

Students' Knowledge, Thinking and Beliefs of CLT in Selected Secondary Schools in Oromia State, Ethiopia

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Abstract

Though communicative approach (CLT) has been widely popular in ESL/EFL contexts, research entails that, curricular innovation promoted by the adaptation of CLT in EFL countries has generally been difficult. The literature in curriculum innovation suggests that the practitioners' understanding of the same is central to its success. Thus, the current study focuses on students' knowledge, thinking and beliefs concerning the approach. Thus the study stresses on few basic principles of the approach (students' and teachers' roles, roles of grammar, error correction and assessment, roles of instructional activities, and the role of mother tongue). Thus the inclusive analysis indicates that the majority of the respondents have quite considerate perceptions to the approach. Thus, it is possible to infer that the subjects can possible practices the approach in their respective instructional context. Moreover, on the bases of the findings brief recommendations were made.

1. INTRODUCTION

English has had a vital role in the Ethiopian education system since 20th century when modern formal education was introduced in to the country. The language has served as a medium of instruction since 1930s, mainly after a bilateral agreement has been signed between the Ethiopian and the British government in 1942. Accordingly, teachers and teaching materials were brought from Britain, and English language officially accorded the major role as a medium of instruction at all levels of learning until 1960s. After early 1960s, paradigm policy change were made in the country in that Amharic, the national language of the country replaced English as medium of instruction at first cycle primary school levels (1-6), while English sustained to be taught as a subject right from grade 3 and continued to serve as a medium of instruction from grade 7 and on wards (Tamene, 2000). Currently, in line with the new education and training policy of 1994, English is taught as a subject starting from grade one, and as a medium for all subjects from lower secondary schools (grade 9) to higher institutions with slight difference as per the wills of regional states. Moreover, it is used as an official language in private and public organizations, a medium of diplomatic relations, commerce, trade and truism, and so forth. So, to empower the role of English in diverse walks of the socioeconomic context of the nation, a number of teaching methods have been adopted since the arrival of modern education in the country.

Before the emergence of communicative approach in to ELT, many countries had been using traditional second/foreign language teaching methods which did not result in significant and promising development in learners' communicative competence (Brown, 2007). Subsequent to the extensions of the approach to many parts of the world and its application in language classes, considerable achievements have been observed in English instruction. However, as the case in many EFL countries, Ethiopian students suffered from lack of competence to use English for effective communication in various contexts because of conventional teaching approaches used. Realizing the problem, Ethiopia ratified a policy to execute CLT approach which considers learners as the center of the learning process at all levels of learning (ICDR, 1994). Hence, new communicative based syllabus were designed, materials were published and delivered to the respective teachers and students. Moreover, to equip teachers with the required theoretical knowledge and practical skills of the approach, various trainings were given to school teachers at various levels (Meseret, 2012). But tremendous number of local research indicates that students' communicative competence has never improved. Rather it deteriorates as time went. Thus, it is at this particular juncture that the researcher stanches to study students' knowledge, thinking and believes. This is fundamentally because unless the respective students have good perceptions of the approach, teachers attempt to utilize the innovation is meaningless.

2. OBJECTIVES OF THE STUDY

The general objective of the current study is to examine the pedagogical practices of CLT approach, which is recommended for language instruction at national policy level in EFL instruction in Ethiopia. Therefore, the specific objectives of the study were: 1) to examine EFL students' knowledge, thinking and beliefs concerning communicative (CLT) in selected secondary school in Oromia state, Ethiopia, 2) to propose possible recommendations for the execution of the approach, so that learners' effective communicative competence can be well enriched.

3. RESEARCH DESIGN

To the attainment of the research objectives, multiple data production techniques were used so as to consolidate validity, reliability and trustworthiness of the study. Thus, written questionnaire, participant interview and classroom observations were used to collect data from primary respondents. The instruments used in the study were validated through diverse methods and techniques. Therefore, the analysis mainly integrates mixed approach whereby both qualitative and quantitative methods were concurrently used in a unitary study.

The participants of in the current study were EFL learners from the selected higher secondary schools in the state. Accordingly, 570 (M=290, F=252 and TG=28) EFL learners were selected for the study from 10 (ten) sampled schools using simple random sampling technique. Moreover, a total of 20 EFL students who responded to the questionnaire were included in the interview. To keep the validity of the interview, the interview was conducted in their natural context through English medium and took an approximate of 25-30 minutes. The content of the interview concentrates on major objectives of the study. In fact, the contents of the interview were almost similar with the questionnaire for triangulation purpose. With respects to age category, the majority, 154 (27%) of the respective participants were in the range of 15-17 years; whereas, 234 (41%) of the sampled students were within the range of 18-20 years of old. Moreover, 96 (17%) of the sample students were in their early 21-23; while, 86 (15%) of the participants were in the range of 24-26. The analysis of the data shows, that (68%) of the respondents were within 15-20 years. Therefore, the detailed quantitative and qualitative analyses of the responses were presented in the proceeding section.

The questionnaire contains perceptive questions which were coded by assigning each response option a number of scoring purposes. For positive statements, participants' responses were coded as: strongly agree (SA) =5, agree (A) =4, uncertain (U) =3, disagree (D) =2, strongly disagree (SD) =1. For negative statements, the point values were reversed. Accordingly, strongly agree (SA) =1, agree (A) =2, uncertain (U) =3, disagree (D) =4, strongly disagree (SD) =5. The higher the score of the item indicates, the more positive attitude towards the principles and the reverse for negative statements (Karavas Dukas, 1996). Participants' response to the items thus rolls in between five (5), and one (1). For representation purpose, score of three (3) for a certain item, would suggest favorable attitude. But, it should be pointed out that a respondent could have score of (3) by having a mix of two extreme attitudes towards different items. Thus, an average attitude does not necessarily reflect a neutral attitude (Oppenheim, 2001). Thus, frequency, percentage and mean were used in the analysis.

4. ANALYSIS AND DISCUSSION

4.1. LEARNERS' PERCEPTIONS TO CLT PRINCIPLES

Perceptions refer to mental constructs chiefly correlated with ones' knowledge, thinking and beliefs with reference to certain subject. As to the current second language instructional approach and second language acquisition research, effective EFL pedagogic practices must involve the potential learners. This is primarily because an instruction where students do not have dominant roles does not promote constructive learning. Meanwhile, learners must have appropriate perception to the approach being used to effectively take part in actual classroom practices. Because both perceptions and practices are interwoven constructs which strongly affect one another (Plotnik, 2005). Therefore, students' perceptions to the principles of CLT approach were examined next.

4.1 PERCEPTIONS TO LEARNERS' ROLES

Students' perception of communicative approach, presents 8 questions to probe their perceptions concerning roles and contributions of learners. More focus was given to learners' roles in communicative approach (CLT) for the fact that unless the practitioners in language learning know their roles, and do their part as accountably as possible, learning becomes trivial. Thus, the researcher enquired to know the extent to which learners are familiar with their roles in learning EFL in their contexts. To this end, six (6) favorable (2, 3, 4, 5, 7 & 8) and two (2) unfavorable (1&6) items concerning learners' roles and contributions were put to probe respondents' perceptions. Consequently, the statistical analysis is set in Table 4.1 below.

Table 4.1: Responses for Learners' Roles

Scale value	Statements	Fr & %	5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
1*	Learners cannot suggest the content and methods, activities and assessment techniques useful for themselves, for they have no knowledge and experience of the teaching-learning process	Fr & %	130 23	75 13	13 2	152 27	200 35	570 100	3.4
2	Providing learners with wider responsibilities and accountabilities to manage their own learning promotes their autonomous learning	Fr & %	180 32	130 23	55 10	100 18	105 18	570 100	3.3
3	Learner-centred approach to ELT encourages students' autonomous learning, self-obedience, and develop their full potential	Fr & %	170 30	155 27	80 14	87 15	78 14	570 100	3.4
4	Cooperative learning could be promoted when learners are given opportunities to negotiate between self, the learning process, the object and context of learning	Fr & %	175 31	140 25	45 8	107 19	103 18	570 100	3.3
5	In communicative classes, independent learning may not be given much prominence over cooperative learning techniques	Fr & %	195 34	150 26	55 10	85 15	85 15	570 100	3.5
6*	Learners are expected to interact chiefly with classroom teachers and learning materials than with their peers in communicative classes	Fr & %	73 13	73 13	77 14	170 30	177 31	570 100	3.5
7	Communicative approach doesn't necessarily require formal instructional processes and ceremonial classroom setup	Fr & %	185 32	180 32	47 8	77 14	81 14	570 100	3.5
8	In communicative approach (CLT), learners are expected to allot equal attention to language forms and functions	Fr & %	200 35	180 32	45 8	75 13	70 12	570 100	3.6
	Average fr.&%for favourable items	Fr & %	184 32	156 28	55 10	89 16	87 15	570 100	3.4
	Average fr.&%for un favourable items	Fr & %	102 18	74 13	45 8	161 29	189 33	570 100	3.5
	Average fr.&%for all items	Fr & %	143 25	115 21	50 9	125 23	138 24	570 100	3.5

[*] = unfavorable statements, [fr.] = frequency, [%] = percentage

As shown in Table 4.1 above, the majority, 340 (60%) of the respondents with mean of 3.5 agreed with favorable statements that accord with students' roles in CLT classroom. For instance in items 5, 7 & 8, the majority, 363 (64%) of the respondents agreed with the positive items stated in the questionnaire. The total mean, 3.5 also reveals subjects' good perception to the principle under discussion. As such, in item 3 which raises the role of the approach in promoting autonomous learning, self-obedience and confidence, the majority, 325 (57%) of the respondents agreed with the point under focus. Thus, the mean 3.4 also shows respondents' good perception of the principles rose under item, 3. Briefly, the majority, 350 (62%) with mean of 3.5 have rejected the statement that disregard learners' roles in communicative EFL classes. For instance in item 6, which deals with students interaction with instructional materials and peers in CLT classes, the majority, 347 (61%) of the respondents with a mean of 3.5 rejected the statement which shows respondents' good perceptions to the CLT principles under focus. As such, in item 1, the majority, 352 (62%) of the respondents with mean of 3.4 have rejected the statement that discard the principle in focus.

Consequently, the analysis indicates that the majority, 345 (61%) of the respondents students have good perception to learners' roles and contributions in communicative EFL classes, with an average mean of 3.5 which reveals the subjects positive perceptions to communicative approach. This clearly foretells that the respective subjects could likely play their own roles in their respective classes.

4.2 PERCEPTIONS TO TEACHERS' ROLES

Learners' awareness of teachers roles were also checked via a questioner containing both negative and positive statements. To this end, five positive (1, 2, 4, 6&7) and three negative (3, 5& 8) statements were used. Thus the analysis entails that, 341 (60%) of the respondents show good perceptions to the principles of CLT with respect to teachers' roles in CLT classes. The average mean 3.4 also reveals subjects' good perception of teachers' roles in communicative EFL classes. The detail analyses of the responses were given in Table 4.2 bellow.

Table 4.2: Responses for Teachers' Roles

Scale value	Items	Statements	Fr & %	5	4	3	2	1	Total	Mean
				1*	2*	3*	4*	5*		
1		Teachers as 'authority', 'instructor' and 'dictator' is no longer adequate to describe their roles in learner centred approach	Fr & %	135 24	136 24	55 10	124 22	120 21	570 100	3.1
2		Teachers should act as an independent co participant within the learning group providing facilitations, directions and supervisions	Fr & %	170 30	175 31	70 12	85 15	70 12	570 100	3.5
3*		Providing notes, extensive lectures and periodic assessments are the major roles of ELT teachers in CLT	Fr & %	71 12	74 13	60 11	177 31	188 33	570 100	3.6
4		teachers need to supplement instructional materials with other tasks, texts and activities in line with class facilitation	Fr & %	155 27	155 27	80 14	85 15	95 17	570 100	3.3
5*		It is impossible for teachers to organize language lessons for cooperative learning to suit with the needs of class students	Fr & %	130 23	75 13	13 2	152 27	200 35	570 100	3.4
6		It is teachers' role to facilitate and integrate the interaction between the learners, the learning process, the materials and the context of learning	Fr & %	188 33	188 33	38 7	78 14	78 14	570 100	3.6
7		In CLT, teachers are expected to analyse learners' learning perspectives, needs and preferences, and align their teaching styles accordingly	Fr & %	200 35	175 31	23 4	75 13	97 17	570 100	3.5
8*		Continuous evaluation of instructional methods and materials, tasks and activities to align with learners' preference is not the concern of teachers	Fr & %	100 18	101 18	51 9	183 32	135 24	570 100	3.3
		Average fr.&%for favourable items	Fr & %	170 30	166 29	53 9	89 16	92 16	570 100	3.4
		Average fr.&%for un favourable items	Fr & %	100 18	83 15	41 7	171 30	174 31	570 100	3.4
		Average fr.&%for all items	Fr & %	135 24	125 22	47 8	130 23	133 24	570 100	3.4

[*] = unfavorable statements, [fr.] = frequency, [%] = percentage

With reference to favorable items, the majority, 336 (59%) with a mean of 3.4 of the respondents have revealed good perceptions to teachers' roles in CLT. For example, in item 2, 6 & 7 the majority, 365 (66%) of the respondents agreed with the positive statements raised under the items in point. Thus, the average mean 3.5 entails that the subjects have good perceptions of the approach under discussion with reference to teachers' roles. Similarly, with item 1, which refers to teachers' roles in CLT classes, the majority, 271 (48%) of the subjects with mean of 3.1 have shown rigorous perceptions to the approach with reference to teachers' roles in communicative classes. Contrariwise, the majority, 345 (61%) of the respondents rejected the statement that discord the role of teachers in communicative EFL classes. In item 3&5, the majority, 359 (63%) of the respondents rejected the statements that discorded with the principles of CLT approach. The mean value 3.5 thus shows subjects' good perceptions of the principles. Similarly, in item 8, the majority, 318 (56%) of the respondents rejected the statements that discord CLT principles with reference to teachers' roles with a mean of 3.3 which shows subjects' good perception of the principle in focus.

Generally, the majority, 341 (60%) of the respondents have good perception with reference to teachers' roles with mean value of 3.4 which shows subjects' good perception of the approach.

4.3 PERCEPTIONS TO ROLES OF GRAMMAR

Communicative approach (CLT) gives due consideration to the development of accuracy through integrating communicative grammar in the instructional syllabuses and classroom practices. Hence, the researcher wants to enquire the extent to which the respondents perceive role of grammar in communicative EFL context. Therefore, eight (8) questions with equal number of positive and negative statements were presented to the potential respondents. The analysis of the responses therefore indicates that the majority, 387 (69%) of the respondent students with mean of 3.7 have shown positive perception to communicative approach (CLT) with reference to the roles of grammar in communicative EFL classes.

Table 4.3: Responses for Roles of Grammar

Scale value	Statements	Fr & %	5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
1*	Grammatical correctness is the most important criteria in which learners' language performance could best be judged	Fr&%	100 18	101 18	51 9	183 32	135 24	570 100	3.3
2	Knowledge of rules of a language is not self-sufficient to enable learners to effectively communicate in real context	Fr&%	187 33	235 41	35 6	43 8	70 12	570 100	3.7
3	Language is acquired most effectively when it is used as a means for doing something, and not when deductively instructed	Fr&%	200 35	175 31	23 4	75 13	97 17	570 100	3.5
4	In CLT approach, teachers are not expected to provide non communicative instructions of language forms and vocabulary items	Fr&%	230 40	243 43	15 3	51 9	31 5	570 100	4.0
5*	To enhance learners' communicative efficiency and effectiveness, overt instruction of rules of forms, vocabularies and lexis is very crucial	Fr&%	130 23	75 13	13 2	152 27	200 35	570 100	3.4
6	Students' performance in grammar and vocabulary does not warrant effective language use for communicative purposes	Fr&%	235 41	201 35	51 9	53 9	30 5	570 100	4.0
7*	Learner centered approach (CLT) gives secondary status for grammar and vocabulary in language pedagogic process	Fr&%	71 12	74 13	60 11	177 31	188 33	570 100	3.6
8*	Direct instructions of rules and terminologies of grammar is essential if students are to learn to communicate effectively	Fr&%	85 15	80 14	55 10	180 32	170 30	570 100	3.5
	Average fr.&%for favourable items	Fr&%	213 37	214 38	31 6	56 10	57 10	570 100	3.8
	Average fr.&%for un favourable items	Fr&%	97 17	83 15	45 8	173 31	173 31	570 100	3.5
	Average fr.&%for all items	Fr&%	155 27	149 27	38 7	113 21	115 21	570 100	3.7

[*] = unfavorable statements, [fr.] = frequency, [%] = percentage

Thus the analysis of the responses indicates that the majority, 427 (75%) of the respondents with mean of 3.8 have god perception to the statement that supports the role of grammar in CLT approach. In such a manner, in item 4&6, the majority, 460 (80%) of the respondents have agreed with communicative use and assessment of grammar in communicative classes. As such the mean value 4.0 also shows the subjects' perceptions of the communicative principles with reference to grammar is very good. In items 2 & 3 the majority, 399 (70%) of the respondents have agreed with the items that accords with CLT principle. The mean score, 3.6 also indicates a very good perception of the respondent with reference of communicate grammar. As such, in item 7&8, the majority, 358 (64%) of the respondents rejected the items that discord the CLT principles. Likewise, the average mean 3.6 shows the subjects' good understanding of CLT principles under focus. As such, in item 5, which deals with the value of direct instructions of rules in promoting communicative efficiency, the majority, 74 (62%) of the students rejected the statement. On the other hand, the mean value 3.4 visibly foretells the subjects' good perceptions of communicative approach (CLT).

In a more broad representation, the majority, 346 (62%) of the respondents with mean of 3.5 have disagreed with the statement that discords the role of grammar in CLT approach.

4.4 FEEDBACK AND ERROR CORRECTIONS

With regard to error corrections in CLT approach, the researcher provided the respondents with eight (8) questions with 5 negative (1, 3, 4, 7&8) and 3 positive (2, 5&6) statements. Accordingly, the majority, 360 (63%) of the respondents with mean value of 3.5 have good perception to the approach with reference to feedback and error corrections. The detail analyses were presented in the next table.

4.4: Responses for Feedback Error Corrections

Scale value			5 1*	4 2*	3 3*	2 4*	1 5*	Tot al	M ea n
Items	Statements	Fr & %							
1*	Teachers' frequent corrections of learners' errors is a useful practice in aiding their communicative language development	Fr & %	95 17	100 18	0 0	187 33	188 33	570 100	3.5
2	Mutual feedback provision is valuable than teachers' explicit error correction in enhancing learners' language learning	Fr & %	155 27	155 27	80 14	85 15	95 17	570 100	3.3
3*	For perfect learning to happen, teachers' error correction must focus on language appropriateness than functional use	Fr & %	130 23	75 13	13 2	152 27	200 35	570 100	3.4
4*	ELT teachers are unlikely to use communicative assessments, for its planning, construction, administration and scoring is so intricate	Fr & %	83 15	83 15	35 6	184 32	185 32	570 100	3.5
5	For learners to become effective communicators in the target language, teachers' feedback should focus on meaning rather than forms	Fr & %	175 31	177 31	0 0	110 19	108 19	570 100	3.4
6	Student performance should be based on diverse continuous communicative activities than to relay on just paper-pencil tests	Fr & %	188 33	175 31	55 10	97 17	55 10	570 100	3.6
7*	If learners' errors in language learning are not corrected on the spot, it will be difficult for them to effectively use soon after.	Fr & %	70 12	70 12	14 2	205 36	211 37	570 100	3.7
8*	In communicative approach, teachers should not pay attention to learners' error, though it intervenes effective communication	Fr & %	83 15	87 15	27 5	173 30	200 35	570 100	3.6
	Average fr.&%for favourable items	Fr & %	173 30	169 30	45 8	97 17	86 15	570 100	3.4
	Average fr.&%for un favourable items	Fr & %	92 16	83 15	18 3	180 32	197 34	570 100	3.5
	Average fr.&%for all items	Fr & %	133 23	126 23	32 6	139 25	142 25	570 100	3.5

[*] = unfavorable statements, [fr.] = frequency, [%] = percentage

As mentioned in Table 4.4, the majority, 342 (60%) of the respondents with mean value 3.4 have good perceptions of the principle that accord with feedback and error correction in CLT approach. For instance in item 5&6, the majority, 358 (63%) of the respondents with mean of 3.5 have good perceptions of CLT principles under discussion. Similarly, in item 2, the majority, 310 (54%) of the students with mean of 3.3 have good perception regarding the role of mutual error corrections than direct teachers' error correction experience in promoting students' communicative ability in the target language. Similarly, the majority, 377 (66%) of the respondents with mean of 3.5 have rejected the statement that discord the principles of error correction in CLT classes which foretells the subjects' good perception of CLT principle in point. In line with this, the response in items 7&8, the majority, 395 (69%) of the respondents with mean of 3.7 have rejected the statement that detract the CLT principle in focus. As such, with item 1, the majority, 375 (66%) of the respondents with mean of 3.5 have also rejected the issue about teachers recurrent feedback and error correction in aiding learners' learning.

Cumulatively, the majority, 360 (63%) of the students with mean of 3.5 have good perception to communicative approach (CLT) with reference to feedback and error correction.

4.5 PERCEPTIONS TO INSTRUCTIONAL ACTIVITIES

Theoretically, different instructional activities are expected to be used in communicative EFL classes. These may include individual work, pair work, and group work and so forth that facilitates students' communicative skills in the target language. But research indicates that most foreign language students have inaccurate conceptions about these activities. With this issue, the researcher wants to enquire whether or not the students under the current study were aware of instructional activities and their roles in their respective contexts. Thus, 8 questions with equal number of positive (1, 2, 4&7) and negative (3, 5, 6 & 8) statements were set to the respondents. Accordingly, the majority of the respondents revealed good perceptions of the approach with particular reference

to roles of instructional aids. Further statistical analyses were given in Table 4.5 below.

Table 4.5: Responses for Roles of Communicative Activities

Scale value	Statements	Fr &%	5	4	3	2	1	Total	Mean
			1*	2*	3*	4*	5*		
1	Group work activities are essential in providing chances for co-operative relationships and promoting interaction among learners	Fr&%	200 35	243 43	55 10	45 8	27 5	570 100	4.0
2	Group/pair works allow learners to explore problems for themselves and help them have control over their own learning	Fr&%	195 34	180 32	70 12	55 10	70 12	570 100	3.7
3*	Group/pair work activates are impractical in large class size so as to meet instructional objectives and students' needs	Fr&%	130 23	75 13	13 2	152 27	200 35	570 100	3.4
4	Contents, methods, activities and assessments methods should be negotiated with students needs than being imposed	Fr&%	175 31	170 30	7 1	110 19	108 19	570 100	3.3
5*	Group and pair work activities have little use, since it is difficult for teachers to monitor learners' performance and formative progress	Fr&%	108 19	108 19	20 4	164 29	170 30	570 100	3.3
6*	Small group works can substitute formal instructional practices	Fr&%	55 10	55 10	55 10	188 33	217 38	570 100	3.8
7	Problem solving activities provide opportunities for learners to cooperatively interact and sought solutions for problems	Fr&%	175 31	177 31	0 0	110 19	108 19	570 100	3.4
8*	Learners learn to use language for effective use , if they perform tasks independently without any interaction with others	Fr&%	80 14	80 14	38 7	185 32	187 33	570 100	3.6
	Average fr.&%for favourable items	Fr&%	186 33	193 34	33 6	80 14	78 14	570 100	3.6
	Average fr.&%for un favourable items	Fr&%	93 17	80 14	32 6	172 30	194 34	570 100	3.5
	Average fr.&%for all items	Fr&%	140 25	137 24	33 6	126 22	136 24	570 100	3.6

[*] = unfavorable statements, [fr.] = frequency, [%] = percentage

As indicated in the Table 4.5 above, the majority, 379 (67%) of the respondents have agreed with communicative principle under discussion. The average mean 3.6 shows subjects' strong perceptions regarding the communicative principle in focus. In this regard, in items 1&2, the majority, 414 (73%) of the respondents with mean of 3.9 have agreed to the communicative principle under focus. The mean value shows subjects' positive agreement to the CLT principle under focus. As such, in item 1, the majority, 352 (62%) of the students have shown their agreement to the role of problem solving activities in providing opportunities for learners to cooperatively interact and solving problems. Thus, the mean 3.4 indicates the subjects' formidable agreement to the CLT principle under consideration. While, 366 (64%) of the respondents with mean of 3.5 have rejected the concepts that discord the CLT principles with reference to instructional activities in EFL classes. In line with this, in item 6&8, the majority, 389 (69%) of the students rejected the statements that discord the CLT principles. The average mean, 3.7 also shows respondents' strong perception to the principles mentioned in the items. Similarly, in item 3 the majority, 352 (62%) of the respondent students with a mean value of 3.4 have totally rejected the concept concerning the impracticality of group and pair work activates in large class.

Generally, the majority, 373 (66%), of the respondent students with an average mean value of 3.6 have positive perceptions to CLT principle with reference to roles of instructional activities in CLT. But only few, 166 (30%) have confusion concerning the CLT principle in point.

4.6 PERCEPTIONS TO ROLE OF MOTHER TONGUE

Mother tongue plays significant roles in communicative second language instruction though it was neglected in the traditional language teaching methods. However, since the emergence of the novel approach, due regard has been given to the language. As such, the researcher wants to know students' perception regarding the role of mother tongue in communicative EFL classes. For this purpose, the researcher provided eight (8) statements with four (4) positive (1, 3, 4 & 5) and four (4) negative (2, 6, 7 & 8) ones were given to the respondents. Consequently, the majority, 395 (70%) of the respondents have good perception to the CLT approach in general and the role of mother tongue in particular. Therefore, the detail analyses of the responses were presented in

Table 4.6 below.

Table 4.6: Responses for Role of Mother Tongue

Scale value			5 1*	4 2*	3 3*	2 4*	1 5*	Tot al	Me an
Items	Statements	Fr & %							
1	Appropriate use of mother tongue in a EFL classroom makes language input more comprehensible	Fr & %	270 47	251 44	17 3	17 3	15 3	570 100	4.3
2*	Complete prohibition of mother tongue in CLT context favours foreign language learning	Fr & %	83 15	100 18	45 8	155 27	187 33	570 100	3.5
3	Optimal use of mother tongue facilitates communicative EFL pedagogy	Fr & %	200 35	180 32	80 14	60 11	50 9	570 100	3.7
4	Over use of mother tongue in EFL instruction hinders foreign language learning	Fr & %	175 31	177 31	0 0	110 19	108 19	570 100	3.4
5	In multilingual and multicultural classes, teachers' frequent use minority's mother tongue is unfair	Fr & %	208 37	205 36	15 3	72 13	70 12	570 100	3.7
6*	Using target and learners mother tongue/vernacular language at equal rate facilitates foreign language learning.	Fr & %	77 14	87 15	55 10	171 30	180 32	570 100	3.5
7*	Use of mother tongue as a medium in EFL instruction in communicative classroom is something natural	Fr & %	135 24	70 12	15 3	150 26	200 35	570 100	3.4
8*	Teachers and learners identification of the context in which L1 must be used facilitate effective EFL learning	Fr & %	35 6	45 8	40 7	235 41	215 38	570 100	4.0
	Average fr.&%for favourable items	Fr & %	213 38	203 36	28 5	65 12	61 11	570 100	3.8
	Average fr.&%for un favourable items	Fr & %	83 15	76 13	39 7	178 31	196 35	570 100	3.6
	Average fr.&%for all items	Fr & %	148 27	140 25	34 6	122 22	129 23	570 100	3.7

[*]= unfavorable statements, [fr.] = frequency, [%] = percentage

With respect to the statements that agrees with the principles which deals with the role of mother tongue in communicative EFL classes, the majority, 416 (74%) of the respondents with a mean of 3.8 have shown quite good perception to the principle. As such, in item 1&3 the majority, 451 (79%) of the respondents agreed with the point under discussion. Thus, the average mean of 4.0 indicates subjects' good perception of CLT approach under consideration. Similarly, in item 5 which deal with of unfairness of use of mother tongue in multilingual class, the majority, 207 (73%) of the respondent have shown good perceptions with an average mean of 3.7 which indicates the subjects' strong perception to the principle. While, 374 (66%) of the respondents with a mean of 3.6 have rejected the statements that disfavor the role of mother tongue in communicative EFL classes. In such a way, in item 2, 6&8, the majority, 381 (67%) of the students with a mean of 3.7 rejected the statement that discord the role of mother tongue in CLT classes. Similarly, in item 7, the majority, 350 (61%) of the respondents rejected the statement that discord the use of mother tongue as a medium of instruction in CLT classes. As such the mean, 3.4 shows the subjects' good perception of the principle. Briefly, the majority, 395 (70%) of the respondents have good perception of the role of mother tongue with average mean of 3.7 which also shows that the subjects have good perceptions of the role of L1 in EFL classes.

5. FINDINGS

To windup, the majority, 367 (65%) of the respondents with mean of 3.6 have shown good perceptions to CLT approach with respects to the basic principles mentioned on the questionnaire (learners roles, teachers roles, roles of grammar, feedback and error corrections, roles of instructional activities and roles of mother tongue). In addition to the questionnaire, the interview also revealed similar results. Thus, it is assertively expected that the

learners aptly practice the principles of the approach in their respective contexts. The finding indicates similar findings with multiple local and international studies (Gamble, Aliponga, Koshiyama, Wilkins, Yoshida, & Ando, 2013); (Jin, Sing, & Li, 2005); (Beyene, 2008). To sum-up, subjects in the current context of the study have good knowledge, thinking and beliefs to the principles of CLT approach which guarantees effective enactment of the approach in EFL context (Kumaravadivelu, 1991).

6. RECOMMENDATIONS

- Thus, government should work hard in involving competent teachers in to the teaching post in general and ELT in particular to aid students' learning.
- The ministry of education and the authorities concerned should regulate the class size for it determines the qualities of students' effective learning.
- Teachers at all levels of learning should be given pertinent trainings with regards to the theoretical and practical aspects of the approach for the base for communicative approach is mainly situated at lower level of learning.
- Teachers should orient and motivate students to the best use of the approach.
- The stockholder, aid organizations and authorities must provide the required facilities to the practices of communicative approach at all levels of learning.

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