MIDLANDS STATE UNIVERSITY

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Approval Form

The undersigned certify that they have supervised and recommended to the Midlands State University for acceptance, a research topic entitled "A study to assess the applicability of the Communicative Approach in the teaching and learning of English Language at Ordinary Level."

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In partial fulfillment of the requirements of the Bachelor of Education Degree in English.

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Dedication

I would like to dedicate this research to my twin sister, Joannah, whose emotional and financial support made this study a success.

Acknowledgements

The successful completion of this dissertation is credited to the generous support and contribution of many people. I would like to take this opportunity to thank them for helping me to make this work a success.

Firstly, I would like to express my deepest appreciation to the Lord Almighty for granting me the wisdom and strength that I so much needed to carry out this study. Glory be to God.

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Abstract

The study sought to assess the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level in order to establish the extent to which the approach is being implemented by Ordinary Level English Language teachers. The study was conducted in the Lalapanzi Cluster of Chirumanzu District in the Midlands Province. The problem is that despite the introduction of Communicative Language Teaching, many teachers are employing structural methods to language teaching. The literature review done showed that the CLT view of language is functional and interactional while the goal of language teaching is communicative competence. The literature review also revealed that CLT is a learner – centred approach which requires collaboration and use of task based activities for learners to achieve communicative competence. In this study, 4 secondary schools, 40 Ordinary Level English Language learners as well as 5 Ordinary Level English Language teachers were involved. Purposive sampling was used to select the four schools; simple random selection was used to select the learners in the sample. The researcher included all the 5 English Language teachers in the sample. Questionnaires were administered to gather information from both teachers and learners. Document analysis was also used to gather data. Data gathered were quantitatively and qualitatively analysed and presented in the form of tables, graphs, pie charts, descriptions and paraphrases. The study established that besides the recommendation by the Zimbabwe Schools Examination Council (ZIMSEC) for the use of Communicative Language Teaching, English Language teachers use traditional structural approaches in their profession. Such adherence to traditionalism has been shown to be a result of lack of CLT conceptualization on the part of the teachers. The research recommends the Ministry of Primary and Secondary Education, influential institutions such as colleges and universities as well as textbook writers to spearhead English Language policies and techniques that will effect the application of Communicative Language Teaching in the teaching and learning of English Language.

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CDU	:	Curriculum Development Unit
CA	:	Communicative Approach
CLT	:	Communicative Language Teaching
CDU	:	Curriculum Development Unit
ESL	:	English as a Second Language
‘O’ Level	:	Ordinary Level
ZIMSEC	:	Zimbabwe Schools Examination Council

CHAPTER ONE: THE RESEARCH PROBLEM

1.0 Introduction

Various people worldwide have been brought together as a result of the rapid increase in technology that has led to globalisation therefore there has been frequent communication among and across cultures. As a lingua franca, English plays a significant role in domains such as science, politics, trade and education. Formal instruction is widely used as an opportunity through which English Language is learnt.

In this current era, English as a global language is very influential and important for learners to master. English Language is a compulsory subject at both primary and secondary levels in Zimbabwean education and is taught strictly as a second language to learners at these levels. Furthermore, with the rapid increase in opportunities for education in this globalised world, English Language competency is a prerequisite for employment opportunities and advancements. By virtue of this, the Communicative Approach to the teaching of English Language has been advocated and embraced worldwide though there may be variations in its interpretation and application.

The researcher intended to assess the applicability of the Communicative Approach, as one that has been advocated in the teaching of English as a second language, and whose goal is for learners to achieve communicative competence. The research was conducted in the Lalapanzi Cluster of Chirumanzu District in the Midlands Province.

1.1 Background to the study

English Language competency is currently heavily demanded than ever before as a result of globalisation. Richards (2006) observes that such growing need has given rise to a great demand for English Language teaching worldwide. Various nationalities want to improve their command of the language and see the new generation of learners becoming competent and effective users of the language. This calls for quality language teaching which has become the responsibility of English Language teachers. Learners need to be competent in the use of both spoken and written forms of communication so that they can meet the demands created by the expansion on knowledge and the globalisation of the world.

The Zimbabwe Curriculum Development Unit (CDU) is obliged to take part in the process of improving and ensuring quality in the educational system of the country. The process tends to be continuous as new teaching methodologies will always emerge. The country's CDU also plays the central role of promoting innovative teaching and learning approaches. As an arm of the Zimbabwe Schools Examination Council (Z IMSEC), the CDU has adopted and advocated the use of the Communicative Approach to language teaching which places emphasis on methodologies such as learning by experimentation, use of authentic material as well as interactive learning. Learners have to be genuinely and actively involved in classroom activities so that they acquire communicative competence in the language.

Zimbabwean researchers in the language teaching and learning field observe that before 1996, the English Language syllabus had been centred on grammatical competence. In their research paper, Nyota and Mareva (2012) argue that prior to 1996, the syllabus, which had been inherited from the pre-independence era, was largely structural. The implication therefore is that emphasis was on grammar rather than communication. Richards and Rodgers (2001) explain that language learning is a skill that should be learnt not necessarily by studying it but by performing it. Knowing grammar only becomes insignificant as it does not lead to communicative competence. In the same vein, Littlewood (1981) asserts that language teaching must be based on reality of communication since it occurs within and outside the classroom, with learners also existing outside and inside the classroom.

The Communicative Approach to the teaching of English Language has been valued as an appropriate and suitable approach to help language teachers to produce learners who are communicatively competent. The current Ordinary Level English Language Syllabus (1122) for the period November 2013 to 2017 has been disseminated by the ZIMSEC and aims at enabling learners to communicate effectively in both spoken and written English in different situations and register. Such an aim points to the Communicative Approach to language teaching. It therefore becomes necessary to assess the applicability of the Communicative Approach in the teaching and learning of English Language at 'O' Level. There is great need to establish the extent to which the approach under study is being applied in the teaching and learning of English Language at Ordinary Level.

This study was prompted by the realisation that English Language learners do not achieve nor possess what Lucantoni (2000:13) refers to as "the ability to use English effectively for purposes of practical communication in a variety of second language." Many students fail to accomplish language functions such as making and responding to invitations, agreeing and disagreeing as well as making requests inter alia. Besides such failure, the researcher has further observed from her tenure as an English Language teacher that learners' written and oral exercises do not enhance communicative competence.

It is against this background that the researcher intended to assess the applicability of the Communicative Approach in the teaching and learning of English Language at Ordinary Level.

1.2 Statement of the problem

The problem is that despite the introduction and widespread advocacy for the use of Communicative Language Teaching, English Language instructors are failing to produce learners who are communicatively competent. These teachers have not shifted their teaching approaches from traditional and structural approaches to the most recent Communicative Approach in the teaching of English Language. Successful language teaching can be best measured by the communicative competence of learners. Brown (2001) argues that the ability to communicate effectively is widely accepted as the best way to ensure successful language teaching. CLT develops proficiency, fluency and accuracy in

the language. It is for this reason that the 'O' Level English Language (1122) Syllabus emphasises the Communicative Approach to language teaching.

1.3 Research Questions

Main research question

To what extent is the Communicative Approach to language teaching applicable in the teaching and learning of English Language at Ordinary level?

Sub research questions

1. What are the English Language teachers' views of language?
2. What are the English Language teachers' goals of language teaching?
3. To what extent do the types of exercises and activities employed by teachers point to the Communicative Approach to language teaching?
4. To what extent are the roles played by learners and teachers in the classroom compatible with Communicative Language Teaching?
5. What are the challenges faced by English Language teachers in the application of the Communicative Approach to language teaching?

1.4 Significance of the study

The study intended to assess the applicability of the Communicative Approach in the teaching and learning of English Language at Ordinary level. The researcher hopes that

stakeholders in the language teaching field and the educational system in general will greatly benefit from the study.

English Language teachers

The research has the potential to impact positively on the effectiveness and efficacy of English Language teachers in their teaching of English as a second language. The study draws their attention to the principles of Communicative Language Teaching. Therefore, the research provides them with explicit ways of applying CLT in efforts to produce learners who are communicatively competent. Insights gained from this study may help teachers to desist from traditional and structural approaches to language teaching and learning and fully apply CLT.

English Language heads of department (HODs)

By undertaking the study to assess the applicability of Communicative Approach to language teaching, the researcher brings to light the principles, tenets and merits of the approach to English Language Heads of Department. This will enable them to ensure that teachers within their departments genuinely apply and implement CLT in their respective classrooms. They will also see to it that teachers shun methodologies that do not develop communicative competence in learners. They can do this through observation of language lessons as well as document analysis. The study is also important as it will give the heads of department the platform to direct teachers into adhering to the Communicative Approach as stipulated by the syllabus and embodied in textbooks.

Heads of school – It is the researcher's hope that this study will raise school heads' awareness of how learners can become competent users of the second language. They will also come to the realisation of the important goals of language teaching and learning other than for certification. It is the realisation of the goal of communicative competence that will foster in them the desire to offer maximum and unconditional support to English Language departments in terms of learning materials and opportunities.

The Ministry of Education, Sport and Culture

The researcher hopes that findings from this study will enable the Ministry to consult with relevant education officers and mount relevant workshops for English Language teachers. This will be done to familiarise the latter with the Communicative Approach. The study also gives insight into the challenges faced in the application of CLT thereby enabling the Ministry to work in collaboration with various stakeholders in the language teaching field to implement strategies that will lead to the effective application of the approach.

Textbook writers

The study will also be of utility to English Language textbook writers as they will be informed about the nature of material, activities and exercises that should be focused on in their textbooks.

The Researcher – By embarking on the study to assess the applicability of the Communicative Approach to language teaching, the researcher stands as a beneficiary to the research. This is due to the fact that the researcher has undertaken the study in partial

fulfillment of the Bachelor of Education Degree in English offered by the Midlands State University.

1.5 Limitations of the study

The researcher acknowledges the fact that since the sample extracted from the Lalapanzi Cluster of Chirumanzu District was made up of secondary schools with qualitative differences, it could not be a sufficient representative of the English Language situation in Zimbabwe. Moreover, primary school teachers and Advanced Level General Paper teachers could have been included in the sample. All the same, the sample has provided essential insight into the applicability of CLT the teaching and learning of English Language.

1.6 Delimitations of the study

The study was conducted to assess the applicability of the Communicative Approach to language teaching. The research was carried out in the Lalapanzi Cluster of Chirumanzu District in the Midlands Province. In the selection of the schools, the researcher considered factors such as their proximity as well as accessibility. The study involved English Language teachers who were manning 'O' Level English classes at the period of the study. Ordinary level English Language learners were also involved.

1.7 Definition of terms

Communicative Competence

Richards and Rodgers (2001) define communicative competence as the ability to use a language correctly and appropriately to accomplish communicative goals. The term will also be used in this study to mean the ability of the English Language learners not only to make correct utterances or come up with correct sentences but to possess the knowledge of when exactly, on which position and with whom to use the sentences.

Communicative Approach

This is an approach to English Language teaching that focuses language teaching on the development of communicative competence and proficiency at the expense of the mastery of grammatical structures only.

Communicative Language Teaching (CLT)

As defined by Richards (2006:2) Communicative Language Teaching is a "…a set of principles about the goals of language, how learners learn a language, the kinds of classroom that best facilitate learning and the roles of teachers and learners in the classroom." It can also be referred to as the Communicative Approach to language teaching.

Second Language

This is a language other than the mother-tongue that is non – native but officially recognised and adopted in a country as a means of communication in domains such as education, trade and administration. In Zimbabwe, English is a second language.

Language learning

This refers to a practical activity involving conscious representation of grammatical knowledge that has been a result of teaching.

1.8 Summary

Chapter 1 has been an introductory chapter which gave an overview of this study. The background information to the s3tudy was presented. The researcher also made a statement of the problem and research questions were outlined. The significance of the study was explained in this chapter. Key terms in the study were also defined. The researcher also presented the limitations and delimitations of the study. The researcher intended assess the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level. In the following chapter, literature relevant to the study will be critically reviewed as focus will be on the Communicative Approach origins, its view of language, language teaching goals, types of exercises and the roles played by both teachers and learners. Some of the challenges faced by English Language teachers in the application of CLT will also be highlighted.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0 Introduction

The study sought to assess the applicability of the Communicative Approach in the teaching and learning of English Language at Ordinary Level. Chapter 1 gave an overview of the study. This chapter presents a critical review of literature around the area of Communicative Language Teaching. The background to the Communicative Approach to language teaching is given, clearly highlighting the meaning of Communicative Language Teaching. Furthermore, the chapter explores the Communicative Approach in terms of its view of language, language teaching goals, exercise types and activities, the roles played both language teachers and language learners. Challenges faced in the application of CLT will also be highlighted. Communicative Language Teaching gives insight into a multiplicity of ideas and procedures that are relevant and worth practising and applying in the language classroom. The object of this research is to assess the applicability of the Communicative Approach in the teaching and learning of English Language at Ordinary Level.

2.1 Background to the Communicative Approach to Language Teaching

A closer look at the history of English Language teaching would give insight into the various language teaching methods that have been employed over the years. These methods range from the traditional Grammar Translation method, Audio-lingual method

and Direct method inter alia. Growing dissatisfaction with such methods which did not lead to learners' communicative competence saw to the development of the Communicative Approach in the mid 1970s. This approach sought to depart from traditional and situational language teaching methods to the use of real language in learning.

Littlewood (1981) observes that language teaching discussions since the late 1960s have focused on the Communicative Approach to language teaching. The proponents of this approach had come to the realisation that situational language teaching which placed emphasis on the mastery of grammatical forms and structures failed to produce learners who could use the target language effectively in real communication. Such an approach was therefore questioned by several British linguists who sought to provide much more standardised programmes for second language teaching.

The work of the linguist D.A Wilkins greatly and positively impacted on the English Language teaching and learning. He made an analysis of the then existing grammatical and situational syllabi and learners' communicative needs as far as meaning were concerned. The syllabi were replaced with notional syllabi which outlined the specific meaning relevant enough for the learners to understand and for communication. Furthermore, the syllabi ceased to be organised in terms of grammatical structures. The goals of the syllabi were, as explained by Richards and Rodgers (2001:155), "...to make communicative competence the goal of language teaching and also to develop procedures in the teaching of the four language skills that acknowledge the interdependence of

language and communication." It is in relation to this argument that Brumfit and Johnson (1994) observe that CLT places emphasis on a functional syllabus which in terms of methodology focuses on the creation of communication gaps between learners, offering maximum talking time for learners as well as integrating the major communication skills.

A.P.R Howwart is a British linguist who was also directly involved in the development of the Communicative Approach to Language teaching. He identifies and distinguishes between a strong and weak Communicative Language Teaching version. Howwart (1984:279) explains that the strong version is one that develops language through communication and places emphasis on the further prompting of the development of language system itself rather than activation of knowledge of the existing language. The weak version would see learners being given opportunities to speak in the target language which then becomes the centre of language teaching.

CLT also has its origins in the work of Hymes (1972) who proclaims that it is not necessarily the knowledge of grammar, lexicon and phonology that constitutes knowledge of the language. Hymes (ibid) proposes that learners develop communicative competence for them to effectively use the target language. It is this competence that the proponents of CLT hope to achieve in learners. In support of this, Ying (2010) explains that this approach is the most influential worldwide. Long (2011) shares the same sentiment by asserting that the focus of language teaching should be proficiency in communication as opposed to the mastery of sentence structures. The Communicative Approach to language teaching therefore came as a paradigm shift from situational

language teaching which was claimed to be ineffective. The former is humanistic in nature and prioritises interactive processes of communication. This study sought to assess the applicability of the Communicative Approach in the teaching and learning of English Language at Zimbabwe Ordinary Level.

2.2 Defining Communicative Language Teaching

A number of researchers and scholars have made attempts to present their understanding of the Communicative Approach to language teaching. Richards (2006:2) defines Communicative Language Teaching as "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom." Ying (2010) further explains that CLT is an approach to second language teaching that places emphasis on interaction with the idea that it is this interaction that becomes both the means and ultimate goal of language learning. Interaction is therefore one of the most important tenets of CLT as it uses both learning and real-life communication purposes. Larsen – Freeman (2000)'s conceptualisation of the Communicative Approach is that it is an approach that aims at enabling communication by considering theoretical perspectives of communicative language teaching.

Ellis (1993) asserts that for the purposes of pedagogy, the Communicative Approach to language teaching depends on the claim that learners' communicative and linguistic skills are developed. Therefore, it can be deduced that the Communicative Approach means

that language teaching is not all about the mastery of linguistic knowledge but also communicative competence. An evaluation of the given definitions and explanations of CLT shows that the approach greatly emphasises interaction and problem solving in the target language. Interaction is not only the means of acquiring language proficiency but also the ultimate goal of learning the language.

This study therefore sought to assess the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level. The researcher looked at the Communicative Approach in terms of its view of language, goals of language teaching, exercise types and activities, the roles played by both teachers and learners as well as established the challenges faced by English Language teachers in the teaching of the subject.

2.3 Communicative Approach View of Language

Proponents of Communicative Language Teaching argue that second language learning is the acquisition of linguistic means to perform various functions. All approaches to second language teaching have to define and express their views of language. Such views are crucial as they form the basis for the syllabus design, teaching procedures as well as techniques to employ in the language classroom.

It is interesting to note that there has not been an authoritarian definition of what language really is but linguists define language by placing emphasis on a view of

language that will be in favour of language theories and approaches of that moment. Despite this observation, Brown (2001) argues that language teachers must be clearly knowledgeable as to what sort of entity they will be dealing with as well as how the language they are dealing with fits into the entity. Ellis (1993) also emphasises the importance of language view by explaining that for the language teacher, an understanding of the view of language determines to a great extent the language teachers' philosophy to education and how they teach English Language in terms of methods, teaching styles and approach as well as classroom techniques.

Second language teaching and learning has been influenced by the structural, functional and interactional views of language. The structural view of language explains language as a system that comprises structures such as phonology, morphology and lexicon from which their understanding and production a language can be learnt. This is the view that CLT advocates dismiss. The latter considers both the functional and interactional views of language.

As stated by Larsen – Freeman (2000), the Communicative Approach to language teaching focuses on the functional view of language. The functional view implies that language is a linguistic means to perform different kinds of functions such as giving advice, making suggestions and expressing apologies. It is in light of this CLT principle that Richards and Rodgers (2001) argue that language is a vehicle to express functional meaning therefore language learners need to learn the target language to enable them to perform various activities with it.

Halliday (1970)'s functional account of language is a linguistic theory of communication that is favoured by the Communicative Approach to language teaching. This theory complements Hymes (1972)'s view of communicative competence. Halliday (ibid) proposes seven basic functions of language which are as follows:

- The instrumental function whereby language is a tool used to acquire things.
- The regulatory function which implies that language can be used to control the behaviour of others.
- The interactional function which means that interaction with others is created through language.
- The personal function whereby language is used to express personal feelings and meanings.
- The heuristic function which means that language is used to learn and discover.
- The imaginative function whose implication is that language can be used to create an imaginary world.
- The representational function whereby it is language that is used to communicate information.

The above functions were adopted by the proponents of the Communicative Approach to language teaching as signifying the linguistic means to take part in a variety of functions.

Not only does the Communicative Approach subscribe to the functional view of language, but also to the interactional view which considers language a communicative tool for the building up and maintenance of social relationships among speakers. Candlin (1981) informs that the CLT interactional view of language also values language as a vehicle that leads language learners to the realisation of interpersonal relationships as well as assist them to do transactions of a social nature. In relation to this information, Littlewood (1981) emphasises that in CLT, language is communication therefore an important implication is that since language takes place in a social context, it becomes a social tool that is employed by speakers or learners to create meaning. The Communicative Approach thus prioritises the interactional dimension of language at the expense of mere grammatical and structural aspects of a language.

Another pedagogical implication posed by the Communicative Approach interactional view of language is that learners have to be taught patterns of moves and even negotiation acts and interactional patterns that are present in real life communication.

The Communicative Approach to language teaching has a theoretical base which a number of scholars find to be eclectic. The following are some of the characteristics of the Communicative Approach language view as summarised by Rodgers (2001):

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.

- The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

This study sought to assess the applicability of the Communicative Approach's functional view of language in the teaching and learning of English Language at Ordinary Level. The researcher sought to establish the English Language teachers' views of language.

2.4 Communicative Approach Goal of Language Teaching

A language teaching approach's view of language determines the goals the approach seeks to achieve. Language teaching approaches that were developed prior to CLT frequently pointed to the structural view of language which left learners unable to communicate effectively in the target language despite their knowledge and competence in the formal aspects of the language.

The Communicative Approach has its origins in the work of Hymes (1972) who argues that it is not necessarily the knowledge of grammar, lexicon and phonology among other formal structures that constitutes knowledge of the language. Hymes (ibid) proposes that learners need to develop communicative competence in a language. The teaching of communicative competence is thus the main goal and philosophy behind the introduction of Communicative Language Teaching. Ying (2010) asserts that communicative competence is the ability possessed by the learner to use the target language effectively

and with a great degree of success in real world communication. CLT therefore assists language learners to take care of communicative situations effectively.

Communicative competence has also been described as “the ability to function in a truly communicative setting – that is, in dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, one or more interlocutors” (Hymes 1972: 38). In addition to this, Littlewood (1981) says the goal of language teaching in CLT is to ensure that learners have a wide range of communication situations and activities which they can perform without being disturbed by the need to pay attention to the linguistic forms of the target language.

A number of linguists and researchers in the language teaching and learning field have tried to come up with more refined definitions of communicative competence. Canale and Swain (1980) contend that communicative competence is made up of grammatical competence, socio-linguistic competence, discourse competence as well as strategic competence.

Grammatical competence is an umbrella term that comprises the morphology, phonology, syntax, sentence structure as well as semantics of a language. For English as a second language learner, there is need to possess the knowledge of words and sentences in terms of how these are stressed in various ways and differentiated in sound. Brumfit (1980) observes that many textbooks on grammar focus on grammatical competence with the sentence being the unit of practice. However, although grammatical competence is

necessary in the language learning process, it does not lead to communicative competence. A language learner can be grammatically competent but unable to use the target language for meaningful communication. Besides this, the importance of grammatical competence cannot be undermined. Such competence enables language learners to use language structures with a high degree of accuracy thereby contributing to their fluency in the language.

Sociolinguistic competence is another dimension that Canale and Swain (1980) find to be part of communicative competence. It focuses on the learner's ability to observe the socio-cultural ethics of target language users during interaction. Knowledge of language on its own is not sufficient for a learner to become communicatively competent. Target language learners must also acquire the ethics that govern proper timing of speech acts. Sociolinguistic competence thus requires learners' knowledge and correct interpretation of people and relationships involved in conversation. An understanding of the sociolinguistics side enables language learners to pass appropriate comments and give suitable responses to non-verbal communication.

Discourse competence places emphasis on the learners' ability to connect sentences so that they are logically and coherently maintained in both written and spoken discourse. Brown (2001:47) states that discourse competence "focuses on the use of intersentential relationships to produce coherent conversations and written texts." It can be deduced from this explanation that for communication to be effective, it must be held together

meaningfully. For the purpose of pedagogy, learners must be exposed to a variety of discourse markers for them to effectively express their opinions and negotiate meaning.

The last type of competence is strategic competence which is defined by Canale and Swain (1980) as the ways in which learners attempt to manipulate language so as to achieve communication goals. When it comes to speaking, strategic competence implies that learners must be able to ensure continuity of a conversation, terminate a conversation as well as solve communication breakdown issues.

It is worthy commenting that the CLT's need to achieve communicative competence saw the syllabi such as the Zimbabwe Ordinary (1122) English Language Syllabus being designed in ways that take into account semantic notions such as place, time and quantity. At the same time, the syllabus is designed around the communicative uses of language. Lock and Richards (1996) argue that it is within such a framework that CLT methodology is carefully planned and made up of activities that award learners the opportunities for communication.

This study therefore intended to assess the extent to which the Communicative Approach to language teaching is applicable in the teaching of Ordinary Level English Language. English Language teachers as well as learners' perceived goals of language teaching and learning were established to ascertain the applicability of CLT in the ELS class.

2.5 Communicative Approach Exercise Types and Activities

Richards and Rodgers (2001) explain that the goals of a language teaching approach are attained through the instructional process which involves organised interaction of language teachers, learners and material in the classroom. The notion of communicative competence is the major goal of the Communicative Approach and it follows that exercise types and activities employed in the language classroom be compatible with the Communicative Approach. Language teachers in a variety of contexts need to explore the varieties of communication and discover the real meaning of communication and how best to create it.

Regarding the types of exercises and activities compatible with CLT, Richards and Rodgers (2001) assert that the range is unlimited as long as they lead to the attainment of the goal of language teaching. These exercises should have the capacity to engage learners in real communication.

CLT activities can be functional communicative activities and or social interaction activities as distinguished by Littlewood (1981). In relation to this, functional communication activities are those tasks that Nunan (1989) distinguishes from real world tasks and calls them pedagogical tasks. Functional communicative activities emphasise the use of the learner's knowledge of language to solve problems through activities such as information gap and reasoning gap activities.

Information gap is an important CLT activity whereby each learner as participant holds information unknown to the rest and all the participants are required to share the information they have with other participants so that a given problem can be solved or a given task is successfully completed. Information gap activity is thus a feature of CLT which calls for the decoding and encoding of information by learners. Learners are awarded a choice of both form and content that is typical in real life situation.

Reasoning gap are those activities in which language learners are tasked to derive new information from a given source of information through processes such as inference or even practical reasoning. Besides this activity, functional communication activities also include tasks given to learners such as unscrambling a jumbled paragraph or dialogue, or even placing pictures of a picture strip story in order for them to provide written information to go along with the pictures. Learners may also be tasked to compare and contrast given sets of objects, noting their similarities and differences. As learners take part in these functional communication activities, they acquire the knowledge of the language, but also its practice. Worthy mentioning is that although functional communication activities may not take place in real life, they develop the learners' language competence and consequently enhance learners' comprehensive language proficiency.

Apart from the functional communicative activities, the Communicative Approach to language teaching makes use of social interaction activities which Nunan (1989) calls real life tasks as they are part of everyday life. Brown (2001) argues that CLT makes use

of classroom learning and teaching techniques and activities to involve learners in among others, pragmatic and functional uses of language. As argued by Leung and Street (2012), the social function of language can be explained in terms of the likelihood of what is not only to be said but also done in an ideal target language speaking scenario. In CLT, social interaction activities aim at assisting the learner to pay attention to the roles of people involved in communication as well as the context. Typical social interaction activities include classroom debates on given topics, role play as well as simulation and dialogue. Role play and simulation activities allow language learners to engage in communication and practice it as they play various roles. This is done within different social roles and social contexts. In this way, learners come to the realisation of the importance of context in working at meaning. Dialogues centre on communication functions such as giving directions, making telephone calls and giving advice. Some other activity types in communicative language teaching contributed by Canale and Swain (1980) include:

- Task completion activities such as puzzles, games, map reading and related activities which focus on the use of language to complete tasks.
- Information gathering activities where students conduct interviews and surveys and use linguistic resources to gather information.
- Opinion sharing activities in which students can be tasked to compare opinions for example a ranking task in which they list ten qualities of a good teacher in order of importance.
- Information transfer and activities which emphasise the transfer of information from one medium to the other. A learner may read instructions on

how to move from one classroom to the other then draw a map to show the sequence.

Various scholars have presented guidelines on the use of communicative exercises and activities in the language classroom. Ellis (1993) suggests that language instructors make use of task-based activities so as to encourage language learners to effectively use the language. Tasks in CLT are pedagogical in nature and they allow learners to use language in solving word problems, drawing plans as well as creating puzzles. The use of task-based activities will enable learners to effectively use the target language in unrehearsed situations.

Another important aspect and guideline to the Communicative Approach to language teaching is collaboration as students work to accomplish tasks as observed by Burkat (1998). The language teacher should create many classroom activities which award learners opportunities to work either in pairs or in groups. The teacher may mingle with the learners as a participant so that a good rapport is created with the learners. Moreover, by so doing, language teachers will be able to identify some learner difficulties and errors in the use of language. Larsen – Freeman (2000) explains that in CLT, as learners are engaged in various activities, error correction should not be direct or explicit otherwise it interferes with communication flow. Errors should be corrected after learners have completed a task.

Collaboration is important in CLT because the primary function of language in CLT is to allow interaction and communication. In this way, as learners interact, their percentage talking time is rather maximised as compared to the traditional teacher to student and vice-versa communication. The CLT classroom is therefore a community within the school in which language learners learn from each other by engaging in collaborative activities and tasks.

Lee and Van Patten (2003) encourage the use of structured input activities which they explain as input that is manipulated in particular ways, to push learners to become dependent on form and structure so that meaning is obtained. Examples of these activities are supplying information, matching, ordering and selecting of alternatives. These exercises have to be meaningful and truly communicative. Lee and Van Patten (ibid) propose the following guidelines for developing these activities:

- Present one thing at a time.
- Keep meaning in focus.
- Move from sentences to connected discourse.
- Use both oral and written input.
- Keep the learner's processing strategies in mind.

Authenticity is also a central principle of the Communicative Approach to language teaching. Proponents of this approach emphasise the use of authentic material and activities in the language classroom. Nunan (1989) explains that authenticity of material is one of the key elements of CLT. For language learners to learn a language rather than

its form and structure, they must hear and read the native language while its users are using it. This then implies that real material or realia has to be brought into the classroom. These include newspapers, magazines and radio programmes which originally will not have been fabricated for the purposes of pedagogy.

Authentic language is found in real world material and other audio-visual sources. Candlin (1981) however advises language teachers not just to reproduce material from textbooks but also create their written or spoken material that is tailored for the needs of the learners. Authenticity is therefore important as it exposes learners to the natural language. Moreover, language learners will gain the ability to develop strategies for comprehending the target language as it is used (Larsen – Freeman 2000). CLT thus advocates the use of authentic material, language and activities that promote communicative proficiency rather than the mere practice and mastery of grammatical structures. This study intended to establish the extent to which the exercise types and activities that are consistent with CLT are applicable in the teaching and learning of English Language.

2.6 Communicative Approach Learner and Teacher Roles

2.6.1 Roles of the Learner

CLT is a learner centred approach to language teaching and learning. As observed by Tudor (1993:1), CLT reflects “a widespread desire in the language teaching community to develop means of allowing learners to play a fuller, more active, participatory role in

their language study." Unlike the traditional approaches to language teaching, the emphasis of CLT is on developing communicative competence in the target language rather than mastery of language forms. In light of this comment, the roles assumed by learners in CLT differ from those present in traditional language classrooms.

CLT is a learner – centred approach to language teaching. Learners do not entirely depend on their teachers rather they work amongst themselves as they interact and negotiate meaning. They also help each other to accomplish tasks. The teacher's role is to facilitate, guide and manage students' learning so that they develop relevant language skills. Learners are active participants in the language learning process. This implies that they must also take initiatives that are positive and goal directed. Moreover, they have to take part in assessing their progress as well as the extent to which they are realising language objectives (Little, 1998).

In CLT, language learning does not depend on the eloquence of language teaching hence Kumaravadivelu (2006:44) argues that "....teaching however purposeful, cannot automatically lead to learning for the simple reason that learning is primarily a personal construct controlled by an individual learner." It will be fair to comment that CLT embraces learner involvement and autonomy in their own learning. Language teaching in CLT is thus not about the transmission of language knowledge to the learner but about learner involvement in the learning process.

2.6.2 Roles of the Teacher

The role of the teacher cannot be ignored in any language teaching approach as it determines what type of learning takes place in a language classroom. In CLT, Littlewood (1981) explains the role of the teacher as that of a facilitator with the sub roles of coordinators, managers and facilitators. The teacher has to coordinate classroom activities so that they run smoothly and in an orderly way for the goal of communicative competence to be realised. As managers, English Language teachers are responsible for effectively organising group tasks into lessons and ensuring the groups are perfectly suited to the task. In addition, as language instructors, they facilitate learning by presenting new knowledge in activities, direct, asses and correct learner performance.

The role of facilitator also means that the language teacher empowers learners by giving them initiative and responsibility. For example, teachers give learners the platform to determine or decide on the activities they want to perform in the classroom. CLT is therefore different from traditional teacher fronted classrooms where the teacher determines when, with whom and what is to be done. The language teacher in CLT facilitates the communication between learners in the classroom as well as between these learners and the tasks and texts used. By acting as a facilitator, the language teacher ensures the progress of learners in acquiring target language proficiency.

Another role that the language teachers in CLT play is that of the needs analyst (Richards and Rodgers, 2001). This role entails deciding on and responding to the language needs of learners. This can be done by conducting surveys or direct interviews with learners so

that the teacher can perceive learners' views of the classroom learning style as well as their learning goals. The teacher will also be able to gather how motivated learners are and whether they have specific language needs.

Proponents of CLT suggest that the language teachers also assume the role of counsellors. As counsellors, they identify for example psychological and other linguistic problems that affect the learner's progress in acquiring the target language. They also motivate learners and make them feel confident to learn the target language. This study intended to assess the extent to which the roles played by both English Language teachers and their learners point to the Communicative Approach to language teaching and learning.

2.7 Challenges Faced by Teachers in the Application of CLT

Having outlined and explained the principles of the Communicative Approach to language teaching, the researcher also found it significant to establish the challenges faced by English Language teachers in the application of the Communicative Approach in the teaching of English Language. The following are some of the common problems in the implementation of CLT:

- Large classes.
- English Language proficiency of teachers.
- Lack of resources.
- Teachers' negative attitude.

The study sought to find out some of the challenges associated with CLT as indicated by English Language teachers.

2.8 Summary

This chapter provides a conceptual framework of the Communicative Approach to language teaching in terms of its background, explanation of communicative competence, the approach's language view, goals in language teaching, types of exercises and activities, roles of teachers and learners as well as some challenges faced by English Language teachers in applying CLT. The researcher will use the information from the reviewed literature to assess the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level. The next chapter focuses on the research methodology relevant to this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter focused on literature review in relation to the Communicative Approach to language teaching. This chapter is concerned with the research methodology. Research methodology has been explained by Leedy (1997) as a process that enables a researcher to undertake a study in a systematic and organised way such that research questions are answered. This chapter therefore presents the research design, population, sampling procedure, research instruments, data collection procedures as well as information on how data was analysed and presented.

3.1 Research Design

Barbra (2004) defines research design as the overall strategy that one chooses to integrate the different components of a study in a coherent and logical way so as to effectively answer research questions. The researcher employed the descriptive survey design for this study. This design is frequently used in educational research and is descriptive of what can be seen. Chiromo (2009) explains that the descriptive survey design involves the study of a limited number of cases of the population with a view of drawing up conclusions that cover the generality of the whole group under review. On the other hand, Best and Kahn (2007) assert that the descriptive survey design concerns itself with presently occurring phenomena, in the light of practices, beliefs, processes, relationships

and trends. The researcher found the descriptive survey design appropriate for the study. It was essential in assessing the applicability of the Communicative Approach in the teaching of English language. The researcher focused on teachers' views of language, teachers' goals of language teaching, exercise types and activities employed in language teaching and learning, teacher – pupil roles in the language classroom as well as the challenges faced by teachers in the application of CLT. Data was gathered from a sample of secondary schools in the Lalapanzi Cluster of Chirumanzu District. The data collected was both quantitative and qualitative. The descriptive survey design facilitated the collection of data from various sources through the use of questionnaires and document analysis.

3.2 Population

According to Charumbira (2012) population refers to a set of people or entities to which findings of a study can be generalised. In the same vein, Cohen et. al (2011) define population as a group that is of interest to the researcher and to whom the study will be generalised. The population for this study to assess the applicability of the Communicative Approach in the teaching of English Language comprised five secondary schools in the Lalapanzi Cluster of Chirumanzu District. It also comprised 400 Ordinary level English Language learners and 10 'O' level English Language teachers.

Table 3:1 Population

Number of secondary schools	5
Number of 'O' level English Language learners	400
Number of 'O' level English Language teachers	10

3.3 Sampling

Cohen and Manion (2011) define a sample as a small group or subset of a population to be studied. Charumbira (2006) supports this definition by explaining that a sample is part of a population under observation. A sample is thus an extract of the population that is put under investigation in order to generalise the entire population. A sample also bears the same characteristics or properties of the population from which it is extracted. The sample for this study consisted of 4 secondary schools, 40 'O' level English Language learners and five English Language teachers in the Lalapanzi Cluster of Chirumanzu District in the Midlands Province. The researcher used purposive sampling to select the schools in the sample. According to Creswell (2005), purposive sampling implies that the researcher deliberately chooses participants who possess expertise of the central phenomenon of specific issues being examined or explored. The researcher used purposive sampling to select the schools in the sample. These schools fell within a radius of 20 kilometers in the cluster. Random sampling was used to select the 40 Ordinary level English Language learners who were included in the sample. This was 10% of the total learners in the sample. Borg and Gall (1989) argue that any sample between the range of

10% and 20% is representative enough. However, the researcher included all the 5 'O' level English Language teachers from the 4 schools in the sample as they are directly involved in implementing the English Language Syllabus.

Table 3:2 Sample

Number of schools	4	80%
Number of English Language learners	40	10%
Number of English Language teachers	5	45%

3.4 Research Instruments

Bell (1993) explains that research instruments are tools that are selected and devised by a researcher to enable the latter to obtain answers to research questions. In other words, research instruments are tools that the researcher uses to gather data. For this particular research, the researcher found questionnaires as well as document analysis to be appropriate enough to provide answers to this research.

3.4.1 Questionnaires

According to Chiromo (2009), a questionnaire is a form of enquiry with systematically organised or compiled questions. These questions are pre-determined and written down.

The researcher made use of two types of questions in the questionnaires. These were the closed form or restricted type as well as the open form or the unrestricted type. The restricted type of questions require respondents to give brief and direct responses hence they are easy to complete and time saving. They are quite objective and can be analysed easily. On the other hand, the unrestricted type of questions were employed by the researcher because respondents are not obliged to adhere to any particular way of responding to questions. They actually show by way of writing, their views, beliefs, and practices among others as well as reveal the possible reasons for their various responses.

The researcher decided to use the questionnaires as they enabled the researcher to obtain answers from respondents without necessarily having to engage in discussion with each and every respondent. Questionnaires are impersonal. The questions are also fixed, implying that they cannot be altered despite how responses may develop. Besides this, honest responses can be obtained since responses are anonymous. Above all, questionnaires are an economical way of soliciting data from large samples. They are inexpensive to design and a large number of these can be distributed and administered at once which is impossible when it comes to interviews which cannot be conducted to all respondents at once. The researcher personally delivered the questionnaires and also made constant follow-ups and reminders hence ensuring a high response rate.

3.4.1.1 The English Language Teachers' Questionnaire

The English Language Teachers' Questionnaire was designed to assess the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level. The questionnaire was divided into 6 sections. Section A of the questionnaire comprised items 1 to 4 which were demographic questions designed to gather information pertaining the English Language teachers' age, sex, educational qualifications as well as their English language teaching experience. Section B contained questions 5 to 8 which were designed to establish the English Language teachers' views of language. Section C had questions 9 to 11 tailored to establish the English Language teachers' goals of language teaching. The next set of items, 12 to 15, was found in Section D and designed to highlight the exercise types and activities carried out in the language classrooms and establish if they are compatible with CLT. In addition, Section E, comprised items 16 to 19 which were adapted to establish the roles played by both English Language teachers and their learners in the language classroom. Section F, through question 20 sought to establish the challenges faced by English Language teachers in the application of the Communicative Approach to language teaching. Lastly, question 21 was adapted to award English Language teachers an opportunity to give their comments concerning CLT.

3.4.1.2 The English Language Learners' Questionnaire

The researcher designed the Ordinary Level English Language learners' questionnaires to find out if claims made by teachers in their questionnaires were a true and exact representation of what actually took place in the language classrooms. The questionnaire was structured into 4 Sections. Section A comprised questions 1 to 3 which related to language view. Section B, questions 4 and 5 were designed to establish the goals of language learning. Section C contained questions 6 to 8 designed to find out the exercise types and activities learners were exposed to in the language classroom. Finally, Section D comprised questions 9 to 11 related to the roles played by English Language learners in language learning.

3.5 Document Analysis

Documentary evidence is necessary for any educational research and it is in relation to this that Bell (1993) argues that documents are essential information sources. They are a form of secondary data as they would have been tailored for other uses prior to the study and perceived to be straight forward. For the purposes of this research, documents analysed by the researcher were English Language teachers' schemes of work. From the schemes, the researcher paid attention to lesson objectives, instructional media, teacher – pupil activities as well as the teachers' evaluation. Scheme books were analysed to assess the extent to which the aforementioned aspects were compatible with the Communicative Approach to language teaching. English Language learners' exercise books were also

analysed to assess the extent to which CLT was applied. Focus was on the types of exercises and activities that learners were exposed to in their learning of language and whether these enhanced communicative competence.

3.6 Data Collection Procedures

Data collection procedure in research refers to the processes and steps taken in an attempt to obtain data from a sample. This process therefore has to be accurate and effective enough to maintain the integrity of a study. The researcher first obtained an introductory letter from the Department of Applied Education at the Midlands State University so that clearance from the Ministry of Primary and Secondary Education as well as the Midlands Provincial Education Officers could be obtained. The clearance from the latter enabled the researcher to obtain permission from the Chirumanzu District Education Officer to carry out the study in Chirumanzu District. The researcher also visited the schools in the sample prior to the study to highlight the purpose of the study and make schedules for data collection.

3.7 Data Analysis and Presentation

Chiromo (2009) argues that collected data needs to be presented in a visually appealing fashion without sacrificing its richness. Data presentation refers to a description of how collected data is presented. In this study, data was presented in the form of frequency distribution tables, graphs as well as pie charts and augmented by descriptions where

necessary. These data presentation forms take up reasonable space as compared to data presented in narrative forms which tend to be lengthy. Data analysis involves the ordering, synthesis and organization of data in order to obtain answers to research questions as well as come up with conclusions to a problem. Data collected from the research was both quantitative and qualitative in nature and it was extracted from questionnaires and documentary evidence. This process was significant as it enabled the researcher in the inspection and modelling of assembled data so that information of significance, to the study could be discovered. To assess the applicability of CLT in language teaching, the researcher grouped the collected data according to the research questions in Chapter 1. In this way, conclusions to the problem were easily drawn.

3.8 Ethical considerations

Bryman (2008) argues that ethical issues are of paramount importance in educational research and cannot be sidelined as they are closely associated with the integrity of the research. One of the principles of research is that participants must be well informed and voluntarily take part in a study. In this research, all participation was voluntary. The researcher designed the consent forms which were signed by all the participants. The consent forms informed participants that the information they disclosed would be confidentially kept and used for academic purposes only. They were also informed that they were free to contact the researcher in case of any concerns or queries concerning the study.

3.9 Validity and Reliability

According to Merriam (1998) the production of valid and reliable information is the concern for all research. Walliman (2005) concurs with this view by asserting that any selected data collection procedure should be critically examined to determine the extent to which it is valid and reliable. Bryman (2008) defines validity as the aspect of whether an indicator or set thereof devised to measure a concept really does so. In other words, it is the extent to which a data collection instrument measures what it is supposed to measure. On the other hand, Bell (1993) defines reliability as the extent to which results from a study are consistent and accurately represent the population and these results can be replicated under similar procedures. Reliability is therefore synonymous to consistency, applicability, transferability and neutrality. An analysis of the definitions of validity and reliability reveals that an unreliable item lacks validity and if an item is reliable it does not always mean it is valid. An item can yield the same results of responses on almost all occasions, at the same time failing to measure what it is exactly supposed to measure. It was against such a view in mind, that the researcher consulted colleagues and experts such as the supervisor at frequent intervals during the construction of research instruments. This was done to ensure that the instruments were well constructed and able to gather the actual information they intended to solicit from respondents.

To safeguard validity and reliability, the researcher conducted a pilot study test of the research instruments. It was useful to conduct a pilot study as it provided an opportunity

for the researcher to get rid of aspects that would have negatively affected the study. The researcher picked one of the schools in the population which was not part of the sample in order to test the questionnaires so as to have any ambiguities clarified.

3.10 Summary

This chapter presented the researcher's basic plan for the study. It described the research design and research instruments in terms of their structure and justification for use. The population and sample were highlighted so as the data collection procedure. The next chapter focuses on the analysis, presentation and discussion of the data collected during the research.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The previous chapter focused on the researcher's basic plan for the study. It gave a comprehensive description of the research methods employed in the research. The chapter also offered a detailed description of the research instruments used in the study in terms of their structure and justification for use. This chapter is concerned with data presentation which is in line with the research questions in Chapter 1.This data is presented in the form of graphs, pie charts, and tables and also subjected to analysis and discussion.

4.1 Presentation and Analysis of Findings

Research Question 1: What are the English Language teachers' views of language?

4.1.1 Summary of the responses to the questions designed to establish the English Language teachers' views of language

Table 4.1: English Language teachers' views of language.

Question	Agree	Disagree	Unsure
5. Language is a vehicle for the maintenance of interpersonal relationships and for the performance of social transactions between individuals.	100	-	-
6. A language is best learnt when using it to perform functions rather than by mastering its structures and practising its rules.	100%	-	-
7. The learning of grammar is no longer of paramount importance in language teaching.	-	100%	-
8. The primary function of language is for interaction and communication	100%	-	-

Table 4.1 shows the English Language teachers' responses to questions 5 – 8 on their views of language. Communicative Language Teaching is characterised by its contention that language is a vehicle for the maintenance of interpersonal relations and for the performance of social transactions between individuals. The 100% response rate to Question 5 shows that all teachers know the functions of language. One teacher justified their response on the grounds that there is no way learners can interact successfully in social activities and other interpersonal roles without a language. They maintained that individuals needed language to interact in various domains of life. On the same question, another language teacher expressed the idea that effective communication and competency can only be achieved by using a language in social transactions hence the teaching of register which improves relationships. The rest of the teachers indicated that language is of paramount importance as a vehicle for maintenance of social transactions

between individuals because socio-linguistic competence avoids conflicts that may among interlocutors due to wrong use of words of faulty diction in social transactions.

In response to Question 6, 100% of the respondents agreed that language is best learnt when using it to perform functions rather than by mastering its structures and practising its rules. Two respondents expressed the fact that language is learnt by doing and that learners can learn a second language best by constantly using it to perform functions so that it becomes meaningful to them. One respondent stated that language has to be learnt by using it to perform functions because *even though teachers may teach without giving the learners an opportunity to make efforts to perform a function in the target language, then the teaching would be in vain*. Another respondent indicated that *learners can only be able to communicate only through practising, acting and doing the real function rather than mastering structures and practising rules of a language*. This is in line with CLT which encourages that every language lesson should be focused on the performance of an action as students learn how to do something they could not prior to the lesson.

As shown in table 4.1, 100% of the respondents disagreed with the statement in Question 7. One respondent stated that *every language has its own rules which must be adhered to if one wants to learn a language.* Another teacher pointed out that *for one to fully understand a language there is need to master its grammatical aspects.* As reasoned by the rest of the English language teachers, learners must be taught suitable structures of a language so that they can use the language freely and appropriately. From the literature reviewed, grammatical competence is a component of communicative competence and an

important requirement when it comes to the language's practice of linguistic formation. As indicated in Table 4.1, 100% of the respondents agreed with the statement in Question 8 that the primary function of language is for interaction and communication.

CLT pays systematic attention to both the functional and interactive aspects of language. Furthermore, language is perceived as a system used for expressing meaning rather than as being a system of hierarchically ordered and rule governed structures. The teachers' responses show that they are aware of the CLT view of language. However, the main thrust of this study was to establish the applicability of this approach in the teaching and learning of English Language. The researcher did not only rely on English Language teachers' responses but also solicited information from the learners to establish the view of language and assess if these were consistent with the teachers' responses.

Table 4.2: Learners responses to whether it is important to learn grammar.

Response	**No. Of respondents**	**Percentage**
Yes	40	100%
No	0	0%
Total	**40**	**100%**

The table shows that 100% of the learners agreed that it is important to learn grammar. This shows that learners are aware of grammar, which they are taught in their language classrooms.

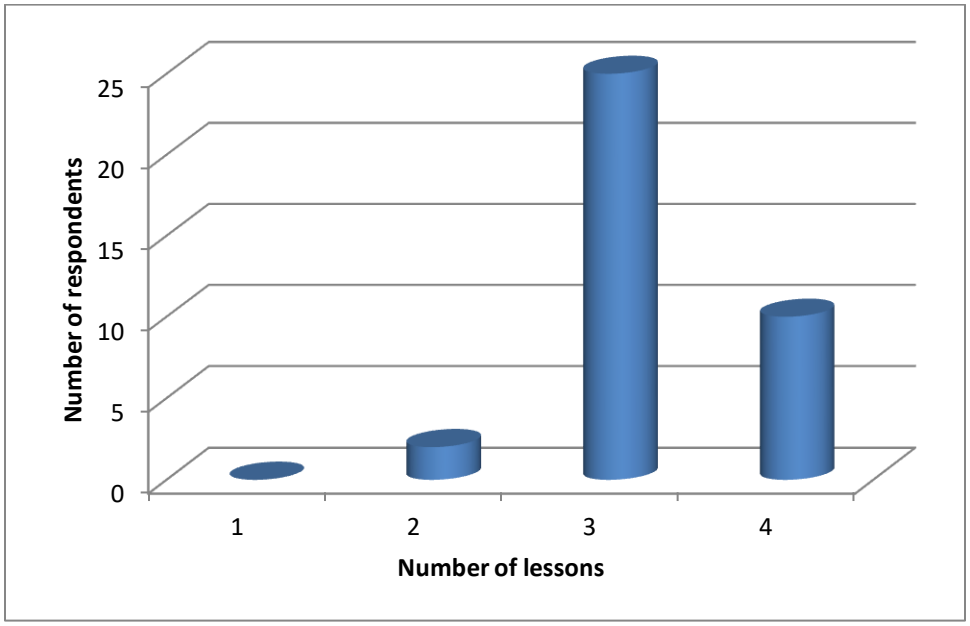

Fig 4.1: Number of grammar lessons learners had per week.

Fig 4.1 shows that 13% of the respondents had 2 grammar lessons per week. The graph also indicates that 62% of the English Language learners had 3 grammar lessons per week. From the findings, 10% of the respondents had 4 grammar lessons per week. This means that 75% of 'O' Level English language learners had grammar lessons that ranged between 3 and 4 lessons per week. This reveals that contrary to CLT, grammar dominates English Language teaching and learning.

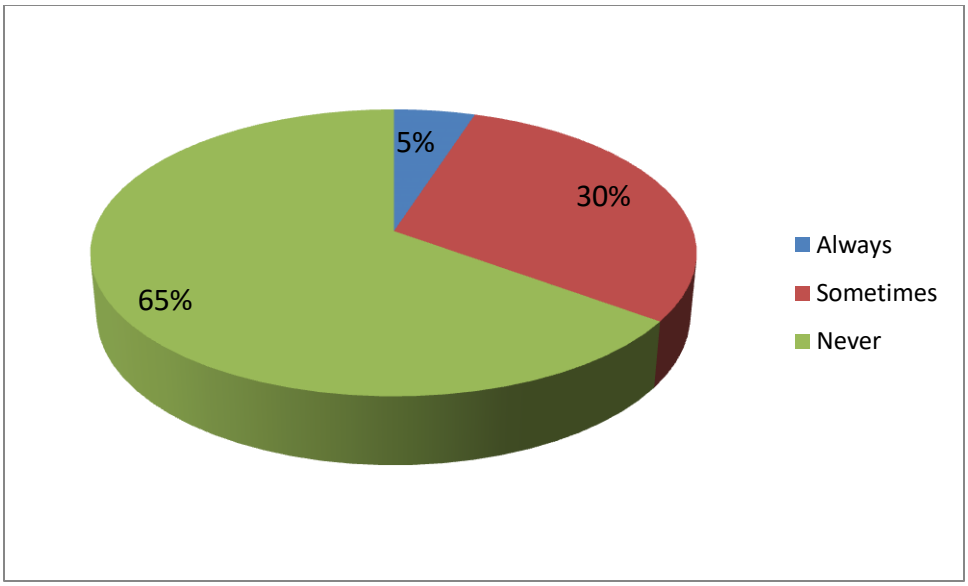

Fig 4.2: Frequency of learners' usage of English in performing tasks

The pie chart indicates that 65% of the English Language learners in the sample never performed functions in their language classrooms using English Language while 30% sometimes performed functions using English Language and 5% always used English Language to perform functions in the language classroom.

To verify the claims made by both teachers and learners on the view of language, the researcher analysed teachers' schemes of work and students language exercise books which showed that contrary to the English Language teachers' view of language, teachers in the sample followed a very structural approach to their teaching. From the five scheme books analysed, the researcher observed that learners had about three grammar exercises per week ranging from verb tenses, parts of speech as well as spellings.

From some of the lesson evaluations made by some English Language teachers, the researcher detected a structural approach to language teaching which contradicts with CLT. In evaluating their lessons, teachers commented that learners got low marks in a language exercises due to a lot of grammatical errors made. Grammatical accuracy and non – tolerance of errors are characteristics of structural language teaching approaches. Surprisingly teachers are still applying these approaches in language teaching. This shows that besides the English Language teachers' knowledge of the CLT view of language, they are not applying it in their teaching.

Structural approaches to language teaching are characterised by non-contextualisation of the language being used but CLT promotes the use of language by using it in context. From the English Language exercise books analysed the researcher observed that language structures are taught in isolation. Although some objectives formulated in comprehension and vocabulary work are extracted from learnt passages, they are contextualised. All the same, the researcher observed that some spellings, synonyms are taught out of context.

To establish a true picture of English Language teachers' views of language, the researcher analysed the teachers' lesson objectives as stated in their schemes of work. Most objectives did not reflect a functional nor interactive view of language teaching. Common verbs used to formulate objectives were 'define', 'transform', 'identify', 'fill in'. These objectives focused on definition of parts of speech such as adjectives, adverbs and nouns, on transformation of sentences as well as identification of misspelt words.

Table 4.3: Objectives formulated by English Language teachers.

Verb	**Usage**
Define	-verbs, nouns, adjectives
Transform	-sentences from the passive to the active voice
Identify	-a person's manner of attitude
Punctuate	-a given paragraph correctly
Fill in	-blank spaces with correct prepositions

Lesson activities from English language schemes show a structural approach to language teaching rather than CLT. Teacher – pupil activities stated in scheme books include pupils writing exercises, memorisation, listening as teacher reads out a passage. Listening comprehension promotes accuracy and error free utterances. The teacher – pupil activities stated in scheme books therefore do not show adherence to the Communicative Approach to language teaching.

The instructional media indicated by English Language teachers in their scheme books points to a structural approach to language teaching. They make use of textbooks, dictionaries and charts with lists of words to be memorised. This type of material, for example dictionaries puts emphasis on correct grammar and pronunciation. Teachers therefore, emphasise accuracy rather than fluency, which is a feature of a traditional view of language teaching.

Research Question 2: What are the English Language teachers' goals of language teaching?

4.1.2 Summary of the responses to the questions designed to establish the English Language Teachers' goals of language teaching.

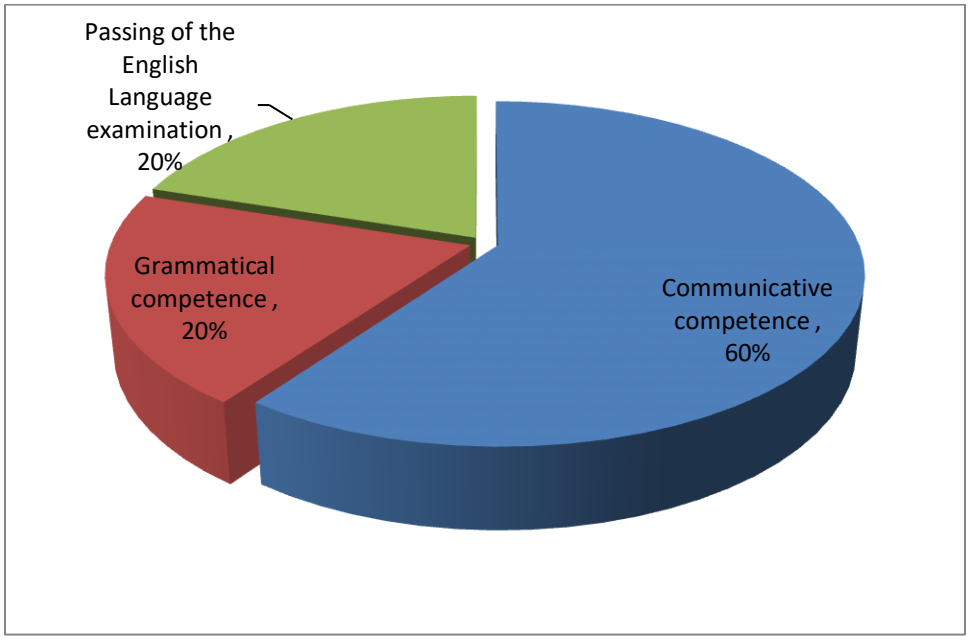

Fig 4.3: Teachers' responses to their goals of language teaching

The pie chart shows that 60% of the English Language teachers said their goals of language teaching was for learners to become communicatively competent, 20% said they wanted learners to be grammatically competent while 20% also stated that they wanted their learners to pass the English Language examination since the language is a necessary resource for further education as well as employment opportunities. As shown in the literature review, the goal of language teaching is communicative competence.

CLT encourages the integration of the four communication skills of writing, reading and speaking so that a learner becomes communicatively competent. However, the 20% response rate on the teaching of English for the passing of English examination shows that some teachers in the sample are not concerned about communicative competence hence they retain the traditional, structural approaches to language teaching.

Question 4 on the learners' questionnaire sought to establish the learners' reasons for learning English Language.

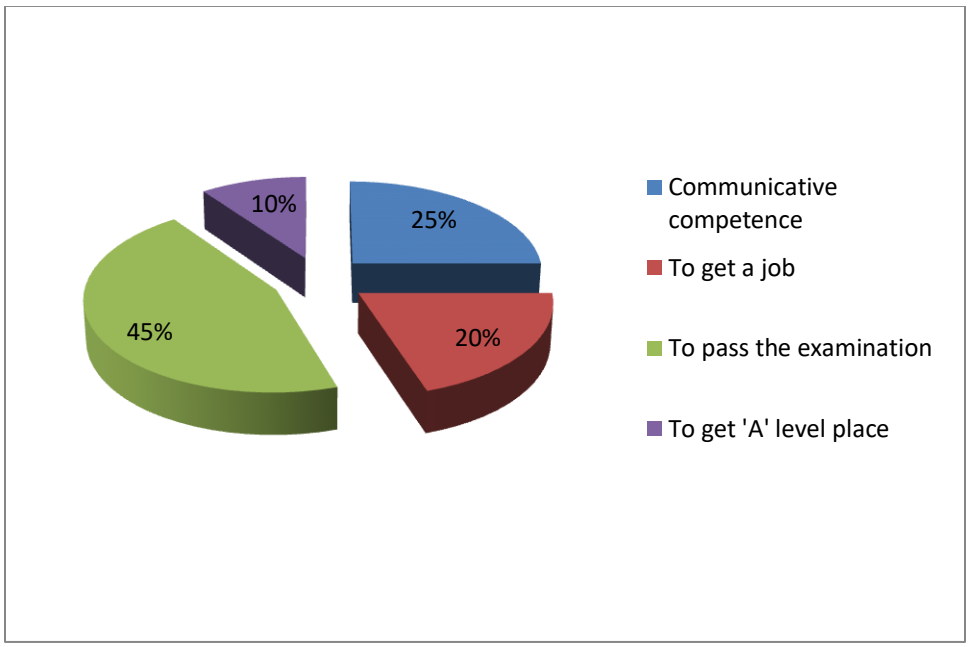

Fig 4.4: Learners' reasons for learning English Language.

The pie chart shows that 25%, 20%, 45% and 10% of the respondents' goal of learning English was for communicative competence, to get a job, to pass the examination and to get an 'A' level place respectively.

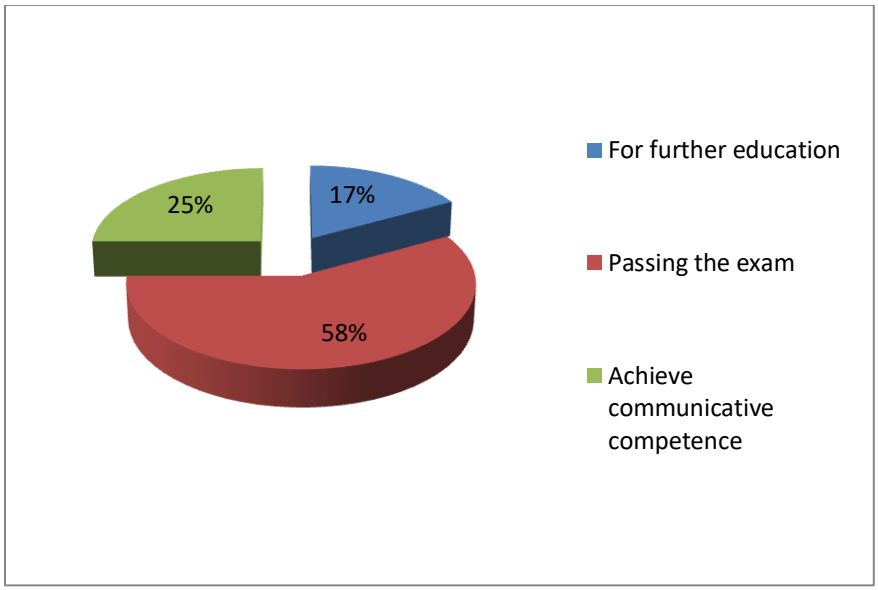

Fig 4.5: Responses to the question on what teachers told learners is the goal of language learning.

Besides the students' own perceptions of the goal of language learning, responses to Question 5 show that 25% of the respondents said that their teachers wanted them to be able to achieve communicative competence because English is an international language which they have to master so that they can communicate effectively in the lingua franca with the rest of the world. The pie chart shows that 58% of the respondents said their teachers emphasised that the goal of learning English Language is to pass the English

Language examination. English Language learners' responses show that 17% said they were told to learn English to be accepted for further education.

Question 10 on the English Language teachers' questionnaire was adapted to find out if English Language teachers in the sample are aware of the language teaching approach recommended by the Ordinary level English Language syllabus. All the 5 teachers in the study stated that the syllabus recommends the Communicative Approach to language teaching. This knowledge shows that the failure by English Language teachers to fully apply CLT in their classrooms is not because they are not aware of the recommendations of the Ordinary Level 1122 English Language Syllabus.

Table 4.4: Responses to Question 11 designed to find out whether teachers think communicative competence is more important than grammatical competence.

Respondent	**Reason why communicative competence is more important than grammatical competence**
1	*Knowledge of a language does not mean the ability to speak, read and write sentences but how to use sentences in communication.*
2	*It enables learners to use language effectively through interaction to achieve various aims and purposes*
3	*Grammatical competence does not have any relevant use to the actual use of language*

The table shows that 60% of teachers in the study find communicative competence more important than grammatical competence while 40% said the two are equally important since they complement each other, showing their limited conceptualisation of CLT. Grammatical competence is a relevant aspect of language learning but essentially not all that language learning constitutes. English Language teachers may teach their language learners to master grammar rules of a language but these learners still lack the ability to use language meaningfully for communication. The goal of CLT is therefore communicative competence.

Research Question 3: To what extent do the exercise types and activities employed by teachers point to the Communicative Approach to language teaching?

4.1.3 Summary of responses to the questions designed to establish the extent to which the exercise types and activities employed by teachers point to the Communicative Approach to language teaching.

The goal of CLT is for learners to obtain communicative competence. Therefore, communicative activities serve as a technique useful to achieve learners' communicative competence. Language teaching involves the use of task based activities whereby tasks are completed by using language resources. CLT emphasises task-based learning. Question 12 on the teachers' questionnaire asked respondents to identify the types of task-based activities that they employed in their classroom. While 60% of the respondents gave pair work and group work as the task-based activities, 40% stated that they assigned their learners project work. The 60% of the responses showed that teachers

do not know what task based activities are. They lack conceptualisation of CLT hence their failure to apply it in their profession. Only a few respondents understand CLT as far as task-based activities are concerned.

Question 6 on the learners' questionnaire was meant to find out if language teachers ever gave their learners tasks to do with other learners. Responses show that 75% of learners in the study sample were not exposed to task-based activities while only 25% of the respondents were given task-based activities. From the scheme book analysis, the researcher observed that the sections on teacher pupil activities were characterised by activities such as reading of comprehension passage, individual work, memorisation among others. No task-based activities were planned for and conducted. These activities are not compatible with CLT. Question 13 sought to find out what the English Language teachers thought about the use of collaborative activities such as group discussion and pair work in the teaching of English Language.

Table 4.5: Responses to Question 13 on the teachers' views on the use of collaborative activities.

Respondent	**Respondents' views**
1	*They are interactive therefore enhance communication.*
2	*They are motivating.*
3	*They are purposeful. Pupils use language to perform functions.*
4	*They engage learners in communicative competence thereby aiding communicative competence.*
5	*Learners feel autonomous by working independently of teachers.*

Collaboration is a major aspect of Communicative Language Teaching. Table 4.8 shows that 100% of the teachers in the sample under study think that collaborative activities are worthwhile and important in language teaching. However, the study sought to find out if the activities and exercise types employed in language classrooms are compatible with CLT. To get answers to the question, besides focusing on scheme books only, the researcher also analysed English language learners' exercise books. The researcher observed that the language exercises given to students were not compatible with CLT. For example, learners would be given long lists of words for memorisation so that they could write correct spellings and pronounce words correctly. This is a traditional approach to language teaching.

Although the respondents displayed their knowledge of the importance of collaborative activities, responses to Questions 6 on the exercise types and activities on learner's questionnaire showed that teachers rarely, if ever, employed collaborative exercises.

Table 4.6: Responses of learners to question 7 on whether they had done games, role play or dialogue.

Response	**Count**	**Percentage**
Yes	12	30
No	28	70
Total	40	100

Learners' responses to Question7 show that 30 % of the respondents had done games, role play or dialogue in the particular month while 70% of the learners had done neither of these. Games, role plays and dialogue play a central role in CLT. These techniques have some features comparable to communicative events that take place in real life. Therefore, they are necessary for both learners and teachers who want to achieve the goal of CLT.

CLT is guided by authenticity and its advocates contend that real life material such as maps, photographs and newspapers aid learning. Tangible material makes both speaking and learning effective and concrete. In response to Question 14, while 60% of the respondents gave pictures, maps and symbols as examples of realia, 40% left the question unanswered. To verify the claims made by teachers on the use of authentic material, Question 8 was included on the learners' questionnaire to find out if their teachers ever brought authentic material in the classroom.

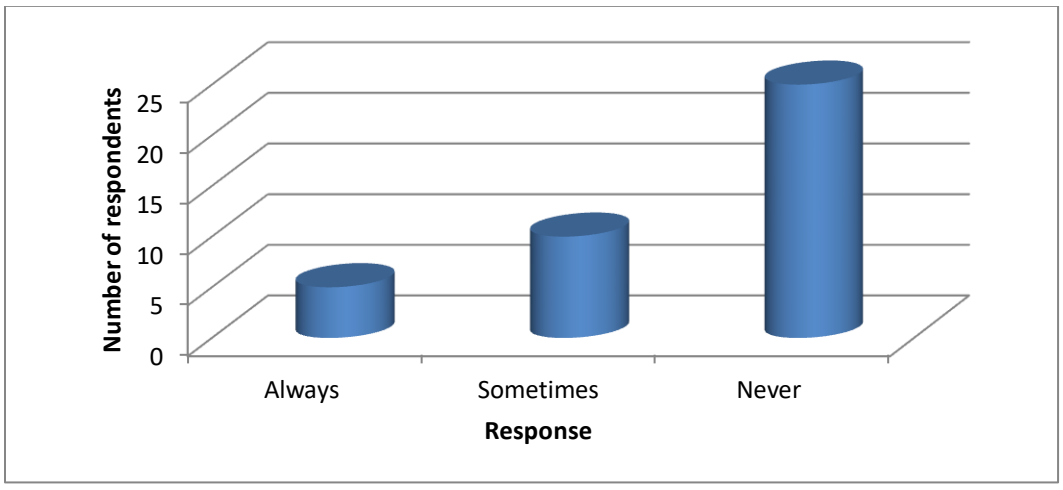

Fig 4.6: Responses of learners to question 8 on whether teachers brought authentic materials in the classrooms.

The graph shows that 12% of the respondents that indicated teachers always brought authentic material while 25% and 63% responded sometimes and never respectively. These responses show that the majority of teachers in the sample do not make use of authentic material. Schemes of work analysed by the researcher also proved this. Teachers rather use textbooks, dictionaries and charts with lists of words as shown on their instructional media sections.

Research Question 3: To what extent are the roles played by both teachers and learners compatible with the Communicative Approach to Language Teaching?

4.1.4 Summary of responses to Questions designed to establish the roles played by both English Language teachers and learners.

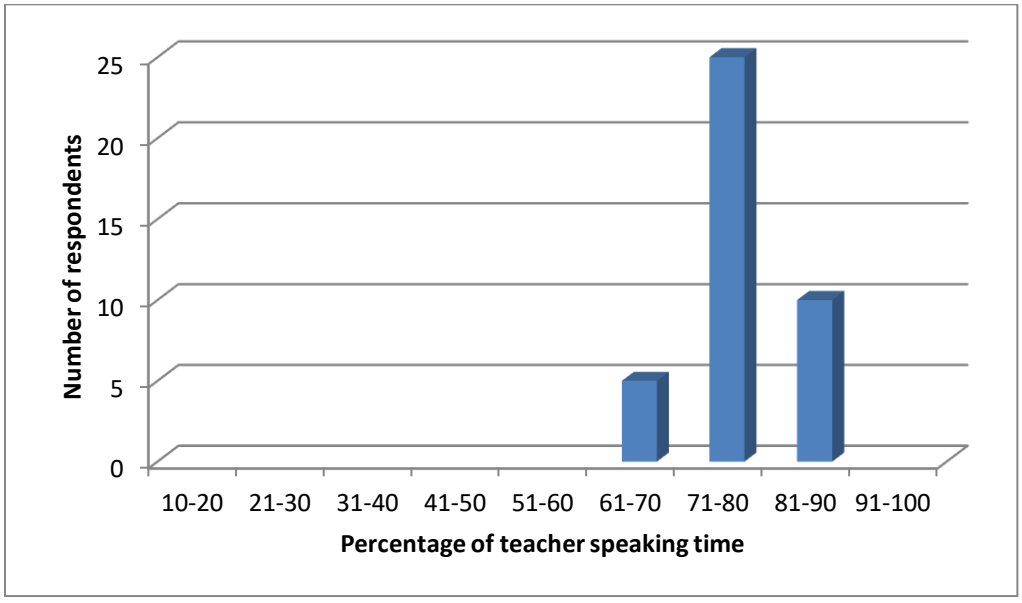

Fig 4.7: Percentage of teachers' speaking time as indicated by learners.

As shown in the literature review the Communicative Approach is learner-centred and in a CLT classroom, most of the speaking is done by learners and they are responsible for managing their own learning. Question 9 on the learners' questionnaire was designed to ascertain the teachers' percentage of talking time and their reasons for talking. Findings from learners' questionnaires showed that teachers speak most of the time in the class.

From the graph it can be observed that 12% of the respondents indicated that teachers allow themselves between 61 and 70% speaking time, 62% indicated that teachers speak between 71 – 80% during lesson time, whole 25% of respondents indicated that their teachers speak between 81 an 90% of lesson time. This shows that teachers are central figures who dominate language classrooms. This also reflects traditionalism. From the lesson activities indicated in the analysed schemes of work, teacher dominance was shown by the amount of teacher activities stated. Teachers played roles such as reading comprehension passages, explaining, and asking questions. Responses to Question 16 on the English Language teachers' questionnaire also proved teacher dominance in the language classroom.

Table 4.7: Teachers' responses to Question 16 on their percentage of talking time

Respondents	**Teachers' percentage talking time**
1	60%
2	70%
3	70%
4	70%
5	85%

The table shows that teachers were frank in their responses as far as their speaking time was concerned. Findings from both teachers and learners show that learners take a passive role in their learning. CLT recognises the learners' role as dominant. However in contrast, learners do not take active roles. They revealed that they spend less time talking in class and their purposes of talking include responding to the learners' questions, asking questions as well as seeking for instructions.

In response to Question 17 on English Language teachers' questionnaire which intended to find out if teachers agreed that they should be central figures in their classroom, contrary to their role revealed by findings from their own responses to Question 16, learners' responses to Questions 9 and 10 as well as from scheme books, all the respondents disagreed that they should be central figures in classroom. Moreover, in response to Question 18 on teachers' questionnaire which was included to establish if they knew their responsibilities in the language classroom, they stated they are facilitators, guides, monitors, counsellors and resource organisers. However, this is not reflected in their teaching.

Question 11 on the English Language learner's questionnaire was designed to establish whether learners performed tasks with others or individually

Table 4.8 Showing how students performed tasks.

Response	**Count**	**Percentage**
Individually	25	70%
With others	15	30%
Total	40	100%

The table shows that 70% of the learners worked individually while 30% worked wither in groups or pairs.

Research Question 5: What are the challenges faced by Ordinary Level English Language teachers in the application of the Communicative Approach to language teaching?

4.1.5 Summary of the responses to Question 20 on teachers' questionnaire designed to establish the challenges they face in the application of CLT.

Respondent 1

Lack of facilities to support CLT was identified by one respondent as a challenge faced in trying to apply CLT. They indicated that their *school could not afford colourful instructional media and realia that motivates pupils and enhance their communicative competence.*

Respondent 2

The respondent stated that they had *large class sizes making it difficult to organise group work and monitor learners.*

Respondents 3, 4 and 5

The respondents indicated that they did not fully understand the concept of CLT. This response reveals that 60% of the English Language teachers in the sample lack conceptualisation of the Communicative Approach to Language Teaching hence the reason for its inapplicability in the teaching if English Language.

In response to Question 21, in which English Language teachers were asked to give comments concerning CLT, all respondents indicated that CLT is an important approach to language teaching. They also expressed their need for training programmes that would have them apply CLT in their profession.

4.2 Discussion of findings

What are the English Language teachers' views of language?

Findings from Ordinary level English language teachers' questionnaires show that they are aware of the CLT view of language that it must be functional and interactive. However, responses scheme books, learners' questionnaires as well as language exercise books (which showed that learners had a minimum of 3 grammar lessons per week)

reflect a structural view of language. Littlewood (1981) explains that CLT pays systematic attention to both the functional and interactional aspects of language. From the literature reviewed, CLT also places emphasis on language teaching that promotes communicative proficiency rather than mastery of language structures and grammar. Therefore in relation to the view of language, although they have learnt the view of language from the syllabus, they are not applying CLT accordingly.

What are the English Language teachers' goals of language teaching?

The goal of language in CLT is communicative competence, which, as explained by Hymes (1972) is the ability to use language correctly and appropriately to accomplish communicative goals. Findings from English language teachers' questionnaires revealed that 60% of the teachers indicated that their goal for teaching language is communicative competence while 40% indicated their goal as either grammatical competence and for learners to pass the English language examinations. Lesson objectives, teacher pupil activities as well as the material used in language classrooms did not reflect communicative intents. It is evident that although teachers claim their goal of language is communicative competence; in practice they are not applying CLT to achieve the goal. Their lessons are grammar dominated and it is a wonder how learners can become communicatively competent in such a scenario.

To what extent do the types of exercises and activities employed by teachers point to the Communicative Approach to language teaching?

The findings from the teachers' responses to the question on the exercise types show that teachers did not apply CLT because of lack of adequate knowledge of what it entails. Nunan (1989) explains that CLT should be characterised by the use of task-based activities. However, some teachers did not comprehend what task-based activities are. Authenticity is also central to CLT but responses from all the data gathered showed that teachers did not use authentic materials. In spite of the claim made by 60% of the teachers that they brought authentic material in the classroom, there was no evidence to support this. Thus in relation to types of exercises and activities, teachers employed activities and exercise types that are not compatible with CLT. Teachers admitted they talk most of the time in class and this was worsened by the fact that collaborative activities encouraged by CLT did not take place in their classes. On the contrary learners are exposed to individual work. In this way, CLT is not being fully applied in language teaching.

To what extent are the roles played by English Language teachers and learners in the classroom compatible with Communicative Language Teaching?

Pupils' and teachers' responses as well as document analysis showed that English language teachers are central figures while learners play a passive role in the language classroom. CLT is a learner-centred approach in which language learners are expected to be active and autonomous while teachers are accorded the role of facilitator, resource organiser, needs analyst as well as monitor among others (Richards and Rodgers, 2001).

However, the findings reveal that English language teachers ignore their roles and dominate language classrooms. Pupil activities are also individualistic rather than cooperative. In this way, it becomes impossible for learners to become communicatively competent as they are not awarded opportunities to interact in the target language. Thus the roles played by teachers and learners in the classroom are not compatible with CLT.

What are the challenges faced by English Language teachers in the application of the Communicative Approach to language teaching?

Findings on the challenges teachers face in the application of CLT show that CLT is hindered by factors such as lack of resources and facilities, large classes as well as teachers' lack of knowledge of what CLT entails. Learners also face challenges such as lack of adequate material and resource to enhance their English Language proficiency. They also feel they have limited time to learn and practise communication in English.

Summary

This chapter focused on presentation, analysis as well as interpretation of data gathered from the four schools in the sample. Findings have shown that English Language teachers are not applying the Communicative Approach to language teaching in their profession. It has also been evident that despite the teachers' claim to be implementing CLT, some of their responses, pupils' responses as well as document analysis dismiss the claims. The

conclusions drawn by the researcher as well as recommendations will be presented in the next chapter.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Following the presentation, analysis and discussion of the research findings gathered through questionnaires and document analysis, this chapter is a summary of the overall research and presentation of conclusions arrived at by the researcher. Recommendations will also be made based on research findings. The research was intended to assess the extent to which the Communicative Approach to language teaching is applied in the teaching and learning off English Language at Ordinary level. By virtue of this, the recommendations made by the researcher will hopefully improve the effectiveness of English language teaching and learning in Zimbabwean secondary schools.

5.1 Summary

The study sought to assess the applicability of the Communicative Approach to English Language teaching and was conducted in the Lalapanzi Cluster of Chirumanzu District in the Midlands Province. The problem was that despite the introduction of CLT and the recommendation by the Zimbabwe Schools Examination Council (ZIMSEC) to adopt the approach in language teaching, many language teachers are still employing traditional structural methods in teaching. This was observed by the researcher during her eight year tenure as an English language teacher. The research sought to establish the applicability of the Communicative Approach in other schools. The research findings and conclusions

are intended to improve the effectiveness of English language teaching in Zimbabwean secondary schools.

From the literature review, it was established that CLT view of language is functional and interactional. The goal of language in CLT was also shown to be communicative competence. The approach emphasises the use of task-based activities and authentic material in the language classrooms. It was also revealed that collaboration plays an important part in CLT. From the literature review CLT has been shown to be learner – centred implying that the learners must take an active role in their learning while teachers take the roles of guide, facilitator and manager.

The descriptive survey method was employed. Questionnaires and document analysis were used to collect data. The population comprised 5 secondary schools in the Lalapanzi Cluster of Chirumhanzu District in the Midlands Province. Purposive sampling was used to draw a sample of 4 schools from the cluster. All the English language teachers in the secondary schools were included in the sample. Simple random selection was used to select the 'O' level pupils to be included in the study from the 4 secondary schools.

The data collected from teachers indicated that although all the teachers are aware that there has been a shift from traditional and structural approaches in language teaching to the CLT recommended by ZIMSEC in the English Language syllabus, the bulk of these language teachers are still traditional in their approach and failing to apply CLT. This was shown by the findings from questionnaires and document analysis.

5.2 Conclusions

From the study's findings, the researcher has drawn conclusions based on research questions. The first research question in the study sought to establish the English language teachers' view of language. The findings reveal that although teachers contend that their view of language is functional and interactional, there has been evidence to show that their approach to language teaching is structural. This shows that at the level of approach, CLT Is not applicable to them.

The second research question sought to establish the teachers' goal of language teaching. The findings have shown that the teachers' main goal of language teaching is that pupils pass the English language examination at the end of their secondary level education. Such a goal of language teaching is parallel with the CLT goal. This is evidence enough that CLT is not being applied.

In relation to the third research question which sought to establish the extent to which the exercise types and activities employed by teachers point to CLT, document analysis showed the non-implementation of the approach. Emphasis on grammatical accuracy and the mastering of language structures was reflected in schemes of work and learners' exercise books. The frequency of grammatical exercises per week points to a structural approach to language teaching. Evidence has also shown that although authenticity is central in CLT, teachers do not bring authentic materials into the classroom. Collaboration is a guiding principle of CLT but not being used by English Language

teachers. Task-based activities are also not employed. The Communicative Approach to language teaching is not being applied in the teaching of English Language.

Furthermore, in relation to the fourth research question which sought to establish the extent to which the roles played by learners and teachers are compatible with CLT, it was found out that the teaching and learning of English language in the schools selected in the sample is teacher – centred. While pupils play a passive role in a learning process that they should be managing, teachers are regarded as reservoirs of knowledge and directing. It was also discovered that teachers prefer individual to collaborative work. Therefore, the roles played by teachers and learners are not compatible with CLT.

The fifth research question sought to establish the challenges faced by English Language teachers in the application of CLT. It was discovered that English language teachers do not apply CLT due to their schools' inability to provide instructional material relevant to CLT. Large class sizes also pose as a challenge to CLT application. It was also established that teachers do not fully understand what CLT entails. For these reasons, CLT is inapplicable to the secondary schools in the sample.

5.3 Recommendations

In light of the findings from the study, the researcher makes the following recommendations regarding the application of the Communicative Approach to English Language teaching.

Recommendations to the Ministry of Education, Sport and Culture.

- Since the majority of English Language teachers are Diploma in Education holders, they should be mandated to pursue further studies in the field so that they can study modern language teaching approaches such as CLT to full capacity.
- The Ministry should monitor and ensure that English Language teachers adhere to the syllabus which stipulates the use of CLT. This can be done through the Regional and District Education offices.
- The Ministry should also mount workshops and staff development sessions to train teachers on the application of CLT.

Recommendations to Universities and Teachers' Colleges.

- Universities and Colleges must place the Communicative Approach central in the English Language teacher training syllabi. Well trained teachers will desist from retaining traditional and structural approaches to language teaching.
- Colleges and universities must design a full module of the Communicative Approach to language teaching, independent of other approaches. This will enable teachers' adequate conceptualisation of CLT as well as its proper application in language classrooms.

Recommendations to textbook writers.

- Textbook material must focus on information exchanges rather than on grammatical structures and accuracy.

- Textbooks should have varying texts as well as material relevant for different tasks and activities.
- Exercises in English Language textbooks must focus on communicative abilities.

Recommendations for school heads.

- School heads must provide English Language teachers with resources needed to acquire authentic material for use in their language classrooms.
- They must ensure that the English Language Departmental policy in their schools is consistent with the requirements of the English Language syllabus.

Recommendations for English Language heads of department and teachers.

- English Language teachers must ensure that their schemes of work reflect objectives and class activities that are communicative in nature and implement these.
- The head of department must ensure that English Language teachers in the department stick to both the departmental policy and the national syllabus in teaching English Language.

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Appendix 1

QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS

The researcher is a Bachelor of Education student at the Midlands State University carrying out a research on the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level. This research is conducted in partial fulfilment of the Bachelor of Education Degree in English. You are kindly requested to complete each and every section on this questionnaire frankly and honestly. The information you are providing will be treated in strict confidence and used for academic purposes only. Do not indicate your name, signature or personal details anywhere on this paper.

Instructions on completion of the questionnaire

- Please place a tick in the box where applicable
- Give additional information in the spaces provided where required
- Complete all sections of the questionnaire.

SECTION A: DEMOGRAPHIC DATA

1. Age: 21 – 30 ☐
   31 – 40 ☐
   41 – 50 ☐
   50 + ☐

2. Sex: Female ☐
   Male ☐

3. Educational Qualifications: Certificate in Education ☐
   Diploma in Education ☐
   BED Education ☐
   Other ☐
   If other, Specify .....

4. English Language Teaching Experience:

Less than 5 years	☐
6 – 10 years	☐
11 – 15 years	☐
16 – 20 years	☐
21 – 25 years	☐
25+ years	☐

SECTION B: VIEW OF LANGUAGE

5. Do you agree that language is a vehicle for the maintenance of interpersonal relations and for the performance of social transactions between individuals?

   Agree ☐ Disagree ☐ Unsure ☐

   Give a reason for your answer.....

   .....

   .....

6. A language is best learnt when using it to perform functions rather than by mastering its structures and practising its rules.

   Agree ☐ Disagree ☐ Unsure ☐

   If you either agree or disagree give a reason.....

   .....

   .....

7. The learning of grammar is no longer of paramount importance in language teaching.

   Agree ☐ Disagree ☐ Not sure ☐

   Substantiate your answer.....

   .....

   .....

8. The primary function of language is for interaction and communication.

   Agree ☐ Disagree ☐ Unsure ☐

   What are your reasons for either agreeing or disagreeing.....

   .....

SECTION C: GOAL OF LANGUAGE TEACHING

9. As an English language teacher, what in your own opinion is the goal of language teaching?

   .....

   .....

10. What language teaching approach is recommended by the English Language syllabus?

    .....

11. Do you think communicative competence is more important than grammatical competence? Give reasons.

    .....

    .....

SECTION D: EXERCISE TYPES AND ACTIVITIES

12. What type of task based activities do you employ in your language classroom?

    .....

    .....

13. What do you think about the use of collaborative activities (eg group discussion, pair work) in the teaching of English language?

    .....

    .....

14. Authentic or real life material you use to teaching English language include.....

    .....

15. Why do you think the material stated in (16) above is important?

    .....

    .....

SECTION E: ROLES OF THE TEACHER AND LEARNER

16. As a teacher, what percentage of talking time do you allow yourself and what will be the talking purposes?

    .....

17. Do you agree that the teacher should be the central figure in the language classroom?

    Yes ☐ No ☐

    Give reasons for your answer.

    .....

    .....

18. What do you think are the major responsibilities of the language teacher in the classroom?.....

    .....

19. How often do your language learners speak in the classroom and what will be the purpose of talking?.....

    .....

SECTION F: CHALLENGES FACED IN THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING

20. What are some of the challenges that you face in trying to apply Communicative Language Teaching in your language classrooms?

    .....

    .....

21. Do you have any comments concerning Communicative Language Teaching?

    Yes ☐ No ☐

    If yes, comment.....

    .....

Appendix 2

QUESTIONNAIRE FOR LEARNERS

The researcher is a Bachelor of Education student at the Midlands State University carrying out a research on the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level. This research is conducted in partial fulfilment of the Bachelor of Education Degree in English. You are kindly requested to complete each and every section on this questionnaire frankly and honestly. The information you are providing will be treated in strict confidence and used for academic purposes only. Do not indicate your name, signature or personal details anywhere on this paper.

Instructions on completion of the questionnaire

- Please place a tick in the box where applicable
- Give additional information in the spaces provided where required
- Complete all sections of the questionnaire.

SECTION A: VIEW OF LANGUAGE

1. Do you think it is important to learn grammar?

   Yes ☐ No ☐

2. How many grammar lessons do you have per week (eg work on parts of speech such as nouns, verbs, adverbs, adjectives, etc?

   1 ☐ 2 ☐ 3 ☐ 4 ☐

3. In your English lessons, do you use English to perform functions such as making requests, expressing apologies, etc?

   Always ☐ Sometimes ☐ Never ☐

SECTION B: GOAL OF LANGUAGE TEACHING

4. Why do you learn English?

   To be able to use English language effectively when communicating ☐

   To get a job ☐

   To pass my English examination ☐

   To get an 'A' level place ☐

5. What does the English teacher tell you is the goal of learning English? .....

   .....

SECTION C: EXERCISE TYPES AND ACTIVITIES

6. Does your English language teacher give you tasks to do with other students in the lesson? If so give examples of these tasks.

   .....

   .....

7. Have you ever done role play, games or dialogues in any English lesson this month?

   Yes ☐ No ☐

8. Does your English teacher bring authentic materials in the class (eg maps, pictures, newspaper articles, magazines, radio etc)?

   Always ☐ Sometimes ☐ Never ☐

SECTION D: ROLE OF TEACHER AND LEARNER

9. What percentage of the lesson time does your teacher spend talking in class and what will be the purpose of talking?

   .....

   .....

10. What percentage of the language lesson time do you speak in the classroom and what will be the purpose of speaking?

    .....

11. How do you perform tasks in the classroom?

    With others ☐ Individually ☐

Appendix 3

DOCUMENT ANALYSIS GUIDE

Document analysis will be done by the researcher to assess the applicability of the Communicative Approach to language in the teaching of English Language at Ordinary Level. The following documents will be analysed:

- 'O' Level Learners' English Language exercise books with focus on exercise types and activities.

- 'O' Level English Language teachers' schemes of work. Focus will be on:
  - Objectives of the lesson
  - Instructional media
  - Teacher – pupil activities
  - Evaluation

The above documents will be analysed to determine whether they are compatible with the Communicative Approach to language teaching.

Appendix 4

Consent Form

I am Jannet Mangisi, a BED English student at the Midlands State University. I am currently undertaking a study on assessing the applicability of the Communicative Approach in the teaching of English Language at Ordinary Level in partial fulfilment of this degree. The study procedure involves answering questions about yourself and experiences in the language teaching field. You were selected to participate in the study along with other English Language teachers and learners in the Lalapanzi Cluster of Chirumanzu District. Feel free to ask me any questions concerning the study. My number is 0773 496 817.

Your participation in the study is entirely voluntary. You are under no obligation to participate. Your refusal to participate bears no effect on your welfare. Your name will not be revealed while the study is reported or published. The information you will provide will be confidentially kept and used for academic purposes only. Results will display group perspective not individual views. Results may be availed to you should you ask for them.

I have read this consent form and voluntarily participate in the study.

Participant's Signature	**Researcher's Signature**
.....	.....
Date.....	Date.....

Appendix 5

MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450
Fax: (263) 54 60233/60311

FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

TO WHOM IT MAY CONCERN

The bearer....JANNET MANGIGI.....is a B.Ed/ ~~MED/PGDE~~ student at this University. She / ~~he~~ has to undertake research on the title: ....THE.....APPLICABILITY OF THE COMMUNICATIVE APPROACH IN THE TEACHING OF ENGLISH LANGUAGE AT ORDINARY LEVEL.....
He/she is required to present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

.....
Dr Chauraya M
(Chairperson –Applied Education)

MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION
18 MAR 2015
PRIVATE BAG 9055 GWERU
ZIMBABWE TELEFAX 054-260416/7

SSM/em/07-02-14

Appendix 6

All communications should be addressed to "The Provincial Education Director"
Telephone:054- 222460

Fax: 054- 226482

Ministry of Primary and Secondary Education
P.O Box 737
GWERU

24 March 2015

Jannet Mangisi
Lalapansi Secondary Schools
P. O. Box 23
Lalapansi

RE: PERMISSION TO CARRY OUT RESEARCH IN MIDLANDS PROVINCE: CHIRUMANZU DISTRICT: LALAPANSI; HILLVIEW; CHISHUKU AND TOKWE 4 SECONDARY SCHOOLS

Reference is made to your application dated 23 March 2015 on the above. Please be advised that permission has been granted to you by the Provincial Education Director to carry out a research on:

The tittle of the dissertation "**THE APPLICABILITY OF THE COMMUNICATIVE APPROACH IN THE TEACHING OF ENGLISH AT ORDINARY LEVEL".**

The permission has been granted on these conditions:

a) That in carrying out this research you do not disturb the learning/ teaching programmes in the schools.
b) That you avail the Ministry of Primary and Secondary Education with a copy of your research findings.
c) That this permission can be withdrawn at any time by the Provincial Education Director or by any higher office.

The Provincial Education Director wishes you success in your research work and in your University College studies.

THE HEADMASTER CHISHUKU SECONDARY SCH 31 MAR 2015 P.O.BOX 364 MVUMA

MINISTRY OF PRIMARY AND SECONDARY EDUCATION CHIRUMANZU DISTRICT 2015 -03- 30 DISTRICT EDUCATION OFFICER P.O. BOX 336 MVUMA TEL: 032-404

THE HEAD LALAPANZI SEC SCHOOL BOX 23 LALAPANZI

G.ZHOU
FOR PROVINCIAL EDUCATION DIRECTOR: MIDLANDS PROVINCE

THE HEAD TOKWE 4 SECONDARY SCHOOL P.O.BOX 25 MVUMA TELEPHONE DATE 30/03/15

THE HEADMASTER LALAPANZI SECONDARY SCHOOL 30 MAR 2015 P.O. BOX 23, LALAPANZI TEL. 331

MIN OF PRY & SEC EDUCATION HUMAN RESOURCES (DISCIPLINE) MIDLANDS 24 MAR 2015 P.O. BOX 737 GWERU ZIMBABWE

Appendix 7

24-03-15;09:04 ;From: To:054226482 ;000000 # 5/ 8

All communications should be addressed to "The Secretary for Primary and Secondary Education"
Telephone: 799914 and 705153
Telegraphic address : "EDUCATION"
Fax: 791923

ZIMBABWE

Reference: C/426/3 Midlands
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
Harare
ZIMBABWE

23 March 2015

Jannet Mangisi
Lalapansi Secondary School
P. O. Box 23
lalapansi

RE: PERMISSION TO CARRY OUT RESEARCH IN MIDLANDS PROVINCE: CHIRUMANZU DISTRICT: LALAPANSI; HILLVIEW; CHISHUKU AND TOKWE 4 SECONDARY SCHOOLS

Reference is made to your application to carry out a research at the above mentioned schools in Midlands Province on the research title:

"THE APPLICABILITY OF THE COMMUNICATIVE APPROACH IN THE TEACHING OF ENGLISH AT ORDINARY LEVEL"

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Midlands, who is responsible for the schools which you want to involve in your research.

You are required to provide a copy of your final report to the Secretary for Primary and Secondary Education by August 2015.

THE HEADMASTER
CHISHUKU SECONDARY SCH
31 MAR 2015
P.O.BOX 364

MINISTRY OF PRIMARY AND SECONDARY EDUCATION
CHIRUMANZU DISTRICT
2015 -03- 30
DISTRICT EDUCATION OFFICER
P.O. BOX 336 MVUMA
TEL: 032-404

P. Muzawazi
Director: Policy Planning, Research and Development
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Midlands Province

r/ajmangisiramkwala15

THE HEAD
TOKWE 4 SECONDARY SCHOOL
P.O.BOX 25
MVUMA
TELEPHONE
DATE 30/03/15

THE HEADMASTER
LALAPANZI SECONDARY
SCHOOL
30 MAR 2015
P.O. BOX 23, LALAPANZI
TEL. 331

MIN. OF PRY. & SEC. EDUCATION
HUMAN RESOURCES (DISCIPLINE)
MIDLANDS
24 MAR 2015
P.O. BOX 737 GWERU
ZIMBABWE