners language performance	Fr 1 % 4	1	1	3	10	10	25	4.1
3	Grammar should be taught as a means to an end and not an end by itself	Fr 11 % 44	11	11	1	0	2	25	4.2
4	Knowledge of rule of a language is not sufficient by itself to enable students successfully interact in a given social environment	Fr 15 % 60	8	32	0	1	4	25	4.4
5	Students learn a language most when it is used as a means of doing something than when it is plainly instructed and taught	Fr 14 % 70	10	40	1	0	0	25	4.5
6	To enhance learners communicative efficiency direct instruction of the rules and terminologies of grammar is not essential	Fr 13 % 52	7	28	1	2	2	25	4.1
Average fr&% for favourable items		Fr 12.5 % 48.8	8.8	35.2	4.8	4.8	6.4	25	4.2
Average fr&% for unfavourable items		Fr 1 % 4	1	4	3	10	10	25	4.1
Average fr&% for all items		Fr 6.8 % 27	4.9	19.6	2.1	5.1	5.3	25	4.2

[] unfavourable statements and their corresponding scale value

When the data is analysed in terms of mean scores, the majority of the respondents with an average mean value, 4.2 have good perceptions of items that support the role of grammar; while only negligible percentage of the informants with mean value of 0.8 have misconception about the place of grammar in CLT classroom. In addition, the greatest shares of the informants with a mean value of 4.1 have rejected the item that dissonant the role of grammar in communicative language teaching. But only minor percentages of the population have misconception concerning the point under discussion. In concise representation, the majority, 82 percent of the teachers with mean value of 4.2 have shown consistent positive perceptions with regards to roles of grammar and its importance in communicative language teaching.

6.1.2.6 ANALYSIS AND INTERPRETATION OF ERROR CORRECTION

With respect to assessment and error correction principle in CLT approach, the instructors' response to the favourable statements (item 1, 3 and 6) have shown a mean value 4.0; and an average mean value of 3.9 for unfavourable statements which subsumed item number (2, 4 and 5), which produced a grand mean value of 4.0 as has been illustrated in the table below:

Table: 9 Analyses and Interpretation of Error Correction

SV	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
1	Since errors are natural process of language development, much correction is a waste of time	Fr 8 % 32	13	4	1	2	1	25	4.0
[2]	Teachers frequent correction of learners' errors is helpful practice that shapes learners language learning	Fr 3 % 12	3	12	3	8	8	25	3.6
3	Peer error correction is more important than teacher corrections in promoting language learning	Fr 8 % 32	9	36	4	8	2	25	3.8
[4]	Language teachers are unlikely to use communicative assessments for it is difficult to construct and administer such tests	Fr 2 % 8	2	8	1	10	10	25	4.0
[5]	Performance evaluation could best be measured when the focus of the evaluation is on language forms	Fr 1 % 4	2	8	3	12	11	25	4.2
6	Students' performance should be based on daily communicative activities than to relay on paper pencil test	Fr 10 % 40	10	40	3	1	1	25	4.1
	Average fr&% for favourable items	Fr 8.7 % 34.6	10.7	42.8	2.7	1.7	1.3	25	4.0
	Average fr&% for unfavourable items	Fr 2 % 8	2.3	9.3	2.3	8.7	9.7	25	3.9
	Average fr&% for all items	Fr 5.4 % 21.4	6.5	26	2.5	5.2	5.5	25	4.0

[] unfavourable statements and their corresponding scale value

As presented in the Table-9 above, the responses for the favourable items indicate that, 77 percent of the respondents have positive perceptions to assessment and error correction principles in CLT approach. Conversely, only 23 percent of the respondents have miss perceptions concerning assessment and error correction principles in CLT. This shows that the majority of the respondents have good perceptions about principle of CLT under discussion.

In addition to this, the result of the responses for unfavourable statements shows that 73 percent of the respondents rejected the concepts of statements that dissonant assessment and error corrections principles in CLT. However, insignificant amount that account for 27 percent of the respondents favourably agreed with unfavourable statements. This indicates that the majorities of the respondents have good positive perceptions to assessment and error correction principles in CLT. Generally, the majority 75 percent of the respondent teachers have very good perceptions to communicative principles with respects to assessment and error corrections with a grand mean value of 4.0, which is far higher than the average mean score.

6.1.2.7 ANALYSIS AND INTERPRETATION OF INSTRUCTIONAL ACTIVITIES

There are a number of instructional activities that best facilitate learning in CLT approach. Thus to investigate teachers' perceptions of the significance of communicative activities in CLT, six items which contain five favourable and one unfavourable statements have been presented to them. The statistical analysis of the responses was presented in the table below:

Table: 10 Analyses and Interpretation of Instructional Activities

SV	Statements	Fr & %	5 [1]	4 [2]	3 [3]	2 [4]	1 [5]	Total	Mean
1	Group work activities are essential in providing opportunities for cooperative relationship and genuine interaction among students	Fr 8 % 32	10	40	3	2	2	25	3.8
2	Cooperative learning activities enable students to explore forms for themselves & have some measures of control over their own learning	Fr 10 % 40	11	44	2	1	1	25	4.2
[3]	Group work activities take too long to organize and is a waste of available teaching time	Fr 1 % 4	2	8	3	12	10	25	4.0
4	Tasks and activities should be negotiated and adapted to suit learners' needs rather than imposing on them	Fr 13 % 52	8	32	2	1	1	25	4.2
5	Through group work teachers can monitor students performances	Fr 10 % 40	10	40	1	2	2	25	4.0
6	Fluency and accuracy could easily be achieved through the use of various communicative activities used in CLT classroom	Fr 8 % 32	7	28	4	3	3	25	3.6
	Average fr&% for favourable items	Fr 9.8 % 39.2	9.2	36.8	2.4	1.8	1.8	25	4.0
	Average fr&% for unfavourable items	Fr 1 % 4	2	8	3	10	9	25	4.0
	Average fr&% for all items	Fr 5.4 % 21.6	5.6	22.4	2.7	5.4	5.9	25	4.0

[] unfavourable statements and their corresponding scale value

As shown in Table-10 above, the great portions 76 percent of the respondent teachers have favourable perceptions to items that favour instructional activities in CLT classrooms. On contrary to this, only insignificant

percent of the respondents have misunderstanding of communicative instructional activities under favourable items and appreciated the traditional activities in language teaching. With regards to unfavourable items, the majority of the respondents have rejected the item that dissonant instructional activities in communicative EFL classes. Meanwhile, 24 percent of the respondents have favourably agreed with unfavourable statements raised in the table above. This shows that most of the respondents have rejected the statements that violate communicative instructional activities in CLT classes. Generally, almost all respondent teachers which accounts for 76 percent with a total mean score of 4.0, have rigorous positive perception concerning the principles of CLT with specific reference to the roles of communicative instructional activities.

In a comprehensive style, the sum totals of responses obtained from the whole CLT principles included in the questionnaire (conceptual perspectives, students learning perspectives, learners' roles, teachers' roles, place and roles of grammar, assessment and error correction and instructional activities) have shown a mean value of 4.0. This value indicates that the majority, 78 percent of the respondent instructors have high positive perceptions to the principles of CLT under discussion. Thus the result implies that EFL teachers of the universities included in the investigation can put the principles of CLT in to actual practice in their respective classrooms in the context of Ethiopian higher institutions unless constrained by unanticipated extraneous factors like unavailability of appropriate learning environment, poor educational facilities, students rejection of the approach, teachers personal negligence and other related factors.

6.1.3 ANALYSIS AND INTERPRETATION OF CLASSROOM PRACTICE

To test the extent to which the informant teachers practice the principles and activities of CLT approach, twenty(20) practice items that contain seven (7) non communicative activities and thirteen (13) communicative activities were presented to the teachers. Thus, they [teachers] have expressed their degree of practices through ticking on the alternatives given on the questionnaire, which was designed in Liker style where: always=5, often=4, sometimes=3, rarely=2 and never=1 for communicative items; and the reverse for the non communicative items.

Table: 11 Analyses and Interpretation of Classroom Practice

No	Statements	Fr & %	5	4	3	2	1	Total	Mean
			[1]	[2]	[3]	[4]	[5]		
[1]	Explain new language items, forms and patterns, and let the learners engaged in doing exercises individually	Fr 2 % 8	3	12	20	20	40	25	3.5
[2]	Explain new dictions, terminologies, phrases and let the learners do the exercises on the reference book.	Fr 5 % 20	7	28	12	20	20	25	2.9
[3]	Use teacher led-classroom discussion where students have limited control over their learning	Fr 3 % 12	4	16	20	20	32	25	3.4
[4]	Give students explanation of rules with model sentences to illustrate their form, meaning and functions	Fr 5 % 20	7	28	12	20	20	25	2.9
[5]	Use tasks and activities that requires students to work in isolated form independently of peer help	Fr 3 % 12	3	12	16	28	32	25	3.6
[6]	Evaluate students performance in paper and pencil test on terms/semesters bases	Fr 7 % 28	6	24	16	16	16	25	2.7
[7]	Let learners do assignments at home and give feedback on other days for the whole class	Fr 3 % 12	3	12	12	8	32	25	3.2
8	Introduce new language item in context, demonstrate the meaning and use and let the learners reproduce and communicate with the it	Fr 2 % 8	3	12	24	6	24	25	2.4
9	Encourage and motivate students in questioning and answering activities	Fr 6 % 24	4	16	20	5	20	25	3.0
10	Involve learners in role play, simulation or any kind of drama.	Fr 5 % 20	5	20	24	5	16	25	3.1
11	Encourage and help learners practice in problem-solving activities	Fr 5 % 20	4	16	28	4	20	25	3.0
12	Involve learners in information sharing activities like presentations, reports and games and others	Fr 3 % 12	3	12	16	5	40	25	2.4
13	Encourage learners to participate in conversation and discussion on some authentic issues	Fr 4 % 16	4	16	16	6	24	25	2.7
14	Make the learners exchange letters, write reports, advertisements etc. in a cooperative style	Fr 3 % 12	3	12	16	5	40	25	2.4
15	Use educational technologies like language labs, educational media and other technologies to support the lessons	Fr 5 % 20	3	12	16	6	24	25	2.7
16	Use pictures ,objects and realia to convey the meaning of structure	Fr 5 % 20	5	20	8	6	24	25	2.8
17	Make use of pair work in which two students work on a given task	Fr 5 % 20	4	16	28	4	20	25	3.0
18	Use of group work in which more than two students work on a given task	Fr 5 % 20	7	28	4	5	20	25	2.9
19	Help learners correct their errors in their pair and group discussion	Fr 7 % 28	5	20	28	4	16	25	3.4
20	Evaluate students' progress on the basis of their daily communicative performance rather than teacher made test	Fr 4 % 16	5	20	12	3	20	25	2.7
	Average fr&% for favourable items	Fr 4.5 % 18	4.2	16.9	18.4	5.0	20.3	25	2.8
	Average fr&% for unfavourable items	Fr 4 % 16	4.7	18.9	4	5.6	22.3	25	3.2
	Average fr&% for all items	Fr 4.3 % 17	4.5	17.8	4.3	5.3	26.8	25	3.0

[] unfavourable statements and their corresponding scale value

In general, the result of the analysis of instructors' response with regards to classroom activities indicates that, quite the majorities of the teachers practice CLT activities in a very limited situation. Their extent of practice roles between the scales 'rarely' and 'sometimes' with total mean score of 3.0 which indicates that the perspective instructors are not in a position to substantiate their high positives perceptions of CLT principles in their respective EFL classes as expected of them.

6.1.4 ANALYSIS AND INTERPRETATION OF FACTORS OBSTRUCTING CLT

The proceeding part of the analysis related to teachers' perceived difficulties in implementing the principles of communicative approach in Ethiopian context with specific reference of Wollega and Ambo Universities. This part has been further sub divided into three sub categories: teachers related factors, student related factors and factors related to educational system of the country. In each of these case, respondents were requested to express their feeling through ticking on the alternatives that represent their feeling most (very serious=5, serious=4, neutral=3, not serious=2 and not very serious=1), where scores for 'very serious' and 'serious' were added up together; and 'not serious' and 'not very serious' were summed up together. Therefore, the analyses of the responses were presented in the following tables.

6.1.4.1 TEACHERS' RELATED FACTORS

There are many teachers' related factors that obstruct the application of CLT principles in EFL classes. To identify the most serious ones, teachers' preferences of traditional methods, lack of interest in the approach, lack

of training, shortage of time were presented to the respondents. Hence, statistical analyses of the responses were presented below as follows:

Table: 12 Teachers' Related Factors

N	Statements	Fr & %	5	4	3	2	1	Total	Mean
1	Teachers preference of traditional methods of teaching	Fr %	12 36	10 40	1 4	1 4	1 4	25 100	4.2
2	Teachers lack interest in communicative approach	Fr %	8 32	10 40	3 12	2 8	2 8	25 100	3.8
3	Teachers' lack of training and understanding of communicative approach	Fr %	8 40	7 28	5 20	3 12	2 8	25 100	3.6
4	Teachers lack of resource and enough time for material preparations	Fr %	7 28	7 28	2 8	4 16	5 20	25 100	3.3
[Grand mean]									3.7

As to the analysis of teachers' response related to factors obstructing the practices of the approaches, their preference of traditional method of teaching and lack of interest in the approach are the two major factors that account for the highest shares. With regards to this, 76 percent of the instructors confirmed that teachers preference of teacher centred instructional approach takes the highest share, while 72 percent of the them attested that teachers' lack of interest to the approach itself constitutes for the second highest share in deterring the actual implementation of communicative approach in their specific EFL context.

(Interview) most of the interviewees underlined the roles teachers play in implementing CLT approach in their respective classroom. The respondents stressed that prior to the implementation teachers must have up-to-date awareness of the recent working approach and should have intrinsic motivation to use it in their classes. Concisely, there was a common consensus that students are being taught in a more communicative style in higher levels than in others. However, T1 explained "[i]t is obvious that students are supposed to be taught target languages in communicative way at all levels of learning, but most of us [university teachers] prefer communicative methods and activities rarely, for learners' lack the required proficiency in the target language and as a matter of fact learners lack the willingness to participate in communicative activities we tried to use in our classrooms." The respondents also underlined teachers' lack of interest in substantiating communicative approach in EFL classrooms, because of numerous reasons. T2 mentioned that "most of the ELT teachers have sufficient theoretical knowledge and practical skills of application of communicative approaches. However, with lack of interest in the approach, the teachers were seen extensively using lecture method to accommodate their methods with learners' learning needs and interests, which is the major problem in most universities in general and our university in particular."

6.1.4.2 STUDENTS RELATED FACTORS

Students' interest, confidence, resistance, proficiency in English and their willingness and motivation to participate in communicative classroom activities were the points discussed under this heading. Thus, the analysis of teachers' responses was presented in the following table:

Table: 13 Students Related Factors

N	Statements	Fr & %	5	4	3	2	1	Total	Mean
1	Students' lack of interest in communicative approach	Fr %	11 44	10 40	1 4	1 4	2 8	25 100	4.0
2	Students' lack of confidence and preparedness for communicative approach and tasks in classroom situation	Fr %	8 32	8 32	0 0	5 20	4 16	25 100	3.4
3	Students resistance to active participation in CLT activities	Fr %	10 40	7 28	3 12	2 8	3 12	25 100	3.8
4	Students misconceptions of communicative approach	Fr %	5 20	5 20	5 20	5 20	5 20	25 100	3.0
[Grand mean]									3.6

The statistical analysis of teachers' response with regards to students' related factors which deter the realization of CLT principles in the classroom shows that, the majority of the respondents, which accounts for 84 percent agreed that students' lack of interest in the approach accounts for the highest share. The second most important factor the respondents stressed with regards to students' related factors was students' resistance to participate in communicative activities in the classroom. Here, most of the teachers which accounts for 68 percent of the respondents, confirmed that students' lack of interest in taking part in communicative activities accounts for the

highest share.

(Interview) the majorities of the respondent teachers confirmed that students' willingness in taking part in communicative activities were regarded as an important spring ground in foreign language pedagogy. T4 stated that "students' motivation language teaching methods can strongly influence teachers' application of the method. If students are motivated and willing to learn the target language in communicative approach, it will create an environment of the use of the target language which will result in improved communicative competence of the learners, and will also help teachers to be more motivated and may use the approach too."

Moreover, T5 and T2 stressed that students' motivation for learning which may stem from different sources can change the mode of classroom instruction. But for unknown reason, most of their students were less motivated to learn the language in a more communicative mode. The respondents also complained about students' low proficiency in English as the cause for their little attention to the approach. T4 argued that "the majority of our students mainly at their freshman studies lack the proficiency of using English particularly for oral/verbal form of communication. Though the students successfully pass high and low stack exams, their knowledge and skill of English is still unsatisfactory and they [students] are not confident enough to use English for communication and to participate in communicative activities."

6.1.4.3 FACTORS RELATED TO EDUCATIONAL SYSTEM

The items in the table below addresses some core factors related to educational system of a certain local state. Under this heading, examination system, convenience of ELT syllabus, classroom facilities and class size were the major points basically included in the investigation.

Table: 14 Factors Related To Educational System

SV	Statements	Fr& %	5	4	3	2	1	Tot al	Mean
1	CLT is unsuitable for existing examinations	Fr %	5 20	5 20	5 20	5 20	5 20	25 100	3.0
2	Lack of educational resources and facilities	Fr %	13 52	10 40	0 0	1 4	1 4	25 100	4.3
3	Large class size is a problem for CLT	Fr %	13 52	11 44	0 0	0 0	1 4	25 100	4.4
4	The existing syllabus is not suitable for CLT activities	Fr %	8 32	8 32	4 16	4 16	1 10	25 100	3.7
Grand mean									3.9

The analysis of teachers' response concerning factors related educational system, almost all, 96 percent of the instructors attested that large class size accounts for the greatest share in deterring the implementation of communicative principles in their specific instructional context. In addition to this, 92 percent of the teachers indicated that lack of educational resources and facilities is the major constraints in the realization of CLT theories and principles.

(Interview) with regards to educational system, the respondents have a general understanding that the existing examination systems, the syllabus, school facilities and class size are the major constraints in the of realization of the approach. However, they believe that class size and lack of educational resources were the most influential factors for the application of communicative principles within their specific context. T3 gravely claimed that "the number of students suggested in communicative classroom is not possible in the current context of our university, for we teach more than 60-65 students in one class. Hence, this situation does not allow us to use communicative approaches." Another more serious argument which constrains the practices of communicative tasks and activities was unavailability of sufficient instructional resources and school facilities. In regards to this, T4 & T1 earnestly mentioned that shortage of educational resources like hard and software material including: authentic print publications and electronic materials like satellite TVs, various application programs, PCs, sufficient web facilities and other educational technologies were the major challenges which constrains the realization of communicative principles in specific instructional context.

In concise speech, with regards to factors that obstruct the implementation of CLT in EFL context stated in the questionnaire: teachers related, students related and factors related to educational systems, the respondents indicated that factors related to teachers and students are the most sever ones, i.e. when this is viewed in terms of mean value, it accounts for 3.7 and 3.8 respectively.

6.2 OBSERVATION DATA ANALYSIS

Presentation and analysis of the response for classroom observation were made in terms of descriptive statistics including frequency, percentage and mean counts. Thus the scales that refer to the practices of the principles were categorized in to two strata: 'very much' and 'much' which align with the practices were added up together; while, 'very little' and 'little' were summed up to show low practices. Moreover, the check list contains

two item categories: those that favour the principles of CLT: Items[1.1-1.4],[2.1,2.4],[3.1,3.2,3.4,3.5] and items [4.1-4.4]; and those that contradict with principles[2.2,2.3 and 3.3]. The communicative items were given codes: very much=5, much=4, average=3, rarely=2, never=1, whereas the non communicative items were given reverse codes: very much=1, much=2, average=3, little=4 and very little =5. Thus the descriptive analysis has been made in accordance with observation checklist which relays on 12 observations made. The extent of practice of the items is based on how the instructors used the items in point within a period of [50 minutes]: 0-10=very little, 10-20 little, 20-30=average, 30-40=much and 40-50=very much. On the bases of these intervals, Table 15 below presents the considerations given to each items.

Table: 15 Frequencies, Percentage and Mean of Classroom Observation Reports

Item s	Activities observed	Duration of class time:50'					total	Mean
		5 [1]	4 [2]	3 [3]	2 [4]	1 [5]		
1 Instructional activities								
1.1	Classroom activities focus on language as a means of communication	1 8	2 17	3 25	3 25	3 25	12 100	2.6
1.2	Classroom activities welcome cooperative learning activities	1 8	3 25	2 17	3 25	3 25	12 100	2.7
1.3	Classroom activities facilitates students autonomous learning	1 8	2 17	3 25	3 25	3 25	12 100	2.6
1.4	Balanced attention to accuracy and fluency	1 8	2 17	3 25	2 17	4 33	12 100	2.5
	Average percentage	8	19	25	23	27	100	5
2 Teachers Roles								
2.1	Organize per work	1 8	3 25	2 17	2 17	4 33	12 100	2.6
2.2	Group work organizer	2 17	2 17	1 8	4 33	3 25	12 100	2.7
[2.3]	Instructor	4 33	3 25	1 8	2 17	2 17	12 100	2.6
2.4	Facilitator and supervisor of class activities	1 8	2 17	3 25	2 17	4 33	12 100	2.5
2.5	Co participant within the learning group	1 8	2 17	3 25	3 25	3 25	12 100	2.6
2.6	Use instructional material to support the lesson	1 8	2 17	2 17	3 25	4 25	12 100	2.4
	Average percentage	14	20	17	22	26	100	5
3 Learners Roles								
3.1	Participant in cooperative class works	1 8	2 17	2 17	4 33	3 25	12 100	2.5
3.2	Takes note down	3 25	4 33	2 17	2 17	1 8	12 100	2.5
3.3	Attentive attendant to class lecture	4 33	3 25	2 17	2 17	1 8	12 100	2.4
3.4	Ask and answer question	3 25	2 17	2 17	3 25	2 17	12 100	3.1
	Average percentage	23	23	17	23	11	100	5
4 Assessment and error correction								
4.1	Tolerance to learners errors	3 25	3 25	2 17	2 17	2 17	12 25	3.3
4.2	Give grades for students' participation in individual and group work activates	1 8	2 17	3 25	2 17	4 33	12 100	2.5
4.3	Evaluate students on the bases of their communicative performance	1 8	2 17	2 17	4 33	3 25	12 100	2.5
4.4	The teacher checks and provides corrective feedbacks when needed	3 25	4 33	2 17	2 17	1 8	12 100	3.5
	Average percentage	17	23	19	21	21	100	5

With regards to communicative instructional activities [1.1-1.4] as presented in Table 15 above, the majority 50 percent of teachers were observed implementing communicative activities 'little' and 'very little', while, 25

percent of the teachers were seen using communicative activities on average bases. But, 27 percent of the remaining teachers use communicative activities ‘much’ and ‘very much’. This indicates that in most classes of the teachers observed, the extent of application of communicative activities is so limited and non communicative practices were prevalent. The result of the observation with regards to teachers’ roles [2.1-2.6] indicates that the majorities which account for 48 percent of the teachers were seen revealing non communicative teachers’ roles in their classes. While 17 percent of them were seen averagely acting in accordance to teachers roles in CLT classes. Yet, 34 percent of the teachers practice communicative teachers’ roles ‘much’ and ‘very much’. Therefore, the result implies that there is a gap between teachers’ perceptions of learners’ roles in CLT and their actual classroom practices. In addition, with regards to students’ roles [3.1-3.4], 46 percent of the observed teachers were seen allowing students to play communicative roles ‘much’ in their respective classes, while, 17 percent of the teachers were seen allowing students’ to act in accordance with CLT principles at an average level. But, 34 percent of teachers were not giving learners’ an opportunity to act in line with CLT principles in their classes. Thus the study shows that the majorities of teachers under the study allow students to act as to the principles. Moreover, the result of the observation with regards to assessment and error correction item [4.1-4.4] indicates that 42 percent of the teachers were seen applying CLT principles in error corrections and assessment ‘little’ and ‘very little’, while 19 percent of them were seen applying the principle at average level. But the remaining 40 percent of the instructors were seen implementing principles of error correction and assessment in their respective classes ‘much’ and ‘very much.’ This indicated that the teachers have a wider gap in the implementing CLT principles in assessment and error correction cases.

In succinct speech, the majority of the teachers with an average percentage of 44 attached credible amount of importance to non communicative principles and gave negligible amount of considerations to representative principles of CLT, while 24 percent of the observed teachers were seen implementing the principles at an average level. However, 37 percent of the teachers were seen implementing communicative principles frequently. When the data is being interpreted in terms of mean, the observation shows a mean value of [2.7]. This indicates that the majorities of teachers were observed practice communicative principles below an average which is an indication of low practice as to the average scale [3]. Thus the result of classroom observation have shown quite similar result with the practice section of the questionnaire that there is a wide gap between participants theoretical perceptions and actual classroom practices of the principles of the approach contained in the check list in their respective EFL classes.

7. FINDINGS OF THE STUDY

Thus the results obtained from the current investigation indicates that the majority 76 percent of the respective teachers of the two universities with mean value of 3.9 have good perception to the principles of CLT approach (conceptual perspectives, learners’ learning perspectives, learners’ roles, teachers’ roles, roles of grammar, error correction and assessment, and instructional activities). However, the respondents were found to practice the principles of CLT only ‘sometimes’ which is below the standard as to the instrument designed to test the degree of classroom practices. Moreover, the study also revealed that the respondents’ were not able to realize their perceptions in their respective classroom mainly because: a) large class size b) lack of educational resources and facilities, c) students’ lack of interest in the communicative approach. In addition, the data obtained from the participants’ interview also revealed similar facts. Likewise, the observation data obtained from respondent observations also shows that classroom practices of the approach by the respondents seem unpromising.

8. CONCLUSIONS

The current study has been attempting to find an answer for three major research objectives which includes: a) examination of teachers’ perceptions of communicative approach b) assessment of teachers’ practices of principles of communicative approach c) exploration of factors obstructing the practices of the approach (if any?) in the pre specified research settings. Hence, the findings of the study pointed out that the majority of the teachers included in this study have revealed high positive perceptions of the major principles of CLT approach. However, the findings still denoted that the respondents are reluctant in the realization of their perception in their respective EFL classroom. The frequency of realization of their perceptions in their respective classroom is only ‘sometimes’ which is below the standard as to the measurement developed. With regards to the major factors that obstruct the application of the approach: a) large class size b) lack of educational resources and facilities, c) students’ lack of interest in the approach were the main challenges that detract teachers from the practices of the principles of the approach. Therefore, the findings of the current study shows similar result with the previous studies held by salient Ethiopian scholars that, communicative language teaching principles were not effectually practiced in Ethiopian school context in general and the universities in particular. Thus, this could result in students’ poor and incompetent communicative competence. Therefore, to reverse the situation, it was recommended that policies and regulations which promote learners’ English proficiencies from grass root levels should be put in place; the government, the public and stockholders should equip schools with required

educational facilities; the government should keep balance between student allocation per class as per the existing resources; the faculties and departments were recommended to follow up the practices at closer range with thrift utilization of available educational resources and facilities too.

9. IMPLICATIONS FOR FURTHER RESEARCH

The results of the current study imply that the majority of the teachers included in the investigation have revealed high positive perceptions to the major principles of CLT approach raised in the questionnaire. However, they [respondents] were so reluctant in the realization of their perception in their respective EFL classes because of the supposed reasons. Here, the current investigation considers only two research settings with limited number of participants and limited research methods. Hence, researchers in the area of EFL are expected to conduct extensive inquiry on CLT in further places with diversified methods and participants so as to obtain more dependable results. Moreover, interested researchers can replicate the research and prove the validity, reliability and trustworthiness of the current study too. Furthermore, students' perceptions and practices should also be investigated in parallel line with teachers, as nothing has been said about it in this particular investigation. Secondary school teachers and students should also be intensively and extensively investigated, for the students in the university and colleges are the direct products of secondary schools. Lastly, the hypothetical relationship between perception and practices of certain language teaching methods should also be carefully scrutinized.

REFERENCES

- Berns, M. S. (1990). *Contexts of Competence: Social and Cultural Consideration in Communicative Language Teaching*. New York: Plenum Press.
- Brown, H. (2007). *Principles of Language Learning and Teaching* (5th ed.). Longman: Pearson Education.
- Canale, D., & Swain, D. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics* (1), 1-47.
- Celce-Murcia, M. (1991). Language and Communication: A time for Equilibrium and. (J.E. Austin(ed), Ed.) *ELT*, 223-237.
- Celce-Murcia, (2001). *Teaching English as Second/Foreign language*. (3rd ed.). (C. Murcia, Ed.) Boston: Geinle Cengage Learning.
- Hedge. (2000). *Teaching and Learning in Language Classroom*. Oxford: Oxford University Press.
- Hiep, H. (2007). Communicative Language Teaching: Unity with in the diversity. *ELT Journal*, 61, 193-201.
- Hymes, D. (1972). *On Communicative Competence*. (P. J., & H. J., Eds.) Penguin: Harmonthworth.
- Nunan. D. (1999). *Second Language Teaching and Learning*. Boston, MA: Heinle & Heinle.
- Richardes, J. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge Universty press.
- Richard, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Tan, M. (2005). CLT Beliefs and Practices. *Journal of Language and Learning* , 3 (1), 104-115.

Ebissa Bekele Abate received his MA [TEFL] in 2012 from Adama Science and Technology University [ASTU], Ethiopia. He taught EFL at Nekemte Poly Technique College, Wollega, Ethiopia from 2004-2010. Now he is a PhD candidate at Osmania University, Hyderabad, India, with his research focusing on communicative approach.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

