

Implementation challenges of communicative language teaching (CLT) in selected public secondary schools of Chongwe district, Zambia

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Abstract

The study aimed at investigating the implementation challenges of CLT in Chongwe District Public Secondary Schools. Case Study design was used in the research which studied 41 teachers of English Language that were selected purposively from the 6 public secondary schools. The research employed qualitative method of data collection and semi structured interview schedules were used to obtain information from the respondents.

The findings of the study reviewed that the implementation of CLT were affected by various factors some of which were attributed to the teachers and include among others; inadequate training in CLT, lack of awareness of the syllabi specifications and limited time for development of CLT materials and activities. Pupils were also reported to be negatively affecting the implementation of CLT because of their low levels of English Language proficiency among other factors. Lack of teaching and learning materials, structural exams and large classes were among other factors attributed to the education system. The research made recommendations which included the need for retraining of teachers in CLT.

Keywords: communicative language teaching, innovation, approach, implementation

Introduction

Different innovations in terms of methods and approaches have characterised the teaching of English Language. The earliest was the Grammar Translation Method which was in vogue up to 1940s (Howatt, 1984)^[6]. Its genesis was a result of a shift from the use of classics to the vernacular, English Language included (Richards & Rodgers, 1986; Whong, 2011)^[22, 26]. This method achieved limited success as the type of Grammar Translation Courses were disliked by thousands of school learners for whom foreign language learning meant a tedious experience of memorising endless lists of an usable grammar rules and vocabulary and attempting to produce perfect translation of silted and literary prose (Howatt, 1984)^[6].

Addressing the limitation of Grammar Translation Method, the reform movement later advocated for the Direct Method, which was also replaced by other methods such as Audiolingual, and Situational Language Teaching. By 1960s Communicative Language Teaching (CLT) Approach emerged as an attempt to overcome the inadequacies of existing structural syllabi, material and methods (Howatt, 1984)^[6]. CLT Approach adheres to a range of principles and one of its core principle is that it sees language as a system for expressing meaning and thus, the primary purpose of language in CLT is to facilitate interaction and communication (Littlewood, 1981). Although CLT is generally acknowledge as a modern approach to language teaching, it has encountered implementation challenges. (Chang, 2010; Vongxay, 2013; Li 1998; Liao, 2000)^[24, 11, 12].

Statement of the Problem

The Zambia English Language syllabi for junior and senior

secondary in their preamble state that teachers of English language should use CLT in their teaching so as to enable learners develop communicative competence (MESVTEE, 2013). However, results from studies on countries where CLT has been adopted, such as Taiwan, Republic of South Africa, Zimbabwe, New Zealand and indeed Zambia showed that teachers were not implementing CLT (Chang, 2010, Weimann, 1996; Mareva & Nyota, 2011; Vongxay, 2013 and Munakaampe, 2005)^[25, 16, 24, 19]. Using Chongwe District Public Secondary Schools as a case study, the researcher wanted to establish why teachers were not implementing CLT. Stated as a question, the research problem was, 'what are the factors hindering teachers of English Language in Chongwe District Public Secondary Schools from implementing CLT Approach?'

Purpose of the Study

The purpose of the study was to establish factors hindering teachers of English Language in Chongwe District Public Secondary Schools from implementing the CLT Approach.

Research Objective

Establish the factors hindering teachers from implementing CLT.

Research Question

What were the factors hindering teachers from implementing CLT?

Significance of the Study.

The study may help the Ministry of General Education to understand and address the challenges encountered by teachers in implementing CLT. The study may also

enlighten the teachers on the pedagogical requirements of the Zambia English Language Syllabi and also add to the body of knowledge on CLT.

Literature Review

In classroom innovations, a teacher is a key agent of change (Beeby, 1980)^[1]. His response to an innovation will partly decide to what extent that change will achieve its goals. While the teacher's role, whether assigned or self-embraced, may be that of an initiator or interpreter of new policies and practices, without the teacher's active co-operation, educational innovation is not possible (Weimann, 1996)^[25]. A teacher as an agent of educational innovation may resist or embrace the change. Hurst (1981)^[7] summarises the complex conditions in which the acceptance of an innovation takes place to include among other things, the need for the teachers to be accurately and adequately informed about the proposed change because if they lack information, they are less likely to be inclined to put the innovation into effect. He further advances that the intended outcomes of an innovation should coincide with teacher's value system in such a way that they are considered to be beneficial. If outcomes are viewed irrelevant or even disadvantageous, the teacher is likely to oppose the change or at best be half-hearted in implementing it. He also mentions that any attempt to ask teachers to modify their own classroom practice is futile without the provision of necessary resources. Lastly, he explains that sometimes teachers are faced with a number of simultaneous innovations and such a situation creates an unreasonable expectation with which to burden teachers. Therefore, the extent to which the instigators of innovation are sensitive to the above conditions such as these outlined above will greatly influence the successful implementation of an innovation.

The outlined arguments are well justified in the various studies conducted by researchers on the implementation of CLT. To begin with, the implementers of the innovation (teachers) have been cited by studies to have stifled the process because of their resistance to change. Weimann (1996)^[25] in his study of the factors impinging upon teachers' attempt to implement CLT in Ciskeian Secondary Schools of South Africa revealed a marked declination towards CLT on the part of teachers involved in the research. The researcher reported that although there were no encounter examples of teachers in the study directly articulating their resistance to CLT, the classroom practices encountered gave an expression to some form of tactic, resistance. Similarly, teachers were also reported to hinder the implementation of CLT in the study by Chang (2010). He reported that CLT was perceived demanding and as such, teachers in the Taiwanese College of Education developed a very negative attitude that made implementation difficult. Teachers were reported to be unwilling to leave their comfort zone and risk trying the new teaching approach. The study is similar to Kimpson (1985)^[10] in a survey of a number of pedagogical innovations who found that teachers tend to implement more effectively curricula which allow them to use instructional strategies which they are familiar with. It appeared that the relationship between teachers' attitudes and the implementation of an innovation depended upon the innovation itself.

Teachers are also reported in certain instances to have a

positive attitude and very willing to implement CLT but are just let down by institutional or other factors. The researchers and scholars have reported inadequate teacher training as one of the contributory factor to the poor implementation of CLT practices in schools. Some respondents (teachers) from Taiwanese College of Education and Ciskeian's Schools acknowledged having learnt the approach during their training but they indicated that they lacked the practical aspect of it (Chang, 2011; Weimann, 1996)^[2, 25]. What came out clearly from these studies was that teacher training did not orient them to the practical aspect of CLT. Didactics course and the model presented to them by college lecturers failed to provide sufficient understanding of, and practice in CLT. Vongxay (2013)^[24] also reported that most of the teachers in his research said that in order to adopt CLT in their classes, they needed to be retrained to update their teaching skills. The teachers generally complained of a lack of professional development and in house training in CLT.

Closely related to the above issue, is the lack of English Language proficiency by teachers which had been cited as one of the factors negatively affecting the implementation of CLT. Ellis (1996) argues that the successful adoption of CLT into English Languages classrooms depends on among other things, the English Language proficiency of the teachers. Most teachers of English Language had been reported to lack the ability to teach communicatively and this affected their teaching of CLT. Similarly, Li (1998) observed in his study that Chinese teachers' abilities in English skills of reading and writing were inadequate to enable them conduct communicative activities in their classes. Similar findings were recorded by Weimann (1996)^[25] in Ciskeian Secondary Schools.

By and large, the study investigated whether teachers of English in Zambia were also affected in this area because unlike Asian States, Zambians hitherto have used English Language as a medium of instruction from the initial grades to tertiary education (MOE, 1996).

Pupils also play a vital role in the implementation of CLT. However, tradition and culture has been reported by researchers to have a bearing on the successful implementation of CLT in certain instances. Weimann (1996)^[25] in his study reported that students expected teachers to be authority figures and the teaching methods to conform to traditional 'lock step' teacher centred approach where teachers give orders to students, who then comply. The unconditioned obedience to authority in which the teacher is seen not as a facilitator, but as a fountain of knowledge is rooted in many of the teaching traditions (Littlewood, 2000).

The pupils' low proficiency in English Language negatively affects the implementation of CLT. Many researchers have conducted extensive studies on Asian students learning and have revealed that most Asian students have limited English Language vocabulary necessary for communicative activities (Chang, 2010 & Li, 1998)^[11]. According to the findings, when these pupils speak English, they are afraid that some people would make fun of them. They feel embarrassed, shy and gradually, they lose motivation in trying to speak English. During group work, they tend to depend on their high proficient peers. Odendaal (cited in Weimann, 1996)^[25] undertook a literature survey intended to establish the level of English in so called Black Primary and Secondary Schools in South Africa. He stated that every

source consulted either explicitly or by implication was of the opinion that the English used by Black Africans was below standard, although no attempt was made to define such standards. It was also observed that it was reasonably certain that at least 80% of the pupils came from homes where Standard English is either non-existence or a second language or a second dialect. The study relates so well with Weimann (1996) ^[25] who reported the same findings on Ciskeian learners in the same state of South Africa. The low levels of English Language seriously affected the learning of CLT.

Structural exams have also been reported in certain instances to be a limitation to the implementation of CLT. A study on Ciskeian Secondary Schools reported structural tests and examinations to be a hindrance in implementing CLT. Taiwan examinations were also reported to orient teaching in the colleges studied. The respondents (teachers) observed that if the examinations included communicative questions in addition to grammar, it would naturally lead the teachers to teach in a communicative way. The teachers would focus on CLT if listening and speaking test items were included in their examinations. (Weimann, 1996; Chang, 2010) ^[25].

The large classes is also a hindrance which was reported by the studies. All the studies under review reported that the big sizes of the classes caused difficulties in organising group and oral communicative activities as well as monitoring class activities (Chang, 2010; Weimann, 1996) ^[25]. Teaching large classes was reported to cause disciplinary problems especially when administering communicative activities (Qiang and Ning, 2011).

The research reports also indicated that insufficient teaching resources such as authentic materials and language learning equipment in the classrooms posed a challenge. Most educational institutions were reported not to have enough financial resources that are required to provide the audio-visual equipment, photocopiers and other facilities and resources that are required to support the dynamic teaching associated with CLT (Rao, 2002) ^[21]. In addition, Incecay and Incecay (2009) ^[8] reported lack of funding as a major problem in implementing CLT. The school under his study was reported to have serious financial problems that it was practically impossible for teachers to implement CLT activities that called for the procurement of equipment and other teaching and learning aids.

The studies under review informed this study in the overall design and approach but the difference in the learning setting between English as Second Language (ESL) and English as Foreign Language (EFL) was of great significance to this research. It was necessary to know how students who learn English Language as their second language respond in this area because their environment is relatively rich in terms of the use of English Language.

Methodology

Research Design

The study employed case study research design as it is “potentially the most reliable method known for obtaining a true and comprehensive picture of individuality” (Sidhu, 1984; 224). Qualitative method of collecting data in this case was used.

Target Population/Sample Size

The population for this study comprised all teachers of

English Language in Chongwe District of Lusaka province. The sample consisted of 6 heads of department (HODs) and 35 teachers of English Language drawn from 6 public secondary schools.

Sampling Procedure

The research used purposive sampling as the group targeted was the most reliable for the study.

Research Instruments

Semi – structured interview schedules were used to get views from the 41 participants. The instrument was suitable for the study because of its flexibility as it contained both open and closed ended questions and therefore, allowing the researcher to get a complete and detailed understanding of the research problem.

Data Collection Procedure

The face to face interviews were conducted during each participant’s free time and lasted between 40 and 50 minutes each. The interviews were taped recorded for accuracy.

Data Analysis

The researcher first transcribed the recorded interviews and then read through the data to obtain a general sense of information and reflect its overall meaning. Data was further analysed with coding process that generated a small number of themes. These themes were further analysed and the major themes were drawn out.

Presentation of Findings

During interviews, most teachers acknowledged having used isolated tenets of CLT in their language lessons but they felt that there were many challenges impinging upon the implementation of CLT by the teachers themselves, pupils and the education system as a whole presented as follows:

Factors Attributed to the Teachers

1. Inadequate CLT Pre-service Training

All the 41 respondents reported that implementing CLT was a very difficult undertaking owing to the fact that teachers did not possess the required knowledge and skills to do that. The argument was generally that colleges and universities did not adequately train them in CLT. Some interviewees stated that they had very little knowledge about the CLT hence they could not implement it. Other respondents stated that they had the knowledge of CLT and its principles but they did not possess the required skills and expertise of putting the premises of CLT into practice. They reported that their pre-service training was more theoretical and less practical as far as CLT is concerned. Teacher 4 for instance said:

At the university were I trained, CLT Approach was taught to us in a two hours’ lecture which was not enough for me to effectively teach it in a classroom. It was all theorised without a demonstration of how to implement the tenets in a classroom situation.

Additionally, teacher 1 reported that peer teaching at his college was haphazardly done and there was no guidance in the area of CLT.

I know that CLT classroom activities include role plays, dialogues, group discussions but I will frankly

tell you that I don't even know how to prepare cue cards or role cards because my training lacked the practical aspect. My lecturer for methodology never demonstrated to us how to do that.

2. No Opportunities for Re-training in CLT

When the respondents were asked if they had any opportunities for training in CLT, they all stated that they had never had such opportunities. They respondent that Continuing Professional Development (C.P.D) meetings were conducted in schools and the Languages Teachers' Association of Zambia (LATAZ) organised conferences every year for its members but CLT had never been holistically discussed in such forums.

Equally, teacher 12 stated that C.P.D presentations were centred on the teaching of summaries, different compositions and structures that are examined. She reported that only the key areas were discussed in C.P.D meetings because the main aim of CPD is to improve pupils' examination performance. Listening and speaking skills are never discussed because they have no bearing on the pupils' examinations.

3. Lack of Awareness of the Syllabi Specifications

Twenty-One (21) of the respondents stated that they were not aware that English language Syllabi were guided by CLT Premises. Teacher 10 for example said:

I don't know that CLT is what guides our English Language Syllabi. No H.O.D or standards officer has ever reminded me about it.

Similar remarks were given by teacher 5 who stated that she had been using group work in her lessons but she didn't know that group work was actually a tenet under CLT. When the respondent was asked what approach she was using, she was not in a position to explain. She stated that she just taught what was in the course book. What was important according to her was to run through the course books and finish teaching all the topics as outlined. She stated that she did not mind more about the issue of approach or method.

4. Lack of Time for Developing CLT Materials and Activities

All the respondents felt that they lacked time for developing materials and activities for CLT. The interviewees from the schools that had Open Learning Classes (OLC) reported that they began teaching at 07:00 hours, break for lunch at 13:00 hours and continue after lunch until 17:00 hours or 17:30 hours in certain cases. This situation according to them made it practically impossible to plan for CLT activities. They stated that by the time they reached home, they were too exhausted to do any preparatory work. In addition to the heavy teaching loads, respondents reported that co-curricular activities such as sport, preventive maintenance, clubs and other responsibilities took up much of their preparatory work. Teacher 13 said:

I start work at 07:20 hours in the morning and teach until 13:00 hours. In the afternoon, I teach open learning classes from 13:20 hours to 17:30 hours. Besides, I have to create time within my teaching hours to attend to my pupils' problems in the hostel

where I am a house master. On Wednesday Afternoon, I coach my basketball team. I have the weekend to attend to my family and go to church. You can see my schedule is so tight that I can't find time for CLT.

The reaction by teacher 10 was similar to that of teacher 8. Teacher 8 stated that teaching CLT is very demanding as it requires a lot of time for preparations. She stated that her teaching load was too heavy hence she had no time for planning. She reported that she could not even remember the last time she went to class with a teaching aid.

5. Poor Enumeration

Fifteen (15) teachers reported that they were not motivated to implement CLT because their salaries were too low. The interviewees stated that teaching English Language was so demanding than any subject in school as marking was very tedious and burdensome. They argued that it would therefore make little sense to venture into yet another tasking undertaking of CLT taking into account the low salaries. They stated that they would willingly implement CLT if they were given extra allowance. For example, teacher 7 said:

Why should I stress myself with CLT when I get peanuts from? Even you, know that nowadays you have to spend money where it matters. I spend most of time selling in my shop so that I raise money for my children school fees. If I decide to spend time in school planning for CLT, what do you think will happen to my children? They will obviously be in the streets.

6. Negative Attitudes towards CLT

Thirteen (13) interviewees cited laziness as yet another factor negatively affecting the implementation of CLT. One of the respondents (teacher 3) stated that the school tries to provide materials in terms of Manila paper and markers but she has no use of such materials because she feels lazy to prepare visual aids. The respondents also stated that in the ten years she had served, she does not remember using any activities such as debates, role plays, dialogues because she feels lazy to sit and plan for such.

7. Lack of Creativity and Low English Language Proficiency

It was also reported by two interviewees that initiating CLT activities was a very difficult task for teachers because they were not native speakers of the English Language. They stated that planning and initiating CLT activities required creativity and grammatical competence which they stated they lacked. Teacher 9 said:

Teacher do not use CLT because this approach is not easy to implement by non-native speakers of English. I personally avoid CLT activities because they stress me. Preparing a role play can take me even two weeks.

Factors Attributed to the Pupils

1. Pupils' Negative Attitude towards CLT

Implementation of CLT is also hampered by the negative attitude that pupils display towards it. Twelve (12) teachers

pointed out that pupils were used to a culture where they viewed a teacher as an ‘omniscient’ being or a fountain of knowledge. They assumed that their role as learners in a classroom was to listen passively to a teacher. The respondents pointed out that it was very difficult to engage learners in CLT activities because they always wanted to listen to a teacher. ‘They complain about teachers that make their lessons learner centred because according to them, such teachers are ‘lazy’, one of the teachers reported. This according to respondents made it difficult for a teacher to teach English Language communicatively.

2. Low Levels of English Language Proficiency

The respondents cited low levels of English Language Proficiency as yet another factor making it difficult for teachers to use CLT activities in their lessons. It was reported by 11 interviewees that it was very difficult to engage pupils in CLT activities such as debate, discussion, role play, dialogue, and communicative games because of low vocabulary levels. It was reported that most pupils shy away because they feel embarrassed to be teased by fellow pupils every time they uttered ungrammatical sentences. The respondents pointed out that limited command of English Language created a problem for students to carry out communicative tasks which often lead to frustrations in the students especially when they were teased. The interviewees stated that CLT activities are always dominated by few pupils that are fluent in English Language. The majority of pupils became spectators during such activities.

3. Lack of English Language Practice

The interviewees reported that lack of English Language practice was an obstacle to the successful implementation of CLT. Nine (9) respondents stated that pupils only use English Language during English Language lessons. When learning other subjects and outside the class, pupils spoke local languages. They stated that the revised school curriculum had even complicated matters for them. Teacher 18 said:

The new curriculum has complicated matters for us. Lately, the use of the local language in the school premises has become a norm. The compulsory teaching of local languages in schools has made us lose the grip over the use of English Language which cannot be enforced any more.

Similarly, teacher 5 said:

There is a lack of supportive learning environment outside classroom for CLT practice that can enhance the students’ English proficiency. Mostly, pupils just use English in classrooms especially during English lessons.

The respondents stated that if pupils use English Language outside classroom, it would motivate them to develop their communicative skills because their goal of learning English Language was to communicate outside the classes. The teacher stated that previously, pupils were compelled to use English within the school premises but because of the coming of the new curriculum, those school rules could no longer be enforced. The use of local language is receiving a lot of attention from the policy makers and thus no matter

how you teach them; they can’t improve their communicative competence because they lack practice outside classroom where the context is real.

Factors Attributed to the Education System.

1. Lack of Teaching and Learning Materials

Twenty Eighty (28) interviewees reported that the school had inadequate teaching and learning materials to support CLT. The only materials that the respondents mentioned that were provided by the school were Manila paper, chalk and makers. Teacher 31 for example, said that it was practically impossible to effect CLT because schools lacked resources to procure equipment and material that support the teaching of CLT. Teachers reported that in many instances, they paid from their pockets to print certain materials for the pupils. According to these respondents, government was not funding schools to enable them buy these materials.

2. Large classes

Twenty-three (23) respondents complained that the classes were too big to effectively implement oral communicative activities and collaborative learning like group work, which favours small number of learners. According to the respondents, on average, the schools under study had 75 pupils per class. Extreme cases of between 80-100 pupils per class were reported. This according to them posed a big challenge for CLT implementation.

3. Limited Time allocation on the Time Table

The teachers reported limited teaching hours as a hindrance to the implementation of CLT. Twelve (12) respondents said that English Language had a maximum of 80 minutes for a double period which according to them was inadequate for CLT activities. Teacher 3 stated:

It is very common to fail to finish CLT activities because of limited time. Debate organisation for example, calls for putting pupils in groups, explaining the motion and giving them a little bit of time for them to come up with points and rehearse them before commencement of the class activity. Just on preparation, we are not talking of less than 30 minutes.

4. Classes not Convenient for CLT

Four (4) respondents from one school under study reported that their classrooms were not convenient for CLT. The classes were too small and had no electricity required for visual-audio equipment. Teacher 11 said:

These classes are too small even for formal learning. When we are teaching, we don’t even go at the back. So teaching group work is not possible in this arrangement. Moreover, there is no electricity and hence activities that require the use of audio-visual aids cannot be taught.

Discussion of the Findings

Factors Attributed to the Teachers

1. Inadequate Pre-service Training in CLT

The responses from all the teachers showed that the training they underwent did not prepare them for the teaching of CLT. The argument was that training was more theoretical than practical and the time spent on CLT was limited. On

average, the respondents stated that CLT was discussed in just one-hour lecture which was not adequate to prepare them for classroom practice. The findings from other scholars showed related results. For example, Chang (2010) and Weimann (1996)^[25] reported that Taiwanese College of Education teachers and teachers at Ciskeians Schools respectively, acknowledged having learnt the approach during their training but they indicated that they lacked the practical aspect of it. Similarly, Vongxay (2013)^[24] reported that most of the teachers in his research indicated that in order to adopt CLT in their classes, they needed to be retrained to update their skills so that they are able to facilitate and create communicative activities in the classrooms.

The findings of this study give an impression that the university and college lecturers are not CLT oriented. It leaves one to wonder if they too have the required skills and knowledge in CLT to enable them train others.

2. Few Opportunities for Re-training in CLT.

Related to the above stated matter is the fact that teachers are not given any opportunity for re-training in CLT. It was established that schools conduct C.P.D meetings regularly and also that the Language Teachers' Association of Zambia (LATAZ) organises conferences annually for its members but at no time was CLT holistically discussed. Of course, the respondents acknowledged that certain tenets of CLT such as the use of group work and making the lessons learner centred were discussed but they stated that there was no time when these principles were linked to CLT. They stated that the tenets were merely looked at as good practices in education and they were not in any way linked to CLT. What came out was basically that C.P.D meetings and English Language Conferences were dominated by structural topics, summary and compositions because the focus of these meetings were the exam items and issues of pedagogy were never discussed.

The findings are slightly different from those reported by Ozseivk (2010). In this study of 61 teachers in Turkey of the perceived difficulties of implementing CLT, 21 of them stated that they participated in at least one training programme devoted to CLT. The findings are however, similar to Vongxay (2013)^[24] study, which reviewed a lack of professional development and in house training in CLT for the teachers under study. Therefore, it clearly shows from the findings that C.P.D meetings are not serving the purposes they are deemed to serve especially if it is acknowledged that in-service training among other aims promote the continuous improvement of the total professional staff of the schools and eliminates deficiencies in the background preparation of teachers and other professional workers in education.

3. Lack of Awareness of the Syllabi Specifications

The syllabi serve several important purposes and the most basic of them is to communicate the instructors' course design to students. It is expected that in a given programme, students should have an in depth understanding of the syllabi specifications. It was however, not the case with the findings of this study. The findings showed that half of the respondents were not aware that the English Language Syllabi were guided by CLT principles. When asked to state what approach they were using, the respondents were at a

loss. All they said was that they just followed the topics as outlined in the course book. What was even more surprising was that these respondents had the English Language syllabi in their teaching files but could not actually read and interpret them. This kind of attitude was worrisome and it raises concerns over the roles of H.O.Ds and standard officers. It certainly gives an impression that monitoring of the school is not as effective as expected. From the interviews with H.O.Ds, it was certain that they were also moving at the same wave length as teachers in their departments. This kind of situation mostly likely could be stemming from earlier discussed factor of training.

The findings of this study are however different from those reported by Mareva and Mapako (2012)^[15]. In an interview of the 24 secondary schools teachers of Masvingo District, all of them showed awareness that CLT had been adopted in the teaching of English Language but they conceded that they had not taken CLT on board because of its inherent weaknesses.

4. Lack of Time for Developing CLT Materials and Activities.

Fifty percent (50%) of the respondents identified lack of time for preparation as a drawback in the implementation of CLT. The teachers reported that they had little time for planning because of teaching overloads and in many cases, they were engaged in the supervision of co-curricular and many administrative activities. What came out strongly was that CLT was too demanding unlike traditional methods of teaching. Mareva and Mapako (2012)^[15] regarded this view as a misconception. These researchers agreed to the fact that in implementing CLT, teachers had to be resourceful but denied the understanding that CLT placed too much demand on the teachers. By and large, the argument by Mareva and Mapako (2012)^[15] focused on one particular role of 'resourcefulness' and ignored many others. Giving pupils a greater sense of ownership in the learning process should not be understood as limiting the duties of the teacher. CLT calls for increased planning and research and such responsibilities cannot be down played. In fact, the idea of resourcefulness in CLT well acknowledged by Mareva and Mapako (2012)^[15] entails a lot of work for the teacher than portrayed.

5. Poor Enumeration

The respondents cited poor enumeration as one of the factors negatively affecting the implementation of CLT. The teachers reported that they were not motivated to implement CLT because their salaries were too low and did not match the demands placed upon them by CLT. The four respondents (33%) argued that they could willingly implement CLT if they were given a pay rise. The impression created was that the approaches and methods they were using then were less demanding and in a way equalled their income. The remarks by the respondents are similar to the observation made by Hurst (1981)^[7] that it would appear futile to ask teachers to change practices or to support or promote reforms when the ratio of yields to input is not better than their existing practices. His observation was basically that teachers involved in planned education change are made to work much harder for little visible pay-off. This according to him negatively affected the implementation of an innovation.

6. Negative Attitudes towards CLT

Two respondents cited laziness as yet another factor negatively affecting the implementation of CLT. One of the two respondents categorically stated that even when she was provided with teaching and learning materials, she found it very difficult to sit and plan for CLT because she felt lazy. This kind of an attitude can have several interpretations. One of it is probably that the teachers in question view the outcomes of CLT as irrelevant and has no impact on the final exams. The teachers' negative attitude could also be as a result of the perception held by some teachers about CLT. What was obvious however, in this case was that teachers were not willing to leave the comfort zone and try out the new approach.

7. Lack of Creativity and Low English Language Proficiency

Successful adoption of CLT into EFL classrooms depends on the teachers English Language proficiency among other factors. This statement is true to the findings recorded in this study were some respondents reported that planning and initiating of CLT activities required a lot of creativity and grammatical competence which they said was lacking in most of them because they were not native speakers of the language. Similar findings were reported by Li (1998) ^[11] that Chinese skills of reading and writing were inadequate to enable them conduct communicative activities in their classrooms. Weimann (1996) ^[25] found similar result. The researcher expected a different outcome owing to the fact that English Language has been used as a medium of instructions way back from colonial era (Kashoki and Ohanessian, 1978) ^[9]. It is evident by this study that despite using English Language for some time now, the desired proficiency has not been attained by most teachers.

Factors Attributed to the Pupils

1. Pupils Negative Attitudes towards CLT

The study reviewed that pupils displayed a negative attitude towards CLT practice of child centred learning. The respondents stated that it was difficult to engage the learners in CLT activities because of their tradition that looks at a teacher as a conveyer of knowledge. This study is similar to the research findings by Chang (2010) were pupils in Taiwan were reported to be quiet and only waited for the teachers call to answer questions. Similar findings were reported by Weimann (1996) ^[25].

From the findings of this research, it could probably be right to conclude using Doherty and Singh (2005) ^[3] remarks that western teaching methodology does not suit in EFL settings because it is designed for active, independent, confident co-instructor of classroom interaction and knowledge. What is evident from research is that certain practices are so deeply rooted in the learners' culture and any form of modification is likely to clash with the culture of the learners.

As Weimann (1996) ^[25] speculated, it could be stated here that the attitude exhibited by the learners could probably be that they are not used to this new game. A lot of sensitisation in this area could be necessary to get the learners on track.

2. Low Levels of English Language Proficiency

Some respondents reported low proficiency in English Language by the pupils as a hindrance to the implementation CLT activities such as debate, discussions,

role plays and dialogue. The findings were that it was difficult to engage pupils in communicative activities because they lacked the oral competence. It was also stated that the pupils generally shy away from such activities because they feel embarrassed every time they utter ungrammatical sentences. The findings are similar to those obtained from Chang (2010), Li (1998) ^[11] and Weimann (1996) ^[25].

The possible explanation to this trend could be that most pupils in Zambia come from homes where English Language is never spoken or if it is spoken, it is likely that it is of very low standard. It is also likely as reported by some respondents that the school learning environment does not support CLT practices. However, further research is required so that the matter is comprehensively understood.

3. Lack of English Language Practice

As stated in the discussion above, nine respondents reported that pupils used English Language during English lessons only. When learning other subjects and indeed during play time, pupils spoke in their local languages. The teachers attributed the use of local languages to the revised curriculum which they said supported the use of local languages.

The findings showed that teaches has not fully understood the content of the revised curriculum. The curriculum does not forbid the use of English language. What is stated in the curriculum is that the initial literacy should be in the familiar language and English should be taught as a subject from Grade two and also as a medium of instruction from grade 5 onwards (MESVTEE, 2013). It was even more difficult to prove the respondents claim because the revised curriculum framework has just been in force for a few years now, which might not be adequate for it to have any meaningful impact on pupils' vocabulary.

Factors Attributed on the Education System.

1. Lack of Teaching and Learning Materials

Lack of teaching resources was identified to be a factor hindering the implementation of CLT. Twenty-Eight (28) respondents reported that the school were poorly funded and as a result, they were unable to buy the teaching and learning materials. The only material that most of the schools stated had were course books, chalk and in certain cases Manila paper. As stated by Rao (2002) ^[21], most education institution do not have enough financial resources required to provide the audio-visual equipment, photocopiers and other facilities that are required to support the dynamic teaching associated with CLT. The findings are similar to those recorded by Mareva and Nyota (2011) ^[16] in a study of English Language teaching in Masvingo urban and peri-urban secondary schools. Analysis showed that teachers relied heavily on the text books as a source of material and the chalk board as a learning aid. They stated that their findings are in support of Structural Approach and not CLT which advocates the use of realia. Similar findings were also reported by Inecay and Inecay (2009) ^[8].

It is obvious that instructional material plays the primary role of promoting communication language use (Richard and Rodgers, 1986) ^[22]. It was therefore expected that apart from the course books, other text-based materials and realia were provided in the classrooms. What came out was that such materials were non-existence in Chongwe Public Secondary Schools. Of course the respondents heaped the

blame on the government which they alleged had not been adequately funding schools. Nevertheless, it is certain that teachers share the blame too because they have the responsibility to source for material and realia such as magazines, advertisement, graphs, charts and objects that can help them teach effectively. A teacher in CLT class is an organiser of resources and a resource himself (Richards & Rodgers, 1986) ^[22]. From the discussion with the respondents, one wonder if at all teachers make such efforts.

2. Large Classes

The large size of classes was identified to be a hindrance to the implementation of CLT by 23 respondents. It was reviewed that collaboration learning which is encouraged in CLT is difficult to implement because of the number of pupils that were estimated at 75% per class on average. The difficulties that were faced because of the large classes include management and disciplinary issues. Teachers stated that no meaningful learning took place in such classes and very few learners benefited ultimately from collaborative learning. The onus is therefore, on the government to build more schools and create space for the excess number of pupils in schools so that CLT could be effectively implemented.

3. Structural Exams

Structural and grammar oriented examinations were reported to be a setback in the implementation of CLT. The interviewee pointed out that they found it irrelevant and a waste of time to teach CLT because the national examinations are structural in nature. What was reported was that the skills of listening and speaking were not examined and as such, no attention was given to the teaching of these skills.

Nevertheless, the responses from the teachers gave an impression that in CLT, only skills of listening and speaking are taught. In as much as it is a fact that CLT includes these skills, it must be stated that the skill of reading and writing must also be taught. CLT actually advocates for an integrated teaching of the four skills (Whong, 2011) ^[26]. What is even cardinal in CLT is the manner in which grammar or structures are taught.

The findings discussed are related to those established by Weimann (1989) who reported that Ciskeian Secondary Schools teachers were hindered from implementing CLT because of structural tests and examinations. Equally, examinations in Taiwan were also reported to orient teaching in the colleges that were studied. The respondents (teachers) stated that if the examinations included communicative question in addition to grammar, it would naturally lead the teachers to teach in a communicative way (Chang, 2010).

4. Limited Time Allocation on the Time Table

Mareva and Nyota (2011) ^[16] established during their research that most of the teachers under study rejected group work as a central technique because it was perceived to take much of teaching time. In a way, the findings by these researchers are similar to those established by this research. The teachers reported that English Language had a maximum of 80 minutes for a double period which according to them was inadequate for CLT activities. Their experiences were that they failed to finish communicative activities such as debate in 80 minutes.

5. Classes not Convenient for CLT

Four (4) respondents all from one school reported that their classrooms were not convenient for CLT. The respondents reported that their classrooms had no electricity making it so difficult for them to use audio-visual aids. The classes were also reported to have prevented them from using collaborative learning because they were too small and poorly ventilated such that teachers were forced to teach while standing by the window or by the door side. The kind of infrastructure reported at this school could certainly not permit interactive learning and the use of teaching aids that may require electricity.

Recommendations

Arising from the findings of the study, the following recommendations were made:

1. The ministry of General Education should begin conducting in-service training so that teachers who may not be aware of CLT are sensitised on the approach in use. The teachers who may not be aware of CLT also need to be sensitised also so that they get committed to the approach and implement it correctly.
2. The trainer of English Language teachers should endeavour to prepare student teachers adequately not only theoretically but also practically by giving them frequent opportunities for exposure to CLT Approach during their period of training.
3. There should be increased funding to schools and the departments of literature and languages in particular so that materials and equipment may be procured.
4. The monitoring of schools by standards officers should be effectively done so that the teachers are guided on the pedagogical requirements of the syllabus.
5. The government of the Republic of Zambia should consider building more schools or expanding already existing schools so that they control over enrolment.

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